The Effectiveness of Micro-Teaching for Teaching Competence of Pupil Teachers

*DR. PARVEEN SHARMA**

Principal, Parveen Sharma
Principal, S.B.S College of Education, Odhan (Haryana)

ABSTRACT

Education plays a vital role in building of society. Modern society cannot achieve it aim of economic growth and higher cultural standards without making the most of the talents of their citizens. In a developing country like India the role of education is of signal importance in the building of the nation. Education is that conductive process which drags a person from darkness, poverty and misery by developing his individuality in all its aspects-physical, mental, emotional and social so that a person can become responsible, dynamic, resourceful and enterprising citizen of strong good society and his nation to the highest extents. Modern age is leading towards the concept that the teachers are not born only, but they can be made. The responsibility of producing teachers goes to the training institutions. The basis of standard of education is the teachers' capability and the teaching skills being used by the in-service teachers. In order to acquire these teaching skills, training is must. Various commissions and committees have pointed out different defects of training programmes in education from time to time. The ineffectiveness of the teacher training programs is evident. The present teacher-training program has no effect on classroom teaching. Sometimes the teaching is considered as an art. In this context, the existence of teaching skills in the teacher is considered as in-born. He is capable of using those teaching skills in a very natural way and efficiently. As a result of this, teacher succeeds in making his own separate image in the field of education, i.e. he emerges as a successful teacher. Sometimes the teaching is considered as a science.

KEY WORDS: - Teaching Competence, Micro-Teaching, Traditional and Micro-Teaching, Indian Model of Micro-teaching.

INTRODUCTION

Teaching Competence

Teaching competence defined as adequacy for a task of required knowledge, skills and abilities. It emphasizes on the ability to do rather on the ability to demonstrate knowledge. As such, in teaching competency based teachers education has become a special designation for an educational approach. In the present scenario we need competent teachers to meet challenges of teaching learning process.

Meaning of Micro-Teaching

Micro-teaching is a scientific technique to make the teacher education programme scientific in approach. Micro-teaching is a scaled down teaching encounter where the complexities of the real classroom situations have been reduced to the bare minimum, but at the same time unlike the teaching practice the level of feed back in greatly enhanced. It basic elements are a teacher, the micro class comprising five to seven students and a determined.

Objective of Micro-teaching

(i)The subject matter is limited to a single topic only.

(ii)The number of students is limited to 5 to 10.

(iii)The duration of lesson is kept from 5-10 minutes.

(iv)A single teaching skill is practiced at a time.

Features of Micro-teaching

•It is real teaching but focuses on developing teaching skills.

•It is a scaled down teaching.

•To reduce the class size 5 to 10 pupils.

•To reduce the teaching skills.

•It is a highly individualized training device.

•It provides the feedback for trainee's performance.

•It is training device to prepare effective teachers.

Comparison between Traditional and Micro-Teaching

1.Specification of objective in behavioural term:- In traditional teaching the objectives are not specified in behavioural terms. It is not possible in Micro-teaching.

2.Size of class:- In traditional teaching, the class consists of 50-100 pupils while there number is 5 to 10 in the case of micro-teaching.

3.Feedback: - Traditional teaching lacks the provision of immediate feedback while in micro-teaching, immediate feedback is provided.

4.Roll of Supervisor:- During the teaching training programme, the role of the supervisors is quite vague in the case of traditional teaching. In micro-teaching the role of supervisor is specific and well defined.

Assumptions of Micro-teaching

1.Micro-teaching is a real teaching, but its focus is to develop certain teaching skills and not the development of pupil abilities.

2.Micro-teaching lessons reduce the complexities of normal classroom by scaled down class size, content and time.

3.Micro-teaching focuses on training for the development of specific teaching skills. One skill is practiced during course of teaching and brings in up to the mastery level.

Meaning of Teaching Skills

The success of these teaching activities becomes the teaching art. In short, a teaching skill is group of teacher's behaviours which helps directly or indirectly in the learning of the pupil. All the teaching skills present the behavioural aspect of the teacher's abilities.

Skill of Stimulus Variation

1.Body movements:- The physical movement of the teachers in the class carry much importance while excess of physical activities is undesirable.

2.Gestures:- Gestures also prove helpful is making the lesson effective in the classroom, like facial gestures, signals of eyes, nodding, hand signals.

3.Changes in speech pattern:- The pupil feel boredom with the speech at the same pitch. The teacher should change his speech pattern according to content.

4.Focusing:- It is used to concentrate the attentions of the pupils on same specific point. It includes verbal focusing, gesture focusing and oral gesture focusing.

Skill of Reinforcement (Feedback)

1.Use of positive statements.

2.Support to pupil's suggestions.

3.Pupil's encouragement.

4.Use of gestures and other non-verbal cues.

Skill of Pupil Participation

1.Motivation: Motivation level for learning maintained through their active participation.

2.Better understanding: There was a better understanding on the part of pupils when they participate.

3.Social Acceptance: Pupils urges of social recognition and social acceptance are satisfied.

REVIEW OF RELATED LITERATURE

Mouly (2012) states, "The review of the related literature is an exacting task, calling for a deep insight is a clear perspective of the overall field. The review of literature promotes a greater understanding of the problem and its crucial aspect and ensures the avoidance of unnecessary duplication. The published material is a fruitful source of hypothesis.

William Wierasma, (2013) Survey of related studies provides ideas, Theories, Explanations or hypothesis valuable in formulating the problem. It also locates comparative data useful in interpretation of results. The investigator scanned the literature related to the present problem which is helpful in bringing about improvements in the design of the present study. Thus it is quite desirable to have a glance at the work done in related fields.

Srivastava, M.B. (2014) the study was conducted in simulation as well as in real classroom situations using a non-equivalent control group designs for both the pilot and the final phases. The sample consisted of 30 (10 for pilot and 20 for final study) male student-teachers of the B.Ed. class offering English as one of their teaching subjects from teacher-education departments of two affiliated colleges of Gorakhpur University, and 250 (50 for pilot and 200 for final study) students of class VII of three practicing schools of those two teacher-education departments situated in rural areas. **Kohalon, S.P. and Saini, S.K. (2015)** The tools of the study were a self-made achievement test of English language comprehension, the Baroda General Teaching Competency Scale, observation schedules and evaluation Performa for each skill, and an audio-tape recorder. Chi-square and t-test were the main statistical techniques used for testing the hypotheses.

Kohalon, S.P. and Saini, S.K. (2015) the study employed an experimental research design and used comparative methods. The design envisaged two groups of student-teachers and pupils, one serving as the experimental and the other as the control group. The microteaching training was given to the experimental group and the conventional teacher training was given to the control group. The method of purposive, incidental and multi-stage sampling was used for the selection of the sample. The sample consisted of 644 student-teachers and 620 eighth standard pupils.

Archana Hota, (2016) The major finding of the study were: 1. While training the science student-teachers, activities such as teacher talk, questioning BB work, and demonstration should be taken into account in preferential order. 2. Mathematics teachers needed training, in order of priority, in activities such as explanation, questioning, and BB work. 3. In the case of teaching of mother-tongue, the order of priority was teacher talk, reading/recitation, and questioning.

STATEMENT OF THE PROBLEM

The Effectiveness of Micro-Teaching for Teaching Competence of Pupil Teachers

OBJECTIVES OF THE STUDY

The study is carried out by the investigator with the following objectives:-

1.To compare the teaching competencies of pupil teachers before and after training in skill of introduction.

2.To compare the teaching competencies of pupil teachers before and after training in skill of probing questions.

3.To compare the teaching competencies of pupil teachers before and after training in skill of illustrating with examples.

4.To compare the teaching competencies of pupil teachers before and after training in skill of pupils' participation.

5.To compare the teaching competencies of pupil teachers before and after training in skill of reinforcement.

6.To compare the teaching competencies of pupil teachers before and after training in skill of stimulus variation.

7.To compare the teaching competencies of pupil teachers before and after training in micro-teaching skills.

HYPOTHESES

The study has been undertaken on the basis of following hypotheses:-

1.There exists no significant difference in teaching competencies of pupil teachers before and after training in skill of introduction.

2.There exists no significant difference in teaching competencies of pupil teachers before and after training in skill of probing questions.

3.There exists no significant difference in teaching competencies of pupil teachers before and after training in skill of illustrating with examples.

4.There exists no significant difference in teaching competencies of pupil teachers before and after training in skill of pupils' participation.

5.There exists no significant difference in teaching competencies of pupil teachers before and after training in skill of reinforcement.

6.There exists no significant difference in teaching competencies of pupil teachers before and after training in skill of stimulus variation.

7.There exists no significant difference in teaching competencies of pupil teachers before and after training in micro-teaching skills

METHODOLOGY

In research there are various methods and procedures to be applied.

> (1) Historical method

> (2) Experiment method

> (3) Descriptive method

DESIGN OF THE STUDY

The present study is comprised to Normative Survey Design. Data was collected with the help of a questionnaire. The responses were in multiple choices.

POPULATION

The Population of the present study constitutes all students of B.Ed. course of Govt. and Private B.Ed. colleges.

SAMPLE

"A sample may be describes as a part of large number of population in a survey process of sampling means gathering information from the sources, which tend to from a cross-section of entire group from which, if time and expense permitted it would be distortable to obtain data."

Sampling is advantageous as well as essential. It enables the investigator to look into data, which is too scattered to be approached as a whole. It is beneficial in terms of money and times. Good sample selection is very important. Representation and adequacy are characteristics of the population from which it is drawn.

In the present study, a sample of 25 students of subject teaching of social-studies out of 200 students in MHD College of education was selected. Convenience sampling technique was used in choosing Sirsa District from Haryana. Again convenience sampling technique was used for choosing students of Mata Harki Devi College of Education (Women), Odhan (District Sirsa).

DESIGN

In the present investigation Pre-test and post-test design was used. Here in this investigation the students were given one month treatment in the form of training in various micro-teaching skills.

METHOD USED

There are mainly three types of methods in educational research.

☐Historical Method

☐Experimental Method

☐Descriptive method or Normative Survey Method

The survey approach to educational problem is one of the most commonly used approaches. It is used in studying local as well as state, national and international aspects of education. It involves interpretation, comparison, measurement, classification, evaluation and generalization, all directed towards proper understanding and solution of significant educational problems. In present study the experimental method of research was used.

TOOLS USED

After the selection of sample, the next very important step is to select the suitable tools for the selection data. The selection appropriate tool is a pre-request for conducting any research study. It determined the effectiveness and reliability of the scores. There are various factors to be considered before the selection of any tools the research must took into the objective of study, availability of suitable test, the nature of tests is whether they are culture fair, whether they are appropriate for the sample or require notifications etc. For the present investigation following tools was used to perform experiment.

☐　　　B.K. Passi's Teaching competence scale.

☐　　　Rating scale for different skills was used.

COLLECTION OF DATA

For the collection of data, investigator used two different teaching competency scales. One self developed rating scale for different skills for the assessment of performance in individual skills and another B.K. Passi's teaching competence scale for the assessment of overall teaching competency.

In the present investigation, 25 students were selected as sample. These students were first subjected to the teaching competency test. In this all of them were asked to teach and their rating was done on rating scale for different skills for individual skills as well as on B.K. Passi's Teaching competence scale for overall teaching competency. Thereafter these students were given a treatment of one month training in different micro-teaching skills. After the training was over the same students again subjected to teaching competency test. The data was again collected on the same tools as before. Then these pre and post-test data were subjected to analysis.

STATISTICAL ANALYSIS

For analysis of data in the present study following statistical techniques were used:

•　　　Mean

- Standard Deviation

- T-test

MAIN FINDINGS

In the light of the analysis of data and interpretation of results of the present investigation as already discussed in the previous chapter, the following main findings are stated:

1.The teaching competency of the trained pupil teachers is much higher in comparison with the untrained pupil teachers in skill of introduction.

2.The teaching competency of the trained pupil teachers is much higher in comparison with the untrained pupil teachers in skill of probing questions.

3.The teaching competency of the trained pupil teachers is much higher in comparison with the untrained pupil teachers in skill of illustrating with examples.

4.The teaching competency of the trained pupil teachers is much higher in comparison with the untrained pupil teachers in skill of pupils' participation.

5.The teaching competency of the trained pupil teachers is much higher in comparison with the untrained pupil teachers in skill of reinforcement.

6.The teaching competency of the trained pupil teachers is much higher in comparison with the untrained pupil teachers in skill of stimulus variation.

7.The teaching competency of the trained pupil teachers is much higher in comparison with the untrained pupil teachers in micro-teaching skills.

CONCLUSIONS

As is evident from the above findings, the trained pupil teachers have higher level of teaching competencies in comparison with the untrained pupil teachers.

This clearly indicates that the micro-teaching skills play pivotal role in the training of the pupil teachers. It is a boon to the teachers' training programs. This is highly beneficial and foremost base of the teachers' training aspects. The training in the micro-teaching skills let the pupil teacher or the teacher under training to improve his/ her teaching competencies. By practicing over one skill at once one can have better control over that particular aspect of the entire teaching process. Thus, by putting different micro-teaching skills one by one into practice, one can have mastery over the entire teaching process.

EDUCATIONAL IMPLICATIONS

In the scientific age of today, the explicit progress and prosperity of man both in terms of material and intellect has put forward a challenge to the educational institutions. Schools as the most vital agency educating the human beings have always been the symbol of progress and the centre of values in the past and even today. So apart from quantity, the quality of education provided by schools has been and continues to be a major concern in our society. The effectiveness of any school system is gauged through the extent the pupils involved in the school system which in turn is gauged through the effectiveness of the teachers of the school with which they interact. The teacher has to play a vital role in the development of desirable attitudes, beliefs and values among the students. The teachers' role is not only confined to mere transmission of knowledge and transaction of prescribed curriculum but also to perform many other roles such as a facilitator, guide and counselor, evaluator of achievements made by his pupils, social reformer and modifier of students' behaviour and contributor in achieving the national goals.

Teacher have to discharge all these functions effectively, therefore, teachers' own perspective, their skills and abilities and competency must be fully developed so that they may be committed to their learners and profession as well as to the society. Thus the teaching competency of the teacher is the base of the entire educational system.

Recognizing such complex functions of any teacher to actualize their potential, the teacher must be trained in performing these roles and enabled in discharging his functions and responsibilities effectively. For this purpose, it is only time and place where teacher can develop in himself such capabilities and attitudes in the teacher training programmes. A number of research studies have identified the role of different aspects of the teachers training in improving the teaching competency of the teachers. The present investigation too is an attempt to find out the role of training in micro-teaching skill in the improvement of the teaching competencies of the pupil teachers.

The present investigation keeps its implication for all those who are directly or indirectly linked with the teachers' training. The findings of the present research give a direction to the teacher trainee in shaping their training progaramme and setting a schedule for the same. It has been found in the present study that the training in the micro-teaching skill keeps a key position in the training of the pupil teachers. It has been indicated in the findings of the present study that the pupil teachers performed far better after they had been given training in different micro-teaching skills than earlier when they were not given the same training. It has been found in the present investigation that if the pupil teachers are made to practice over one skill at once they would a high level of efficiency in that particular skill. So after training in different skills one by one and then integrating them proves its excellence in the training of the pupil teachers. So it is advisable to all the teacher trainers that they should give emphasis over training in micro-teaching skills during the training of their pupil teachers.

SUGGESTIONS FOR THE FURTHER RESEARCHES

Each and every study has some scope for further improvement. The present research is not an exception to this fact. The present study was undertaken to find out the effectiveness of micro-teaching for the teaching competence of the pupil teachers. The following suggestions may be considered for further research-

1.The similar study may conducted over a large sample for more reliable results

2.Similar studies may be undertaken with subjects other than teaching of social studies.

3.Similar studies may be carried out in other districts and states in comparative perspectives.

4.The effectiveness of other tools of training programmes i.e. simulation teaching, real teaching practice etc. may be studied in comparative perspectives.

5.Similar studies may also be conducted with in-service teachers.

6.Similar studies may be carried out taking other micro-teaching skills into consideration.

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