Chapter - III

THE PROBLEM

1. Statement of the Problem

The major purpose of the present investigation is to devise self-instructional microteaching course for improving college teaching and to evaluate its effectiveness.

2. Specific Objectives of the Study

The specific objectives of the study are -

i. To identify basic lecturing skills and the corresponding instructional behaviours;

ii. To prepare lecture rating scale;

iii. To prepare self-instructional microteaching course (SIMC) materials;

iv. To provide in-service training to the college teachers through self-instructional microteaching course;

v. To evaluate the effectiveness of the self-instructional microteaching course materials in improving college teaching;
vi. To construct a rating scale to study the reactions of participant lecturers to the self-instructional microteaching course;

vii. To study the reactions of participant lecturers to the self-instructional microteaching course.

3. Scope of the Study

i. The self-instructional microteaching course was confined to the following four basic lecturing skills:
   a. Orientation skill,
   b. Skill of explaining,
   c. Skill of stimulus variation, and
   d. Skill of achieving closure.

   It may be pointed here that all the above mentioned four lecturing skills were found to be important for college teachers.

ii. The self-instructional microteaching course material was prepared with examples drawn from History, Political Science, and Sociology subjects only.

iii. The study was confined to in-service college lecturers teaching History, Political Science, and Sociology subjects working in degree colleges of Davangere and Harihar (Karnataka State) during the year 1981-82.
4. **Hypotheses**

In pursuance of the fifth objective of the study stated earlier in this chapter, the following research hypotheses were set up —

i. **Self-instructional microteaching course will be effective in improving teaching competence of college teachers in terms of the following lecturing skills taken together —**

   a. Orientation skill,
   b. Skill of explaining,
   c. Skill of stimulus variation, and
   d. Skill of achieving closure.

ii. **Self-instructional microteaching course will be effective in improving the orientation skill of college teachers.**

iii. **Self-instructional microteaching course will be effective in improving the skill of explaining of college teachers.**

iv. **Self-instructional microteaching course will be effective in improving the skill of stimulus variation of college teachers.**
v. Self-instructional microteaching course will be effective in improving the skill of achieving closure of college teachers.

vi. College teachers sustain teaching competence in terms of the four lecturing skills taken together, strengthened by the self-instructional microteaching course even two months after the training.

vii. College teachers sustain the orientation skill strengthened by the self-instructional microteaching course even two months after the training.

viii. College teachers sustain the skill of explaining strengthened by the self-instructional microteaching course even two months after the training.

ix. College teachers sustain the skill of stimulus variation strengthened by the self-instructional microteaching course even two months after the training.

x. College teachers sustain the skill of achieving closure strengthened by the self-instructional microteaching course even two months after the training.
5. Definitions of terms

Microteaching: Microteaching is a scaled down teaching and is a teacher training technique wherein the trainee studies and practices the various teaching skills one at a time.

Self-instructional microteaching course: It is a course wherein the trainee studies and practices the teaching skills for himself without the help of the supervisor with a view to strengthen that skill.

Lecturing skill: The lecturing skill for the purpose of this study is concerned with what a lecturer does in the lecture hall to induce student's learning.

Scores on the Lharwad Lecture Rating Scale (DLRS) represented 'lecturing skill' in the present study. The scale covers the following four lecturing skills:

a. Orientation skill,
b. Skill of explaining,
c. Skill of stimulus variation, and
d. Skill of achieving closure.

Orientation skill: The orientation skill is defined as classroom behaviour of the lecturer wherein he uses various techniques for introducing a topic effectively.
Skill of explaining: The skill of explaining is defined as classroom behaviour of the lecturer wherein he brings about an understanding about a concept, a principle etc.

Skill of stimulus variation: The skill of stimulus variation is defined as deliberate change in the attention-drawing behaviours of the lecturer in order to secure and sustain the attention towards the lecture at high level.

Skill of achieving closure: The skill of achieving closure is defined as classroom behaviour of the lecturer wherein he uses various techniques for concluding a topic effectively.