INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

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    INTRODUCTION

    REVIEW OF LITERATURE

    NEED/IMPORTANCE OF THE STUDY

    STATEMENT OF THE PROBLEM

    OBJECTIVES

    HYPOTHESES

    RESEARCH METHODOLOGY

    RESULTS & DISCUSSION

    FINDINGS

    RECOMMENDATIONS/SUGGESTIONS

    CONCLUSIONS

    SCOPE FOR FURTHER RESEARCH

    ACKNOWLEDGMENTS

    REFERENCES

    APPENDIX/ANNEXURE

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CONTRIBUTIONS TO BOOKS
-   Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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-   Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

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-   Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

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EFFECT OF TRAINING IN TEACHING SKILLS ON THE CLASSROOM BEHAVIOUR OF PROSPECTIVE TEACHERS IN RELATION TO THEIR LEVEL OF ASPIRATIONS

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ABSTRACT

The purpose of this study was to investigate the effect of training of teaching skills on classroom behaviour of prospective teachers in relation to their level of aspirations. The sample taken for the present study were 200 prospective teachers taken from two teacher training colleges using purposive sampling technique having hundred sample each for experimental and controlled group. The sample from both experimental and controlled groups were given the level of aspiration scale and then divided the sample into four groups, with high level of aspiration and low level of aspiration taking the highest and lowest 27% samples each from both the groups as per the Kelly criterion. In this study, pretest-post test design was used. ProspectiveTeacher'classroom behaviours before they entered the experiment were determined by pre tests by using Flanders interaction analysis technique of both experimental and controlled group. The observations taken through Flanders Interaction Analysis were divided into three main categories i.e. Teacher Talk, Pupil Talk and Silence or confusion and teacher talk was further divided into indirect teacher talk and direct teacher talk. The treatment in the form of practicing of two teaching skills i.e. Skill of Explaining and Probing Questions were given to experimental groups and no such treatment was given to controlled groups. After providing sufficient training to experimental groups, again their classroom behaviour was observed by using Flanders Interaction Analysis Technique as a post tests. It was found that 1: there was a significant difference between pre test -post test scores of classroom behaviour of prospective teachers belonging to Experimental group with high level of aspiration w.r.t pupil talk, silence/confusion, indirect teacher talk and direct teacher talk.2: There was no significant difference between pre test and post scores of teacher talk and direct teacher talk, but had significant difference in classroom behaviour of pre-test and post test scores of pupil talk ratio, silence/confusion and indirect teacher talk of prospective teachers belonging to Experimental group with low level of aspiration. 3: There was no significant difference between pre test scores of teacher talk ratio, but has significant difference in classroom behaviour of pupil talk ratio and silence/confusion belonging to controlled group with high level of aspiration.4: there was no significant difference in classroom behaviour of teacher talk and direct teacher talk and pupil talk except silence/confusion and indirect teacher talk of prospective teachers belonging to Controlled group with low level of aspiration. 5: there was highly significant difference in classroom behaviour of pupil talk , silence/confusion, indirect teacher talk and direct teacher talk, whereas direct teacher talk of prospective teachers belonging to Experimental and Controlled group with high level of aspiration was not significant .6. there was highly significant difference in classroom behaviour of teacher talk, pupil talk ratio, silence/confusion, indirect teacher talk and direct teacher talk , whereas direct teacher talk had not significant difference of prospective teachers belonging to Experimental and Controlled group with low level of aspiration.

KEYWORDS
Teaching Skills, Flanders Interaction observation, classroom behaviour. High and low level of aspiration.

INTRODUCTION

Teachers are the most expensive inputs of the instructional system. It is when there are calibre of professional teachers who have good educational background and relevant teaching skills and attitude that educational aims and objectives can be realized. There is need for highly competent teachers for imparting knowledge. Before teachers can face the challenges of teaching, they need capability to perform their task efficiently. It is important for them to acquire requisite competencies for discharging of their duties. Only the competent, professionally skilled, vibrant and well-coordinated teachers can meet the challenges of educational crises that have bedevilled education sector. (**Rao, 2007**)

Onocha (2013) posited that teachers must be well informed and highly resourceful to meet the demand of teaching profession. Therefore, there is need for quality training that can enhance effectiveness which can only be acquired through teacher education program. He referred to teacher education or preparation as the policies and procedures that are designed to equip teacher trainees with the knowledge, skills, values, habits, attitudes, behaviors and skills they need for effective performance of their duties. Proper practice is necessary for teacher training programs. **Obayan (2004)** opined that teachers are not expected to have only the knowledge of the subject matter but be well equipped with enough teaching skills. In fact**, Asiabaka and Emanalo (2011)** argued that teachers training institutions that post student teachers to schools of practice for teaching practice when they have not been exposed to skills' acquisition through microteaching have no moral justification.

Teaching skills are those "micro-behaviours" that the effective teacher constantly exhibits when teaching a class. They include behaviours like:
- involving all pupils in the lesson
- using differentiation appropriately to challenge all pupils in the class
- using a variety of activities or learning methods
- applying teaching methods appropriate to the national curriculum objectives
- Using a variety of questioning techniques to probe pupils' knowledge and understanding.

(McBer, 2000)

Teaching is not a single skill but is a composite one. Various skills are required by the teacher to make his teaching effective. Teaching is a complex process because it deals with human behavior which is in itself very dynamic in nature. The teaching process becomes complex when a teacher desires to be an effective teacher and the whole process of teaching and learning result oriented. To achieve this teacher needs to inculcate abilities and skills which will make his teaching effective. The complex process of teaching can be divided into various components that are simple, and defined. These components are called teaching skills which can be identified, practiced, evaluated, controlled and acquired through training. **(Pallath, Nov. 2012).**

According to Gage (1968): Teaching skills are specific instructional activities and procedures that a teacher may use in his classroom. These are related to the various stages of teaching or in the continuous flow of the teacher performance.

Kumar (2008) explained the meaning of teaching skills which refer to the arts and behaviour that facilitate maximally learners 'learning either directly or indirectly. Teaching skills make the teachers and learners' communication and interaction to be adequate, sufficient and result oriented.

TYPES OF TEACHING SKILLS
Allen and Ryan (1976) listed the following teaching skills at Stanford University in the U.S.A.
1. Stimulus Variation   2. Set induction   3. Closure   4. Teacher silence and non-verbal cues   5. Reinforcing pupil participation   6. Fluency in questioning   7. Probing questions   8. Use of higher questions   9. Divergent questions   10. Recognizing and attending behaviour   11. Illustrating and use of examples   12. Lecturing   13. Planned repetition   14. Completeness of communication
The most common skills which are to be practiced were the skill of questioning and the skill of explaining.

THE SKILL OF PROBING QUESTIONS

Probing questions are those which help the pupils to think in depth about the various aspects of the problem. By asking such questions again, the teacher makes the pupils more thoughtful. He enables the pupils to understand the subject deeply **(Pallath, 2010).**The skill of probing questions may be defined as the art of response management. It comprises of a set of techniques used for going deep into pupil's responses in order to have the desired responses. Here the emphasis is laid on the ways and means of response management. So this skill is also named as the skill of response management **(Sachdeva, 2000).**

THE SKILL OF EXPLAINING

In every subject, there are some topics which need less explanation by the teacher and there are few topics which are rather difficult, require more explanation by the teacher. The skill of explaining like other skills can be acquired by the teacher gradually. By taking the help of Micro Teaching, the prospective teacher can plan and teach and if the need arises thereto, he may re-plan and re-teach. Only practice in different situations will help him to have mastery over the skills. **(Sachdeva, 2000)**

In a classroom, an explanation is a set of interrelated statements made by the teacher related to a phenomenon, an idea etc. in order to bring about or increase understanding in the pupils about it. The teacher should practice more and more of desirable behaviors like using explaining links using beginning and concluding statements and testing pupil understands behaviors like making irrelevant statements, lacking in continuity, using inappropriate vocabulary, lacking in fluency, and using vague words and phrases as far as possible**. (Sachdeva, 2000).**

The explanation serves two purposes: (1) to introduce the subject by giving some background about its usefulness and application; and (2) to describe the subject in a simple, complete, and tantalizing way. The explanation should create a desire to become proficient in the subject under study. **(Sachdeva, 2000)**

Microteaching helps teachers improve both content and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifacts to make lessons more interesting. Effective reinforcement techniques, introducing and closing lessons effectively, Immediate, focused feedback method and encouragement, combined with the opportunity to practice the suggested improvements in the same training session, are the foundations of the microteaching protocol**(Dwight, and Weiping, 1996).** Also, through micro teaching, the teachers' class management skills improve. They acquire the skills to choose appropriate learner activities, use teaching goals, and overcome difficulties encountered during the process. Furthermore, by observing the presentation of their friends they find a chance to observe and evaluate different teaching strategies **(Nicholl, 2003).**

It is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee

- To teach a single concept of content.
- Using a specified teaching skill.
- For a short time.
- To a very small number of pupils.

In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill **(Maheshwari, 2011).**

According to **Merriam Webster (2013)** Micro Teaching is practice teaching in which a student teacher's teaching of a small class for a short time is videotaped for subsequent evaluation.

Micro-teaching involves the following steps :

Plan →Teach →Feed-back →Re-plan →Re-teach →Re-feedback.

These steps are repeated till the pupil-teacher attains mastery in the use of the skill.

The details of the steps are as follows:

1. Plan : This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

2. Teach : This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized(in the planning of the activities), the teacher should modify his/her behaviour as per the demand of the situation in the Class. He should have the courage and confidence to handle the situation arising in the class effectively.

3. Feedback: This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

4. Re-plan : The teacher trainee replans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

5. Re-teach: This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

6.Re-feedback: This is the most important component of Micro-teaching for behaviour modification of teacher trainee in the desired direction in each and every skill practice.

(Ahuja,2008)

INTEGRATION OF TEACHING SKILLS

When mastery has been attained in various skills. The teacher trainee is allowed to teach the skills together. This separate training programme to integrate various isolated skills is known as 'Link Practice'. It helps the trainee to transfer effectively all the skills learnt in the micro teaching sessions. It helps to bridge the gap between training in isolated teaching skills and the real teaching situation faced by a student teacher.

Link practice or integration of skills can be done in two ways:

Integration in parts - 3 or 4 teaching skills are integrated and transferred them into a lesson of 15-20 minutes duration. And again 3 or 4 skills are integrated and are transferred all the skills to one lesson.

Integration as a whole - Student teacher integrates all the individual teaching skills by taking them as a whole and transferred them into a real teaching situation.

(Sharma, 2011)

According to Can (2009), the more effective the microteaching the better the opportunities for student teachers to develop their teaching skills at their schools of practice, because microteaching serves as training ground for teaching practice.

CLASSROOM BEHAVIOUR

The teaching-learning situations in the class-room involve interaction between the teacher and the students. The success of a teacher may be judged through the degree of effectiveness of his teaching which may be objectively assessed through his class-room behavior or interaction. Thus a systematic or objective analysis of the teacher's classroom interaction may provide a reliable assessment of what goes on inside the class-room in terms of teaching and learning.

Every teacher is just like a king/queen in his/ her classroom. What type of climate prevails there in the classroom depends upon the behaviour of the teacher. Teacher behaviour means how a teacher behaves with the students in the classroom, outside the classroom, inside and outside the school/college campus. Different teachers will behave differently in one or the same situation. Teacher's behaviour in the classroom determines how she acts or reacts in different classroom situations. Her behaviour is the reflection of her many qualities and modified with passage of time as she starts gaining experience. Her entry behaviour when she starts preservice training is different and then it gets modified with time.

FLANDERS' INTERACTION ANALYSIS SYSTEM

Flanders' system is an observational tool used to classify the verbal behaviour of teachers and pupils as they interact in the classroom. Flanders' instrument was designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account.

TABLE 1.1: FLANDERS' INTERACTION ANALYSIS CATEGORIES (FIAC)

TEACHER TALK	
1 Accepts feeling 2 Praises or encourages 3 Accepts or uses ideas of others 4 Asks questions	Indirect Teacher Talk
5 Lectures 6 Gives directions 7 Criticizes or justifies authority	Direct Teacher Talk
PUPIL TALK	
8 Pupil talk-responses 9 Pupil talk-initiation	Pupil Talk
10 Silence or confusion	

Interactions analysis is a label that refers to any technique for studying the classroom events in such a fashion that each event is taken into consideration. The most common technique to do is to observe, by sitting in a classroom or some views a video sound playback event on an observation forum. Then the observer uses his or her system to record and put into different categories. Therefore behaviour modification is a scientific technique, which incorporates structured, preplanned and specific attempts at modifying observable behaviours, primarily by altering the events in the environment.

LEVEL OF ASPIRATION

Markus and Nurius (1986) have reported aspirations as one's ideas and hopes of "possible selves", i.e., what a person would like to and what would not like to become or achieve. In psychology, aspiration level has been defined as the level of quality of a task which one desires to attain. It is a determinant of an individual's performance level in the future. It has been hypothesized that aspiration level varies from persons to person and place to place and is determined by factors that may change and influence aspirations level during the lifetime.

Every student will have some or the other educational aspirations as it influences the educational or occupational choices and personality. Individuals will have their own aspirations. At all stages of life people try for self enhancement. The aspirations during student period influence their behaviour. An individual's aspiration level represents him not only as he is at any particular moment, but also as he would like to be at some point in the future. It is a measure of his intentional disposition, an important element of his long range behaviour. By knowing a person's level of aspiration, we learn a great deal about him. So it is necessary to have a good knowledge of the aspirational level of an individual, both from educational and from guidance point of view. **(Kalluri, 2007)**

Sharma (2006) says that as such each person desires progress and success in terms of his qualifications and capacities and that limit is considered as the level of aspiration of a person which he imagines to reach. Aspiration has a close relationship with one's goal of life because every individual imagines the level of his achievements in a direction, he aims at. This level of aspiration is changing in character and continues to be influenced by time, situation and environment. If an individual achieves more success than his imagined level of achievement, it is then natural that his level of aspiration will go higher. Contrary to this, if he meets with failure in reaching the imagined level of aspiration, then naturally, his level of aspiration will go down. Comparatively, therefore, a person's level of aspiration is generally estimated according to his real efficiency although sometimes it is estimated higher also. Some psychologists are of the view that success or failure affects the level of aspiration and as a result he gets adjusted in time.

Wikipedia, encyclopedia (2005) defined Level of aspiration or Locus of control as refers to an individual's generalized expectations concerning where control over subsequent events resides.

Grantz, (2006) says that in the context of education, Level of aspiration or locus of control refers to the types of attributions we make for our success and for/or failures in school tasks.

Hence level of aspiration of an individual is that goal which has the largest distance (difference) in utility between it and next lower goal. **Smith (1968)** defines a person's level of aspiration as his immediate goal, something almost within his reach, a possible success near at hand. The level set in fact is a compromise between the desire for success and the desire to avoid failure, the first pushing the level up and the second pulling it down.

REVIEW OF RELATED LITERATURE

Sharma (1986) in his study concluded that It was preferable to use the standard method of microteaching to teach period for developing probing question skill. Exercise with reinforcement of the probing question skill behaviour was conducive to the growth of a teaching skill. Praising, encouraging, accepting or using pupils' ideas, questioning and lecturing were found to be significantly influenced by microteaching treatments. Incidence of lecturing, the only one among the three direct behaviours, decreased in consequence of the application of microteaching treatment. Microteaching influenced indirect teacher behaviour positively whereas direct teacher behaviour was negatively influenced by microteaching. Pupils talk response was influenced positively by microteaching treatment.

Sultana (1988) studied the effect of micro-teaching approach on the behavior modification of pupil teachers of Gorakhpur University. She found that: The skills of introducing a lesson and questioning, probing-questions and experimentation, -each skill having 10 pupil- teachers, were significant, which meant that after getting feedback these teachers changed their behaviours towards teaching during micro- teaching. The skill of reinforcement and increasing pupils' participation was not significant at any level. There was a remarkable change in the behaviour of pupil-teachers of science on the skill of experimentation. Only 41 out of 60 teachers significantly changed their behaviour during the micro-teaching approach. A significant change in behaviour occurred for the female rather than the male pupil-teachers of science. Modification of behaviour occurred for all pupil-teachers of physics, chemistry, biology and mathematics.

Singh (1990) conducted a study of the **effectiveness of different integration strategies for developing teaching skills among student-teachers**. The objectives of the study were to study the effectiveness of different strategies of integration of teaching skills in the development of the general teaching competence of teachers and to compare competence in teaching skills and the classroom verbal behaviour of the student-teachers trained through micro teaching and meso-teaching. He found that the 56 teachers trained through micro teaching only showed the following modification in their classroom behaviours in categories, 'Accepted feelings', 'Praise or encouragement', 'Using pupil's ideas', 'Asking questions', 'Giving directions', and 'Criticising or justifying authority 'Silence' or 'Confusion' was adequately minimized. There was considerable increase in 'Teacher-talk' particularly in 'Indirect-teacher talk' (which changed the ratio of 'Indirect influence' over 'Direct- influence'). The overall behaviour pattern of 'Indirectness' remained, more or less, unchanged.

But no such study was found where prospective teachers were first classified as per their aspiration level before providing microteaching practice to them. because if the person set their goal beforehand then it becomes easy to achieve those goals by focusing on the same. So this is the reason to select this topic by the investigator.

STATEMENT OF THE PROBLEM

EFFECT OF TRAINING IN TEACHING SKILLS ON THE CLASSROOM BEHAVIOUR OF PROSPECTIVE TEACHERS IN RELATION TO THEIR LEVEL OF ASPIRATIONS

OBJECTIVES OF THE STUDY

- To classify the prospective teachers in the category of high and low aspiration level.
- To give practice to the prospective teachers in the skill of probing questions and explaining.
- To study the effect of teaching skills on classroom behaviour of prospective teachers of experimental group with high and low level of aspiration.

- To compare the effect of teaching skills on the classroom behaviour of prospective teachers of experimental and controlled groups in relation to their level of aspiration

HYPOTHESES

Ho 1: There is no significant difference between pre test -post test scores of classroom behavior of prospective teachers belonging to Experimental group with high level of aspiration

Ho 2: There is no significant difference between pre test -post test scores of classroom behavior of prospective teachers belonging to Experimental group with low level of aspiration.

Ho 3: There is no significant difference between pre test -post test scores of classroom behavior of prospective teachers belonging to Controlled group with high level of aspiration.

Ho 4: There is no significant difference between pre test -post test scores of classroom behavior of prospective teachers belonging to Controlled group with low level of aspiration.

Ho 5: There is no significant difference between classroom behavior of prospective teachers belonging to Experimental and Controlled group with high level of aspiration.

Ho 6: There is no significant difference between classroom behavior of prospective teachers belonging to Experimental and Controlled group with low level of aspiration.

RESEARCH METHODOLOGY

The present study entitled "Effect of Training in Teaching Skills on the classroom behaviour of prospective Teachers in relation to their level of aspirations" was an experimental study in nature. For conducting the experiment a simple pre test-post test design was applied in which pre and post treatment observations were recorded on classroom behaviour by using the Flanders Interaction Analysis Technique.

The research was carried out on prospective teachers to check the effect of teaching skills on classroom behaviour in relation to their level of aspirations. It was an experimental study. For conducting the experiment, the investigator had divided the whole sample of 200 students into two groups that is Experimental and Controlled groups of equal proportion and employed the sample for pre-test and post- test treatment. Sample of 200 prospective teachers were drawn from the two education colleges of Punjab (Distt. Mohali) having 100 from each college. Since level of aspiration was a classifying variable, so prospective teachers were classified into high and low aspiration level group. The sample for experimental and controlled group was selected purposively by the investigator from two Education Colleges. Prospective teachers selected from one college were considered as controlled group and others as experimental group. The sample from both experimental and controlled groups were given the level of aspiration scale and then divided the sample into four groups, with high level of aspiration and low level of aspiration taking the highest and lowest 27% samples each from both the groups as per the Kelly criterion. Experimental and Controlled groups with

- High Aspiration Level and Low Aspiration Level

The total number of groups for this study was four. In the pre test stage, classroom observations were coded on 10x10 matrix response sheets by using Flanders Interaction Analysis Categories for all prospective teachers during the first teaching practice and then decoding was done on the basis of classroom observations through the technique of Flanders Interaction Analysis Technique for each of Experimental and Controlled group. Interpretation and Analysis was done by calculating the classroom behaviour of prospective teachers in terms of Teachers Talk Ratio, Indirect teacher talk ratio, direct teacher talk ratio, Pupils Talk Ratio and Silence/Confusion ratio. Then sufficient practice in two micro skills i.e. Skill of Probing Questions and skill of Explaining were provided to Experimental group only. After practice session of Micro Skills, Classroom Observations were again coded in 10X10 matrix and further decoding was done during Second Teaching Practice Session by using the same techniques.

The pre and post testing was done exactly on the same pattern for controlled group also. General instructions regarding micro teaching practice were given to this group theoretically but the treatment of practicing micro teaching skills was not provided to this group.

't' test was computed in order to find out significant differences observed between pre- test and post- test scores of all the four groups as mentioned above of both Controlled and Experimental groups.

SAMPLE

1. COLLEGE SAMPLE

College sample in the present investigation consisted of two Teacher Training Colleges of Education selected purposely

2. SAMPLE OF PROSPECTIVE TEACHERS

The sample for the present study consisted of two hundred prospective teachers. They were drawn from two B.Ed training colleges which were selected through purposive sampling. As both the colleges had 100 seats each so all the students of these colleges were taken for the study.

3. THE SCHOOL SAMPLE

The sample of prospective teachers was practicing in different government and government aided schools. All the schools (5-6 schools from each college) were selected for pre test-post test treatment observations because the entire sample was distributed in these schools.

TOOLS USED

The following tools were used to conduct the present study:-

- Level of aspiration test by Bhargava and Shah (1996).
- Flanders Interaction Analysis Technique by Flanders (1956) was applied to all prospective teachers twice. i.e.
- Before giving the treatment.
- After giving the treatment.
- Treatment was given to Experimental group prospective teachers for two microteaching skills given for at least two and half months approximately (3-4 micro lessons for each skill).
- Skill of probing Questions
- Skill of Explaining

t-test was used to calculate the differences among different groups of teaching aptitude and level of aspiration of both experimental and controlled groups.

DISCUSSION OF THE RESULT

HYPOTHESIS 1: There is no significant difference between pre test -post test scores of classroom behavior of prospective teachers belonging to Experimental group with high level of aspiration.

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TABLE 1: MEAN DIFFERENTIALS BETWEEN PRE AND POST TEST SCORES OF FLANDERS OBSERVATIONS WITH HIGH ASPIRATION OF EXPERIMENTAL GROUP

Groups	N	Mean	Std. Deviation	Std. Error Mean	T ratio	df	Sig(2-tailed)
*TTR pr - TTR po	27	-6.00	16.39	3.15	-1.903	26	.068
**PTR pr - PTR po	27	-13.70	23.76	4.57	-2.996	26	.006
***SIL/CON pr - SIL/CON po	27	20.00	26.47	5.09	3.926	26	.001
****ITTR pr - ITTR po	27	-20.37	20.33	3.91	-5.205	26	.000
*****DTTR pr - DTTR po	27	15.85	21.99	4.23	3.746	26	.001

*TTR pr-TTR po: pre test-post test teacher talk ratio
**PTR pr-PTR po: pre test-post test pupil talk ratio
***Sil/Con pr-Sil/Con po: pre test-post test pupil talk ratio
****ITTR pr - ITTR po: pre test-post test Indirect teacher talk ratio
*****DTTR pr - DTTR po: pre test-post test direct teacher talk ratio

The perusal of table 1 shows the t value for significance of difference between mean scores of teacher talk ratio, pupil talk ratio, silence/confusion ratio, indirect teacher talk ratio and direct teacher talk ratio of prospective secondary school teachers was computed to be -1.903, -2.996, 3.926, -5.205 and 3.746 which is significant at 0.05 and 0.01 level of confidence except teacher talk ratio. This implies that practicing of teaching skills by prospective teachers with high level of aspiration showed great impact on them. This shows that if prospective teachers set their goal high and do their efforts wholeheartedly then they can easily achieve their aims. Hence the hypothesis that there is no significant difference between pre test -post test scores of classroom behaviour of prospective teachers belonging to Experimental group with high level of aspiration was rejected.

HYPOTHESIS 2: There is no significant difference between pre test -post test scores of classroom behavior of prospective teachers belonging to Experimental group with low level of aspiration

TABLE 2: MEAN DIFFERENTIALS BETWEEN PRE TEST AND POST TEST SCORES OF FLANDERS OBSERVATIONS WITH LOW ASPIRATION OF EXPERIMENTAL GROUP

Groups	N	Mean	Std. Deviation	Std. Error Mean	T ratio	Df	Sig. (2-tailed)
TTR pr - TTR po	27	-7.48	21.38	4.12	-1.82	26	.081
PTR pr - PTR po	27	-9.33	21.64	4.16	-2.24	26	.034
SIL/CON pr - SIL/CON po	27	16.81	21.78	4.19	4.01	26	.000
ITTR pr - ITTR po	27	-14.04	19.87	3.82	-3.67	26	.001
DTTR pr - DTTR po	27	6.56	25.77	4.96	1.32	26	.198

The perusal of table 2 shows the t value for significance of difference between mean scores of teacher talk ratio, pupil talk ratio, silence/confusion ratio, indirect teacher talk ratio and direct teacher talk ratio of prospective secondary school teachers came out to be -1.82, -2.24, 4.01, -3.67 and 1.32 which is significant at 0.05 and 0.01 level of confidence on three dimensions of pupil talk ratio, silence/confusion ratio, indirect teacher talk ratio. This implies that practicing of teaching skills by prospective teachers with low level of aspiration showed a slightly impact on them. Hence the hypothesis that there is no significant difference between pre tests -post test scores of classroom behaviour of prospective teachers belonging to Experimental group with low level of aspiration was partially rejected.

HYPOTHESIS:3 There is no significant difference between pre test -post test scores of classroom behavior of prospective teachers belonging to Controlled group with high level of aspiration

TABLE 3: MEAN DIFFERENTIALS BETWEEN PRE AND POST TEST SCORES OF FLANDERS OBSERVATIONS WITH HIGH ASPIRATION OF CONTROLLED GROUP

Groups	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
TTR pr - TTR po	27	2.63	24.50	4.72	.558	26	.582
PTR pr - PTR po	27	6.81	16.39	3.15	2.16	26	.040
SIL/CON pr - SIL/CON po	27	-11.63	23.59	4.54	-2.56	26	.017
ITTR pr - ITTR po	27	7.37	19.37	3.73	1.97	26	.059
DTTR pr - DTTR po	27	-4.74	24.28	4.67	-1.01	26	.320

Table 3 shows the t values of various dimensions of classroom behaviour of prospective teachers w.r.t teacher talk ratio, pupil talk ratio, silence/confusion, indirect teacher talk and direct teacher talk ratio are .558, 2.16, -2.56, 1.97 and -1.01 respectively which showed that calculated t values of critical value that is 2.14 at 0.05 and 2.98 at 0.01means there is no significant difference in classroom behavior of these aspects at 0.05 and 0.01 except pupil talk ratio and silence/confusion which is significant at 0.05. Hence the hypothesis there is no significant difference between pre test -post test scores of classroom behaviour of prospective teachers belonging to Controlled group with high level of aspiration is partially rejected.

HYPOTHESIS 4: There is no significant difference between pre test -post test scores of classroom behavior of prospective teachers belonging to Controlled group with low level of aspiration

TABLE 4: MEAN DIFFERENTIALS BETWEEN PRE AND POST TEST SCORES OF FLANDERS OBSERVATIONS WITH LOW ASPIRATION OF CONTROLLED GROUP

Groups	N	Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
TTR pr - TTR po	27	5.74	24.69	4.75	1.21	26	.238
PTR pr - PTR po	27	3.67	20.87	4.02	.91	26	.370
SIL/CON pr - SIL/CON po	27	-12.19	26.29	5.06	-2.41	26	.023
ITTR pr - ITTR po	27	11.37	22.22	4.28	2.66	26	.013
DTTR pr - DTTR po	27	-5.63	27.78	5.35	-1.05	26	.302

Table 4 shows the t values of various dimensions of classroom behaviour of prospective teachers w.r.t teacher talk ratio, pupil talk ratio, silence/confusion, indirect teacher talk and direct teacher talk ratio are 1.21, .91, -2.41, 2.66, and -1.05 respectively which showed that calculated t values of critical value that is

2.14 at 0.05 and 2.98 at 0.01means there is no significant difference in classroom behaviour of these aspects at 0.05 and 0.01 except silence/confusion and indirect teacher talk ratio which is significant at 0.05. Hence the hypothesis there is no significant difference between pre tests -post test scores of classroom behaviour of prospective teachers belonging to Controlled group with low level of aspiration is almost rejected.

HYPOTHESIS 5: There is no significant difference between classroom behaviour of prospective teachers belonging to Experimental and Controlled group with high level of aspiration

TABLE 5: MEAN DIFFERENTIALS BETWEEN THE SCORES OF HIGH LEVEL OF ASPIRATION BELONGING TO CONTROLLED AND EXPERIMENTAL GROUP

	GROUP	N	Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
Teacher talk ratio	EXP-GROUP	27	-6.00	16.38	3.15	-1.52	52	.134
	CONT- GROUP	27	2.62	24.50	4.71			
Pupil talk ratio	EXP-GROUP	27	-13.70	23.76	4.57	-3.69	52	.001**
	CONT- GROUP	27	6.81	16.38	3.15			
Silence/Confusion	EXP-GROUP	27	-40.40	13.68	2.63	6.65	52	<.001**
	CONT- GROUP	27	-70.37	18.99	3.65			
Indirect Teacher Talk ratio	EXP-GROUP	27	-20.37	20.33	3.91	-5.13	52	<.001**
	CONT- GROUP	27	7.37	19.36	3.73			
Direct teacher talk ratio	EXP-GROUP	27	15.85	21.98	4.23	3.27	52	.002**
	CONT- GROUP	27	-4.74	24.28	4.67			

table 5 reveal that mean differentials scores belonging to Experimental and Controlled group with high level of aspiration regard to classroom behavior w.r.t teacher talk, pupil talk, and silence/confusion, indirect teacher talk, and direct teacher talk were -1.52, -3.69, 6.65, -5.13 and 3.27 respectively which showed that calculated t values of pupil talk ratio, silence/confusion, indirect teacher talk and direct teacher talk were more than critical value which is 2.06 at 0.05 and 2.79 at 0.01 means there is highly significant difference in classroom behavior of these aspect, whereas direct teacher talk ratio has value less than critical value hence not significant difference in this aspect. Hence the hypothesis that there is no significant difference between classroom behaviour of prospective teachers belonging to Experimental and Controlled group with high level of aspiration is almost rejected.

HYPOTHESIS 6: There is no significant difference between classroom behaviour of prospective teachers belonging to Experimental and Controlled group with low level of aspiration

TABLE 6: MEAN DIFFERENTIALS BETWEEN THE SCORES OF LOW LEVEL OF ASPIRATION BELONGING TO CONTROLLED AND EXPERIMENTAL GROUP

	GROUP	N	Mean	Std. Deviation	Std. Error Mean	T ratio	df	Level of sign
Teacher talk ratio	EXP-GROUP	27	-7.48	21.38	4.11	-2.10	52	
	CONT- GROUP	27	5.74	24.69	4.75			.040*
Pupil talk ratio	EXP-GROUP	27	-9.33	21.63	4.164	-2.25	52	
	CONT- GROUP	27	3.67	20.87	4.02			.029*
Silence/Confusion	EXP-GROUP	27	-38.00	17.16	3.30	5.29	52	
	CONT- GROUP	27	-65.07	20.32	3.90			<.001**
Indirect Teacher Talk ratio	EXP-GROUP	27	-14.04	19.87	3.82	-4.43	52	<.001**
	CONT- GROUP	27	11.37	22.22	4.28			
Direct teacher talk ratio	EXP-GROUP	27	6.56	25.77	4.96	1.67	52	.101
	CONT- GROUP	27	-5.63	27.78	5.34			

Table 6 reveals that mean differentials scores belonging to Experimental and Controlled group with low level of aspiration regard to classroom behavior w.r.t teacher talk, pupil talk, and silence/confusion, indirect teacher talk, and direct teacher talk were -2.10, -2.25, 5.29, -4.43 and 1.67 respectively which showed that calculated t values of teacher talk, pupil talk ratio, silence/confusion, indirect teacher talk and direct teacher talk were more than critical value which is 2.06 at 0.05 and 2.79 at 0.01 means there is highly significant difference in classroom behavior of these aspect at 0.05 and silence and indirect teacher talk is significant at 0.01 , whereas direct teacher talk ratio has value less than critical value hence not significant difference in this aspect. Hence the hypothesis that there is no significant difference between classroom behaviour of prospective teachers belonging to Experimental and Controlled group with low level of aspiration is almost rejected.

FINDINGS OF THE STUDY

1. There was a significant difference between pre test -post test scores of classroom behaviour of prospective teachers belonging to Experimental group with high level of aspiration w.r.t pupil talk, silence/confusion, indirect teacher talk and direct teacher talk.
2. There was no significant difference between pre test and post scores of teacher talk and direct teacher talk, but had significant difference in classroom behaviour of pre-test and post test scores of pupil talk ratio, silence/confusion and indirect teacher talk of prospective teachers belonging to Experimental group with low level of aspiration.
3. There was no significant difference between pre test scores of teacher talk ratio, but has significant difference in classroom behaviour of pupil talk ratio and silence/confusion belonging to controlled group with high level of aspiration.
4. There was no significant difference in classroom behaviour of teacher talk and direct teacher talk and pupil talk except silence/confusion and indirect teacher talk of prospective teachers belonging to Controlled group with low level of aspiration**.**
5. There was highly significant difference in classroom behaviour of pupil talk, silence/confusion, indirect teacher talk and direct teacher talk, whereas direct teacher talk of prospective teachers belonging to Experimental and Controlled group with high level of aspiration was not significant.
1. There was highly significant difference in classroom behaviour of teacher talk, pupil talk ratio, silence/confusion, indirect teacher talk and direct teacher talk, whereas direct teacher talk had not significant difference of prospective teachers belonging to Experimental and Controlled group with low level of aspiration.

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CONCLUSION

Microteaching makes student teachers to apply in practice what they learned theoretically. The researcher concluded from this study that microteaching is an effective technique of training teachers especially in teaching skill acquisition. She also found out that if the prospective teachers has high aspirations to become an effective and vibrant teacher then he/she will do all his/her efforts to achieve this goal. Prospective teachers who are the main target of this study and who are directly connected with the study will afford the opportunity to master the skills inherent in teaching by setting their goals in advance and give their best in achieving the same. It is also essential to investigate the impacts microteaching skills have on the performance of pre-service teachers so as to improve on the organization of microteaching. Prospective teachers will get great benefits with the practicing of microteaching skills and the roles of each skill in preparing professional, effective, reflective, visionary and vibrant teachers.

DELIMITATIONS OF THE STUDY

The present study had the following delimitations.
- Only two hundred prospective teachers were selected for the present study.
- Only two teaching skills were selected for this study i.e. the skill of probing questions and the skill of explanation.
- Only two Education (B.Ed) colleges of Punjab, Distt Mohali were selected for the study.

The scope of present study had been delimited in respect of sample used, the variables, tools employed to measure the variables and statistical techniques for analysis. The area of study was restricted to Punjab Distt Mohali only.

SCOPE FOR FURTHER STUDY

- More teaching skills can be taken for training.
- Sample can be increased.
- Other classifying variables can be taken instead of level of aspiration.
- Sample can be further divided on the basis of sex, teaching subjects etc.
- level of aspiration can be taken as dependent variables instead of classifying variable.
- Number of B.Ed colleges can be increased.

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