A survey of the effectiveness of microteaching as a preparatory skill for secondary school teaching at Kenyatta University.

By

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A project presented in partial fulfilment of the requirements for the degree of Master of Education (T.D.E.) to the Faculty of Education, Kenyatta University.

September, 1986.
THIS PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY

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MY DEDICATION

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ABSTRACT

This survey was conducted at Kenyatta University and the sample was drawn from third year student-teachers of the academic year 1985/86. It was a survey and report on the effectiveness of microteaching as a preparatory skill for secondary school teaching.

Microteaching at Kenyatta University has not been explored in the sense that not much has been done to find out how effective it is in preparing pre-service teachers for secondary school teaching. This study was therefore, timely and its purpose was to try and find out the effectiveness of microteaching as a preparatory skill in pre-service preparation of student-teachers. The effectiveness was investigated through the questionnaires specially prepared for student-teachers which were mainly based on review of related literature on microteaching as was initiated and used at Stanford University, United States. Some information concerning micro-teaching at Kenyatta University was also collected through the interviews of some lecturers in Communication and Technology Department.

The researcher used a sample of 80 student-teachers drawn from the following departments: Business Education, Zoology, C.R.E. and Home Economics. The results of this study are therefore, limited basically to Kenyatta University situation.
Kenyatta University which has been until recently a constituent college of the University of Nairobi, is a University which specifically specialises in the training of secondary school teachers particularly for Kenyan Secondary Schools. It is thus a unique institution of higher learning because it trains educationists and therefore, expected to be on the stronger footing as far as classroom instruction is concerned. Classroom instruction is part of the training for the undergraduate students at Kenyatta University and falls under the direct responsibility of the Faculty of Education. As part of the training in the classroom instruction, micro-teaching is used to improve the practical competency of the student-teachers. The researcher was interested in establishing the extent to which micro-teaching at Kenyatta University was effective in teacher preparation for classroom instruction.

STATEMENT OF THE PROBLEM

The researcher was interested in finding out the effectiveness of microteaching at Kenyatta University. Microteaching at Kenyatta University has been criticised for a long time as being ineffective. A discussion with fellow graduate
students indicated that it was inadequate as a preparatory skill for classroom instruction and moreover, it does not take care of individual instructional problems. A research was carried out on Bachelor of Education graduates in 1979, and some of their reactions to microteaching were: "Microteaching is pointless, too brief, unrealistic. I had the opportunity of teaching twice in a whole year. Besides, ten minutes is not enough to show how well one can teach a lesson".  

It is evidently clear that research into the effectiveness of Microteaching at Kenyatta University is necessary. The researcher was therefore, interested in finding answers to the following questions:

1. On what criteria are the student-teachers grouped for microteaching purposes at Kenyatta University?

2. How is Microteaching at Kenyatta University conducted?

3. Is the assigned time for microteaching adequate?

4. Is the original microteaching cycle followed?

5. What advantages do the student-teachers have as a result of the microteaching experience?
6. What suggestions do the student-teachers have for future improvement?

PURPOSE OF THE STUDY

The purpose of this study was to:

a) Acquire data concerning the number of student-teachers going through microteaching at Kenyatta University every year;
b) Survey the feelings of student-teachers about microteaching;
c) Find out the general organization of microteaching at Kenyatta University;
d) To draw conclusions and make recommendations on the basis of data collected and analysed.

To this end therefore, the purpose of this study was to survey the microteaching that takes place at Kenyatta University and make recommendations for future action.

SIGNIFICANCE OF THE STUDY

Microteaching at Kenyatta University is based on only a few selected component skills, therefore, the findings of this study will draw the attention of the Communication and Technology Department members to the many available skills that can be incorporated in Microteaching. The findings will
to some extent also indicate what the student-teachers feel about the training and thus stimulate improvement.

Educationists will also benefit because the findings and recommendations will highlight areas that need to be researched into so that solutions to the problems that exist as far as teacher preparation for classroom instruction is concerned can be found. The research findings will also help the educational planners, particularly those concerned with resource assignment both personnel and financial, in teacher training institutions to become a bit more flexible and assign enough of these resources to the concerned departments for effective teacher preparation.

The research findings will also help the prospective teachers at Kenyatta University and those in other institutions engaged in similar activities to appreciate and value microteaching. This appreciation and valuing will help the prospective teachers in their growth into professional teachers.
ASSUMPTION OF THE STUDY

In order to carry out this survey the researcher made the following assumption:

1. That student-teachers at Kenyatta University find microteaching useful.

SCOPE AND LIMITATION OF THE STUDY

This study was limited to the Bachelor of Education third-year student-teachers of the academic year 1985/86. The researcher only worked with a group of eighty (80) student-teachers. Initially, the researcher had chosen to work with a group of a hundred (100) student-teachers, but the literature and Linguistics student-teachers did not respond to the questionnaire positively, so that out of the twenty (20) questionnaires issued to them only four were returned. This kind of response would have had adverse influence on the research findings and inconsistency in percentage loss. For these reasons, the researcher decided to disregard the whole lot of the twenty questionnaires given to that group of student-teachers. Due to the limited sample, the results of this study will be applicable basically to Kenyatta University situation and should not be generalized to Teacher Training Colleges (T.T.Cs) in Kenya because their microteaching
is structured slightly different. However, where possible the findings can be used to enrich the practice in other Teacher Training Colleges in Kenya. It should also be noted that the conclusions drawn were based solely on the responses of the selected sample.

There was very limited literature on micro-teaching at Kenyatta University, and much of the literature reviewed did not reflect the Kenyan situation.

The data was collected at the time when the subjects were nearly sitting their final year examinations so that some of the responses must have been made without careful considerations. Also because of the research tool used, some of the subjects refused to respond to some questionnaire items which reduced the total number of responses to those items. This to some extent threatened the reliability of some conclusions drawn.

This study was also limited by time and finances. The researcher had initially planned to travel to Moi Teachers' College and Kagumo Teachers' College to collect information on microteaching, but because of the limited time and funds, this was not accomplished.
OPERATIONAL DEFINITIONS

For the purposes of this study, the following abbreviations and definitions were used:

5. P.T.T.C.: Primary Teacher Training College.
8. N/R: No response.
9. Microlesson: A lesson that is reduced in scope.
10. Microclass: A class that is reduced in number of students for microteaching purposes.
12. Critique: A session where a supervisor analyses a teaching sequence with a student-teacher.
13. Skill: A teaching technique or teaching skill.
15. Interns: Teacher trainees who are attached to the schools and practice teaching.

16. Clinic: Is a teaching laboratory.

17. Feedback: Any information given to a student-teacher about his or her performance. The information is usually provided both orally and visually.

18. Supervisor: A person who provides feedback based upon given performance criteria.

19. Students: Students in a microclass or those in a normal classroom situation.

20. Videotape Recorder: An electric unit which uses a magnetic tape to record for both sight and sound.

21. Stimulus Variation: The teacher's ability to attract and hold attention of the students.

22. Set Induction: Is a pre-instructional technique which helps the teacher prepare students for the lesson in order to induce the maximum attention in learning.
23. Closure: A component skill that is achieved when the major purposes and principles of the lesson, or a portion of it, are judged to have been learned, so that new knowledge can be related to passed knowledge.

24. Focusing: To call students attention to a particular point. It can be verbal by using such statements as "look at this!" or gestural for instance the teacher pointing at a specific object.

25. Interactional Styles: To get the teacher to use a variety of interaction patterns i.e. Teacher-group, Teacher-student, and Student-Student.

26. Teacher-group: The teacher communicating to a class as a group. Questions are directed to the class as a whole.

27. Teacher-Student: The teacher speaking directly to one student.

28. Student-Student: The redirecting of one student's response to another student for comment or clarification or one
student to answer another's question. In this interaction pattern, the teacher withdraws from the lesson for a moment.

29. Shifting Sensory Channels: For example the teacher switching from oral to visual instruction so that the learners have also to switch from the use of ears to the use of eyes.

30. Positive verbal reinforcement: Occurs when the teacher immediately follows a desired student response with such comments as "Good", "Fine", "Excellent", "Correct", or other comments indicating satisfaction with the response.2

31. Positive nonverbal reinforcement: Occurs when the teacher, in responding to a desired student response, nods his head affirmatively, moves towards the student, or keeps his eyes on the student while paying close attention to the students response on the chalkboard or otherwise nonverbally
indicate pleasure at the student's response.3

32. Positive qualified reinforcement: Occurs when the teacher differently reinforces, either verbally or nonverbally, the acceptable parts of a response.4

33. Delayed reinforcement: Occurs when the teacher emphasizes positive aspects of students' responses by redirecting class attention to earlier contribution by a student.5

34. Subjects: Depending on the context in which it is used it means either the population that responded to the questionnaire or teaching subjects.

ORGANIZATION OF THE REST OF THE STUDY

The rest of the research report will consist of the following:

Chapter two outlines the literature review based on the available writing on microteaching.

Chapter three presents a description of the methodology used in this study.

Chapter four focuses upon data analysis and discussion.
Chapter five deals with summary of the study, conclusions, recommendations and suggestions for future research.

REFERENCES


3. Ibid, p. 129.

4. Ibid.

5. Ibid.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

The review of related literature for this study was done in order to uncover the background of microteaching and what the other scholars have said about it. In order to uncover the background information, Textbooks, Monographs, Journals and UNESCO publications were reviewed by the researcher. This review of related literature is meant to support the research questions.

Although there was limited literature on microteaching at Kenyatta University, the researcher reviewed the available literature on the subject from other countries which basically can apply to the Kenyan situation. In the review of related literature, the researcher attempted to trace the origin of microteaching, what it is all about and outlined the component skills that can be incorporated in Microteaching both in pre-service and in-service training of teachers. The uses of microteaching have also been discussed at length.

THE ORIGIN OF MICROTEACHING

It is difficult to say where the actual term microteaching originated. As a prefix micro is generally used to describe processes which are
Microteaching is normally attributed to Dwight Allen (1963) and the Secondary Teacher Education Programme at Stanford University in the preparation of pre-service teaching interns. Since then, the concept of microteaching has never been static. It has continued to grow, change and develop both in focus and format. From Stanford University, United States, the concept spread to other parts of the world like Canada, England, Scotland, Ireland, Malasya, the Philippines, Australia, Kenya etc. It is still spreading and being adopted in many more countries.

**WHAT MICROTEACHING IS**

Microteaching is a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers. It provides teachers with a practice setting for instruction in which the normal complexities of the classroom are reduced and in which a teacher receives a great deal of feedback on his or her performance.

In microteaching, the teacher concentrates on a specific training skill or technique and utilizes several sources of feedback, such as the
supervisor, the students, the teacher's own reflections and the playback of videotapes. The teacher has an opportunity to repeat the entire process by reteaching the lesson and again having his or her performance critiqued, and in the second and subsequent cycles he or she may teach different students but of the same academic level. Different scholars have defined microteaching in different ways. In an attempt to define what microteaching is, Perrot says:

"... is a scaled-down teaching encounter: Scaled-down in class size (4–7 pupils); lesson length (5–20 minutes); and teaching complexity, in that it concentrates on one or a small group of related teaching skills at a time".¹

A more comprehensive and functional definition is given by Perlberg, et al who say that microteaching,

"... Usually takes place in a teaching laboratory where the teacher gives microlessons lasting from five to twenty minutes to classes of from three to six students. A different skill (for example lecturing, questioning; discussing and demonstration) is practiced at each lesson; the lessons which are videotaped, are viewed immediately after the presentation".²

After this "the teacher analyses his performance with the aid of a consultant's critique and the written feedback provided by the students of the
laboratory classroom."

The teacher then,

"plans an 'improved' version of the same lesson; and he can choose to reteach it immediately to the same class, or he can reteach it to the same class a few days later. He can also choose to view a model film or tape of an experienced teacher performing the specific teaching skill before either the first or second teaching experience."

It is therefore, important to note that microteaching as was developed at Stanford University follows the sequence of "plan-teach-critique (observe) - replan-reteach-recritique (reobserve) cycle. But that "competence is acquired in one skill before proceeding to another skill".

According to Allen and Ryan, Microteaching is an idea, at the core of which lie five essential presuppositions:

a) Microteaching is real teaching.

b) Microteaching lessens the complexities of normal classroom teaching, class size, scope of content and time are all reduced.

c) Microteaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of instructional skills, the practice of techniques of teaching, the
mastery of certain curricular materials or the demonstration of teaching methods.

d) Microteaching allows for the increased control of practice. The rituals of time, students, methods of feedback and supervision, and many other factors can be manipulated. As a result, a high degree of control can be built into the training programme.

e) Microteaching greatly expands the normal knowledge of results or feedback dimension in teaching.

COMPONENT SKILLS INVOLVED IN MICROTEACHING.

Teaching is different from other activities because it has a unique intention, that others learn. It is a many sided activity because it includes such activities as giving information, asking questions, explaining, listening, encouraging and a host of other activities. Indeed as Brown says, it is "a task word ... and not an achievement word". It is therefore, important that an effort should be made towards achievement because a person may teach but his or her pupils may not learn what he or she intends them to learn. This reveals the realization that there is something beyond knowing one's subject matter that is a requisite for effective
teaching. It is due to this realization that led the concerned scholars to develop and implement the component-skills approach to microteaching. As Turney et al say,

"The skills which microteaching is designed to develop are ideally classroom behaviours that are specific, definable, observable, demonstrable, quantifiable and known to be causally related to desired pupil learnings".

It should be noted that not all the possible component skills have been identified but the following have been identified so far and used in different microteaching laboratories:

**Set Induction:**

Set or Pre-instructional orientation as is sometimes referred to as

"...any device or process which induces a pupil to attend and learn... Inducing a set to learn also excludes the perception and learning of other activities".

Set is more than a brief introduction and it can take many forms, for example, it can be a demonstration or the posing of an intriguing problem the students can solve. An effective set encourages student interest and involvement in the main body of the lesson. Instructional set can vary in length and in elaborateness. Its purpose
is to clarify the goals of instruction, using the students' current knowledge and skill to involve them in the lesson at hand. As Brown says, the use of set induction is:

1. To focus student attention on what is to be learned;
2. To create a frame of reference before or during the lesson;
3. To give meaning to a new concept or principle;
4. To stimulate student interest and involvement.

In a classroom situation, set is used at different stages:

1. At the beginning of a lesson;
2. When changing topics;
3. Before a question and answer session.

Stimulus Variation.

This is the art of attracting and holding student's attention in a classroom situation so that optimum learning takes place. Allen and Ryan say,

"This skill includes a variety of teacher behaviours aimed at relieving boredom in the classroom, such as switching back and forth between visual and oral presentation, moving round the classroom, using extravagant arm and body gestures, and changing voice inflection... is effective in producing learning."
The stimulus that the teacher constructs compete in a sense with irrelevant stimuli that might distract the students in a classroom situation so the teacher has to be careful, selective and deliberate in the way he or she varies the stimuli. The purpose of this skill is actually to help the teacher to become a more varied stimulus in the classroom, therefore, the teachers are trained in "movement, gestures, focusing, interactional styles, and shifting sensory channels". Movement - Is when the teacher is trained in movement from one part of the classroom to another. This helps in attracting and keeping the attention level high.

Gestures - Is when the teacher is trained in head, hand or body movement which are helpful in communication. To a certain degree, gestures enhance oral communication.

Focusing - Is when the teacher is trained in the art of calling students' attention to a particular point. This can be accomplished through the use of verbal statements, specific gestures or a combination of both.

Interactional styles - Allen and Ryan say there are three interactional styles, "Teacher-group, Teacher-student, Student-Student... The content and objectives of a lesson should dictate the interactional style used".
Pausing - Is when the teacher is trained in drawing the attention of the students to himself and this is instrumental in renewing the attention level of the students.

Shifting Sensory Channels - Is when the teacher is trained in shifting from one communication mode to another, for example from speech to gestures so that the students are forced to switch from using the ears to using the eyes. Also the teacher may vary the pitch and loudness of his or her voice so that the students are forced to pay more attention. If the students fail to shift with the teacher, they will usually miss what the teacher is driving at.

Presentation Skills

Presentation skills include such skills as lecturing, illustrating and use of examples, planned repetition and completeness of communication.

Lecturing - Is a useful tool of communication. There are two forms of lecturing: there is the formal lecture which is purely verbal and is basically one-way in the sense that the communication is from the speaker to the audience. This kind of lecturing takes place in Universities, Colleges and any other such places where the audience is too large to allow for
individual interaction. Then, there is the informal lecture where communication is two-way; thus, from the speaker to the audience and vice versa. The informal lecture allows the listeners to interrupt with questions, suggestions or comments. This kind of lecture form is the one in common use in public schools and it is this which teacher training colleges are concerned with in training student-teachers. Brown says:

"Lecturing has been humorously described as the art of transferring information from the lecturer's notebooks to the student's notebooks without passing through the heads of either." 16

However, this may not be necessarily true because as the other scholars say apart from conveying information, a lecture has many other uses. A lecture for instance can be used to change the pace so that information is passed on more quickly, to reinforce written work, to synthesize many sources of information, to inform students of expected results and to convey enthusiasm to the students. To some degree therefore, the information conveyed passes through the heads of both the lecturer and the audience. Illustrating and use of examples - Teachers know and appreciate the use of examples because it is instrumental to good teaching. Examples help in illustrating to students certain
points that may not be very obvious in the teaching-learning process.

**Planned repetition** - This is when the teacher deliberately plans to repeat certain points or areas in the lesson which may be useful on their own or in relation to other learning material that the students need to learn. Planned repetition is instrumental in emphasizing important points.

**Completeness of Communication** - This is when the teacher communicates a point and makes an attempt to touch on every dimension related to that point so that the point is made thoroughly clear.

**Reinforcement**

Turney, C. et al say reinforcement is defined as "the use of incentive by the teacher to reward desirable behaviours." A study carried out at Stanford University showed that reinforcement increases student's participation in the lesson.

It is therefore, important for the teacher to notice his or her students' individual traits. This will suggest to the teacher that certain reinforcers are more effective than others. It is the positive reinforcements that the teacher is concerned with because "reinforcing the desirable pupil behaviour is an integral part of the teacher's role as a good
director of the classroom learning. There are four types of positive reinforcement available to the teacher thus, "positive verbal reinforcement, positive non-verbal reinforcement, positive qualified reinforcement and delayed reinforcement".

Questioning Skills

Generally, a good question should be precise, clear, simple, but provide challenge enough. Allen et al identified four questioning skills available to the teacher:

a) Fluency in asking questions, which refers to the number of "logical" and relevant questions asked during the lesson.

b) Probing questions, which refers to (i) asking a pupil to elaborate upon a previous response by giving more information and meaning;

(ii) requiring a pupil to provide a rational justification for his answer; (iii) re-focusing attention upon an issue related to the preceding discussion; (iv) prompting the pupil or giving him hints as to the appropriate response; and (v) involving other pupils by asking them to react to the first pupil's answer.
c) Higher-order questions are defined as questions that cannot be answered merely from memory or simple sensory description.

d) Divergent questions — such a question has no "right" answer. It is an open-ended question, requiring students to use both concrete and abstract thinking to determine for themselves an appropriate response. Students are free to explore the problem in whatever direction they prefer; they are asked to think creatively, to leave the comfortable confines of the known and reach out into the unknown.

Silence and Non-verbal Cues.

Silence and non-verbal cues help to keep the teacher from continuously interjecting himself or herself in the discussion and at the same time enable him to keep the discussion moving. These skills also give the students a chance to think about the teacher's or other students' statements. Moreover, they give the students feedback from their answers without the teacher having to make comments on every answer.

Nonverbal cues can be classified into four types thus:
"Facial cues (a smile, a frown, a serious or quizzical look); body movement (moving toward the responding student or adopting some type of "thinker" pose); head movements ("yes" and "no" nods or the cocking of the head); gestures (pointing to a student, motioning to go on or to stop and pointing from student to student)."

When silence and non-verbal cues dominate, the skill ceases to be effective as a teaching tool just like talking when overused ceased to be effective. It is therefore, important that communication patterns vary so that effective learning takes place. The teacher should therefore, be in a position to stop students who tend to dominate the discussion and draw out those who are excessively quiet.

Recognizing attending behaviour.

This skill calls upon the teacher to notice and appreciate those students who are visually and thoughtfully involved in the lesson. The teacher can recognize this attending behaviour by offering a smile or moving towards such students with appreciation on the face and offering a "yes" nod.

Closure

Closure is more than a summary of the major points of material covered in a lesson. Allen and Ryan say that:
"Closure is achieved when the major purposes and principles of the lesson or a portion of it, are judged to have been learned so that new knowledge can be related to passed knowledge... provides the pupil with needed feeling of achievement".

Closure is in many ways complementary to set induction because while set is a trick employed to prepare students for learning, closure passes the message of ending or more simply closing the lesson.

**USES OF MICROTEACHING**

For the purposes of this report, the uses of microteaching have been divided into four parts:

**Uses of Microteaching in pre-service training of teachers**

Microteaching is used in the pre-service preparation of teachers so that the student-teacher develops proficiency before he or she enters and performs in the real classroom situation. It is perhaps important to note at this point that "Microteaching is real teaching...its intention is to provide a practice setting for teaching".

Microteaching not only provides the beginning teacher with a practice setting but also with training in specific teaching skills and strategies. It also helps the student-teacher to avoid many of the...
initial problems that are encountered during the
first attempt at teaching. Such problems are like
having to stand before a group of people and communicate
to them, developing an idea with several people
simultaneously finding an appropriate level of
communication for an identified group of students
and many others.

Although it has been noted that Microteaching
equips the beginning teacher with an array of teach-
ing skills before he assumes instructional responsi-
sibility in the school,

"Microteaching does not pretend to equip
the beginner for all the skills of teaching
... they have not all been identified and
perhaps never will be. The intention is
to give the beginner facility with several
key skills and to give him an understanding
of how and when they can be most suitably
applied. After he is in the classroom the
graduate of microteaching clinic is a free
agent ... with the added confidence that
he has many teaching skills on which he
can draw when he needs them. He spends
time perfecting these skills and acquiring
new ones".

Microteaching is therefore, some kind of guidance
training which enables the pre-service teachers
acquire and develop teaching skills and strategies
in an attempt to help them develop professionally.

Moreover, microteaching has several other advantages
for the teacher training programme which are that;
"a) It brings the faculty together to decide on common objectives for the program;
b) It keeps the faculty and staff in close touch with the actual teaching performances of their students; (c) It enables the program to take a major step towards individualizing the training of teachers; (d) It provides both staff and teaching candidates with more realistic evidence regarding the candidates' suitability for teaching; (e) It provides the entire program with valuable research tool.".

Uses of Microteaching in in-service training of teachers.

Microteaching can be used in the in-service training of teachers. Used in this way, it is intended to support and assist the professional development that teachers ought to experience throughout their working lives. Microteaching is necessary in in-service training of teachers because:

"(1) There are more teachers with certificates than teachers in teaching; (2) Few teachers are fully prepared when they begin their initial teaching; (3) Many teachers do not realize what their instructional weaknesses are until they have actually taught for some time; (4) Microteaching can be used for much more than simply developing teaching skills and strategies."

Uses of Microteaching for Supervision Purposes

Supervision is most of the times associated with evaluation and once this association is made, it is no longer viewed in a positive perspective because it creates panic and uneasiness in those
being supervised. However,

"Microteaching helps make supervision much more potent. Having the supervisor and his beginning teachers work together through many lessons before the beginners have their first in-school experience strengthens supervision considerably. The supervisor knows his teachers, their strengths and weaknesses, knows how to talk to them". 28

On the other hand, "practicing teachers view supervisors from a positive perspective; ... as helpers in professional growth". 29 When used and viewed in this way, supervision ceases to be an emotionally charged exercise and yields better results because then, the primary aim of supervision is to improve instruction.

Other unique Uses of Microteaching in Schools.

Currently, there are problems of knowledge explosion, the new interpretations and fresh explanations of old facts and the growth of entirely new disciplines which present challenging tasks to those given the responsibility of educating the youths. These problems can be managed to some degree by the use of microteaching. The continuous education of teachers must be fostered by new positive attitudes and approaches. When new curricular materials and methodologies are developed, teachers should have a chance of gaining mastery over them before they
actually try them in the classroom situation. Micro-teaching represents one such approach to the continuous education of teachers.

Team-teaching is a well known practice, it has been in use especially at the University, in the primary and secondary teacher training colleges here in Kenya, and other countries. The teams use special material in their team-teaching approach. Micro-teaching can provide a realistic test site for the teams to develop these new materials and also test different modes of presentation. This can be organized in such a way that while one teacher is instructing, the other team members can act as evaluators.

Most of the times, the staff and departmental meetings are concerned basically with administrative matters and broad policy issues. What a teacher actually does in the classroom and his or her problems are hardly ever matters of discussion. Micro-teaching can be a catalyst element bringing teachers together to discuss professional issues. Moreover in microteaching, the teaching-learning act is always in the foreground. In this avenue also, the teachers have a chance of discussing a common experience. To this end therefore, "microteaching shows great promise for becoming an important means for continued
The importance of microteaching cannot be overstressed but six important functions have been put forward:

1. Safe practice
2. A focused instrument
3. A vehicle of continuous training
4. Modeling instructional skills
5. A new approach to supervision
6. A research tool

Safe Practice

Microteaching is important in the sense that it can provide a safe setting for the acquisition of the techniques and skills of the profession. This setting can be used, as said earlier, for both pre-service and in-service teachers. It cannot only be used for skill training, but also for trying out new curricular and instructional materials. Both beginning and experienced teachers will find micro-teaching a safe somewhat realistic setting in which to develop professional competencies. At the same time this practice setting will have the added advantage of building the necessary confidence in the concerned teachers about their performance because they have an opportunity to practice what their profession demands. As Brown says,
"Microteaching will help you to sharpen and develop your teaching skills, it will help you to eliminate gross errors and it will build your confidence ... it will not solve all your teaching problems."

A focused Instrument.

Teaching is no longer a vague activity, it has been analysed as being made up of various types of activities, such as explaining, questioning, demonstrating etc. When teachers work within this new frame of reference and refine these categories of teaching activity even further, they can isolate the behaviours involved in certain teaching skills and make them the focus of training. During this focused training feedback is provided from several sources and teachers are allowed to continue practicing. The teachers try to improve by means of this microtechnique and he or she can work on specific skills at a time. Microteaching therefore, leads to great strides in the acquisition of teaching skills in a short time.

A vehicle of continuous training.

As the trained teachers are posted in the schools initially, where they are expected to demonstrate their professional worth, they start off with a lot of enthusiasm. As the years pass by, they reach a professional plateau and their development
tends to level off. This happens to even the best teachers because they have very little incentive to improve since their competence is already recognized. Moreover, teachers have very few vehicles for continued growth. Microteaching therefore, represents a partial solution to this problem because it is a vehicle of continuous training not only in the pre-service programmes but more so for those teachers already in service.

Modeling instructional skills.

In microteaching setting, "good teachers can demonstrate their skills and be recorded on videotape. The basic structure of microteaching and its built-in flexibility make it a natural setting in which to develop instructional methods of various teaching skills and techniques. Teaching skills can be isolated and their performance highlighted so that the viewer can more easily identify the behaviours that make up the skill".

Identified good models of instructional skills have numerous uses: they can be examples to be imitated, can be used to show the instructional alternatives available to the teacher, can be used to stimulate discussion about teaching, and can also be used as a major instructional component in a microteaching situation.
A new approach to supervision.

It has been noted earlier in this chapter that most people tend to confuse supervision with evaluation. Microteaching situation can provide both a good setting for and a positive approach to supervision. The approach is entirely non-evaluative and the stress is mainly on the instructional help to the practising teacher and the practising environments tend to be relaxed. Supervision in a micro-teaching situation is highly specific and the teacher can apply the supervisor's suggestions immediately in a re-teach lesson. The supervision is generally positive since the supervisor is trying to help the teacher in areas that are already identified.

A research tool.

The teaching-learning process has many variables which can be sorted out with the help of micro-teaching. Many of the classroom teaching complexities can be reduced thus enabling a researcher to analyze specifics more carefully. The researcher in this context has great control over practice in microteaching because variables like time, content, students and teaching skills can be easily manipulated. Microteaching situations can also be ideal for carrying out pilot studies.
Microteaching was first introduced at the University of Nairobi in the early 1970's when Kenya started offering the Bachelor of Education course to train graduate teachers for Kenyan secondary schools. It was introduced as part of the UNESCO projects. UNESCO supplied the faculty with video equipment and microteaching was conducted strictly following the Stanford style. At about the same time, the Faculty of Education was extended to the then Kenyatta University College and the numbers of Bachelor of Education students increased and the available equipment had to be shared.

In 1979, when the Faculty of Education was moved to K.U.C. campus, all the microteaching equipment were moved to this campus too. The number of students admitted for education every year had increased tremendously. In 1985, the constituent College was made into a full University by the presidential directive.

Currently, the number of students admitted every year at Kenyatta University is about five hundred. During their second year of study, they are divided into groups of between 10 - 15 students for microteaching purposes. During microteaching there
are specific component skills that students are trained in these are: Lecturing, Use of examples, Reinforcement, Probing questions, Higher order questions, Set Induction, and Stimulus variation. At each practice, only one skill is practiced. At the final stages integrated approach is used. A discussion with Dr. Everet Standa of Communication and Technology Department on 27/7/1986 revealed that the strict Stanford style of microteaching is not followed at Kenyatta University. That there are usually no repeat sessions and no video playbacks, but that there is over reliance on verbal feedback based on memory of how the student-teacher performed in the skill at hand. Dr. Standa says this is because of the large numbers of student-teachers admitted every year. He noted also that the demonstration skills used are from Stanford University.

A talk with Mr. Otieno - Alego of Communication and Technology Department on staff adequacy agreed with what Dr. Standa said: That there are few staff members in the department and improvisation is usually done so that microteaching lessons are assigned to all those members of staff who teach methods regardless of their specialization. Moreover, there is no original material that is written so far on microteaching at Kenyatta University.
Summary.

In this chapter, the origin of microteaching has been traced pin-pointing the particular place and the scholar behind the whole idea. There is a discussion of what microteaching is and the different definitions that have been proposed by different scholars. There is a discussion of some of the component skills that have so far been identified and used in microteaching and what each of these skills sets out to accomplish. The uses of microteaching in pre-service and in-service training of teachers, the uses of microteaching for supervision purposes and other unique uses of microteaching in schools have been outlined. The importance of microteaching has been discussed at length and an outline of the birth of microteaching at Kenyatta University has been given.

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24. Ibid, pp. 64 - 65 passim.
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32. Brown, G.

CHAPTER THREE

METHODOLOGY

INTRODUCTION

The approach adopted in conducting this study was that of a simple survey where the questionnaire and interviews were used in data collection. The researcher was mainly concerned with gathering the available information, analysing it, reporting and drawing conclusions. Descriptive analysis was used in analysing the data that was collected.

THE RESEARCH INSTRUMENTS

The research instruments that were used by the researcher in data collection were the questionnaires and interviews. The questionnaire was used on student-teachers to collect the needed information. It did not require the subjects to give their personal details, but had instructions to the respondent to respond appropriately and truthfully. The questionnaire consisted of sixteen (16) items of which fourteen (14) were closed and two(2) were open-ended.

The interview was used on selected available lecturers in Communication and Technology Department to collect information on specific areas the researcher was interested in. The researcher had specifically prepared questions based on review of
literature. The interviews were held in lecturer's offices after prior arrangements had been made between the researcher and the interviewee.

THE POPULATION AND SAMPLE SELECTION.

The researcher was interested in third-year student-teachers at Kenyatta University and wanted to use only five departments, with the exception of Education departments because these are core departments. She therefore wrote the following departments on separate small papers: Mathematics, Physics, Chemistry, Zoology, Botany, Christian Religious Education (C.R.E), Literature and Linguistics, Business Education, Home Economics, Physical Education (P.E.), Geography and History. The researcher folded this papers and mixed them thoroughly then picked five of them one at a time. The following departments were random sampled: Zoology, C.R.E., Literature and Linguistics, Business Education and Home Economics.

From each random sampled department, the researcher was interested in only twenty student-teachers to give a total of a hundred. The researcher wrote letters to the lecturers to request for permission and personally contacted them to find out how many third-year students were in the departments.
The researcher then used the secret ballot to select the twenty student-teachers required from each department. The secret ballots were of two categories. For each departments, twenty of them had the number one (1) written on them, these discriminated the sample from the population, while the rest of the ballots had the number two (2) written on them and anybody who picked such would not be required to respond to the questionnaire. All the ballots were folded, mixed thoroughly and kept separate for individual departments.

ADMINISTRATION OF THE QUESTIONNAIRE.

The researcher visited the concerned lecture rooms on the arranged days with the questionnaires and the secret ballots. She passed round the ballots and the student-teachers picked one each. She then went round with the twenty questionnaires looking for those who had picked the ballots with the number (1) written on them and gave them the questionnaires. The subjects were left with the questionnaires and asked to respond and hand them to their lecturer.

The lecturer then handed the completed questionnaires to the researcher on the agreed day. This process was repeated for all the selected departments.
ANALYSIS OF DATA.

After the questionnaires had been returned, the researcher went through the items tallying the responses for each questionnaire item. The frequencies, percentages and cumulative percentages were worked out for each question and the findings were then reported and discussed in chapter four.

For questions fifteen and sixteen which were open ended, the findings were reported directly in frequencies depending on the responses that were given by the respondents. These data was also organized and reported in chapter four.
INTRODUCTION

In this study, the researcher worked with a group of eighty (80) student-teachers. These were randomly selected from four departments as explained earlier in this report. Below is a table showing the returns and non-returns of the questionnaires issued to each of the departments.

Table 1

<table>
<thead>
<tr>
<th>Department</th>
<th>Questionnaires</th>
<th>Issued</th>
<th>Returned</th>
<th>Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education</td>
<td></td>
<td>20(25%)</td>
<td>19(24%)</td>
<td>1(1%)</td>
</tr>
<tr>
<td>Zoology</td>
<td></td>
<td>20(25%)</td>
<td>20(25%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>C.R.E.</td>
<td></td>
<td>20(25%)</td>
<td>19(24%)</td>
<td>1(1%)</td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td>20(25%)</td>
<td>19(24%)</td>
<td>1(1%)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>80(100%)</td>
<td>77(97%)</td>
<td>3(3%)</td>
</tr>
</tbody>
</table>

Each department formed 25% of the subjects to respond to the questionnaires, however, from the table above the returns of the questionnaires from each department...
varied. Only Zoology Department returned all the questionnaires issued to them, while the rest each lost 1% and returned 24%. The total percentage lost for the whole sample was 3%, while 97% of the questionnaires were returned. Even for those questionnaires that were returned, not all the items were responded to as will be seen in the forthcoming sections.

For purpose of this study, the researcher considered that Microteaching is a core course in the pre-service training of teachers at Kenyatta University and therefore, the collected data was analysed for each questionnaire item for the whole sample as a group. For this reason, the following were the research questions that were borne in mind when analysing the collected data.

1. On what criteria are the student-teachers grouped for microteaching purposes at K.U?
2. How is microteaching at K.U. conducted?
3. Is the assigned time for microteaching adequate?
4. Is the original microteaching cycle followed?
5. What advantages do the student-teachers have as a result of the microteaching experience?
6. What suggestions do the student-teachers have for future improvement?
From these research questions, the following data was collected:

1. The criteria used for grouping student-teachers in microclasses.
2. The reasons for such a criteria being used.
3. The procedure used in microteaching.
4. Whether videotapes and model teaching were used.
5. The duration of microlessons.
6. The number of skills practiced per microlesson.
7. Whether the original microteaching cycle was used.
8. How the critique session was conducted.
9. Advantages of microteaching to the student-teachers and suggestions for improvement of the current practice.

**DATA PRESENTATION**

The data collected was presented in the tables as will be seen in this chapter. The titles of the tables reflect the questionnaire items and the tables have the following columns: Alternatives - which represent the possible responses given for the particular questionnaire item; Frequency - which refers to the number of times that particular response occurred; Percentage - is the percentage of the responses out of the total 77 respondents who
at least returned their questionnaires; the Cumulative percentage - gives the cummulation of the percentages of all the alternatives offered per questionnaire item. No response refers to those subjects who refused to respond to the questionnaire item. Total refers to three totals, the frequency total, the percentage total and the cummulative percentage total.

FINDINGS OF DATA ANALYSIS

Table 2.

Grouping of Student-teachers for microteaching purposes.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Subject Combinations</td>
<td>58</td>
<td>75.3</td>
<td>75.3</td>
</tr>
<tr>
<td>b. Student Choice</td>
<td>12</td>
<td>15.6</td>
<td>90.9</td>
</tr>
<tr>
<td>c. Random Placement</td>
<td>1</td>
<td>1.3</td>
<td>92.2</td>
</tr>
<tr>
<td>d. Balloting</td>
<td>0</td>
<td>0</td>
<td>92.2</td>
</tr>
<tr>
<td>No response (N/R)</td>
<td>6</td>
<td>7.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above table, 75.3% of the respondents said that microteaching classes were grouped according to subject combinations; 15.6% of them said the grouping was according to student choice; and only
1.3% said the student-teachers were randomly placed in groups. From these findings, it looks evident that the student-teachers were grouped according to subject combinations for microteaching purposes.

Table 3.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>51</td>
<td>66.2</td>
<td>66.2</td>
</tr>
<tr>
<td>b</td>
<td>7</td>
<td>9.1</td>
<td>75.3</td>
</tr>
<tr>
<td>c</td>
<td>6</td>
<td>7.8</td>
<td>83.1</td>
</tr>
<tr>
<td>d</td>
<td>7</td>
<td>9.1</td>
<td>92.2</td>
</tr>
<tr>
<td>No response (N/R)</td>
<td>6</td>
<td>7.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Key:

a - students could discuss the subject matter they were all familiar with.

b - friends were in the same group.

c - there was no particular bias in the microclass thus, a natural situation.

d - each student felt comfortable.

From the findings on table 3, 66.2% of the respondents said that grouping student-teachers according to subject combinations for microteaching
purposes was good because students could discuss the subject matter they were all familiar with. On the other hand 9.1% of the respondents said grouping them by student choice was good because friends were in the same group; and 7.8% said random placement was good because there was no particular bias in the micro-class thus, a natural situation; while 9.1% of the respondents said balloting was good because each student felt comfortable. It is clear from these findings that grouping student-teachers according to subject combinations was good because they could discuss the subject matter they were all familiar with.

Table 4.

Giving of Instructions for the Forthcoming Microteaching Session.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Always</td>
<td>53</td>
<td>68.8</td>
<td>68.8</td>
</tr>
<tr>
<td>b. Sometimes</td>
<td>8</td>
<td>10.4</td>
<td>79.2</td>
</tr>
<tr>
<td>c. Few times</td>
<td>6</td>
<td>7.8</td>
<td>87.0</td>
</tr>
<tr>
<td>d. Never</td>
<td>4</td>
<td>5.2</td>
<td>92.2</td>
</tr>
<tr>
<td>No response (N/R)</td>
<td>6</td>
<td>7.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings show that 68.8% of the respondents said they had instructions about what was expected in the forthcoming microteaching session always; 10.4% said they sometimes had instructions; and 5.2% said they had instructions very few times; while 7.8% said they never had instructions about the forthcoming microteaching session. It is clear from the findings that student-teachers always had instructions about what was expected in the forthcoming microteaching session since 68.8% of the respondents said so.

Table 5.

Usefulness of the Model Microlessons.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Strongly agree</td>
<td>18</td>
<td>23.4</td>
<td>23.4</td>
</tr>
<tr>
<td>b. agree</td>
<td>45</td>
<td>58.4</td>
<td>81.8</td>
</tr>
<tr>
<td>c. disagree</td>
<td>4</td>
<td>5.2</td>
<td>87.0</td>
</tr>
<tr>
<td>d. strongly disagree</td>
<td>2</td>
<td>2.6</td>
<td>89.6</td>
</tr>
<tr>
<td>No response (N/R)</td>
<td>8</td>
<td>10.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

On the above table, 23.4% of the respondents strongly agreed that the model microlessons on videotapes were useful and 58.4% agreed with this fact. On the other hand, 5.2% of the respondents disagreed...
It looks evident from the findings that the model microlessons or videotapes were useful since 81.1% of the respondents at least agreed to the fact and a very small percentage of the respondents disagreed.

Table 6.
Age of Students Used on Videotapes in Model Teaching.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Always</td>
<td>11</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>b. Most of the times</td>
<td>22</td>
<td>28.6</td>
<td>42.9</td>
</tr>
<tr>
<td>c. Sometimes</td>
<td>18</td>
<td>23.4</td>
<td>66.3</td>
</tr>
<tr>
<td>d. Never</td>
<td>18</td>
<td>23.4</td>
<td>69.7</td>
</tr>
<tr>
<td>N/R</td>
<td>8</td>
<td>10.3</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, 14.3% of the respondents said the students used in model teaching were always of secondary school age; 28.6% said the students were of secondary school age most of the times; while 23.4% of the respondents said the students in model teaching sometimes were of secondary school age. On the other hand 23.4% of the respondents said the students used in model teaching were never of secondary school age. It is not quite clear whether the students used on videotapes in model teaching were
usually of secondary school age or not since those who agree and those who disagree seem to balance. It is possible to speculate therefore, that the respondents either were not sure or did not remember clearly about the age of students used in model teaching. It is therefore, worth suggesting that more investigation should be done to find out clearly what age the students in model teaching are.

Table 7.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 5-10 minutes</td>
<td>63</td>
<td>81.8</td>
<td>81.8</td>
</tr>
<tr>
<td>b. 10-20 minutes</td>
<td>8</td>
<td>10.4</td>
<td>92.2</td>
</tr>
<tr>
<td>c. 20-30 minutes</td>
<td>0</td>
<td>0</td>
<td>92.2</td>
</tr>
<tr>
<td>d. 30-40 minutes</td>
<td>0</td>
<td>0</td>
<td>92.2</td>
</tr>
<tr>
<td>N/R</td>
<td>6</td>
<td>7.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above table, 81.8% of the respondents said that microlessons were between 5 - 10 minutes long, while 10.4% of the respondents said the microlessons were between 10 - 20 minutes. Nobody said microlessons were more than 20 minutes in duration. It looks clear from the findings that microlessons lasted between 5 - 10 minutes because of the very high percentage of respondents who said so.
**Table 8.**

**Adequacy of time for intended practice.**

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Strongly agree</td>
<td>3</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>b. agree</td>
<td>27</td>
<td>35.0</td>
<td>38.9</td>
</tr>
<tr>
<td>c. disagree</td>
<td>33</td>
<td>42.9</td>
<td>81.8</td>
</tr>
<tr>
<td>d. strongly disagree</td>
<td>8</td>
<td>10.4</td>
<td>92.2</td>
</tr>
<tr>
<td>N/R</td>
<td>6</td>
<td>7.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings show that only 3.9% of the respondents strongly agreed that the time allowed for microlessons was enough for the intended practice; 35% of the respondents simply agreed to this fact while 42.9% the respondents disagreed that the allowed time was not enough. 10.4% of the respondents on the other hand strongly disagreed to the fact that the allowed time was enough. It is not quite clear from the findings whether the allowed time was enough or not because the difference between those who agreed and those who disagreed was quite minimal. However, a higher percentage said the time allowed was not enough for the intended practice.
Table 9

Number of skills practiced at each session.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. one teaching skill</td>
<td>52</td>
<td>67.5</td>
<td>67.5</td>
</tr>
<tr>
<td>b. two teaching skills</td>
<td>5</td>
<td>6.5</td>
<td>74</td>
</tr>
<tr>
<td>c. three teaching skills</td>
<td>2</td>
<td>2.6</td>
<td>76.6</td>
</tr>
<tr>
<td>d. all the skills</td>
<td>11</td>
<td>14.3</td>
<td>90.9</td>
</tr>
<tr>
<td>N/R</td>
<td>7</td>
<td>9.1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings on the table above, 67.5% of the respondents said that only one teaching skill was practiced at each microteaching session; 6.5% of the respondents said two teaching skills were practiced at each session; and 2.6% said three teaching skills were practiced at each session; while 14.3% of the respondents said all the teaching skills were practiced at each session. It is evidently clear from the findings that only one teaching skill was practiced by the student-teachers at each microteaching session and those who said two skills, or three skills or all the skills were practiced must have been guessing without being sure because their
percentages as compared to the whole group are very low.

Table 10

Microlessons Videotaped and Used during the Critique Sessions.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Strongly agree</td>
<td>7</td>
<td>9.1</td>
<td>9.1</td>
</tr>
<tr>
<td>b. agree</td>
<td>24</td>
<td>31.2</td>
<td>40.3</td>
</tr>
<tr>
<td>c. disagree</td>
<td>22</td>
<td>28.6</td>
<td>68.9</td>
</tr>
<tr>
<td>d. strongly disagree</td>
<td>16</td>
<td>20.8</td>
<td>89.7</td>
</tr>
<tr>
<td>N/R</td>
<td>8</td>
<td>10.3</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, 9.1% of the respondents strongly agreed that microlessons were videotaped and used during the critique session; while 31.2% just agreed. On the other hand, 28.6% of the respondents disagreed to this fact; while 20.8% of the respondents strongly disagreed to the fact that microlessons were videotaped and used during the critique sessions. It is not quite clear from the findings for one to make a decision as to whether or not the microlessons were videotaped and used during the critique sessions. However, it looks like some microlessons were videotaped and used during the
critique sessions since 40.3% of the respondents said so, and others were not since 49% of the respondents disagreed to this fact. It looks therefore, like, few microlessons were videotaped and used during the critique sessions while most of them were not.

Table 11.
Use of Microteaching Cycle.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Always</td>
<td>34</td>
<td>44.1</td>
<td>44.1</td>
</tr>
<tr>
<td>b. Sometimes</td>
<td>22</td>
<td>28.6</td>
<td>72.7</td>
</tr>
<tr>
<td>c. Very few times</td>
<td>10</td>
<td>13.0</td>
<td>85.7</td>
</tr>
<tr>
<td>d. Never</td>
<td>5</td>
<td>6.5</td>
<td>92.2</td>
</tr>
<tr>
<td>N/R</td>
<td>6</td>
<td>7.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, 44.1% of the respondents said they always went through the microteaching cycle of teach and reteach and had critique sessions with the supervisor; while 28.6% of the respondents said they did so sometimes. On the other hand 13% of the respondents said they did so very few times and 6.5% said they never went through the microteaching cycle. The findings show that most of the student-teachers either always used the microteaching cycle
or sometimes used the microteaching cycle. A much lesser percentage of the respondents said they used the microteaching cycle either very few times or never. It looks like the microteaching cycle was at least used in the pre-service preparation of student-teachers.

Table 12.

Attitude assumed by supervisors during Microlessons

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Evaluative and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatening</td>
<td>2</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>b. Correcting and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helping</td>
<td>67</td>
<td>87.0</td>
<td>89.6</td>
</tr>
<tr>
<td>c. Not interested</td>
<td>2</td>
<td>2.6</td>
<td>92.2</td>
</tr>
<tr>
<td>d. Hostile and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>impatient</td>
<td>0</td>
<td>0</td>
<td>92.2</td>
</tr>
<tr>
<td>N/R</td>
<td>6</td>
<td>7.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings show that 2.6% of the respondents said the supervisors assumed evaluative and threatening attitudes during microlessons. On the other hand, 87% of the respondents said the supervisors assumed correcting and helping attitudes during microlessons; while 2.6% said the supervisors had
no interest in the microlessons. It is clear from the findings that the supervisors assumed correctly and helping students during microlessons while those respondents who said otherwise were too few to be of any significance.

Table 13.

The student-teachers expressed the difficulty experienced during the microlessons.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Always</td>
<td>20</td>
<td>26.0</td>
<td>26</td>
</tr>
<tr>
<td>b. Sometimes</td>
<td>23</td>
<td>30.0</td>
<td>56</td>
</tr>
<tr>
<td>c. Very few times</td>
<td>12</td>
<td>15.6</td>
<td>71.6</td>
</tr>
<tr>
<td>d. Never</td>
<td>15</td>
<td>19.4</td>
<td>91</td>
</tr>
<tr>
<td>N/R</td>
<td>7</td>
<td>9.0</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from the table that 26% of the respondents said they were allowed time by the supervisor to express the difficulties experienced during the microlesson while 30% said they were allowed only sometimes. On the other hand, 15.6% of the respondents said they were allowed very few times while 19.4% said they were never allowed time to express the difficulties experienced during the microlessons.
However, it looks evident from the findings that most of the respondents said either they were allowed always or sometimes, which seems to suggest they were at least allowed sometime to express the difficulties experienced during the microlessons.

**Table 14.**

The department the supervisor came from.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Your subject area</td>
<td>10</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>b. Com/Tech.</td>
<td>54</td>
<td>70</td>
<td>83</td>
</tr>
<tr>
<td>c. Education</td>
<td>5</td>
<td>7</td>
<td>90</td>
</tr>
<tr>
<td>d. Administration Staff</td>
<td>1</td>
<td>1</td>
<td>91</td>
</tr>
<tr>
<td>N/R</td>
<td>7</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings show that 13% of the respondents said their microteaching supervisor was from their subject area while 70% of the respondents said their supervisor was from Communication and Technology Department. The 7% of the respondents who said their microteaching supervisor came from Education were simply not sure of what they wanted to say and the 1% who said the microteaching supervisor came from
administration staff did not seem to have read the questionnaire item properly before responding.

Table 15.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Always</td>
<td>14</td>
<td>18.2</td>
<td>18.2</td>
</tr>
<tr>
<td>b. Sometimes</td>
<td>22</td>
<td>28.6</td>
<td>46.8</td>
</tr>
<tr>
<td>c. Very few times</td>
<td>13</td>
<td>16.9</td>
<td>63.7</td>
</tr>
<tr>
<td>d. Never</td>
<td>21</td>
<td>27.3</td>
<td>91.0</td>
</tr>
<tr>
<td></td>
<td>N/R</td>
<td>7</td>
<td>9.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>77</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings show that 18.2% of the respondents said that students in the microclass always rated the performance of a participating student-teacher and this ratings were used by the supervisor during the critique session. 28.6% said this happened only sometimes; and 16.9% said this happened very few times; while 27.3% of the respondents said this never happened. It does not look quite clear what happened; however, it appears from the findings that the students in the microclass contributed to some extent during the critique session; although a reasonable
percentage (27.3%) of the respondents said this never happened.

It has been noted earlier in this report that two of the questionnaire items were open-ended. These open-ended items did not limit the respondents to one response but allowed them to give as many possible answers as they could. In response to the way in which microteaching had helped the student-teachers for actual teaching in Kenyan secondary schools, 70 subjects in the sample responded while 7 refused to respond. Of those who responded, 35 said microteaching made them acquire the confidence to talk before people; 15 said it made them aware of the teaching skills necessary for a professional teacher; 11 said it gave them knowledge about lesson planning so that time would not be wasted during teaching; 8 said it helped them develop evaluation skills necessary in teaching; 7 said microteaching helped acquaint them to the teaching profession; 6 said it provided them with a safe practice situation and 3 said they were able to learn about the proper use of the blackboard. It is clear from the findings that microteaching experience gave the student-teachers the confidence to talk before people.
Finally, in response to what improvement need to be made so that microteaching is more relevant to the actual classroom situation, 70 subjects in the sample responded while seven refused to respond. Of those who responded; 39 respondents said more time should be allowed per microlesson; 9 said micro-teaching should be taken to schools so that the practice is real; 4 said microclasses should be composed of student-teachers from different departments; 4 said that some supervisors should avoid evaluative attitudes during microlessons because this causes tension; and 4 said that students in the microclass should be allowed to contribute more during the critique session. From this findings, it is evidently clear that the student-teachers suggested more time to be allowed for microlessons.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS
AND AREAS OF FURTHER RESEARCH.

INTRODUCTION.

In the preceding chapter, the researcher attempted to analyse and report the findings of the data collected for the study. It should therefore, be emphasized that the most important information is found in that chapter since the conclusions and recommendations made heavily depend on it.

The discussion of this report was carried out in the following order: The first chapter gave a summary review of the study which focussed on the purpose and procedure of the study. The literature review and methodology in chapters two and three respectively. The summary of the findings are presented in chapter four. The summary and conclusions emanating from this study, recommendations based on the outcome of the study and areas of further research are all presented in this last chapter.

SUMMARY.

This section focused on two major aspects, namely, the purpose of the study and the procedure adopted in carrying out the study. They were discussed as follows:
Purpose of the Study.

The purpose of this study was to survey the effectiveness of microteaching as a preparatory skill for secondary school teaching at Kenyatta University. The researcher addressed herself to the general organization and operation of microteaching at Kenyatta University.

More specifically, the study was designed to answer the following questions:

1. On what criteria are the student-teachers grouped for microteaching purposes at Kenyatta University?

2. How is microteaching at Kenyatta University conducted?

3. Is the assigned time for microteaching adequate?

4. Is the original microteaching cycle followed?

5. What advantages do the student-teachers have as a result of the microteaching experience?

6. What suggestions do the student-teachers have for future improvement?

Procedure of the Study.

The researcher used secret ballot for random sampling to select the sample. Questionnaires as well as interviews were used as research tools to
elicit the necessary information for the study. The researcher made the following assumption:

1. That student-teachers at Kenyatta University find microteaching useful.

The study involved the following research activities. The researcher random sampled eighty (80) third-year students of the academic year 1985/86. These were from the following departments: Business Education, Zoology, Christian Religious Education, and Home Economics. Only twenty student-teachers, were random sampled from each department. The researcher personally collected most of the data through questionnaires and this was complemented by interview of the relevant lecturers. The researcher also carried out review of literature that was related to the study.

Summary of the Findings.

a) Criteria used for grouping student-teachers for microteaching purposes at K.U.

The research findings showed that student-teachers were grouped according to subject combinations for microteaching purposes. This was seen as good by student-teachers because they could discuss the subject matter they were all familiar with. It was also found that most of the microteaching
supervisors were from Communication and Technology Department, who therefore, have some knowledge about microteaching.

b) **Conducting of microteaching at Kenyatta University.**

The findings in this study indicated that student-teachers always had instructions about what was expected in the forthcoming microteaching session. The model microlessons were found to be useful although there was disagreement as to whether the students used in this model teaching were of secondary school age or not.

c) **Time adequacy.**

It was found that microlessons were between 5-10 minutes long and this time was seen as not enough for the intended practice.

d) **Use of original Microteaching cycle.**

The findings indicated that some microlessons were videotaped and used during the critique session. The student-teachers at least had a second chance to practice although not the same skill. They were also allowed time to express the difficulties experienced during microteaching. The students in the microlesson contributed to some extent during the critique of a practicing student-teacher. It was also found
that the supervisors most of the times assumed a correcting and helping attitude necessary during microteaching.

e) Advantages of Microteaching.

The following were found to be the advantages realized by the student-teachers as a result of microteaching in their order of importance:

1. Acquisition of the confidence to talk before people.

2. Awareness of the teaching skills necessary for a professional teacher.

3. Knowledge about lesson planning so that time was not wasted during teaching.

4. Development of evaluation skills during the microteaching practice.

5. Acquaintance with the teaching profession

6. Microteaching provided a safe practice situation.

f) Suggestions for improvement.

It was found that the following were listed by the student-teachers as suggestions for improvement of microteaching at Kenyatta University:

1. More time should be allowed for microteaching.

2. Microteaching should be taken to the schools so that the practice is real.
3. Microclasses should be composed of student-teachers from different departments.

4. Some supervisors should avoid evaluative attitudes during microlessons because this causes tension.

5. Student in microclasses should be allowed to contribute during the critique session.

CONCLUSIONS

The general conclusions of this study based on the findings are summarized in this section. The following are the general conclusions of this study:

1. Microteaching classes were grouped according to subject combinations and this was found to be a good procedure for grouping because student-teachers could discuss the subject matter they were all familiar with.

2. Student-teachers were made aware of what was expected of them before the practice times and they found microteaching a useful experience.

3. Microlessons were found to be between 5 - 10 minutes long, although the student-teachers felt this was not enough time for the intended practice.
4. The strict microteaching cycle was not followed, however, most of the procedural details of microteaching were incorporated.

5. There were found to be advantages to the student-teachers because of the microteaching experience.

6. Microteaching at Kenyatta University could be improved if certain procedural details could be incorporated in the practice.

From this study, the researcher has hopefully filled the following gaps:

a) Since there has been minimal work done in terms of studying the microteaching aspect of teacher training at Kenyatta University, this study will therefore, serve as a starting point for research into the various aspects of microteaching.

b) These findings will be useful especially to the Communication and Technology Department in terms of updating and improving the current practice especially where the inadequacies have been singled out.

RECOMMENDATIONS

In the light of the conclusions drawn from the facts and figures previously presented and discussed in this study, the following recommendations are
1. A deliberate effort should be made to increase members of staff in Communication and Technology Department to meet the shortage that exists.

2. There is need to train on the job those supervisors recruited to help in microteaching, this would acquaint them to what is expected of them.

3. It was clear from the findings that the student-teachers found microteaching useful, however, it needs to be rethought and restructured so that own materials and demonstrations are used within the Kenyan context.

4. Apart from the seven teaching skills that are trained for every other year, more teaching skills should be incorporated in the pre-service preparation of teachers at Kenyatta University.

5. All the student-teachers should have an opportunity to reteach the microlessons because this would get them involved and be able to assess their performance.

6. Because teaching is a complicated activity which does not just involve single skills, the integrated approach should be given more time, and each student should have an opportunity.
AREAS OF FURTHER RESEARCH

1. Research should be carried out to discover which microteaching component skills are more useful and applicable to the Kenyan situation.

2. A survey of the effectiveness of microteaching in Secondary and Primary Teacher Training College should be carried out.

3. A study should be designed to evaluate critically the influence of microteaching on the graduate teachers already in the field.

4. Research to find out the need for incorporating microteaching in in-service training of graduate teachers.
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<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
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<td>7.</td>
<td>Eshiwani, G.S.</td>
<td>A guide to the writing of a research proposal</td>
<td>Nairobi, University of Nairobi</td>
<td>1978</td>
</tr>
</tbody>
</table>


APPENDIX "A"

A LETTER TO THE LECTURERS

Kenyatta University,
Ed. Admin. Plan &
Curr Dev.,
P.O. Box 43844,
NAIROBI

Lecturer in Charge,
Kenyatta University,
P.O. Box 43844,
NAIROBI.

Dear Sir/Madam,

REF: Data Collection for Research.

I request you to allow me time during your lesson with third year students so that they can respond to my research questionnaire.

This research will help in making recommendations for improving the preparation of the undergraduates at Kenyatta University.

I hope this will be possible without inconveniencing you and disturbing your schedule too much.

Thanking you in advance.

Yours faithfully,

MRS. RUTH N. OTUNGA.
STUDENT'S QUESTIONNAIRE

Respond appropriately and truthfully to the following questions. Tick (√) that which applies.

1. Microteaching classes were grouped according to the following:
   a) subject combinations ............
   b) student choice .................
   c) Random placement ..............
   d) Balloting ......................

2. The above method of grouping was good because:
   a) students could discuss the subject matter they were all familiar with ........
   b) friends were in the same group ....
   c) there was no particular bias in the Microclasses thus a natural situation ........
   d) each student felt comfortable ..........

3. You had instruction about what was expected in the forth coming microteaching session.
   a) Always ............
   b) Sometimes ......
   c) Few times ......
   d) Never ............
4. The model microlessons on videotapes were useful.
   a) strongly agree
   b) agree
   c) disagree
   d) strongly disagree

5. Students used on videotapes in model teaching were of secondary school ages.
   a) Always
   b) Most of the times
   c) Sometimes
   d) Never

6. How long was the microlesson?
   a) 5 - 10 minutes
   b) 10 - 20 minutes
   c) 20 - 30 minutes
   d) 30 - 40 minutes

7. This time was enough for the intended practice.
   a) strongly agree
   b) agree
   c) disagree
   d) strongly disagree

8. Within this time, you practiced:
   a) one teaching skill
   b) two teaching skills
   c) three teaching skills
9. Microlessons were videotaped and used during the critique session.
   a) strongly agree ...........
   b) agree .............
   c) disagree ............
   d) strongly disagree ...........

10. During microteaching, you went through the cycles of teach and reteach and had a critique session with the supervisor.
   a) Always .............
   b) Sometimes ...........
   c) Very few times ..... 
   d) Never ................

11. The supervisor assumed the following attitude.
   a) Evaluative and threatening ..........
   b) Correcting and helping ............
   c) Not interested .............
   d) Hostile and impatient ...........

12. You were allowed time by the supervisor to express difficulties experienced during the microlesson.
   a) Always .............
   b) Sometimes ...........
   c) Very few times ......
   d) Never ...............
13. Your microteaching supervisor was from:
   a) Your subject area ..........
   b) Communication and Technology department....
   c) Education .............
   d) Administration Staff ........

14. Students in the microlesson rated your performance and the supervisor used these during the critique session:
   a) Always ...........
   b) Sometimes .......
   c) Very few times ......
   d) Never .............

15. Because you have done your teaching practice, what improvement should be made so that microteaching is more relevant to the actual classroom situation.
   (Give your answer in one or two sentences).

16. In what way has microteaching helped you in preparing for actual teaching in Kenyan secondary schools?