

# Perception of Pupil-Teachers' Regarding Micro-Teaching Sessions

Dr. Ritesh R. Patel (M.Sc./M.Ed./M.Phil./Ph.D.)

Principal, Shri M. K. Mehta College of Education, Umargam, valsad, Gujarat, India

## 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 Veer Narmad South Gujarat University Surat, Gujarat. The tool used in the study for data collection was a 14-item questionnaire developed by the researcher. 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

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## 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 Gujarat 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 Veer Narmad South Gujarat University Surat, Gujarat. The study however made some recommendations also based on the findings of the study.

## 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.

## 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 Veer Narmad South Gujarat University Surat, Gujarat.

## 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 14 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 14 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)**

Sr.	Statements	Mean	%	Estimation level
1	Micro-Teaching Is A Disheartening And Difficult Situation.	3.97	82.5	Very High
2	Micro-teaching is a difficult component for a pupil-teacher.	3.86	84.5	Very High
3	Micro-teaching clarifies the necessary concept to the pupil-teacher.	4.29	52.5	Low
4	Micro-teaching mentally prepares the pupil-teacher for real teaching.	4.43	41.0	Very Low
5	Use of multimedia during Micro teaching is helpful in understanding.	4.15	61.5	Moderate
6	Micro-teaching class is interesting and knowledgeable	4.34	53.0	Low
7	Micro-Teaching Creates Anxiety Due To Continuous Evaluation.	3.56	82.5	Very High
8	Micro-Teaching Causes Criticism By Peers.	3.31	87.5	Very High
9	Use Of Micro-Teaching Techniques Confuses Students.	3.06	84.0	Very High
10	Pupil-Teacher Needs Not To Have Mastery Over The Skill.	3.92	83.0	Very High
11	Feedback Improves The Behaviour Of Pupil-Teacher.	4.48	44.0	Low
12	Video Recording Is A Useful Technique For Feedback.	4.29	53.0	Low
13	Micro-Teaching Is Time Consuming Process	4.42	76.0	High
14	Microteaching helps how to write and conduct a good lesson plan.	4.49	43.5	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 (82.5%) 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

84.5% 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.

52.5% 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.

41.0% 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.

61.5% 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.

53.0% 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.

82.5% 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

87.5% 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.

84.0% 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.

83.0% 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 44.0% 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.

53.0% 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.

#### 13. Micro-Teaching is time consuming process.

76% 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.

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

43.5% 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.

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