



Analyzing Students' Perspectives on Microteaching as a Method to Enhance Teaching Strategies

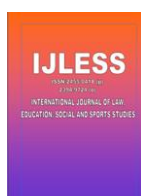
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DOI: [10.33329/ijless.12.S2.159](https://doi.org/10.33329/ijless.12.S2.159)



Abstract

Experimental teaching and learning approaches have consistently demonstrated superior outcomes compared to conventional lecture-based methods. Microteaching aims to refine instructional practices by integrating new forms of media, such as videotaping, along with systematic feedback from students. This study does not attempt to trace the historical development of microteaching; rather, it explores its role as a reflection of contemporary educational ideas. Key themes discussed include project-based learning, technology-enhanced education, and social constructivism. Within a collaborative learning environment, microteaching enables educators to design effective projects that enhance student learning. This innovative approach not only strengthens students' understanding but also contributes to improving the overall quality of higher education.

The research methodology involved both secondary and primary data collection. Secondary data were analyzed from various advanced teaching resources, while primary data were gathered through an experimental design involving IUBAT students. Questionnaires were administered, and the responses were subjected to statistical analysis. The findings suggest that microteaching can be highly advantageous for student education, assisting learners in better comprehending the complexities of the learning process.

Keywords: Microteaching, 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 modernize 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, 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:

Allen and Ryan (1969, pp. 1–3) highlight several qualities of microteaching:

1. It represents a real-life example of a teaching situation.
2. The complexity of the classroom setting is simplified, particularly in terms of the number of students, length of time, and amount of learning resources.
3. It emphasizes the careful selection of curriculum, instructional methods, skills, and techniques with the goal of achieving mastery.
4. By allowing a range of factors to be adjusted, microteaching offers greater control over teaching activities within training programs.
5. Students receive immediate and constructive feedback after their performance. The use of technological resources—such as observation tools and interaction analysis—enhances feedback quality and broadens opportunities for improvement.

Objectives of the Study

The present study is guided by the following objectives:

1. To examine the concepts and resources used in microteaching to enhance instructional abilities.
2. To investigate the impact of student feedback on the performance of student instructors.

Literature Review and Research Methodology

To evaluate the importance and effectiveness of microteaching for teacher development programs, the following guiding research question was formulated:

Under what circumstances can microteaching support educators in adopting and improving non-traditional instructional methods?

Scholars have suggested that microteaching can provide faculty members with additional resources for instructional improvement. The literature highlights several dimensions:

- Defining the scope and limits of microteaching.
- Encouraging student responsibility for their own learning.
- Assisting instructors in maintaining appropriate classroom behavior.
- Supporting the development of reinforcement plans for students.
- Enhancing teachers' ability to effectively communicate subject matter.

To address these aspects, we utilized the existing teacher training program at the International University of Business, Agriculture, and Technology (IUBAT). A case study was developed, serving as the basis for a controlled experiment. While this work represents an exploratory step, more structured research is needed to further validate these objectives.

Trial Architecture

To ensure the effectiveness of the experiment, a structured plan of action was designed with two experimental conditions:

- **Condition 1 (Control Group):** No student feedback was provided.
- **Condition 2 (Experimental Group):** Teachers used video recordings of their classes to identify shortcomings in their teaching methods. They then revised their approach based on structured feedback from students.

This experimental design enabled a comparison of outcomes between the two groups. A diagrammatic representation of the design illustrates the parallel evaluation of both conditions.

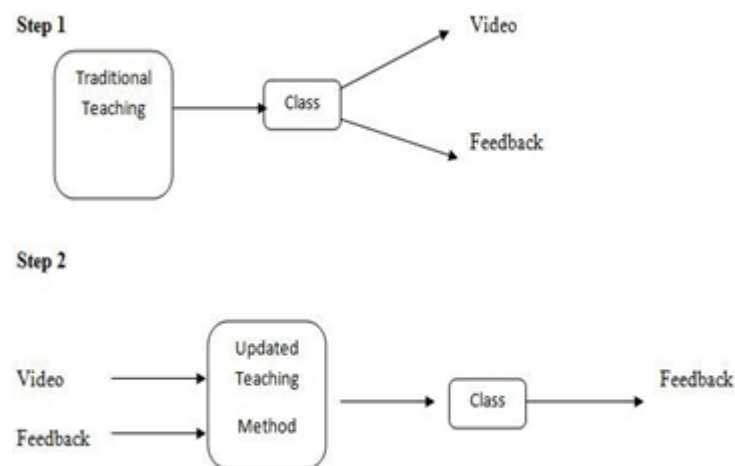


Figure 1. A Schematic Depiction of the Experimental Setup

A total of forty students participated in this method. The instructor assigned the task of interpreting meaningless words from a text to eight groups, each consisting of five students. Throughout the lesson, a camera was set up to record every classroom activity. Immediately after the session, each student completed a questionnaire and provided feedback. The teacher later reviewed the recorded lesson, identifying both the difficulties students experienced and their lack of engagement during group assignments. Based on these observations, the teacher developed an innovative method for group work. In this approach, students divided the paragraph into multiple lines, with each member responsible for

interpreting the meaning of one incomprehensible word. Upon completing their individual tasks, group members then discussed and validated each other's findings using the text as a reference.

Data Analysis

The experiment produced results that were considered satisfactory. The findings are summarized in the following discussion and are presented in Table 1.

(a) Debate on Exam 1: Prior to Microteaching

The first evaluation focused on fostering the development of students' abilities during a lecture session. Due to the time restriction and the fact that students attempted to read the text collectively, only four out of seven groups were able to complete the reading successfully. The remaining groups were unable to finish, which limited their ability to cover the material.

In terms of **paying attention**, most students were attentive to the instructor, as she provided clear instructions on how to approach the activity. However, in terms of **understanding**, none of the groups were able to provide correct answers to the problem. Several even pretended not to know what actions were required, suggesting a lack of clarity and comprehension. Furthermore, because the work was not evenly distributed among group members, none of the groups were able to complete the project effectively. Instead of dividing responsibilities, they read the passage collectively, which hindered their grasp of the topic. Although seven minutes were allotted for the activity, no group was able to complete the task within the given timeframe.

(b) Analysis of Results

The results obtained prior to the implementation of microteaching are summarized in Table 1.

Table 1. Analysis of Results Prior to Microteaching

Scale / Statistics	H1	H2	H3	H4	H5	H6
Strongly Agree (5)	21	10	19	19	16	10
Agree (4)	17	25	18	18	20	23
Neutral (3)	2	5	2	2	4	5
Disagree (2)	0	0	1	1	0	1
Strongly Disagree (1)	0	0	0	0	0	1
Total Score	179	165	175	175	172	160
Sample Mean (M)	4.48	4.12	4.37	4.37	4.30	4.00
Population Mean (μ)	2.5	2.5	2.5	2.5	2.5	2.5
Variance	0.35	0.36	0.48	0.48	0.82	0.70
Standard Deviation (SD)	0.59	0.60	0.69	0.69	0.90	0.83
Z-value (calculated)	21.22	17.38	17.12	17.12	12.85	11.42
Z-value (tabulated)	1.96	1.96	1.96	1.96	1.96	1.96
Decision	Reject H_0	Reject H_0	Reject H_0	Reject H_0	Reject H_0	Reject H_0

- 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 the participants stated that the approach used by the faculty assisted them in behaving in an appropriate way.
- 57% of respondents strongly agreed with the statement that they receive 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.
- 50% of the participants said that they thought the presentation given by the teachers was exceptional.
- 57% of the participants agreed with the statement that the text and other materials used in the course were effective.

(a) Debate on Exam 2: (Subsequent to Microteaching)

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

Since each of the seven groups read a single line specifically assigned to one individual, the lecture was accurately read by all groups. The speaker provided clear directions on how to use the mind map technique, and students were attentive to the instructions. The fact that each of the seven groups was able to provide a response demonstrates that they all successfully grasped the material. Because the material was divided for individual interpretation, each of the seven groups collaborated effectively. **Time:** All groups were able to complete the task within the allotted five minutes.

2. Analysis of the Results

Table 2: Evaluation of the Results Following Microteaching

Five-Point Likert 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)	4.60	4.33	4.43	4.43	4.60	4.33
Population Mean	2.50	2.50	2.50	2.50	2.50	2.50
Variance	0.39	0.37	0.97	0.59	0.49	0.89
Standard Deviation	0.62	0.61	0.98	0.77	0.70	0.94
Z-value (calculated)	21.00	18.30	12.87	21.44	17.50	12.20
Z-value (tabulated)	1.96	1.96	1.96	1.96	1.96	1.96
Decision	Reject	Reject	Reject	Reject	Reject	Reject

- 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 close connection to the subject matter by 57% of those who responded to the survey.
- A total of 70% of the respondents indicated that they believed the quality of the faculty's presentations had improved.
- 55% of those who participated in the survey expressed strong agreement with the statement that the text and other learning tools employed in this course were successful.

Conclusion

One of the recurring challenges in teacher education has been the availability of effective programs for teacher training. To address this issue, the concept of distinct learning methodologies was developed. Structured practice teaching, known as **microteaching**, serves as a platform that allows teachers to pilot a small portion of what they intend to implement in classrooms, using peers and colleagues as participants. This approach provides constructive feedback, builds confidence, and offers essential support.

The major areas of microteaching – planning, set induction, presentation, questioning, encouraging student participation, exemplification, and communication – were carefully considered in drawing the findings. During the planning phase, student teachers were notably communicative and felt that microteaching emphasized specific skills which could be adapted for regular classroom instruction. Lessons were organized with a logical flow, helping students to synthesize information effectively.

Additionally, microteaching promoted strong motivation and revealed differences between past structured teaching methods and modern approaches. Some students reported nervousness during their presentations, as they felt constantly observed, yet this pressure contributed to skill refinement. Overall, microteaching significantly enhanced teaching quality, improved comprehension levels, and enabled students to quickly achieve deeper understanding.

Although its primary drawback lies in time constraints, microteaching remains a highly effective strategy for developing teaching skills and fostering learner engagement.

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