

CHAPTER I

INTRODUCTION

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1.0.0 THE PRESENT STUDY

The present study, entitled, "Effects of observers and feedback upon changing the classroom performance of pupil-teachers" is a descriptive and correlational study pertaining to the area of practice-teaching in teacher education programme. It has been undertaken: i) to examine what type of feedback is given by observers to pupil-teachers; ii) to examine the influence of feedback on pupil-teachers' performance and achievement marks; iii) to examine the influence of variables (factors) like academic qualifications, methods of teaching and status of observers upon the phenomenon giving feedback and achievement marks to pupil-teachers; and iv) to examine the influence of various variables (factors) like qualifications, teaching methods, sex, place of residence and teaching experience of pupil-teachers in receiving feedback and achievement marks.

This study has been conducted by employing a sample of the B.Ed. pupil-teachers of four Secondary Teacher Education Institutions (STEIs) namely, i) Anada College of Education, Borsad; ii) Vivekanand College of Education, Mehsana; iii) Faculty of Education and Psychology, Baroda and iv) Mahila Mahavidyalaya, Baroda. Lesson plan-books belonging to the pupil-teachers of all these four Secondary Teacher Education Institutions were collected. Two separate proformae were developed to collect the informations regarding (a) observers' academic qualifications, teaching methods and status, and (b) pupil-teachers' qualifications, teaching methods, sex, place of residence and teaching experience. The written comments of the thirty practice lessons were analysed according to the Cicirelli's Category System. The comments and achievement marks of these thirty lessons were divided in three stages for finding out the effect of feedback on the performance of the pupil-teachers as the number of lessons increased. The variables of observers and pupil-teachers were also studied in order to find out their influence on the feedback and achievement marks. The observers' data were subjected to

t-test and the pupil-teachers' data were subjected to analysis of variance (2×3) with repeated measures followed by the Newman Keuls method.

Thus this study tries to find out; What type of feedback is given to the pupil-teachers in the Secondary Teacher Education Institutions ? How does this feedback influence the performance and achievement marks of pupil-teachers ? and How do the different characteristics (variables) of observers and pupil-teachers influence feedback process and achievement marks ?

The rationale of these questions and related issues is being presented through a theoretical framework developed upon the basis of related studies and observations given under various captions of this chapter.

1.1.0 PRACTICE-TEACHING

In India, the secondary school teacher education programme can be classified under three groups, namely: One year teacher training programme, Summer-cum-correspondence course and Four year integrated course. The one year teacher training programme is for both pre-service and in-service teachers. The Summer-cum-correspondence course has a duration of

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two academic years and it is only for in-service teachers. Lastly, the Four-years integrated course is meant for those persons who decide to become teachers at an early stage. The students can join this course after passing the higher secondary examination. This programme presumes that persons are mature enough to decide at an early stage about their vocational careers. The contents and pedagogy courses are simultaneously dealt within an integrated fashion.

These three types of teacher training programmes have a definite impact on teacher education. Chaurasia (1967) has stated that these programmes provide an opportunity to various types of students who are interested to join teaching profession. Baroda study group (1964) also felt that this inter-disciplinary approach in four years B.Ed. courses would produce competent teachers. Apart from these three types of courses, they suggested that newly trained teachers should get proper guidance during the first two years after leaving training college. This was a vital suggestion as fresh teachers do face problems which can be solved with enough discussions but

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unfortunately this suggestion never took any concrete shape. Again Elvin (1971) in his article discussed that this new revised course of B.Ed. degree brought the colleges more clearly into the orbit of higher education and so pupil-teachers are educated beyond what school can offer and are also trained for this profession. Thus, these training courses whether they are of one year or four years or two years in the form of Summer-cum-correspondence, have a great utility value for preparing effective teachers. Thus these training programmes are taking new shape with new ideologies.

All these courses are consisting of broadly two aspects: Theory and Practice. These two aspects practically cover entire programme of teacher education. Theoretical aspects deal with different theories of teaching-learning and the other aspect deals with practice in teaching. Hilliard (1971) has defined the term 'theory of education' as a mixture of partly academic aspects and partly of practical aspects. Here he tried to establish this fact that in B.Ed. course, theory of subject is not purely academic. John Dewey (1962) and Best (1971) have also ascertained similar views but

they have defined this term more clearly. They explained this term in these words "to distinguish those studies which have a more obvious learning on actual practice of teaching children". Thus practice teaching acts as a bridge between theoretical and practical work. The McNair Report (1944), D'Souza and Chatterjee (1956), and Lawrence (1965) have also emphasised the sound relationships of Theory and Practice. All of them have accepted that theory subjects are the foundation for practice in teaching. Practice-teaching is pivot of the whole programme of teacher education. The knowledge of these subjects make teaching meaningful.

All models of teacher education programmes believe that practice-teaching form a vital part of entire teacher education programme. The major objectives of practice-teaching as described by D'Souza and Chatterjee (1956) and Smith (1962) are to familiarize the student with personal and social implications of the "school situations" to give him a real experience of children and to provide an incentive, and a basis for the understanding of psychology and

teaching methods; to bring about the cross fertilization of theory and practice, and to provide a concrete evidence, illustrations and examples to supplement and give point to the students training. Apart from these objectives, Pandey and Khosla (1974) have suggested an additional objective; to develop an understanding of the aims and objectives of education in Indian background and also understanding of close relationship between the society and the school. These objectives give direction to practice-teaching programme.

In practice-teaching programme each pupil-teacher is required to observe a number of lessons and also to give practice lessons. According to Lawrence (1965) it is always beneficial to watch experienced and capable teachers first because good models of teaching can be imitated by them. This should be apart from demonstration or model lessons given by teacher or lecturer. This shows that along with practice-teaching, observing school teacher's teaching is also essential.

During practice-teaching, each lesson of each teacher is observed by observers belonging to the training institution and trained teachers

from cooperating schools where the practice-teaching programme is organized. Both observers usually have clear understanding of what they have to observe. Regarding this aspect, Edwards (1961) felt that in order to prevent misunderstanding in regard to how the supervisor perceives the classroom situation, it is vital that the college supervisors plan a short conference with the supervising teacher as a follow-up of the "observation". Similar ideas have been expressed by Chaurasia (1967) also. He further suggests that cooperating teachers should be given due incentive for giving proper time for supervising lessons. These two types of observers supervise lessons of pupil-teachers while they are teaching. Based upon these observations, the observers give feedback normally in the form of written comments. These comments can be about content and pedagogical aspects. These may be descriptive or prescriptive and positive or negative in nature.

The positive comments reflect the strong aspects of pupil-teachers' teaching, whereas negative comments reflect the weaker aspects of their teaching. The pupil-teachers are asked to retain the strong aspects of their teaching and they are

told the ways to improve upon the weaknesses in their teaching. Theoretically, this type of arrangement of practical work in teacher education appears to be sound but educationists both in India and abroad are not satisfied with the realities of the teacher education programme in general and practice-teaching programme in particular. In this connection, Pandey (1967) quoted Singh, the then Vice-Chancellor of Meerut University, who in his inaugural address said ".....Frankly, I am very dissatisfied with teacher education in this country.....I want the isolation between theory and practice to disappear." Similarly, researchers abroad pointed out the defects of traditional teacher education programme. Perlberg. (1970) felt that the theoretical courses offered in teacher training colleges are mainly 'verbal', tend to be abstract and sometimes 'vague'. There is an alleged gap between theory and practice, between University thinking and reality in classroom. In the same way, other educationists have also expressed that there is a gap between theory and practice. They have also expressed that there is a need to restructure the whole teacher education programme in such a way that the gap between theory and practice can be filled in.

The practice-teaching being a vital aspect of the teacher education programme, it has been studied by many researchers. Some of these studies are Pandey (1967), Palsane and Ghanchi (1967), NIE (1969), Passi and Lalita (1976), Borg et al. (1970) Gage (1963, 1968), etc.

Pandey (1967) studied the practice-teaching programme in different teacher training institutions. The investigator found some drawbacks in the practice teaching programme. These are as under:

- 1) Practice-teaching is not gradual in the sense that the trainee is just put in the class after a few demonstration lesson.
- 2) The demonstration lessons are limited normally to teacher educators and are generally arranged at the beginning of practice-teaching programme.
- 3) Evaluation of the pupil-teacher's performance in practice-teaching leaves much to be desired.

Palsane and Ghanchi (1967) aimed at evaluating the existing situation in practice-teaching in different training colleges in India. They found

that at present, student-teachers are commonly required to give a specified number of isolated lessons many of which are unsupervised or ill-supervised due to either lack of planning by training institutions or noncooperation by schools. There is no uniformity regarding (a) number of school subjects a trainee has to select for practice-teaching; (b) number of lessons to be given per subject in one year; (c) organisation of practice-teaching including time duration for practice and block practice-teaching; (d) planning of lessons and procedures of approving plans; (e) supervision of practice-teaching including supervisory personnel, number of lessons for effective supervision, amount of work to be supervised and role of schools in practice-teaching and supervision; (f) assessment of practice-teaching including procedures of assessment and systems of internal marking; (g) post-lesson discussion; (h) measures of breadth of training including initial orientation, demonstration lessons, observation lessons, and criticism lessons; and (i) examination of practice-teaching including number of lessons for the external examinations and relationship with internal assessment.

National Institute of Education (1969), in a report on teaching and evaluation, pointed out that in many training colleges practice-teaching fulfils only the minimum requirements and nothing more in terms of training skills. Passi and Lalita (1976) drew following conclusions based on the observations made by a sample of studies both in India and abroad:

- (i) There is no consensus regarding procedures followed in various aspects of student teaching.
- (ii) Although there is no adequate research support to show that present day teacher education is completely ineffective, there are also no evidences to say that they are effective.
- (iii) The teacher educators are not clear about the objectives of training i.e. what to train for in the trainee. There are no specific training objectives which can guide in providing learning experiences to the trainees and in evaluating how far they have been achieved.

(iv) Regarding the teaching methods followed in teacher training college, it may be said that there is no relationship between what the teacher educators follow and what they preach the trainees to follow.

The situation of practice-teaching programme abroad is no way better than what exists in India. Borg et al. (1970) noticed the following shortcomings of practice-teaching programme as revealed in the investigation carried out at Far West Laboratory for Educational Research and Development;

- (i) the emphasis is mainly on 'telling' rather than on 'doing'
- (ii) instructions are round about, may be called as 'general' rather than 'specific'
- (iii) effective 'models' are not provided and
- (iv) effective (pin-pointed) and immediate 'feedback' is conspicuous by its absence.

Gage (1963, 1968) pointed out that there is as yet no comprehensive theory of teaching nor are there generally accepted criteria for evaluating teacher effectiveness. The supervision lacks the objective feedback in performance which is essential both for motivating and directing behavioural modifications.

In India, many seminars on evaluation of practice-teaching (Trivandrum, 1966; Bhubaneswar, 1967; Varanasi, 1969 Ahmedabad, 1973) were organised to find out the reasons for failure of the present practice-teaching programme and to suggest improvements on various aspects of the programme. In these seminars it was stressed that the practice-teaching, which is the important organ of professional training, goes on without much returns. They also stressed that the importance of training in basic skills of teaching which are the bases of teaching effectiveness, is not noticed.

These serious drawbacks in practice-teaching programme, thus, have stirred the minds of researchers and educationists who have begun to feel the inadequacies of all the researches carried out in teacher effectiveness and their ineffectiveness in contributing to any improvement in teacher-training programme. It is now being universally accepted that teacher-training programme is mostly influenced by practice-teaching programme.

Based upon the findings of the above mentioned studies, it may be concluded that most of

the investigators have studied practice-teaching programme globally. They have pointed out the general drawbacks of the practice-teaching programme. But, to what extent the activities carried out during practice-teaching help the pupil-teachers to acquire teaching competencies, need more systematic investigations. The success of the practice-teaching programme is mainly based on the feedback given by the observers to pupil-teachers.

1.2.0 FEEDBACK

The term feedback was originally used as a technical term referring to a self regulating device, but now it is often used to describe the knowledge of results a learner should have for effective learning. Too often in the past, pupils were not told whether they were right or wrong until they had forgotten the original questions. As knowledge of success is perhaps the most potent positive reinforcement, it is a pity that this powerful source of reinforcement is not appropriately used. In the same manner, if a child had made a mistake, he should be told about his performance immediately so that the faulty learning can

be unlearned and disposed off without delay. In the normal practice-teaching situation in teacher education programmes in India, feedback is usually given in the form of written comments and oral guidance. On the basis of the observations, the competent and qualified observers give the feedback to pupil-teachers. This feedback helps pupil-teachers to know their weaknesses and how can they improve upon the weak points of their teaching. Thus with the help of feedback they are expected to unlearn those teaching habits and patterns which are not desirable and learn those which can make them effective teachers.

According to Adams and Dickey (1956), 'Analysis of weak points in teachers is to be made as skillfully as discovery of strong points....weakness should not be avoided or hidden by the supervising teachers,.....help should be provided to the teachers to face weak points in a frank and objective manner.....with the help of supervising teachers, the teacher may discover unrecognised talent and strong points among some of his weak points....worthy notions should be commended and unsound ones constructively criticised.....'

The success of supervision depends upon the maintenance of good relationships between supervising teacher and student-teacher. The feelings of respect and confidence for each other are very much needed in building relationships between the two.'

During the practice-teaching programme, the feedback given by observers plays a vital role. The success of this programme mainly depends on the nature of feedback and the way the feedback is given, etc. The extent to which the teaching competencies are acquired by the pupil-teachers depend on the quality of feedback. Looking to the importance of the feedback, many investigators have studied it from various angles. These studies may be broadly categorised into namely, (i) general drawbacks of supervision and feedback, and (ii) effect of feedback on pupil-teacher's performance. The overview of these two categories of studies is given as under.

1.2.1 General Drawbacks of Supervision and Feedback

The ratio of pupil-teachers and observers is normally unfavourable in teacher education institutions. Therefore, the observers do not

get enough time to observe the live lesson of each pupil-teacher. The same has been reflected in the study of Marr et al. (1969). They found that supervisors do not have "adequate time" for supervision of the lessons. Elsmere and Dauht (1977) in their study also revealed that large group programme was affected to some extent by the lack of classroom observation by the college supervisor especially in his ability to evaluate and write recommendations.

Saikia (1971) found 'inadequate supervision and guidance' in the colleges of Assam. Srivastava (1970) pointed out that the supervision of practice-teaching is done with little seriousness to improve trainee's performance. Most of the supervisors themselves have not been active as school teachers for years.

Referring to the existing system of supervision in the traditional teacher training programme, Perlberg (1972) says that the supervision lacks the objective feedback. Effective supervision is essential both to motivating and directing behavioural modification. Passi

and Lalita (1976) also found that the feedback given by observers was 'subjective' and 'impressionistic'. Bourai (1965) observed that practice-teaching is a mere 'routine' and 'a hit or miss affair'. Few aspects are given undue importance and a few aspects such as scientific observations and subject matter are totally neglected.

Pandey (1969) in the second National Survey of Secondary Teacher Education in India commented that there is no common frame of reference with which observations are made by the supervisors. Even the trainees and supervisors are not having a common model towards which the trainees have to progress during practice-teaching. This leads to confusion about 'what to practice'. The discussions of lessons given by trainees, if at all held, are not generally immediate. Even if feedback is given immediately after the lesson, it is 'global'.

Palsane and Ghanchi (1967) observed that there is no continuous and integrated supervision of the student-teacher's lessons. There are no systematic procedures adopted to decide the nature and extending of supervision. In this

regard, Peterson (1973) has pointed out that the quality and quantity of supervision depend almost entirely upon the whims of supervising teachers. The supervisory feedback is generally inadequate. In this context, Flanders (1967) comments that inadequate feedback has plagued the teacher training for decades.

Mehrotra (1974) reported that the existing practice-teaching was ineffective due to the defects in the supervisory system. The supervision is usually carried on in an atmosphere of tension and artificiality. Apart from this, Borg et al. (1970) reported that the situation appears to be more gloomy. The supervisors have not been exposed to the new techniques of training in developing the skills, improved and scientific methods of observation, and effectiveness of feedback. Such a state of affair regarding the supervisory feedback during practice-teaching raises a number of questions related to research and practices in the area of student teaching.

1.2.2 Feedback and Pupil-Teacher's Performance

Apart from finding out the drawbacks of supervision and feedback during practice-teaching pro-

gramme, there have been attempts to find the effect of feedback on pupil-teacher's performance. Srivastava (1970) found that the student-teachers who came to know about their day-to-day performance in practice-teaching tried to improve their performance irrespective of their good or bad grades.

Pangotra (1972) reported that interaction analysis can be effective feedback mechanism and pupil-teachers who received 'interaction analysis feedback' made significant gain in the predicted directions in their use of specific teacher verbal behaviour. Some significant changes were found in certain selected patterns of teaching behaviour of pupil-teachers of the treatment group as compared to that of the control group.

Tuckman and Oliver (1968) compared four conditions; i) pupil feedback alone, ii) supervisor feedback alone, iii) both pupil and supervisor feedback; and iv) no feedback. Results indicated that both treatments involving pupil feedback produced significantly greater change than the other two conditions. Moreover, comparison of conditions i) and ii) indicate a failure for supervisor feedback to produce any addi-

tional effect other than that accounted for by pupil feedback alone. Birch (1969) reported that self analysis produces significant changes. Sadkar and Cooper (1972) cited a study by Harrington (1970) showing that the presence of a supervisor is not always necessary. Critiques by self, by another student, by fellow instructor and by supervisor were judged to be equally effective. The minicourses of the Far West Laboratory had demonstrated that with the use of highly structured materials, significant behaviour changes can be assisted by teacher self evaluation (Borg et al., 1970). Macquaire University students expressed strong preference for having self-analysis supplemented by feedback from fellow students and supervisors (Levis et al. 1973).

Nichols (1976) compared different feedback techniques in supervising student-teachers. The investigator found that the college supervisor is the best source of feedback and the video-tape recording and a written instruction is best media for feedback in making a positive change in the behaviour of student-teachers. On the other hand, Roy (1970) found that the pupils' observation and teachers' self-rating feedback were most important

things in the teaching-learning situation. Those teachers who cared for the likes and dislikes of the pupils and who introspected or retrospected the teaching-learning situation, had better chances of being successful in their profession.

To summarise it can be said that researches related to feedback aspect of practice-teaching have drawn the attention of teacher educators towards the drawbacks of supervision and feedback. These researches have pointed out that the observers could not observe systematically the lesson of pupil-teachers because of shortage of time, lack of knowledge of new techniques of observation, etc. The feedback given by the observers was global but not pin-pointed; it was not objective, a few aspects were given undue importance whereas, some other aspects were totally neglected. These drawbacks were found out by observation, questionnaire, etc. In majority of the studies, a scientifically developed technique of analysing the feedback in terms of comments was not employed. Secondly, in what way the types of

comments, i.e. positive and negative, and the total number of comments influence the pupil-teachers' performance have not been scientifically studied. The present study tries to fill these gaps.

1.3.0 OBSERVERS

Since the primary aim of the practice-teaching programme is to enable the prospective teacher to grow his understanding and competency in teaching and to learn intricacies of teaching, it is imperative that progress towards this aim be constantly evaluated. Without consistent and continuous evaluation, the pupil-teacher is left with his own estimate of his progress which can be usually subjective and professionally immature. Evaluation cannot take place without criticism unless prospective teacher is a paragon of teaching effectiveness. The pupil-teacher should be willing to accept suggestions and criticisms otherwise the observation made by the observers will be futile.

The cooperating teachers and college observers should understand that there are different ways of offering criticism. It can be given in a

devastating way undermining the self-confidence of the prospective teacher, damaging his desire to improve, and lacking in empathy and sympathy. The competent supervising teacher or observer can offer criticism constructively with suggestions for improvement and with full understanding of the ego involvement of the pupil-teacher, who strives for continual improvement in teaching. It involves much more than awarding of grades to the pupil-teacher who himself accepts and endorses the evaluative results.

If pupil-teaching evaluation is to be effective there are a few basic principles which must be applied. These principles do focus the participants' attention on basic aspects of all parts of the experience in ways which will be productive and helpful to the pupil-teacher.

(a) Evaluation should be comprehensive. It involves many aspects of teaching in addition to those specific duties to which pupil-teachers are assigned. Pupil-teacher's duty must be observed and suggestions must be made for their improvement. Supervising personnel must be alert to the personality factors which may hinder or strengthen

the pupil-teacher's work with students and teachers of those schools where the pupil-teachers give their practice lessons.

Frequently, the cooperating teacher permits his evaluation to include only the actual lesson taught and avoids peripheral elements which make for success in teaching. Factors of personality, ethical behaviour, grooming judgement, or other aspects of successful teacher, which sometimes must be recognised within total evaluation picture are frequently ignored (Bennie, 1972).

Grim (1949) recommended basic aspects of teaching competence for the use in appraising the work of student-teachers which include (a) providing for learning and maintaining atmosphere conducive to learning, planning effectively using diagnostic and remedial procedures, evaluating and managing the class effectively, (b) counselling and guiding students, (c) aiding students to understand and appreciate cultural heritage, (d) participating in activities of the school, and (e) assisting in maintaining good relations between the school and rest of the communities and the professional bodies. Each of the fore-

necessary that the observer remains as objective as possible in his overall evaluation of the pupil-teacher and his work. The personal nature of individualizing the approach can easily lead into the human relation area and subjective aspects of the process may overcome objective efforts. If the pupil-teacher is to be really helped to improve in his teaching, objectivity must be maintained in evaluating performances and one must control human frailties sufficiently to meet the responsibilities of evaluation in an open trustworthy fashion.

Normally the pupil-teacher's performance during the practice-teaching programme is evaluated on the basis of observations made by the observers belonging to the cooperating schools and/or the teacher training institutions. Generally, the evaluation made by these observers is on the basis of the above mentioned principles. During the practice-teaching programme, the observers belonging to the cooperating schools play an important role which may differ from that of observers of teacher training institutions.

A cooperating teacher is an in-service teacher who supervises the clinical experience of the

going is broken down specially to show the competencies that should be appraised in detail.

Burns (1942) and Troyer and Pace (1944) recommended principles of evaluation in their studies, giving attention to all aspects of teaching competencies - clarifying values, providing for continuous - cooperative evaluation in a variety of situations, encouraging self evaluation by pupil-teachers, using a variety of devices selected in accordance with the demands of the situation and providing comprehensive records.

(b) Evaluation should be continuous. Bennie (1972) has stated that skill in teaching is a gradual growth which the pupil-teacher experiences. His growth is positive and more rapid if he is given evaluative help along the way, enabling to build past successes and to eliminate or correct weaknesses. Evaluation then must begin at the moment the pupil-teacher begins his assignments and should continue until the final day of practice-teaching term. Curtis and Andrews (1954), Curtis et al. (1957), Blair et al. (1958) and Edwards (1961) have also mentioned in their studies the importance of this principle while evaluating pupil-teachers. Palsane and Ghanchi (1967) found

that when pupil-teachers are not evaluated continuously practice-teaching becomes a farce. Thus these studies also indicate that while evaluating pupil-teacher there should be consistency and continuity.

(c) Evaluation should be specific. If evaluation is to be helpful, care must be taken to make certain that all parties have accurate and complete understanding of evaluative interpretation. To insure this, such evaluation must be as specific as possible and it must be pointed and aimed at specific areas. If suggestions are necessary, such suggestions must be clearly and specifically stated. Same way, successes that pupil-teachers demonstrate should also be pointed specifically. (Bennie, 1972). Pandey (1969), Borg et al. (1970) and Perlberg (1972) also suggested in their studies that evaluation of practice-lesson should be specific. Vague and global evaluation should be avoided. But, Bennie further clarified that specific comments should not be given severely. As far as possible, indirect and inductive approach should be used but in unavoidable circumstances specific direction should be given. Thus while doing evaluation, observers should keep in mind that specific comments should

not be direct, because hurting comments may make pupil-teacher nervous.

(d) Evaluation should be individualized.

Since each pupil-teaching situation is unique with respect to the participating personalities and the classes taught, one must base his evaluative approach on the particular pupil-teacher concerned and must refrain from categorising all pupil-teachers into the same mould and also comparing pupil-teachers with one another. Grim (1949) recommended that the teacher as a person be evaluated in terms of physical qualifications, intellectual qualifications, social view-point, effective relations with others, and personal - social adequacy. In support to these observations, Tudhope (1956) findings can also be mentioned. According to him supervisors after knowing pupil-teachers' personalities and qualities, can easily estimate the present teaching ability and future ability.

Each pupil-teacher progresses in his teaching competency at his own rate. The speed with which he attains teaching skill is dependent upon many variables at play in specific situations. All these factors must be taken into consideration in evaluative process and this makes it all the more

pupil-teachers whether such an experience is in the framework of practice-teaching, internship or block teaching. He, along with the college supervisor, orients the pupil-teachers to school practices, instructional resources and requirements, making plans and guiding learning experiences. The cooperating teacher is a key person in guiding the work of a pupil-teacher in that he works with the pupil-teachers during the clinical phase of the preparation programme. McGrath (1949), Curtis and Andrews (1954), Price (1961) and Donald (1973) emphasise the rôle cooperating teachers play in guiding the pupil-teachers. Therefore, careful attention has to be given to the selection and training of the most competent teacher selected for the supervisory role.

As regards the selection of cooperating teachers, there are various ways adopted in different teacher-training systems. Woodruff (1960) found that cooperating teachers were selected by school principals. While one is not clear about what criteria these principals employed for the selection, it is seen that 40 states of the United States of America reported no certification requirement, whereas eight states had spe-

cial requirements either on the basis of their state requirements or state controlled criteria approval (Lingren, 1957). Similar was the conclusion in the studies of Whiting (1957) and Shaplin (1962). They observed that supervisors required special skills beyond that of good teaching and that they were appraising their grasp of material and techniques considered in a college course of supervision. Bosse (1973) found that their selection in the United States was either based on the criteria of Association of Student Teaching or the requirements of the State of Ohio; the criteria was teaching experience for a period of three years prior to the cooperating teacher's assignment. In some cases a master's degree was also considered a prerequisite for selection.

Similar criteria are also mentioned in the 45th Year Book of Association of Student Teaching. College supervisors seek such cooperating teachers who can demonstrate the elements of good teaching and have the ability to analyse basic principles of teaching and learning in a meaningful way.

Kruszyneski (1968) has also ascertained that willingness of the supervisor for observing the practice is another important criterion and thus the responsibility of observing lessons should be given only to those who are willing to do it.

Many studies related to the different aspects of cooperating teachers have been conducted hitherto. Gates and Currie (1953) have found that the cooperating teachers had very little contact with the college and also did not follow up the work of the pupil-teachers. According to Nash (1965) and Bush (1977) cooperating teachers had a desire to participate in infield programmes, establishing programme policies, etc. MacAulay (1960) found that the influence is greater if the relationship between the cooperating teacher and the pupil-teacher is a formal one. Scrivner (1966) mentioned in his survey that many school districts and colleges offered courses in supervision for their cooperating teachers.

These studies indicate that the cooperating teacher plays a crucial role in the practice-teaching programme. But, studies related to the different variables influencing the feedback given

by these teachers are very few. Due attention has to be given to this aspect and more studies are required to throw light on this aspect. In these studies, the researchers have indicated the various criteria of selecting cooperating teachers and the types of role to be played by them in the practice-teaching programme. Similarly, other researchers have also studied the role, responsibilities and problems faced by college supervisors.

Inlow (1956), Edwards (1957) and Haines (1961) indicated the role of college supervisor in their respective studies. They characterised him as a member of a team, and a liaison person between cooperating school and collegiate institutions. He engaged himself in assisting in placement of a teacher, holding initial conferences with administrators and cooperating teachers and then with pupil-teachers, engaging in the follow-up work, solving social as well as instructional problems, taking primary responsibility for evaluation involving the cooperating teachers, helping to promote greater understanding of teacher education programme, and encouraging the pupil-teachers to continue their

professional growth and personal adjustment.

Travers (1952) and Klausmeier (1957) reported that the observers should create confidence in pupil-teacher to face classroom environment; guide pupil-teachers in promoting better teaching-learning situation; help pupil-teacher in following effective teaching methods in different classroom situations; help pupil-teachers in solving classroom problems concerning discipline, methods, matter, understanding behavioural pattern of students, curriculum and planning of the lesson; help pupil-teachers for self evaluation in objective manner; understand different qualities of pupil-teachers and help them in developing individuality, proper attitude and aptitude towards teaching.

Apart from these studies, there have been a few more studies where the ratings and feedback given by observers from colleges, schools and others have been compared. Weiss (1973) conducted a study to investigate the extent of agreement among student-teachers' self rating, cooperating teachers' rating, university supervisors' rating, building administrators' (school principals') rating and classroom pupils' ratings

of student-teachers' performance. It was found that building administrators (school principals) and cooperating teachers were more critical rather than the university supervisors and pupils. In connection of feedback given by different observers, Pangotra (1972) found that the status of the observers plays a significant role in modification of pupil-teachers' teaching behaviour.

From the studies presented in this caption, it may be noted that there are no consistent findings with respect to feedback given by observers of different status, qualifications, methods of teaching, etc. Because of lack of sufficient and consistent results, a few questions arose in the mind of the investigator at the time of planning the study. Some of the questions were: Whether the status of observers influences the feedback and achievement marks given by them to the pupil-teachers during the practice-teaching? Do the qualifications of observers influence the feedback given by them to the pupil-teachers during practice-teaching? and Whether the method of teaching of observers influences the feedback given by them to the pupil-teachers during practice-teaching?

1.4.0 PUPIL-TEACHER

In the practice-teaching programme, all activities are centred around pupil-teachers. The experiences which the pupil-teachers gain during this programme help in acquiring the teaching competencies and skills. The researches conducted in this area revealed that the practice-teaching programme brings significant changes in their attitudes towards teaching and towards children (Corrigan and Griswold, 1963; Wilk, 1964; Lantz, 1964; Newsome, 1965).

Lohman (1966) stated that search for pupil-teacher characteristics or predictive of persistence in teaching profession was futile. He conceded that no predictive measures for persistence in teaching could be found. On the other hand, Dupre (1976) found that a selected battery of predictor variables were of significance in predicting group performance of student-teachers. The variables forming the best set of predictors of student-teaching performance were: 'major field grade point average', sex, performance for educational implementations, socio-economic status and work experience.

Howsam (1960) and Fattu (1962) both reviewed the research on predictor criteria for teacher effectiveness and concluded that such research had failed to substantiate links for such characteristics as intelligence, age, experience, cultural background, socio-economic background, sex, marital status, scores in aptitude tests, job interest, voice quality and special aptitudes. There were slight positive correlations shown between scholarship and teaching effectiveness although no particular course or group of courses has been shown to be predictors. Professional knowledge has proven to be more successful predictor, particularly for teaching performance.

Debnath (1971) found the important correlates of teaching efficiency. These were knowledge of the subject matter, sincerity in teaching, mastery of the method of teaching, academic qualifications, mode of exposition, sympathetic attitude towards students, discipline, students' participation, proper use of the aids and appliances in teachings. It was finally concluded that age, experience, acade-

mic achievement and professional training were significant determinants of teaching efficiency.

These studies describe the researches conducted in the area of aptitude development of pupil-teachers towards teaching profession. Very few studies are conducted in the area of predictor variables of pupil-teachers' performance. It is, therefore, felt that there is a need to know which of the variables are influencing their performance. In the present study endeavour has been made to answer the following questions regarding the variables which influence pupil-teachers' performance.

- 1) Whether the comments and achievement marks received by pupil-teachers get affected by their qualifications ?

- 2) Whether the comments and achievement marks received by pupil-teachers get affected by their teaching method ?

- 3) Whether the comments and achievement marks received by pupil-teachers get affected by their sex ?

- 4) Whether the comments and achievement marks received by pupil-teachers get affected by their place of residence ?

5) Whether the comments and achievement marks received by pupil-teachers get affected by their teaching experience ?

1.5.0 STATEMENT OF THE PROBLEM

The problem for the present study has been worded as :

EFFECTS OF OBSERVERS AND FEEDBACK UPON
CHANGING THE CLASSROOM PERFORMANCE OF
PUPIL-TEACHERS.

1.6.0 OBJECTIVES

The objectives of the present investigation are :

- 1) To analyse the positive and negative comments given by the observers with respect to the Cicirelli Category System.
- 2) To study the effect of academic qualifications, teaching methods and status of observers upon the feedback (in the form of comments) and achievement marks of pupil-teachers.
- 3) To study the effect of feedback (in the form of comments) upon changing the classroom performance of pupil-teachers.

4) To study the relationship between qualifications, teaching methods, sex, place of residence and teaching experience of pupil-teachers and their classroom performance in terms of observers' comments and achievement marks.

5) To study the relationship between the observers' comments and achievement marks obtained by pupil-teachers in practice-lessons and achievement marks obtained by them at the annual examination.

1.7.0 HYPOTHESES

To fulfil the objectives of the present study, the following hypotheses were formulated. The hypotheses related to observers, feedback and achievement marks at different stages of practice-lessons, pupil-teachers, and types of comments and achievement marks are grouped separately as below:

Characteristics of the Observers

H₁ There is no significant difference between the means of comments (positive/negative) given by the observers of different academic qualifications (graduate/postgraduate) in practice-lessons.

- H₂ There is no significant difference between the means of achievement marks given by the observers of different academic qualifications (graduate/postgraduate) in practice-lessons.
- H₃ There is no significant difference between the means of comments (positive/negative) given by the observers of different teaching methods (science/humanities) in practice-lessons.
- H₄ There is no significant difference between the means of achievement marks given by the observers of different teaching methods (science/humanities) in practice-lessons.
- H₅ There is no significant difference between the means of comments (positive/negative) given by the observers of different status (school/college) in practice-lessons.
- H₆ There is no significant difference between the means of achievement marks given by the observers of different status (school/college) in practice-lessons.

Feedback (written comments) and Achievement Marks at Different Stages of Practice-Lessons.

- H₇ There is no significant difference between the means of comments (positive/negative)

given by the observers to the pupil-teachers at different practice-lesson stages of the practice-teaching programme.

- H₈ There is no significant difference between the means of achievement marks given by the observers to the pupil-teachers at different practice-lesson stages of the practice-teaching programme.

Characteristics of the Pupil-Teachers

- H₉ There is no significant difference between the means of comments (positive/negative) obtained by the pupil-teachers of different qualifications (graduate/postgraduate) in practice-lessons.
- H₁₀ There is no significant difference between the means of achievement marks obtained by the pupil-teachers of different qualifications (graduate/postgraduate) in practice-lessons.
- H₁₁ There is no significant difference between the means of comments (positive/negative) obtained by the pupil-teachers of different teaching methods (science/humanities) in practice-lessons.
- H₁₂ There is no significant difference between the means of achievement marks obtained by

the pupil-teachers of different teaching methods (science/humanities) in practice-lessons.

- H₁₃ There is no significant difference between the means of comments (positive/negative) obtained by the male and female pupil-teachers in practice-lessons.
- H₁₄ There is no significant difference between the means of achievement marks obtained by the male and female pupil-teachers in practice-lessons.
- H₁₅ There is no significant difference between the means of comments (positive/negative) obtained by the pupil-teachers of different areas of place of residence (rural/urban) in practice-lessons.
- H₁₆ There is no significant difference between the means of achievement marks obtained by the pupil-teachers of different areas of place of residence (rural/urban) in practice-lessons.
- H₁₇ There is no significant difference between the means of comments (positive/negative) obtained by the experienced and inexperienced pupil-teachers in practice-lessons.

- H₁₈ There is no significant difference between the means of achievement marks obtained by the experienced and inexperienced pupil-teachers in practice-lessons.

Achievement Marks and Types of Comments.

- H₁₉ There is no significant relationship between the positive comments and the achievement marks obtained by the pupil-teachers in their practice-lessons and also with the achievement marks obtained by them at the annual examination.
- H₂₀ There is no significant relationship between the negative comments and the achievement marks obtained by the pupil-teachers in their practice-lessons and also with the achievement marks obtained by them at the annual examination.
- H₂₁ There is no significant relationship between the achievement marks obtained by the pupil-teachers in their practice-lessons and the achievement marks obtained by them at the annual examination.

1.8.0 KEY TERMS USED

Some key terms have been used in the title of the study, objectives and hypotheses of the study. The problem can be specified more clearly if the meaning and the context of these key terms are provided. It is with this view that working definitions of the terms, such as, Practice-teaching, Observer, Pupil-teacher, Feedback, Achievement marks and Lesson stages are given below.

(a) Practice-Teaching:

A term used to designate only those activities which are involved in actual teaching by a pupil-teacher. It may include observations and participation as well as actual practice-teaching done by a student, preparing for teaching under the direction of supervising teacher as a part of the pre-service programme offered by Teacher Education Institution.

(b) Observer:

A member whose role is (i) to observe, generally or specifically, the way in which the group functions, its patterns of interrelationship, and the direction of group movement and (ii) to pre-

sent to the group when requested his observations and analysis of its process. The other terms for observer are cooperative school supervisor, college supervisor but in this study the term 'observer' is used.

(c) Pupil-Teacher:

A college student who is acquiring the practical teaching experience and skill under the guidance of a supervising teacher or other qualified person. The other term student-teacher or trainee are also used. But in the present study the term 'pupil-teacher' is used.

(d) Feedback:

Feedback represents those acts of college observers/cooperative school observers which suggest the pupil-teachers whether they are progressing along with the envisaged direction. Feedback is usually given in two ways, namely, written and oral. The written feedback is usually given by observers while observing a lesson in the form of comments. This feedback (comments) is either positive or negative. The positive feedback indicates those strong points of the pupil-

teachers which should be retained or made stronger and the negative feedback shows those weaker aspects of the teaching which have to be improved with the passage of time and with the increasing number of lessons. In this study the term feedback is used for the written comments given by the observers in each of the practice-lessons.

(e) Achievement Marks:

It is a measure intended to show the degree of attainment or proficiency resulting from instruction in a given school subject or area of study. This measure is expressed either by the term 'grades' or 'marks'. In this study, the term 'marks' is used. In order to be more specific and clear, expression or word 'achievement' is attached to this term. Achievement marks are two types, namely, (i) the marks given by the observers to the pupil-teachers on each practice-lesson and (ii) the marks obtained by the pupil-teachers at the annual examination.

(f) Lesson Stages:

In a practice-teaching programme in Gujarat, a pupil-teacher has to give thirty lessons for learning the aspects/methods of effective teaching.

Each practice-lesson is observed by the observers and feedback in the form of written comments is given to the pupil-teacher. The positive and negative comments of these lessons were analysed lessonwise. In order to find out the change caused due to these comments as the number of lessons increased, these 30 lessons were grouped according to the learning stages, namely, initial stage of 1 to 10 lessons, intermediate stage of 11 to 20 lessons and final stage of 21 to 30 lessons.

1.9.0 DELIMITATION

The present study is confined to the pupil-teachers drawn from three different universities, namely, Gujarat University, Maharaja Sayajirao University of Baroda and S.N.D.T. University for Women. It is restricted to only four Secondary Teacher Education Institutions belonging to these three universities in Gujarat.

The study is further restricted to written feedback (in the form of comments). Oral instructions were not included in this study.

1.10.0 SCHEME OF CHAPTERISATION

The report of the study is divided into six chapters, namely :

- I INTRODUCTION
- II METHODOLOGY
- III ANALYSIS OF OBSERVERS' COMMENTS
- IV RESULTS AND DISCUSSION RELATED TO OBSERVERS
- V RESULTS AND DISCUSSION RELATED TO PUPIL-TEACHERS
- VI SUMMARY

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