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CHAPTER-VI

SUMMARY, RECOMMENDATIONS AND TOPICS FOR FURTHER STUDY

INTRODUCTION :

The present research study is related to variations in microteaching technique, in which the effectiveness of self-instructional material is tested. The need for such study was evident because the use of such material reduces the time, work load of teacher educators and cost of the programme.

Although it is the most effective way of training student teachers, systematic and scientific attempts of developing such material in Marathi were conspicuous by their absence. Hence the study was undertaken. The statement of the problem is as follows.

STATEMENT OF THE PROBLEM :

"Development and tryout of self-instructional material on some teaching skills in Marathi medium, in context of Microteaching."

OBJECTIVES OF THE STUDY :

1) To develop the self-instructional material on some teaching skills in Marathi medium in context of microteaching.

2) To test the effectiveness of self-instructional material in terms of theory, performance of teaching skills of the teacher-trainees and attitude towards teaching.

3) To identify the factors associated with the gain in skill competencies and teaching competency.

HYPOTHESES :

1) Student-teachers undergoing the microteaching programme using self-instructional material achieve atleast 80/80 of mastery level in theory of different skills.

2) There is no significant difference in teaching performance of the student-teachers before and after going through the microteaching programme using self-instructional material.

3) There is no significant difference in attitude towards teaching of student-teachers before and after going through the microteaching programme using self-instructional material.

4) The student-teachers gain in individual skill competencies and teaching competency are unrelated to general mental ability, attitude and interaction with the material.

5) Student-teachers interaction with the material is unrelated to their general mental ability and attitude.

PROCEDURE :

Three general teaching skills viz. stimulus variation, reinforcement and closure were selected for the study. The self-instructional material on the three skills was developed adopting instructional systems development (ISD) approach. ISD consists of the following ten steps :

1. Task analysis and job information.
2. Formulation of objectives and specifications.
3. Collection of research and information.
4. Planning.
5. Development of prototype.
6. Tryout and revision.
7. Final product development.
8. Installation and field testing of the product.
9. Final product revision.
10. Dissemination in the field.

The first step of task analysis based on job information was already done by the earlier research scholars. Hence for the present study ISD was followed from the second step onward. The last two stages were also not included in the study because they are an extension of the earlier stages and would be taken for further study. The material produced through these stages consists of the following steps :

1. Place of teaching skill.
2. Objectives.
3. Theory, psychological background and research.
4. Components and discussions.
5. Summary.
6. Content test along with scoring key.
7. Activities.
8. Script for analysis and scoring key.
9. Guidelines and observation tables.
10. Model lessons and scoring key.
11. Guidelines and lesson planning.
12. Space for lesson planning and self-evaluation of planning.
13. Review of the main points.

The prototypes developed, as mentioned above, were tried out on a small sample and modified in the light of the feedback to give final shape.

The installation and field testing of ^{the} final product was done using pre-test post-test single group design. A random sample of fifteen student-teachers from Vasant Rao Naik Teachers' College, Kolhapur was taken for the experiment. The tools used were :

1. Process-Process Appraising Scale of Teacher Effectiveness (PASTE).

2. Ahluwalia Teachers Attitude Inventory (ATAI).
3. Raven's Standard Progressive Matrices (RSPM).
4. The observation Matrix for Stimulus Variation Reinforcement and Closure.

During pretesting, ATAI, RSPM were administered and their teaching performance was measured using PASTE. For this purpose, each student-teacher gave a lesson of fifteen minutes in a real condition. This was followed by training in three skills through microteaching using self-instructional material. The training in skills was completed in nine days, which was followed by post-test conducted on the lines of pre-test. The data were analyzed using Mean, S.P. ANOVA and pearsons ' γ '.

FINDINGS :

The major findings of the study are listed below :

- 1) The self-instructional material is quite effective in enabling the student-teachers to achieve the desired mastery level over the theory of teaching skills.
- 2) The self-instructional material is effective in bringing about significant changes in performance, both in individual skills and total teaching performance.
- 3) The practice effect is significantly greater than the individual difference which indicates the dominant effect of the training programme designed.

4) The training programme of self-instructional material is ineffective in bringing about changes in the attitude of student-teachers towards teaching profession.

5) Attitude towards teaching and general mental ability of student-teachers are the main correlates of students interaction with the material.

6) The student-teachers' general mental ability is significantly associated with their gain in teaching performance.

7) The gain in individual skills viz. stimulus variation and reinforcement significantly contributes to the gain in total performance, but the gain in closure does not contribute to the total gain.

8) Interaction with the self-instructional material of the closure is significantly associated with the gain in closure, whereas, such relationship was not found in case of SV and RE. This might be due to the nature of skill. ^{The} Closure skill requires more planned approach whereas the remaining two occur spontaneously in teaching.

9) The appealing features of the self-instructional material according to the student-teachers are :

1) Thorough discussion of theoretical background and content test based on it.

ii) Activities maintaining student-teachers interest and active participation.

iii) Use of the transcript for analysis and two symbolic models and

iv) Specimen of model lesson planning and guidelines for microlesson planning.

On the basis of these findings, it can be concluded that the self-instructional material developed through this study is quite effective in bringing about desired changes in skill competencies and teaching competency of student-teachers.

On the basis of these findings, the following recommendations can be made.

RECOMMENDATIONS FOR TEACHERS AND HEAD MASTERS :

1. Teachers and Head Masters should make use of the self-instructional material in order to improve their teaching skill.

RECOMMENDATIONS FOR TEACHER-EDUCATORS :

1. Teacher-educators can use the self-instructional material in their regular microteaching programme which will reduce their work load and duration of microteaching programme.

2. The microteaching programme is conducted in Colleges of Education should include the following salient features as its essential ingredients.

- a) More than one presentations of model lesson of each skill.
- b) Exercises for observations and analysis of teaching episode or transcripts in order to improve the perception.
- c) Specific guidelines for planning microlesson in a particular skills and
- d) Clear descriptions about the place of the teaching skills in classroom teaching.

**RECOMMENDATIONS FOR UNIVERSITY
AUTHORITIES AND BODIES :**

1. The Board of Studies (BOS) should lay down conditions for admission in which general mental ability and attitudes towards teaching should be given some weightage.

2. BOS should evolve the detail plan of the programme of microteaching to be conducted by the Colleges of Education. The plan should specify essential requirements of the programme.

3. The University should organize the inservice training programmes for teacher-educators in microteaching.

**RECOMMENDATIONS FOR STATE
GOVERNMENT BODIES :**

1) The State Board of Teacher Education (SBTE) can act as an agency for the dissemination of the self-instructional written material. The teacher-education programme for primary education includes eight teaching skills. The use of such instructional material would be more useful for teachers at D.Ed. College and the students as well.

2) The material could be also used for inservice training programme for teachers organized by the SCERT.

TOPICS FOR FURTHER RESEARCH :

The following topics can be suggested for further research on the basis of the experience and the findings of the present study.

1) The first immediate study would be an extension of this study viz. final product revision and dissemination in the field. This should be done using pre-test post-test control design.

2) The self-instructional material can be supplemented by audio-visual media in order to increase its effectiveness. The effectiveness of such multi-media packages should be tested experimentally.

3) The self-instructional material needs some modifications in order to make it's use at D.Ed. level. This could be done by trying out the material at D.Ed. level students.

4) Similar self-instructional material can be prepared for the other teaching skills.

5) A comparative study of the present self-instructional material and the material written on the principles of programmed instructions and advanced organizers model can be undertaken.

6) The tryout of this material can be also taken in 'inservice training programme' and B.Ed. course through contact-cum distance learning.

7) A number of studies with factorial design can be undertaken with general mental ability and attitude as blocking variables.

8) An investigation can be undertaken into the relationship of the nature of skill, mastery over theory, planning skill and teaching performance.