

PRESERVICE TEACHER'S SATISFACTION IN MICROTEACHING

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ABSTRACT

Microteaching is practiced by preservice teachers before going to school internship. Here, teaching skills are acquired in simulated conditions by teaching a concept to their peer group. The present study is conducted to understand the satisfaction levels during microteaching. Data collected from six students of Pedagogy of Physical Science on a Learner Satisfaction Form conclude that female preservice teachers have more satisfaction levels. The higher satisfaction levels are attributed to experimentation and video presentation besides good explanation, illustrations, and relevant teaching aids.

KEYWORDS: Microteaching, Feedback, Preservice Teachers, Satisfaction Levels

INTRODUCTION

Preservice teachers are required to conduct practicum which included practice teaching in the real classrooms, that is, school internship. Before, they take up real teaching, laboratory experiences are provided to them which is known as 'Microteaching'. It is a scaled-down encounter of teaching in terms of class-size, lesson length, complexity of teaching and duration of the lesson. During microteaching preservice teachers will be at ease when they teach their peer group, i.e., they overcome stage fear and can teach the concept effectively. Besides this, it provides clear and accurate feedback from the peer and their instructor. Feedback on teaching can be improved through video recording or audio recording.

Teaching is a complex behaviour with many teaching acts, such as introducing the concept, explaining the concept, illustrating the concept with examples, structuring classroom questions, probing questions, blackboard writing and stimulus variation. Preservice teachers practice one predominant skill while the other associated skills are given secondary focus. For example, if the teacher trainee is practicing 'introducing the concept', s/he will focus on how to introduce the concept through anecdotes, questioning, giving examples, and writing on the blackboard. Here, the demonstration of 'introducing the concept' is assessed primarily and however, the questioning, writing on blackboard and other skills are also given due importance, as teaching is a complex behaviour and isolation of individual acts of teaching amounts to artificiality.

Thus, microteaching for preservice teachers must be meticulously planned. First, the skills or behaviors that are to be practiced in about six to ten minutes need to be identified. Second, a topic needs to be selected for demonstrating the skills, as not all topics are appropriate for demonstrating the skills. Third, the preservice teacher must narrow the topic to a single concept based on the determined objectives. Finally, an evaluation form for noting the feedback by peer group and instructors must be prepared which will depend on the component behaviors of the skills chosen for practice.

OBJECTIVES

As the authors are teacher educators and dealing with Pedagogy of Science, we chose to understand how far the preservice teachers are satisfied with their microteaching. So, objectives of the present study are:

- To understand the satisfaction of preservice teachers with respect to the concepts taught in Pedagogy of Physical Science.
- To understand what behaviors of preservice teachers have increased their satisfaction.

SIGNIFICANCE OF THE STUDY

Preservice teachers practice teaching with their peer group to overcome fear and learn the teaching behaviors in the most accurate form before they take up real teaching in schools. Their teaching will be effective once feedback of the peer group and instructors authenticate them to go for other behaviors / skills and complete microteaching. The analysis of learning satisfaction surveys allows teachers and managers to search for unobserved patterns and underlying information in learning processes [1]. The measurement of learning satisfaction is important to higher education institutions, to help them to pinpoint their strengths and identify areas for improvement [2]. So, learning design parameters (assessment, career focus, teaching materials, and workload) have a strong impact on overall learning satisfaction [3]. Further, this requires satisfaction of the peer group whom the preservice teacher taught a concept through microteaching. Hence, a study of the learner's (peer group) satisfaction of the preservice teachers is conducted.

REVIEW OF RELATED LITERATURE

The studies related to microteaching is given below.

Microteaching is an effective training strategy since it achieves similar results when compared with conventional training methods but in only 1/5 time and with fewer administrative problems [4]. Besides this, microteaching activity may affect early childhood preservice teachers' teaching competency levels positively [5].

Peer teaching experience can be an informative and most rewarding experience for the science methods student [6], while participants' perception of microteaching and how they approached the task reveals that microteaching resembles "performance" or "classroom task" to a much greater extent than it does "teaching" [7]. Teachers equipped with knowledge and skills (determine target behaviours, prerequisite learner skills,

learner characteristics, organize content, select teaching materials and learning strategies, plan teaching activities, determine measurement and evaluation activities, implement and evaluate teaching) will be more successful in learner-centred teaching. Successful application involves developing skills, raising them to satisfactory level, and rendering them more effective and automatic [8]. Since teachers are required to create effective and constructive learning environments in order to prevent undesired learner behaviours, teachers should be trained to implement effective learning approach [9].

Student teachers considered microteaching as a favorable and meaningful experience. Evidence for their satisfaction about the usefulness of microteaching can be extracted from their recurrent detailed recollection and the comparison they tried to make between the two mini sessions. Further, one of the significant components during language improvement and course satisfaction was that microteaching helped trainees develop confidence in speaking ability gained 0.435 significance level. Some students from 'Teaching Methods of English to Young Learners' and 'Teaching Methods of

English in Elementary Schools' stated that they liked their friends' comments and feedback very much because they felt that they are telling them how they are doing in microteaching class.

They enjoyed helping friends and giving them more comments. Some students did not say anything about their teaching, but they listened to other students' comments. Besides this, they learned my things about teaching. They tried their ideas and enjoyed this experience very much [10].

Thus, the studies revealed that learner satisfaction during microteaching improves the learning of teaching skills in an optimum manner.

METHODOLOGY

Six preservice teachers from University College of Education, Osmania University, Hyderabad were observed in a total 42 microteaching sessions. Three male and three female preservice teachers' data were obtained for data analysis. These sessions were conducted on 30 and 31 August 2021 (total 2 days). One of the authors coordinated the microteaching sessions and instructed them to submit their satisfaction levels on the Learner Satisfaction Form posted to them as Google Form in their WhatsApp group.

During microteaching practice sessions, preservice teachers from the Pedagogy of Physical Science were asked to give their rating on a learner satisfaction form adapted from Moore D. Kenneth (2009).

The satisfaction form given below consists of questions pertaining to the name of the teacher trainee, name of the teacher trainee observed, during the lesson how satisfied they are as a learner (very satisfied, satisfied to very unsatisfied on a 5-point scale) and what would have increased their satisfaction (open ended question).

Learner Satisfaction Form [11]

Name: _____ Name of the teacher trainee observed: _____

Topic: _____ Date: _____

- During the lesson, how satisfied were you as a learner (Rate your satisfaction on the following scale)

(5) (4) (3) (2) (1)

Very satisfied Satisfied Very unsatisfied

- What would have increased your satisfaction? _____

Teacher trainees were asked to fill Google Form and forward their responses on the day they have attended the session.

ANALYSIS OF DATA

Data from the Google Form responses was analyzed and tabulated below.

Table 1: Learner Satisfaction Levels

S. No.	Teacher Trainee observed	Gender	Topic	Learner Satisfaction Level	Learner Satisfaction Level (Average)
1	Archana	Female	Friction	5,2,5,2,4,1,5,1	3.12
2	Krishna	Male	Water – Surface Tension	2,5,3,2,4,4,1	3.00
3	Nikitha	Female	Light	2,3,3,2,4,3,2	2.71
4	Ramya	Female	Combustion	1,5,4,2,2,5,4,1	3.00
5	Sai Kumar	Male	Relative Density	5,4,2,4,4,5,3	3.86
6	Venkatesh	Male	Density	3,3,4,3,2	3.00

From the above table it is observed that the satisfaction levels of preservice teachers more than 3.0 are five while the remaining one has satisfaction levels 2.71. The highest satisfaction levels are 3.86 while the lowest is 2.71. The mean satisfaction levels for male are 3.29 while that of female is 3.94.

The skill behaviors provided satisfaction levels as an alternative to the satisfaction levels which would have enhanced their satisfaction is depicted in table 2.

Table 2: Skill Behaviors during Microteaching

S. No.	Teacher Trainee observed	Gender	Topic	Skill behaviors provided Learner Satisfaction
1	Archana	Female	Friction	Good explanation, PowerPoint presentation
2	Krishna	Male	Water – Surface Tension	Relevant questions, good explanation, relevant teaching aids, Experimentation, Video presentation
3	Nikitha	Female	Light	Good questioning, Explanation, Good illustrations
4	Ramya	Female	Combustion	Good explanation, relevant teaching aids, Experimentation, real-life situations
5	Sai Kumar	Male	Relative Density	Good teaching aids, Experimentation, Good presentation
6	Venkatesh	Male	Density	Good explanation, Experimentation

The skill behaviors which provided satisfaction to the learners by female teachers are - good questioning, good illustrations, good explanation, relevant teaching aids, Experimentation, real-life situations, and PowerPoint presentation. Whereas male teacher's satisfaction levels are due to the skill behaviors such as Good and relevant teaching aids, Experimentation, Good presentation, Relevant questions, good explanation, and Video presentation.

RESULTS

The satisfaction levels of female preservice teachers are more compared to males. Further, skill behaviors of preservice teachers with highest satisfaction levels (3.86) are attributed to experimentation, good presentation, and relevant teaching aids. The preservice teachers with lowest satisfaction levels (2.71) exhibited the skill behaviors such as good questioning, illustrations, and explanation, but lacked experimentation. Though experimentation is possible with all the topics, preservice teachers teaching the topics – Light and Friction – chose to go for explanation supplemented with PowerPoint presentation. The preservice teachers' ingenuity is reflected in choosing appropriate teaching strategy.

Thus, it is observed that experimentation and video presentation yield high satisfaction levels in the preservice teachers.

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