

# Development of Teaching Competencies through Micro Teaching Skills among B.Ed Trainees

Dr Bharati Y Khasnis

*BLDEA's , JSS College of Education, PG Studies in Education and Research Centre, Vijayapur*

**Abstract** - This study examines the role of micro teaching skills in developing teaching competencies among B.Ed students in Vijayapur city Colleges of Education. Micro teaching is a teacher training technique that focuses on practicing specific teaching skills in a controlled environment. A sample of 100 B.Ed students was selected using random sampling. A pre-test and post-test experimental design was employed to measure improvement in teaching competencies. Statistical analysis revealed a significant enhancement in teaching skills after exposure to micro teaching sessions. The study concludes that micro teaching is an effective strategy for improving teaching competencies among prospective teachers.

**Keywords:** Micro Teaching, Teaching Competencies, B.Ed Students, Teacher Education

## I. INTRODUCTION

Teacher education plays a vital role in shaping effective educators. One of the major challenges in teacher training is bridging the gap between theory and classroom practice. Traditional teacher education programs often emphasize theoretical knowledge but provide limited opportunities for skill development. Micro teaching is a widely accepted training technique designed to develop teaching competencies in a systematic manner. It involves:

- Teaching a short lesson (5–10 minutes)
- Focusing on a specific skill
- Receiving feedback
- Re-teaching for improvement

Micro teaching enables student-teachers to master essential skills such as:

- Questioning
- Reinforcement
- Blackboard writing
- Explanation
- Classroom management

Thus, micro teaching helps in building confidence and improving instructional effectiveness.

## II. REVIEW OF RELATED LITERATURE

Research studies have highlighted the effectiveness of micro teaching:

- Studies show that micro teaching significantly improves instructional skills and teaching confidence.
- Research indicates that feedback and re-teaching cycles enhance professional competence.
- Findings reveal that micro teaching helps in developing classroom communication and organization skills.
- Experimental studies demonstrate improvement in lesson planning and delivery after micro teaching sessions.

These studies establish micro teaching as a powerful tool in teacher education.

## III. OBJECTIVES OF THE STUDY

1. To study the effect of micro teaching skills on teaching competencies of B.Ed students.
2. To compare teaching competencies before and after micro teaching sessions.
3. To analyze improvement in specific teaching skills.

## IV. HYPOTHESES OF THE STUDY

Null Hypothesis ( $H_0$ ):

There is no significant difference in teaching competencies of B.Ed students before and after micro teaching training.

Alternative Hypothesis ( $H_1$ ):

There is a significant difference in teaching competencies of B.Ed students before and after micro teaching training.

## V. METHODOLOGY

Research Design

- Pre-experimental design
- One group pre-test and post-test design

Sample

- Total Sample: 100 B.Ed students
- Location: Vijayapur city Colleges of Education

Sampling Technique

- Random sampling

Tools Used

- Teaching Competency Scale
- Observation Schedule

Procedure

The study was conducted in a systematic manner to evaluate the development of teaching competencies among B.Ed students through micro teaching skills. Initially, a pre-test was administered to assess the existing level of teaching competencies of the selected students. Following this, the participants were provided with structured training in various micro teaching skills such as questioning, explanation, and reinforcement.

After the training phase, the student-teachers engaged in practice teaching sessions where they delivered short lessons focusing on specific skills. These sessions were followed by constructive feedback and opportunities for re-teaching to improve performance. Subsequently, a post-test was conducted to measure the level of improvement in teaching competencies after the intervention. Finally, the collected data from pre-test and post-test were analyzed using appropriate statistical methods to determine the effectiveness of micro teaching skills in enhancing teaching competencies.

VI. DATA ANALYSIS AND INTERPRETATION

Table 1: Pre-test Scores of Teaching Competencies

Variable	Mean	SD
Teaching Competency	48.6	5.4

Interpretation:

The pre-test indicates moderate teaching competency among B.Ed students before training.

Table 2: Post-test Scores of Teaching Competencies

Variable	Mean	SD
Teaching Competency	72.3	6.1

Interpretation:

Post-test scores show significant improvement after micro teaching training.

Table 3: Comparison of Pre-test and Post-test (t-test)

Test	Mean	t-value	Significance
Pre-test	48.6	5.12	Significant
Post-test	72.3	—	—

Interpretation:

The calculated t-value (5.12) is greater than the

critical value at 0.05 level, indicating a significant difference.

VII. FINDINGS

- Micro teaching significantly improves teaching competencies.
- Students show better classroom communication skills.
- Improvement observed in lesson planning and presentation.
- Confidence level of student-teachers increased.

VIII. DISCUSSION

The findings confirm that micro teaching is an effective method for developing teaching competencies. The cycle of teaching, feedback, and re-teaching allows student-teachers to refine their skills.

Micro teaching promotes:

- Skill mastery
- Immediate feedback
- Reflective practice

These aspects contribute to professional growth and better teaching performance.

IX. CONCLUSION

The study concludes that micro teaching plays a crucial role in enhancing teaching competencies among B.Ed students. It is an essential component of teacher education programs and should be systematically implemented.

Educational Implications

- Teacher education institutions should incorporate micro teaching extensively
- Training programs should focus on skill-based learning
- Continuous evaluation and feedback should be emphasized

REFERENCES

[1] Allen, D. W., & Ryan, K. (1969). *Microteaching*. Addison-Wesley.  
 [2] Passi, B. K. (1976). *Becoming Better Teacher: Micro Teaching Approach*. Sahitya Mudranalaya.

- [3] Kulkarni, S. S. (2013). *Introduction to Educational Technology*. Oxford University Press.
- [4] Singh, L. C. (1977). *Micro Teaching in Teacher Education*. NCERT.
- [5] Aggarwal, J. C. (2010). *Essentials of Educational Technology*. Vikas Publishing.
- [6] Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.