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IMPACT OF MICRO-TEACHING ON THE PERFORMANCE OF STUDENT TEACHERS OF B.ED COLLEGES OF DISTRICT ANANTNAG KASHMIR

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ABSTRACT

“Micro-teaching is defined as a system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions. it is a scaled down teaching encounter in class, size and time.”

The present study evaluates the impact of micro-teaching practice on student teachers of B.ed colleges of district Anantnag Kashmir. Questionnaire was used to collect the data; one hundred and thirty (130) students (respondents) from the faculty of education were selected using simple random sampling. The result showed that student teachers benefited greatly in participating in micro-teaching because they were able to build proper confidence and competence in lesson preparation and developed skills and attitude of a teacher during the exercise. It was also revealed that micro teaching practice helps student teachers to learn how to keep records of assignment and also participating in school activities. it was also revealed that there is a positive attitude of student teachers towards micro teaching. Therefore we recommend that government should provide finance inform of stipend for student teachers and teachers engaged in micro-teaching programme. A proper orientation for student teachers should be carried out using efficient means of communication like; seminars, workshops, conferences and discussion. Faculties of education and colleges should organize the exercise very well so as to give the best professional practice to the student teachers. The university should appeal to non-governmental organizations like the private sector, individuals and industries to assist in supplementing educational materials and learning resource that would prepare the students.

KEYWORDS: student, teachers, communication, skills, Micro teaching

INTRODUCTION

Micro teaching is an excellent way to build up skills and confidence, to experience the range of lecturing styles and to learn and practice of giving constructive feedback. Micro teaching gives instructors an opportunity to safely put themselves under the microscope of a small group of audience. It also provides them a chance to observe and comment

on other pupil's performance. As a tool for teacher preparation, micro teaching trains teaching behaviors and skills in all group settings aided by video recording. In a protected environment of friends and colleagues, teachers can try out a short piece of what they usually do with their students and receive a well-intended feedback from their collegial experts. A micro teaching session is a chance to adopt new

techniques of teaching and learning. Micro teaching is a useful in sifting the better method and strategy. Equipped with this better strategy, the teacher can give more result oriented performance in the class room with reasonable confidence and mastery over the delivery techniques. Micro teaching helps a teacher to gain insight into the needs, aspirations and expectations of his taught. It is apt process of session is learning from others thereby enriching the expertise of teaching methods.

A micro teaching is much more comfortable than a real class room situation because it eliminates the pressure factor resulting from the length of the lecture, the scope and the content of the matter to be taught and the need to face large no of students some of whom could be indifferent, others inattentive while some could be hostile.

Micro teaching was first coined by Dwight Allen of the Stanford University U.S.A in 1963. A number of experiments have been conducted in many institutions in U.S.A, U.K and Netherlands. In India, too a number of institutions have started worked in the area of micro teaching in recent years. In India it was D.D Tiware followed by G.B shah who introduced the concept of micro teaching. On the efficacy of micro teaching, a survey was conducted in U.S.A. it was found that 150 of the 450 accredited colleges and universities were using microteaching in the secondary education programme and about 50 reported the beginning of its use in in-service programs.

According to D.W .Allen, micro teaching is defined as a system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions. He defined microteaching “a scaled down teaching encounter in class, size, and time”.

Clift and others (1976) have defined micro teaching as a teacher training procedure which reduces the teaching situation to a simpler and controlled encounter achieved by limiting the practice to a specific skill and reducing teaching time and class size.

In the light of the above definitions, micro-teaching can be explained as a procedure in which a trainee is engaged in a scaled down teaching situation. It is scaled down in terms of class size. Since the trainee is teaching small group (4-6) of students the lesson is scaled down in length of class time and reduced to 5 or 6 minutes

The most significant advantage of the micro teaching is that it provides for immediate feedback to the teacher by learned and experienced audience who act as well-wishers and not as fault finders. The feedback is provided just after the completion of the lesson. It is an established fact that teaching is composed of specific skills which can not be

mastered through the traditional approach to teacher training. Micro teaching provides opportunity to select one skill at a time and practice it through its scaled down encounter and then take over other skills in the similar manner.

NEED AND JUSTIFICATION OF THE STUDY

Present study has been justified on the grounds that no such exploratory work has been done giving emphasis on the impact of micro-teaching on student teachers of district Anantnag.

STATEMENT OF THE PROBLEM

The present study “**Impact of micro-teaching on the performance of student teachers of B.ed colleges of district Anantnag Kashmir**” is an endeavor to provide necessary information in the light of the given justification.

OBJECTIVES OF THE STUDY

1. To study the attitude of student teachers towards micro teaching programme.
2. To study the impact on the performance of student teachers in real class rooms
3. To draw out the suggestions from the student for improving the quality of micro teaching programme.

SCOPE AND LIMITATION

1. The present study is related to the B.Ed students.
2. The present study is limited only to micro teaching programme
3. The present study is limited for the academic year 2012-2013

METHODOLOGY OF THE STUDY

RESEARCH METHOD:

The present study seeks to study the impact of micro teaching on the performance of student teachers of B.ed colleges of district Anantnag Kashmir. The present study is also related to study the problems faced by B.Ed students while conducting micro teaching programme and the various skills involved in micro teaching. Normative Survey method was used for collecting data for the present study. Normative survey method of field survey deals about the normal aspects of survey. It endeavors to determine the real facts of a given situation.

The study has been conducted on private B.ED colleges of district Anantnag.

DESCRIPTION OF THE TOOL:

In the present study a questionnaire and an interview was used as a tool to elicit relevant information of the student’s attitude towards micro teaching programme. The questionnaire included twenty questions which were prepared according to the objectives of the research. Seventeen questions

were of yes/no type and three of them were open type. Unstructured interview was used.

POPULATION

B.Ed students of all the private B.Ed colleges of District Anantnag constitute population for the present study.

SAMPLE USED FOR THE STUDY

The target group is the B.Ed students of all the private B.Ed colleges of district Anantnag during the academic session 2012-2013. From the enrolled students 130 B.Ed students were selected by random

sampling technique. The sample forms a representative sample of the total population.

PROCEDURE OF DATA COLLECTION

Data pertaining to student teachers feedback on micro teaching was collected through questionnaires having as many as 20 statements. The questionnaires were given to student teachers and were received back from them within a limited period of time.

Table 1 shows the list of the B.Ed colleges and distribution of the population and the sample from B.Ed colleges of District Anantnag.

Table showing list of the B.Ed colleges and the data collection

s.no	College name	Total number in population	Number in the sample
1	Rehmat-e-Alam college of education	450	30
2	Jamia college of education	160	25
3	Alahad college of education	160	25
4	Weeta college of education	160	25
5	Shah-e-Hamdaan college of education	250	25

TABLE NO.1

Sex wise distribution of sample

s.no	College name	Male	female	Total
1	Rehmat-e-Alam college of education	10	20	30
2	Jamia college of education	17	08	25
3	Alahad college of education	15	10	25
4	Weeta college of education	10	15	25
5	Shah-e-Hamdaan college of education	16	09	25
	Total	68	62	130

Source:-field survey,2013

TABLE NO 2

PIE DIAGRAM REPRESENTING THE DISTRIBUTION OF THE SAMPLE ON THE BASES OF GENDER

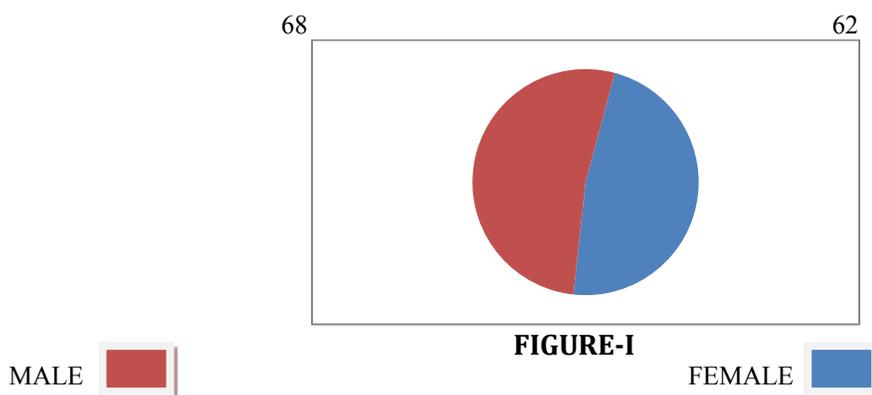


FIGURE-I

STATISTICAL TECHNIQUES USED.

The analysis of the data has been done both qualitatively and quantitatively. For the quantitative analysis of the data the following statistical techniques were used.

- Frequencies
- Tables
- Pie charts
- Mean
- Standard deviation
- Percentage analysis

ANALYSIS AND INTERPRETATION

Analysis and interpretation of data was done as per the objectives of the study

Attitude of student teachers towards micro teaching programme.

For the purpose of interpreting the results, the following five –level scale was used to evaluate the degree of agreement of the respondents:

- 4 (80 %) and more very high
- 3.5 – 3.99 (70 – 79 %) high
- 3- 3.49 (60 – 69 %) moderate
- 2.5 – 2.99 (50 – 59%) low
- Below 2.5 (below 50%) very low

The mean and percentage of the attitude towards micro teaching scores of the entire sample and its sub samples were computed. It is shown in the (table 3). The mean value for the entire sample was 3.5 and it was found that only 84.6% of the B.Ed students have a favorable attitude towards micro teaching.

TABLE 3 SHOWING MEAN, AND THE STANDARD DEVIATION FOR THE ATTITUDE TOWARDS MICRO TEACHING

S.NO	SAMPLE	NUMBER	MEAN	STANDARD DEVIATION
1	ENTIRE SAMPLE	130	3.5	17.5
2	MALE	75	3.6	13.09
3	FEMALE	55	3.4	9.65

As seen in Table 3, findings show that the learners' attitudes were positive (moderate) since the total mean score was 3.5 and that the means of the learners 'responses ranged between 3 and 3.49

THE LEVELS OF ATTITUDE TOWARDS MICRO TEACHING OF ENTIRE SAMPLE AND ITS SUB SAMPLE

LEVEL	ENTIRE SAMPLE	MALE B.Ed STUDENSTS	FEMALE B.Ed STUDENTS
FAVOURABLE	110(84.6%)	55(80.88%)	50(80.66%)
UNFAVOURABLE	20(15.4%)	13(19%)	12(20%)

TABLE 4

THE BAR DIAGRAM REPRESENTING THE PERCENTAGE OF B.Ed STUDENTS SHOWING FAVOURABLE AND UNFAVOURABLE ATTITUDE TOWARDS MICRO TEACHING

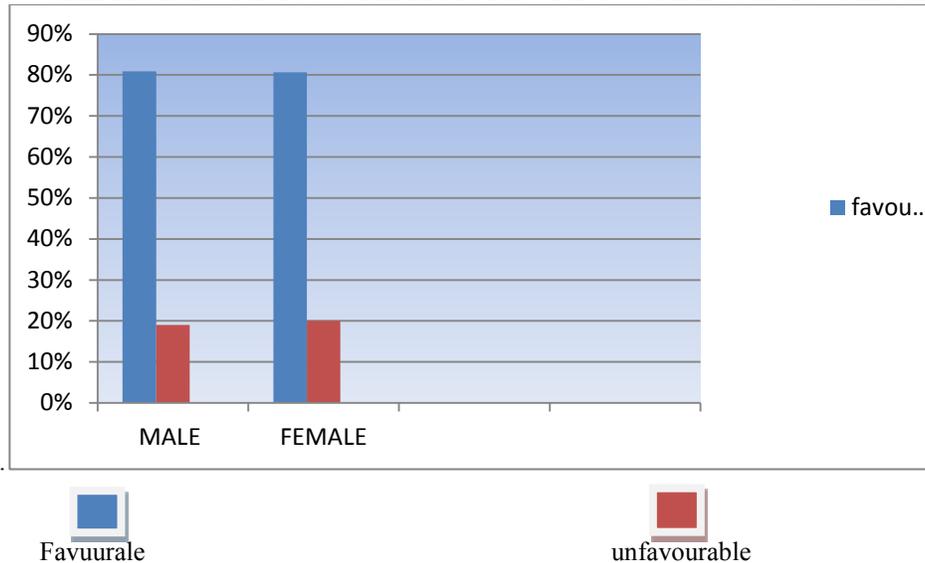


FIGURE 2

Impact on the performance of student teachers in real class rooms.

During the question/answer session the researcher observed that the performance of the student teacher is made better to best if the micro teaching skills are being taught to them properly. Micro teaching is itself a behavioral change training programme for student teacher in order to face the challenges of real class room situations. The skills save time duration of a teacher, make him impressive, effective and competent. In nutshell the researcher observed that micro teaching has positive impact on the performance of student teacher in real class room situation

IMPORTANT FINDINGS

The following are the important findings of the study.

1. In respect to the entire sample of the B.Ed students, as much as 84.6% of B.Ed students have favourable attitude towards micro teaching and 15.4% of them have an unfavourable attitude towards micro teaching.
2. In the present study it has been found that as much as 40% of the student teacher are facing problems while conducting micro teaching.
3. It is found that 25% respondents say that black board writing skill is more difficult to conduct. 15% student teachers say that probing and skill of reinforcement is difficult to conduct and 12% of student teachers say that skill of stimulus variation is difficult to conduct.

CONCLUSION AND RECOMMENDATIONS

Depending on the previously mentioned results, some important implications and recommendations can be given in this regard. First, since learners have positive attitudes towards microteaching, such positive attitudes can contribute to create a more flexible environment for training B.Ed learners to be good professional teachers, which indicates that B.Ed colleges should work harder to exploit the best of microteaching. Based on the researcher's personal observation micro lessons are better to be videotaped or recorded so as to emphasize a more valid procedure that can be used to give more valuable feedbacks. Such recommendation is based on many studies that recommended the use of video or audiotape techniques to provide needed feedback in microteaching (Yusuf, 2006; Johnson (Metcalf 1993; Kpanga, 2001)

Another implication is that if academic supervisors at all the B.Ed colleges are the persons to be responsible for improving the use of microteaching, they must be trained to improve their skills in this regard and they should be given encouragement and assistance whenever needed.

Another recommendation is that government should provide finance in form of stipend for student teachers and teachers engaged in micro-teaching programme. A proper orientation for student teachers should be carried out using efficient means of communication like; seminars, workshops, conferences and discussion. Finally, some limitations

of the research can be noted. The study is limited to 130 student teachers of B.Ed colleges. It is limited to the scale .Considering that the study is limited to the attitudes of B.Ed students towards microteaching , further research should be focused on the attitudes of the teachers themselves and to compare the use of microteaching in other Districts of Kashmir as well. In addition to attitudes, why, where and how learners use microteaching are other areas to investigate.

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