Abstract

Coming to understand the vital importance of Micro-teaching skills the investigators have put forth their efforts to study the importance of every micro teaching skill which are essential for Macro teaching. This study focuses the importance of Micro teaching skills by elaborating and exhibiting the difference between a group of teacher trainees teaching performance with and without mastering over ‘Micro teaching’ skills.

I. INTRODUCTION

Indian freedom fighter Dr. T.S. Avinashilingam (1950) remarked `An ordinary person who is doing extraordinary works not occasionally but consistently is a teacher”. These terms explain us very clearly that a teacher is a competent authority in every respect having no match to him/her. And also this statement reveals that the noble personalities involved in this noble profession should be a personality of a combination of arduous tasks and enormous risks. The teacher should be a multidimensional personality. He/she is responsible for moulding the children a better human/citizen of a nation. So the teacher should have a complete knowledge on the strong and weakness of the children in every aspect. The achievement of making himself/herself strong in handling the children in the class is of vital importance to every teacher. He/she should be a `Hero’ to their children. The teacher should be a `role model’ to the children. Making themselves master over the subject content as well as in the teaching methodology is a must to every classroom teacher. Among these two,

Dr.K.R.Rajendran, A.Selvaraj, Dr.S.Rajaguru, G.Kalaiselvi :: Micro Teaching Techniques Are The Stepping Stones For The Successful Macro Teaching

Techniques of teaching involved in teaching methodology should be of strong and concrete base which stretches its arms towards the perfect attainment of students’ knowledge and the teaching efficiency which tends to both of their efficiency.

For becoming a successful teacher with his teaching after coming across ‘macro teaching’ practice as a teacher trainee, he/she should have a sound knowledge and master over all the micro teaching skills. The basic principles, ideas and techniques of these micro-teaching skills provide a firm foundation to all those who are involved with the field of education. Basically the micro-teaching is the trail of making the teacher trainees to be fit to face the children exhibiting all the necessary skills (micro-teaching) in an efficient manner and the teaching is highly effective in ‘Macro-teaching’ as well as creating an ideal teacher after the completion of the course.

II. STATEMENT OF THE STUDY

To show the necessity and importance of the micro-teaching skills for Macro-teaching, the investigators took up the task of Micro-teaching techniques are the stepping stones for the successful ‘Macro teaching’. This study focuses the vital importance of various Micro-teaching skills.

III. OBJECTIVES OF THE STUDY

i) To find out few important Micro-teaching skills those are mostly essential for Macro teaching.

ii) To find out the teacher educators, the senior most teachers’ views on the efficiency teacher trainees teach before receiving Micro-teaching techniques.

iii) To find out Teacher educators and senior most teachers views on the efficiency of teacher trainees teaching efficiency after attaining Micro-teaching techniques.

IV. HYPOTHESIS OF THE STUDY

i) There is no significant difference on the teaching efficiency of the teacher educators in between before and after receiving the Micro-teaching skills generally.

ii) There is no significant difference between the teaching efficiency of the teacher educators in the Pre-test and Post test scores skill wise.

V. RESEARCH METHODOLOGY FOR THE STUDY

The Opinions of the teacher educators and senior most teachers of Higher Secondary Schools were elicited for the study is Pre-test score and Post-test score. Comparisons of both test scores have been considered for this study.

5.1 Sample

i) A group of 10 male and 10 female teacher trainees from a reputed college of education in virudhunagar district were selected to show their teaching efficiency before and after attaining ‘Micro-teaching techniques’.
ii.) Teacher educators of that institution and senior most teachers from a government higher secondary school were selected to evaluate their efficiency in teaching in with Pre-test and Post test were selected as the sample of this study.

5.2 Tool used for the study
A questionnaire containing 100 items having 50 favourable and 50 unfavourable items based on Likert 5 point scale. In this questionnaire each statement contains five aspects namely strongly agree, agree, No opinion, Disagree and strongly Disagree. This questionnaire comprises of 10 items equally in all the 10 important micro-teaching skills.

5.3 Data gathering Process
The investigator directly involved in data collection and collected the data (the Pre-test and Post test scores) from five lecturers from the DIET and five senior most teachers by supplying the questionnaire and requested to mark the evaluation scores of the teacher trainer before and after receiving the micro-teaching skills.

VI. Analysis and Interpretation of Data
The investigators have made the questionnaire for this study covering the various ten important micro-teaching skills those are highly essential for macro-teaching. The evaluators responses based in their attitude towards the teacher trainees efficiency in both Pre-test and Post test in teaching and handling the class children for favourable items the scores are given as 3-SA, 4-A, 3-N.O. 2-S.D.A, 1-D.A for favourable items and in the reverse order for unfavourable items.

<table>
<thead>
<tr>
<th>Background variables</th>
<th>Tests</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>S.E</th>
<th><code>t</code> value</th>
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<tbody>
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<td>Pre test</td>
<td>20</td>
<td>59.87</td>
<td>10.54</td>
<td>2.07</td>
<td>1.23 @</td>
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<td>Post test</td>
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<td>62.42</td>
<td>11.02</td>
<td>3.188</td>
<td>8.02 **</td>
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<td>6.64</td>
<td>3.96</td>
<td>8.63**</td>
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<td>3.99</td>
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<tr>
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<td>6.Skill of reinforcement</td>
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<td>6.66</td>
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<td>8.42**</td>
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** denotes significant difference at 0.5 level and @ denotes no significance.

From the above table it is observed that generally there is a significant difference between the performance of the trainee teachers after receiving and before receiving the micro-teaching techniques as the calculated `t` value 3.89 is greater than the tabulated value 1.99 at 0.05 level of significance. It is also observed that though there is significant difference between these two in all the 9 domains except the skill `Black-board writing` as in exhibiting this skill there has been no significant difference as the calculated `t` value is less than that of the `t` value at 0.05 level of significance. This reflects that the student teachers who faced `Macro-teaching skills` after acquiring microteaching techniques showed better performance than their earlier show without mastering over `micro-teaching techniques`. 

In the skill wise comparison, in the skill of using PPT, smart classrooms, CC TV lessons absolutely there is a significant difference between the performance of the trainee teachers before and after receiving `microteaching` techniques. This shows that `micro-teaching skills` are highly essential before facing `macro-teaching`. Considering all the other remaining `micro-teaching techniques`, the teacher trainees after attaining `Micro-teaching` techniques have performed better in `macro-teaching` than their performance before attaining micro-teaching skills.

**VII. FINDINGS**

i.) Micro-teaching techniques and their main components

The most appropriate and recommended time schedule for micro-teaching cycle is

- Teach- 8 minutes
- Feed back- 8 minutes
- Re-plan - 12/13 minutes
- Re-teach- 8 minutes
- Re-feed back- 8 minutes
- Total -- 45 minutes (purely this is a tentative plan).

This model may be practised by the teacher educators and the trainee teachers in the colleges of education in India. Micro teaching techniques are mostly essential for getting self confidence before `macro-teaching` program. Those techniques are also used to master over various teaching skills/techniques which are absolutely necessary for tackling a class. The most considered skills of micro-teaching as valuable are the following.

ii.) Skill of black-board writing

From the earlier era it is concerned that the teaching efficiency is mostly based on Black board writing. The neat and legible handwriting of the teacher easily attract the students and the learning will be more. Nowadays the teaching prospects are mostly concerned with PPT, Smart classroom, CCTV etc; those are concerned with modern technology. There at this juncture the investigators noted that in the skill of black board writing the teacher trainees showed no significant difference in the Pre-test as well as Post test but using the technical devices, it is felt that there is significant difference between the Pre-test and Post test performance scores.
iii.) Major components of the skill
   a) Neat and legible presentation of the subject matter in the black board using chalk.
   b) Usage of subject content in an appropriate manner.
   c) Rubbing the black board then and there from top to bottom uniformly.
   d) Cleaning the board completely at the end of the class.

iv) Skill of using PPT, Smart classroom etc.
   - With the usage of large screen, laptop, desktop computers in a smart classroom situation, the subject matter can be presented step by step as the large and legible letters, pictures and documentation.
   - Feedback- The children are motivated to learn.
     The teachers feel enthusiasm but their teaching style and efficiency are getting diminished.

v) Skill of fluency in questioning
   A good teacher should have highly questioning fluency. This micro-teaching technique employs different questioning techniques and direction. This skill exhibits the teachers’ capability in teaching as well as by his/her fluency in questioning by asking questions simultaneously. This technique comprises two types of questions.
   a) Low level questions: A question expects the answer in one or two words or yes or No. It is the lowest or preliminary knowledge level question which expects the knowledge received the subject content which has been just taught earlier.
   b) High level questions: This type of questions expects the answer in a descriptive manner. Questions beginning with ‘Wh’ words are called as High level questions.

vi) Skill of Probing questions
   This technique of ‘Probing questions’ has to be utilized when the students answer is not exactly correct but lacks at a minimum level ie; its depth. This technique of probing, ie; by putting questions one by one in order to get the correct answer. This helps to process information, to deal with especially the ‘Wh’ word questions.

   Major components
   The major components of this technique are ‘Basic questioning and ‘Questions on elaboration’.
   ‘Basic questioning’ mostly is of the vital stage which has the sub skills viz;- Focussing, identifying, Directing, Distributing and Prompting.
   ‘Questions on Elaboration’ comprises the sub skills viz; Comprehension, Application, Analysis, recollecting and Probing.

vii) Skill of Illustration with examples
   This Micro-teaching technique is useful to the class room teacher to teach a concept providing with few more examples. By observing the examples the students can understand the actual idea/concept of the topic which is taught.

   Major components
The major components have involved are black board usage, explanation, students response, usage of Aids and appliances, demonstration etc.

viii) **Skill of elaboration**
This `micro-teaching` technique exhibits the teaching efficiency of the teacher trainees. This technique is used by the teacher trainees to elaborate the components of the topic one by one not by simply pronouncing but by demonstrating and adding few more words about that.

**Major components**
- Explanation of every simple item
- Known to unknown procedure

ix) **Skill of reinforcement**
This `microteaching technique` has to be used by the teacher trainees to increase the students` involvement in understanding their subject topic. This technique is used to encourage the slow learners or the children with some other visible/invisible disabilities. This kind of positive approach strengthens the understanding capability as well as self intuition which lead to students` valuable participation.

**Major components**
- Awakening the cognitive progress
- Cross-check the understanding level
- Verbal communication
- Gesture reinforcement
- Activity oriented communication

x) **Skill of communication**
A good classroom is of well communication`(Neicer,1959). As per his statement, communication plays vital role in `Learning`. It is an important aspect of education. Teacher as well as the students should have a good communicative ability. The interaction between the teacher and the learners is highly important for `learning`. An ideal teacher should possess proper communication of information to the student is also an important `micro-teaching` technique.

**Major components**
- Students` receiving and understanding capability
- Getting feed back
- Exchange of thoughts, ideas, important concept on the subject.
- Giving and borrowing of information.
- Then and there evaluation of understanding.

xi) **Skill of stimulation**
Stimulating the students towards the topic/lesson is the very important task of the teacher. This technique covers the activities those a teacher can introduce to present the main theme/idea/concept of the lesson/topic. This technique comprises of mainly three things viz; the style, manner, and voice of the teacher while teaching with the aids and appliances and the students-teacher relationship.

**Major components of the skill**
a) Teachers pre-knowledge on the topic.
b) Teachers idea on the students earlier ideas related to the topic which is going to be taught
c) Teachers gestures while teaching.
d) Teachers style of teaching.

xii) **Skill of set-induction**
This Micro-teaching technique has the importance of making the teacher himself to be fit the handle, to teach the topic concerned. He/She should be mastered over the content. Preparation before getting into the class plays the vital role in teaching by the teachers. Set is more than a brief induction. Set induction can take many forms, an analogy, a demonstration, posing an intriguing problem.

**Major components**

a) Earlier ideas, previous knowledge on the particular topic  
b) Teaching in an appropriate way  
c) Idea on how to create interest  
d) Feedback- Effectiveness  
e) Then and there evaluation

xiii) **Skill of closure**
This technique has to be taken place as the end of the teaching session of a particular topic. The teacher has to do this task for his satisfaction as well as strengthening the students receiving and understanding the topic. This technique covers the main points, ideas and concepts of that topic. It is swing up of core-ideas of the topic taught.

**Major Components of the skill**

a) Summarising the lesson/topic taught  
b) Recapturing the learner’s understanding  
c) Evaluation/Immediate feedback

VIII. **RECOMMENDATIONS**

a) Every teacher training institution should develop the skills of Micro-teaching and making the teacher trainees to face Macro-teaching efficiently.
b) Evaluation of the trainees’ efficiency on every micro-teaching technique is of vital importance and they ought to be carried out.
c) SCERT, DIET, RMSA, SSA etc; the government bodies have to focus the importance of Micro-teaching techniques to conduct proper training sessions and to provide the latest technical devices with regard to that.

IX. **CONCLUSION**
As far as “Teacher Education” is concerned, teaching is given the supreme importance. Teaching is also another form of learning. Teacher also learns something new while he/she is teaching a topic. Before facing or tackling the students in a class, the teacher trainees have to master over ‘Micro-teaching skills. It is highly useful for providing a better classroom
situation to the children. This study reveals that Micro-teaching is highly and more essential for an effective class room than mere ‘Observation’.

X. REFERENCES
[3] Dr. Evangelin Arul selvi,(2008); ‘Techniques of micro-teaching’ Saratha pathippagam, Chennai