

Impact of Micro-Teaching on Assertiveness in Teaching of Prospective Teachers

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ABSTRACT

Teaching is a multifarious effort, cannot be succeeded by all. It needs tremendous confidence, dedication, interest, curiosity in updating knowledge, hard work and thirst for wellbeing of students in all aspects. Since the prospective teachers might have confidence and good attitude towards teaching, they would have joined in Teacher Education courses. Only very few students may join the course by the compulsion of their parents. Though they haven't experience in teaching, they feel nervous in teaching. But, by practicing the micro teaching skills, may bring much more confidence among the trainees to move further for practice teaching in schools. So, this research work has been aimed to recognize the confidence in teaching of prospective teachers (B.Ed Students) after practicing micro-teaching skills. There are 157 students of B.Ed course were taken as sample for this investigation. A tool to measure their teaching confidence and affective behavior about the micro-teaching sessions has been constructed and standardized by the investigator. Since it is a single group design, the tool has been employed before and after practicing micro-teaching skills as pre-test and post-test. The difference between pre-test and post-test scores have been analyzed by applying 't' test. A significant improvement has been found after micro-teaching sessions even among the students they were shy to speak in front of audience.

Key Words: Teaching, Micro-Teaching Skills, Prospective Teachers, Confidence, Teacher Educators, Affective Behavior.

INTRODUCTION

The skill of teaching does not simply comprise a simple transmission of information from one to another. In fact, it is a miscellaneous process that enables and impacts the process of learning. Value of a teacher is assessed on how much the students understand from his/her teaching. [1]

The scholastic skill for teaching can be developed only through more organized and inexpensive faculty training techniques.[2] The quality of teachers, completely depends on the excellence of the teacher education programs. The Indian Education Commission (1964-1966) have stressed, investment in teacher education, can yield very rich dividends, because the financial resources required are small when measured against the resulting improvements in the education of millions. The Teacher educators have frequently been questioned about the effectiveness of the teacher education program. One of the widely accepted innovations to

improve the quality of teacher education program is microteaching. The quality of educational system basically depends upon the quality of its teachers. The quality of teachers is decided by the effectiveness of their teaching. Teaching, as such is a complex behavior. To be an effective teacher, one should have mastery over this complex behavior of teaching. Teaching constitutes a number of verbal and non-verbal teaching acts like questioning, accepting students' response, rewarding, smiling, nodding to students' response, movements and gestures etc. These acts in particular combinations facilitate the achievement of objectives in terms of students' growth. [3]

TIPS FOR A PRONOUNCED MICRO-TEACHING SESSION

- **Prepare** – Planning your micro-teach using lesson-planning skills you already have will make it easy to define the objective, resources required and afterwards, the success of your lesson
- **Plan Interaction** – We are all more used to being in front of a camera than ever before, but whether you are presenting your micro-teach 'live' or recording it for your own or others review it's important to build the possibility of engagement into your lesson.
- **Keep Control** – Keeping the interest of your audience is essential. You'll need to tread the line between theatrics and lecturing
- **Mind The Clock** – With such a small time frame, make sure you are highlighting the most relevant and interesting points to captivate your audience. Leave time for questions, or a summary if you are recording.[4]

NEED AND SIGNIFICANCE OF THE STUDY

Knowing thyself is one of the most important life skills to have in order to live a successful personal and professional life. Any human being, in any field, once they start knowing their own strengths and weaknesses, and if they are ready to improve their weaknesses and correct their mistakes, then there is nothing to be regretted in their life. Essentially, the students see their teacher as a role model for their life. Hence, the teachers should possess all the necessary skills to be successful teachers. Every teacher is to be admired by the students. Hence, micro-teaching sessions help the trainee teachers since they get immediate feedback from their peers. Through video recording of their own teaching, it is easy for them to make necessary modifications in their teaching behavior. While they are practicing all the skills separately by incorporating all the components involved, it makes them feel very satisfied and capable. Hence, the investigator decided to find out the affective behavior and confidence in teaching of teacher trainees after micro-teaching practice and prepared the questionnaire accordingly. Even though it is obvious that practice will make improvement, the investigator is interested in knowing it from the expression of trainees. And the teacher educators have repeatedly been asked a question, "Is there any effectiveness in teacher education programs?" Hence, the researcher anticipated to answer this question. Hence this research entitled as Impact of Micro-teaching on Assertiveness in Teaching of Prospective Teachers.

SAMPLE, MATERIALS AND METHODS

One hundred and fifty seven prospective teachers were taken as sample and they all were involved in this process of research. Only from three colleges of education located in Chengalpet district have been selected by adopting convenience sampling technique. A questionnaire has been sensibly prepared by the investigator to know the affective and confidence in teaching of students of B.Ed course with 24 statements. This is a closed ended type questionnaire, in which the responses were acquired by providing YES/NO. There are only 20 statements were existing in the questionnaire after completion of standardization process. The responses were collected just before starting micro-teaching session as pre-test. And after ending of micro-teaching practice, the same questionnaire have been employed to collect the scores for post-test.

OBJECTIVES

1. To know the confidence level in teaching of prospective teachers before and after practicing micro-teaching
2. To know the difference between mean scores of confidence level in teaching of prospective teachers before and after practicing micro-teaching.

HYPOTHESES

H1. The confidence in teaching of prospective teachers before and after practicing micro-teaching is at satisfactory level.

H3. There is no significant difference between confidence level in teaching of prospective teachers before and after practicing micro-teaching.

ANALYSIS

Table-No.1 showing the Confidence level (Assertiveness) of Teaching of prospective teachers before and after micro-teaching Practice

Confidence Level in Teaching	Before MT Practice		After MT Practice	
	Numbers	Percentage	Numbers	Percentage
Low	108	69 %	07	4.5 %
Satisfactory	42	27 %	30	19.0 %
High	07	04 %	120	76.5 %
Total	157	100 %	157	100.0 %

From the table (No.1), it is understood that, before practicing micro-teaching, only 4% of students have high level of Confidence, 27% of them are at satisfactory level and 69% of them have low level of confidence. But after getting a thorough practice in micro-teaching, 76.5% of the students have high level of confidence in teaching. 19% falls in the category of satisfactory and only 4.5% percentage falls under the category low.

Table-No.2 showing the difference in the means scores of Confidence level (Assertiveness) of Teaching of prospective teachers before and after micro-teaching Practice

Variable	Group	Number	Mean	SD	't' Value	Remarks at 1% level
Confidence Level in Teaching	Before MTP	157	35.54	11.12	35.16	Significant
	After MTP	157	84.24	13.34		

From the table (No-2), it is inferred that, there is a significant difference exist between before and after micro-teaching practice in the confidence level of prospective teachers.

DISCUSSION OF THE RESULTS

The result shows that the prospective teachers carried abundant confidence during micro-teaching practice. The confidence levels before practice were 69%, 27% and 04% as Low, Satisfactory and High respectively. But after practice it becomes 4.5%, 19% and 76.5% as Low, satisfactory and High respectively. There is a question! Why 4.5 % of students are not even reached satisfactory level even after practice? The reasons behind were found out by the researcher. One was innate behavior, such as shy type and another reason was, few of them had some psychological issues. Counselling has been given to solve their issues to lift them up.

RECOMMENDATIONS

- Much importance have to be given to Micro-teaching sessions for prospective teachers, to practice, as it helps them to gain their first teaching experience
- Trainees to be encouraged by the teacher Educators in a friendly manner, till they accomplish all required skills.
- Proper assessment and effective, open minded feedback have to be given, as soon as they complete their practice.
- All the components involved in each skills have to be used sufficiently during practice.
- Required time have to be allocated to complete micro-teaching session effectively.
- Proper evaluation of micro-lesson plans and necessary suggestions have to be provided by the Teacher Educators.
- Not only for B.Ed course, all other courses such as engineering, medical, Polytechnic, which are needed to teach, they can also follow micro-teaching practice to enhance their level of confidence in teaching.

CONCLUSION

Micro-teaching is an intensive instrument, which supports the necessary skills to be practiced among prospective teachers before going for teaching practice in schools. This is a proficient learning system for trainee teachers who are intended in teaching. Learning is defined by

psychologists as “a change in behavior, which can be brought about by activity, training, or experiencing at any age”. When the learner is well experienced, learning develops more effective.

Micro-teaching sessions for every students were an enjoyable moments and not a tough to be serious as the other classes. In fact they were interested in choosing different suitable concepts for different skills to be practiced. They were very much keen in receiving immediate feedback from the peers as well as from teacher educator. In fact very few students who were not interested in teaching, they became very active and interested in teaching during micro-teaching sessions and expressed their opinion as that they will become an effective teacher. This session made them very sensible and felt that their responsibilities are not a burden, it is an ever learning and ever-growing endless progress throughout their life. And they have expressed that, they will be taking this teaching profession as a noble one and they will be bringing out the hidden potentialities of every students with lot of interest and effort.

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