



### ENHANCING TEACHING CONFIDENCE AND SKILL DEVELOPMENT THROUGH MICRO-TEACHING: A STUDY AMONG B.ED. STUDENTS

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#### Abstract:

*This study explores the effectiveness of micro-teaching in enhancing teaching skills and confidence among B.Ed. students. Through structured practice sessions and feedback, micro-teaching provides a simulated teaching environment to prepare pre-service teachers for real classroom challenges. A survey was conducted using a Google Form to collect responses from B.Ed. students post micro-teaching sessions. The sample size was 75 B.Ed. students. The findings indicate a significant improvement in self-confidence, communication skills, classroom management, and overall preparedness for teaching. The study highlights the value of integrating micro-teaching as a core component of teacher education programs.*

**Key Words:** Micro-teaching, Skill development, B.Ed. Students.

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#### Introduction:

Teachers are the architects of a nation's future, and the foundation of effective teaching lies in the possession of pedagogical skills, confidence, and a commitment to continuous development. As John Dewey (1938) asserted, *"Education is not preparation for life; education is life itself,"* emphasizing the essential role of teachers in shaping both the present and the future through their practices and values. The teaching profession demands more than content knowledge; it requires the ability to communicate, connect, and innovate within the classroom. Each teacher brings a unique set of skills and perspectives, making teaching a dynamic and deeply personal profession.

The skills possessed by teachers are not only central to classroom instruction but also serve as indicators of teaching effectiveness. According to Shulman (1987), pedagogical content knowledge is a special amalgam of content and pedagogy that is uniquely the province of teachers. The development of such knowledge and teaching skills is therefore essential during teacher training programs, particularly at the B.Ed. level.

In this context, **micro-teaching** emerges as a powerful technique to enhance teaching proficiency. It is a scaled-down teaching encounter designed to develop specific teaching behaviors and to provide immediate feedback for reflective improvement (Allen & Ryan, 1969). Micro-teaching encourages B.Ed. students to experiment with teaching strategies in a supportive environment, build their self-confidence, and refine their delivery through peer and mentor feedback. It aligns with the constructivist approach to teacher education, wherein active participation and reflective practice form the core of professional development. Paulo Freire (1970) echoed the need for critical reflection and practice in teacher education when he stated, *"Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students."* Micro-teaching supports this vision by allowing prospective teachers to engage as both learners and practitioners in an iterative process of teaching and learning.

Furthermore, research supports the effectiveness of micro-teaching in improving teaching skills. Studies by Kpanja (2001) and Amobi (2005) affirm that micro-teaching significantly enhances pre-service teachers' confidence, instructional planning, classroom management, and communication abilities. Through such practices, the uniqueness of each individual teacher can be nurtured and strengthened.

This study explores the role of micro-teaching in enhancing teaching confidence and skill development among B.Ed. students, aiming to contribute to the larger discourse on quality teacher education. By investigating how micro-teaching influences future educators, we aim to advocate for more integrated and reflective teaching practices in teacher preparation programs.

### **Significance of the Study:**

The teaching profession requires a blend of theoretical understanding and practical competence. Pre-service teacher education, especially during the B.Ed. program, serves as a critical period for nurturing professional teaching skills, classroom confidence, and reflective practice. This study holds significant relevance for several reasons:

#### **1. Bridging the Gap between Theory and Practice**

Often, teacher education programs tend to emphasize theoretical knowledge over practical classroom experience. This study addresses this imbalance by highlighting how **micro-teaching** serves as a bridge, enabling student-teachers to apply educational theories in real-world-like settings, thereby deepening their understanding and enhancing instructional effectiveness.

#### **2. Enhancing Teaching Confidence**

Confidence is a cornerstone of successful teaching. Through structured practice, feedback, and repetition, micro-teaching creates a supportive environment where B.Ed. students can gain

confidence in their teaching abilities. This study provides empirical evidence on how such practices significantly boost self-efficacy, especially for those with limited classroom exposure.

#### **3. Skill Development and Professional Readiness**

Teaching is a skill-based profession, requiring expertise in lesson planning, classroom management, communication, and adaptability. This research focuses on how micro-teaching helps in developing these essential competencies in a safe, reflective, and feedback-oriented environment. The findings can inform curriculum developers, teacher educators, and policymakers in designing effective teacher training modules.

#### **4. Contribution to Teacher Education Reforms**

In light of the **National Education Policy (NEP) 2020** which emphasizes experiential learning, reflective teaching, and professional development, this study aligns with national goals for transforming teacher education. By presenting evidence on the effectiveness of micro-teaching, the study offers recommendations for integrating innovative and practical pedagogical methods in teacher education programs.

#### **5. Promoting Reflective Teaching Practices**

Reflection is key to growth in the teaching profession. This study underscores the role of micro-teaching in promoting self-assessment and peer evaluation, thereby cultivating a habit of continuous improvement among future educators.

#### **6. Empowering Future Educators**

Ultimately, this study aims to empower B.Ed. students with the confidence and skillset needed to thrive in diverse classroom environments. Well-prepared and confident teachers are more likely to positively influence student outcomes, promote inclusive learning, and contribute meaningfully to educational excellence.

**Research Gap:**

Despite the growing emphasis on skill-based teacher education and the integration of practical pedagogies like micro-teaching in B.Ed. programs, there remains a noticeable gap in empirical research that specifically examines its impact on both teaching confidence and skill development among pre-service teachers in the Indian context. Most existing studies focus either on general teaching effectiveness or theoretical training methods, with limited attention to how micro-teaching enhances self-efficacy and specific pedagogical competencies. Furthermore, there is a lack of localized research that considers the diverse backgrounds of B.Ed. students and how micro-teaching can be adapted to address their unique learning needs. This study seeks to fill this gap by providing data-driven insights into the effectiveness of micro-teaching in building both confidence and classroom readiness among B.Ed. trainees.

**Objectives:**

1. To evaluate the effectiveness of micro-teaching in developing teaching competencies among B.Ed students.
2. To assess the improvement in confidence levels after participating in micro-teaching sessions.
3. To understand the role of peer and instructor feedback in enhancing teaching performance.

**Conceptual Frame Work:**

The conceptual framework of this study is grounded in the theory of experiential learning (Kolb, 1984) and Bandura's social cognitive theory (1997), which emphasize learning through doing, reflection, and the development of self-efficacy. Micro-teaching serves as the central pedagogical tool within this framework, providing a structured and reflective environment for B.Ed. students to practice and refine their teaching skills. Through the cycle of planning, teaching, receiving feedback, and re-teaching, student-teachers engage in active learning that fosters both skill

acquisition and confidence-building. The framework posits that repeated micro-teaching sessions, supported by constructive peer and mentor feedback, lead to enhanced pedagogical competencies, greater self-awareness, and improved teaching self-efficacy, thereby preparing future teachers for real classroom challenges.

**Theoretical Perspectives:**

This study is grounded in two key theoretical perspectives: **Kolb's Experiential Learning Theory** (1984) and **Bandura's Social Cognitive Theory** (1997). Kolb's theory views learning as a cyclical process involving four stages—concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the context of micro-teaching, B.Ed. students engage in real teaching tasks (concrete experience), reflect on their performance, conceptualize new strategies for improvement, and reapply them in subsequent teaching sessions, thus reinforcing skill acquisition through experiential learning (Kolb, 1984). Complementing this, Bandura's Social Cognitive Theory emphasizes the role of self-efficacy—one's belief in their ability to succeed in specific tasks—as a crucial determinant of motivation and behavior. Micro-teaching provides repeated opportunities for success and constructive feedback, which in turn helps build self-efficacy and confidence in teaching abilities (Bandura, 1997). Together, these theories offer a robust framework for understanding how micro-teaching enhances both pedagogical competence and teaching confidence among B.Ed. students.

**Literature Review:**

Micro-teaching, since its inception in the 1960s by Dwight Allen at Stanford University, has been widely recognized as a valuable tool in teacher education for developing specific teaching skills through focused practice and feedback (Allen & Ryan, 1969). It involves teaching a small lesson segment to a peer

group for a brief period, followed by immediate feedback and reflection, which allows teacher trainees to improve their instructional strategies in a controlled environment.

Several studies have emphasized the effectiveness of micro-teaching in enhancing pedagogical skills. Amobi (2005) found that pre-service teachers who engaged in micro-teaching developed greater instructional clarity, lesson planning abilities, and classroom management strategies. Similarly, Kpanja (2001) reported that video-assisted micro-teaching allowed student-teachers to observe and reflect on their performance, leading to better self-evaluation and professional growth.

The role of micro-teaching in boosting teaching confidence is also well-documented. Bayo (2012) highlighted that repeated practice and supportive feedback in micro-teaching sessions significantly reduced teaching anxiety and enhanced self-efficacy among B.Ed. students. This aligns with Bandura's (1997) concept of self-efficacy, where mastery experiences contribute to increased confidence in one's abilities to perform teaching tasks effectively.

In the Indian context, studies have echoed similar findings. Sharma and Sharma (2012) explored micro-teaching in Indian teacher education institutions and found it instrumental in improving communication skills, content delivery, and time management among pre-service teachers. They also noted that micro-teaching fosters reflective practices, as student-teachers analyze their teaching performance and receive constructive feedback from peers and mentors.

Moreover, micro-teaching supports the National Education Policy (NEP) 2020's emphasis on experiential and practice-based learning. As per NCERT (2020), teacher education must integrate opportunities for student-teachers to engage in realistic teaching experiences to ensure classroom readiness.

However, some researchers point out limitations. Fernandez and Robinson (2006) argue that while micro-teaching improves discrete teaching skills, it must be integrated with real classroom experiences to develop holistic teaching competence. Therefore, micro-teaching should be seen as a complementary practice rather than a complete substitute for full-length teaching practice.

In summary, the literature strongly supports micro-teaching as an effective pedagogical approach to enhance both skill development and teaching confidence among pre-service teachers. However, its impact can be maximized when paired with reflection, mentoring, and real classroom exposure.

### **Research Methodology:**

#### ***Research Design:***

A **quantitative research approach** was most suitable for this study as it allows for the systematic collection and analysis of numerical data to identify patterns and trends in B.Ed. students' perceptions of gender inclusivity. This approach ensures objectivity, reliability, and generalizability of findings (Creswell, 2018). By employing a structured questionnaire with closed-ended questions, the study can quantify student responses, measure the extent of gender inclusivity in teacher education institutions, and analyze relationships between variables. Furthermore, a quantitative design facilitates statistical analysis, making it possible to derive meaningful conclusions and comparisons across different demographic groups.

#### ***Participants:***

The study included **75 B.Ed. students** enrolled in teacher education programs. The demographic details of participants will include:

- **Gender:** Male and Female
- **Age Group:** 20-25 years, 26-30 years, and 30+ years
- **Academic Year:** Second-year B.Ed. students



### Data Collection:

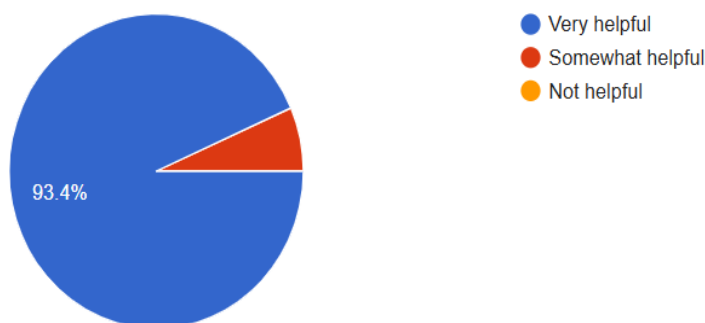
Data was collected using a **self-developed questionnaire** distributed through **Google Forms**. The questionnaire includes **multiple-choice** focusing on students' perceptions, institutional practices, and

### Data Analysis:

challenges related to gender inclusivity. The online survey method ensures a broader reach, quick response collection, and ease of data management. Participants will be assured of **confidentiality and anonymity** to encourage honest responses.

1.How helpful did you find the micro-teaching session in understanding teaching skills?

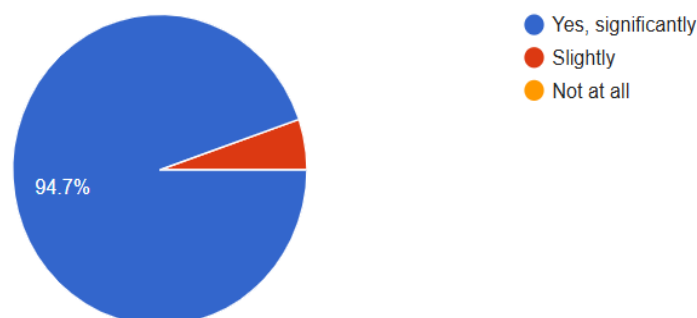
76 responses



**Interpretation:** A majority of students found the micro-teaching classes to be significant it help them boost in confidence after the session.

2. Did the micro-teaching experience improve your confidence in delivering lesson?

76 responses



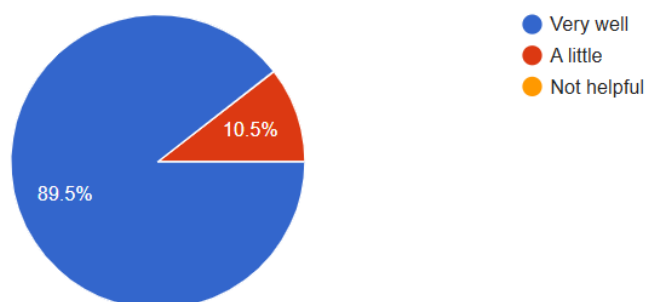
**Interpretation:** A majority of students found the micro-teaching experience improved their confidence after the session.



3. How well did the feedback received after your micro-teaching help you improve?

76 responses

Copy chart

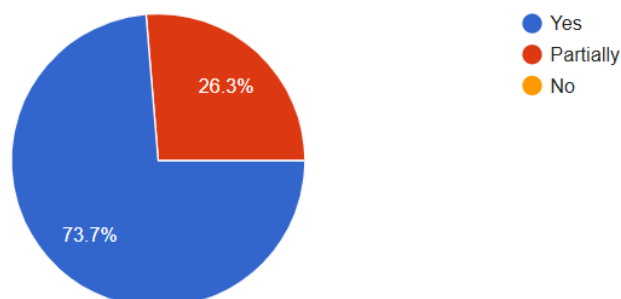


**Interpretation:** A majority of students found the micro-teaching after feedback received were very helpful to rectify their mistakes and perform good it helped improved their confidence after the session.

4. Were you able to apply theoretical knowledge into practice through micro teaching?

76 responses

chart

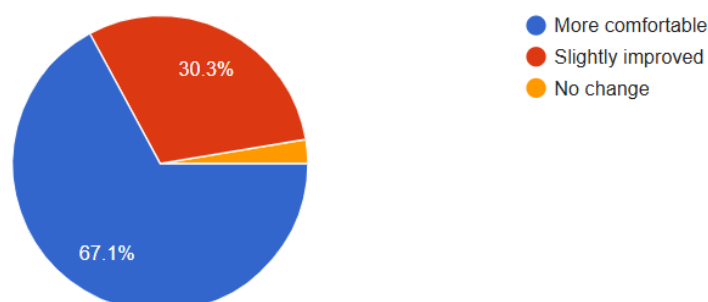


**Interpretation:** A majority of students were able to apply theoretical knowledge into practice through micro-teaching.

5. How comfortable are you now with classroom management techniques?

76 responses

chart



**Interpretation:** A majority of students are more comfortable to manage their classroom

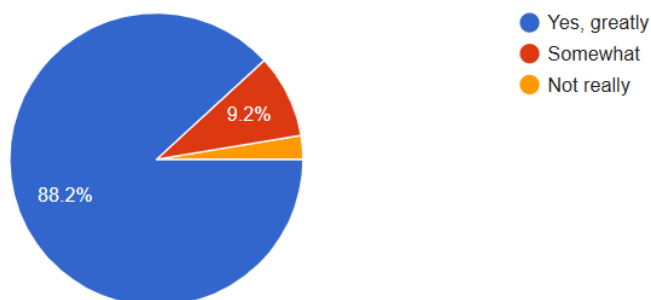




6. Did the micro-teaching help you in developing better communication skills teacher?

[chart](#)

76 responses

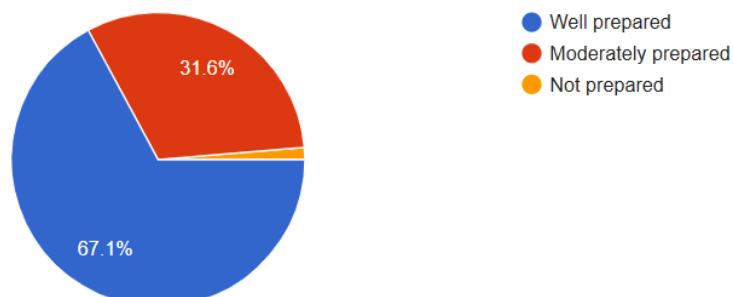


**Interpretation:** Through micro-teaching many students were able to develop better communication skills as a teacher.

7. To what extent did micro-teaching prepare you for real classroom teaching?

[chart](#)

76 responses

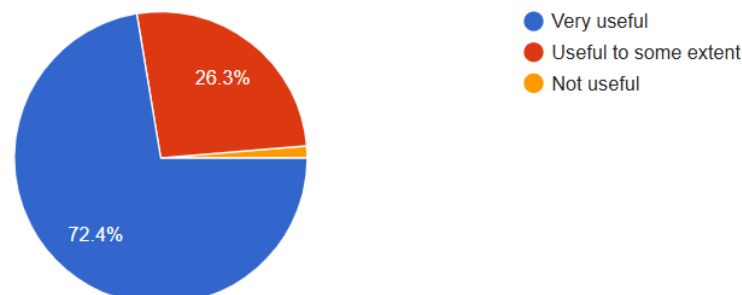


**Interpretation:** 67% of students admit micro-teaching prepared them for real classroom teaching very well.

8. How useful was peer observation and feedback in your learning process?

[chart](#)

76 responses



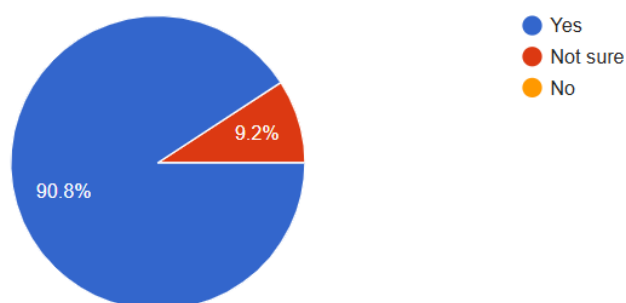
**Interpretation:** As peer observation and feedback is very important in learning process most of them found it to be very useful.



9. Do you feel more confident now to handle student queries during a lesson?

hart

76 responses

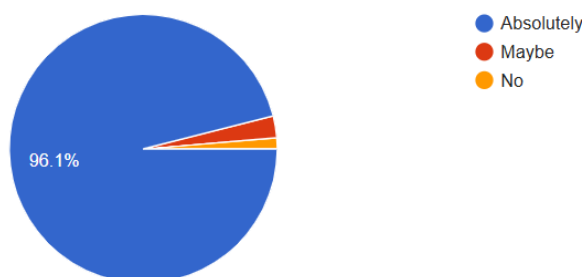


**Interpretation:** we have 90.8% of student who felt more confident to handle student queries during the lesson.

10. Would you recommend micro-teaching as an essential part of B.Ed training?

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76 responses



**Interpretation:** A majority of students about 96.1% responded that they will recommend micro-teaching as an essential part of B.Ed. training.

### Findings:

1. A significant majority of students reported that micro-teaching sessions significantly boosted their confidence.
2. Students found that the micro-teaching experience itself improved their confidence levels post-session.
3. Feedback received after micro-teaching sessions was perceived as highly beneficial by a majority of students. They noted that feedback helped them rectify mistakes and improve their performance, consequently enhancing their confidence.
4. A majority of students were able to effectively apply theoretical knowledge into practice through micro-teaching.
5. Most students felt more comfortable managing a classroom after participating in micro-teaching sessions.
6. Micro-teaching helped many students develop better communication skills essential for teaching.
7. 67% of students stated that micro-teaching prepared them very well for real classroom teaching.
8. Peer observation and feedback were found to be highly useful by most students, emphasizing their importance in the learning process.
9. 90.8% of students reported increased confidence in handling student queries during lessons.



10. A large majority—96.1%—of students expressed that they would recommend micro-teaching as an essential component of B.Ed. training.

These findings reflect a strong positive perception of micro-teaching among students, especially in terms of skill development, classroom readiness, and confidence building.

### **Conclusion:**

The findings of this study clearly highlight the significant impact of micro-teaching on enhancing teaching confidence and skill development among B.Ed. students. With participation from approximately 75 student-teachers, the unanimous positive feedback underscores the effectiveness of micro-teaching as a transformative tool in teacher education. All participants reported a noticeable increase in their confidence levels and acknowledged that the structured, skill-based practice helped them better understand the nuances of effective teaching. Micro-teaching not only allowed them to refine their instructional strategies but also promoted self-reflection, peer learning, and constructive feedback—elements essential for professional growth. The study reaffirms that micro-teaching, when integrated thoughtfully into the teacher training curriculum, can serve as a powerful approach to prepare competent, confident, and reflective future educators.

In conclusion, the findings clearly indicate that micro-teaching plays a crucial role in enhancing the professional competencies of B.Ed. students. It not only enables them to effectively apply theoretical knowledge into practice but also significantly improves their classroom management and communication skills. The opportunity for peer observation and constructive feedback further supports their growth by helping them identify and rectify mistakes. With 90.8% of students feeling more confident in addressing student queries and 96.1% recommending micro-teaching as an essential part of teacher training, it is

evident that micro-teaching serves as a valuable and impactful component in preparing future educators for real classroom challenges.

### **Recommendations:**

1. Integrate Micro-Teaching into the Core Curriculum.
2. Provide Regular and Diverse Micro-Teaching Opportunities
3. Use of Video Feedback for Self-Reflection
4. Peer and Mentor Feedback Mechanism
5. Incorporate Technology-Enhanced Micro-Teaching
6. Training Faculty in Micro-Teaching Methodology
7. Promote Reflective Practice
8. Link Micro-Teaching with Internship and Practicum

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