



World Scientific News

WSN 27 (2016) 1-9

EISSN 2392-2192

Perception of Pupil-Teachers' Regarding Micro-Teaching Sessions

Vandana Punia¹, Priyanka Miglani², Shireesh Pal Singh^{3,*}

¹Academic Staff College, G.J. University of Science and Technology,
Hisar - 125001, India

²Department of Education, Ch. Devi Lal University, Sirsa - 125055, India

³Centre for Education School of Information and Communicative Sciences,
Central University of Punjab Bathinda, Bathinda, Punjab - 151001, India

*E-mail address: shireeshsingh1982@gmail.com

ABSTRACT

The main rationale behind this study was to explore perception of pupil-teachers' regarding micro-teaching sessions in Indian scenario. The participants of the study were 200 pupil teachers of B.Ed colleges of Chaudhary Devlal University Sirsa, Haryana. The tool used in the study for data collection was a 15-item questionnaire developed by the researcher with the help of supervisor. The findings revealed that the entire sample of student teachers has not favourable attitude towards Microteaching and they were of opinion that although Microteaching sessions provides a scope to enhance their teaching competencies for real teaching sessions yet there is scope for some drastic changes in this programme. Based on the findings, suggestions were made for improving Microteaching technique so that they can face classroom situation without fear.

Keywords: Attitude, Microteaching, Pupil Teacher

Back up

Teacher Education Institutions provide solid foundations for making good teachers for school education. Microteaching Sessions as a training technique occupies preliminary

position to train pupil teachers not only theoretical but with practical considerations. As Gonca EKŞİ (2012) stated that in pre-service teacher education, Micro Teaching is necessary for every trainee to become competent for real teaching sessions. Çakır, 2000; Benton-Kupper, 2001; Amobi, 2005; Eick and et al., 2005; Akalın, 2006 supported that Microteaching Sessions are concerned with practical experiences for training teachers to become effective and reflective in teaching profession .Huber and Ward (1969) are of the view that after participating in Micro Teaching sessions, pupil teacher feels confident.

Kpanja (2001) stated that class room instructions may have its own problems, but these problems would be tackled by micro teaching skills. Aslihan & Ahmet Naci (2013) explored that Microteaching need to be experienced at all the levels including school experience and university departments so that the faculty in higher education as well could also derive its benefits. Sadiq Abdulwahed Ahmed Ismail (2011) reported very few pupil teachers enjoy this experience while others get confused, anxious and worried in whole process of skill session. Hart, 1987; Wendt & Bain, 1989; Behets, 1990; Capel, 1997; Morton, Vesco, Williams & Awender, 1997 reported that pupil teachers experience reasonable levels of anxiety. Thompson, 1963; Erickson & Russ, 1967; Singh, 1972; Bradley, 1984; Kazu, 2001 indicated that Micro Teaching Sessions are giant source of high anxiety levels for the same .It is also observed through literature that there is dearth of researches concerned with pupil teachers experience anxiety from Micro teaching related issues and problems. Levine (2011) explored that these Micro Teaching skills of teacher-education programs are being largely criticized for its practical implications with current classroom practice.

Fisher and Burrell (2011) criticized that new teachers are facing problems because they are not given proper training how to handle the instructional endeavours. Tanga, Maja, Dairo, Micheal, Stainer and Strittmatter (2013) supported that transforming theory into practice is not very easy and teacher training programme are skill based professional programme not only meant for obtaining mere certificates. Capel: 1997, PaulinahNdileleni & Cosmas Maphosa: 2014, Jensen et al: 2012 are of the view that large number of pupil teachers feel nervous, fearful, restless and face excess of challenges in Micro Teaching sessions. Idowu (2000) remarked that this programme is full of variety of problems. Rosita, Uzoka, Saheed Ahmad (2013) strongly recommended that content, resources and material concerned with Micro Teaching need to be reviewed for best possible outcome. ICT based gadgets and smart class room facilities and other forms of Information Communication Technology (ICT) should be introduced with very urgent and mandatory requirements. Punia Vandana (2013) proposed motivational multimedia for skill of stimulus variation in Micro teaching sessions for motivating pupil teachers. She revealed in her study that when It is very important that while dealing with basic components of skill, learner motivation will be given main consideration. For this basic purpose, ARCS model is incorporated in MMPD with multimedia elements.

Problem Statement

Teacher education institutes have developed Micro Teaching referred to as teaching skill which is used to provide pedagogical competence and professional experience to pupil teachers. Micro teaching sessions are major concern of teacher educators in teacher training colleges. Effectiveness of the microteaching sessions in helping students to become skilled teacher trainees has been questioned by many educationists. Micro teaching lessons are

requisite condition for simulation lessons in Indian context. It is a specific skill that helps teacher trainees in practicing their knowledge and skills of teaching to prepare themselves for teaching practice. Microteaching experience has been said to have strong links with teaching practice. This is because microteaching is considered as a platform for the teacher trainees to apply the theories that they had learned in their course in order to become an effective teacher. In Haryana (one of the major State of India) it is observed that adequate process of Micro Teaching is not followed and pupil teachers are facing lot of problems in the sessions. It may affect the effectiveness of this skill. Problems are related with some factors like psychology of the trainees, pedagogical planning, teacher student interaction, and feedback devices. The main purpose of this study was to examine the perceptions of pupil teachers regarding various problems during the Micro Teaching sessions in different colleges of Chaudhary Devilal University Sirsa. The study however made some recommendations also based on the findings of the study.

Research Questions

The present study investigated answers to the following questions:

- What are pupil teachers' perceptions about Microteaching Sessions in teacher training colleges of universities?
- Which factors are having advantages and disadvantages in Microteaching activities sessions?

Answers to those questions were thought to be helpful for teacher educators and student teachers in teacher training colleges.

Objectives of the Study

1. To explore the perception of pupil-teacher about Micro Teaching Sessions
2. To make proper guidelines for effective and smooth functioning of Micro-teaching sessions.

Operational Definitions

Perception: - Perception is ability to understand the true nature of something or to form an idea about something what you see.

Pupil-teacher: - Pupil-teacher is a person who is being trained in college of education, main focus of training is on the development of skills, learners' capacity to respond to the unexpected and to understand what he is doing and trained for becoming a teacher.

Micro-Teaching: - It is a training technique in which student teachers has to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time.

Significance of the study

This study will be more significant for pupil teachers, teacher educators and policy makers to be able to suggest some ways to help future course of Micro Teaching course to make the best out of pupil teachers performance so that they will not face too much problems

while doing their practical teaching. This study will be able to help them see that Microteaching class is the best platform for them to enhance their teaching skills. The findings of the study will also help the faculty to re-consider on factors related to microteaching subject such as the feedback given, supervisor-trainee ratio and number of students in one class. Some changes can be done in the future as to meet the needs of teacher trainees according to suitability especially on the credit hour allocated and students-supervisor ratio since these are amongst the important factors to determine the effectiveness of a microteaching course.

Methodology

Keeping in mind the nature and need of the present study the exploratory survey method was considered to be the appropriate one. This method does not only analyze, interpret and report the status of a group in order to guide in the future but also to determine the adequacy of status by comparing it with established standards.

Sample

The study was conducted on representative sample of 200 B.Ed. students, selected on the basis of randomized technique of sampling from different colleges of Sirsa district.

1. Department of Education, CDLU Sirsa
2. Jan Nayak PG College of Education, Sirsa
3. J.G. College of Education, Sirsa
4. G.D. College of Education, Bhuna
5. Shah Satnam College of Education, Sirsa

Delimitation of the study

1. The present study is delimited to Sirsa district.
2. The study is delimited to sample of 200 students
3. The study is confined only to 5 B.Ed. colleges

Research instruments

The purpose is to consider the perceptions of pupil teachers towards Microteaching sessions. For that Data was generated by using Likert-type inventory which was developed herself by the researcher. There are 15 items with 5 options –strongly agree, agree undecided, disagree, strongly disagree in the inventory. Some items used in the inventory were positive and some items were negative. The inventory for this research consists of 15 questions according to the research objectives, intensive study from literature and discussion with pupil teachers. Investigator herself went to pupil teachers and explored the whole phenomenon. From all these, fifteen statements are made to frame the construct Perception of Pupil Teachers towards Microteaching. For the purpose of interpreting the results, five –level scale was used to evaluate the degree of agreement of the respondents. Status of Pupil Teachers perception towards Micro-Teaching Sessions is shown below by using percentage method by the investigator. Following table is revealing the facts that how the students perceived their

microteaching classes? There are fifteen questions regarding different facet of Micro Teaching Sessions which frame the perception of Pupil Teachers towards the same.

Table 1. Showing Learners' Perception towards Micro teaching sessions (Negative).

<u>Sr.</u>	<u>Statements</u>	<u>Mean</u>	<u>%</u>	<u>Estimation level</u>
16	Micro-Teaching Is A Disheartening And Difficult Situation.	3.97	88.5	Very High
05	Micro-teaching is a difficult component for a pupil-teacher.	3.86	86.5	Very High
06	Micro-teaching clarifies the necessary concept to the pupil-teacher.	4.29	58.5	Low
08	Micro-teaching mentally prepares the pupil-teacher for real teaching.	4.43	43.0	Very Low
09	Use of multimedia during Micro teaching is helpful in understanding.	4.15	65.5	Moderate
11	Micro-teaching class is interesting and knowledgeable	4.34	54.0	Low
19	Micro-Teaching Creates Anxiety Due To Continuous Evaluation.	3.56	84.5	Very High
20	Micro-Teaching Causes Criticism By Peers.	3.31	88.5	Very High
21	Use Of Micro-Teaching Techniques Confuses Students.	3.06	84.5	Very High
29	Pupil-Teacher Needs Not To Have Mastery Over The Skill.	3.92	87.5	Very High
32	Feedback Improves The Behaviour Of Pupil-Teacher.	4.48	42.0	Low
35	Video Recording Is A Useful Technique For Feedback.	4.29	55.5	Low
36	Trainees are given opportunities to Reflect On Their Performance.	4.30	59.0	Low
37	Micro-Teaching Is Time Consuming Process	4.42	79.0	High
42	Microteaching helps how to write and conduct a good lesson plan.	4.49	45.5	Low

Results and Discussions

The findings are given below and coping with questioning the strong and weak points of Microteaching Sessions resulting from the answers given by the pre-service teacher. Overall result of the study points out that pupil teachers are not satisfied with the Micro Teaching Sessions

1. Micro-Teaching is a disheartening and difficult situation.

The first statement was “Micro-Teaching Is a Disheartening and Difficult Situation”. Majority of the pupil teachers (88.5%) stated that Micro-Teaching is a disheartening and difficult Situation. It creates various challenges for them. Sometimes pupil-teachers get bored because they have to remember the different components of different skills. Many times negative feedback during evaluation can dishearten the students.

2. Micro-teaching is a difficult component for a pupil-teacher

86.5% of the learners feel that it is a difficult skill because there are so many skills involved and it increase time and efforts on the part of students and some time student feel discouraged. And students often fail to discriminate between various teaching skills. It also creates anxiety and stress among teacher-trainees.

3. Micro-teaching clarifies the necessary concept to the pupil-teacher.

58.5% learners feel that pupil-teacher micro-teaching does not clarify the necessary concepts of teaching i.e. how to deliver a lesson and how to manage a class room. Teaching is not merely imparting knowledge to students and giving them advice. But Teaching is all about practice in a controlled environment that makes it possible for learners to understand the real meaning of teaching. So lack of practical knowledge doesn't really clarify the necessary concept.

4. Micro-teaching mentally prepares the pupil-teacher for real teaching.

43.0% Pupil-teachers agree that micro-teaching does not mentally prepares the pupil-teacher for real teaching. In micro-teaching, students teach in an artificial environment which is different from real class teaching. They also get only six minutes to teach the students which are quite less to comprehend completely the entire process. So this makes pupil-teachers feel that micro-teaching doesn't prepare them mentally for real teaching.

5. Use of multimedia during Micro teaching is helpful in understanding.

65.5% learners feel that use of multimedia during knowledge acquisition phase is helpful in proper understanding. Multimedia equipment has a key role in the learning process because it increases the chance of self improvement for a pupil-teacher. And it also enables them to modify their own teaching behaviour.

6. Micro-teaching class is interesting and knowledgeable.

54.0% pupil teacher doesn't find micro-teaching class interesting and knowledgeable. Sometimes students feel bored as there are so many skills involved which induce anxiety and cause concern among pupil-teachers. Things that are put down on paper don't always match up with realities of the classroom. And maintaining discipline in the class room and dealing tactfully with the pupil who misbehave pose a challenge to the students.

7. Micro-Teaching Creates Anxiety Due To Continuous Evaluation.

84.5% pupil teachers are of the view that Continuous evaluation may cause poor performance by putting an extra burden on the students. Pupil-teachers start teaching without any known predetermined expectations by the teachers. But evaluating them continuously some time make them feel upset and disturbed due to negative criticism by teachers.

8. Micro-Teaching Causes Criticism by Peers

88.5% pupil teachers are of the view that during this process peers also get a chance to point out the positive and negative qualities of a teacher-trainee. Sometimes pupil-teachers may feel discouraged due to criticism by their peers. During the supervision and evaluation process students don't feel comfortable because of peer's tendency to make fun of them. Sometimes peers criticism may discourage performance among students.

9. Use Of Micro-Teaching Techniques Confuses Students.

84.5% pupil-teachers agree that micro-teaching technique confuses students because micro-teaching is a composite of many skills operating simultaneously. The main emphasis is on one teaching skill at a time. So this may confuse the students that it becomes a difficult for a student to apply right skill at right time.

10. Pupil-Teacher Needs Not To Have Mastery Over The Skill.

87.5% pupil teachers are of the view that Micro-teaching is session to improve pupil-teachers capabilities and other skills of untrained teachers. Here in it pupil-teachers are given different ideas, explanation and advises to improve the teaching skills. So pupil-teachers really don't need to have mastery over the skill.

11. Feedback improves the behaviour of Pupil-Teacher.

Only 42.0% of the view that Feedback is valuable only if the comments from teachers are encouraging. Negative feedback often disheartens and discourages the students. So most of the pupil-teachers feel feedback doesn't improve the behaviour of pupil-teacher.

12. Video Recording is a useful technique for Feedback.

55.5% teachers are of the view that Student doesn't seem to favour video recording during micro-teaching process because they feel the role of teacher observer is of great importance which can bring desired changes in them rather than video recording. Without video-recording students can be taught the process of micro-teaching.

14. Micro-Teaching is time consuming process.

79% pupil-teachers agree that it is a time consuming process because of so many skills involved it increases time and efforts on the part of students. Pupil-teachers also often fail to discriminate between various teaching skills.

15. Microteaching helps how to write and conduct a good lesson plan.

45.5% pupil teachers are of the view that in micro lesson the teacher task is very much simplified and length of lesson is also very short. It is only a 6 minute process and lesson-plan of 5-6 min is prepared but in the real classroom they have to prepare a lesson plan for 35 minute. So sometimes pupil-teachers may fail to prepare and conduct a lesson plan very effectively for real class room teaching.

Suggestions and Educational Implications

The current study has several possible implications and suggestions for practitioners. If we follow theoretical perspectives of Microteaching, it gives opportunity to pre-service to

polish their teaching skills and give self confidence and exposure for real teaching sessions. But in practical grounds, Pre-service teachers, as a result of microteaching activity, remark that they are facing challenges in Micro teaching Sessions. The present findings of the study revealed major challenges as feeling of disheartening among pupil teachers regarding different statements of Micro Teaching. The most outstanding characteristics of any research are that, it must contribute something new to the development of the area concerned. So the investigator has to find out the educational implications of his study. The study implies that knowledge is constructed via a form of different processes. It seems that lack of adequate and in depth awareness of the purpose of Micro Teaching has led to criticism. There is still requirement of some new modifications are observed and more and more practice should be given to mentors for these sessions. Supervisor or mentor role is significant to motivate their trainees for micro teaching sessions.

References

- [1] Huber J, Ward BE (1969). Pre-service confidence through Microteaching. *Educ.* 90(1): 65-68.
- [2] Kpanja E (2001). A study of the effects of video tape recording in Microteaching training. *Br. J. Educ. Tech.* 32(4): 483-486.
- [3] Levine, A. (2011). The new normal of teacher education. *Chronicle of Higher Education*, 57(36), A33.
- [4] Fisher, J., & Burrell, D. N. (2011). The value of using micro teaching as a tool to develop instructors. *Review of Higher Education and Self-Learning*, 4(11), 86-94.
- [5] Passi, B.K. and Lalitha, M.S. Microteaching in India Context (Mimeo). Department of Education, Indore University, Indore, 1977.
- [6] Passi, B.K. and Shah, M.M. Microteaching in Teacher Education. Centre of Advance Study in Education, M.S. University of Baroda, 1974, pp.1-5.
- [7] Singh, L.C. and Joshi, A.N. Microteaching in India, a case study. Publication Department, NCERT, Delhi, October, 1990, pp. 1-21.
- [8] Wadhwa B.S., Factorial structure of attitudes of teacher trainees towards Microteaching. *Indian Educational Review*, 23(4): 135-43 (SP 1425), 1988.
- [9] Saban, Aslihan & Ahmet Naci (2013). Pre-Service Teachers' Opinions About The Micro-Teaching Method In Teaching Practise Classes. *TOJET: The Turkish Online Journal of Educational Technology* 12(2), 234-240.
- [10] Sadiq Abdulwahed Ahmed Ismail (2011). Student Teachers' Microteaching Experiences in a Preservice English Teacher Education Program, *Journal of Language Teaching and Research*, 29(5), 1043-1051.
- [11] Paulinah Ndileleni & Cosmas Maphosa (2014). Trainee Teachers' Experiences of Being Observed Teaching while on Teaching Practice: A Case of a Rural-Based University in South Africa. *Mediterranean Journal of Social Sciences* 05(16), 393-402

- [12] Capel, S.A. (1997). Changes in students' anxieties and concerns after their first and second teaching practices. *Educational Research*, 39: 21-28.
- [13] Rosita O. Igwe, Ngozi E. Uzoka, Saheed Ahmad Rufai (2013). Reflective effects of micro-teaching and field experiences on Pre-service teachers in Nigeria. *AJTLHE*, Vol. 5, No.1, Jan 2013, 57-68.
- [14] Gonca EKŞİ (2012). Implementing An Observation And Feedback Form For More Effective Feedback In Microteaching. *Education and Science* Vol. 37, No 164 pp. 267-282.
- [15] Vandana Punia, Effect of Instructional Strategies on Learner Motivation in Briefing stages of Micro Teaching Sessions with special reference to Multimedia. *International Journal of Education & Management Studies*, Vol. X, No. 2, June, 2013, pp. 173-181.
- [16] Vandana Punia, Motivational Multimedia in Feedback Sessions: Assessing the Performance of Pupil Teachers in Microteaching Session Educational Quest. *An International Journal of Education and Applied Social Sciences*, Vol. 4, No. 2, August 2013, pp. 167-174.
- [17] Vandana Punia, *Impact of Technology in Academic Endeavours*. In S.B. Sharma (Ed.), *Reforms in Indian System of Education*, Patiala: Twentieth first Century Publications, 2013, pp. 51-55.

(Received 08 October 2015; accepted 28 October 2015)