

# **EFFECT OF MICROTEACHING ON CLASSROOM MANAGEMENT SKILLS OF PROSPECTIVE TEACHERS**

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# **EFFECT OF MICROTEACHING ON CLASSROOM MANAGEMENT SKILLS OF PROSPECTIVE TEACHERS**

By

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Effect of Microteaching on Classroom Management Skills of Prospective Teachers** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution. I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled, and the degree revoked.

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## ABSTRACT

### **Title: Effect of micro teaching on classroom management skills of prospective teachers**

The present study was conducted to determine the effectiveness of the microteaching intervention on the classroom management skills of prospective teachers. Microteaching is a specialized training program that provides targeted opportunities for the rehearsal and development of specific teaching skills by providing immediate feedback, room for replanting the lesson, and re-evaluation until the desired skill is achieved. For the current study, the quasi-experimental research design was employed whereas a mixed-method approach (both qualitative and quantitative) was used to collect data from the study participants. For the quantitative part, the protocol consisted of a structured observation checklist (Assessment form on classroom management skills) to rate the classroom management skills pre-and post-intervention, whereas a semi-structured interview guide was used to obtain qualitative data related to perceptions of prospective teachers on microteaching intervention. A total of 10 prospective teachers (male= 2, female= 8) enrolled in B.Ed. Program (third semester) of a public sector university in Islamabad were included in the study through the non-probability consensus sampling technique. A dependent sample t-test was employed to find the pre-and post-differences that showed significant improvement over time ( $M= 16.5$ ,  $SD= 5.08$ ;  $M= 67.30$ ,  $SD= 4.47$ ). Moreover, thematic analysis of qualitative semi-structured interviews demonstrated that most of the prospective teachers found this technique useful in boosting their confidence and improving presentation skills and suggested making it a part of their regular teaching curriculum. The findings could be applied in the educational setting as the current study had proved that micro-teaching plays a vital role in making the teacher capable enough to deal effectively in the classroom with a positive attitude and behavior which in turn enhances the academic performance of the student. The finding's revealed that microteaching is an effective method to teach topics such as classroom management skills.

## TABLE OF CONTENTS

Chapter	Page
<b>THESIS AND DEFENSE APPROVAL FORM .....</b>	<b>i</b>
<b>AUTHOR'S DECLARATION .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vi</b>
<b>LIST OF FIGURES .....</b>	<b>vii</b>
<b>LIST OF ABBREVIATION.....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>ix</b>
<b>DEDICATION.....</b>	<b>x</b>
<b>1 INTRODUCTION.....</b>	<b>1</b>
1.1 Statement of the Problem.....	3
1.2 Rationale of the Study.....	4
1.3 Significance of Study.....	4
1.4 Objective of Study .....	5
1.5 Research Questions.....	5
1.6 Null Hypothesis .....	6
1.7 Theoretical Basis.....	6
1.8 Conceptual Framework.....	8
1.9 Population .....	11
1.10 Sampling technique.....	11
1.11 Operational Definitions.....	11
<b>2 LITERATURE REVIEW.....</b>	<b>13</b>
2.1 Microteaching.....	13
2.2 Procedure of Microteaching.....	13
2.3 Why is Microteaching used?.....	29
2.4 Process of Applying Microteaching.....	31

2.5	Classroom Management and Reducing Defiant Behavior.....	32
2.6	Addressing Classroom Management through Targeted Betterments in Teacher's Professional Development .....	33
2.7	Classroom Rules and Routines. ....	36
2.8	Planning the Lesson .....	41
2.9	Presentation and Clarity .....	41
2.10	Illustration with Examples .....	41
2.11	Reinforcement.....	42
2.12	Stimulus Variation.....	42
2.13	Probing Questions.....	42
2.14	Classroom Management.....	42
2.15	Significance of Effective Classroom Management.....	48
2.16	Teachers' role in Education.....	49
2.17	Prospective Teachers.....	50
<b>3</b>	<b>RESEARCH METHODOLOGY .....</b>	<b>64</b>
3.1	Methodology.....	64
3.2	Research approach .....	65
3.3	Research Design.....	65
3.4	Population .....	67
3.5	Sampling technique.....	67
3.6	Sample Size.....	68
3.7	Data Collection process .....	68
3.7.1	Demographic sheet.....	69
3.7.2	Teaching Practice Assessment Form.....	69
3.7.3	Semi-structured interview guide.....	69
3.8	Data analysis process .....	69
3.9	Steps taken for Data Collection .....	70
3.10	Validity and Reliability .....	71
3.11	Ethical Consideration.....	72
3.12	Extraneous Variables.....	72

3.13	Summary/Conclusion.....	73
<b>4</b>	<b>ANALYSIS AND INTERPRETATION OF DATA.....</b>	<b>74</b>
4.1	Introduction.....	74
4.2	Statistical Methods.....	74
4.3	Qualitative Analysis.....	79
<b>5</b>	<b>SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>88</b>
5.1	Summary.....	88
5.2	Findings.....	88
5.3	Discussion.....	89
5.4	Conclusion.....	93
5.5	Recommendations for Future Research.....	94
5.6	Implications.....	95
5.7	Limitations.....	95
	<b>REFERENCES.....</b>	<b>96</b>
	<b>APPENDIX A.....</b>	<b>111</b>
	<b>APPENDIX B.....</b>	<b>112</b>
	<b>APPENDIX C.....</b>	<b>114</b>
	<b>APPENDIX D.....</b>	<b>115</b>
	<b>APPENDIX E.....</b>	<b>116</b>
	<b>APPENDIX F.....</b>	<b>117</b>
	<b>APPENDIX G.....</b>	<b>118</b>
	<b>APPENDIX H.....</b>	<b>119</b>



## LIST OF TABLES

<b>Table</b>	<b>Title</b>	<b>Page No</b>
Table 1	Mean (M), Standard Deviation (S.D), t scores and p values of exposure to microteaching intervention on pre and post assessment of classroom management skills (n= 10)	75
Table 2	Mean (M), Standard Deviation (S.D), t scores and p values of exposure to microteaching intervention on pre and post assessment of prospective teachers` professional attitude and behavior (n= 10)	76
Table 3	Mean (M), Standard Deviation (S.D), t scores and p values of exposure to microteaching intervention on pre and post assessment of Practicum Assessment of Classroom Management Skills (PAFCRM) (n= 10)	76
Table 4	Pearson Product Moment Correlation analysis between participants` Classroom Management Skills and Prospective Teachers` Professional Attitude and Behavior (n=10)	77

## LIST OF FIGURES

Figure 1:	Conceptual Framework.....	8
Figure 2:	Graphical representation of number of times participants exposed to intervention .....	78

## LIST OF ABBREVIATIONS

<b>Abbreviation</b>	<b>Term</b>
MT	Microteaching
CRMS	Classroom Management Skills
PT	Prospective Teachers
ST	Student Teacher
IS	In Service
PS	Pre-Service

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**Faiza Khurshid**

*Dedicated*

*to*

*My Most Loving Parents,*

*My cutest Nephews*

*My little Nieces*

*&*

*Caring Brothers*

## CHAPTER 1

### INTRODUCTION

The educated people having good expertise in different professions have gotten worldwide recognition, therefore these very people have become the focus of advanced countries. In such cases, teachers need more expertise in their profession. Teachers play a vital role in the field of education (Pool, Reitsma & Mentz, 2013). Pre-service training is included in the basic teacher's training manual. Teacher education is a focused program for teachers to boost up their professional skills such as proficiency and competency. It makes them able to meet up the supplies on the ground and address the problems ahead (Silm et al., 2017). Training with full knowledge is the fundamental goal of the teacher's education system, completed by a student before adopting the desired career (Pérez-Torregrosa, Díaz-Martín, & Ibáñez-Cubillas, 2017).

Faculty Development Programs provide opportunities for both experienced and novice service applicants for learning best practices. Micro-teaching has provided an extensive range of areas for the analysis and reflection on levels of teaching (Oleson & Hora, 2014). It aims to be focused on the microscopic analysis of a teacher. It provides a chance for teachers to specking during lectures. The shortcomings in teaching methods are put into viewpoint for the perceiver to provide productive comment (Mora, Signes-Pont, Fuster-Guillo, & Pertegal-Felices, 2020). Khan and Salma (2015) in Pakistan conducted the effectiveness of microteaching for novice teachers. Results revealed that micro-teaching enhances classroom management in novice lecturers.

The teachers most significant role in a school is to direct students through information delivery. Teachers should have control over the classroom. In addition, the educator also assumes positions such as being punitive, a judge, or privacy with the sense of dullness. The teachers need

to trust in the educational process aims and overall values and be compassionate to advance individual innovation and creativity. Each of the educational modules is secured and valued. It is a multidimensional and universal issue to raise teachers (Larson, Cook, Fiat, & Lyon, 2018).

Microteaching helps prospective teachers develop professional competencies in educational settings in which time is limited. Such limitation directs prospective teachers to choose their course subjects and teach in a well-organized schedule (Sevim, 2013). Pakistan has adopted the original Stanford Model (founded by Allen 1966) with the exception that “real” students were replaced with peers, focusing on ten out of fourteen teaching skills<sup>1</sup> originally proposed. Aslam (2011) assessed the overall impact of HEC professional development programs and issues related to their implementation in the universities of Pakistan.

Additionally, teaching style varies from person to person and is vital for the learning of the students in classroom settings. Magrabi et al., 2015 stated that teaching has multifaceted dimensions. It is an operation that is dynamic and varied. A teacher is expected to teach effectively while conducting his teaching function. Knowledge base practice is effective as it depends on a range of mental, emotive, and social elements.

Learning is a relationship between students and the class environment which enhances the conduct of students (Parker, Ashe, Boersma, Hicks, & Bennett, 2015). Numerous factors either internal or external affect the learning and ways of learning. The inner variables are linked to students, and the class atmosphere is linked to external variables. One of the external variables extracted from the teacher is high teaching efficiency.

It has become important to have a better standard to teach because it would make learners have a strong learning score. A teacher needs to have special training to achieve a high standard of teaching. Prospective teachers must take a course called microteaching at the Faculty of Education

and Teacher Training. A Student Teacher needs to improve their teaching skills before beginning to teach in the real world. Teaching competence, as per Najjah (2014), relates to the fundamental aspect that the teacher should possess to increase the standard of teaching. Classroom management abilities are one of them. In dealing with students, it is a significant capital that must be considered by a teacher.

Through a microteaching course, the prospective Teachers could acquire the knowledge to improve their teaching competence. Microteaching is one major course from the needed courses in the Education Faculty. Reitsma& Mentz (2013) noted that "Pre-service teachers can experience real microteaching situations and have the opportunity to put their teaching knowledge into practice" (as cited in Koross, 2016, pp. 291). Student Teachers gain opportunities in microteaching to improve their skills in completing plans of lessons, goals of teaching, receiving the attention of students, etc. Students must also develop the skills of teaching by microteaching. There are many reports on the teaching effect of microteaching (Kilic, 2010).

Remesh (2013) claims that "The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent". In this way microteaching can help them so after going through this process they can easily deliver their lecture in front of students. It also increases their confidence level.

## **1.1 Statement of the Problem**

Teaching has its importance at every level. Many teachers who start teaching do not have the practice of how to teach. If the teacher is fully prepared or has control over the classroom, it would be easier for the students to understand. Good teachers always prefer practice. Microteaching is important for young teachers as it is a practice phase for them. But most of the



institutions do not have this facility. The MT-FPDP program encourages the trained faculty to return to their institutions and facilitate the same training program, serving as Master Trainers in their respective universities, for other faculty (Higher Education Commission Pakistan, 2014). In response to this problem, our study proposes to investigate several options to make them able to practice through microteaching. With this as the background, an attempt is made in the present paper to determine the efficacy of microteaching.

## **1.2 Rationale of the Study**

This study aimed to investigate the impact of Microteaching on the skills of Prospective Teachers in Classroom management skills. In microteaching, pre-service teachers find opportunities to develop skills to prepare lesson plans, choose teaching goals, take students' attention, speak in front of the group, ask questions, managing time effectively, and assessment techniques (Kılıç, 2010). The reason for conducting this research was that practice is an essential element for teaching. Microteaching enable prospective teachers to learn and assimilate new teaching skills under controlled conditions. It also enables prospective teachers to master classroom management skills. Furthermore, it enables prospective teachers to gain confidence in teaching. Unfortunately, in our institutes, we directly send practicing teachers to schools for teaching practicum instead of involving them in microteaching Sessions. Teachers who are instructing students without practice cannot instruct students well. It is required to allow teachers to practice in structured situations first and then go for teaching in real-world situations.

## **1.3 Significance of Study**

The current study has its significance for enhancing teaching skills through microteaching. It is helpful for teachers as well as the schools where these teachers are teaching. The reason for

the present study is to ascertain prospective teachers' views regarding the effectiveness of microteaching as a pedagogical method to help them in developing their instructional skills. This study may contribute to the existing literature which is present in the field of microteaching. It may also help teacher educators, Prospective Teachers, educational institutions, and teachers training institutions to adopt microteaching as an effective tool for teaching classroom management skills. Over the years, micro-teaching has been utilized in teacher education to allow student instructors to try out educational ideas and obtain feedback from lecturers and peers about teaching in a realistic context. Microteaching enhances Classroom management skills in a better way because of intervals and practice. This will be beneficial for:

- Novice Teachers
- Prospective Teachers
- Educational Manager and all the person involve in training and capacity building.

#### **1.4 Objective of Study**

The objective of the study was:

To investigate the effect of microteaching on classroom management skills of prospective teachers.

#### **1.5 Research Questions**

What is the effect of microteaching on classroom management skills of prospective teachers?

How do the prospective teachers perceive Microteaching?

## 1.6 Null Hypothesis

There is no significant effect of microteaching on classroom management skills of prospective teachers.

The purpose of the study was influenced and based on the researcher using the Research Question and Hypothesis. The hypothesis is used to answer the quantitative part of the data while the research question was used to address the qualitative part.

## 1.7 Theoretical Basis

According to Kharbach (2013), Learning theories explain the perception, processing, and retention of information by learners during learning. In educational research, learning theories are truly relevant, particularly those related to learning and practice. For this study, the researcher used Thorndike's (1928) behavioral theory of learning. As per this theory learning through observation and feedback may lead towards better performance. Same as it supports the steps of microteaching described below. Learning can be described as behavioral change. Therefore, the way learning concepts are interpreted, implemented, and adapted for academic training needs to be carefully selected. A learning theory is a collection of ideas about what way people absorb. Jones, Youngs, and Frank, (2013), Dorner and Kumar, (2016), and Atherton (2013) claimed that the learning principle has significance for implementing quality education in school. Learning theories briefly educate and direct training in any field of content.

Thorndike based on his research proposed the following laws:

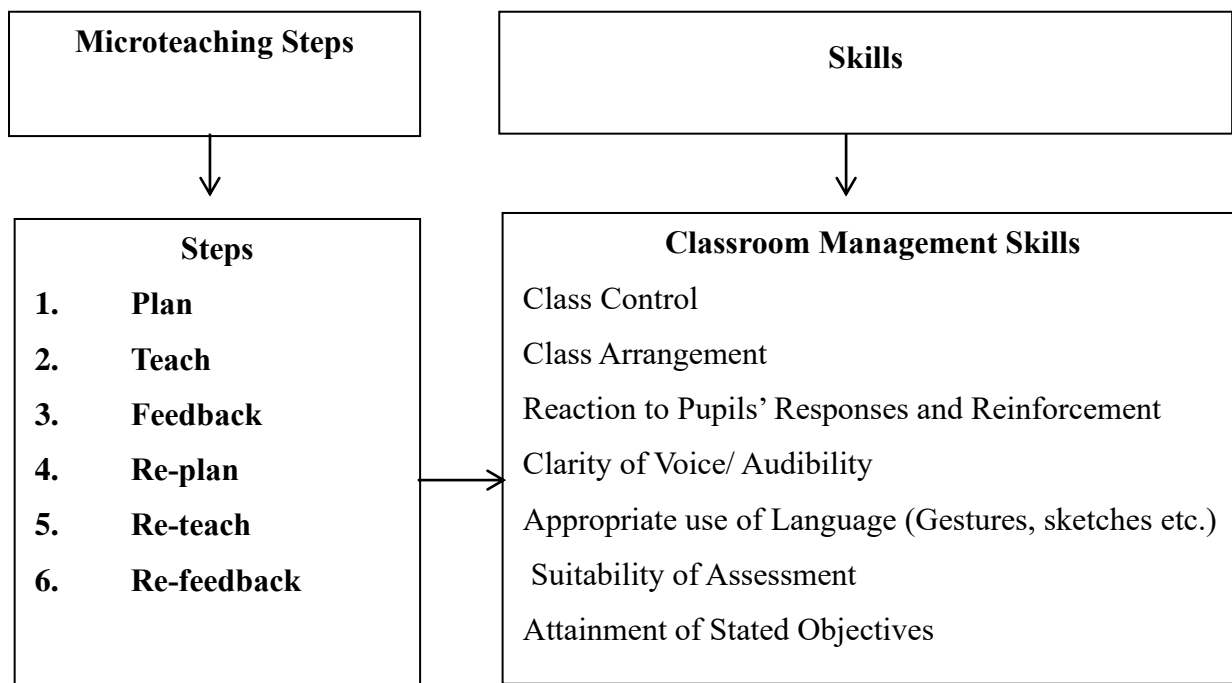
- Law of effect
- Law of readiness
- Law of exercise

Thorndike believed that practice although was not ideal, but it strengthens the link between Stimulus-Response (S-R) in conditions that permitted the learner to be conversant or commented on his development. In the theory of Thorndike S-R Bond, the relations with training are reinforced and when the practice is halted, the links are weakened. Prospective teachers cannot teach efficiently without practice.

Lakshmi, (2009) explains that teachers must have command of different skills. In the period of microteaching, the instructor must assist the trainee in developing skills. Observation's casual should include all items to be observed as microteaching is a valuable tool for changing the behavior of educators.

It was not a casual task in the teacher's training program to teach a teacher about teaching in the classroom. Until microteaching was developed, many methods were used in teachers' training. One of these approaches is the evaluation of an instructor, in which the trainees go to instruct. Another approach is the test and error method through which the teacher trainee seeks the technical skills in their meeting (Remesh, 2013). Another method is the technique by which the teacher trainee acquires teaching skills by trial and error inside his teaching meetings (Onyishi, 2017).

## 1.8 Conceptual Framework



*Figure 1 Conceptual Framework*

For Classroom management skills, Class Control, Class Arrangement, Reaction to pupils' responses and reinforcement Clarity of Voice/ Audibility, Appropriate use of language (Gestures, sketches etc.), Suitability of assessment and Attainment of stated objectives are especially important (Ajibola 2013)

The cycle starts with the teacher educator modelling the teaching skills required by the practicing teachers. Upon evaluating the skills, the practicing teachers select the teaching skills and prepare a lesson plan that will allow them to get training and demonstrate the teachers' behaviors that are characteristic of the skill. Microteaching focuses not on the subject matter but on the ability to demonstrate the teachers' behaviors that are elements of a given skill (Onyishi, 2017). Upon preparing, the teachers who are not yet teaching teach and document the expected lecture witnessed by an administrator and his peers. The lecture is substituted by self-criticism for

the Pre servicer instructor after the teaching session, beginning from the key strengths first (Nazir, 2011). Feedback from his peers and manager follows the self-analysis of prospective teachers, complementing the strengths and limitations the first time (Nazir, 2011).

The Pre servicer teacher again prepares the lesson, engrossing the feedback and input through his video occurrence review, peer, and supervisor remark to consider. He gives the lesson again and it is also watched by the boss and his colleagues. Following the teaching exercise, the lesson will be re-observed and re-criticized before the student-Teacher masters the skill. As Nazir (2011) said, the duration depends on the time available for the program, as microteaching research recorded an increase of up to 87 per cent in 3 cycles and 61 per cent in 2 cycles. After all the necessary skills have been learned, the Pre servicer instructor is required to be prepared to incorporate them into a macro or actual classroom situation for effective teaching (Onyishi, 2017; Anthonia, 2014).

Behaviorism is concerned with behavioral and measurable shifts. Darby-Hobbs (2013) stated that psychologists focus on developing fresh behavioral traits. Thorndike developed the principle of classical conditioning according to which behavior becomes the reflexive reaction to the stimuli. Under and incorporating sensations and reactions, Thorndike approaches learning as a behaviorist. From a familiar or unfamiliar setting, learning will take place. Thorndike argued that skills should be incorporated if a learner is aware of the need for these skills.

According to Wari (2012) the more the exercise of behavior, the more it is supported. In microteaching, the methods are used especially in input and re-teaching cycles that promote successful teaching practice. Learning from the environment is the principal impact on human actions. Using microteaching practice in teachers' training offers a great chance for prospective teachers to improve their teaching practicum. Because microteaching is involved primarily with

the creation of better behaviors of students, the current study is focused on behavioral theory. Theorists of behavior identify learning as a semi-permanent behavioral change.

Competencies that previous researchers have performed, Koross, (2016) A microteaching research was conducted in which he found that sixty-five A hundred participants strongly accept that microteaching helps them raise knowledge of teaching skills and develop their teaching preparation abilities. Ralph (2014) has also reported on the efficacy of microteaching. The results depicted that every participant had more than two effects that were positive to microteaching, such as "opportunity for actual practice," "the importance of feedback," and "learning from microteaching. The output of 3 peers, Shah and Masrurur also conducted another related report (2011). This study showed that those candidates selected for teaching microteaching believed that this has a better effect on their teaching results.

There are two types of teacher's education: pre-service and in-service. Pre-service teacher preparation is the instruction provided to the primary teacher in teacher-learning institutions during teaching practice. A teacher's training is granted to teachers who are working already. Training in-service teachers are needed for teachers who work to update their knowledge and skills (Pool, Reitsma& Mentz, 2013).

Ralph (2014) explained in their book that teachers' minds must be active all the time so that they can plan according to the classroom environment. Microteaching provides the teacher with an environment where first they learn how to teach and then they teach. It is focused on the re-teaching and input preparation of teaching feedback and re-planning. The practice of teaching is not simply connecting closely it is the shift of information from one to another. Rather, this process is not a straightforward process that encourages and affects the learning procedure.

## 1.9 Population

For the current research study, prospective 10 teachers of B.Ed., at one of the public Sector Universities in Islamabad, were taken as the study population.

## 1.10 Sampling technique

A consensus sampling technique is used.

## 1.11 Operational Definitions

Microteaching is a process where prospective teachers practice in an artificial environment. One mentor guides them, teaches them, or practices them until they come to know the proper skills. It has six steps

- Plan is especially important for teaching. The plan is the first step to plan how to teach. It includes lesson planning.
- One can teach easily if he has a better understanding, and he knows how to teach. Teaching is a second step in which a lesson plan should be implemented.
- Feedback is important for improvement. The third step is feedback in which the mentor gives the feedback to the teachers.
- Fourth step is re-planning. It is especially important because it covers the loophole of the first plan.
- Fifth step is re-teaching. It gives verity to the teaching process.
- Sixth step is the re-feedback. It polishes the abilities of teachers.
- Classroom management skill is based upon classroom teaching. A well-trained teacher can teach well.



- Class Control is related to teachers if teachers have a good command of the class they can teach well.
- Class Arrangement is the sitting arrangement of students according to students' subject requirements.
- Reaction to pupils' responses and reinforcement is related to teacher's behavior in the class.
- Clarity of Voice/ Audibility is necessary for teachers because without clarity of voice they cannot teach well.
- Appropriate use of language (Gestures, sketches etc.) is important for both teachers and students because it comes under the communication skills.
- Suitability of assessment is necessary for student's grooming.
- Attainment of stated objectives should be in teacher minds before entering the class.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Microteaching

The idea of microteaching originated for the first time at Stanford University in the USA, when an experimental project on the identification of teaching skills was in progress under the guidance and supervision of the faculty members (Bush, Allen, McDonald Acheson, and many others) in 1963. This project was aided by the Ford Foundation and Kettering Foundation. The team of experts was assigned the development of testing and evaluation tools to measure the attainment of teaching skills. Microteaching is a teacher training technique that helps trainee teachers to master teaching skills. It requires the teacher trainee:

- To use teaching skills
- To teach for a brief time
- To teach every small number of students in your classroom.

#### 2.2 Procedure of Microteaching

- Arrange the lesson plan
- Concentrate on one language skill
- Decide the lesson material
- Use the teaching media
- Assess task
- Do all steps in the lesson plan

- Use teaching skills

TE is a focused program for teachers to perk up their professional skills such as proficiency and competency. It makes them able to meet up the supplies on the ground and address the problems ahead. Training full of knowledge is the fundamental goal of the TE system that students completed before joining a formal career. Microteaching is a teaching education approach that offers a variation from theoretical background to actual situations of teaching (Çelik, 2001). Microteaching as a Teacher Education Program is best for pre-service Teachers. They can easily come to know about their mistakes by watching their own recorded video.

Microteaching seeks to provide untrained teachers with a lot of self-belief, encouragement, and input by encouraging them to strive out a piece of what they are doing for the betterment of their students for seasoned teaching coaches, guiders, flexible skill trainers and colleagues. MT as a complete method in teacher coaching programs allows PT to discover and comment on the teaching styles to develop new teaching methods and schemes. PT needs to enhance their skills and polish their abilities because it is difficult for untrained teachers to teach effectively without polishing their skills and abilities. Microteaching gives confidence to PS practitioners by reducing the fear of making errors to a minimum in the activities that are conducted. It reflects on the behavior of the students, enabling PS teachers to create and implement new teaching methods and concentrate on their behaviors and results. When Faculty Development Programs provide opportunities for both experienced and inexperienced service applicants to find out from best exercises, MT provides a raised area for analyzing and reflecting on their teaching. MT is named because it is like take the microscopic analysis of a teacher, it gives them chance to speak during teaching, the shortcomings in teaching methods are put into viewpoint for the perceiver to provide productive comment.

Microteaching is one approach used to help PS Teachers to gain skills in education. It has been emphasized that skilled supervised meetings provide input on results that is successful in improving the conduct of PS teachers in the classroom (Markelz, Riden, & Scheeler, 2017). Microteaching is demonstrated by numerous studies as it provides the potential to enhance teaching strategies in a simulated climate. It has the lowest risk of failure, enabling students to obtain practical experience before working and motivating them to apply the principles (Erdem et al., 2012).

Igwe, Uzoka, and Rufai (2013) defined microteaching as “A system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions”. Microteaching is the Pre servicer teachers' attempts to bring expertise and abilities into practice and thereby strive to close the distance in practice and research (Pérez-Torregrosa, Díaz-Martín, & Ibáñez-Cubillas, 2017).

According to Lucas and Villegas, (2013), Video Technology, intertwined with microteaching, a behavioral technique to strengthen the teaching/learning process, has penetrated the field of teacher training. Microteaching has four primary goals, as applied to teachers training:

- Measure the ST’ overall coaching skills.
- Classify skills that require development.
- Offer a system for practicing the skills.
- Display the skill progress process.

It is known that the microteaching approach not only has benefits but also some drawbacks. One of these limitations is the reception of minimal input by PS teachers due to time constraints, with only two instructors for several students and minimal class time. It is known that the

microteaching approach not only has benefits but also some drawbacks. One of these limitations is the reception of minimal input by PS teachers due to time constraints, with only two instructors for several students and minimal class time. Another concern is the restricted ability of PS teachers to focus on their instruction

There are many studies associated with this analysis. The primary one was conducted by Koross (2016). The study analyzed the perspectives, abilities, and expectations of one hundred pre-service teacher trainees within the University of an African Country from the language program. The study review shows that the microteaching was successful in learning the necessary skills and that the participants also have excellent value as a teaching education program for microteaching.

Research about the effect of teaching skills on teacher performance in schools examined how microteaching influenced teaching quality processes and whether teachers' post-intervention, efficiency, and knowledge in the classroom were enhanced (Masrur, 2011). In addition, a study on the effectiveness of microteaching Intervention was also conducted by Ralph (2014). The research explored the student's attitude towards microteaching's effectiveness to help them expand their teaching talent. The results of this study showed that microteaching was advocated by respondents as an effective training methodology to increase their trust in skills. The main objective of this study was to explore in two process courses in English the views of primary teachers towards microteaching. The research was conducted by Ismail. This researcher reported that aspiring academics, such as their language proficiency, get a multitude of services from microteaching.

A report on student interpretation of the effect of the microteaching group on their Teaching Observe Ability was conducted by Frock (2016). The study findings showed that children consider microteaching to be an effective instrument for them to strengthen not only their coaching but also

their knowledge of being an excellent educator. The previous research focused on exploring the effect of microteaching on STs' subject knowledge. This research, meanwhile, focuses on inquiries and the effects of microteaching on the teaching skills of STs. Teaching talent involves the lessons of teachers and shares data, and teaching skills are much broader than teaching talent.

Students can perform well if their teacher is trained and know how to transfer their knowledge to their students. The students of trained academics display comparatively higher performance than the students of these teachers who do not receive teacher coaching (Goff-Kfour, 2013). The acquisition of teaching skills and knowledge is that the demand for the teaching profession and its teacher coaching fulfils these criteria by transmitting skills and information to student academics (Yusuf, 2002). Theory and practice are included in teacher coaching. Microteaching, a practice district, trains student scholars to observe what they are learning in books (Hestness, McDonald, Breslyn, McGinnis, & Mouza, 2014).

Some significant problems have persisted in the Pakistani sense of teaching efficiency as a subject movement. Education policies Ahmad et al. (2009) clearly state that certain specific unit area changes necessary for the improvement of teacher coaching, particularly prospective teacher's teacher coaching, require immediate attention needed for its refinement about this deteriorated situation of teacher coaching within the country. The literature review found that the prevalent quality of prospective teacher coaching is below average. It also highlighted that teacher coaching gives an undue amount of stress to theory teaching than microteaching training.

Similarly, Shanu (2016) investigated the influence of microteaching video feedback on the success of student teachers in teaching. Study results indicate that prospective teachers' UN organization was more exposed to microteaching video input in teaching follow-up than individuals who were not exposed to it. Umeh, Mogbo, and Nsofor (2015) studied the efficacy of

VTR on microteaching on prospective teachers following knowledge variation skills in an extremely related review. The study results showed that the output of the PS teachers UN organization was within the experimental cluster using the videotape machine effectively accumulated. Another research by Kilic in Turkey (2010) revealed that the microteaching model used in the study to improve the teaching behaviors of the STs on teaching skills, preparation, classroom management, interpersonal skills, and review in an extremely similar but completely different study, Coşkun (2016) investigated the efficacy of peer microteaching in the TE program. The results showed that peer microteaching activities strengthened the participants' self-confidence as they found the ability to look at themselves while acquiring expertise.

Nazir (2011) confirmed that already reported flaws or errors must not be replicated. The prospective teacher's instructor re-plans the lesson with the corrections and input received from the video replay observation, peer, and supervisor comments in mind. He also re-teaches the lesson and the Supervisor, and his colleagues further discover it. The lesson is re-observed and re-critiqued during the teaching exercise until it is flawless and looks ideal for the instructor. The pattern will continue to bet on the availability of your time for the program, as Nazir (2011) describes those three cycles and one in a pair of cycles will be reportable progress in microteaching study. After learning all the necessary skills, the PS teacher expected that he was sufficiently prepared to incorporate them into an extremely macro teaching or actual classroom situations for successful teaching (Ike, 2017; Otsupius, 2014).

Video technology for lectures is new term for prospective teachers through their recorded lectures they can easily find out their mistakes. The integration of video technology into microteaching has been recognized as feature attractiveness and allows a lot of analytical, highly reflective, practical, and a lot of experience of the research process (Ekpo-Eloma, Arikpo&Ebuta,

2014). The use of recording has made the teaching sessions of microteaching very enticing to STs inside the teaching laboratories. Most of them can review their teaching during their follow-up observation/critique session once and watch a play-back of their teaching. It also gives them the ability to self-criticize their followers and thereby work towards enhancing their abilities. In line with research conducted by Onwuagboke, Osuala, and Nzeako, (2017) nearly every university student, found the discussion about video recording was an effective learning strategy.

Teacher should know how to manage the classroom environment. The managing classroom environment has become a key concern for educators regarding the misconduct of their learners and has compromised too often with the positive educational climate (Koh& Shin, 2014). Teachers usually categorize their problems from the beginning of teaching expertise, such as student misconduct and turning the toxic atmosphere into a better environment and developing a disciplined environment to create a correct educational environment; and management of the schoolroom is also stated. Additionally, Cook-Sather and Baker-Doyle, (2017) stated that teaching may be a fundamental activity of maintaining order in the schoolroom when management practices result in the organization and the preservation of these conditions can emerge efficiently and effectively within instruction. There is accumulating evidence from meta-analyses of variables affecting college learning that the management of classrooms is considered to have the greatest impact on college learning. (Kaendler, Wiedmann, Leuders, Rummel, &Spada, 2016).

Classroom management today is becoming a growing challenge for primary school teachers and administrators because of changes in the educational climate. To understand its effect on learning environments, there should first be clear about what schoolroom management is. Because management of the schoolroom can be a multifarious thought, it is otherwise outlined by many authors. Schoolroom management principles are impacted by changes in the climate in the



classroom. Changes in research perspectives at different points since the late 1960s have affected perceptions of classroom management (Dicke, Elling, Schmeck, &Leutner, 2015). At that point, the sense of schoolroom management has evolved from the definition of disciplinary practices and behavioral interventions to serve as a systematic reading of the behaviors of teachers in the orchestration of learning environments and community building.

The influence of microteaching on the output of teachers has remained of interest to Pakistani researchers. Various Pakistani researchers such as (Khan, Hashmi, &Khanum, 2017) conducted their research studies to find out the efficacy of microteaching coaching. The outcomes of those research exhibited that microteaching enhances skills acquisition as compared to professional who does not undergo such training

Microteaching has 3 levels. The key component is data acquisition, where student academics obtain talent data. Three phases of microteaching were recognized by Saxena and Khajanchee (2012) and Ambili (2013). They are the development and transition process of information and skills. The acquisition phase is the second phase of microteaching as acknowledged by Saxena and Khajanchee (2012) and Ambili (2013). It is the interactional phase where, based on the demonstration put forward by the experts, the ST is required to prepare a micro-lesson. Through the microteaching period, the ST practice the skills and continue their efforts until they achieve knowledge level. Microteaching's feedback aspect contributes to the degree of knowledge. The guidance is given in the appropriate direction for the behavioral improvement of teacher trainees. The final stage is the microteaching transfer phase, which can be called the post-active process. The student-Teacher incorporates all these abilities after achieving the degree of control and command over each of the abilities and converts them to actual teaching in the classroom.

Microteaching enhances new skills in Prospective Teachers which gives them the chance to practice different skills according to need of the hour. The major objective of microteaching as counted by Stickney et al. (2019) and Jason and Tiffany (2010) are learning and implementing new teaching skills under a formal atmosphere. Microteaching allows Student teachers to master a variety of teaching abilities that allowing them to build trust in teaching. As one time-honored saying states, 'if you do not get in the water, you can't learn to swim. Another objective of microteaching stated by Yuliani (2018) is that to build confidence in teaching, it is designed to equip Student Teachers. This is achieved by encouraging the Student Teachers to master a range of abilities with a limited group of students. Bakir (2014) claimed that microteaching aimed to help Student-Teacher gain confidence and analytical abilities. Student teachers can gain PS and are teaching interactions and academic self-confidence via microteaching.

Microteaching is proved to be efficacious for both In-Service teachers and prospective teachers. Olusanya (2020) noted that For Pre-service teachers, microteaching provides the ability to learn new teaching techniques or habits. Some scholars have gone into the study of microteaching and PS educators. Via microteaching, Pre-Service teachers explore innovative approaches to teaching different subjects and courses. Microteaching is used successfully by Pre-Service teachers to learn new teaching skills and actions, according to Olusanya (2020). PS teachers can upgrade their awareness through microteaching.

Furthermore, microteaching enables Student teachers to improve their teaching self-confidence. Yuliani (2018) indicated that before the audience and managers, the student-Teacher can conquer speech patterns, discomfort, and other conceptual challenges that can inhibit results. For teachers, this contributes to higher efficiency, which is important for better learning. Afolabi

(2010) believed that microteaching helped Student teachers to develop expertise in writing the study guide, setting goals, and delivering its lessons.

In addition, a requirement for the teaching-learning process is classroom management competence. It is a skill of instruction. Al Darwish and Sadeqi (2016) observed that a major challenge for teacher trainees is to preserve discipline in the classroom and cope with pupils who misbehave tactfully. This is because the actions of the pupil's concern and annoy them. This acts as an impediment to productive classroom management. Kilic (2010) thought that with successful use of academic instruments, time management skills, positive personality, and knowledge of the research topic, Student-Teacher can curb indiscipline and gain curriculum power. Those around ensuring sustained engagement in the lecture, maintaining a cooperative, tidy, and pleasant atmosphere, develop a deep understanding and organization of the classroom Today, microteaching is just one of those testing methods that promote a mixture of practice and theory, study and practice, creativity, and execution by its very design. The reality that the system is still in its infancy should not be overshadowed by the incredible development and survival of microteaching. The eventual opportunity both for study and training of a most promising tool completely depends on our creativity and innovation in creating and exploring a new method of implementing microteaching concepts and techniques to learning issues.

Ögeyik (2020) concluded that microteaching sessions, arranged in a 'teaching; analysis and reflection; re-teaching approach,' boost the sense of knowledge and performing by Student Teacher, improve an emphatic comprehension of students as learners, and impart skill in observation and feedback. But on the other side, microteaching helps to remove mistakes and improve improved professional skills for beginner and senior employees. Microteaching enhances self-confidence,

enhances the quality of the in-class teacher training, and grows the capabilities of classroom management.

Elements such as classroom size, student diversity, student engagement, and teaching experience are but a few factors that can influence the effectiveness of the classroom experience. One element that has been identified as having a major impact on students' educational experiences is classroom management strategies, specifically the professional educator's management of discipline. Understanding the relationship between classroom management and student behavior can be a valuable tool in improving classroom environments and student outcomes. Al - Zu'bi (2013), explained, that classroom management is strongly associated with the classroom environment and students' behavioral problems. When students are disorderly, disruptive, and unfocused, learning becomes impossible (Sternberg & Williams, 2010).

While classroom teachers may not have control over classroom elements such as class size, student demographics, or academic talent, teachers can influence how discipline is managed in the classroom. When used effectively, classroom discipline will help to build healthy, compassionate, and supportive classroom environments while involving students in the learning process and creating successful learning experiences. (Sternberg & Williams, 2010).

While there have been numerous classroom management theories proposed over the years, the literature assessing the validity of classroom management has been limited. The following investigation will explore the degree to which teaching experience and an adherence to an Authoritative disciplinary style influence classroom discipline. Specifically, it is hypothesized that years of teaching experience moderated through an Authoritative classroom management style will predict the frequency of office discipline referrals and discipline-related teacher-parent or guardian communication. Authoritative classroom discipline style was identified as a moderator variable in

this investigation due to the method's demonstrated success in classroom management (Dixon, Hall, & Shawon, 2019).

Microteaching is the best way to teach different methodologies to opt-in classroom settings, Ismail (2011) states that via a short length lesson to incorporate and continue the concepts they will need to grow and practice their knowledge and skills development. Microteaching can be a program that provides Student teachers with a 'simulated scenario. Mawardi, et al. (2013) notes that microteaching could be a program in TE institutions to train prospective teachers in prospective teachers coaching and IS coaching because prospective teachers must face the specific part of the schoolroom (real teaching), so they will not have any challenges in teaching in the future. Asril (2010) concludes that microteaching is a system or training model for guiding the performance of teaching skills learners, comprising of attendees including 5 to 10 students, the classroom is limited, execution time is 10-15 minutes, consists of the expert teaching ability, and the qualified concepts/knowledge is thus streamlined.

Stickney, Bento, Aggarwal, and Adlakha, (2019) states that microteaching is an educational program and their goal, is to modify the 'complexities' of the teaching method. Microteaching is a teacher training tool that provides learners with the ability to conduct teaching practices under managed and replicated conditions. The feedback aspect is distended because of the subject receiving the feedback as quickly as its output or after its service, and with the support of a range of scientific teaching media, as observation and communication analysis tools may take the opportunity to enhance its efficiency in the high stability of the data gathered (Mahmud and Rawshon, 2013, p.69).

Student teachers earn possibilities to enhance their expertise in the microteaching process, such as drawing students' interest, asking more questions, brutalizing, and effectively managing

time, and modifying the lesson and its conclusion. Via microteaching, teachers can also develop their category of management skills, select suitable tasks, use teaching objectives, and overcome challenges faced in the training method and improve their input and interpretation skills. They will have the ability to evaluate the different teaching approaches by perceptively analyzing the success of their peers. (Kilic, 2010).

Additionally, Arafah (2018) revealed that the functions of the microteaching program are: acquisition of knowledge and its implementation in methodology and process of teaching.

As central to prospective teachers learning through microteaching lesson analysis, active learning involving substantive conversation, preparation, and practice, help from a professional counsellor, constructive deliberation-in-process, and the ability to evaluate, analyze and review has been identified. Mergler and Tangen (2010) have confirmed that microteaching has had a positive effect on the development of teacher identity for Student Teacher. Ögeyik (2020) argued that microteaching sessions, arranged in a 'teaching; analysis and reflection; re-teaching approach,' raise the sense of knowledge and doing by Student Teacher, increase an emphatic comprehension of students as learners, and teach skills in feedback and observation. Teachers assume a multitude of roles and responsibilities in a typical classroom, with one of the most central roles being classroom management. Classroom management is the process by which educators facilitate the showing of acceptable actions in the classroom. (Emmer & Sabornie, 2015; Sullivan et al., 2014). As noted by Sullivan et al. (2014), "Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer."

Research on classroom management suggests that teachers have a propensity to alter their teaching style as well as their classroom management approach as they become more experienced in the teaching profession (Ünal&Ünal, 2012). Ünal and Ünal (2012) conducted a study based on Glickman and Tamashiro (1980) and Wolfgang's (1995) model regarding a theoretical continuum of control, which found that teachers exhibited different attitudes towards classroom management based on their Experience of teaching for years. Teachers with additional pedagogical experience appeared to favour an Interventionist approach to teaching in which teachers maintained a higher degree of control in the classroom setting. Teachers who prefer the Interventionist style believe that students acquire appropriate behaviors through the reinforcement of a reward and punishment system (Jackson, Simoncini, & Davidson, 2013). Additional analysis by Ünal and Ünal (2012) revealed that the number of years a teacher had been in the teaching profession played a key roleregarding the teacher's beliefs and values for choosing a specific teaching style. More experienced teachers tended to focus on quickly redirecting the students' behavior and chose more traditional forms of behavior management (Aliakbari&Heidarzadi, 2015).

Ünal and Ünal (2012) also found that less experienced teachers tended to choose the Interactional list approach to teaching and classroom management. The Internationalist approach applies to teachers who see the environment as key to understanding student behavior and look to modify the classroom setting to change student behavior (Ünal&Ünal, 2012). According to Macías and Sánchez, (2015), Internationalists strive to find solutions that are acceptable to both the teacher and the students. Beginning teachers appeared to prefer (a) sharing responsibility for the classroom, (b) allowing students to be included in the classroom rules, (c) focusing on the feelings of the students, and (d) trying to pay attention to what the student was doing to modify his or her outside surroundings, as well as how the environment helped to mould the student (Gurcay, 2015).

The Ünal and Ünal (2012) study supported the findings of earlier investigations proposing that teachers use more of an Interventionist style approach as they gain more work experience (Aliakbari&Heidarzadi, 2015). In general, new teachers tend to react in ways that are less directive and obtrusive when compared to more experienced teachers (Gold &Holodynski, 2017). Also, beginning teachers are inclined to display more patience, shared responsibility, and interaction with the students than the more experienced teachers, who tend to employ more assertive methods of classroom control, such as applying disciplinary techniques immediately and enforcing zero-tolerance policies (Aliakbari&Heidarzadi, 2015).

A study conducted by Scott (2017) discovered that there are noteworthy differences between experienced teachers and beginning teachers in the areas of parental contact and classroom management. Based on their study, beginning teachers tend to involve more parents in their classroom events, whereas experienced teachers tend to send more frequent notes home to parents about their student's development, use various approaches of interaction with parents, and are more equipped to correspond with parents when differences occur. According to Scott (2017), experienced teachers are more comfortable and skilled when they talk to parents. As teachers acquire knowledge, they develop a greater self-assurance in their decisions and assessments of their students. The experienced teachers also have a greater understanding of the community, and the students, which provides them with more confidence and certainty when discussing issues with the parents.

Moreover, the study conducted by Scott (2017) found that beginning teachers believe that they are less equipped to deal with classroom management issues than more experienced teachers. According to Scott (2017), as teachers gain experience in the field of teaching, they feel more self-



assured regarding their abilities to manage the various behavioral issues that may arise in the school setting.

Based on a review of the research, it may be concluded that a teacher's classroom management style changes as he or she gains more experience. Specifically, teachers with less experience are more likely to favour an Internationalist approach to classroom management, meaning they will display more patience with unacceptable behavior and prefer indirect classroom interventions. Also, neophyte teachers are less confident in their ability and may be more likely to use office referrals as opposed to direct communication with parents or guardians when managing disciplinary problems.

Conversely, more experienced teachers are more likely to favour an Interventionist approach to classroom management, meaning they are more inclined to employ classroom discipline that is direct and expeditious. Also, veteran teachers are likely to have more confidence in their professional skills and are more apt to use direct communication with parents or guardians, as opposed to ODRs.

Previous research has determined that educators with well-developed classroom management abilities have a more organized classroom that leads to a lower number of student misbehaviors (Davis, 2017). Reglin, Akpo-Sanni, & Losike-Sedimo (2012) explored the influence of classroom management style on reducing students' classroom disruptive behaviors. The study developed, applied, and observed the classroom management styles of 11 teachers who worked with a total of 224 students in grades pre-kindergarten, kindergarten, second grade, and fifth grade. These grades were chosen due to 136 of 259 (53%) of ODRs coming from the 11 teachers who taught these specific grade levels.

In this study, Reglin et al., (2012) exposed teachers to an 18-week training session that emphasized a classroom management approach to educate and embolden teachers to treat students with respect and to help teachers continue to have supportive relationships with their students. Reglin et al., (2012) were specifically investigating two issues. First, they were examining the effect that training in classroom management had on decreasing students' discipline referrals from pre-implementation (90 days before the intervention being implemented) to the day after the end of the intervention was implemented. Secondly, they were examining the effect that training in classroom management had on reducing students' suspensions from pre-implementation (90 days before the intervention being implemented) to the day after the end of the intervention implementation period.

In this study, Reglin et al., (2012) established that classroom management strategies can be a crucial factor in decreasing both the number of students' discipline referrals as well as suspensions. Additionally, Reglin and colleagues determined that an initiative-taking and preventative intervention implemented in classroom teacher development is effective in reducing discipline problems and suspensions. The results of the Reglin et al., (2012) study was consistent with previous research that has shown that schools applying for positive behavior support and recurrent classroom management training have positive outcomes regarding student discipline and suspensions (Vincent et al., 2015).

### **2.3 Why is Microteaching used?**

Next, the teaching practice class that is incorporated into the program so that the principle they have studied can be practiced, which is not as effective as expected, both because of the schoolteachers and because of the broad curriculum. The professor may also be terribly busymoreover, increasing the complication of the situation. Microteaching is a well-known and

powerful method for resolving all the specific issues (Demirel, 2010). Local and international research indicates that microteaching has been powerful and implicative in promoting constructive attitudes towards teaching and in supporting learners to learn some basic skills (Demirel, 2010). Secondly, by creating an artificial setting in which PS instructors must develop skills of teaching. Microteaching improves the teacher's training method as the provision of a natural setting is difficult to arrange for that conducted experiment (Evertson& Weinstein, 2013). Microteaching encourages students to bring theory under effect and enhances their confidence levels by raising knowledge of learning principles, behaviors, and assumptions (Evertson& Weinstein, 2013), and their identities related to academics (Oyetunde, 2010).

Microteaching is an excellent element used in the teaching of PT (Görge, 2003). The microteaching approach provides PT with new and distinct resources for preparing and implementing new teaching methods. Because of its ability to highlight the connection between theory and practice, microteaching has a significant role in the training for the education sector (Igwe, Uzoka, and Rufai, 2013).

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## **2.4 Process of Applying Microteaching**

The microteaching process has been summarized in nine states: (Saban&Coklar, 2013)

- Lesson planning: Setting properly defined targets, and an acceptable scheduled sequence.
- Set induction: The method of attracting recognition from pupils at the beginning of the semester.
- Presentation: Where required, expected repetition will illustrate, narrate, and provide relevant examples and illustrations.
- Stimulus variation: Prevention of boredom through gestures, motions, concentration, silence, changing devices in order, etc. among students.
- Appropriate usage of visual and audio tools.
- Reinforcement: Identifying student's issues, listen to the student, facilitating the engagement with the reaction of pupils.
- Questioning: Fluent questioning, communicating questions, and adjusting queries.

- nonverbal signs and silence,
- Closure: Way of completing the training program to highlight the importance of that being learned, relation with previous information, and extension to future information (Saban&Coklar, 2013).

## **2.5 Classroom Management and Reducing Defiant Behavior**

Students' behavior should be under the control of the teacher. A second study conducted by Gregory et al. (2015) investigated whether a teacher's relational method to discipline was related to the students' ideas of educators as trustworthy in their practice of authority. It was hypothesized that educators who stress the importance of acquainting themselves with their students as their main tactic to classroom management will be viewed by students as trustworthy in their practice of authority.

The study included 32 high school students who were referred to an in-school suspension program for being disobedient regarding the teacher's authority. Additionally, 32 high school teachers who referred students to the office for defiant-related issues were included in the study. The teachers completed questionnaires regarding defiant student behavior, student cooperation, and student discipline, and the students' completed questionnaires regarding beliefs about student defiant behavior, cooperation in the classroom, and teacher authority.

Gregory et al. (2015) found that the connection between teachers' disciplinary style and student defiant behavior was mediated by the students' views of the teachers' trustworthiness. The teachers who reported using an interpersonal method to discipline were more apt to have students in their classroom who displayed less defiant behavior. The study also found that students viewed themselves as compliant and involved in classroom activities when teachers were attentive to

developing relationships with their students. This result shows that the connection between the teacher's discipline method and student-reported cooperation with classroom activities was mediated through their trust in the teacher's authority. Additionally, Gregory et al. (2015) found that a relational approach to discipline can be recognized in teachers' conversations about discipline in their classrooms. Teachers who communicated the significance of developing relationships with their students were more apt to have students in their classroom who reported trust in the teachers' use of authority.

## **2.6 Addressing Classroom Management through Targeted Betterments in Teacher's Professional Development**

- A structured approach to teacher training and continuing professional development includes strengthening the capacity of teachers to manage classroom actions effectively. There is no evidence to support the belief that, given experience and time, new instructors can easily grasp the skills of managing the classroom (Baker, & Inventado, 2014). Although surveys have shown that old teachers had fewer issues related to the management of the classroom, these surveys might become the indicator that teachers should learn effective classroom management with time and as result, various teachers who have not mastered the skills of classroom management will simply leave this profession (Magrabi et al., 2015).
- For all teachers, an ongoing progress process in managing the classroom was necessary but particularly important for new teachers. It is also harder for inexperienced teachers, who have inadequate preparation and who must teach the class with a considerable number of students at risk, to manage the classroom effectively. Overwhelmed by their students' needs and often suddenly disruptive actions, novice teachers respond to the situation in an emotional way and hence often react to the unacceptable conduct of a student by

withdrawing a child from commands. Therefore, learners with the risk for lower behavioral and academic performance are less prepared; their mild issues eventually worsen and are usually referred to services of special education inappropriately. Moreover, children with mental and behavioral disabilities are usually more expelled than children with no disabilities; however, children having mental and behavioral problems are expelled in other types of disability with a rate of four times greater than the normal rate of learners (Duchnowski et al., 2013). Owners of schools must prioritize the professional forward continuous growth in the domain of classroom and management of behavior to resolve these issues.

- In teacher training programs, the underlying aim is to enhance professional attitude among novice teachers as well as a successful teacher in a classroom setting with their diverse range of learners in handling today's classrooms must be a topic of specific focus. This approach involves not only providing them with an insight into the issues that were faced by PT teachers in the classroom but also at the same time providing a multitude of options or solutions to resolve such classroom dilemmas by appropriate guidance along with the implementation of strategies for preventive and corrective behavior management.
- An invention framework is a method that describes and illustrates the essential characteristics of teachers' training. A spectrum of implementation specifications comes from non-use to the perfect, for the implementation of any development. Models of innovation are comprised of two facets: key components and implementation stage. (Jogezai, Ismail, & Baloch, 2018; Richardson, 2016).
- Essential features of the development configuration are defined in the far-left column of the array. The degree of implementation is yet another factor. In the top row, several stages

of implementation are defined. Usually, rising integration standards are assigned to progressively higher scores.

- Innovation configurations have been used in the creation and implementation of educational innovation for at least 30 years (Davison, 2013; Derrington, Campbell, Schools, & Alcoa, 2015; Louis, 2016; Oyelade&Egbebi, 2018). Originally these instruments were created by national research center experts and the major goal was researching changes in education and hence, contributes to professional development tools in the Concerns-Based Adoption Model. They have also been used for the assessment of the software (Davidson, 2013; Louis, 2016).
- It is especially necessary to provide guidance that is appropriate to the mental level of students. When students were taught concepts, knowledge, and materials beyond their current level of mental capacity, students become annoyed and may engage in acts that avoid participation in the lesson. (Dufrene, Lestremau, &Zoder - Martell, 2014). The teacher would either withdraw the appeal for their participation or remove the disruptive learners from the classroom. Similarly, out of anger and lack of competitiveness, if the educational standard of the program is too simple for students, they would engage in inappropriate conduct. Increases in actions relevant to learning, task success, and understanding are positively related to the delivery of learning materials at increasing levels of educational complexity (Parker & Burns, 2014). It is much less disruptive and has better skills and information for students who are active and provided opportunities to respond to school assignments. (Van Camp, Wehby, Martin, Wright, & Sutherland, 2020).
- Teacher training services must have sufficient field experience in addition to ensuring the proper content. Numerous PT instructors perform student teaching in classrooms with an



instructional implementation strategy already developed and specific levels of teaching time. On the other hand, some teachers do not have expertise in curriculum development and design or centered group strategies. The professional development school model, which emphasized an effective collaboration between relevant experience and the TEE curriculum, is one approach that tackles this issue. In this model, PT teachers' complete coursework on classroom management and take part in the training. In a real classroom, they would have the pragmatic capacity to practice classroom management, with direction and inspiration. These programs have also shown their ability to improve the skills of new teachers in the classroom and to control actions (Hildenbrand & Arndt, 2016; Stough & Montague, 2015). Educational components such as journaling, interactive exercises, and assessments provide new teachers with tools to develop their field-based management activities in the workplace (Stough & Montague, 2015). The benefits associated with professional development schools, districts can develop strong relationships with colleges and universities to enhance both preservation and IS teachers' training opportunities.

- Given the benefits that can be offered by professional development schools, districts can develop strong relationships with colleges and universities to enhance both preservation and IS teachers' training opportunities.

## **2.7 Classroom Rules and Routines.**

The use of laws is an essential, preventative aspect of classroom organization and management plans. Laws establish the behavioral structure of the classroom by specifying what behaviors of students are expected, what behaviors are reinforced, and the effects of inappropriate conduct, such as re-teaching certain behavior standards. If laws are positively stated or worded to

explain the desired behavior rather than what to not do, it is easier to deter problem behavior (Alter & Haydon, 2017; Sugai, Simonsen, Freeman, & La Salle, 2016).

Educators have established the following important principles for the regulation in the classroom environment.

- Rules should be kept to a minimum to allow students to remember them.
- Laws should provide vocabulary that is simple and acceptable to the students' and classroom's developmental stage.
- Rules should be certainly stated.
- Laws should be defined as needed for various conditions or contexts (e.g., physical education class, field trips).
- The laws must be coordinated with the school behavior plan (Martella&Marchand-Martella, 2015).

Active teachers also incorporate routines in their efforts to coordinate the classroom, in addition to setting rules, routines for handing in homework, or participating in small-group activities, allowing the classroom to function effectively with fewer distractions from students, allowing the educator to address another field of teaching.

Phenomenally successful teachers, not only at the start but also throughout the school year, regularly teach rules and routines. At times, when increased violations are likely to occur (e.g., before term time) or if justified by inappropriate behavior, they stress such rules and routines. This kind of academic approach to social behavior negates punitive or drastic methods of behavioral modification that eventually fail to succeed (Colvin, 2015).

Strategies for understanding and encouraging the proper use of these rules and routines by learners must be incorporated into the classroom management plan after classroom rules and regulations are formulated. To increase the frequency of desirable behavior by students, the arrangement of results is crucial for the management of the classroom environment. Various behavioral strategies exist that includes: token economic structure (Briesch, Briesch, & Chafouleas, 2015; Freiberg, 2013) under which students receive behavioral benefits (White, Caniglia, McLaughlin, & Bianco, 2018); and behavioral contracts (Podlesnik, Kelley, Jimenez-Gomez, & Bouton, 2017; Strahun, O'Connor, & Peterson, 2013) along with praise (Schneider, Hulac, Mickelson, & Phillips, 2021) as every other change in behavior. However, these strategies are only successful if they provide immediate reinforcement in close vicinity to the events of the desired activity and are even more efficient if they are connected to the classroom's rules and expectations. (On page 9, see "Promoting Good Behavior.")

As part of a systematic classroom management strategy, phenomenally successful teachers can execute such techniques effectively to control class-wide behavior, the behavior of targeted groups of students, and the behavior of individual students. They also recognize that, in all times and all situations, no one approach will be successful for every student. Effective management of the classroom enables educators to be proficient in using diverse approaches and to be able to identify when techniques are inefficient, and changes are acceptable. In acquiring these skills, working with insight from a supervisor or mentor is helpful. Bandura (1977) found out that the production of beliefs' ineffectiveness is affected by knowledge and vicarious experiences.

To enable those who can develop to a professional level the 'performance' of instruction, PT teachers must be exposed. However, for meaningful skills of learners, simply looking at teaching is not sufficient. Being able to master the task then contributes to the knowledge of the

skills required. PS educators receive feedback on their teaching, which also plays an essential part in improving (or lowering) their efficiency. (Hoy, 2013).

This relational and verbal reinforcement approach encourages PT instructors to focus on their results and have an external point of view that can impact their efficacy. The concept of sustainable development will allow teachers in PT to gain a clearer understanding of how they plan appropriately for their teaching success.

Microteaching is one method in which PT trainee teachers can master competency in relevant skills via both vicarious and direct learning strategies. Microteaching requires preparing and presenting peers in class with a small lesson. The skills of being able to implement theory into practice through a lesson, providing and receiving input, and participating in self-reflection are essential elements of the microteaching process.

PS teachers will then focus on how they can conduct their microteaching sessions by watching what others do. Past studies indicate that PT teachers ought to be prepared with knowledge on the motives for a microteaching activity and those specific guidelines are required to help them relate learning theory to teaching in the classroom (Arsal, 2014; Fernández-Alonso, Suárez-Álvarez, & Muñoz, 2015; Kiyasit et al., 2018; Subramaniam, Asim, Lee, & Koo, 2018).

In the current research, microteaching was described as one of the best ways to practice classroom management skills while entering the actual classroom setting, it also improves PT's productivity in terms of learning how can philosophy be used effectively to direct a teaching quest. The tutors organized and provided a sample session to help PT understand the requirements needed for the microteaching sessions. For each lesson, this tutor lead approach was then fully reconfigured so that PT could grasp what aspects to plan for their microteaching episodes and they should learn about classroom management skills.

The self-reflection method is key to microteaching. The importance of reflection has been recognized by many researchers as an important instrument for enhancing teaching practices (Kehk, 2019; Tavakoli&Baniasad-Azad, 2017; Zangle, 2015). Feedback is a guide to positive thought. The process of both giving and receiving input on an assignment helps PS teachers to draw from a variety of viewpoints on their teaching skills.

The technique of self-reflection is crucial to microteaching. Several scholars have recognized that an effective tool for developing teaching practices was the aspect of reflection (Kehk, 2019; Tavakoli&Baniasad-Azad, 2017; Zangle, 2015). Feedback is a guide to positive thinking. The mechanism of both offering and receiving input on an assignment enables PS teachers from a variety of points of view to draw on their teaching abilities. Feedback processes are important skills for PS teachers to learn (Borders, 2019; Korpershoek, Harms, de Boer, van Kuijk, &Doolaard, 2014), and will hence, provide input to students in the classroom finally. Critical feedback is, therefore, an intrinsic aspect of the microteaching stage in which peers, conscious of the idea being taught, can focus on the presenter's abilities; and thereby, they can improve their abilities. PT will recognize areas in which they have effectively accomplished the teaching mission and focus on ideas on how they can strengthen future teaching outputs through reading input from peers.

In TE systems, there are two conclusions associated with using microteaching, according to Clarke, Triggs, and Nielsen, (2014). Firstly, "microteaching increases the likelihood that target skills will be acquired quickly with a high degree of effectiveness, and secondly, after training is completed, microteaching is an effective way to increase the range of behaviors employed by the teacher in the classroom." Arsal (2014) also suggests that any teacher training institution in its PSTE program provides microteaching with video equipment. With improvements in methods of

educational study, with a greater emphasis on debate and innovations in the theory and practice of approaches to TE, microteaching needs to be re-examined to strengthen its importance (Kearney, 2013).

The key techniques of microteaching are focused on the fact that teaching can be measured and estimated using various basic teaching tasks/skills, which are a collection of teacher behaviors or actions that directly or indirectly facilitate learning. 20 teaching skills have been established during the development of microteaching. But now it has been boosted to 37 or even more. Some of the significant teaching abilities mentioned below are

## **2.8 Planning the Lesson**

It requires the preparation of a micro-lesson in a sequential sequence that should be in order. The material should be concise, sufficient, and applicable and may cover the given duration.

## **2.9 Presentation and Clarity**

This requires the skills needed to clarify the concepts with consistency and proper comprehension. The components include instructor excitement, planning through a starting statement or subject expression, successful explanation, expected repetition, and description of explanation concluding statements or key messages.

## **2.10 Illustration with Examples**

To improve the comprehension of learners, the teacher trainee should be able to correctly illustrate the definition through clear, meaningful, and interesting examples.

## **2.11 Reinforcement**

This ability is intended to increase learners' involvement in the progression of the method of teaching. A core component of this skill is the use of positive verbal and non-verbal measures.

## **2.12 Stimulus Variation**

A successful teacher must protect and retain the learner's attention. The successful components of the skill are gestures, changes in the rhythm of the voice, and changes in the style of interaction.

## **2.13 Probing Questions**

Fellow trainees need to be permitted and encouraged to ask structured questions and explain doubts. Essential elements of this skill are redirection, focusing, and increasing critical knowledge.

## **2.14 Classroom Management**

It is important for this ability to provide proper guidance, restrict improper actions, and call the learners by name, techniques for mitigating inappropriate behavior, strategies to encourage appropriate, social identity may often lack credibility, but teachers with good organizational skills in the classroom often use successful strategies to reduce inappropriate behavior by creating consistent environments. Learners with any disability or chronic disease need to provide the understanding and producing or provide realistic possibilities for the process of education. When circumstances become unpredictable, they can behave in ways that create consistency, even though they seem to be having more negative effects on themselves.

On the other hand, reprimands consistently follow inappropriate conduct (Pinter, East, & Thrush, 2015), and the impact of inappropriate behavior is typically either to modify the educational standards or to remove the group from the student. Results of classroom evaluation suggest that it is unusual and thus not expected for at-risk students to earn praise from the teacher for good actions or correct academic responses. Subsequently, to improve consistency in the school setting and evacuate from difficult school activities, students can resort to improper behavior.

Replacing a student from the class appears to have positive effects for both the teacher as well as the student. The instructor overcomes the risks from the misconduct, and the student takes relief from the instinctual mission. Sadly, in the future, both inappropriate student activity and the dismissal of the student by the teacher are likely to be repeated. When both parties tend to benefit from a set of events that harm teaching and accomplishment, a negative reinforcement trap is developed.

Effective classroom management learning can include a sufficient conceptual framework of the essential content for teacher preservation and advancement, not as different talents, but as a total management strategy. Videotapes of classroom scenarios, for example, may provide a platform for debate and analysis of implementations of behavior management. (Stough & Montague, 2015).

Instruction process, another example of classroom management applications (Stough & Montague, 2015; Ridgley, Snyder, & McWilliam, 2020). The case teaching technique is a method for enhancing a problem-focused approach and decision. Through evaluating these cases, teachers may present their ideas of inclusive classrooms and behavioral issues to an actual scenario. This awareness should also be combined with pragmatic interactions in different classroom environments that provide practice to develop suitable skills (Stough & Montague, 2015). Two



forms through which PT and inexperienced teachers will obtain on-hand experience include teacher training and proficiency in developing careers.

When appropriate, rules should be created for different circumstances such as physical education classes and field trips. Rules for various circumstances or contexts should be built where appropriate (e.g., physical education class, field trips).

The "train-and-hope" leadership approach training assumes that teachers will integrate material learned in seminars on career development successfully and accurately. (Freeman et al., 2016; Simonsen et al., 2014). However, without the tools and support associated with school-wide programs, professional development will fail (Freeman et al., 2016). The preventive structure and the foundation for successful classroom organization and management are included in schoolwide behavioral support. Effective organization and management of actions in the classroom are critical because the classroom environment is a high expectation in which controlling distraction or abusive behavior of the students is the key component. For students, the reduction and rehabilitation of behavioral issues should begin in earnest. Destructive behavior often becomes much more serious and results in low academic and social outcomes (Reinke, Herman, & Dong, 2018).

A school curriculum that consistently discusses the skills and activities of all students must constructively prepare to meet the needs and expectations of at-risk students or individuals with disabilities. A school-wide education process to school policy may have a strong influence on the school setting in which socialization habits are developed just as academic abilities are taught (Snape & Fox-Turnbull, 2013). Such a framework offers students with basic effective communication, offers freedom to practice skills in the natural school setting, and frequently enables students to demonstrate skills and social experiences in their classrooms.

Such support builds stable, predictable, consistent, and optimistic environments (Sugai, Simonsen, Bradshaw, Horner, & Lewis, 2014). The introduction of classroom-level behavior support becomes simpler when the school context is constructive and predictable (Freeman et al., 2016). If a teacher has full command of classroom management skills, they can easily manage any kind of situation. Students must follow the instructions of teachers because it is necessary to keep the school environment cool or according to rules.

A recent analysis of state teacher credential standards, however, shows that only a few states incorporate school-wide behavioral intervention for mainstream and special educators. Less than half of states, however, mandate principals to prove their expertise in it via licenses or degrees in the relevant field (Longstreth, Brady, & Kay, 2013). To ensure that educators grasp the theoretical definition, further research needs to be done.

Continuous professional development should be offered to inexperienced or struggling teachers in classroom organization and behavior management. For the accurate and consistent execution of teaching practices, an exclusive refresh or the "train-and-hope" model would certainly not be suitable. As an observation method, the Classroom Organization and Behavior Management Technique Configuration can be adjusted to determine the magnitude of implementation of each variable. Collaborations with institutions for career development, education training centers, or higher education organizations are all areas that school districts can facilitate access to information and help. For positive student achievement, the capacity of teachers to coordinate classrooms and control their students' actions is crucial. To enhance results for students in general education and special, thorough teacher training for the development of positive attitudes and competencies is a prerequisite.

Teacher preparation services will offer guidance on instructional techniques for teaching practice to both special general education and special education teacher applicants for course material and supervised practice. Highly efficient teaching does not eradicate problematic behaviors but can reduce such behavior by fostering a greater likelihood of student interaction and on-task performance.

Classroom management and behavior control are possible only through highly efficient teaching. The challenges new teachers face in establishing a meaningful classroom background should also be discussed by teacher training programs and school systems. This purpose can be achieved by delivering material and supervised knowledge relevant to the classroom management components described in the Development Configuration for Inclusive Classrooms and Behavior Management.

A holistic approach is needed for successful classroom management, including the structuring of the school and classroom environment, the active monitoring of student interaction, the implementation of classroom rules and routines, the implementation of procedures to facilitate acceptable behavior, the use of behavior control techniques, and the collection and use of data to track student behavior and the modification of classroom management.

To support teachers with the creation of classroom behavior programs, continuous career learning should be developed. The preventive structure and the basis for effective coordination and management of classrooms is school-based behavioral aid. The introduction of classroom-level behavior support is simpler, and practices are more likely to be maintained when the school context is optimistic and predictable (Freeman et al., 2016).

The use of the development framework of the teaching and behavioral issues will have obvious differences in the comprehension of the curriculum and the implementation of the key

classroom management elements for teacher education programs and educational institutions. Collaborations educational institutes or higher education agencies for the professional development of teachers are all aspects in which access to resources and support can be supported by school districts.

The required strategies, benefits, and processes can be put into practice with the combined efforts of all participants. This approach guarantees that teachers implement the skills and abilities required to effectively manage classrooms, while maximizing academic attainment for all learners, preventing abusive behavior, and responding appropriately to inappropriate behavior that would inevitably occur. Improving tea performance in general and special educational opportunities is a significant step in improving performance and effectiveness and special education for all students

Patel and Mohasina (2011) found that theory-based knowledge in academics is inappropriate to the individual's mental development and growth, it is a requirement for the implication of education in the individual's life. This can be attained through the integration of technology and education. It is possible to interpret educational technology as a tool for curriculum development. Ajelabi (2005) defines educational technology as a profession that provides solutions to issues in teaching methodology and relevant problems of learning specific to humans. The implementation of the Post-test t-test revealed a substantial difference between the results of control student teachers and the experimental community. The results of prospective experimental group teachers were higher than the performance of control group student teachers in the use of the initiation, communication, questioning, and reinforcement skills of students (Ahmed, Shah, &Tirmizi, 2019).

## 2.15 Significance of Effective Classroom Management

Teachers' capability to coordinate and control their learners' actions has been crucial in producing better academic results. Better behavioral management establishes the educational framework which made it possible to provide good commands. Conversely, phenomenally successful preparation eliminates but does not eradicate, issues with classroom behavior (Oleson & Hora, 2014).

Usually, new instructors worry regarding the lack of appropriate means to address students' significant disruptive actions (Lee, Cawthon, & Dawson, 2013). Instructors having behavioral management issues and classroom discipline are often unsuccessful in learning settings and usually have reported higher stress levels and symptoms of burnout (Lee, Cawthon, & Dawson, 2013). The reason behind leaving professional teaching is usually the disruptive behavior in the classroom (Lee, Cawthon, & Dawson, 2013).

Disruptive conduct is a specific concern for economically marginalized students in classrooms (Reinke, Herman, & Dong, 2014). Thus, following ordinances such as the NCLB Act of 2001 and the IDEA act of 2004, the capacity of teachers to avoid or resolve disruptive behavior is particularly relevant. For learners with traditionally lower progress levels and disable students, these federal ordinances place a high emphasis on improving performance. These laws also provide the following: the quality of teachers play a crucial role impacting learner performance; enhancement of education-related and behavioral disabilities; and wider learning outputs for students, like completion of college and involvement in graduate-level degrees and professions.

Teachers' failure to manage classroom conduct effectively also leads to the deficient performance of learners and unnecessary references for special education (Harrell, Thompson, &

Brooks, 2019). The current trend of instructor allocation, which shows an inappropriate giving of lower-skilled and low experienced teachers to classes for financially unstable students, exacerbates these effects (Manning, & Bucher, 2013). So, various less able teachers start careers with instructing the exceedingly difficult students, with low student achievement for producing predictable outcomes.

Training programs specifically for teachers aimed to enhance skills management related to the classroom environment, but the signal is that these methods have not been fully learned in a specific classroom setting or with sufficient supervision (Wiseman, Astiz, & Baker, 2014). Microteaching has long been used to develop and combine both old and modern teaching abilities for undergraduates. Research conducted in Pakistan regarding the feedback-based scenarios, simulated students, systematic checklists, and audiovisual aids, we suggest a similar organized approach to micro-feedback to install successful feedback skills among postgraduate research supervisors. Thus, exercise in micro-feedback can prove to be very promising in improving postgraduate research supervisors' feedback practices (Baseer, Mahboob, & Degnan, 2017)

The process of teaching does not necessarily entail a clear transition from one to the other of information. Instead, it is a dynamic mechanism that encourages and affects the learning process. The performance of a teacher is determined by how much learners learn from their teaching. Classrooms should not be used as a learning medium to gain primary teaching abilities.

## **2.16 Teachers' role in Education**

A teacher is the main pillar who transfers the knowledge. The teacher should know how to instruct their students, for this purpose they need training. The teacher emphasizes society during the entire educational course and is also known as the father of information and understanding.

The teaching in education is represented by an organized process in the classroom, which is alluded to as a human industry, as the manufacturer of commodities for finished goods. An instructor performs it in multiple roles, like trainer, advisor, mentor, lecturer, counsellor, guide, investigator, entrepreneur, and founder, according to Okoye et al. (2020).

It is the main responsibility of a teacher to instruct his students as the teacher plays a significant role and we can say that teacher is a center of attraction in this regard. A teacher is the best motivator. Teachers are a central element in ensuring academic excellence (Onocha (2013). As education in an atmosphere is a theoretical study. While education and training vary in design and purpose, both remain comparable. For instance, an employer attending training is assumed to also have formal qualifications. Additionally, without an element of education, no training program is complete. Nowadays, the gap in education and training is deeply intertwined. Teacher plays a multi-role in child's development. Stickney, Bento, Aggarwal, and Adlakha, (2019) described the teacher's role in the growth of a child. As an instructor, a comrade, a theorist, a community leader as well as an originator, is called a trusting, a Liberal, an investigator, an ego supporter, an equalizer, and a training facilitator. He gives insights about his course or subject, affects the growth of the personality and character of students, and offers learning experiences, resources, and an appropriate teaching atmosphere.

## **2.17 Prospective Teachers**

Teachers are hired to educate students but if they are not trained, they can face many problems. Same as (Green, 2015; Mahmud &Rawshon, 2013; Scott, 2017) in their research, they clarified that new teachers have been recruited during these tough economic times and face issues that they are not being taught to address in school. Training new teachers for the experience of the

classroom is not always necessary to obtain a degree that includes piracy, practicums, and job study programs (Green, 2015).

Microteaching is one tool used to help Pre servicer teachers develop teaching skills. Microteaching is an effective approach because it offers the opportunity to teach in an unnatural environment (Erdem, Erdoğan, Özyalçın-Özkay&Yılmaz, 2012); microteaching allows students to see themselves literally and figuratively in a teacher's position. When teachers evaluate their colleagues, Pre servicer teachers consider deeply the planning of one's microteaching lessons (Mergler&Tangen, 2010). Microteaching had introduced as part of an experimental program at Stanford University in 1960 to educate top-quality teachers, for the first time (Chen, Zeng & Yang, 2010).

Microteaching is used in the medical and health domain, and a range of sectors in the programs of Pre servicer and In-Service (Chen, Zeng, &Yang, 2010; Demirel, 2010). In Turkey, microteaching was incorporated in the training project by World Bank in the industrial sector. The microteaching session comprised of a class of 2 hours in the Technical Training Centers during 1990-1991 (Mergler&Tangen, 2010). Microteaching is a practice cycle that requires fewer students, consumes less effort, and consists of the following phases: preparation, teaching, criticism, revised planning, revised teaching, and revised criticism (Zwakhir, 2010). The period was given in the literature as ten minutes (Patel &Mohasina, 2011), almost fifteen minutes (Erdem et al., 2012), and twenty minutes (Demirel, 2010), Although 1-5 students were given as the number of learners (Demirel, 2010), six learners (Erdem et al., 2012), sixteen learners (Oyetunde, 2010) and thirty learners (Demirel, 2010).

By introducing a subject to one's colleagues, playing the students' role of a specific group of age, the pre-service instructor has presented a particular time from the teacher or instructor to



demonstrate one's professional skills. Furthermore, a video recording or an audio recording of a particular class has been being made. The record is then interpreted and critically analyzed by the Pre servicer instructor, the teacher, and the observers after their first exercise. After that, Pre servicer instructor prepares the lesson once again based on the critical analysis and gave another presentation that has registered as well.

It also observes and criticizes the second exercise. The procedure is repeated until the appropriate level of skill has been acquired (Erdem et al., 2012).

Pakistani research revealed that stimulus variation skills an integral part of microteaching plays an essential part in attaining the students' attention, but most participants were unable to attain and maintain the students' attention to learning correctly, efficiently, and properly exercised the skills (Khan, 2015).

The job of teachers in microteaching practice is to achieve only one teaching capacity. Microteaching is a period that begins with a schedule. In the cycle phase, Pre-service educators prepared the lesson plan that was previously decided by the subject. The pre-service teachers conduct micro-lessons for real students designed and prepared by them during the teaching stage of the cycle. Lectures are often captured using a video camera or handheld receivers. After that, at the end of the lesson, Pre-Service teachers view and hear for themselves from the video recording (Pérez-Torregrosa, Díaz-Martín, & Ibáñez-Cubillas, 2017).

As a result, teachers who have the expertise should be able to perform their duties effectively. To do any of this, teachers also need to learn the necessary skills. Oyetunda (2010) Teacher's tasks in the creation of a child were enumerated. A teacher, a comrade, a thinker, a leader of the group, and an initiator are considered a trusted individual, a nationalist, an investigator, an ego defender, an equalizer, a facilitator of learning. An instructor is a role model, an educator in

morals, a surrogate parent, a secular person, a curriculum actioner, and an uplifter of expectations and rules.

Onocha (2013) defined teachers as the managers of a classroom environment. Their key role includes helping the students to absorb acceptable behaviors, beliefs, concepts, information, and skills. Teaching is a professor's key activity. Onocha (2013) Affirmed that Teachers must have the ability to teach in multidimensional ways. It is an operation that is dynamic and varied. A teacher is expected to teach effectively while undertaking his teaching function. It depends on several elements that are cognitive, efficacious, and interpersonal. Ajileye and Orji (2012) argued that the efficacy of an instructor is dependent on the right of his professionalism accounts.

In the adjustment process, entrants to the teaching profession must be ready for the experience. Scott (2017) believes that new instructors who have been teaching for 3 years are emerging teachers. For these novice educators, the most important trouble spots are planning in the classroom, supporting learners, dealing with gender variation, evaluating students' work, interactions with family, coordinating classwork, insufficient materials, and facilities, and resolving individual students' concerns.

Successful use of various instructional methods; understanding of school guidelines and laws; dedication of training ability of teachers; awareness of subject material, the stress of clerical work, and relationships with principals/managers. Lesser issues are relationships with co-workers, preparation of lessons, and school days. Teacher applicants are expected to pass their internship after attending university courses, obtain an appropriate performance level, and hence become eligible for teaching. (Green, 2015).

Asril (2010) also notes the benefits of microteaching as follows: to improve and encourage the abilities of prospective teachers in the implementation of the curriculum activity; to control

and train teaching skills; to quickly fix or strengthen instruction after the observing exercise; to better develop the enhancement of teaching skills; to concentrate critically while the academic application takes place; to claim the incidence of systemic and objective skills.

Sukirman (2012) also divides microteaching's benefits as follows: STs can obtain insight and awareness from the coaching process while naturally observing and grasping the root concepts. Reddy, (2017) also offers his comments on microteaching and notes that microteaching can be a program for educators to improve their professional skills. He lists the many benefits of the microteaching course as follows: microteaching allows prospective teachers to improve their tactical knowledge. It also allows them to increase the teacher's management skills. Therefore, it provides a huge amount of data about different teaching methods. Because of many events and practices in microteaching, trust boosters also raise the teachers' decisiveness level effectively.

Moreover, in higher school room management, the teaching experiences change them. It also encourages structured lessons to produce one of the most critical skills that a teacher must have. Therefore, the microteaching software helps teachers to plan systematic lessons set up at intervals with a specified subject and immediate feedback. To receive immediate input from the supervisors, microteaching modifies the teachers.

In addition, feedback provides a lot of scope for error correction and mastering abilities. This curriculum involves learning teaching strategies and skills such as lesson, questioning, investigating, and conversation initiation. In addition, it also helps to establish a distinct vogue for teaching. Microteaching benefits and many advantages exist for teachers as prospective teachers, particularly once it is tactically and conducted. It is also one of the most productive systems to provide successful teachers with the incentive to be preserved and properly maintained and established to claim maximum benefits. Mukhoyaroh (2017) elaborated that teacher had a vital

role in the educational process. Hidayati and Pardjono (2018) clarify that the teacher is the center for the provision of knowledge and skills that is an absolute requirement for his appearance in front of the class so that the educational process is done. Effective CM is formulated as the teacher's ability to build a learning environment that is conducive to increasing student involvement and participation in learning and optimal learning outcomes automatically can be achieved.

Some skills should be strengthened by the teacher to develop, coordinate, facilitate and promote teacher-centered process skills (Singh, 2014). Therefore, in teaching, an instructor has the main function. Teaching is the communication between teachers and students, specifically in safe operations (Bhowmik, Roy, & Banerjee, 2013). Teaching is a relationship that is made by three main factors: the teacher, the students, and the subject material (Singh (2014, p.26). Teaching is a method of merging the learners and subject material. Teaching is an art to teach the learners through hand-picked experiences to realize the teaching-learning goals.” Teaching involves making associate atmosphere and interesting with others, so they learn explicit things.

Teaching contributes to a 'training program' of the interactions of various teachers and the development of new teaching methods (Philip, 2014). "Classroom, on the other hand, is a direct association between a lot of mature disposition and less mature disposition that is meant for the latter's continued education" (Singh, 2014, p. 26). To achieve a goal in the classroom, training refers to the interaction and activities between teachers and learners. When an instructor can grasp the intent of teaching itself, it shows that the school has introduced good teaching. The teacher must have both teaching abilities and skills to explain effective instruction in the classroom.

Ullah, Akhtar, Shahzadi, Farooq, and Yasmin, (2016) clarified that students' performance was influenced by whether teachers were qualified, experienced, or fresher and inexperienced one. New teachers need support with coping mechanisms due to a lack of classroom critical thinking

skills gained from experience. The difference between veterans and new teachers must be understood by school leaders so that encouragement can be provided to help them obtain the expertise they need to be effective. Mahmud and Rawshon, 2013 indicated that four fields that have been identified to help new teachers acquire expertise are coaching, innovation, collective leadership, and working within professional associations.

It is crucial that young students remain up to date with the latest developments in education and, by constantly learning, be aware of changes. Mahmud and Rawshon, 2013 in their report, illustrated that it is necessary to become a collective leader. During training, when given the chance to review with a veteran colleague, new teachers take on assignments by volunteering and confirm what has been done until final submission.

Visiting peers will offer an opportunity for a new teacher to seek guidance on teaching methods and work with students. Public involvement can be done by agreeing in literacy clinics, toy drive campaigns, or partnering with local organizational tutoring. It is possible to establish contact with professional groups by recognizing existing policy challenges, activism through service, and exchanging thoughts. The young educators of today will be the experienced teachers of tomorrow. New educators must understand from more senior peers. They will pass on their fresh concepts as young students gain experience.

The University of Saskatchewan's research (2010) found that during the early years of their studies, novice teachers were excessively involved in collaborating and cooperating with other teachers for career development (Prytula, Hellsten, & McIntyre, 2010). The University, PS, and IS. investigated two phases of teacher growth

Training is necessary for teachers. Such as (Prytula, Hellsten, & McIntyre, 2010) suggested that teachers build leadership skills in addressing knowledge and learning in non - conventional

ways to establish a learning culture that consists of an atmosphere of learning, trust, and enhancement for in-stage service. In an appropriate setting, PS teachers should be educated.

Since colleges and schools can teach in the same traditional ways and demand decent ideas and methods from incoming students, it has been noticed that a change must be established in how teachers are trained. With a century of information that has been gained, a continuum of learning and information must be created. The practice of teamwork and preparation will strengthen the learning and student-centered activities of new teachers.

Scott (2017) clarified that with the teacher education program, the change from PS-to-PS teaching can be difficult and sometimes isolated in effectively making initial lessons with the knowledge, skills, and arrangements needed to make the transition. It should be recalled that PS teaching is conducted in a formal classroom environment without learners and is not prepared adequately.

Ramesh (2013) posted that Successful teacher preparation is the primary quality of an instructor. Core skills remain especially important for teachers or if they are fully prepared with all this then extensive training plans are possible. The performance of an educator is assessed by the students 'comprehension of the coaching and what they should do at the end of the lesson. Teachers give the nation a people management system because it is very necessary for them to be well-baked.

Teachers' training is a challenge impacting all the world's nations. So, it is highly needed that the qualities of a teacher must be known. It is possible to separate instructor skills into two groups: personal and professional. Participation in teaching and becoming a role model requires personal characteristics (Mora, Signes-Pont, Fuster-Guillo, & Pertegal-Felices, 2020). Generally, teaching skills include preparation, recognizing and utilizing the right techniques and methods,

impressive way of communication, attentiveness, and knowledge of the students' needs, school leadership, management of time, assessment along with appraisal (Demirel, 2010). The ability to teach professional skills is the most significant aspect that distinguishes professional skills from personality traits. (Demirel, 2010). It is being pointed out that the classes in guidance of qualified teachers offer input on results that is effective in changing the Pre service teachers' classroom conduct (Pérez-Torregrosa, Díaz-Martín, & Ibáñez-Cubillas, 2017).

TE is an intentional curriculum that trains educators to strengthen the profession's competence. Eventually, it encourages them to fulfil the requirements on the ground and to face the obstacles ahead. Knowledge-based instruction is the fundamental goal of the TE curriculum pursued by learners before joining a formal career. Prospective teachers learn to develop expertise and skills to devise concepts to instruct their learners during the rigorous TE program. For teaching professions, unique experience, skills, and understanding are needed and prospective teachers must learn such motivation to deliver their duty.

Today, developing countries are providing education programs, since they realize in the future that they can only have power and voice by educating individuals who are experts in their fields. Numerous factors have an impact on the schooling of professional people. And one of the most critical variables is, without a doubt, the instructor. The educator has a significant role in the process of education.

The Role of a teacher is to direct students. The instructor shapes the students' final performances with this role, enables the student to have optimistic relationships, and makes them skillful. Raising teachers is a multifaceted and universal challenge. The definition of teacher training involves sub-topics including the recruitment of candidate teachers, their technical-school training, intern term, research observation and assessment throughout this phase, or PS training.

As per Duchnowski et al., 2013, the costliest inputs of the method of guidance are students. It is when trained teachers with a good educational experience and acceptable teaching skills and attitudes are of quality that educational goals and objectives can be achieved. To impart knowledge, highly qualified teachers are required. They need the capacity to perform their tasks effectively otherwise they will experience numerous challenges in process of teaching. They need to acquire the necessary skills to perform their duties. Only qualified, skilled, vibrant, and well-coordinated teachers would be able to overcome the challenges of the educational crisis in the education sector.

In addition, Onocha (2013) posted that to fulfil the demands of the teaching profession; educators must be well educated and highly resourceful. There is also a need for best training which can increase performance and it can be achieved by the teacher education program. Teacher education or training was referred to by Onocha such as the procedures and policies designed to professionally train trainees of teachers along with the latest information, attitude, conduct, and abilities they need to perform their duties effectively.

There are two kinds of Teacher Education: Pre service and In-Service. Pre-Service Teacher Education is the training provided to Student Teachers at educational institutions of learning during teachers' training. Teachers who are already on the job are provided with Pre-Service Teacher Education. For teachers who are working to upgrade their knowledge and skills, Pre-Service teacher training is especially important for the grooming of teachers. Patel and Mohasina (2011) described teacher education as a component of an academic or their learning process that tackles the ability to learn teaching skills. Oyetunde (2010) saw teacher education as the area in which teachers are equipped with legal, intellectual, and emotional means to establish those learning qualities as defined by society.



Patel and Mohasina (2011) teachers' education have been explained the most critical role in the teaching-learning process. Teacher education takes place in educational facilities for teachers, such as Schools, Colleges, Academic Faculties, and Educational Centers. Teacher education refers to the production task of competitive teachers having the requisite skills for handling students under proper supervision. Awareness of the subject matter, according to Bhargava (2009), is not the only requirement that must be met by a successful teacher. The teacher must form a specific learning atmosphere in which intellectual curiosity and creative and critical thinking can be reshaped and revamped to stimulate awareness.

To install these skills in teaching personnel, it is a requirement for teachers' training programs that effectively improve skills of teaching in Student Teachers. Educational mentors need efficient teaching skills to translate theory into reality. Zwakhir (2010) clarified the significance of teaching skills that relate explicitly or implicitly to the arts and habits that maximally promote the learning of learners. Teaching skills make the communication and interaction of teachers and learners relevant, suitable, and result-producing.

Moreover, teacher education is crucial for the development of one's career. Moreover, the preparation of teachers is an emblem of professional development. It is inevitable to learn these teaching skills to incorporate teaching values in the classroom, which can be done only through good education and training (Oyetunde, 2010).

In subject areas, principles are taught, and solutions are given by realistic approaches. It is possible to characterize knowledge of teaching pedagogy related to the ideas of teaching that how can one become an effective teacher and increase the efficiency as a teacher. Teacher education gives teachers the information, expertise, and ability to become knowledgeable in the field of teaching sciences, which as a result provides trust in the success of their duties. The content of

teaching and teaching management allows for progress in practice in the classroom. Igwe, Uzoka, and Rufai (2013) listed teacher education goals that include the creation of understanding, information, attitudes, abilities, assessment, abilities, and complete involvement in the process of learning and teaching.

Despite paperwork, teacher education faces several problems, including inadequate training of teachers, non-provision of educational objects, lack of infrastructure, learners' poor conduct, along with deficient performance, the explosion of population, and bad practice of culture and review (Oyetunde, 2010)

TE offers teachers the knowledge, expertise, and opportunity to be acquainted with the skill of teaching that promotes self-efficacy in them to perform their duties. The teaching and its management material provide for progress in classroom practice. Zwakhir (2010) described TE's goals, including the growth of understanding, knowledge, attitudes, abilities, assessment, and skills related to the learning process.

In addition, Oyetunde (2010) noted that academic quality can be defined as the incorporation of three significant variables, including Inputs, such as instructors, employees, physical facilities, and educational materials are human and material resources. Teaching strategies, approaches, evaluation strategies, and academic performance are included in the process. The quality refers to the success of students in worldwide and national tests, their behavior towards studying and academic work, their competitiveness in the practical world. In Zwakhir (2010) the research showed that the low standard of learning was correlated with the attitude of teachers, students' interests as well as classroom climate. This suggests that poor goods are the result of negative feedback processes. Another research recently highlighted the issues and problems of a nation about the ongoing deficient performance of Nigeria's students (Igwe, Uzoka, &Rufai, 2013).

The major assumption regarding the academic condition in the state was associated with malpractices in teaching methodology and techniques, unruly behavior of teachers, as well as in competitiveness of teachers. Adeyanju (2013) discussed that a lot of educators have no practical information skills and critical pedagogical skills like the plan of the lesson and the student-focused teaching method based on the operation. This leads to a lack of adequate and comprehensive comprehension of concepts by learners due to the inadequate training of their teachers. All of these are focused on the inadequate preparation of teachers under the supervision of teacher education during school. Other critical factors leading towards management challenges in the classroom encountered through naive instructors are insufficient training and inadequate professional development, in addition to improper assignments. Several new instructors have reported insufficient preparation and little support from colleagues and superiors in developing an effective and efficient environment of classrooms (Evertson, & Weinstein, 2013).

The development of a shared experience that focuses on a collaborative research process helps the beginning teacher to engage in relationships of learning. For learning to be continuous, new, and innovative teaching approaches for beginning teachers must be encouraged. It is not possible to produce better teachers using the same old techniques; innovation is necessary. Collaborative action research is essential at university and school levels to have a robust database of instructional materials, curricula, and theoretical debates. This had a positive effect on the enhancement by early teachers of writing, mathematics, and problem-solving (Jones & Jones, 2013).

But according to my minimal knowledge, none of the research studies that directly investigate the impact of microteaching on teaching classroom management skills of prospective teachers in the Pakistani context has been included. Therefore, the current research will be

performed to analyze the effects of microteaching on prospective teachers teaching classroom management skills.

## CHAPTER 3

### RESEARCH METHODOLOGY

The present study was conducted to determine the effect of microteaching on classroom management skills of the prospective teachers enrolled in Bachelor of Education (3rd semester) in one of the public sector universities in Islamabad.

#### 3.1 Methodology

This study is based on the mix-method approach that includes quantitative and qualitative perspectives for two reasons to evaluate the effectiveness of the microteaching after the experiments of conducting tests concerning micro-teaching ii) to observe the concept, perceptions, and opinions of prospective teachers regarding the method of micro-teaching approach.

The prospective teachers were evaluated after pre-receiving and post-receiving microteaching intervention scenarios regarding their class management skills. This was purposely done to judge the effectiveness of the intervention brought and this was the main reason for pre, and post-test criteria as also explained by the Quasi-Experiment Approach. The observations regarding the teacher's performance of micro-teaching methodology were made with the tool known as 'Teaching Practicum Assessment Form.' It is a form used by the evaluators or observers to analyze the performance and result of the targeted audiences. So, in this case the observers made evaluations while using this form. This form is particularly used for quantitative data analyses, so was in this study. Thus, determining the effectiveness of the interventions provided. The form is primarily to have in depth understanding and the perceptions of the outcome of the microteaching interventions, the researcher also conducted a semi-structured interview with the help of the prepared guide. This was a qualitative approach to the study. The participated prospective teachers

were thoroughly interviewed as well as the observers regarding their perception of the microteaching interventions, their effectiveness, and the outcome.

### **3.2 Research approach**

This research has been carried while adopting a mixed study approach that includes qualitative and quantitative approaches for easy evaluation of the micro-teaching and their performance.

### **3.3 Research Design**

A quasi-experimental research design was employed to find out the effective of microteaching on the classroom management skills of the prospective teachers. While in the second study qualitative approach that included semi-structured interviews, were conducted to explore the perceptions and opinions about microteaching. Quantitative data was collected through structured questionnaires and observation sheets while a semi-structured interview guide was used to conduct in-depth interviews with the prospective teachers.

The current study was conducted in one of the public sector universities of Islamabad. This particular university was selected based on its willingness to facilitate the data collection and availability of the participants “If experimental research requires access to and can study only one group over some time, the interrupted time series model is a successful experimental approach. A Quasi-Experimental design consists of studying one group, over time, with multiple pre-tests and post-test measures or observations made by the researcher” (Cresswell, 2014).

In this regard, three major approaches are available for having interventions with one teaching group that includes Repeated Measures, Single Subject, Quasi-Experimental Design. The repeated Measures approach is based on conducting several tests with the same group in different

scenarios and that could be also within the subjects, the prospective participant domain to evaluate their performances. The single Subject approach is based on the testing of the participants either at intervals or on a regular basis of the same subject or domain. The Quasi approach aims to bring interventions and to evaluate the performances of the participants.

In this research the participants are prospective teachers, presently enrolled in institutions. Hence the researcher adopted the Quasi-Experimental Design in order, to evaluate the effectiveness of the results while conducting the pre-test and post-test of micro-teaching. To make interventions in one group in the teaching field than three approaches are available including Quasi-Experimental Design, Repeated Measure and Single Subject. Among three and the title of the approached is self-explanatory. The reason for adopting the Quasi-Experimental Design among the three approaches mentioned above is because it covers all steps of MT, which prepares lessons, delivering the prepared lectures in a class to the students, and regularly receiving feedback from the observers that may be in the shape of students, coordinators at institutions, chairman or principal, or other faculty members at the working institutions.

This process continues until the desired output is achieved by the learner which means the teacher. This methodology of observing the teacher's classroom management is adopted to improve the skills of the teachers on every level. For this study, the researcher picked one group of teachers from the institutions for conducting pre-test. Further, after evaluating the results of the pre-test, the researcher selected the participants who were teachers for the desired experiment or intervention and for the provision of treatment, in the shape of new skills. Bogdan and Taylor (2006), explain qualitative research as a process that produces new evidence in the shape of transcribed texts and words that can be observed from an individual's behaviors.

To have clarity of the teacher's behaviors and work, the researcher adopted the mixed study approach to bring, make participants exposed to new interventions. Hence, it was necessary not only to determine its effectiveness but also to evaluate what does the learners think about this intervention, and their way of thinking for bringing any change in their teaching methodology.

### **3.4 Population**

The population for the study was the prospective teachers of bachelor's in education (B. ED), who were the prospective teachers of the 3rd semester, currently studying in one of the public sector universities in Islamabad (Pakistan). The basic purpose of indulging the prospective teachers as the study targeted audience was primarily because they were already enrolled in Semester 3rd and was studying the subject of 'General Methods of Teaching' as a part of their curriculum. Hence, in my perception, they were the most suitable audience to understand Microteaching and for easy adaptability.

### **3.5 Sampling technique**

Consensus sampling technique was used for this research study. The Consensus sampling technique is particularly based on the equality of the sampling size. The sampling size differed in terms of providing the same chance to every participant. This was purposely done to check the capability of the participant and the outcome of the intervention from every angle. This technique is mostly adopted in descriptive studies particularly for pilot projects or studies. In addition, the researcher has adopted the mix-method sampling technique that is consensus sampling technique. A census is a study of every unit, everyone, or everything, in a population. It is known as a complete enumeration, which means a complete count. "A consensus sampling technique increases the



probability of sampling by exploiting the feedback information obtained from the evaluation procedure” (Cheng,2009).

### **3.6 Sample Size**

Total 10 participants were included in this study. Out of 10 participants minority were (2; 20%) males while the majority of the participants (8; 80%) were females. The mean age of the participants was  $20.90 \pm 0.56$  years, whereby most of the participants were 21 years old (7;70%). Among them, only (2; 20%) participants were currently employed in a professional organization whereas most of them (8; 80%) were not formally employed in any organization. Most of the prospective teachers included in the study did not have any previous professional working experience (5; 50%), rather they were freshly exposed to the intervention. Only 1 participant had previous professional work years of 4 years (10%) and the rest of them had worked informal setup for 2 to 3 years (4; 40%).

All the participants of the study had shown keen interest during the MT sessions. Creswell argued that “to provide an in-depth understanding of the phenomenon, it is better to pick a few, rather than many, individuals or sites to study.” (Creswell, 2012: 234). Furthermore, Crossman views the purpose of the sampling technique as a “non-probability sample selected based on population characteristics and the study objective.” (Crossman2017). Populations such as targeted audiences and the sampling size make it easy to conduct the study as it takes out an average and the effectiveness of the interventions and outcome.

### **3.7 Data Collection process**

- Demographic sheet
- Teaching Practice Assessment Form

- Semi-structured interview guide

### **3.7.1 Demographic sheet**

The demographic sheet was used which had obtain the participants biodata mentioning their age, gender, education, work experience, and employment status.

### **3.7.2 Teaching Practice Assessment Form**

Teaching Practice Assessment form was materialized for this research study. This form was developed by the National Commissions for College of Education (NCCE). Ajileye (2013). This form has consisted of 12 scale items with the dimension of CRMs. The questions in the tool mustbe rated on a 5 Likert scale that means 1 is the for the least or lower number while 5 for the excellent approach. The example is stated below: Scale= 1: Very Poor, 2) Poor 3) Neutral 4) Good 5) Very Good. Instead of Good the word Satisfied can also be used.

### **3.7.3 Semi-structured interview guide**

The semi-structured interview guide was developed after identifying gaps in the literature review of the respective study. The tool included the questions about the gaps left by the existing research studies for a better strategy of the micro-teaching intervention. The guide consisted of the questions related to their approaches and the benefits of the intervention. Helping questions for probing was also mentioned in the questionnaire guide.

## **3.8 Data analysis process**

Data analysis is a method of systematically discovering and preparing data collected from interviews, field observations, and documentation by organizing data into categories, verifying into units, synthesizing, organizing into patterns, choosing the important one to be studied, and drawing a conclusion that we and others can easily understand (Sugiyono, 2008).

For this research study, the researcher has adopted several different steps included.

**Step 1:** The researcher has choosing prospective teachers of B.Ed. 3rd semester.

**Step 2:** Obtaining informed consent from the study participants

**Step 3:** The researcher has teaching prospective teachers classroom management skills.

**Step 4:** The researcher has taken a test and gave them the chance to teach based on the pretest.

**Step 5:** The researcher has guiding respondents and re-taught their classroom management skills, till they got full command of the classroom management skills.

**Step 6:** In the last researcher has giving feedback.

**Step 7:** The researcher has also taken feedback from the participants.

The data analysis process has involved two phases of the research study. Phase one included the analyses of the quantitative approach that included the close-ended questions. For this approach, the data has been analyzed the T-test as well and the software of Statistical Package for the Social Sciences (SPSS) with version 21.0 was used. The second phase induced the thematic approach for analyzing the qualitative data.

### **3.9 Steps taken for Data Collection**

The present study was conducted in two phases, Quasi-experimental study and the mixed-method approach that is based on qualitative and quantitative. To conduct the research study, the researcher followed a few steps. The first step included permission from the university authorities for conducting the study. The second step included approaching the participants for the data collection process and their informed consent, which is crucial and one of the main ethical considerations of the primary data collection. The consent by the participant also included audio and video recording of the lectured delivered by the participated teachers. Thus, few of the female

participants were hesitant in giving consent for the video recording of the lectures, which was then audio recorded with the mobile phone rather than a video recording.

The participated teachers were asked to prepare a lecture that would be delivered in the classroom while being evaluated by the observers sitting at the back end of the classroom. This included the Quasi-Experimental Approach. A pre-test was also taken from the participant before the intervention. After the pre-test, the participants were facilitated with the intervention provided which was then scaled as per the criteria of performance form mentioned above.

The evaluation by the researcher was done after the 30 minutes observation of each participated teacher which also helped in the scaling of pre and post-test observations. The qualitative approach was based on in-depth interviews conducted by the researcher directly with the participated teachers. The questions were mostly based on open-ended to have a better understanding of the perceptions and views regarding the micro-teaching of the participants. The in-depth interviews also helped a researcher in having detailed information and concept clarity of the micro-teaching course content by the participated teachers before their skills and experience with the new dimension.

### **3.10 Validity and Reliability**

The proposal of the research study and the tools were evaluated by the expert of the respective field for relevancy and utilization purposes. Among three examiners, one examiner asked for minor changes. The researcher was allowed to conduct his/her study after incorporating the minor changes as suggested by the examiner.

The reliability of the research study was primarily based on the tool of “Teaching Practice Assessment Form” The reliability of the tool is reported as a Cronbach alpha value of 0.95 (Ajileye,

2013). It is important to address the reliability of the tools for conducting research studies because the entire data collection is dependent on it. The wrong data collection can have negative implications on the research study. Hence to check the setting of the tool, the pilot testing with the Cronbach alpha value of 0.95 was conducted. After the Successful pilot testing, the researcher has approved the reliability of the tool for the study.

### **3.11 Ethical Consideration**

Ethical consideration is one of the important aspects of primary data collection. It is the relation of trust between the participant and the researcher. Confidentiality is one of the main aspects of the ethical consideration for any research study. In this research study, the audio and video recording of the participated teacher was kept confidential. Informed consent is also an integral part of ethical consideration. So, the participant before selecting the participant had taken written consent for their participation in the research study as well for audio and video recording.

### **3.12 Extraneous Variables**

The study has also been composed of extraneous variables as the researcher's point of view that included ethnical backgrounds, load shedding, gender discrimination and behavior and lack of internet facility. To avoid the inconvenience, the researcher has adopted the following procedures, such as

- To avoid discrimination among the participant belongs to different classes and ethnic backgrounds, the researcher focused on everyone equally and made sure the participation of every individual who was part of the study.
- To overcome the load shedding, the researcher has fully charged the equipment required for recording purposes of the participants.

- Confidentially, gender equality was also ensured among all the participants. The video and audio recording of each participant was done on their respective mobile phones.
- The researcher defines the definition of implication in this research as the role of the MT course in improving prospective teachers' competencies in teaching methodologies.

### **3.13 Summary/Conclusion**

The description of the research study and its research methodology has been explained in detail. The research was conducted in one of the public sector universities in Islamabad with a sample size of 10 participants. The researcher has kept all the ethical considerations for conducting the study that included the consent and confidentiality of the participants as the top priority. Moreover, the participants were provided with a friendly environment during the lectures so that they may not feel any hesitation in recording the lectures and to easily deliver the lectures. The outcome of the interventions was analyzed with the Mixed- Method approach which was the need for the successful implementation of the research study.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Introduction

Chapter 4 explains in detail the analysis of data that has been collected as part of this study. The data is presented in the form of tables, figures, and themes. Descriptive as well as inferential statistics have been employed to obtain results from the data. This chapter is divided into two sections. In section one the analysis and interpretation of quantitative data is present whereas, in section two qualitative findings are described in the form of thematic analysis.

The research work was conducted to assess the effects of microteaching on the classroom management skills of prospective teachers enrolled in B. Ed 3rd semester. The sample consisted of 10 prospective teachers enrolled in third semester B.Ed. B.Ed 3rd semester program containing both male (20%) and female (80%) participants. The age range of the participants was between 20 to 22 years. The sample was collected from young perspective teachers currently working in a professional environment as well as those who were not formally associated with any organization now; it also included those who had previous experience of teaching and working with students as well as those who were fresh in terms of the professional experience. The scale used in the study for the observation of classroom management skills and teachers' professional attitude and behavior was adopted through proper procedure.

#### 4.2 Statistical Methods

Descriptive statistics were computed for demographic variables such as gender, age, current working status, and previous job experience. A dependent sample T-test was used to find

the effect of microteaching on classroom management skills of prospective teachers' pre- and post-exposure of Microteaching intervention. Additionally, a secondary analysis was done by using Pearson product-moment correlation was computed to assess the relationships between observed classroom management skills and prospective teachers' professional attitude and behavior as well as the association between the different components of the classroom management skills.

**Table 1: Mean (M), Standard Deviation (S.D), t scores and p values of exposure to microteaching intervention on pre and post assessment of classroom management skills (n= 10)**

Assessment	Pre-test M (S.D)	Post-test M (S.D)	p	t (df)
CRM	16.5 (5.08)	67.30 (4.47)	.000	-32.67 (9)

Note: CRM= Classroom management skills, CI=95%

Table 1 shows the comparison of scores on classroom management skills pre- and post-exposure to microteaching intervention. The results showed that there is a significantly major difference among participants' scores on classroom management skills post-intervention. The mean scores and standard deviation of participants' pre-intervention performance was less (M= 16.5, SD= 5.08) than post-intervention performance (M= 67.30, SD= 4.47) which indicates that the intervention of microteaching is effective in improving the classroom management skills of prospective teachers. Furthermore, the t value (-32.67) and p-value (0.000) that these results are significant.

**Table 2: Mean (M), Standard Deviation (S.D), t scores and p values of exposure to microteaching intervention on pre and post assessment of prospective teachers' professional attitude and behavior (n= 10)**

Assessment	Pre-test M (S.D)	Post-test M (S.D)	p	t (df)
PA	10.40 (2.27)	30.60 (3.97)	0.000	-11.37 (9)



Note: PA= Teachers' professional attitude, CI=95%

Table 2 shows the comparison of scores on prospective teachers' professional attitude and behavior rated by an observer assessed pre- and post-exposure to microteaching intervention.

The mean scores and standard deviation of prospective teachers' professional attitude and behaviors pre-intervention (M= 10.40, SD= 2.27) and post-intervention (M= 30.60, SD= 3.97) show that the performance is significantly improved over time when participants were exposed to the intervention. Furthermore, the t value (-11.37) and p-value (0.000) that these results are significant. Hence it can be concluded that the micro-teaching intervention is effective for not only increasing the classroom management skills of teachers but also improves the professional attitude and behavior of the prospective teachers.

**Table 3: Mean (M), Standard Deviation (S.D), t scores and p values of exposure to microteaching intervention on pre and post assessment of Practicum Assessment of Classroom Management Skills (PAFCRM) (n= 10)**

Assessment	Pre-test M (S.D)	Post-test M (S.D)	p	t (df)
PAFCRM	23.0 (2.40)	43.60 (1.34)	0.000	-28.09 (9)

Note: PAFCRM= Practicum Assessment Form on CRM Skill, CI=95%

Table 3 shows the comparison of scores on the checklist used to assess classroom management skills (practicum assessment of classroom management skills) rated pre- and post-intervention and the results revealed that mean and standard deviation of pre scores (M= 23.0, SD= 2.40) is lesser as compared to the mean and standard deviation of post scores (M= 43.60, SD= 1.34). This improvement in the scores is a manifestation of the effectiveness of the microteaching intervention. Furthermore, the t value (-28.09) and p-value (0.000) that these results are significant.

**Table 4: Pearson Product Moment Correlation analysis between participants` Classroom Management Skills and Prospective Teachers` Professional Attitude and Behavior (n=10)**

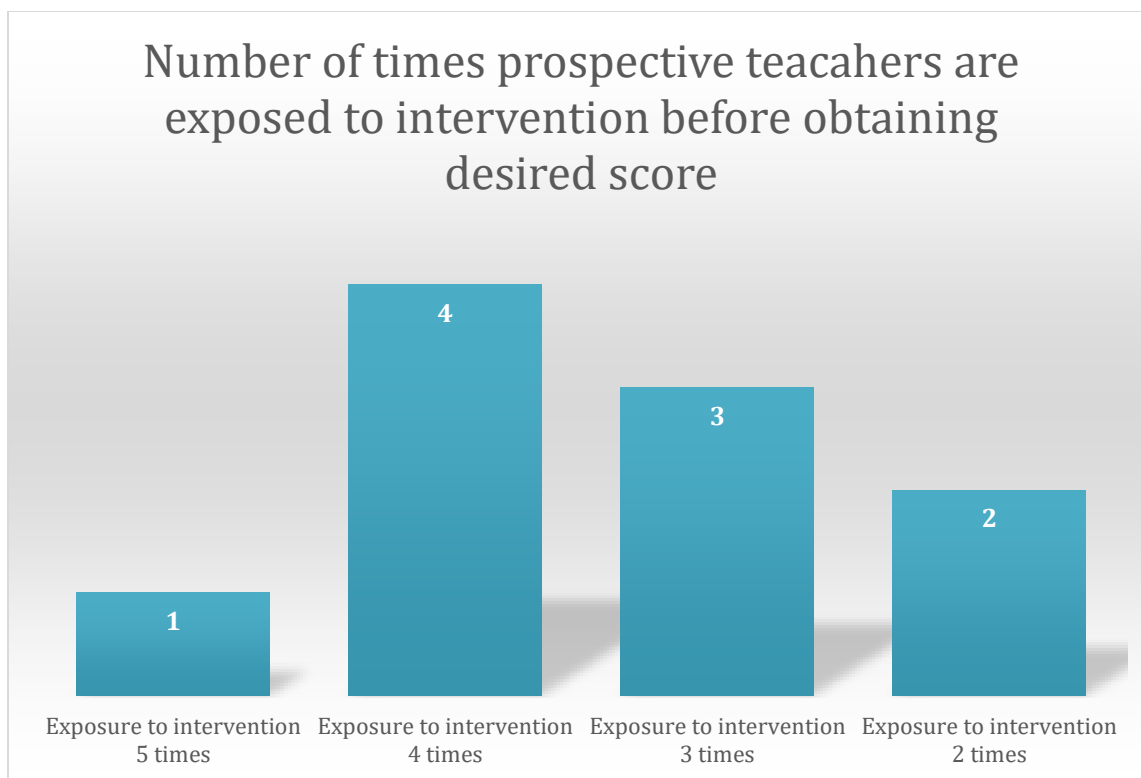
	Variables	1	2	3
1	CRM	1	.49	.11
2	PA	-	1	-.01
3	PAFCRM	-	-	1

Note: CRM= Classroom management skills, PA= Teachers` professional attitude, PAFCRM=Practicum Assessment Form on CRM Skill

\* $p < 0.05$

Pearson`s product-moment correlation was performed after checking the positive assumptions. The results of Table 5 shows that the sum of various aspects of classroom management skills has a weak positive relationship with the observer-rated practicum assessment of classroom management ( $r = .11$ ). This relationship is although positive yet is very weak and non-significant. Prospective teachers who scored more on various domains in subjective tests do not necessarily score well when the classroom management skills were rated by an objective independent rater.

The results of this table indicate that a negative and very weak correlation ( $r = -.01$ ) exists between prospective teachers` professional attitude and behaviors and objectively rated classroom management skills. The value of correlation signifies that both constructs are almost independent of each other. When prospective teachers score well on various domains of professional attitude and behavior, it does not mean that they will perform well on classroom management skills when rated by an independent rater on a checklist. However, this relationship is very weak as well as not significant so we cannot say that this is a true depiction of the association. Moreover, the sample size is very less which may have contributed to the weak strength.



***Figure 2: Graphical representation of number of times participants exposed to intervention***

During the study period, prospective teachers were exposed to the microteaching intervention and were evaluated for their performance. Each time when participants were evaluated, they were provided with feedback on a particular area that needed improvement and was then given time for practice before another evaluation. There was no restriction on the number of attempts; hence it helped to identify the required time and effort a prospective teacher needs in attaining the required goal. Figure 1 explains the number of times prospective teachers were exposed to the intervention before they obtained the desired score on the classroom management skills and professional attitude and behaviors.

The figure illustrates that majority of the prospective teachers (4; 40%) were given the feedback and an opportunity to practice 4 times before they were qualified as competent. Similarly, it is also depicted in the graph that 3 (30%) of the prospective teachers were assessed 3 times while

2 (20%) of the prospective teachers were given the opportunity twice before they obtained desired marks in classroom management skills and professional attitude and behavior.

The graph shows that only 1 (10%) participant was provided feedback and intervention 5 times as it was difficult for him to score well on the desired skills.

### **4.3 Qualitative Analysis**

This section comprises participant's responses based on the questions that were asked to them. The questions were related to the things that participants have or have not done which contributed to their scores in the presentation of microteaching. Participants were advised to give responses within statements only. The responses of the participants have been categorized in themes as follows.

#### **Impact of positive and negative factors on student scoring in microteaching**

##### **Impact of positive factors on scores**

###### ***Variety of Teaching Aids***

From the responses received, most of the participants were happy and satisfied with their marks which confirmed that they have used a variety of teaching aids. This helped them to increase learners' interest and attention towards teaching. One of the participants narrated.

*“My teaching aid was appropriate also age-appropriate.”*

Similarly, another participant narrated that

*“As my teaching aid, I used a variety of attractive class cards.”*

These findings are under the finding of Ajileye and Gocer which reported that microteaching help students and teachers with effective teaching aid.

### **Clear Lesson Objectives**

Most of the participants revealed that they mentioned their lesson objectives at beginning of the lesson which helped them in improving their scores. This technique helped them in a positive manner they believe. One of the respondents responded that

*“I mentioned lesson objectives at the beginning of the lesson.”*

Similarly, another stated.

*“Mentioning lesson objectives helped me in a better manner”*

The results are following the study finding of Ajileye and Gocer which also reported that mentioned lesson objectives helped increase focus and interest in the classroom and a useful tool in microteaching for both students and teachers.

### **Conduct and Professional Appearance**

Most of the respondents reported that they believed that dressing properly and professionally helped them to gain better scores. One of the respondents told that

*“I was dressed properly which helped me and gave me confidence.”*

Similarly, another respondent told that

*“She conducted herself in a very professional manner.”*

The responses of the respondents are by the study of Ralph and Sa’ad, Sabo, Abdullahi which reported that microteaching helped in broadening teaching techniques. It also helps in boosting the confidence of teachers and students and proper and professional dressing is one of them. It helps them to boost their confidence as well as gain better attention and marking from their students as they deliver better when they feel better for themselves

### **Interesting Lesson Introduction**

Among the respondents, the majority reported that they have used a catchy and interesting introduction of the lesson to grab the attention of the students. The respondents said that they used different techniques like the use of PowerPoint presentation; visual aids other different icons and charts to grab the attention of the listeners which helped them. These techniques helped them to gain positive scores. The listeners also paid attention to the lectures more actively because of the catchy and interesting introduction of the lesson. One of the respondents narrated that

*“I introduced my lesson with a presentation and remained within time this helped me a lot.”*

Similarly, another respondent told that

*“I introduced my lecture with animated icons which helped my listeners to get more attentive and active at the start of the lecture.”*

### **Focused and well-prepared lessons**

Among the respondents who were questioned 75 percent of the respondents mentioned that they believed that lesson preparation and remaining focused while delivering lessons helped them. Well-preparedness of the lesson helped them to gain positive scores. Among the respondents, one of the respondents told that

*“I was well prepared, and I knew very well what I was teaching.”*

The findings of the study are in line with the study of Gocer and Srayani, which reported that microteaching help teachers realize the importance of well-prepared lesson beforehand. In addition, staying focused while giving presentations help teachers teach and deliver lectures more effectively. The findings of this study are also in line with the study of Ajileye which reported that

microteaching is a highly effective technique in producing competent student teachers while they deliver their lessons being well prepared and focused.

### **Factors contributed to Negative Scoring**

Among the respondents, there were a few who were not happy with their scoring results. They expressed their reasons for not being able to get which are categorized into different themes according to the responses of the respondents as follows.

#### **Lack of Subject Content and Poor Presentation**

A minority of the respondents said that they believed that they did not score well in the presentation because they were simply out of topic. They did not prepare well for the presentation and the lectures. Some also believed that they lacked course content that is why they were unable to gain good scores. One of the respondents replied that

*“I was not well prepared for them as I was out of topic, and I was not able to understand the topic well.”*

According to the study of Ajileye microteaching helps student and teacher get instant and quick feedback and help them learn quickly from their mistakes. The findings of this study are in line with the study of Ajileye.

#### **Self-Thoughts and Interruptions between Lectures**

Many respondents responded that the continuous interruptions and suggestions between their lectures on what to do and how to do it led them to lose focus and grip on the lectures. One of the respondents shared her experience she told that

*“I was continuously interrupted while giving the lecture that I should be giving like this. While I was doing better myself without interruption.”*

Another respondent told that

*“I was delivering the lecture and I was stopped between delivering lecture which led me to lose my focus and grip on the lecture I was delivering. The aided material I took with myself was considered as unnecessary and I was asked to deliver lecture without the use of the aided material which led me to lose my focus and I scored less marks.”*

Half of the respondents believed those interruptions while giving the lectures caused them negatively and a reduction in their scores. These responses are under the study findings of Ajileye which reported that interrupting during giving lectures and presentation negatively impact teacher’s performance and they tend to repeat the same mistake repeatedly and may even end up fighting with their supervisor as well.

### **Biasness while giving marks**

One of the respondents reported that they were not happy with the observer who gave them marks. They blamed observer biased for two reasons. The first was that they believed that the observer was unfair and biased while giving them scores. Secondly, they reported that there was a mismatch between the numbers they got, and the comments later received from the observer after the end of the presentation. One of the respondents narrated his experience

*“I feel the observer was not fair with me, I have explained things in detail and used proper aided material while giving my presentation still I was not given fair marks by the observer.”*

While another respondent believed that comments and marks given by the observer did not match at all. The observer praised everyone while listening to the presentations but the marks which were given were opposite to the comments given.



*“I got positive comments on my presentation, but marks given to me were too low and don't even know where I went wrong and did a mistake.”*

The responses are by the fact that there may raise argument between teachers and trainers which may end up in an argument and negative feedback.

### **Limited teaching time and nervousness**

Among the respondents who responded most of the respondents believed that they felt nervous while giving the lectures and presentations which ended them in getting low marks. They got nervous which ended up them in doing mistakes and repeating some materials repeatedly. This led to the observer/ trainer asked them to stop giving a presentation in the middle.

One of the respondents told that

*“I cannot complete my lecture as I got nervous and started making mistakes which led me to deviate from my actual lesson plan and trainer stopped me during my lecture and did not allow me to continue and I strongly believed that it was very unfair.”*

The responses of the respondents were in contradiction of the study of Ajileye which reported that microteaching can help students and teachers to overcome nervousness and mannerism and other issues which cause hindrance in performing well in front of audience and observer. On contrary, Saryani reported in her study that limited time given to teachers do affect their creativity and its one of the limitations of microteaching.

### **Microteaching as Useful Tool and a Guide for Future Improvement in Techniques**

Participants were asked how they find the microteaching technique and explain and express their experience within statements. They were asked to tell how this technique helped them to

improve themselves. The responses of the respondents revealed that the microteaching technique helped the participants to improve themselves. This technique helped them to learn new things, methods, and practices. It enabled them to learn new techniques to deliver lectures to the students and different various approaches to teach different topics.

One of the respondents narrated that

*“I have learned different new techniques, diverse ways of presentation and also heard different new rhymes which I will also use in my lectures.”*

Another respondent shared her experience stating

*“I got to know about my weakness through this program as I learned a lot in it, and it’s been a great learning experience and I have learned new ways of teaching as well as techniques which will help me to keep interested of my students intact.”*

Similarly, another respondent shared her experience and narrated

*“I have learned that teaching is not an easy job and it also helped me to go forward an extra mile as it required dedication, challenging work, and work commitment.”*

Prospective teachers were asked about their opinions regarding the significance of microteaching after the exposure to the intervention. Prospective teachers shared their views in the form of open-ended qualitative responses which were later analyzed by reviewing all the answers of the participants. Following is a detailed description of the different response categories of the prospective teachers regarding microteaching intervention.

### **Helped to Identify and Improve Specific Skill Set**

Most of the participants were of the view that microteaching intervention is extremely helpful in identifying a particular set of skills in which the prospective teacher is lacking and hence

provides an opportunity to continuously practice that skill until he/ she masters that. They were of the view that this intervention points out the skill which is required to be improved rather than consuming energies on irrelevant things, thus it produces more effective and concrete outcomes.

### **Helped in Improving Soft Skills**

Most of the respondents said that the microteaching intervention helped in improving the soft skills of the prospective teachers. They mentioned that in the usual routine teachers are not very much focused on improving their people skills or presentation skills which however are very much important in maintaining a good relationship with the students as well as delivering the lecture effectively. They said that teachers are only worried about completing the lecture content and neglecting other important aspects, but microteaching helped teachers to realize the importance of these soft skills and allowed them to improve those over time by continuous practice.

### **Improved confidence in skills and abilities**

A few of the participants said, this intervention helped to improve the confidence of prospective teachers in their skills and abilities. While explaining their opinion they mentioned that prospective teachers were allowed to note down their areas of weaknesses, practice, and then re-evaluate thus ultimately boost their confidence in their abilities. They further explained that this confidence of teachers will translate into their improved performance in the classroom.

### **Insufficient understanding**

Only 1 participant among the prospective teachers stated that the microteaching was not very suitable as the participant was not able to comprehend it and understand the purpose. Thus, she did not mention any views about the intervention.

## **Video recording**

Most of the prospective teachers were emotionally engaged in microteaching because they were happy to undergo this video recording because it was a new technique for them. participants were excited but most of them were worried about the privacy policy of their video recording

One of the respondents narrated that

*“I have learned different new techniques. My recorded video lectures helped me to understand my mistakes easily.”*

Another respondent shared her experience and narrated

*“I have learned how our body language should be while delivering lecture, as I was super excited to see my body language in video recording.”*

## **CHAPTER 5**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The current study investigated the effect of microteaching on classroom management skills of prospective teachers enrolled in B.Ed. program. A Quasi-experimental design along with a qualitative interview was used in the current study. The age range of the sample 10 lies between 20 to 22 years. A consensus sampling technique was used to collect data from Islamabad. The demographic factors incorporate information related to gender, age, current working status, and job experience. Descriptive statistics were computed for the demographic characteristics of the sample. Descriptive statistics revealed that most of the participants were female, unemployed, inexperienced.

#### **5.2 Findings**

1. Results revealed that the microteaching is effective in improving the professional attitude and behavior of prospective teachers (Table 3).
2. Results showed that the positive professional attitude and behavior of prospective teachers is significantly associated with improving classroom management skills (Table 5).
3. Result also highlighted that student were not interested in microteaching and after watching their video lectures they were able to explain their mistakes to the researcher.
4. Result revealed that prospective teachers were confident for self-judgment, self-observation, and self-evaluation.

### 5.3 Discussion

Dependent t-test analysis was conducted on pre-intervention and post-intervention conditions. Results revealed that the intervention of microteaching is effective in improving the classroom management skills of prospective teachers. Findings were aligned with the previous studies.

The presentation and reinforcement skills core skills of microteaching improve the teaching skills (Remesh, 2013). Likewise, microteaching improved the requisite skills of teachers they were lacking before intervention (Onwuagboke, Osuala, & Nzeako, 2017). Research also supported the findings of the current study indicating that microteaching improves the skill of classroom management among teachers (Oscar, 2012; Umeh, Mogbo & Nsofor, 2015). One probable reason could be that microteaching enables the teacher to be more proficient, initiative-taking in a classroom setting and to incorporate various activities to engage student's attention which in turn leads to minimum distraction and more inclusiveness of students in the classroom.

Likewise, the professional attitude and behavior of teachers were higher in the post-intervention group compared to the pre-intervention group. Hence, the result supported the fact that intervention based on microteaching significantly improves the professional attitude and behavior of the teacher in the classroom. Past research also yielded a similar result. Similarly, participants scored higher on the assessment of classroom management skills in post-intervention conditions. Results supported the fact that intervention enhances classroom management skills of the teachers and therefore they scored higher when assessed for classroom management skills via practicum assessment of classroom management skills.

Co relational analysis revealed the existents of relationship between Classroom management, professional attitude, and assessment of classroom management skills via Practicum Assessment Form. The result of the current study indicated that classroom management skills and the professional attitude and behavior of teachers had a positive relationship. Previous studies also supported the current study. Past research showed that classroom management had a positive association with teaching style in the classroom (Remesch, 2013).

The results also revealed that the participants were instructed multiple times before post-intervention assessment. The result showed that most of the prospective teachers 4 (40%) were given feedback and an opportunity to practice 4 times before they were qualified as competent. Similarly, it is also depicted in the results that that 3 (30%) of the prospective teachers were assessed 3 times while 2 (20%) of the prospective teachers were given the opportunity twice before they obtained desired marks in classroom management skills and professional attitude and behavior. whereas, only 1 (10%) of the prospective teachers were given the opportunity five times before they obtained desired marks in classroom management skills as well as professional attitude and behavior.

Results were aligned with previous research. Reddy (2019) in the research revealed that microteaching leads to the acquisition of the relevant skilled set proving the microteaching as a focused approach to train the teacher in the deficient area of their performance. This could be explained by the fact that the major theme of microteaching includes knowledge acquisition accompanied by getting awareness about the diverse skill sets and skill acquisition along with equipment with desired skill sets after an initial assessment of the skills that the participants were lacking. Besides, the main objective of microteaching training incorporates learning and

assimilation of new skills and mastering the newly acquired skills therefore it can be deduced that microteaching leads to better acquisition of the relevant skill sets in the teacher.

The result indicated that microteaching ensures confidence building in the teacher regarding their skills and abilities. Results were aligned with the previous studies. Research revealed that microteaching boosted the self-confidence of the teacher undergoing training (Deniz, 2011; Chaudhary, Mahato, Chaudhary, & Bhatia, 2015). Qualitative research conducted in Turkey yielded that microteaching intervention of the teachers improved confidence regarding the skills they acquired during the intervention (Onwuagboke, Osuala, & Nzeako, 2017). It could be explained by the fact that the underlying mechanism of microteaching intervention was to make the person aware of their potential weaknesses, overcoming them via practicing, and in the end getting feedback and reassessment which boosts self-efficacy regarding their capabilities. Micro instruction is also a personality improver.

The qualitative analysis was done to explore the factors that promote or hinder the post-intervention classroom management skills and professional attitude of the teachers. Results revealed that various positive and negative factors influence their classroom management skills. An optimistic outlook adds to better outcomes. One of the aims of this program, therefore, is to direct the trainees to achieve a positive attitude towards any criticism. Therefore, negative feedback helps inspire trainees to work for change in a constructive way (Reddy, 2015).

Results revealed that the teaching aids, helped the teachers to effectively manage their classroom. Results were aligned with the previous research. A study conducted in the past showed that colorful presentation of the teaching material along with audio-visual aids enhanced their skills regarding class management and leads to professional development and positive behavior in the classroom (Remesh, 2013). Likewise, findings revealed that colorful teaching aids improve the



teaching performance in the classroom setting (Umeh, Mogbo, & Nsofor, 2015; Shanu, 2016; Savas, 2012). The results could be explained that teaching aids with creative designs and colors attract the attention of the students. Moreover, the well-prepared and focused lesson also leads to effective classroom management and professional behavior of the teacher.

The qualitative analysis also revealed that various negative factors hindered the efficacy of the teacher post-intervention. Negative factors include negligence following lesson objectives, poor preparation, lack of subject content, interruptions during lectures and self-thoughts, unfair distributions of marks as well as comments of teacher incompatible with the marking score, nervousness along with brief time frame for the lecture.

Interruptions during lectures and self-thoughts were negative contributors to teacher skill management and professional attitude and behavior in a classroom setting. This could be explained by the fact that due to various physical or psychological stressors; the teacher could not pay attention to the ongoing topic they would be delivering. Additionally, their concentration level is disrupted repeatedly which leads to poor class management hence they cannot effectively display their teaching skills.

Unfair distributions of marks as well as comments of teachers incompatible with the marking score, another negative factor as showed in the current study. This could be explained by the fact that the biased attitude of the supervisor seriously hampers the efficacy of the teacher.

Qualitative analysis also revealed that constructive criticism must be a key tool in classroom management in an effective way. Furthermore, being unbiased, providing a sense of inclusiveness to the students, motivational feedback to instill their interest in the topic, were vital for positive communication patterns among teachers and students and effective management of

classroom problems. Previous research also supported that microteaching ensures confidence, support, and feedback to the teacher (Patel & Mohasina, 2012). Since the classroom environment demands pro-active learning on the part of students and this requires that teachers must actively engage students with the ongoing changing scenarios, providing instant feedback and encouraging them to be attentive to an ongoing learning module.

Besides, the result of the current study revealed that teachers must avoid verbal abuse such as shouting at students, too much emotional expressiveness, keep their words, being a facilitator instead of dominating the teacher. Moreover, the teacher must be professional enough to deal with any situation in a classroom setting. The findings were aligned with previous research. Microteaching requires well-trained educators to train student teachers so that teacher educators can avoid destructive behavior when training student teachers for teaching practice (Sravani, 2012).

## **5.4 Conclusion**

Given the results, it was concluded from the study that microteaching had an impact on the management skills of PT in the classroom. To evaluate the effect of microteaching on the classroom management skills of prospective teachers, this study used a mixed research design. It was hypothesized that microteaching had a significant positive effect on the classroom management skills of PT in the classroom, based on analysis of the data collected in the empirical section of the study. Written responses were collected in the qualitative portion of the analysis and personal interviews were conducted to determine the opinions of PS teachers on microteaching.

PT suggested that, as per the obtained results for both methods, microteaching had a positive impact in the field of growing self-confidence, acquiring expertise, delivering a lesson effectively, interacting effectively, how to summarize a lesson, classroom management, planning,

and time management. Based on this feedback, microteaching operations should be implemented on a wider scale, since it is so effective in helping PS teachers develop subject knowledge.

Teachers who go through the microteaching practices can instruct their students very effectively and chance or error is less because they have already practiced classroom management skills.

## **5.5 Recommendations for Future Research**

The following recommendations were drawn up based on the results of the current study:

1. Modern technology like SMART boards, smart video camera and online textbooks may help to enhance the prospects of Microteaching.
2. The use of Microteaching practices can polish the teaching techniques in a stimulated environment of prospective teachers and may improve professional attitude and behavior, managing and teaching skills, self-confidence, reduction in the level of their anxiety and fear, selecting proper teaching goals, and ability to speak in front of a group of teachers by observing them and providing critical feedback. Thus, the management may provide all kind of ICT equipment & support to conduct this technique.
3. Further studies may be conducted by giving proper feedback to students. The teacher should give constructive feedback to the students for further improvement.
4. Prospective teachers may teach effectively if they have a better understanding of content, class, necessary moment in the class control.
5. Future research could also explore the impact of microteaching on in-service teachers to make them confident.

## **5.6 Implications**

The findings of the study could be applied in the educational setting as the current study has proved that microteaching plays a vital role in making the teacher capable enough to deal effectively in the classroom with a positive attitude and behavior which in turn enhances the academic performance of the student. On the other hand, lack of microteaching leads to mismanagement in a classroom setting along with unprofessional attitude, low self-efficacy, and self-confidence among teachers, hence, hampering their performance in a school setting.

## **5.7 Limitations**

The current study had the following limitations:

1. Since the study was conducted on a sample of 10 teachers and the data was collected only from Islamabad via consensus sampling technique. Hence the findings of the study could not be generalized to a larger population and other areas of Pakistan.
2. The participants did not permit video recording while delivering a lecture through the researcher's device which produced a hindrance in keeping the record and analyze the performance later.

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## APPENDIX A

### TEACHING PRACTICE ASSESSMENT FORM (Observation Sheet)

NAME OF TEACHER

SUBJECT

TOPIC

CLASS

TIME

DATE

NAME OF INSTITUTION

<b>SKILLS OF CLASSROOM MANAGEMENT</b>	Obtained Marks	Total Marks
a. Class Control		10
b. Class Arrangement		10
c. Reaction to pupils' responses and reinforcement		10
d. Clarity of Voice/ Audibility		10
e. Appropriate use of language (Gestures, sketches etc.)		10
f. Suitability of assessment		10
g. Attainment of stated objectives		10

#### TEACHER'S PERSONALITY/PROFESSIONAL ATTITUDE AND VALUES

a. Neatness & Appropriate Dressing		10
b. Readiness/Diligence/Adaptability		10
c. Learner-friendly		10
d. Comportment		10
<b>TOTAL SCORE</b>		<b>110</b>

ADDITIONAL COMMENTS

SUPERVISOR'S NAME

SIGNATURE

DATE \_\_\_\_\_

## APPENDIX B

### LESSON PLAN

**General Topic:** Teaching Skills

**Sub-Topic:** Classroom Management Skill

**Class:** B.Ed. 3<sup>rd</sup> semester

**Duration:** forty-five Minutes

Reference Text: Ajileye, M.A. (2012). Rudiments of Instructional System, Abuja, Yinkus and Sons  
ENT

**Instructional Materials:** Lecture Material, improvised materials for class decoration, Whiteboard Materials and flash cards, multimedia.

**Instructional Objectives:** To mentor the prospective teachers, how to lead and controls and keep the discipline in the classroom.

**Behavioral objectives:** At the conclusion of the lesson, prospective teachers Should be able to mention ways of establishing discipline in the class, control, neatness and arrange the class as well as practice leadership roles, control, and arrangement in the class.

**Entry Behavior:** The prospective teachers have been exposed to planning skill.

**Introduction:** The educator exchanges greetings with the students and asks them to pick the pieces of paper around the class.

#### Lesson Presentation

Steps	Educator's activities	Prospective teachers' activities	Instructional strategies	Duration
I	Educator explains meanings of class	Prospective teachers watch with keen	Lecture and demonstration methods	10 minutes

	leadership, control, discipline, and arrangement	interest and jot down some key points		
II	Educator collects the last assignment and displays charts on classroom sitting Arrangements	Prospective teachers submit their assignments and help the educator to display the materials	Demonstration method and use of instructional materials skill	5 minutes
III	Educator informs prospective teachers on the importance of their personality and ethics of teaching profession	Prospective teachers pay attention and ask questions to clarify issues	Explanation skill	5 minutes
IV	Educator uses some prospective teachers as examples of neat dressing	Prospective teachers take part in the role play	Role playing method and illustration with examples skill	5 minutes
V	The educator breaks the class into three groups for practical and supervise the prospective teachers on how to acquire classroom management skills	The prospective teachers form groups and practice the skill of classroom management	Role playing and demonstration	20minutes

**Evaluation:** Prospective teachers go to their groups while educator supervises each group as Prospective teachers take part in presentation on group basis. Educator and peers evaluate the Prospective teachers' performances using appendix III

**Conclusion:** Educator corrects prospective teachers' mistakes on classroom management

**Assignment:** Teacher asks the prospective teachers to improvise some instructional materials for teaching at the higher secondary level before the next lecture

## APPENDIX C

### ASSESSMENT FORM ON CLASSROOM MANAGEMENT SKILL

TEACHERS NAME \_\_\_\_\_

GRADE \_\_\_\_\_ SESSION \_\_\_\_\_

NAME OF INSTITUTION \_\_\_\_\_

**5 (Excellent)**

**4 (Very Good)**

**3 (Good)**

**2 (Weak)**

**1 (Very weak)**

<b>CLASS MANAGEMENT SKILL</b>					
Time management	5	4	3	2	1
Handling individual differences	5	4	3	2	1
Neat/appropriate Dressing	5	4	3	2	1
Learner-friendly	5	4	3	2	1
Classroom leadership	5	4	3	2	1
Classroom neatness	5	4	3	2	1
Classroom control	5	4	3	2	1
Learners' participation	5	4	3	2	1
Movement in the class	5	4	3	2	1
Identifying learners by names	5	4	3	2	1
Adequate record keeping	5	4	3	2	1
Comportment	5	4	3	2	1

## APPENDIX D

### PROSPECTIVE TEACHERS INTERVIEW

1. What are your views about Microteaching?

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2. What was your perception before microteaching?

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3. What is your perception after Microteaching?

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4. How was your experience regarding Microteaching?

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5. What are the positive factors that impact on your scores during Microteaching Session?

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6. What are the Negative factors that impact on your scores during Microteaching Session?

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## APPENDIX E

### PROOF READING CERTIFICATE

#### CERTIFICATE OF PROOF READING

This is to certify that the undersigned has gone through the Thesis Title “Effect of Microteaching on classroom Management Skills of Prospective Teachers”. The said Thesis is error free and ready to be defended by the student, Miss Faiza Khurshid, M. Phil Scholar, Faculty of Education, National University of Modern Languages, Islamabad.



**Name:** Rabia Bibi

**Designation:** Lecturer English

The Scholar Science College, Wah Cantt.

## APPENDIX F

### TOPIC APPROVAL LETTER



NATIONAL UNIVERSITY OF MODERN LANGUAGES  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 20-01-2020

To: **Faiza Khurshid,**  
1498-MPhil/Edu/S18

Subject: **APPROVAL OF MPhil THESIS TOPIC AND SUPERVISOR**

1. Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1 -2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15<sup>th</sup> Oct 2019.

**a. Supervisor's Name & Designation**

Dr. Wajeeha Aurangzeb,  
Assistant Professor, Department of Education  
NUML, Islamabad.

**b. Topic of Thesis**

**Effect of Micro Teaching on Classroom Management Skills of Prospective Teachers**

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **31<sup>st</sup> Jan 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090  
E-mail: mdin@numl.edu.pk

  
**Dr. Hukam Dad Malik**  
Head,  
Department of Education

Cc to:   
708 Dr. Wajeeha Aurangzeb 

Received  
  
5/3

## APPENDIX G

### Request Letter for Validation of Research Instrument

#### CERTIFICATE OF VALIDITY

(Class room managementScale)



#### Effect of microteaching on classroom management skills of prospective teachers

By Mrs. FaizaKhurshid

M.Phil. Scholar, Department of Education, Faculty of Social Sciences National  
University of Modern Languages, H-9, Islamabad, Pakistan

This is to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess the effect of microteaching on classroom management skills of prospective teachers.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research, assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Name

*Dr. RAFIA ZAREEN*

Designation

*Principal*

Institute

*GGHSS No 2 Murree Rd*

Signature

*[Handwritten Signature]*

**DR. RAFIA ZAREEN**  
Principal GGHSS No. 2  
Murree Road, Rawalpindi

## APPENDIX H

### Permission Letter for Data Collection



**DEPARTMENT OF EDUCATION**  
**FACULTY OF SOCIAL SCIENCES**  
National University of Modern Languages  
Sector H-9, Islamabad  
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2020-Edu

Dated: 07-10-2020

### WHOM SO EVER IT MAY CONCERN

Ms. Faiza Khurshid D/O Khurshid Ahmad Khan student of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

*Mariam D.*  
07/10/2020  
Dr Mariam Din  
A/Head,  
Department of Education.