



**RESEARCH ARTICLE**

**Impact of Micro- Teaching in Classroom Teaching Learning Process at  
Secondary School**

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**ABSTRACT**

*Teaching is a purposeful activity. It is considered to be an art. Teaching is more than standing before a class and applying a few specific techniques. Teaching is a sublime art. It is impossible to separate the teacher and teaching. The main objectives of education is to make worthy teachers with necessary skills and competencies. To achieve these skills and competencies knowledge based on practical utility is very much needed and only teacher Education can prepare a wholesome teacher. From this point of view micro-teaching programme is a significant effort to make teacher education program scientific effective and meaningful. It is now considered not only a constructive teacher training technique but also "a versatile research tool which dramatically simplifies the logistics of investigating certain teaching skills and learning variables." The present study was an attempt to analyze the impact of micro-teaching programme of teacher education in real classroom teaching learning process.*

**Keywords:** *Micro-teaching, teaching-learning, impact, teacher-training, teaching skills, teacher teach.*

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**INTRODUCTION**

Teaching is a noble act. One of the basic truths in education is that the quality of education depends largely upon the quality of total teaching-learning process. With good leadership and appropriate teaching aids, the teacher's effectiveness can be enhanced, but the most ingenious plans of inspired administrators and the best array of instructional devices are of little avail if the teachers is "Ignorant and unskilled". To make the teacher skilled micro-teaching programme is needed. Micro-teaching is a significant effort to make teacher education programme scientific, effective and meaningful. Micro-teaching is like a simulated social skill teaching to provide the feedback to teacher trainee for the modification of teacher behaviour.

**RATIONAL OF THE STUDY**

"Teaching is an innovative profession. In teaching process a teacher requires his innovations to impart the lesson effectively. The success of a teacher in his professional life is wholly influenced by his attitude towards his teaching" (Kalita; baruah and Upadhyaya, 2013).

Teaching, as we know, constitutes a number of verbal and non-verbal acts. A set of teaching acts of related behaviours aiming at specific objectives and performed with an intention to facilitate pupils' learning can be called a teaching skill. All these teaching skills which go to make good teaching can be defined, observed, controlled and measured by means of practice. Micro teaching concentrates on specific teaching skills or behaviours and provides opportunity for practicing teaching under controlled conditions. Micro-teaching is the specific part of the total teacher education programme that provides teachers an opportunity to improve their teaching skills for teaching-learning process in particular and in the process of education in general. "Micro-teaching is a scaled down teaching encounter in class size and class time" (Allen 1960). "Micro teaching is a teacher training procedure which reduces the teaching situation to simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing teaching time and class size." (Clift 1976). Micro teaching utilizes the academic potential of teacher-trainees for providing much needed feedback. Micro teaching is an organized teaching improvement technique

where the experimental teacher teaches a small group of audience (peers), which is recorded for review after each teaching section. The teacher reviews the recorded footage, makes correction where necessary, improves and re-teach until the desired result is achieved. Micro-teaching employes real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. Micro-teaching involves the steps of (i) plan (ii) teach (iii) observe (iv) re-teach (v) re-observe. Most of the pre-service teacher education programmes widely use micro-teaching and it is a proven method to attain gross improvement in the instructional experiences. Effective student teaching should be the prime quality of a teacher. As an innovative method of equipping teachers to be effective, skills and practices of micro-teaching have been implemented. Micro-teaching can be practiced with a very small lesson or a single concept and less number of students. It scales down the complexities of real teaching as immediate feedback can be sought after each practice session. Micro-teaching helps in eliminating errors and builds stronger teaching skills for the beginners and senior teachers. Micro-teaching increase the self confidence, improves the in-class teaching performances, and develops the classroom management skills.

### **STATEMENT OF THE PROBLEM**

The present study is entitled "Impact of Micro-teaching in classroom teaching learning process at secondary school."

### **OBJECTIVES OF THE STUDY**

1. To study of the impact of micro teaching in classroom transaction.
2. To compare the teaching competencies between male teachers and female teachers in classroom teaching at secondary school.
3. To compare the teaching competencies between trained teachers and untrained teachers in classroom transaction at secondary school.

### **SAMPLE**

For the present study the researcher has randomly selected 10 secondary schools from two districts of Assam i.e. Sonitpur and Nagaon. The sample consists of 40 secondary teachers from these two districts. 20 secondary school teachers of Sonitpur district and 20 secondary school teachers from Nagaon district. Out of 20 secondary teachers of Sonitpur district, 10 are trained teachers, containing 5male teachers and 5 female teachers and 10 are untrained teachers, containing 5 male teachers and 5 female teachers. Similarly, out of 5 secondary school teachers of Nagaon district. 10 are trained teachers, containing 5 male teachers and 5 female teachers; and 10 are untrained teachers, containing 5 male teachers and 5 female teachers.

### **TOOLS USED**

In order to collect the necessary data to achieve the objectives of the study, Teaching competence Scale was used. The scale consist of 35 items in a 3 point Likert scale ranging from strongly agree ,agree ,disagree. As the tool is a three-point scale ,the answer to each question has been scored in a system of 3,2 and 1. The items are equally divided among seven (7) dimension of micro-teaching i.e. defining the skill ,demonstrating the skill ,planning the lesson , teaching the micro-lesson, discussion on the lesson delivered , replanning the lesson, and re-teaching. Again for the present study the investigator has constructed a self-designed questionnaire consist of 35 items containing yes /No , covering above mentioned seven (7) criterion of micro-teaching to find out the impact and competencies of teaching.

### **DESIGN OF THE STUDY**

In the present study, quantitative methods of data analysis were used by the researcher for analyzing the data. The researcher used the statistical techniques like percentage and 't' test for analysis of quantitative data relating to the present study.

**ANALYSIS OF INTERPRETATION OF DATA**

Data of the present study are analyzed and interpreted under the following tables (In relation to the objectives of the study) :

**Table 1:** To study the impact of Micro –teaching in classroom transaction

S.No.	Criterion of Micro -teaching	Trained Teacher		Untrained Teacher	
		Yes	No	Yes	No
1.	Defining the skill	65%	35%	0%	100%
2.	Demonstrating the skill	70%	30%	50%	50%
3.	Planning the lesson	75%	25%	10%	90%
4.	Teaching the Micro lesson	90%	10%	20%	80%
5.	Discussion on the micro lesson	100%	0%	95%	5%
6.	Re-planning the lesson	50%	50%	5%	95%
7.	Re- teaching	85%	15%	10%	90%

Table 1 reveals that 65 % of trained teachers define the skill whereas untrained teachers don't skills are demonstrated by 70% of trained teachers whereas 30% of untrained teachers have not done demonstration. The study reveals that 75 % of trained teachers have prepared lesson plan whereas 90 % untrained teachers have not prepared the lesson plan .It is noticed that micro-lesson are taught by 90% of trained teachers whereas it is taught by 20% of untrained teachers. It is observed that skill of discussion on the lesson is used by 100% trained teachers while only 5% of untrained teachers don't use. 50% trained teachers re-plan the lesson while teaching, on the contrary only 5 % of untrained teacher's re- plan the lesson. 85% of trained teachers have used the technique of re teaching during classroom transaction whereas only 10 % of untrained teachers have used the same.

**Table 2:** The teaching competencies between male teachers and female teachers in classroom teaching at secondary school

Category of the teacher	N	Mean	SD	SEM	't' Value	Table value of 't' at 0.05 level	DF	Sig.
Male teachers	20	58.55	3.06	1.07	1.78	2.02	38	#
Female teachers	20	60.45	3.67					

The table 2 indicates the comparison of teaching competencies between male teachers and female teachers in classroom teaching at secondary level. From this table, it is found that the obtained 't' value 1.78 is less than the table value of 't' that is 2.02 at 0.05 level of significance. Therefore, it is concluded that there exist no significant difference in teaching competencies between male and female teachers in classroom teaching at secondary school.

**Table 3:** The teaching competencies between trained teachers and untrained teachers in classroom transaction at secondary school

Status of the teachers	N	Mean	SD	SEM	't' Value	Table value of 't' at 0.05 level	DF	Sig.
Trained teachers	20	100.6	1.24	0.98	43.47	2.02	38	*
Untrained teachers	20	58	4.20					

The table 3 indicates the teaching competencies between trained teachers and untrained teachers in classroom transaction at secondary school .From this table, it is found that the obtained 't' value 43.47 is more than the table value of 't' at 0.05 level of significance for 38DF ,the table value of 't' is 2.02 at 0.05 level of significance. Therefore, it is concluded that there exist significant difference in teaching competencies between trained teachers and untrained teachers in classroom transaction

at secondary school. Since mean score of teaching competencies of trained teachers (100.06) is more than the mean score of teaching competencies of untrained teachers (58). So, it is summarized that the teaching competencies of trained teachers are better than the teaching competencies of untrained teachers in classroom transaction at secondary school.

#### MAJOR FINDINGS OF THE STUDY

1. 65 % of trained teachers define the skill for teaching whereas untrained teachers don't define the same.
2. 70% of trained teachers demonstrate the skill whereas 50% of un- trained teachers do demonstrate the skill.
3. 75 % of trained teachers have planned their lesson while only 10% of untrained teachers have done it.
4. 90 % of trained teachers teach the micro lesson whereas 10 % of untrained teachers teach the micro lesson.
5. 100% of trained provide discussion on the lesson delivered while 95 % of untrained teachers provide the same.
6. Only 50 % of trained teachers re- plan the lesson while 5 % of untrained teachers do the same.
7. 85 % of trained teachers use the skill of re -teaching whereas only 10 % of untrained teachers use this skill.
8. There exist no significant difference in teaching competencies between male teachers and female teachers in classroom teaching at secondary school.
9. The teaching competencies of trained teachers are better than the teaching competencies of untrained teachers in classroom transaction in secondary school.

#### EDUCATIONAL IMPLICATIONS

1. Micro teaching programme should be more organized to improving quality of teacher education programme.
2. Demand of the using micro - teaching skills are increasing day by day. So; maximum training should be given to the teacher trainees through micro teaching .Various teaching skills as reinforcement, probing questions etc. can be developed.
3. Micro lesson prepare the way for a good macro - lesson .Teachers should be trained for that.
4. Micro teaching focuses on training for accomplishment of specific tasks. These tasks may be the practice of instructional skills, the practice of techniques of teaching, the mastery of certain curricular materials or the demonstration of teaching methods .These should be developed through Micro teaching among the teacher trainees.

#### CONCLUSION

Teaching is a social process. It is a systematic enquiry about the ultimate realities in the universe . Teaching is that power which makes a savage people a human being. Learners are the raw material with which the teacher has to deal. Teaching is an art and the teacher an artist so far as he inspires learners with the nobility of thoughts, feelings and actions; makes them self -reliant and resourceful and helps them to be what they can be. To be a successful teacher one should possess with those qualities, skills, techniques and competencies to meet all the challenges of real classroom. This can be possible not only through theoretical knowledge of teacher education but with the help of practical part which is the prime component of teacher education. In real sense, micro teaching is one of the significant efforts to make teacher education programme scientific, effective and meaningful and considered as a versatile research tool which dramatically simplifies the logistics of investigating certain teaching skills and learning variables.

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