CHAPTER V:

CONCLUSIONS AND IMPLICATIONS

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5.1 Introduction.
5.2 A Synoptic Review.
5.3 Major Findings.
5.4 Conclusions.
5.5 Implications.
5.6 Suggestions.
5.1 INTRODUCTION

In Chapter I, an attempt was made to conceptualise the microteaching technique and to review broadly the system of teacher education and student teaching programme going on in teacher training colleges. The rationale for the need of microteaching technique for training student teachers was also established.

The Chapter II was devoted to a review of the research in the area of microteaching. The research has been classified into research on:

1) Teacher effectiveness before the origination of the concept of microteaching technique
2) Related with Microteaching technique.

Specifying plan and procedure of the study the chapter III described the conduct of the present study. It also describes briefly the statistical treatment to be given to the data.

The collection analysis and interpretation of the data were presented in Chapter IV.
The chapter presents a recapitulation of the study, the conclusions drawn from the research findings and the implications of the study. A section is also devoted to enumerate the areas where further research can be taken up.

As observed earlier there has been growing concern among teacher educators to reshape teacher education programmes in order to make it more meaningful and effective. Improvements are required both in theoretical and practical aspects of the programme. Among others, the student teaching programme suffers from many defects and weaknesses. These defects prompted researchers and practitioners in the field of teacher education to try out new ideas in order to improve student teaching programme. Microteaching emerged as one of the innovations to meet this challenge.

5.2 A Synoptic Review

This study aims at finding out how far the technique of microteaching can be helpful in improving the general competency of the student teachers. The research is confined to a selected population of
student teachers studying in Dev Samaj College of Education, Ferozepur City.

Hence, the investigation is designed to study the effectiveness of microteaching technique in increasing the general competency of student teachers. So that in the light of the findings it may be possible to initiate certain steps to institutionalise microteaching technique in the student teaching programme. Having this objective in mind a group of 32 student teachers was selected to be trained in microteaching skills using (1) Supervisor and (2) Peer Supervisors as sources of feedback.

The tools and techniques mentioned in chapter III were employed to collect data to study the effect of microteaching on the group.

The data were quantified and analysed firstly to describe the quality of student teachers and secondly to test the six hypothesis formulated earlier in Chapter I.

5.3. Major Findings:

The major findings of the present research are as follows:
(1) As regards the intellectual level of student teachers the mean score is found to be 39.28. About 34 percent are above average, about 33 percent are average and 33 percent are below average as far as their intellectual level is concerned.

(2) As far as socio-economic status of student teachers is concerned about 41 percent of student teachers belong to higher socio-economic status and 4.28 percent student teachers belong to low socio-economic status. About half the student teachers (54.29) can be termed average as far as their socio-economic status is concerned.

(3) As far as the academic motivation level of student teachers is concerned more than half student teachers (57.13) are highly academically motivated. More than 38 percent student teachers fall into the category of low academic motivation level and about four percent student teachers come into the category of average academic motivation level.

(4) The mean age of the student teachers is 23.81.
(5) As far as the qualifications of the student teachers is concerned about 54 percent are third class graduates and about 6 percent have secured first class at the graduate level. Forty percent student teachers are second class graduates. Out of these student teachers only 21.42 percent student teachers are post-graduates. Majority of these are third class post-graduates. Only 7.14 percent of them are second class post-graduates.

(6) So far as the qualitative aspect of the student teachers is concerned about 31 percent of student teachers can be termed as high in quality and about 32 percent of them can be termed low in quality. About 36 percent of them fall into the category of average quality. This indicates that the present group is of average quality.

(7) In the skill of probing questioning it was found that student teachers maintained progress from $C_1$ to $C_3$ both component-wise and as a whole in all the four experimental groups.

(8) In the skill of stimulus Variation, it was found that student teachers maintained progress from
C₁ to C₃ both component-wise and as a whole in all the four experimental groups.

(9) It was found that in the skill of reinforcement progress has been maintained from C₁ to C₃ both component-wise and as a whole in all the four experimental groups.

(10) In the skill of explaining, it was found that student teachers maintained progress from C₁ to C₃ both component-wise and as a whole in all the four experimental groups.

(11) In the skill of illustrating with examples, it was found that student teachers maintained progress from C₁ to C₃ both component-wise and as a whole in all the four experimental groups.

(12) The relationships between initial stage and Probing questioning and After theoretical orientation stage and Probing questioning have been calculated to be -0.0045 and 0.27 respectively which is not significant at both .05 and .01 levels. On the other hand relationship between final stage and Probing questioning which is calculated to be .53 is significant both at .05 and .01 levels.
(13) The relationships between initial stage and stimulus variation and after theoretical Orientation stage and stimulus variation have been calculated to be -0.01 and 0.08 which are not significant at 0.05 and 0.01 levels. But the relationship between the final stage and stimulus variation which is calculated to be 0.58 is significant at both 0.05 and 0.01 levels.

(14) The relationships between initial stage and reinforcement after theoretical Orientation stage and reinforcement, and final stage and reinforcement are found to be -0.11, 0.12 and 0.34 respectively which are not significant both at 0.05 and 0.01 levels.

(15) The relationships between initial stage and explaining, after theoretical orientation stage and explaining have been calculated to be 0.0006 and 0.13 respectively which are not significant both at 0.05 and 0.01 levels. Further, the relationship between final stage and explaining is calculated to be 0.48 which is significant both at 0.05 and 0.01 level.

(16) The relationships between initial stage and illustrating with Examples and after theoretical orientation stage and illustrating with Examples have been calculated to be 0.13 and 0.27 which
is not significant both at .05 and .01 levels. But the relationship between final stage and illustrating with Examples is calculated to be .67 which is significant at both .05 and .01 levels.

(17) The t value of the mean scores of the performance of 32 student teachers on BGTC Scale at the initial stage and after theoretical orientation stage has been calculated to be 4.04 which is significant at both .05 and .01 levels.

(18) The t value of the mean scores of the performance of 32 student teachers on BGTC Scale at the theoretical orientation stage and the final performance stage is calculated to be 13.84 which is significant at both at .05 and .01 levels.

(19) The t value of the mean scores of the performance of 32 student teachers on BGTC scale at the initial stage and final stage is calculated to be 4.65 which is significant at both .05 and .01 levels.

(20) The f ratio of the variable feedback calculated by analysis of covariance is found to be 27.03 which is significant at both .05 and .01 levels. Comparing the mean of the supervisor group (59.50) of the peer
supervisor group (52.66) it is clear that the feedback given by the supervisor is better than the feedback given by peer supervisor.

(21) The F ratio of the variable microteaching as calculated by analysis of covariance is 7.14 which is significant both at .05 and .01 levels.

(22) The F ratio of the variable interaction is found to be 3.73 which is not significant both at .05 and .01 levels.

5.4 CONCLUSIONS:

The following conclusions can be drawn on the basis of the above findings:

(1) The effect of microteaching has been studied skill-wise, group-wise and stage-wise. When viewed from every above mentioned angle, it was seen that maintained progress has been made. Each stage of microteaching that is theoretical orientation and then training in different skills brought continuous progress in the performance of student teachers. This concludes that microteaching helps in developing certain skills in student teachers which increase General teaching
competency of student teachers. Thus we can say with confidence that microteaching technique can go a long way to meet the challenge of improving the quality of student teachers in general and teacher education in particular.

(2) Feedback is the crux of both traditional and microteaching technique. We support the contention that feedback is the back bone of modifying teacher behaviour particularly in microteaching. The results of the present study also conclude that feedback is an important source of variance which modifies teacher behaviour and increases teaching efficiency of student teachers.

The study had supervisor and peer supervisors as two sources of feedback. Out of these two sources of feedback the feedback given by the supervisor is superior. This concludes that feedback by the supervisor brings better results. The reason perhaps is that the expertise of method master combined with authority has lead to better results.

The study further, concludes, perhaps the 'less effective feedback' of peer supervisors may be attributed to lack of experience and training in the
skill of observation of lessons. Whereas supervisor is a seasoned person in the skill of observing lessons. If the peer supervisors are properly trained it could be proved that their feedback can be equally effective. (3) It has been observed in the study that training in only five skills have significantly improved the general teaching competency of student teachers. So, till such a stage of arrived when all the twenty or twenty-four skills are mastered and integrated with the student teaching programme, we may continue practicing a few selected skills in addition to the traditional student teaching programme. So, those who say that mastery in all the skills would take long time and we already complain of paucity of time in teacher training institutions, there claim would be refuted. In case of the present investigation everything has been done within one academic session and the study has proved the superiority of microteaching technique, of course as a supplement to traditional student teaching practice. Therefore the microteaching technique, it may be concluded has established its functional utility in improving the general teacher competency.
The study proved that the results at all stages of microteaching stage are significant. One of the reasons may be that the groups were matched at the initial stage.

In the present investigation the different skills were developed among the student teachers in simulated conditions but the effectiveness of the training of these skills was tested in the real classroom situations where they made integrated use of these skills. The results show that the student teachers could effectively integrate these skills with their actual classroom teaching. So, it is proved that microteaching technique is not confined to simulated conditions but it has positive transfer value in the actual classroom teaching.

5.5 IMPLICATIONS:

As it is realised today that student teaching programme is the weakest part of teacher education programme, recent years are marked by vigorous research and implementational attempts on strengthening teacher education in general and student teaching programme in
particular. The review of researches done in this area reveal that the major thrust is towards improving the general teaching competency of student teachers. In order to help teachers, researchers are busy in identifying those traits, attitudes and skills which tend to make them effective teachers.

Out of the many approaches that are currently being investigated, the concept of microteaching for producing effective classroom teachers have caught the imagination of research workers all over the world. As microteaching is a controlled practice technique, which is safe and having low risk; which is focussed to a particular teaching skill having immediate feedback, which is a vehicle for continuous training, economic in terms of time and resources, the present study aimed at providing an innovative alternative to restructuring teacher preparation by trying the technique of microteaching.

The results of the present study is also a pointer that microteaching in student teaching programme can be usefully employed to produce effective classroom teachers because it is a technique in which systematic, carefully planned and pin-pointed feedback
is provided in a controlled sequence.

As the results of the present study indicate that improvement in the performance of student teachers was recorded at each stage of training. Therefore, a micro approach of planning may be adopted in case of each stage of training so that better results may be achieved, it is desirable that each session of micro-lesson is well conceived in terms of teach-critique-feedback-reteach-refeedback. The crucial step in the whole microteaching technique is feedback. There is lack of clarity and consensus, so far as, marking of tallies is concerned. Thus there is need to look to this aspect of microteaching with great care. In the absence of the scientific basis of feedback the programme may fail to come out with expected outcomes.

Microteaching can profitably be used in the improvement of curriculum in teacher education. Some loud thinking can be done to insert the idea of micro-teaching in subjects like Psychology, Sociology and Pedagogy. The present investigator visualises the restructuring of the curriculum of teacher education
using micro approach. The corollary of this may be that principles derived from the restructured curriculum in teacher education can help in analysing such models of teaching behaviours as would help the student teachers to get a penetrating and realistic understanding of the skills to be practised in microteaching. Thus microteaching can help admirably to bridge the gap between theoretical and practical aspects of teacher education.

'Global feedback' is a common criticism of our present student teaching programmes. "Generally the remarks given by the supervisors were subjective, general, prescriptive, unstructured in nature and clustered round a few aspects of teaching", Passi(1977). It is hoped when microteaching is institutionalised as an innovation in our teacher training programmes, student teachers would instead of getting 'Macro' feedback would get 'micro' feedback. In other words feedback will be more objective, analytical, structured and scientific. It is not that student teachers would get scientific feedback but also it is going
to become a useful tool in the hands of supervisors—both staff supervisor and Peer Supervisor.

On the basis of the findings of research studies the concept of microteaching can profitably be extended in the training of administrators and supervisory staff. This training would, it is hoped, help them to understand in a better way the whole programme of student teaching vis-a-vis microteaching technique, thereby facilitating the process of institutionalising the programme of microteaching both in teacher training institutions and co-operating schools. Another aspect of this training that can be thought of is that it would place the administrators and supervisors in a better place to provide feedback both to their students and staff.

The training of student teachers in microteaching technique may be thought of in terms of economy and efficiency. Though Cooperating schools accept student teachers for teaching practice yet they consider it as wastage of time and energy. This is a fact also. The common practice in teacher training
institutions is that after two demonstration lessons by method masters followed by two discussion lessons the student teachers are straightway exposed to the actual classroom situation and unfortunately for which they are not acclimatised Thus a huge wastage of time and energy is caused at the teacher training institutions and co-operating school levels. From this point of view microteaching comes to the rescue. In microteaching the whole process of training is conducted in simulated conditions. Student teachers are to face the real classroom only when they are supposed to have mastered the different skills and can exhibit their use in an integrated manner.

If teachers are to reach their full professional potential, in-service training ought to be given much more careful attention, more time and more money. But, generally, what happens is that beginning teachers are given classes (often the most unpleasant), equipped with a teacher's manual, a course to be taught and then they are expected to do their best. The teachers are not fully prepared when they begin their teaching.
So, Microteaching technique may help the teachers to know their weaknesses and then to develop certain teaching skills and strategies which will help the teachers to be in a better position to face the hard realities and complexities of real classroom situation. Microteaching technique may help in actualising the need for continuous learning.

8.6 SUGGESTIONS

It cannot be denied that the technique of microteaching is still in its infancy. The ultimate potential of microteaching depends on the energy and ingenuity of teacher educators and researchers in 'developing and testing new ways of applying microteaching principles and techniques to the problems of education'. So the following areas are suggested wherein the possibility of further research may be explored:

(1) A follow up study may be taken up of those student teachers who have been trained through the technique of microteaching.

(2) Since evidence on the optimal number, sequence and combination of skills to be practised
in a microteaching programme is not yet available. So teacher educators, at the moment base their decision on these matters on intuition and experience. A study may be taken up to investigate the optimal number, sequence and combination of skills which may give better results.

(3) Another area where work may be taken up is "An Inquiry into the process of planning, implement- 
ation and Dissemination of microteaching as an innovation in colleges of education in selected regions of India".

(4) Another area where work can be done may be to study the effectiveness of the use of tape-recorder as a source of feedback in developing different skills of teaching.

(5) The effect of microteaching technique on the development of teaching skills when the personality traits are constant is another study which can be undertaken.

(6) A study may be taken up to modify the behaviour of inservice teachers through microteaching approach.