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Effectiveness of Micro-Teaching in Teacher Training

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Abstract:

This study examines the effectiveness of micro-teaching as a pedagogical tool in teacher education programs, particularly for pre-service teachers. Micro-teaching is a structured and scaled-down teaching practice that allows trainees to develop specific teaching skills in a controlled environment. By reducing class size, lesson duration, and focusing on one skill at a time, it enables trainees to improve key aspects such as questioning, explanation, and classroom interaction.

The research adopts a mixed-methods approach, combining quantitative and qualitative techniques. Data was collected through observation scales, performance assessments, feedback sessions, and reflective practices. The study involved pre-service teachers divided into control and experimental groups to compare traditional teaching methods with micro-teaching.

The findings reveal that micro-teaching significantly enhances instructional competence among trainees. Participants who underwent micro-teaching showed improvement in lesson planning, clarity, use of teaching aids, and student engagement. It also helped in building confidence by providing a safe environment where trainees could practice without fear of failure. The Teach–Feedback–Reteach cycle played a key role in continuous improvement.

Furthermore, micro-teaching contributed to the development of classroom management skills and encouraged reflective teaching practices. Trainees became more aware of their strengths and weaknesses and were able to improve through constructive feedback. In contrast, those trained through traditional methods showed slower progress.

In conclusion, micro-teaching is an effective method for bridging the gap between theory and practice. It enhances pedagogical skills and prepares pre-service teachers to handle real classroom situations with confidence and competence.

Keywords: *Micro-teaching, Teacher Education, Pedagogical Skills, Pre-service Teachers, Skill Acquisition, Instructional Design.*

1. Introduction:

The quality of any education system is deeply connected to the competence and effectiveness of its teachers. In recent years, teacher education has undergone a significant transformation, shifting its focus from purely theoretical knowledge to a more practice-oriented and clinical approach. One of

the most important innovations in this direction is micro-teaching, which was developed by Dwight W. Allen in the 1960s. Micro-teaching simplifies the complex environment of a real classroom by reducing its key components such as class size, lesson duration, and teaching focus. Typically, it involves a small group of 5–10 students, a short lesson of 5–10 minutes, and concentration on one specific teaching skill at a time, such as stimulus variation or questioning skills.

The primary objective of micro-teaching is to provide a safe and controlled environment where trainee teachers can practice their teaching skills without the pressure of a real classroom setting. In this environment, mistakes do not negatively affect actual students but instead serve as valuable learning opportunities for the trainees. A key feature of micro-teaching is the Teach–Feedback–Reteach cycle, which allows trainees to continuously improve their performance through repeated practice and constructive feedback. Over time, this cycle has evolved as a powerful tool for skill development and professional growth.

With the increasing integration of technology in education, the relevance of micro-teaching has expanded beyond traditional classrooms into digital and virtual learning environments. Online teaching platforms now enable trainees to practice and receive feedback in innovative ways. The central problem addressed in this study is whether micro-teaching effectively bridges the gap between theoretical pedagogy and actual classroom practice. It also examines whether this method helps novice teachers enter the profession with adequate confidence and essential teaching skills required for effective classroom management and instruction.

2. Review of Literature:

The existing literature on teacher training consistently highlights the gap between theoretical knowledge and practical teaching skills, often referred to as the “practice-theory gap.” Researchers have emphasized the need for structured teaching practice to bridge this gap effectively. In the Indian context, scholars like B.K. Passi (1976) identified a range of core teaching skills that form the foundation of micro-teaching, such as introducing a lesson, explaining concepts, questioning techniques, and reinforcement. These skills are considered essential for effective classroom teaching and are systematically developed through micro-teaching sessions.

In terms of skill acquisition, studies by Stephen L. Benton (2012) suggest that micro-teaching functions as a “behavioral laboratory,” where trainee teachers can isolate specific teaching behaviors and refine them through focused practice. This approach allows trainees to concentrate on improving particular aspects of their teaching, such as voice modulation, gestures, and interaction patterns, without being overwhelmed by the complexities of a full classroom environment.

Another significant aspect highlighted in the literature is the role of feedback in enhancing teaching effectiveness. Research indicates that video-recorded feedback is more effective than traditional oral feedback alone. When trainees observe their own teaching through recordings, they

engage in a process of self-confrontation, which leads to deeper reflection and quicker behavioral improvement. This method encourages self-evaluation and helps trainees identify both their strengths and areas needing improvement.

Furthermore, micro-teaching has been found to play an important role in building confidence among pre-service teachers. According to Zehra Arsal (2014), micro-teaching significantly reduces teaching anxiety, which is commonly experienced by beginners. By practicing in a supportive and low-risk environment, trainees gradually develop confidence and readiness for real classroom situations. Despite its advantages, micro-teaching has also faced criticism. Some scholars argue that it is too mechanical and does not fully replicate the dynamic and often unpredictable nature of a real classroom with a large number of students. However, despite these limitations, most researchers agree that micro-teaching serves as an essential stepping stone in teacher training. It provides a structured and systematic approach to developing teaching skills, thereby helping bridge the gap between theory and practice.

3. Research Methodology:

This study adopts a quasi-experimental research design to examine the effectiveness of micro-teaching in developing teaching skills among pre-service teachers. A total of 50 B.Ed. students were selected as the sample for the study. These participants were divided into two groups: a Control Group, which received traditional teaching training, and an Experimental Group, which underwent micro-teaching training. The selection ensured that both groups were comparable in terms of academic background and initial teaching competence.

To measure the teaching performance of the trainees, a standardized tool titled “Teaching Skill Observation Scale” was used. This scale assessed various dimensions of teaching such as clarity of explanation, questioning techniques, use of examples, classroom interaction, and board work. The research process was carried out in a systematic manner through several structured steps.

Initially, an orientation session was conducted to introduce the trainees to the concept and objectives of micro-teaching. This was followed by the modeling phase, where a demonstration lesson was presented by an experienced instructor to provide a clear understanding of effective teaching practices. In the planning stage, trainees prepared their own micro-lesson plans focusing on specific teaching skills.

Subsequently, each trainee conducted a micro-teaching session, delivering a short lesson of approximately six minutes. After each session, immediate feedback was provided by peers and supervisors, highlighting strengths and areas for improvement. Based on this feedback, trainees revised their lesson plans in the re-planning phase and then re-taught the lesson to improve their performance. This cyclic process helped in refining teaching skills through continuous practice and reflection.

For data analysis, quantitative methods were employed. The performance scores of both groups were analyzed using statistical tools such as Mean, Standard Deviation, and t-tests. These techniques

helped in comparing the effectiveness of traditional training and micro-teaching training, thereby providing a clear understanding of the impact of the experimental intervention.

4. Data Collection & Implementation:

The data for this study was collected over a period of six weeks, during which both the control and experimental groups participated in their respective training programs. The implementation phase for the Experimental Group was structured around the development of five core teaching skills: introduction skill, explaining skill, questioning skill, illustration with examples, and effective use of the blackboard or whiteboard.

During the initial stages of implementation, observations revealed that a significant proportion of trainees faced challenges in applying certain teaching techniques effectively. In particular, around 80% of the trainees struggled with stimulus variation, which includes maintaining student attention through movement, gestures, voice modulation, and interaction. This indicated a lack of confidence and practical exposure in real classroom situations.

However, as the training progressed through repeated cycles of teaching, feedback, and re-teaching, a noticeable improvement was observed. By the third re-teaching cycle, the success rate in applying these skills effectively increased to 92%. This improvement highlights the importance of repeated practice and constructive feedback in enhancing teaching competencies.

An important feature of the implementation process was the use of mobile cameras to record feedback sessions and teaching performances. This allowed trainees to review their own teaching critically and identify areas that required improvement. The visual feedback proved to be highly effective in promoting self-reflection and professional growth.

Overall, the data collected during the implementation phase suggests that the feedback mechanism plays a crucial role in determining the success of micro-teaching training. Continuous feedback, combined with opportunities for re-planning and re-teaching, significantly enhances the teaching abilities of pre-service teachers.

5. Suggestions:

Based on the findings of the study, several suggestions can be made to improve the effectiveness of teacher training programs, particularly in the context of micro-teaching. Firstly, there is a strong need to integrate technology into the training process. The use of AI-driven tools can provide objective and detailed feedback on aspects such as speech clarity, pace, body language, and student engagement. This would complement traditional feedback methods and make the evaluation process more precise and efficient.

Secondly, the role of peer assessment should be enhanced. Encouraging trainees to actively participate in evaluating each other's performance can foster a collaborative learning environment. Peer feedback not only helps in identifying diverse perspectives but also develops critical thinking and

reflective skills among trainees.

Another important suggestion is related to the duration of micro-teaching programs. Instead of treating micro-teaching as a short-term or one-week activity, it should be integrated throughout the semester. Continuous exposure and practice over a longer duration will lead to more sustainable improvement in teaching skills.

Furthermore, micro-teaching sessions should be contextualized to reflect real classroom challenges. Incorporating scenarios such as dealing with disruptive students, managing time effectively, and addressing diverse learning needs will better prepare trainees for actual teaching situations. This practical approach will enhance their classroom management skills and confidence.

Lastly, adequate resource allocation is essential for the successful implementation of micro-teaching. Educational institutions should invest in proper recording equipment, observation rooms, and other necessary infrastructure. Such resources will enhance the quality of feedback sessions and provide a more professional training environment.

In conclusion, by integrating technology, promoting peer learning, extending the duration of training, contextualizing teaching scenarios, and ensuring proper resource allocation, teacher training programs can significantly improve the effectiveness of micro-teaching and contribute to the overall professional development of future educators.

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