CHAPTER 1

THE PROBLEM
Chapter-I

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1.1 INTRODUCTION

Not quantitative, qualitative education plays an important role in technological advancement. When we talk about qualitative education, we think to competent teachers, who impart education. Therefore, to prepare competent teachers, teaching technology has developed pre-service and in-service teacher education programmes. Now, there is a demand for competent teachers at all levels of education and the teacher education programmes, claiming production of competent teachers must be judged by the degree to which it develops competencies, skills and activities needed for successful functioning of teachers.

The standard of education of a country largely depends on the quality and competence of the teachers of that country and this quality and competence of the teachers depends on the teacher education programme. Thus to make significant development of a nation, we have to look towards the teachers. The teacher needs to be conceived as a ‘change agent’ for which they may be well acquainted and informed about day to day development because efficiency of an educational system is primarily determined by the efficiency of teachers. The Education Commission (1964-66) have pointed out that, “off all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.”

To prepare an efficient teacher is a challenging task today. Previously, it was thought that teacher are born not made but now recent researches in this field proved that efficient and competent teachers can
be produced by modifying their behaviour. The purpose of the teacher education programmes is to prepare effective and competent teachers. The success of any educational reform depends on the quality of teacher, which in turn depends to a large extent on the quality of the teacher education programme.

The success of teacher education programme depends on developing a skill to identify different teaching objectives, attitude and patterns of teaching behaviour among the college students, who have been preparing to enter the teaching profession. The success also depends on enabling the student teacher to perform certain teaching behaviour patterns, string them together into strategies of classroom instruction and carry them out to compare different patterns of his own teaching behaviour and different strategies of teaching in terms of its consequences.

Proper training to teacher is of great importance in improving the quality of education. The process of improvement in teacher education programme is in progress in our country, but these improvements are marginal in nature.

It is now, generally realized that researches must be directed towards the improvement of present day teacher education programmes. The training of teachers demands our urgent attention. In a rapidly changing world, the old system of teacher training no longer seems to meet the requirements of our schools and the society. The problem is of quality and efficiency of our teachers. How can a teacher do a better job of teaching is the main problem. The solution for the improvement of teaching in our schools is to turn out effective teachers form our teacher training institutions. The minimum requirement of any teacher training programme is that it should enable the trainee to acquire the basic skills and competence of a good teacher.
An effective teacher guides the learning activities of the children so that they may learn. A teacher as a professional develops certain skills to use his knowledge to organize, encourage and assist certain generally approved skills of learning. This involves a careful study of his own behaviour in some systematic and objective manner, so that the teacher may gain deep insight into his own pattern of influence.

There are various techniques to modify the teacher behaviour, which are emphasized and implemented during teacher education programme for prospective and in-service teachers to make them competent and effective.

The Education Commission (1964-1966) have stated “Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions....... First rate teacher training institutions can thus play a crucial role in the development of education.”

Various committees and commissions appointed from time to time have pointed out defects and deficiencies in the present programmes of teacher education. It is considered to be the weaker link in the educational system. Various commissions have made suggestions for the improvement of different aspects of teacher education like contacts of teacher education institutions with schools, universities and among themselves, admission procedures, organizational structure, curriculum, desirable qualifications of teacher educators, their teaching methods and the most important one, namely students teaching. Students’ teaching is the pivot of teacher education programme. But still the present situation in student teaching programme is highly disappointing.

perspective” have pointed out these deficiencies - “Much of teacher education is irrelevant even to contemporary requirements, leave alone those of the future.... The teacher training too is not planned and organized to develop the spirit of inquiry, initiative, scientific temper, manual dexterity, conceptual clarity and linguistic, skills for effective speaking and writing which teacher are expected to impart to their students. Adequate attention is also not given to develop communication skills which are crucial to the function of the teachers. The training programme also does not provide for developing receptivity to induction of modern educational aids nor does it impart skills to operate even audio-visual equipment,”

The state of teacher education programme has been criticized by many research workers. Popham and Baker stated that – “Trained and untrained teachers did not differ significantly regarding bringing about learning in pupils”

In Pellberg (1970) referred to the traditional teacher education programme - “The traditional teacher education programme consists of two main elements, theoretical courses and practice teaching, covering the philosophical, sociological and historical foundations of education and teaching methodology, are mainly verbal, tend to be abstract and are sometimes vague, consequently, they affect cognitive and attitudinal rather than behavioural changes in teachers, with regards to supervised student teaching, it is generally assured that during this period the student teacher will develop proficiency in basic teaching skills and classroom main segment, and with it, the confidence in his new role. In practice, however, in service supervision of student teachers and teacher tends to be very limited and superficial. The supervision lacks the objective feedback on performance, essential both to motivating and directing behavioural modifications. The regular classroom situation neither
encourages, nor allows the students an opportunity to best alternative methods and style essential for developing effective strategies.”

In this way the teacher education programme can be classified into two parts-one is theoretical and other is practice. The theory is given more weightage in evaluation than practical aspect. This shows that practice teaching is often neglected in teacher education programme.

Research in teaching is yet a young science. Teaching should now be looked upon as a set of skills used by the teacher in classroom. A skill is a set of behaviour aiming at specific objectives. Like any other behaviour, teaching, can also be modified. This requires a systematic analysis of what teaching is and what behaviours of teachers contribute to effective learning in the pupils.

According to Allen (1970) teaching consists of acts or behaviours. It is considered that attitudes, personality, intelligence and many other factors affect the success of a teacher. However, all of these factors contribute to produce certain acts or behaviour of teachers.

Research in teaching and teacher behaviour in India has for long been conducted by standing outside the class-rooms and therefore study of actual classroom behaviour of teachers has been neglected. Buch (1974) has suggested that various concerted attempts will have to be made in research or teaching in general and behaviour in particular if the desired objectives of teaching are to be realized. He has further emphasized the need to conduct studies in modification of class-room behaviour of teachers. Thus experimental studies are to be carried out in order to examine the hypotheses generated in the attempt to study the potentiality of different techniques like Simulated Teaching, Micro-teaching and Interaction Analysis on various characteristics and class-room behaviour of teachers.
Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis there have to be interpreted and implemented by teachers as much through their personal example as through teaching learning process. We are on the threshold of the development of new technologies likely to revolutionize teaching in class room. But, unfortunately, the process of updating the curricula of teacher education has been very slow. Much of teacher educator is irrelevant even to contemporary requirements, leave alone those of the future. The teacher training too is not planned and organized to develop the spirt of inquiry, initiative, scientific temper, manual dexterity, conceptual clarity and linguistic skills for effective speaking and writing which teachers are expected to impart to their students. Adequate attention also not given to develop communication skills which are crucial to the function of the teachers. The training programme also does not provide the developing receptivity to induction of modern educational aids nor does it impart skills to operate even audiovisual equipment.

The curriculum for teachers' training needs to be revised in the light of the new policy thrusts. In particular, there should be an emphasis on integration of education and culture, work experience, physical education and sports, the study of Indian culture and problems of the unity and integration of India. Planning and management are emerging areas and curriculum should bring out the importance of these areas. Education technology will influence not only methodology of teaching learning process but also the contents and their design. These aspects should also be taken into account while framing the curriculum.

"National Policy on Education 1986 has stressed the need for a wider perspective in education and resource based learning strategies. It has broadened the scope of curriculum and enriched learning skills. This
enhanced responsibility can be adequately performed only when teachers are equipped with requisite professional competencies. The teacher education programs, as they are, do not adequately develop the mastery of such competencies. It has, therefore, been emphasized that innovative approaches may be inducted into teacher training to sharpen the teaching competencies in both pre-service and in-service teachers.

The goals of education can not be achieved unless teachers have the necessary skills and competencies. The skills and competencies can be developed through systematic approach revitalize and modernize teacher education.

The revitalization and modernization of teacher education programmes involve not only curriculum reforms but process reforms; curriculum remains only a mute document unless it is translated into performance through appropriate transactions. It has been observed that teachers are over loaded with theoretical portions but do not have the necessary competencies to translate these into action. The gap between theory and practice is proverbial.

In recent years several innovations have been developed to equip teachers with the requisite competencies and skills to teach effectively. Interaction analysis based on practice teaching training in teaching skills using micro-teaching approach and simulated teaching exercise are some of innovative technologies through which effective training program can be transacted. The present mode also pointed out each one of these technologies, its major emphasis on the use of micro-teaching in Indian situation for developing the required skills of teaching at the mastery level.

At present in teacher training intuitions, the student teachers are trained through traditional approach of teaching and measurement of the extent to which the trainee acquires a skill in particular and general teaching competence is very vague and unscientific. Hence in order to
make teacher education programme effective and to bring qualitative improvement, some other technique or approach should be adopted so that the opportunity for the development of various skills among teachers may be increased. Micro-teaching which is one of the recent innovations in teacher education may be an answer of our problem.

A good teacher is at first a good individual. He is also learned and trained individual. We are, however, convinced that the most important factors in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it.

1.2 **NEED OF THE PRESENT STUDY**

A review of the study in the next section indicates that different levels of components of micro-teaching are equally effective in the development of general teaching competence in student teachers. These results are likely to have significant implications for designing and organizing innovations in teacher education programme. It is desirable to replicate studies as their findings are likely to have wider application. The present study envisages replication of these studies as well as to try out selected new variations of the components.

The teacher occupies a key position in any programme of educational reconstruction. Unless the teacher can be effective in classroom, the knowledge of theory and other things is of no use. He or she has to organize and skillfully manipulate conditions for learning so that the children under his or her care only make the maximum use of their potentialities. This is not an easy job. The teaching-learning process is considered to be one the most delicate, complex, challenging and significant social process.
The major problem in the area of school education is to influence the classroom instructional process. It is only when the instructional process is improved; the benefits of new curricular, new text books and innovations may bear fruit. The communication process of the teacher in the class-room has been found to be mainly responsible for the proper educational growth of the child, although, teacher is also expected to direct the pupils in activities outside the classroom in order to enable them to make the changes necessary in their way of thinking and acting. Whatever may be the efforts to change the school practices, ultimately it comes down to the teacher’s classroom behaviour, his or her teaching and the teacher pupil interaction. The interaction between the teacher and the pupil creates the climate of freedom or restriction for the pupils in the classroom.

Unfortunately, important aspect of teacher training programme is not given due attention in most colleges of education. Unless the teacher can teach effectively in the classroom, his training cannot be called complete. Not much attention has been paid to studying and analyzing the teacher’s classroom behaviour. Classroom in a school, as a unit of interaction amongst pupils and between teacher and pupils, play an important part in the development of the child.

The teacher has a great deal of influence on pupils. It has been showed by several studies that through the process of internationalization of the influence pupil’s behaviour is shaped to a great extent.

All this needs a wider programme for practice in Student Teaching, which means more schools centered around the teacher training institutions. But it can not be easily possible because not only the numbers of the cooperating schools for ‘student teaching’ are few, but also some of the neighboring schools even refuse to allow the teacher trainee to handle their classes.
Research in teaching is yet a young science. Research in teaching and teacher behaviour in India has for long been conducted by standing outside the classroom and therefore, study of actual classroom behaviour of teachers has been neglected. A sprinkling of interest in the topic of systematic observation had been followed during fifties and sixties. Buch has suggested that serious concerted attempts will have to be made in research on teaching in general and teacher behaviour in particular, if the desired objectives of teaching are to be realized. He has further emphasized the need to conduct studies in modification of classroom behaviour of teachers.

Thus, to meet with such difficulties and to improve the existing Programmes of training for ‘Student Teaching’, new devices like ‘Microteaching’ have come into the field. It is thought that teaching should now be tooked upon as a set of skills used by the teacher in the classroom. A skill is a set of behaviour aiming at specific objective. Like any other behaviour, teaching, can also be modified. This requires a systematic analysis of what teaching is and what behaviours of teachers contribute to effective learning in the pupils. It is generally accepted that the curriculum is mostly shaped and even reshaped through teachers’ behaviour. So, microteaching which is one of the recent innovations in teacher education may be an answer to the above problem.

1.3 STATEMENT OF THE PROBLEM

Keeping in view the need, the following problem is undertaken for investigation:

“A STUDY OF DEVELOPMENT OF TEACHING COMPETENCY OF THE LANGUAGE PUPIL-TEACHERS THROUGH MICRO TEACHING APPROACH”
1.4 DEFINATIONS OF THE TERMS USED IN THE PROBLEM

TEACHING COMPETENCY:

According to some authors teaching competency includes knowledge, attitude, skill and other teacher characteristics (Haskew, 1956, Wilson, 1973). Some others perceive teaching competence as teacher behaviours that produce intended effects (Medley and Metzel, 1973, Biddle, 1974).

Rama (1979) defines teaching competency as, "the ability of a teacher manifested through a set of overt teacher classroom behaviours which is a resultant of the interaction between the presage and the product variables of teaching within a social setting". Considering the definition of the term it may pointed out that teaching process is determined by knowledge, a set of abilities, attitudes and skills (presage variables) which in term determine pupil outcomes. Thus, the term "teaching" can be defined as a set of observable teacher behaviours that facilitate or bring about pupil learning and “teaching competency” means an effective performance of all the observable teacher behaviour that bring about desirable pupil outcomes.

In the present study, teaching is perceived, as a set of teaching skills where in a teaching skill is a set of teaching behaviours that facilitate or bring about a specific instructional objective. In other words, teaching competency involves effective use of various teaching skills.

PUPIL TEACHERS:

It includes those persons who were doing one-year B.Ed. course under various colleges of secondary teachers training in Uttar Pradesh.

MICRO TEACHING:

Allen and Ryan (1969) described microteaching as “A teacher instructs
four or five students for a short time and then talks it over with another adult. An experienced observer would emphasize the fact that the teacher concentrated on a specific training skill or technique and utilized several sources of feedback, such as a supervisor, the students, the teacher’s own reflections and the play-back of Video-tapes. The experienced observer would also note that the teacher has an opportunity to repeat the entire process by re-teaching the lesson and again having his performance critiqued and that in the second and subsequent cycles he teaches different.

**Passi (1976)** defined microteaching as “A training technique which requires student teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration time. The most important point in microteaching is that teaching is practiced in terms of definable, observable, measurable and controllable teaching skills”.

**Sharma (1981)** defined microteaching as “A specific teacher training technique through which trainee practices the various teaching skills in a specific situation with the help of feedback with a view to increase the student’s involvement. Specific situation means small time to practice (5 - 7 minutes), small number of pupils (5 - 7) and small length of practicing material.

There are various skills that can be developed among student teachers through micro teaching. But the researcher will lay more emphasis on five skills.

1. Skill of Reinforcement
2. Skill of Probing Questioning
3. Skill of Stimulus Variation
4. Skill of Illustrating with Examples
5. Skill of Explaining
1.5 OBJECTIVES OF THE STUDY

The objectives of the present investigation are as under:

1. To study the teaching competency of the language pupil teachers (prior to the training)

2. To study the effect of training among the pupil teachers in teaching skill of reinforcement using micro-teaching in simulated condition

3. To study the effect of training among the pupil teachers in teaching skill of probing questioning using micro-teaching in simulated condition

4. To study the effect of training among the pupil teachers in teaching skill of stimulus variation using micro-teaching in simulated condition

5. To study the effect of training among the pupil teachers in teaching skill of illustration with examples using micro-teaching in simulated condition

6. To study the effect of training among the pupil teachers in teaching skill of explaining using micro-teaching in simulated condition

7. To study the effect of training among the pupil teachers in the development of teaching competency through micro-teaching in simulated condition

8. To study the effect of training among the pupil teachers in the development of teaching competency through micro-teaching in real class room situation.

9. To compare the teaching competency among language pupil teachers between before and after microteaching.

10. To study the Attitude towards the micro-teaching among the pupil teachers of language group.
1.5 HYPOTHESES OF THE STUDY

The following hypotheses were proposed to be tested:

1. There is no significant difference among the student teachers of language group so far as teaching competence is concerned.

2. There is no significant difference among the student teachers of language group in teaching skill of Reinforcement using microteaching in simulated condition.

3. There is no significant difference among the pupil teachers of language group in teaching skill of probing questioning using microteaching technique in simulated condition.

4. There was no significant difference among the pupil-teachers of language group in the teaching skill of stimulus variation using microteaching technique in simulated condition.

5. There is no significant difference the pupil teachers of language group in teaching skill of illustration with examples using microteaching approach in simulated condition.

6. There is no significant difference among the pupil teachers of language group in teaching skill of explaining using microteaching technique in simulated condition.

7. There is no significant difference among the pupil-teachers of language group on the development of teaching competence through microteaching approach in simulated condition.

8. There is no significant difference in developing teaching competence among the pupil teachers of language group through microteaching in real class room situation.
9. There is no significant difference in teaching competency of language pupil teachers between before and after the micro teaching cycle.

10. There is no significant difference in attitude towards microteaching among the pupil-teachers of language group.

1.6 DELIMITATIONS

The researcher is compelled to delimit the study as follows:

1. Only the language pupil teachers offering English and Hindi as a teaching subject were considered for the study.

2. The area of the sample was limited upto jurisdiction of Ch. Charan Singh University, Meerut only.

3. Only hundred pupil teachers were selected to form the size of the sample.

4. Suitable standardized tests such as Baroda General Teaching Competency scale and other tests developed by other persons were employed to collect the data from the pupil teachers.

5. The experiment was restricted upto the five teaching skills only.

6. Study limited upto the pupil teachers of B.Ed. course only.

7. The feedback was given on the basis of skill performs, no other gadget will be used to impart the feedback.