

ALTERATION OF TEACHING BEHAVIOUR THROUGH MICRO TEACHING

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☞ Introduction :

There is a rapid change in the pattern of teacher training across the world. In the modern society where the growth of knowledge and change in the rate of growth and number of students are increasing very fast, the best teachers will become lazy if their teacher does not welcome the references to their teaching. The development of new educational techniques and methods creates and need for appropriate education training programs to enable teachers to fulfill their duties. Many changes have been made to develop the behaviour of teacher for a long time. Many of the options for teaching – learning in teaching skills basin remain on the teacher and teaches teaching can also develop unique patterns. Microteaching is an appraisal related to the nature of these teaching skills.

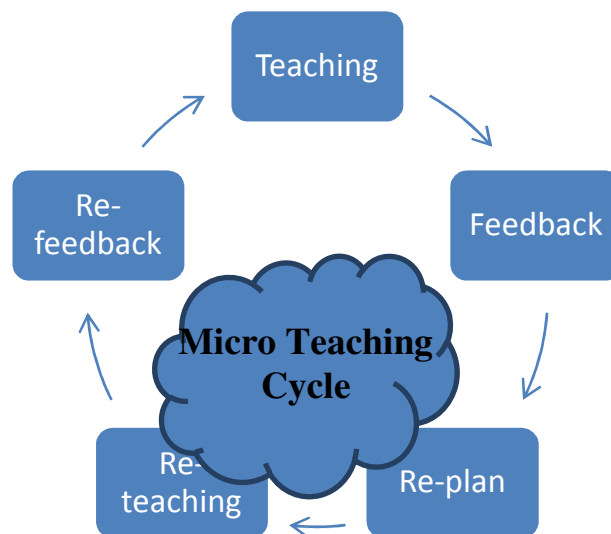
☞ Concept and Origination of Micro-Teaching :

The concept of microteaching was born in 1961 in Stanford University, California. The originator of microteaching was Dwight Allen. He first used the word “Micro-teaching” in 1963. Micro-teaching is not a method to teach but is a techniques to achieve skills.

Microteaching is a scaled down teaching encounter in class size and class time. Microteaching is a system of controlled practice which makes in concentrate on specific teaching behaviour and practice under controlled conditions so that competence is acquired in one skill at a time before proceeding to another (Allen and Eve – 1968)

☞ Organizational Pattern of Microteaching :

- 1) Teach session
 - a) Theoretical Understanding
 - b) Observation of Micro lesson
 - c) Discussion of lesson and components
 - d) Planning of micro lesson
 - e) Presentation of micro lesson
- 2) Feedback session
- 3) Replan session
- 4) reteach session
- 5) Refeedback session



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NCERT has published 19th teaching skills in its publication but it is not possible to train all teacher trainees in all these skills because of the constraint of time. N.C.T.E. has given equal weight to micro teaching. Required changes can be made in the teaching behaviour of teacher trainees by micro-teaching. This research paper has attempted to know that there is change in teaching behaviour through micro-teaching.

✍ **Objectives:**

- (1) To study the alteration of teaching behaviour of teacher trainee through micro-teaching.
- (2) To study the alteration of teaching behaviour of teacher trainees through microteaching approach first teaching session and fifth teaching session.

✍ **Hypothesis:**

- (1) There is no significant difference in teaching behaviour of teacher-trainee of first teaching session and fifth teaching session with respect to teaching skill of set induction.
- (2) There is no significant difference in teaching behaviour of teacher – trainee of first teaching session and fifth teaching session with respect to teaching skill of questioning.
- (3) There is no significant difference in teaching behaviour of teacher-trainee of first teaching session and fifth teaching session with respect to teaching skill of explaining.
- (4) There is no significant difference in teaching behaviour of teacher-trainee of first teaching session and fifth teaching session with respect to teaching skill of reinforcement.

✍ **Research Design:**

T_1 (Pre-Test) Mean of first observation - Independent Variable (Steps of Micro Teaching) - T_2 (Post-Test) Mean of fifth observation

✍ **Sample :**

A sample of 48 teacher trainee have been selected randomly out of 100 students studied at B.Ed. colleges of Gujarat University. These 48 students divided into four groups.

✍ **Tool :**

Rating scale evaluation was done used to observing the four teaching skill show above. This is developed at the CASE (Center of Advanced Study in Education), Baroda.

✍ **Procedure :**

The five teacher trainees and observer for one skill have been observed through this process. The trainee starts teaching his micro-lesson. Micro lesson for six minutes. The investigator gives five attempts to teacher trainee for alteration of teaching behaviour.

✍ **Statistical Techniques :**

Mean of difference (M_D), Standard deviation of difference ($S.D._D$), Standard error of difference (SEM_D), 't'-value.

✍ **Analysis and Interpretation :**

Table-1

Skill	No. of teacher trainee	M_D	SD_D	SEM_D	t-value
Set-Induction	12	22	5.67	1.64	13.41

The first skill is set-induction the lesson for which the means of difference is 12, standard deviation of difference is 5.67, and standard error of difference is 1.64. After computation of the 't' value comes out 13.41 which is significant at both the level 0.05 level and 0.01 level after getting feedback. It means that there is significant change in the teachersbehaviour towards this skill due to the awareness of teacher trainee towards the set induction skills.

Table-2

Skill	No. of teacher trainee	M_D	SD_D	SEM_D	t-value
Questioning	12	11	5.43	1.57	7.01

The second skill is questioning the lesson for which the means of difference is 11, standard deviation of difference is 5.43, and standard error of difference is 1.57. After computation of the 't' value comes out 7.01

which is significant at both the level 0.05 level and 0.01 level after getting feedback. It means that there is significant change in the teachersbehaviour towards this skill due to the awareness of teacher trainee towards the questioning skills.

Table-3

Skill	No. of teacher trainee	M _D	SD _D	SEM _D	t-value
Explaining	12	11	7.26	2.10	5.23

The third skill is explaining the lesson for which the means of difference is 11, standard deviation of difference is 7.26, and standard error of difference is 2.10. After computation of the 't' value comes out 5.23 which is significant at both the level 0.05 level and 0.01 level after getting feedback. It means that there is significant change in the teachersbehaviour towards this skill due to the awareness of teacher trainee towards the explaining skills.

Table-4

Skill	No. of teacher trainee	M _D	SD _D	SEM _D	t-value
Reinforcement	12	4	6.60	1.91	2.09

The fourth skill is reinforcement the lesson for which the means of difference is 4, standard deviation of difference is 6.60 and standard error of difference is 1.91. After computation of the 't' value comes out 2.09 which is no significant at any level of 0.05 and 0.01. It means that there is noremarkable change have taken place in the behaviour of teachers on the reinforcement skill. So, the change on this skill, after feedback does not come significant.

↳ **Findings:**

- (1) There is significant difference for the set induction skill of teacher trainee between first session and fifth teach session.
- (2) There is significant difference for the questioning skill of teacher trainee between first teach session and fifth teach session.
- (3) There is significant difference for the explaining skill of teacher trainee between first teach session and fifth teach session.
- (4) There is no significant difference for the reinforcement skill of teacher trainee between first teach session and fifth teach session.

↳ **Conclusion:**

A teacher skill is set of teacher behaviours which are especially effective in bringing about desired changes in the teacher trainees. Microteaching is training technique which requires student teachers to teach a single concept using specific teaching skill to a small number of pupils in a short duration of time. The most important point in microteaching is that teaching is practised in terms of definite, observable measurable and controllable teaching skill. Passi (1974)

↳ **Educational Implication :**

Micro teaching is a safe and simple practise and it is a pre-training of skill. Micro teaching feedback is clear and redirected. In this method of effective feedback provided for alteration of teaching behaviour. Set-induction, questioning, explaining, reinforcement are developed through microteaching at analysed the performance of teacher trainee by used of video-type. Microteaching takes less time and is economically useful of teacher trainee.

↳ **References :**

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