

Effect of Micro-Teaching Skills on Teacher Trainees' Music Performance during Teaching Practice at Mosoriot Teachers' Training College in Nandi County, Kenya

Dorothy Atieno Okeyo

Kabarak University, Private Bag-20157, Kabarak-Kenya.

ABSTRACT: Teaching skills are necessary tools teachers should possess for effectiveness in their profession. The most practicable way of acquiring these skills remains to demonstrate teaching skills in micro-teaching. Over the years practitioners and educationists have noted that teacher trainees prepare and deliver inadequate music content during teaching practice. There is little indication on whether there is effect of micro-teaching skills on teacher trainees' music performance during teaching practice. The purpose of this study therefore is to establish the effect of micro-teaching skills on teacher trainees' music performance during teaching practice at Mosoriot teachers training college, Nandi County, Kenya. The objectives of the study include: to establish the effect of micro-teaching on teacher trainees' music performance during teaching practice, establish the level of usage of micro teaching in preparing for teaching practice and find out the adequacy of time allocated to music during micro teaching in primary teacher training colleges. The study was guided by social learning theory advanced by Albert Bandura. The study adopted case study design. The target population was 221 comprising of 21 lecturers and 200 teacher trainees. A sample of 200 (74.1%) teacher trainees was purposively drawn from first year teacher trainees in the college who were preparing to embark on teaching practice in the 2018 teaching practice program. Simple random sampling was then applied to 21 the lecturers. Questionnaires and document analysis of past records were used in collection of data for the study. The data collected was analyzed using descriptive statistics. The study found that micro-teaching affected teaching skills in music. The time allotted in micro-teaching is limited and teacher trainees' were not able to teach music content adequately. The study recommends that 1) a well researched micro-teaching model and policy should be put in place to improve the quality of teacher preparation and 2) the period of micro-teaching should be extended so that teacher trainees will be able to have adequate time to teach music content in particular and all the subjects of the primary school curriculum.

KEY WORDS: *Micro teaching, music performance, teacher trainees, teacher preparation*

I. INTRODUCTION

Micro-teaching is essential in the training of teachers. It is a scaled-down lesson preparation and presentation used for training primary school teachers. Yusuf (2006) cited in Majoni (2017) refers to micro-teaching as a training technique which gives the teacher trainee an opportunity to master the teaching skills in a controlled environment before the actual class. A more comprehensive definition was given by Remesh (2013) who referred to micro-teaching as a scaled down realistic classroom training context in which inexperienced teachers may acquire new teaching skills. Thus it can be said that micro-teaching involves teacher trainees learning teaching skills and also include preparation before going for actual teaching practice. It is also a precursor to teaching practice and eventual professional teaching in the primary schools.

Micro-teaching provides teacher trainees with the opportunity for safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject (Ajibola, 2013). The micro-teaching environment enables teacher trainees to focus attention on the practice of specific skills at a time until he/she acquires competence in it. Provision of feedback accelerates this process. After acquiring competence in a number of skills in this way, the teacher trainee takes to micro-teaching so as to demonstrate his/her level of competence.

Various research studies on music have focused on the importance of micro-teaching for teacher trainees' effectiveness and performance using the micro-teaching skills (Popovitch, 2009; Kartz, 2009; Butler, 2001). Butler (2001) observed that micro-teaching helped shaped the students understanding of what it meant to teach. This observation is supported by Popovitch and Katz (2009) who found out that micro-teaching is a valuable tool for assisting students with developing the skills of communication, critical thinking and problem solving.

Further, Popovitch and Katz (2009) observed that Music subject involves use of audio and video conferencing as well as analysis of musical instruments and therefore more time is needed for students to practice teaching activities under controlled environment. Adequate time for micro-teaching especially in music subject ensures enough high quality teaching practice experienced by teacher students (Butler, 2001).

According to KIE (2004), micro-teaching imparts skills, knowledge and attitudes in relation to preparation of teaching /learning resources like charts among others. Effective training of teachers results into better preparation and delivery of content at the classroom level. However, it has been observed from the external assessors reports that teacher trainees' music performance during and after teaching practice does not show adequate skill and knowledge acquisition during training. Most teacher trainees did not use the nature corners, project and curiosity charts to stimulate interest among the learners and they lacked creativity and originality. Teaching etiquette was also lacking among most trainees.

From the reports given by lecturers, it was found that music learning area and resources were not adequately prepared. It was also found that teacher trainees lacked knowledge on what they were required to do with regard to music learning area and resource materials. The lecturers recommended the need to stress the importance of improving the teaching and learning resources during teaching practice briefing so that they can make teaching real and learner centered (Lecturers' Assessment Report, February 2016). While all teacher trainees prepared curiosity and nature charts, only a few used them during actual teaching sessions. Additionally it was noted that some projects were poorly developed. More emphasis should be put on the quality preparation and use of learning resources. In the future, such projects would require the attention of music subject tutors to provide proper guidance to the students (Zone Leaders Report, February 2016). This anomaly may be due to the diminishing use of micro-teaching during training. It would appear that more time is spent on presenting content at the expense of practicing the skills of teaching.

Statement of the Problem

The 2004 primary teacher education syllabus specifies that micro teaching should be learnt in Education, Music and Physical education (KIE, 2004). However, the time allocated to micro-teaching in the music syllabus is inadequate with regard to needs of the teacher trainees. Teacher trainees therefore prepare and deliver inadequate content during teaching practice. Teacher trainees and lecturers do not pay attention to music concepts during micro-teaching. Some lecturers observe a few trainees teach and the period can be very short as little as one week. Sometimes the teacher trainees teach large groups of students and as such render micro-teaching ineffective.

On the other hand, internal and external assessors at Mosoriot teachers college have noted that teacher trainees lack the skills of micro-teaching during teaching practice. These skills include; set induction, stimulus variation, questioning skills, use of reinforcement, use of examples and closure (External Assessors Report, 2016). From the foregoing statements there is a missing link in the teacher training particularly in the area of music practical teaching in the classroom.

Purpose of the study

The purpose of the study is to establish the effect of micro-teaching skills on teacher trainees' music performance during teaching practice. The study also seeks to improve teacher trainees' music performance in teaching practice through micro-teaching

Objectives

The objectives of the study are to:

- i) Establish the effect of micro-teaching on teacher trainees' music performance during teaching practice
- ii) Establish the level of usage of micro teaching in preparing for teaching practice
- iii) Find out the adequacy of time allocated to music during micro teaching in primary teacher training colleges

Significance

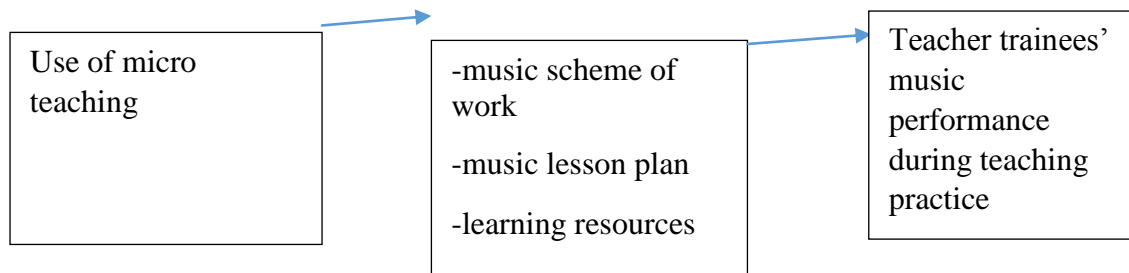
The study shall be of significance to lecturers in preparation of teacher trainees for teaching practice. It will also be of significance to teacher trainees in acquisition of music teaching skills and general teaching competence. The college administration may benefit in the planning for teaching and learning resources. The results of the study may also advise educational policy makers on the need to include micro teaching in all primary teacher subjects.

Assumptions

Micro teaching affects teacher trainees' music performance during teaching practice

The practice of micro teaching skills would be preceded by adequate preparation of music scheme of work, lesson plan and teaching/ learning aids

Conceptual Framework



The above conceptual framework indicates that through appropriate use of micro teaching skills, the teacher trainees will be able to prepare better music scheme of work, lesson plans, charts and improvement of other learning areas which will eventually result into teacher trainees' better performance in music during teaching practice.

Theoretical Framework

This study will be based on social learning theory advanced by Albert Bandura. This theory discusses the reinforcement, modeling and the individual's belief in his ability to influence behavior and personality. Socio-cognitive learning theory is the view of the psychologists who emphasize that behavior is learned through experiences with the environment and that cognitive factors influence learning. People think, reason, imagine, plan, reflect, interpret, believe, value and compare to be able to be in control and adjust to the environment. According to the socio-cognitive theory, people behave in certain ways as a result of enforcement and imitation of one's actions and achievements.

Albert Bandura developed the reciprocal determinism model which states that behavior, cognitive and other personal factors and environment influences operate interactively. According to Bandura we also learn by observing what others do. Observational learning also known as modelling is learning that occurs when a person observes others and then repeats someone else's behavior. Significant models include parents, siblings, teachers, peers, outstanding personalities. Some models can be negative. Mentoring involves a more experienced person agreeing to develop a one-to-one relationship with less experienced person's evaluation of himself and then deciding whether he is able to do something. The belief that one is able to do something and produce positive outcomes is called self-efficacy. Bandura believes that self-efficacy is the key to improving our coping skills. Gaining confidence helps one gain more adaptive behavior. Success becomes inwardly rewarding leading to pleasurable outcomes and boosting self-confidence.

Teaching and learning materials are made and displayed in the resource centre to be copied and used in micro-teaching. Hence serious responsibility is placed on lecturers guiding trainees during preparation for micro-teaching. Lecturers should provide an atmosphere during micro-teaching that makes them feel that they are able to achieve so that their self-esteem and confidence are enhanced. Trainees who have high self-esteem and confidence feel able and interact well with their peers. Teacher trainees should think about consequences of their actions and real life situations that could make them behave in a certain way that is demeaning to their disunity as teachers to be. During micro-teaching teacher trainees should know their strengths, talents and what they are able to do. This will motivate them to internalize skills learnt and achieve their goals.

II. LITERATURE REVIEW

Introduction

This chapter discusses history of micro-teaching, practice of micro-teaching and effects of micro-teaching on teaching practice

History of Micro-teaching

The history of micro-teaching goes back to the early and mid-1960's when Dwight Allen and his colleagues from Stanford developed training teacher education program aimed at improving verbal, non-verbal, aspects of teacher's speech and their general performance. The original Stanford model took (teach, review, reflect and re-teach approach) using actual school pupils as an authentic audience. The model was first applied to teach in science but later it was introduced to language teaching. The model has been adapted in colleges and universities that handle teacher education programs. Micro-teaching has been used most often to elicit a concentrated, focused form of peer feedback. The rationale during that time was to apply collegial constructive criticism to improve one's own teaching and learning strategies and through assuming the students role to sharpen ones insight into students teaching and learning needs and expectations(Allen and Ryan, 1969; Van, et., 1991)

Furthermore, Shar and Masur (2011) state that the term micro-teaching was coined at Stanford University USA for developing teaching skills. They had that micro-teaching was an experimental project on identification of teaching skills under the guidance of faculty members at Stanford University. The project was then sponsored by Ford and Kettering Foundations. Since its inception in 1963, micro-teaching has become an established teacher training procedure. It is often used in teacher training programs to provide additional experience before or during teaching practice.

The Practice of Micro-teaching in Colleges

Micro-teaching is a process in which the student teacher presents a lesson of 10 minutes. A student teacher is engaged in a scaled down teaching learning procedure in relation to class size (4-6) who are their peers, for about 10 minutes. The student teachers focus on a specific task like questioning technique, communicating and explaining. Micro-teaching student teacher aims at acquisition of specific teaching skills or accomplishment of certain tasks. Each skill can be improved through analysis and practice. Feedback from colleagues tutors and recorded video is instant. The student teacher can later observe his/her own video-taped lesson with his supervisor or tutor.

Generally micro-teaching process includes identification of useful teaching skills, demonstration of the skill by an expert teaching, teaching small groups to reduce organizational problems, immediate feedback and the demonstration of the skills separately and eventual combination of the skills learned. It's real teaching though for a short time; it limits a scope of content time and class size; focuses on acquisition and development of specific skills without distraction of class management aspects; allows increased control of educational practice through manipulation of time, feedback and scope of content; it is also a feedback used to improve performance; divides strength and weaknesses observed in a complex skill into components that are learned step by step before it's undertaken as a whole and can be altered to suit many circumstances. It is an organized activity that exposes the student teacher to a real teaching/learning situation with the aim of helping the student-teacher gain confidence and experience in teaching (Thungu et. al, 2008).

According to Goad (1984) as quoted in by Barasa (2005), micro-teaching provides an opportunity for the trainer to begin and develop the reflective process about teaching. Student teachers who miss opportunity to prepare for teaching practice through micro-teaching do not have the opportunity to reflect on or to do "self-analysis and self-evaluation". They end up spending more time adjusting to the new situation instead of applying themselves to the task of teaching during teaching practice.

Micro-teaching Skills

Skills to be systematically explored and developed include: set induction, stimulus variation, use of examples, questioning skills, reinforcement and closure.

A set is any device or process which induces the pupils to attend and learn. It is about getting the learners ready and 'set' to go. It directs learner's attention to a specific activity. A set induction may be used at the beginning of a lesson for instance taking pupils out to identify living and non-living things, or asking pupils to look at a picture of a musical instrument and then a series of questions based on it.

Stimulus variation refers to those actions that develop and maintain levels of attention on the part of the pupils, during the course of a lesson. It involves the planned use of teaching/learning resources in a variety of ways in order to achieve a high level of learner's performance in line with stated objectives. Stimulus variation increases classroom interaction and efficiency of learning.

A good learners' plan forecasts the kind of learner's behavior and response resulting from a presentation of a particular stimulus. Examples of stimulus enhancers are textbooks, audiovisual recordings, Television, radio, chalkboard, charts, maps, tonal variation, pauses, gestures, meaningful movement and pace of delivery. Examples help to clarify explanation by giving illustrations and helping the pupils to comprehend new concepts, relationships or principles.

Questioning techniques is used to enhance classroom interaction and during evaluation. Hence leads to a better understanding and organization of knowledge. Good questioning techniques involve use of questions ranging from those that appeal to senses to reasoning. It therefore follows that the questions must be clear and specific to the objective. Wachira et al. (2008) state the purpose of questioning as: to set previous learning, help learners recall some events, help learners to recognize something, help learners think, reason, keep learners alert and help to focus on important points.

Reinforcement is any technique that modifies or changes pupils' behavior. It may be positive rewards or negative (withholding rewards, corrective feedback and punishments). Strengthens and encourages positive behavior and responses in a learning situation in order to make learning permanent, retained and retrieved when the knowledge is required for use.

Closure is a process of directing experiences to the completion of a specific task. It is a way of ending a lesson. It focuses on what has been learned and involves praising learners as a form of reinforcement or could be used

as feedback on what the pupils have learned. It is a technical term referring to rounding off of a section or a whole lesson. Effective closure reinforces what has been learnt.

The Effect of Micro-teaching on Practical Teaching

It is factual that the teacher occupies a crucial position in the entire spectrum of educational activities. The teacher can be said to be an agent of change because of the significant contribution to the character building of individuals under their charge.

Micro-teaching has been used successfully in United States and other countries to assist teacher students improve their skills. In United States, Butler (2001) carried out a study in the field of music. The study involved 15 undergraduate students and evaluated teacher effectiveness using micro-teaching during two sessions. It was found that micro-teaching helped shaped the students understanding of what it meant to teach. Further, micro-teaching assisted students with developing skills of communication, critical thinking and problem solving.

In India, Singh and Joshi (2005) conducted a study on effectiveness of micro-teaching. It was observed that there was a significant improvement in the general teaching competence of trainees as a result of training in micro-skills. Madike (1980) cited in Remesh (2013) observed that utilization of expanded micro-teaching activities in a mathematics teaching practical course significantly reduced the level of anxiety.

In Pakistan unlike the initial project at Stanford University where twenty micro-teaching teaching skills were used only eight served the purpose. Shah and Masur (2011) carried out a study on 210 teachers to establish the impact of micro-teaching skills on their performance in teaching duties. It was found that in service trained teachers utilized micro-teaching skills hence performed comparatively better than the in service teachers without micro-teaching skills.

In Nigeria, all teacher education colleges have micro-teaching and teaching practice as core units for study. These units are used in the development of specific teaching skills and behavior that enhance practical teaching in real life situation (Programindaki & Arastirilmasi, 2009; Ajayi, 2006; Al-Methan, 2003; Ananthakrishman, 1993). According to a study conducted by Okunolye and Okeowo (n.d), micro-teaching contributes significantly to the teacher trainees' performance during teaching practice. In this study the researchers used 300 teacher trainees to establish the influence of micro-teaching on teaching practice. The mean scores of the teacher trainees on micro-teaching and teaching practice were 57.09% and 47.18% respectively. The results indicate that micro-teaching had a significant influence on teaching practice.

III. RESEARCH METHODOLOGY

This was a qualitative research. Qualitative research involves the researcher studying the participant in their natural setting (Cresswell, 2014). Qualitative research was preferred because it allowed the researcher to conduct the research in a natural setting in this case primary teachers' training college. The researcher interacted with the lecturers' and teacher trainees during data collection.

IV. RESEARCH DESIGN

The research was based on case study design at Mosoriot Teachers College in Nandi County, Kenya. The case study was preferred because it allowed the researcher to focus on key players and situations affecting teacher preparation. The study involved teacher trainees' and lecturers. Purposive sampling was used to draw the first year teacher trainees and stratified random sampling was used to classify teacher trainees into male and female. Simple random sampling was then applied to 21 lecturers.

Data Collection Instruments

Questionnaires

Questionnaires are used by the researcher since they give the respondent time to answer questions and are effective for large samples (Kerlinger, 1983). Structured and semi structured questions were also used to obtain data from the lecturers and the teacher trainees. Items in the questionnaires were developed to address specific objectives.

Document Analysis

Document analysis is the systematic examination of relevant documents in order to determine factors that explain specific phenomena (Mugenda and Mugenda, 2003). Textbooks, course outlines or school schedules may help researchers determine what is and what is not taught, the grade placement of particular materials and the amount of time devoted to them (Dalen, 1979). The documents containing the comments and results from both internal and external assessors in teaching practice were used. Permission to obtain and use these documents was sought from the Chief Principal and Teaching Practice Director and assurance of their safety and confidentiality was made.

Data Analysis

Data was analyzed using the following procedures; coding and categorizing. The researcher had to structure the categories of data so that they would be meaningful. Selecting the categories and relating them to other

categories was also involved in the analysis. The researcher had the task of integrating the categories to assist in making generalizations and conclusions.

Results and Discussions

Teacher trainees who participated in micro-teaching during teacher preparation responded to the structured and semi structured questions. All the teacher trainees went through the music experiences during micro-teaching. The teacher trainees were supervised by at least 3 lecturers and 10 peers in a micro-teaching group. This is supported by Allen and Ryan (1969) who revealed that micro teaching activities include student teaching for a period between 5-10 minutes with 10 peers in a group and not a large class of over 40 peers. The teacher trainees indicated that they had benefited enormously from participating in micro-teaching.

The teacher trainees highlighted the following benefits derived from their involvement in micro-teaching. They gained both cognitive academic achievement and skills such as effective self-esteem, creativity and imagination, motivation and improvement in scheming and planning. This finding is also in support of Programindaki and Arastirilmasi (2009) discovery that pre-service teacher feel motivated thereby gaining improved self-confidence with having the opportunity to observe themselves while gaining experience. Criticisms from peer, supervisor and self assessment help pre-service teacher to re-plan and invariably improve on the teaching skills (Programindaki & Arastirilmasi, 2009). Some of the teacher trainees stated that:

-micro-teaching removed fear since I was able to stand in front of the class without fear.

-lecturers who supervised gave me relevant guidelines to prepare scheme of work, detailed lesson plan and media which assisted me during lesson preparation.

However, the teacher trainees indicated the following challenges related to micro-teaching:

- inadequate teaching media because of unavailability of stationery to buy materials to prepare music teaching aids.
- the teacher trainees were not used to being taught by their peers apart from their lecturers
- they were unfamiliar with music content they were teaching as a result this made it difficult to manage the class

Teacher trainees indicated that they needed to be taught and guided on the music syllabus interpretation before micro-teaching. They should be given opportunities to familiarize with the primary school music syllabus rather than being lectured on the same. This finding also resonates Majoni (2017) who found out that identification and selection of curriculum, mastery of skills and teaching methods in micro teaching ensure high quality teaching practice.

The teacher trainees were not groomed in the area of music scheming and planning as well as preparation of teaching and learning resources. Adequate consultation and preparation should be done before micro-teaching. This includes ensuring planning meetings with the subject lecturers. Teacher trainees prepared their lessons without a syllabus to guide them while some planned using textbooks and this affected the effectiveness of micro-teaching. The Colleges should provide samples of well taught lessons to the teacher trainees to learn from.

The teacher trainees' expressed that time allocated for micro-teaching is limited. This finding is also in tandem with Ajibola (2013) assertion that there is reduction in length of time, class size, task to be accomplished and the skills to be developed. As a result a student teacher requires specific teaching skills. Teacher trainees suggested that the colleges should provide more time for micro-teaching. The topics to be taught should be given in advance or before micro-teaching hence adequate time for preparation. This would be able to improve the quality of micro-teaching.

V. CONCLUSIONS

Micro-teaching is an effective means of enhancing the teaching skills of the teacher trainees. The teacher trainees found that during the presentations, questions asked were valuable, understandable and worthwhile for all types of trainees. Lecturers helped trainees in answering questions and cleared their concepts about different topics by providing them with illustration and clues.

The study concluded that there is evidence to strengthen the need for the acquisition of the requisite teaching skills by teacher trainees through micro teaching. The good teaching skills are not acquired in a vacuum but inculcated in teacher trainees by professional lecturers who are more versed in teaching than the trainees through modeling of its use in the micro teaching classroom.

Recommendations

The following possible recommendations are made in this study:

A well researched micro-teaching model and policy should be put in place to improve the quality of teacher preparation.

The period of micro-teaching should be extended so that teacher trainees will be able to have adequate time to teach music content in particular and all the subjects of the primary school curriculum.

The teacher trainees also suggested that one or two lecturers should observe the trainees teach to create a conducive environment for the developing teacher.

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