



Comparison of Opinion of B.Ed. Trainees about Micro Teaching Skills

Abstract

Micro Teaching Skills is a method that has been used since 1960s in teaching and learning environments to enhance teacher' instructional experiences. Microteaching is an extraordinary technique that is used in teacher education programs to offer various opportunities and live experience for trainee teachers to develop effective teaching strategies with the use of various teaching skills. Main objective of this study was to know and compare the Opinions of B.Ed. Trainees about Micro Teaching Skills. In this Study Researcher take various variables for study like opinion about Micro Teaching Skills as dependent variable and Gender, Medium of Instruction and Grade of previous semester are moderator variable. Researcher selected all the students of semester five as sample of the present study. Total 68 students in semester five, at the time of data collection, total 55 students were present, which were taken as sample. Survey method was used for the present study. Self-developed opinionaire were used for collecting the data from the sample. Collected data were analyzed by using the statistical technique t-test and F-test. As per findings, Male and Female B.Ed. Trainees of Gujarati medium and English medium trainees have same opinions about Micro Teaching Skills with reference to Grade in previous semester. B.Ed. Trainees, comes from various subject like Biology, Chemistry, Physics and Arts subject have same opinions about Micro Teaching Skills.

Key words: *Opinion, B.Ed. Trainees, Micro Teaching Skills, Survey method etc.*

Introduction

The Science teacher has performed vital role in any education process. Teaching learning is a process that enhances and develop behavioral changes in learners and involves informing, encouragement, illustrating, demonstrating, guiding and directing. Therefore, the most important role of the teacher in a school is to guide and direct students while providing knowledge during Instructional process. The teacher shapes the specific behaviors of the students and helps them to have positive relationships and makes them skillful. From the traditional perspective, the teacher is the source and source of knowledge, now a day the teacher has become the guide of the students throughout the learning process. It is essential that teachers informing these competencies should have the capability to perform their task efficiently. Otsupius (2014) states that the complexity of a teaching situation can be vast, hence to deal effectively with it, teacher trainee must not only have a good knowledge of the subject in hand, but also some communication skills such as ability of observation, supervision, lead a discussion and ask various questions. All these skills can be attained by the use of Micro Teaching Skills technique while training.

The art of teaching does not purely involve a simple transfer of knowledge from teacher to student. It is a complex process that facilitates and influences the whole teaching learning process. The quality of a teacher is assessed on how much the students understand and gain the knowledge from his/her teaching. Classrooms cannot be used as a learning platform for acquiring primary teaching skills. The pedagogic skill for teaching can be assimilated only through more structured and cheaper training techniques by the introduction and implementation of microteaching.

Microteaching provides controlled practice that makes to concentrate on specific teaching behavior of the students and to practice teaching under controlled conditions. Micro Teaching Skills

has been accepted by a number of teacher education institutions that have become committed to it as an effective tool in teacher training.

Micro Teaching Skills method has been widely used in Teacher training programmes because it suggests new and different opportunities to trainees about the planning and implementation of new teaching strategies.

The use of Microteaching offers valuable opportunities for pre service teacher trainees to develop effective teaching strategies through various skills. Understanding the perceptions and concerns of student teachers is fundamental for promoting teacher education programs outcomes. Micro Teaching Skills helps to promote real teaching experiences. Microteaching is a procedure in which we provides a changeover from theory to real teaching situations.

Microteaching is one of the efforts by the B.Ed.'s to transfer the knowledge and skills into action and try to bridge the gap between the theory and practice (Gurses, Bayrak, Yalcin, Acikyildiz & Dogar, 2005). This technique is an excellent way to build up skills and confidence to provide various experience of lecturing or tutoring styles and to learn and practice giving constructive feedback. Microteaching gives an opportunity to instructors to put themselves "under the microscope" of a small group audience, but also to observe and comment on other student's performances.

Statement of the Problem

Comparison of Opinion of B.Ed. Trainees about Micro Teaching Skills

Objectives of the Study

1. To know the opinion of B.Ed. Trainees about Micro Teaching Skills.
2. To compare the opinion of B.Ed. Trainees about Micro Teaching Skills with reference to Gender.
3. To compare the opinion of B.Ed. Trainees about Micro Teaching Skills with reference to students Grade in previous semester.
4. To compare the opinion of B.Ed. Trainees about Micro Teaching Skills with reference to medium of instruction.
5. To compare the opinion of B.Ed. Trainees about Micro Teaching Skills with reference to various subject.

Hypothesis of the Study

1. There will be no significant difference between the opinion of Male and Female B.Ed. Trainees.
2. There will be no significant difference between the opinion of students Grade in previous semester.
3. There will be no significant difference between the opinion of Gujarati and English medium students.
4. There will be no significant difference between the opinion of students coming from various subject.

Variables of the Study

In this Study Researcher take various variables for study like opinion about Micro Teaching Skills as dependent variable and Gender, Medium of Instruction and Grade of previous semester are moderator variable.

Sample of the Study

Researcher selected all the students of semester 5 of Indian Institute of Teacher Education as sample of the present study. Total 68 students were there in semester 5, at the time of data collection researcher taken total 55 students as sample for this study.

Research Method

As the data were to be collected from the field, Survey method was used for the present study.

Tools of the Study

The Researcher was used Self developed opinionaire for collecting the data related to Micro Teaching Skills. The opinionaire contain 22 statement regarding Micro Teaching Skills. That was five-point scale in which students were give their response on Strongly agree, agree, neutral, dis-agree and Strongly disagree.

Data Analysis

Collected data were analyzed by using the statistical technique t-test and F-test for comparison of various mean score and percentage for the analysis of opinions.

Findings of the Study

On the basis of objectives and formulated hypothesis, data were analyzed and researcher found below results, which are as under:

1. From the can say that Micro Teaching Skills develop teacher trainees teaching capabilities, confidence in speaking skills and helped them to discover their teaching strengths and weaknesses. Teacher trainees learn that how to organize and manage time during execution of various skills in Micro Teaching Skills and also provides me an opportunity to learn class management. They develop various teaching activities and materials for better performance. Micro Teaching Skills facilitates to apply various new ideas that they had learnt in theoretical courses. It encouraged to develop their own teaching learning style. All the teacher trainees were very clear during preparing and execution of lesson planning of Micro Teaching Skills.
2. Male and Female B.Ed. Trainees have same opinions about Micro Teaching Skills.
3. B.Ed. Trainees having difference grade in previous semester have same opinions regarding Micro Teaching Skills.
4. Gujarati medium and English medium B.Ed. Trainees have same opinions about Micro Teaching Skills.
5. B.Ed. Trainees, comes from various subject like Biology, Chemistry, Physics and Arts subject have same opinions about Micro Teaching Skills.

Conclusion

The conclusions were drawn according to the main domains of Microteaching: Planning, Set Induction, Presentation, Questioning, Encouraging the students to questions by reinforcement, Communication. The student teachers were very communicative with the planning and process used in microteaching during execution. Microteaching lesson were planned in the way of logical sequence. Micro Teaching Skills encouraged a great relationship of motivation and discovers more information between previous and present structured teaching technique. The Microteaching concept is helping the teacher to develop the teaching level and help the students to make the understanding level the critical factor in a short time with more understanding.

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