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IMPACT OF MICRO-TEACHING ON THE ACHIEVEMENT OF TRAINEE TEACHERS BY COMPARING OF TEACHING PRACTICE SCORES AT B.ED LEVEL

Abstract

This research study was conducted to investigate the contributions of micro-teaching approach towards the achievement of trainee teachers in teaching practice examination evaluated by external examiners. The focus of study was the comparison of five years results of teaching practice examination of two institutions; one was practicing micro-teaching while the other was not practicing micro-teaching approach. The data was analyzed by calculating frequency and comparing means of results by independent sample t-test through SPSS. The result of a comparison showed that there is a significant difference between the two groups. It was concluded that the micro-teaching is an effective strategy that enhances the professional skills of trainee- teachers.

Keywords: Micro-teaching, teaching skills, trainee-teacher, trainer, comparison, result.

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Introduction

The teacher occupies a vital role in the national education context of a country. In this role the teacher evaluates student achievement, and aspirations with regards to their individual potential. The teachers must require professional training, without which they are unable to satisfy the individual needs of students present in the classroom at various levels. Bloom (2006) focused on the creation of effective teaching and learning environment, teacher must be aware of various teaching methodologies and approaches. Hays (1992, p.117) states that “It is universally realized that the quality of education is dependent to a very large extent upon the quality of teaching. If the teachers are well trained and highly motivated, learning will be enhanced. Conversely, if teachers are ill-trained and poorly motivated, learning will be diminished”. There are different institutions which are offering various teachers education programs at different levels. Teacher education programs, often insist upon the quality of teacher training. According to Phillips (2008) only through professional development quality of teaching and classroom practices can be ensured. It is the responsibility of teacher training institutions to meet the requirements of teacher training in modern world. National Education Commission report (1959) suggests that: A teachers training program should ensure,

- i. a sound grasp of the subject.
- ii. knowledge of child psychology and insight into the growth and behavior of children at various stages of their lives.
- iii. the methodology of teaching and skills to use up to date techniques
- iv. a high sense of professional ethics.

To improve the teacher training programme (National Education Policy 1999-2010, p.23) recommends that "In order to meet the massive requirement of teachers at all stages, facilities for teacher education will be increased by re-organizing teacher education programmes and by introducing innovative teaching techniques" Rice (2003) quoted that five elements i.e. experience, type of certification, preparation programs and degrees, teachers' own test scores and coursework taken for the profession contributed in the quality of teachers.

Wayne and Youngs (2003) studied various factors that affect the quality of teaching. Rhey investigated the role of teachers' undergraduate institutions, teachers' own test scores, coursework and degrees, and certification status. They concluded that "students learn more from teachers with certain characteristics. Teachers differ greatly in their effectiveness, but teachers with and without different qualifications differ only a little." (p.100)

Harris & Sass (2011) also confirmed that teacher training have effect on students performance. Teacher training is very important for a better educational system, but the question arises that how the teacher should be trained to perform desirably in an effective manner. Teacher training system in Pakistan has been almost same from the very beginning. It is named as traditional training system which is mostly criticized by the modern educationists. The educationists emphasize to use innovative teaching strategies for the development of teaching skills in trainees. Various types of pre-service teacher education programmes are offered to prepare teachers for different levels of education.

Rashid (1999, p.161) quoting Bhola defines that "An innovation is a concept, an attitude, a tool with accompanying skills, of two or more of these together introduced to an individual or culture that are not functionally incorporated before"

Some of the important innovative teaching strategies included in teachers' training programmes are micro-teaching, team teaching and programmed learning. The contemporary educationists fairly

criticize the traditional teachers training system and suggest implementation of the innovative methods in teacher education programmes. Among these innovations micro-teaching is becoming popular all over the world.

Monica (2006) illustrates that micro-teaching is an effective approach both for in-service and pre-services teachers. It is a simulated scaled-down teaching designed. Allen (1969, p.2) defines micro-teaching as, "Micro-teaching as a scale down teaching encounter in class size and class time" whereas Brown (1984) is of the view that micro-teaching develops new skills and refines old ones. Same is the point of view of Smith (1987) who describes it as a controlled teaching situation.

Remesh (2013) and Arora (1990) also highlighted the importance of micro-teaching techniques. Micro-teaching plays an important role in the development of teaching skills one after the other in an artificial situation. An element of immediate feedback and suggested improvement make the process very effective.

Micro-teaching has undergone through many transformation. Initially it was very complex and formal. In micro-teaching clinic four or five trainee-teachers (typically four or five) were placed in a rotation of teaching sessions. The time of five to ten minute was allocated for each trainee to deliver a single element lesson. The supervisor evaluated the lesson. The trainee teacher would have a brief time to revise the lesson and then re-teach the same lesson to a different group. In order to provide more authentic feedback these lessons were video recorded. The videotaping became the optimal practice because it allowed teachers to view their own performance as well.

According to Allen and Ryan (1969) microteaching is an approach with five important intentions.

First, in micro-teaching both trainer and trainee teacher work together for the development of teaching skills.

Second, Micro-Teaching dilutes the difficulties of actual classroom teaching i.e. it is scaled down teaching with small class size, content and duration.

Third, Micro-Teaching emphasizes on training for the accomplishment of specific skill.

Fourth, in micro-teaching many factors are under the control for effective practice.

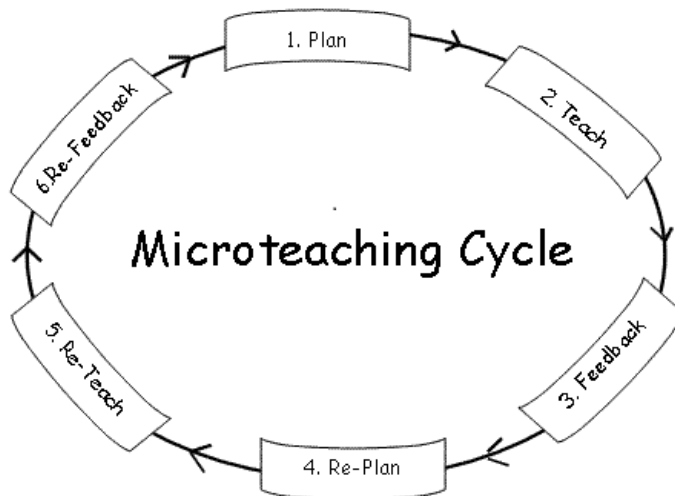
Fifth, Micro-Teaching expands the feedback dimensions in teaching.

Micro-Teaching cycle is comprised of six steps. These are;

Plan, Teach, Feedback, Re-plan, Re-teach, Re-feedback

The following figure shows the steps of micro-teaching cycle diagrammatically.

Figure 1: Diagrammatic representation of a Micro-teaching Cycle



Source: [http:// sathitech.blogspot.com/2008/11/Introduction to Micro-Teaching.html](http://sathitech.blogspot.com/2008/11/Introduction%20to%20Micro-Teaching.html)

1. Plan:

In this step the trainee teacher selects the topic keeping in view the time and skill to be practice. Different activities related to the topic are then prepared by the trainee teacher. The trainee teacher while planning the activities, keep in mind the maximum application of the components of a skill.

2. Teach:

In this step of the micro- teaching cycle the trainee teacher deliver the lesson with the application of skill to be developed. In case of different situations in the classroom then trainee should have the courage and confidence to manage the arising situation effectively.

3. Feedback:

As the name indicates this step focuses on providing feedback to the trainee teacher about his/her performance. The feedback includes the strengths as well as weaknesses. This feedback helps the trainee teacher to improve.

4. Re-plan:

Keeping in view the suggestion given by the supervisor the trainee teacher re-plans his lesson.

Re-teach:

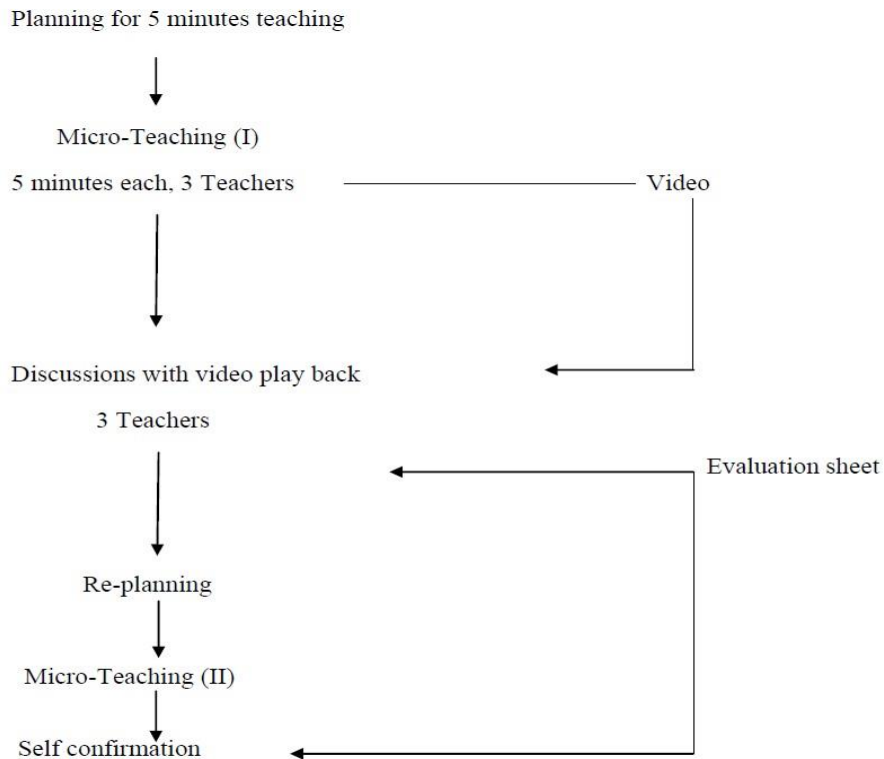
In this step trainee teacher reteach the same or different group of student. For teaching the same group he need to change the topic in order to remove the element of boredom. The trainee teacher teaches the class with renewed courage and confidence in order to perform better than the previous attempt.

6. Re-feedback:

For the modification of the behavior in the desired direction re-feedback plays an important role.

A Micro-Teaching flowchart prepared by Aggarwal (1995, p. 235) would be more helpful to illustrate the nature of Micro-Teaching.

Figure 2: Micro-Teaching flow chart



Source: Aggrawal: "Essentials of Educational Technology" 1995.

Statement of Problem

It is common observation that the courses offered in teacher training institutions are content based, rigid and outdated. The focus is only on transfer of knowledge with little or no emphasis on workplace challenges of the future teachers. There is a lack of

skills learnt during these courses and graduates are unable to perform effectively in the school classrooms when they become a real teacher. Therefore, most of the trainee teachers are not able to apply the learnt theories into the real classroom. As a result they adopt traditional methods of teaching. They are unable to handle the day to day classroom problems and try to exercise their authority in the classroom. It is the need of the time to give opportunities to the trainee teacher to demonstrate and practice their teaching skills. Teach is a dynamic and continuous process of reflection, critique, analysis, feedback and practice. Quality of teacher education may be improved by providing adequate facilities for the pre- service and in- service teacher training programmes.

This study is designed to find out the impact of Micro-Teaching on the achievement of trainee teachers by comparing teaching practice scores at B.Ed level.

Objectives of the Study

The study was designed to achieve the following objectives.

- i. To find out the contribution of micro-teaching approach towards the development of required teaching skills in trainees.
- ii. To compare the results of teaching practice examination of the group of trainees who had gone through the micro-teaching dozes with the group without micro-teaching dozes.

Research Questions

The study was designed to answer the following questions

- i. What is the contribution of micro-teaching approach towards the development of required teaching skills in trainees of B.Ed programme?
- ii. Is the performance of the trainee teachers gone through micro-teaching for skill acquisition under supervisory feedback was significantly higher than those who had not gone through micro-teaching?

METHOD

Study Design

The study was descriptive in nature designed to investigate the impact of micro-teaching on the development of teaching skills in trainee teachers. There are two main components of B.Ed programme i.e. theory and teaching practice. The assessment of theoretical component is done by means of written examination.

One month teaching practice is the mandatory element of B.Ed programme. At the end of one month of teaching practice, trainee teachers appear in final teaching practice examination (presentation of two lessons) evaluated by external examiners. Trainee teachers deliver their final lessons in secondary schools. Two external examiners appointed by the university evaluate their performance.

The study aimed to find out the contribution of micro teaching in term of performance of trainee in final teaching practice lessons of two private teacher training institutions by comparing the scores of students in only practical aspect of their performance i.e. Final Teaching Practice. In the gazette the marks of theory and practicals are mentioned separately. Therefore, researcher only took teaching practice marks to make the comparison. In order to find out the impact of micro-teaching on the achievement of trainees comparison of the five years results of teaching practice examination of Army College of Education which *was practicing microteaching* with another private institution offering B.Ed degree *but not practically practicing micro teaching* was made and analyzed by applying independent sample t-test by means of SPSS.

Population

The population of the study consisted of all the trainees (2280) of public and private teacher training institutions (31) offering B.Ed degree affiliated with University of Peshawar in Khyber Pakhtunkhwa.

Sample

A purposive sample of (515) trainees of five batches who have got the B.Ed degree was selected from two private teacher training institutions offering B.Ed degree, affiliated with University of Peshawar. Army Public College of Education (236) was practicing micro-teaching while the Islamia College of education (279) was not practicing the micro teaching approach at B.Ed level.

Instrument of Data Collection

Teaching Practice is an important and compulsory element of B.Ed program in teacher training institutions. Keeping in view the importance of teaching practice two hundred marks (200) are allocated to teaching practice. The trainee teacher after one month teaching practice has to present two final lessons each carries hundred marks (100 + 100) at the end which are evaluated by two external examiners appointed by the university of Peshawar, principal of the teacher training institute and principal of the public school.

DATA ANALYSIS

Data of teaching practice marks was collected from five years gazette record. The marks of teaching Practice were mentioned separately in the gazette. External examiners are appointed to assess the teaching practice lessons.

In order to find out the impact of micro-teaching on the achievement of trainees, comparison of the five years results of teaching practice examination of Army College of Education, Peshawar with another private institution, not practicing micro teaching , affiliated with University of Peshawar offering B.Ed degree was made and analyzed by applying independent sample t-test with the help of SPSS.

As the number of students in two different institutions is different and one group was exposed to micro teaching and other was not, therefore, independent sample t-test was applied to make the comparison.

$$t = \frac{M_1 - M_2}{\sqrt{SS_1 + SS_2 / n_1 + n_2 - 2} \cdot (1/n_1 + 1/n_2)}$$

Result

The value of $t = 0.0089$ (at $\alpha=0.05$ and $df=513$) which is less than 0.05. Therefore, it is concluded that there is a significance difference between results of the two groups. The group of trainee who had gone through micro teaching dozes performed much better in teaching practice as compare to those who had not gone through micro teaching sessions.

Table 1: Comparison of the five years teaching practice results

	Levene's test for equality of variance		t-test of Equality of Means						
	F	Sig	t	Df	Sig (2-tailed)	Mean Diff	Std. Error Diff	95% (C.I.) Low Upper	
Equal variances assumed	4.09	.044	2.66	513	.008	5.071	1.902	1.33	8.80
Equal variances not assumed			2.65	486	.008	5.071	1.913	1.31	8.82

Therefore, it is concluded that micro-teaching contributes towards the achievement of students in teaching practice.

Discussion

The present study investigated the performance of trainees in teaching practice by comparing the scores of those who had practically gone through micro teaching with those who had not practically gone through micro teaching sessions. The result revealed that trainee gone through micro teaching sessions performed much better than the other group.

Micro-teaching is an important innovative teaching technique with many benefits. It emphasizes on developing and improving particular teaching skills and removing deficiencies. It enables the trainee teacher to understand the real classroom teaching learning situations. Trainee teacher develops self-confidence through this approach. Micro teaching is equally applicable to novice and senior teachers as it is a vehicle of continuous training. It enables the trainee teacher to observe the projection of model instructional skills by the expert teacher. It provides a constructive feedback and supervision to the trainee teacher. It also provides an opportunity for repeated practice and improvement.

A micro-teaching is relatively simple and much more comfortable than real classroom situations. As micro-teaching is a scale down practice in term of time, content and the need to face large number of students, some of whom may be least attentive or even unreceptive. It is non-threatening in nature because only one skill is selected for practice and presentation.

Conclusion

The findings of this study will likely to provide guideline to the teachers and administration to practically adopt the micro-teaching in teachers training institution. It will create awareness about micro-teaching among the trainees to enhance their interest in this approach. It will also develop a positive attitude among them towards micro-teaching. It will be helpful for trainers to

design the training activities accordingly. It will provide guidelines to the administrators for effective implementation of micro-teaching through making necessary arrangements. It increases the confidence of the trainee-teacher to teach more effectively. Micro-Teaching is a vehicle of continuous training applicable at all stages not only to teachers at the beginning of their career but also for more senior teachers. It enables projection of model instructional skills and play important role in improving the quality of teaching,

Finally, this study will also provide a framework from which further research on micro-teaching can be developed.

On the basis of research study following conclusions are drawn:

1. Micro-teaching provides useful experience to the trainee for improving teaching skills.
2. Micro-teaching provides an excellent opportunity of rehearsal before going to real classroom teaching.
3. There is a significance difference between the results of teaching practice examinations of the group of trainees who had gone through the micro-teaching dozes with the group without micro-teaching dozes.

Recommendations

Following recommendations were made on the basis of research findings and conclusion:

1. Micro-teaching should be practically implemented at B.Ed level in all teacher training institutions.
2. Teachers training institutions must be furnished with micro teaching laboratory as a necessary component of an institution.
3. Proper time should be assigned to the micro-teaching in the daily time table of the teacher training institution.

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