

C O N T E N T S

.....

- Acknowledgements		ii
- Table of Contents		iv
- List of Tables		viii
- List of Figures		xiii

CHAPTERS

PAGE

I :	INTRODUCTION	1-63
1.0.	The Present Study	1
1.1.	The Teacher Education Programme with Special Reference to In-service Teachers	3
1.2.	Analytical Approach and Training of In-service Teachers	9
1.3	Microteaching : Meaning and Underlying Principles	17
1.4.	Related Studies on Microteaching	26
1.4.1.	Effectiveness of Microteaching	27
1.4.2.	Feedback in Microteaching	36
1.4.3.	Teaching Skills Studied through Microteaching	44
1.4.4.	Effect of Skill Acquisition on Teachers' Attitudes Towards Teaching	50
1.5.	Statement of the Problem	53
1.5.1.	Objectives	54
1.5.2.	Hypotheses	54
1.5.3.	Key Terms Used	56
1.5.4.	Delimitation of the Study	60
1.6.	Scheme of Chapterisation	62

<u>CHAPTERS</u>		<u>PAGE</u>
II :	METHOD AND PROCEDURES	64-101
	2.0. Introduction	64
	2.1. Design of the Study	65
	2.1.1. Experimental Treatments	66
	2.1.2. The Significance of 'Filler' Group	68
	2.1.3. Sample	72
	2.1.4. Tools Used	80
	2.1.5. Schematic Representation of the Design	85
	2.2. Treatments	88
	2.2.1. Reliability in Observation ..	90
	2.2.2. Implementing the Treatment ..	92
	2.3. Statistical Techniques Employed	97
III :	RESULTS AND INTERPRETATION	102-178
	3.0. Introduction	102
	3.1. Raw and Gain Score Data	103
	3.2. Teaching Competence and Attitudes towards Teaching Before and After the Treatment	108
	3.3. Testing of Hypotheses	110
	3.3.1. Testing of Hypothesis H_1 ..	113
	3.3.2. Testing of Hypotheses H_2 and H_3	125
	3.3.3. Testing of Hypotheses H_4 and H_5	135
	3.3.4. Testing of Hypotheses H_6 and H_7	154
	3.4. Content Analysis on Self-Evaluation Proforma ..	166
IV :	DISCUSSION OF THE RESULTS	179-234
	4.0. Introduction	179
	4.1. Effectiveness of Microteaching	179
	4.1.1. Discussion of Hypothesis H_1 ..	182
	4.1.2. Conclusions Related Effectiveness of Microteaching	193
	4.2. Effect of Feedback within Microteaching	195

<u>CHAPTERS</u>	<u>PAGE</u>
4.2.1. Discussion of Hypotheses H ₂ and H ₃	196
4.2.2. Conclusions Related to the Effect of Varying Sources of Feedback	205
4.3. Effect of Acquisition of the Five Teaching Skills ..	206
4.3.1. Discussion of Hypotheses H ₄ and H ₅	207
4.3.2. Conclusions Related to Summated Scores on the Five Teaching Skills	222
4.4. Teachers' Attitudes towards Teaching and Reactions towards Microteaching	224
4.4.1. Discussion of Hypotheses H ₆ and H ₇	224
4.4.2. Conclusions Related to Attitudes Towards Teaching	230
4.4.3. Discussion on the Teachers' Reactions towards Microteaching	231
4.4.4. Conclusions Related to the Reactions towards Microteaching ..	232
V : SUMMARY AND CONCLUSIONS	235-285
5.0. Introduction	235
5.1. The Present Study	241
5.1.1. Statement of the Problem ..	242
5.1.2. Objectives	242
5.1.3. Hypotheses	242
5.1.4. The Key-terms Used	244
5.1.5. Delimitation of the Study ..	246
5.2. Method and Procedures	247
5.2.1. Variables in Experimental Approach	247
5.2.2. Sample	248
5.2.3. Tools Used	249
5.2.4. Treatments	249
5.3. Results and Discussions	254
5.3.1. Schematic Representation of the Project with Findings ..	254
5.3.2. Effectiveness of Microteaching	254

<u>CHAPTERS</u>	<u>PAGE</u>
5.3.3. Varying Sources of Feedback ..	258
5.3.4. Acquisition of Five Teaching Skills	260
5.3.5. Teachers' Attitudes towards Teaching	262
5.3.6. Teachers' Reactions towards Microteaching	263
5.4. Conclusions	264
5.5. Educational Implications.. ..	271
5.6. Suggestions for Further Research	279
- BIBLIOGRAPHY	286-308
- APPENDICES	309-335