

## CHAPTER II :

### REVIEW OF RELATED RESEARCH

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Educational research, like research in any other organ of society, has an important function in accelerating the development of a nation or a community. It is essential, however, that the educators team up with scientists in the other disciplines to effect a united and unified front in the solution of today's problems. We need to broaden our vision and deepen our interests in areas other than education but closely related to it. Let the educators, therefore, push the wheels of progress with the people of other organs of society to help bring the country to a level of development that can give contentment, happiness and general well-being of all the people.

- Thomas P. Tedana

in "Research and Development, in Education  
For Developing Countries, 1972.

## 2.1 INTRODUCTION

In the present chapter, some selected researches on teacher education in general and the education of primary school teachers in particular will be briefly reviewed in terms of either the trends that they signify or their conclusions. It will be prefaced by a brief review of selected studies on comparative education with a focus on knowing what research has to say about the concept, scope and methods of comparative education. The major objective of this chapter would be to survey the field of previous research on teacher education particularly in those facets and dimensions of the education of primary teachers which would receive focus in the present investigation. As this study is comparative covering two lands - Gujarat and the Philippines, some studies done on their teacher education programme will be briefly reviewed or noted. Findings from the related studies from the international field will also be examined or considered, as that is likely to provide a wider and more meaningful perspective to look at the programme and problems of the education of primary school teachers in Gujarat State (India) and the Republic of the

Philippines, subsequently in the course of the present study.

Researches will be reviewed under the following headings:

- (a) Concept and methodology of comparative education.
- (b) Selection of candidates for admission to teachers' colleges.
- (c) Teacher education curricula.
- (d) Student-teaching.
- (e) Innovation in teacher education.
- (f) Staff and student attitudes, beliefs and behaviour.
- (g) Inservice education of teachers.

## 2.2 CONCEPT AND METHODOLOGY OF COMPARATIVE EDUCATION

Interest in research in comparative education is more or less a modern development. Attempts have been made so far to clarify the concept, determine the scope and architect the methodology of comparative education. Phillip Jones's (1971) work reflects a trend relating to the growing tendency among people to show interest, as students, teachers, parents or administrators, in how schools in other countries function and in how other nations solve their educational problems.

The interest and curiosity to peep into the structure and organisation of education of any country in the context of one's own country and with reference to the problems of any country constitute one way of looking at comparative education. Kandel (1962), George Bereday (1964), Brian Holmes (1965) and Phillip Jones (1971) have all sought to clarify the concept of comparative education. According to Kandel, comparative education seeks to analyse and compare the forces that make for differences <sup>among</sup> ~~between~~ national systems of education. Brian Holmes regards comparative education as a theoretical social science consisting of theories, hypotheses, models and laws which facilitate an understanding of the process of education.

The scope of comparative education, as shown by Desai (1974) in his study of some selected European, African and Asian countries is all those geographical, cultural, sociological, economic and political factors and influences that build up and mould educational system and programmes in different countries.

The root of the scientific methodology of comparative education as shown by George Bereday is observations of

foreign people, and descriptions of foreign systems. The live concern is "to borrow from abroad some useful educational devices for the improvement of education at home." The method to be adopted in comparative education should be vigorous. Bereday's conclusion is that if comparative education seeks to make sense out of similarities and differences among educational systems, it should acknowledge its reliance on and indebtedness to many fields like sociology, history, economics, politics and so on. Bereday has identified four stages of comparative methodology, viz., Stage I of pedagogical data only; Stage II of interpretation of evaluation of Stage I data in terms of other data; Stage III of juxtaposition or preliminary comparison establishing similarities and differences (formulation of hypotheses; and Stage IV of simultaneous comparison. Noah and Eckstein (1969) have indicated the methodology of comparative education by observing that it has one foot planted in pedagogy and the other in the wider area of the social sciences. Desai (1974), however, has shown that such a methodology is time consuming and expensive. He has, therefore, advocated a method of interpreting educational developments and problems of any two or more countries against the

complex web of their demographic, cultural, political, social and economic background. It is this approach which will be largely adopted in the present study on practical considerations.

One significant fact emerges from review of researches of education in other countries. Researches on teacher education programmes of different countries tend to highlight as much diversity within each nation as there is among them, and such diversity cannot be explained geographically. Popular conceptions prevailing in two or more countries about what the other is doing in teacher education are also unearthed by comparative studies. A conclusion that sometimes become most appropriate is that each country has begun to conceive that does not and never did exist. This would show that in comparative education more of differences rather than similarities may occur, and a student of comparative education will have to look for fundamentals cutting across cultural diversities for philosophy, ideology, objectives, organisation, and principles rather than actual practices and programmes to rethink about education in other countries. Cultural differences cannot be disregarded in reorganisation of education - in that eventuality, no reorganisation would succeed.

### 2.3 SELECTION OF CANDIDATES FOR ADMISSION TO TEACHER TRAINING

Considerable research effort seems to have been expended on the issue of selection of candidates for teacher trainees. In most of the countries of the world, this exercise seems to have been done. Studies by Valentine (1934), Dale (1955), Allen (1963), Warburton, Butcher and Forrest (1963), Halliwell (1966), Simeon (1966), Taylor (1967) and Taylor and Watson (1968) are the instances of educational research of this category. In India, too, efforts in this direction have been made. Researches by Adaval (1952), Shah (1961), Anand (1961), Bhattacharya and Shah (1966), etc., belong to this class. However, despite these valuable exercises, teachers colleges are still no nearer to the production of criteria that will enable their leadership - their administrators to predict teaching efficiency or success with any exactness and success in this context. The trend of thinking of teacher educators reflected in studies on this subject does not create confidence that the teachers' colleges and educationists would be willing to rely upon tests for selection purposes even if it is assumed for a moment that it is technically possible to produce a

series of measures and tests that will predict with a very high degree of accuracy the subsequent performance of the teacher in terms of specified behaviour dimensions in given school settings. Simon's findings underline the fact that whilst selection may have meaning at the level of the individual college, it does not apply to the system of teacher education as a whole, which in recent years has shown itself capable of finding places for virtually all the qualified students who have applied. This particularly is the situation in England. Taylor has depicted the situation in Great Britain by showing that a large majority of students obtain places in their first choice of college; others may have to go further down their list of preferences, or even allow their names to go forward for any college that has vacancies, just as some colleges are only able to fill all their places by taking students who may have received several earlier rejections.

Pires (1968) has investigated the recruitment and selection of candidates for primary teacher training in Asia. This study is useful to know what is happening in the matter of selection of the entrants to primary teachers' colleges in some major Asian countries. Practices more

helpful than others in attracting secondary school students to primary teacher training were found to be in operation in three Asian countries, viz., Afghanistan, the Republic of China and Iran. Afghanistan has adopted the practice of half-day work and also the facilities to proceed <sup>to</sup> a higher teachers' college and to the university. The Republic of China offers three incentives, viz., (1) free tuition and free board and lodging to poor students; (2) guarantee of a job at the end of the training and (3) exemption from military service. Iran, too, provides free tuition, grants for educational expenses, the prospect of government employment and the possibilities for further education. In India, a stipend is ordinarily available to teacher trainees in only a few but a large number of these institutions are private, government teachers' colleges. Malaysia, Nepal, Pakistan, Vietnam, Korea, too, give stipends ranging from 10.9 U.S. dollars to 600 U.S. dollars. Years of schooling needed for admission to training courses range from 6 years in Laos to 12 years in Iran, and Korea, the mean period of training being 11 years. The minimum age required at entry ranges from 14 years in Laos to 18 years in the Republic of Vietnam, the mean age being 15 years for the Asian countries.

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0 Gunasekera (1973) had attempted to find out in detail the selection and recruitment practices, concerning candidates for primary teacher training in the thirteen Asian countries represented at the UNESCO Regional Centre, and to formulate suggestions based in part on that study for a selection and recruitment program<sup>me</sup> to be adopted in Ceylon. Her findings show that (a) the patterns of selection and recruitment procedures followed in the thirteen Asian countries are generally similar; (b) there are certain weaknesses and defects in the selection and recruitment procedures now being followed in the thirteen Asian countries; (c) more carefully planned program<sup>me</sup> of selection and recruitment should be evolved for all the Asian countries; and (d) pertinent proposals for change and improvement are necessary in order to have an effective selection and recruitment program<sup>me</sup> in respect of candidates for primary teacher training.

Chanchal Mehra (1970) in her survey of elementary teacher education in India found that little attention was paid to minimum admission requirements for training institutions. The age of teachers under training in India had a wider range between 15 to 30 years. Only in three states -

11

Kerala, Tamil Nadu and Karnatak, some attention seems to have been paid to academic background or personality traits while recruiting teachers for primary schools. In most of the States teacher trainees in primary teachers' colleges and primary teachers in primary schools are selected/recruited by the Panchayat Education Committees.

#### 2.4 TEACHER EDUCATION CURRICULUM

The programme of primary and secondary teacher training seems to have engaged the attention of research workers in India. The "Educational Investigations in Indian Universities" by the N.C.E.R.T. (New Delhi, India, 1963) reports 9 studies in teacher education at primary level between 1939 and 1961. They were reported from the States of Andhra Pradesh, Assam, Gujarat, Madhya Pradesh, Maharashtra and Uttar Pradesh. They deal with the programme of teacher education including the training syllabus. Fourteen such studies were done in Indian universities during 1961-1966. Among them more noteworthy are by Parashar (1963), Sharma (1965), Harbakhsh (1966) and Upasani (1966).

2

These studies and those by Desai (1967) and Mehra (1970) have shown that in India the syllabus for teacher training at the primary school stage is prescribed by State Education Department in almost all the constituent States. Studies by Patel (1963), Pathak (1967), Tikmani (1973) and Bhatt (1973) have also shown that the same is true for Gujarat also. Chanchal Mehra found that most of the teachers' colleges in India at the primary school stage are, too, poorly equipped with teaching aids for different programmes, and, therefore, the only method that seemed to be in large-scale use was the Lecture Method. The assessment schemes used by teachers' colleges in India needed a lot of improvement.

Researchers in the U.S.A., the Philippines, Great Britain and in other lands have been much more sharply focused on teacher education curricula. They reflect a concern for a systematic analysis of the structure of the courses of teachers' colleges. Conant's "Education of the American Teachers" (1964) is a pioneering attempt. Desai (1967), Subba Rao and Singh (1969), Mehra (1970), Buch and Yadav (1974) and others have also underpinned the need for

3 such researches in India. Taylor (1968)'s conclusion is that attempts made in this area in the U.K. are limited in scope and that they provide an uncertain basis for generalisation. Owens (1967), and Taylor (1968) have indicated some experiments going on in the colleges of education in England which point out to grouping of main subjects, the development of new inter-disciplinary courses and the absorption of "Education" within the main subject work. Musgrove (1962) and Halmos (1965) have shown a trend towards the provision of some form of inter-professional course which can cater not only for teachers but also for social workers, probation officers and others of the 'helping professions'.

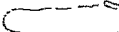
A detailed study of the relationship between academic and professional studies in colleges of education was undertaken at the University of London Institute of Education. This research was directed to "explore the question whether in colleges of education in England a conflict exists between the claims of the general education of the students and their professional training". Tibble (1966) has observed that more has been written about the Education Course than any other aspect of work in teachers

4 colleges. He has also underpinned a trend which denotes substantial changes that have taken place in which educational studies are approached more pragmatically than before. Taylor (1968)'s conclusion of the survey of research work on teacher education is that a relatively smaller quantum of literature exists regarding the main subject courses in teachers' colleges.

Research literature on teaching methods adopted in teachers' colleges is also scanty. In Great Britain, the Robbins' Committee on Higher Education (1964) ~~had~~ examined the methods of teaching in use in universities and teachers' colleges and had come to a conclusion that there was a good deal of similarity between the pattern<sup>1</sup> of teaching arrangements for students in the two types of institutions. The Committee also discovered the disturbing fact of relative absence of tutorial teaching in teachers' colleges, a finding which makes little of the conventional wisdom of teacher education. Hanko (1964) and McLeigh (1966) have also reached a similar conclusion. Taylor (1968) has pointed out that if teachers' colleges want their students to use a variety of group methods and to individualise instruction, to stress discovery rather than rote learning,

5 then these methods must be used in the courses taught by teachers' colleges. Taylor also underpins the need to find out to what extent teacher trainees who learn audio-visual methods and other educational technology in teachers' colleges during their training continue to use these approaches ~~when~~ in the school. There is also a need to find out how many teachers' colleges make regular use of the new media and how far they have either assimilated these to traditional teaching methods or faced up to their full implications for the use of reorganisation of the curriculum.

The Centre of Advanced Study in Education, M.S. University of Baroda has published "Studies in Teaching and Teacher Behaviour", 1970 (edited by M.B. Buch) which presents an up-to-date picture of research work being done in Gujarat, other parts of India and in the U.S.A. and the U.K. on methods of teaching practised and advocated in teachers' colleges.

The SAGTE group of the Philippines Presidential Commission (1970) ~~had~~ attempted a broad evaluation of the quality of teacher education curricula offered by the Republic's normal schools and colleges. This study 

6

revealed that ~~among others~~, more teacher education institutions need to include <sup>among others</sup> in their catalogues such objectives as express a firm commitment to national goals of education to be relevant to the Philippines needs, conditions and aspirations and <sup>to</sup> the education that can contribute to the socio-economic and political development of the nation. It also pointed out that the curricula are heavily loaded with professional education courses, but their general education component compares favourably with that of other degree programmes in total requirements. It was also found that 90 per cent of the textbooks used in general and professional education <sup>were</sup> ~~are~~ foreign-authored, foreign-oriented and foreign produced and had never been intended by their authors for use in the Philippines teachers' colleges.

Amatsuchi (1967) in a study focussed on development of teacher training in Japan after World War II has noted characteristics of reform which has contributed to effectiveness of teacher education viz., (a) teacher training has become a part of university education; (b) teacher training schools established in each prefecture were consolidated in a newly established national university as Department of

Faculty of Education; and (c) some of them were also made independent Liberal Art Colleges. The study also revealed the fact that teacher education in Japan for elementary schools is done on the basis of planned supply and <sup>demand for</sup> teachers. This however, may not be true about the education of secondary school teachers.

The research evidences on comparative teacher education at the elementary school stage in the U.S.A., and the U.K. have shown that the British programmes have apparently achieved a more effective relationship between subject matter and professional education objectives, content and understandings than have American teacher education programmes; the British System seems to give more proper and adequate stress to each component of an educational pattern designed to prepare a competent teacher. The American researches tend to expose the limitations of the British teacher education programme in terms of its traditionalism and too much subject-centricness.

Reform in the training of primary school teacher is suggested in some experiments and researches.

Owens (1970), for instance, suggests in his study a

3        Module System as an alternate to the great weakness of the present system of teacher education which lies in the tremendous fragmentation of relationship and learning. The Module System consists of units of 60-70 students with 5 or 6 tutors, each student teacher experiencing the continuity of working with the same primary and secondary groups for three years' practice teaching. To bring college, school and associate schools together with the education of teachers, a cluster upto six primary and secondary schools forms an integral part of the Module.

      Servilla (1971) attempted the new approach of the Systems Analysis of the teacher education programme for the preparation of elementary school teachers in the regional normal schools, state teachers colleges and selected private teacher education institutions which are strategically located in the different regions of the Philippines. This, in fact, constitutes a new trend in educational research in teacher education. A similar attempt is being made at the M.S. University of Baroda to study the programme of secondary school teachers of the Punjab by Gupta (1976). Servilla's study looks forward to making the programme for the preparation of elementary school teachers a step ahead

9 of the future. The study puts premium on the following seven strategies: (a) granting of charters to regional normal schools; (b) bestowing on the Director of Public Schools authority to grant academic ranks to the instructional staff of these normal schools; (c) the inclusions of private teacher education colleges among the beneficiaries of the funds for teacher education; (d) organisation of a coordinating body for teacher education; (e) establishment of a Centre for Educational Technology, Research and Evaluation in every region being serviced by the teacher education institutions and a similar unit to be included in the coordinating body of the Department of Education; (f) organisation of a curriculum reform committee in every teacher education institution; and (g) tapping of resources for generating research funds.

Bass (1969) examined the evaluation procedures in certain primary teacher training institutions in Asia. He found four principal trends. In some countries like Malaysia, certain subjects are evaluated by a final external examination; Japan, the Philippines and Thailand prescribe evaluation of course subjects by a progressive series of written tests set internally; Burma, the Republic of China

and Iran evaluate course work by a final examination;  
and India grades performance in practice teaching on the  
basis of both internal and external assessment.

One special problem of teacher education is worth mentioning, which has provided very interesting insights into the subject <sup>in a study</sup> entitled "A Comparative Analysis of Primary Teacher Training Curricula of the Regional Normal Schools and Colleges in the Philippines and the 5-year Junior Normal College in the Republic of China", by Chen Shi-Bey. In this study, Chen has analysed factors which affected the primary teacher training curricula of the Philippines and the Republic of China. The study abounds in proposals for the improvement of primary teacher training programme in both the countries.

## 2.5 STUDENT TEACHING

From studies by Pires (1968), Bass (1969), Pillai (1972), Chilana (1973) and others, it appears that practices in Asian countries in the matter of organizing and conducting student teaching show marked variations. For instance, Pillai found "a continuous period of teaching for a month, or a

little more or less than that, called 'block teaching practice', preceded by a week or two of observation of teaching earlier; or intermittent periods of teaching weekly for a part of the year, or half-day teaching for short or long periods of time during a part of the year, in a one-year or two-year course. This is repeated again, once or more, in courses of longer duration say, a four year course. This may be done in campus laboratory schools only; or one part of it in campus schools and a part in off-campus cooperating schools."

Student-teaching is not without its problems. This can be seen from studies done in different countries. Lorenzo (1966) has identified seven broad problems student teachers meet during their off-campus teaching, viz., problems concerning (1) the learners, (2) the nature of learning experiences, (3) curriculum development, (4) methods of teaching, (5) class-room management, (6) administration and extra-activities, and (7) school and community relationships. Anguilar-Pentagson (1970) has investigated into the problems of student-teachers from the University of the East, Manila, during their off-campus teaching period. Her findings are as under: Student-teachers feel nervous

2 . when some-one visits or observes classes; they find themselves unable to keep children from making noise or misbehaving; they fail to maintain class-room control without resorting to punishments.

Bond (1951) found that the off-campus student-teaching programmes help in promoting personal qualities and scholarship traits much more than professional competencies. Desai (1967), however, reached a conclusion that the off-campus student-teaching, besides helping the growth of personality, can put a student-teacher put on the job of teaching in innovative ways, and provides student-teachers ~~more~~ opportunity and a better climate to try-out teaching through projects, assignments, unit planning etc.

Some attempts to develop either a scale of procedures of assessment for evaluating students' performance in student-teaching have been made. In this connection the efforts of Bhat (1959) and Sekand (1959) are worth noting. Roy (1965) in a doctoral study done at the Delhi University has also investigated the relationship between the measures of success of teachers as students under training and as teachers in schools.

3 The programme of student-teaching being piloted by 62 teachers' colleges of Gujarat were examined by Palsane and Ghanchi (1967) at the Sardar Patel University of Gujarat. They identified five major short-comings of the programme, viz., (1) the number of practice teaching lessons were arbitrarily determined; (2) the student-teachers were inadequately oriented before they were put in the field to do their practice teaching; (3) the units on which the practice teaching lessons were based were largely isolated which did not pose challenges to the resourcefulness of the teacher-trainees; (4) the assessment of practice teaching was stray lacking continuity and integration; and (5) there was not much effective rapport between the teachers' college and its practising schools.

Similarly short-comings were found by Upasani (1969) in the teacher education programme of Maharashtra State, by Josheph (1967) in that of Kerala, Mallaya (1968) of Madhya Pradesh State, Sharma (1968) of Delhi State, Marr et al (1969) of Punjab State, and Saikia (1971) <sup>of</sup> ~~in~~ Assam State. The findings of studies by Khosla (1970), Srivastava (1970), Mehrotra (1974) and Singh (1974) are also in the same strain. Buch and Yadav (1974)'s conclusion is that

4 "much dissatisfaction has been shown about the training provided to the teacher. The trainees are not satisfied, the consumers are not satisfied, and more than this, even the trainees are not satisfied with training programmes".

In the successful administration of the programme of student-teaching in teachers' colleges, the relationship between the college and practising cooperating school becomes important. Studies by Smith and Cunningham (1961), Westfall (1963), Andrews (1964), Smith (1964; 1965) and others have thrown significant light on the relationship between teachers' colleges and their cooperative schools. It seems that the problem of size of student-teacher groups needing laboratory facilities has forced the exploration of new approaches in the United States. The concept of teaching centres has developed from this. Cooperative structures have been brought into operation in larger cities. There is a growing acceptance of the joint-responsibility for teacher preparation between teachers' colleges and public school system. Difficulties have also emerged from barriers of status and differences of outlook <sup>among</sup> ~~between~~ schools and colleges and they are hindering progress.

The Gujarat studies on teacher education by Patel (1963), Pathak (1967), Desai (1967, 1971), Tikmani (1973), Bhatt (1973) and others throw significant light on difficulties faced by private teachers' colleges in persuading private schools to permit their teacher-trainees to do practice-teaching particularly in the case of those trainees that are fresh, that is, without previous teaching experience.

## 2.6 INNOVATIONS IN TEACHER EDUCATION

Dixit has identified some innovative trends in teacher education in the United States, such as (a) high priority being given to it in the past few decades, (b) teaching being recognised as profession, (c) emergence of broader prospectives, (d) shift of emphasis from professional knowledge and skill to the development of the personality on desired lines, (e) a trend towards adoption of an integrated curriculum, (f) introduction of the "tailor-made programme", (g) substitution of the traditional lecture-method has been substituted, to a large extent, by such informal methods as discussion, tutorials, seminars, workshops and projects.

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William Taylor (1969) in a study of the education of teachers in England in the perspective of society today and tomorrow has come to hold a view that "a climate must be furnished in which innovation coming from without will be considered positively, if not uncritically, and the responsibility for innovation from within to deal with changed needs and circumstances will be accepted as part of the normal work of the organisation." It is in this context that he draws a conclusion that the colleges of education and universities must produce the teachers for tomorrow, and it is against this background that the current work of these institutions must be directed.

Young (1965) in his "Innovation and Research in Education" has shown that teachers' colleges have not been well placed in the past as agents of specific innovation in curriculum content and teaching method; their research role is minimal.

Hazard et al (1967) have studied the "Tutorial and Clinical Programme for Teacher Education" of North-Western University (U.S.A.). They have shown how the TCPTE rejects the widely followed, yet soundly discredited, premise that one can best learn how to teach by listening to formal

7

lectures or participating in synthetic discussions about education and its processes, followed by a more or less artificial exposure, primarily as an observer - visitor under the guidance of a supervisor who is a visitor also, to classroom situations. Rather it endorses the view that learning to teach requires active participation in real classrooms under the guidance of real teachers. It bases the professional development of the teacher on the first hand inductive development of perceptions, the testing of hypotheses, and the synthesis of generalisations. It seeks to move from the real to the vicarious in contrast to the usual reverse sequence in professional education. It recognises that this development of professional skill in teaching is an artistic and creative process, as well as one of scientific scholarship, that demands a high level of personal involvement. So far as the professional preparation of elementary teachers is concerned, this new programme seems to carry two vital implications, viz., (a) elementary teachers should do advanced under-graduate work in two academic fields common to the curriculum in elementary schools, and (b) all work in professional education should be given through group tutorials and related clinical

experiences thus eliminating formal courses in education.

Dhaubhadel and Karmacharya (1975) have shown how Nepal has been trying to tackle its challenging problem of educating teachers. It has tried out a novel approach. This approach enables teachers in the primary schools to get training near the place they are working. Trainees are not alienated from their actual work situation. Daily supervised teaching of the trainees after morning classes on professional education is designed not only to help the individual teachers but also to improve their school programmes. The method adopted is one where practice and theory go side-by-side. The training site is located at such places from where the participating schools are within a walking distance of about an hour. The classes are held for two hours a day in the morning, leaving the teacher free to do his regular work. In curricular structure, 7 general subjects and 11 special areas are covered. The programme is indigenous and has evolved out of the felt needs of the country.

The Central Luzon Teachers' College (Philippines) experimented<sup>also</sup> with a novel programme for the training of teachers of non-formal education. The training programme

b was a live-in seminar which lasted for 7 weeks and consisted of seminar-discussions on citizenship and functional literacy, field trips to existing centres of occupational activities i.e. farms, factories, agricultural projects, etc. and actual training in handicraft, mushroom production, sewing, dress-making and tailoring, piggery and poultry raising. Part of the practicum included preparation of syllabi and instructional materials.

Davis (1969) has found that in the U.S.A., innovative practices in elementary and secondary schools are receiving increased attention. These practices are: team-teaching, flexible and modular scheduling, the non-graded elementary school, computer-based instruction, the utilisation of paid and unpaid auxiliary personnel to free the teacher from the routine tasks, the new approaches to utilising the services of the specialists, programmed instruction and teaching machines, automated information storage and retrieval, instructional television and small-group instruction are not yet reflected in any substantial way in the literature of about student-teaching.

Bush (1965), Boyan (1965), Hite (1967) and others have

also underscored the need to plan the last year of the teacher training period to coordinate with the early years on the job.

## 2.7 STAFF AND STUDENT ATTITUDES, BELIEFS AND BEHAVIOUR

The educational investigations in Indian universities on teacher education show a distinct trend towards studying and evaluating the attitude of teacher trainees to their training programme in particular and towards teaching as a career. Studies by Verma (1953), Rastogi (1956), Usha Pande (1958), Adil (1959), Ahuja (1960), Pillai (1963), Aggarwal (1965) and others reflect a trend towards improved attitude of teacher trainees to teaching as a profession but they also bear a testimony to the fact that student-teachers develop a distaste for Basic Education and Community life and work, when these are imposed upon them against their liking or desire.

There have been relatively few attempts to describe and categorise staff and student (of teachers' colleges) attitudes, beliefs and behaviour in other aspects of teacher training. Studies by Collier (1959), Eppel (1960), Klien

(1965), Schofield (1966), etc. fall more or less in this area. The main trend of thoughts reflected in their conclusion is that educational and social values impinge upon the education of teachers in a variety of ways. They are inputs to the system in the form of staff and student attitudes and behaviour, but they also help to shape decision-making within the educational and social suprasystem, and legitimise the demands that are made for the production of teachers with particular value orientations to their task and to society.

The Teacher Education Special Area Group of the Presidential Commission, Philippines (1970) studied the group characteristics of the Faculty of Teacher Training Institutions of the Philippines. The study also covered the perceptions and attitude of the teacher educators about the teaching profession in perspective of other prestigious callings. It was found that the three professions with highest income are medicine, engineering and law. However, the respondent teacher educators considered teaching, medicine and law most prestigious calling in the country.

The SAGTE group of the Philippines Presidential Commission also studied the question of the faculty development

programme of normal schools in the country. It was found that lack of sustained financial support, especially in private institutions, hindered faculty development. However, the redeeming feature of the unhappy situation is that some teachers, though still a small percentage, are found to be engaged in significant research and that faculty members with a doctor's degree are more productive as a group than Master's degree holders, and the latter are more productive than their colleagues with only a Bachelor's degree.

Dickson and Wiersma (1966) made a comparative study of the characteristics of teacher education students in British Isles and the United States. An analysis of the data yielded by the study has indicated that (a) United Kingdom teacher education students tended to have, generally, higher intelligence and verbal comprehension than did the groups of U.S. student-teachers, (b) the U.S.A. student teachers appeared more learning (content) oriented and those in the U.K. more child-centred, permissive in their attitude relative to teaching; (c) the U.K. students appeared to be better prepared in the academic fields of study measured, except in the area of science where American elementary teacher education students demonstrated their superiority;

(d) American teacher education students appeared to be better prepared in major areas of professional education knowledge than did their counterparts in the U.K.; and  
(e) when measurers in academic students tended to reflect the recency of course work in the particular content area as well as the basic sequential differences of the teacher education.

Soh (1971)'s study aimed at finding out if student teachers' feeling of security-insecurity co-varies with their perception of teaching effectiveness and pleasantness of interpersonal relationships in practice teaching setting. The study revealed, among others, that there were proportionally more student teachers in the Secure Group indicating confidence in three of the fourteen aspects of class-room teaching - getting children interested in the lessons, verbal expression, and class control. That these differences could not have occurred by chance is supported by the critical ratios which are significant at or beyond .05 level. The Secure Group also evaluated more favourably than the Insecure Group their relationships with three of the seven categories of significant others - pupils, school principal, and college supervisor. The critical ratios being significant

at or beyond the .05 level, suggest the mean differences are not likely to be chance occurrences.

Acheson and Olivero (1970)'s study relates to the Mager Report of 1969 (the U.S.A.) which assessed primarily the teacher training activities in the programmes and projects of 15 U.S. Office of Education-funded educational laboratories and 3 selected research development centres at a given point in time. Two important conclusions that emerged from this study were: (a) more effective coordination of activities of federal agencies affecting teacher education and (b) involvement of more teacher educators in universities and colleges in experimental and innovative programmes.

## 2.8 INSERVICE TEACHER EDUCATION

A study of the in-service training of primary school teachers in Asia was attempted by Pires (1968) at the Asian Institute for Training of Teacher Educators. The findings showed that there are seven ways in which inservice teacher training programmes benefit primary school teachers, viz., (1) upgrading of the professional knowledge and competence

of teachers; (2) extending the general education of teachers; (3) enhancing the qualifications of teachers in service; (4) providing opportunities for teachers to obtain increments in salary; (5) raising the morale of teachers; (6) improving public relations and (7) providing training in community living. The study also revealed that only in countries like Cambodia (100 per cent), China (Taiwan) (62.7 per cent), India (2 per cent), Korea (82 per cent), Thailand (50 per cent) percentages of institutions which have a round-the-year programme of further training. Percentages of institutions which have no programmes of further training of their own are 75 per cent in Afghanistan, 66 per cent in Burma, 100 per cent in Shri Lanka, 98 per cent in India, 100 per cent in Nepal, 100 per cent in Bangla Desh, 50 per cent in Thailand and 60 per cent in Viet Nam. Thus, the conclusion is that primary teacher training.

Mehra (1970), in his National Survey of Elementary Teacher Education (India) found that inservice education and extension service programmes were largely ignored. Most of the training institutions were poorly equipped and most of the staff members did not have any experience of teaching in primary schools.

As against Mehra's survey, the finding of a recent doctoral study by Chilana (1973) were more optimistic. He made a comparative study of inservice education of primary school teachers in India and in the Philippines. The findings of this will be examined at length in Chapter V. Here, it may be noted that Chilana found that in some States of India, some good work has been in evidence in the sphere of inservice education of primary school teachers, but the Philippines is appreciably much ahead of India in this vital dimension of teacher education.

## 2.9. CONCLUSION

The foregoing review of research shows that more research work is being attempted on selection of trainees, teacher education curricula and student-teaching. But their output is still small. The bulk of research is directed on the education of secondary teachers, and that of primary school teachers continues to be still a less explored field. Studies in comparative teacher education are more conspicuous between the U.S.A. and the U.K. Such a trend has to be started among two or more Asian countries. The present

7 research will therefore be directed towards the study of concept and methodology of comparative education and study of the different constituents and dimensions of teacher training programme, and important issues like duration of elementary teacher training, the selection and professional development of teacher educators, the leadership, organisational climate, staff morale and their relationship with the effectiveness of teacher training in the two lands in Asia.

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