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## **ANALYZING STUDENTS' PERSPECTIVES ON MICRO TEACHING AS A METHOD TO ENHANCE TEACHING STRATEGIES**

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### **ABSTRACT**

*It has been shown on several occasions that the use of experimental teaching and learning approaches yields superior outcomes in comparison to the utilization of conventional lecture-based methods. The purpose of micro-teaching is to modify the instructional approach in accordance with the development of new forms of media, such as videotaping, and a combination of feedback from students. On the other hand, the purpose of this research is not to provide a history of microteaching since the implementation of this method in educational settings is a reflection of the ideas that are prevalent at the time. Learning via projects, education with the use of technology, and social constructivism are all topics that are discussed in this article. Through the use of microteaching in a collaborative learning environment, teachers are able to build successful projects for their students. This innovative method of teaching boosts the levels of student understanding, which in turn improves the overall quality of higher education. The methodology of the research was established via the investigation of a variety of secondary data relevant to advanced teaching materials. The primary data was collected via the use of an experimental design which included the participation of IUBAT students in the classroom and the completion of many questionnaires. Every piece of information is studied and evaluated in line with statistical analysis, and this is done based on*



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*the responses provided by the respondents. According to the findings of the research study, microteaching has the potential to be very advantageous to the education of students and may assist them in better comprehending the complexity of the learning process.*

**Keywords-:** *Micro teaching, learning, students.*

## **INTRODUCTION**

According to Sterrett and Imig (2011), education has emerged as a clear topic of concern for fiscal balance. This is because school districts are cutting or removing teachers in order to fulfil the expectations of the school districts. It is more accurate to say that there is a constant drive for teacher layoffs than there is a shortage of instructors. The withholding of pay rises, the provision of inadequate finance for technology and supplies, and the lack of sufficient funds to modernise structures have all contributed to the achievement of this goal. It used to be that teaching was our children's top priority, but now days, maintaining a healthy financial balance has made it a goal.

It was not something that anybody predicted five years ago that there would be such a strong focus placed on education as a method of eliminating expenditures. The students who are most likely to suffer are those who are considered to be at risk, and their numbers are increasing. During the same time as the infrastructure of the nation's school buildings is deteriorating, the level of responsibility for benchmarks is increasing. When everything is taken into consideration, we have an obligation to make every effort to guarantee that our students get an education of the highest calibre from teachers who are competent, without giving any cause for our educational progress to stagnate. Our nation's might will be determined by the development that our future leaders experience as a result of their education. Microteaching is used in the therapeutic field to promote the translation of theoretical information into real-world applications during patient encounters (Mastromarino,



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R., 2004). This is accomplished via the usage of microteaching. The following five strategies were utilised: (1) role-playing and recording with video or audio; (2) monitoring and/or self-observation; (3) dissonance reinforcement; (4) re-experimentation; and (5) exercising the skills that were learnt. It illustrates how the use of this instructional method might assist people achieve greater results.

In 1977, the Dearing Committee made suggestions to colleges and universities about how they may enhance the communication abilities of their students; these recommendations were made. Some people believed that in order for students to get a good education, they needed to work on improving their communication skills during their time in higher education. Students that viewed films of themselves revealed that doing so helped them enhance their performance. "Microteaching is an approach to teacher preparation in which the feedback principle is used explicitly and the teacher-learning scenario is constrained in terms of: The total number of students taught; The length of the lesson; the scope of the didactic presentation and substance of the lesson."

A list of the qualities of microteaching is provided by Allen and Ryan (1969: 1-3), which includes the following:

1. Here is a real-life example of a teaching situation.
2. The complexity of the real classroom teaching situation is simplified as a result of this, particularly with regard to the number of students, the length of time, and the quantity of learning resources.
3. It lays a significant focus on the selection of curriculum, instructional methods, skills, and techniques training with the purpose of achieving mastery.



4. As a result of the fact that a great number of factors may be easily altered to give this greater degree of control in the training programme, it offers improved control over the actual teaching activities.
5. The student is able to obtain informative feedback immediately after his performance, and he is able to employ a variety of technology teaching resources, such as tools for observation and interaction analysis, to enhance his performance in light of the input he receives. As a result, the feedback dimension is significantly expanded.

### **OBJECTIVES OF THE STUDY**

The following is a list of the goals of the study:

1. To examine the concepts and resources that are used in microteaching nowadays in order to improve instructing abilities.
2. To study what impact does student feedback have on the performance levels of student instructors.

### **LITERATURE REVIEW**

### **RESEARCH METHODOLOGY**

A study question was developed by academics in order to evaluate the importance and effect of microteaching for the purpose of planning and implementing teacher development programmes.

Under what circumstances may Micro Teaching be of use to educators in improving non-traditional methods of instruction? This strategy may give the faculties with more resources, according to the ideas of a number of authors who have written about it. There are a lot of data studies that we have translated in order to determine whether or not all assumptions and expectations have a solid foundation:



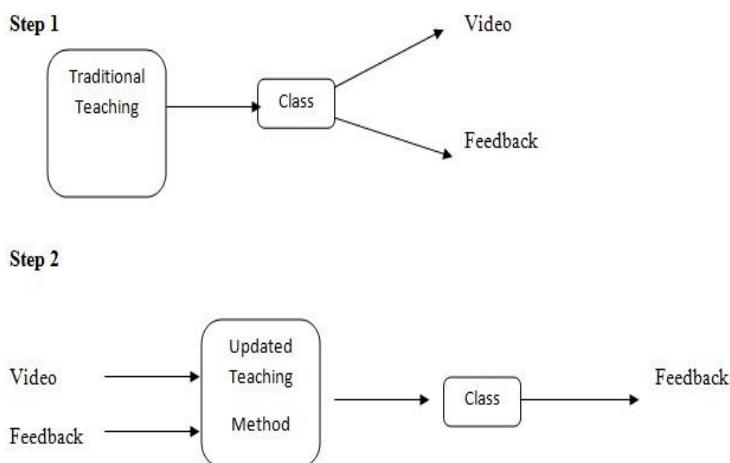
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- Determine the limits of your microteaching and stay inside them.
  - When it comes to helping students feel responsibility for their work in the classroom, how can a teacher employ microteaching to accomplish this?
  - In what ways might microteaching assist instructors in maintaining appropriate conduct in the classroom?
  - The development of a plan for student reinforcement might be aided by microteaching in what ways?
  - How might the use of microteaching help instructors improve their ability to communicate information?

We made use of the teacher training programme that was already in place at IUBAT International University of Business, Agriculture, and Technology in order to create a case study that served as the basis for a very straightforward experiment with two conditions in order to determine the efficacy of microteaching. This was done despite the fact that we are aware of excellent structured research that is required to work on these objectives.

### **Trial Architecture**

To ensure that the experiment is carried out successfully, a plan of action was developed. In our experimental design, we used two conditions: one of them served as a control group (condition 1: no student feedback), and the other served as a group of subjects in each category that received some kind of intervention or treatment (condition 2: in our case, the teacher uses a video of his class to identify the shortcomings in his teaching method and upgrades it based on feedback from students). Both of these conditions were used to determine the outcomes of our experiment.

Both the experimental design and a comparison of the two experimental conditions, 1 and 2, are shown in the following figure, which is a diagrammatic representation of the experimental design.



**Figure 1. A schematic depiction of the experimental setup**

The number of people that participated in this method was forty. The instructor assigned the duty of interpreting meaningless words from a text to eight groups of five students each over the course of the lesson. The camera has been set up to record each and every action that goes place in the classroom. Immediately after the lesson, each student filled out a questionnaire and provided feedback. The teacher saw the movie once again and observed the difficulties that the students were experiencing as well as their lack of engagement in group assignments. An innovative method for group work was developed by the teacher on the basis of observations. The students divided the paragraph into multiple lines, and each individual was required to determine the meaning of a word that was completely incomprehensible. Following the completion of each activity, the members of the group will discuss and validate each other's own findings based on the text.



## DATA ANALYSIS

The experiment produced findings that were in a satisfactory range. Each of the results is shown in the table that follows.

### (a) Debate on Exam 1: (Prior to Micro training)

#### 1. Fostering the development of students' abilities in line with the lecture session

Due to the fact that everyone was trying to read one thing at a time and there was a time restriction, only four of the seven groups were able to properly read this lecture. The other six groups were unable to do so. In light of this, they are unable to cover.

Paying Attention: They were paying attention to the instructor since she offered very clear directions on how to tackle this topic.

Understanding: None of the seven groups were able to give an answer to the problem, and on several instances, they feigned that they were unaware of what activities needed to be carried out. This indicates that none of the seven groups understood the issue. Due to the fact that the work was not divided among all of the participants, none of the seven groups were able to successfully finish the group project. Due to the fact that they were just reading one passage, they were not comprehending the whole of the topic. Seven minutes were allotted to them, however none of them were able to complete the task within that time frame.

#### 2. Analysis of the results

**Table 1: Analysis of Results Prior to Microteaching**

5 points liker Scales	H1	H2	H3	H4	H5	H6
a. strongly agree (5)	21	10	19	19	16	10



b. agree (4)	17	25	18	18	20	23
c. neutral (3)	2	5	2	2	4	5
d. disagree (2)	0	0	1	1	0	1
e. strongly disagree (1)	0	0	0	0	0	1
Total	179	165	175	175	172	160
Average(Sample Mean)	4.48	4.12	4.37	4.37	4.3	4
Population Mean	2.5	2.5	2.5	2.5	2.5	2.5
Variance	0.35	0.36	0.48	0.48	0.82	0.7
Standard Deviation	0.59	0.6	0.69	0.69	0.9	0.83
Z- value (cal)	21.22	17.38	17.12	17.12	12.85	11.42
Z- value (tab)	1.96	1.96	1.96	1.96	1.96	1.96
Z-cal >Z Tab Null hypothesis	reject	reject	reject	reject	reject	reject

- The notion that a student is aware of the duties that they have was strongly supported by 52% of those who participated in the survey.





- 62% of those who participated in the survey stated that the approach used by the faculty assisted them in behaving in an accurate way.
- Fifty-seven percent of responders strongly agreed with the statement that they provide assistance and reinforcement in the classroom.
- When asked about the major link between the substance of the course and the subject matter, 47% of respondents strongly agreed with this statement.
- Fifty percent of the participants said that they thought the presentation given by the teachers was exceptional.
- 57% of those who participated in the survey agreed with the statement that the text and other materials used in the course were effective.

**(b) Debate on Exam 2: (Subsequent to Microteachings)**

1. Students' skill growth in light of the lecture session

Due to the fact that each of the seven groups read a single line specifically for a single person, the lecture was accurately read by all of the groups.

The speaker was providing clear directions on how to use the mind map technique, and they were paying attention to what he had to say.

The fact that each of the seven groups was able to provide a response demonstrates that they were all able to grasp the material.

Due to the fact that the material was divided up for individual usage, each of the seven groups worked together in groups. Time: Every single one of them was able to complete the task within the allowed five minutes.

2. Analysis of the results

**Table 2: Evaluation of the Results Following Microteaching**



Five point liker Scale	H1	H2	H3	H4	H5	H6
a. strongly agree (5)	27	23	22	23	28	22
b. agree (4)	10	15	14	12	9	11
c. neutral (3)	3	2	3	4	2	5
d. disagree (2)	0	0	1	1	1	2
e. strongly disagree (1)	0	0	0	0	0	0
Total	184	173	177	177	184	173
Average(Sample Mean)	4.6	4.33	4.43	4.43	4.6	4.33
Population Mean	2.5	2.5	2.5	2.5	2.5	2.5
Variance	0.39	0.37	0.97	0.59	0.49	0.89
Standard Deviation	0.62	0.61	0.98	0.77	0.7	0.94
Z- value (cal)	1.96	1.96	1.96	1.96	1.96	1.96



Z- value (tab)	21	18.3	12.87	21.44	17.5	12.2
Z-cal >Z Tab Null hypothesis	rejecte d	rejecte d	rejecte d	rejecte d	rejecte d	rejecte d

- The level of understanding that students have about their duties has improved by 67%.
- A total of 58% of respondents were in complete agreement that the new strategy taken by the faculty assisted them in behaving in a correct way.
- Following the second examination, 55% of respondents reported feeling validated and encouraged.
- The improved course materials for the second exam were considered to have a tight connection to the subject matter by 57% of those who responded to the survey.
- A total of seventy percent of the replies indicated that they believed the quality of the faculty's presentations had improved.
- 55% of those who participated in the survey expressed a strong agreement with the statement that the text and other learning tools that were employed in this course were successful.

### CONCLUSION

One of the issues with teacher education has always been the availability of good programmes for teacher training. The notion of distinct learning methodologies is developed in order to solve this issue. Structured practice teaching is known as microteaching. By allowing teachers to pilot a small portion of what they want to do with their kids with friends and colleagues, the aim is to provide them with feedback, confidence, and support. The major areas of



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microteaching—planning, set induction, presentation, questioning, encouraging students to ask questions, exemplifications, and communication—were taken into consideration while drawing the findings. When it came to the microteaching planning phase, the student teachers were very communicative. They thought it was focused on certain skills and could be adjusted for regular classroom instruction. Lessons for microteaching were organised according to a logical flow. Students thought that microteaching promoted information synthesis on the subject. Additionally, it fostered a strong motivational connection and uncovered additional details about the differences between the organised teaching methods of the past and today. Students also said that they were nervous throughout the presentation because they thought someone was watching them. The idea of microteaching aids in the development of the teaching level and assists students in quickly reaching the crucial understanding level with increased comprehension. The researcher develops the notion inside a conceptual framework and applies it in accordance with the experimental design. Microteaching's primary drawback is time constraints, yet the technique works well for correct comprehension.

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