

A STUDY OF THE PERCEPTIONS OF PRE-SERVICE TEACHERS TOWARDS MICROTEACHING

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Abstract

The main purpose of this research is to study the perceptions of pre-service teachers towards microteaching in Education Degree Colleges. For this study, four Education Degree Colleges were selected as the sample from Bago and Yangon regions by using simple random sampling method. All the participants were (303) Second Year, First Semester pre-service teachers within the (2022-2023) academic year. A questionnaire survey was used to collect the required data. This study includes five dimensions for the perceptions of pre-service teachers towards microteaching. It consists of (25) items. Using SPSS (22) version, descriptive analysis was employed to calculate the mean and standard deviation for the quantitative data. Moreover, the independent samples *t* test was used to examine whether the mean differences between the two groups (male and female) in the perceptions of pre-service teachers towards microteaching were statistically significant or not. The results showed that most of the pre-service teachers possessed moderate level of perceptions towards microteaching. Findings also indicated that the perception of personal feelings was the weakest and the perception of teaching practice competence and awareness was the strongest in the perceptions of pre-service teachers towards microteaching. According to research findings, there was no significant difference between the two groups (male and female) in the perceptions of pre-service teachers towards microteaching. Therefore, this study can be hoped to support to some extent improving the positive perceptions of pre-service teachers towards microteaching in Myanmar.

Keywords: Teaching, Microteaching, Perception, Teaching Practice, Training Technique

Introduction

Education is the instrument for individual, societal, national, and international growth and development (Ajibola, 2013). Teacher education in the twenty-first century must be dynamic and future-oriented. The issues of teacher education reforms are multifaceted ranging from macro-policy problems to micro-level challenges pertaining to the design of practices (Tan, Liu, & Low, 2017). Microteaching training is carried out at the pre-service level because preservice teachers have gotten their material on the lecture bench which will be practiced in the microteaching class. In microteaching, pre-service teachers find opportunities to develop skills such as preparing lesson plans, choosing lesson objectives, attracting students' attention, speaking in front of groups, asking questions, managing time effectively, and assessing techniques (Dewi, 2020). In order to develop the above-mentioned skills, the perceptions of pre-service teachers towards microteaching may be considered for the teacher education sector. Therefore, this study investigates the perceptions of pre-service teachers towards microteaching in Education Degree Colleges.

Purpose of the Study

The main purpose of this study is to study the perceptions of pre-service teachers towards microteaching in Education Degree Colleges.

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The specific objectives are as follows:

- To investigate the perceptions of pre-service teachers towards microteaching in the selected Education Degree Colleges
- To compare the mean differences between the two groups (male and female) in the perceptions of pre-service teachers towards microteaching in the selected Education Degree Colleges
- To make suggestions for improving the perceptions of pre-service teachers towards microteaching in Education Degree Colleges

Research Questions

This study is set out to answer the following basic research questions.

- To what extent do pre-service teachers have perceptions towards microteaching in the selected Education Degree Colleges?
- Is there a significant difference between the two groups (male and female) in the perceptions of pre-service teachers towards microteaching in the selected Education Degree Colleges?

Scope of the Study

This study is geographically restricted to Education Degree Colleges in Bago and Yangon Regions of lower Myanmar. Pyay Education Degree College (Pyay EDC), Taungoo Education Degree College (Taungoo EDC), Yankin Education Degree College (Yankin EDC), and Hlegu Education Degree College (Hlegu EDC) were selected as samples for this study. Participants in this study were the Second Year, First Semester pre-service teachers from the selected Education Degree Colleges within the (2022-2023) academic year. This study included five dimensions for the perceptions of pre-service teachers towards microteaching namely teaching practice competence and awareness, preparation and management, personal feelings, teaching practice, and effectiveness of microteaching in their professional life.

Definition of Key Terms

Teaching: Teaching is a set of events, outside the learners which are designed to support internal process of learning (Sequeira, 2018).

Microteaching: Microteaching can be defined as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment with main teacher behaviors (Solanki & Patel, 2017).

Perception: Perception is the set of processes by which we recognize, organize, and make stimuli in our environment (Barry, 1998).

Teaching Practice: Teaching practice is an integral part of teacher education because it allows student teachers to apply the theories into practice (Mannathoko, 2013).

Training Technique: Training technique is the skills that are acquired by student teachers during training (Ajibola, 2013).

Statement of the Problem

It is rare that pre-service teachers in Myanmar comprehend that microteaching provides many opportunities for prospective teachers to design their teaching styles before they are involved in teaching in the classroom as a teacher. Microteaching will be prepared to apply teaching that is geared towards giving teachers confidence, support, and feedback by allowing

them to seek a short-term relationship between friends and associates regarding what they decide to do with their students (Azmi, 2019).

According to Khan, Tahira, and Rafique (2021), microteaching allows pre-service teachers to teach short lessons and exemplify certain skills. Microteaching helps pre-service teachers develop their observational skills, improve their ability to use time efficiently, exploit different kinds of teaching supports, build self-confidence, reduce the degree of shyness and fear, and learn how to introduce different stages of the lesson. This is due to the fact that pre-service teachers need to focus on microteaching in order to develop their orientation, exploration, modeling teaching skills, and elaboration of skills training activities.

Thus, this study is expected to provide some valuable information about the crucial role of microteaching in Education Degree Colleges. The results of the study are very useful for pre-service teachers to find a way to improve their teaching practice using microteaching and to get a good perception of pre-service teachers towards microteaching at colleges in Myanmar. Therefore, it is essential to study the perceptions of pre-service teachers towards microteaching in teaching practice classes.

Review of Related Literature

Theoretical Framework of Microteaching

According to Darby (2003, as cited in Ajibola, 2013), microteaching is based on three sets of learning theories: behaviorism, cognitivism, and constructivism. Therefore, the theoretical framework of this study is based on behaviorism, cognitivism, and constructivism.

Behaviorism

Behaviorism is a theory of animal and human learning that focuses on the behavior of the learner and the change in behavior that occurs when learning takes place. Learning in the context of behaviorism can be defined as the acquisition of a new behavior or the modification of behavior as a result of teaching, training, or tutoring. Learning is demonstrated by the behavior of the learner in the actions or reactions to further stimulus. Behaviorism is also a philosophy, theory, and pedagogy. They are underpinned by the principles of stimulus-response, and all behavior is explained without the need to consider internal mental states or consciousness. However, those internal states such as belief, motivation, and satisfaction can be represented by patterns of behavior (Wollard, 2010).

Cognitivism

According to Mayer (1992), the cognitive theory includes internal factors: learner characteristics (which can lead to individual differences in the process of learning), learning process (which manipulates information), and learning outcomes (which contain newly constructed knowledge). Mayer (1992) defined learning as response acquisition, learning as knowledge acquisition, and learning as knowledge construction. The cognitive information-processing theory emphasizes that children manipulate information, monitor it, and strategize about it. Central to this approach is the process of memory and thinking.

Constructivism

Constructivism is a psychological and philosophical perspective contending that individuals form or construct much of what they learn and understand (Bruning, Schraw, Norby, & Ronning, 2004, as cited in Schunk, 2012). In recent years, constructivism increasingly has

been applied to learning and teaching. The history of learning theory reveals a shift away from environmental influences and toward human factors as explanations for learning. Constructivism eventually must be evaluated not on whether its premises are true or false (Schunk, 2012).

The Nature of Microteaching

The term “Microteaching” is an important component of modern-age teacher training programs. Microteaching is very effective and successful in grooming confidence and improving skills. Moreover, it helps to understand the learning style limits and learning and practicing constructive feedback. It facilitates the complex classroom environment into a simplified environment. A small group of students provides the trainees with an environment for practice-based teaching which facilitates trainees to build confidence by improving their skills, which leads them to instill self-evaluative skills (Khan, Tahira, & Rafique, 2021).

Microteaching not only improves confidence but is also helpful in improving teaching performance during the class through polishing the skills of in-class management. During the microteaching process, observation, listening, and practicing provide the opportunity to learn every skill at its best. The learning process of microteaching is improved through applications, which can be applied practically. It improves skills like thinking critically, questioning, solving problems, and thoughtful thinking (Higgins & Nicholl, 2003).

Procedures Used in Microteaching

Microteaching has a long history as a teacher-training strategy. An approach that is sometimes based on a sequence of plan, teach, and critique and has three essential features:

1. The student teacher teaches a microlesson of 5 to 10 minutes.
2. The lesson has a very specific and narrow focus.
3. It is immediately followed by a critique of the student teacher’s performance.

This may be followed by a new cycle of re-plan, re-teach, and re-critique. The stages that are normally involved in microteaching can be summarized as follows:

The briefing: The supervisor presents the skill to be practiced and explains how this can be accomplished such as conducting a group activity.

The planning: The student teachers plan their microlesson, incorporating the skills they have been assigned to practice. They should also prepare a description of the objectives for their lesson, to provide a context for the lesson for the observers.

The teaching: The student teacher now teaches his or her microlesson, either to peers or to actual students. The lesson is often videotaped. The observers take notes.

The critique: The lesson is discussed, analyzed, and evaluated. The student teacher generally starts by explaining what he or she was trying to do and whether the lesson went according to the way it was planned. The supervisor will comment on the strengths and weaknesses of the microlesson and suggest ways in which it could be improved.

The re-teach: The microlesson is taught again. During this phase, the student teacher tries to incorporate the feedback that was given during the first teaching (Richard & Farrell, n.d.).

Benefits of Microteaching

Microteaching is a platform for beginner teachers to improve teaching competencies. Here are a few microteaching benefits.

1. The elasticity of practice: Microteaching helps in developing various skills in trainees as well as the current teaching staff. It helps in improving the handling skills of the teachers. It gives better opportunities due to small-scale teaching. Moreover, it broadens the knowledge of various techniques of teaching.
2. Confidence booster: Microteaching is a personality enhancer too. Due to several microteaching activities and practices, microteaching effectively increases the confidence level of the teachers.
3. Budget-oriented: Unlike other various programs and seminars that are very costly, the microteaching program is budget-oriented. Teachers can practice within the real class or at any other place.
4. More learning and less damage: The microteaching program is conducted with no more than 3-4 students at a time. This makes it possible to acquire better teaching experience. In addition, it lessens the chances of mistakes.
5. Improves attitude: A positive attitude contributes to better results. Thus, one of the objectives of this program is to guide the trainees to attain a positive attitude toward any criticism. As a result, negative feedback also motivates the trainees to strive for betterment.
6. Promotes systematic lesson planning: Lesson planning is one of the skills that a teacher needs to master. A microteaching program, within a given content, helps the trainee to prepare systematic lesson plans.
7. Instant feedback: Feedback is the best way to improve. Microteaching enables the teachers to gain instant feedback from the supervisors. Instant feedback gives more potential for rectifying mistakes.
8. Mastering skills: This program helps in mastering types of microteaching skills and strategies like lecturing, questioning, probing, and initiating discussions. Further, it helps in improving a separate teaching style (Santika, 2020).

Dimensions of the Perceptions of Pre-Service Teachers Towards Microteaching

For assessing the perceptions of pre-service teachers towards microteaching, items are divided into five dimensions. They are as follows:

- Teaching practice competence and awareness (Gogoi, 2019)
- Preparation and management (Gogoi, 2019)
- Personal feelings (Gogoi, 2019)
- Teaching practice (Azmi, 2019)
- Effectiveness of microteaching in their professional life (Khan et al., 2021)

Microteaching has been described as “providing positive learning experiences” and has benefits such as having preservice teachers exercise their skills in a warm, non-threatening learning environment (Azmi, 2019).

Method

Research Design

In this study, descriptive research design was used to investigate the perceptions of pre-service teachers towards microteaching in teaching practice classes which are needed to apply in the real classroom environment.

Procedure

This research was to investigate the perceptions of pre-service teachers towards microteaching in teaching practice. The research problem was formulated for the study. The literature related to the study was explored through reading books, the previous research, and also from the sources of internet. Then, the research design was selected. For this study, four Education Degree Colleges were selected as the sample from Bago and Yangon regions by using simple random sampling method. They are Pyay EDC, Taungoo EDC, Yankin EDC and Hlegu EDC. All the participants were (303) Second Year, First Semester pre-service teachers within the (2022-2023) academic year.

A questionnaire concerning the perceptions of pre-service teachers towards microteaching was constructed for this study. Then, a pilot study was conducted in November 2022 with (32) pre-service teachers from Thingangyun EDC to establish the validity and reliability of the questionnaire. After pilot testing, the weaknesses of the questionnaire were modified. In December 2022, the main study was conducted.

Instrument

The main data gathering tool for the study was a questionnaire which was concerned with five dimensions for the perceptions of pre-service teachers towards microteaching in teaching practice classes. Questionnaire was prepared based on five-point Likert scales ranging from (1) strongly disagree to (5) strongly agree. For this instrument, questionnaires based on Gogoi (2019), Azmi (2019), and Khan et al. (2021) were modified and administered. It consisted of (25) items with five dimensions. The five dimensions were teaching practice competence and awareness, preparation and management, personal feelings, teaching practice, and effectiveness of microteaching in their professional life. Each dimension contained (5) items. For the pilot study, participants were (32) pre-service teachers from Thingangyun EDC. The internal consistency for Cronbach's Alpha of questionnaire was (0.83).

Population and Sample Size

All participants are Second Year, First Semester pre-service teachers from Education Degree Colleges within the (2022-2023) academic year in Bago and Yangon Regions. Simple random sampling technique was used for this study. Pyay EDC, Taungoo EDC, Yankin EDC and Hlegu EDC were selected as the sample colleges. The numbers of the participants were (303) representatively. Table 1 shows the sample size in the selected Education Degree Colleges.

Table 1 Sample Size

No.	Region	Education Degree College	No. of Participants
1	Bago (West)	Pyay EDC	70
2	Bago (East)	Taungoo EDC	91
3	Yangon	Yankin EDC	73
4	Yangon	Hlegu EDC	69
Total			303

Data Analysis

Quantitative data analysis techniques were used for this study. Data collected were analyzed quantitatively using descriptive statistics and inferential statistics. In order to examine the perceptions of pre-service teachers towards microteaching, descriptive statistics (mean, standard deviation, frequency, and percentage) were used. To compare the mean differences between two groups (male and female) of pre-service teachers, the independent samples *t* test was used.

Findings

Findings of the Mean Scores of the Perceptions of Pre-Service Teachers Towards Microteaching

In order to find out the comparison of the mean scores of the perceptions of pre-service teachers towards microteaching about teaching practice competence and awareness, preparation and management, personal feelings, teaching practice, and effectiveness of microteaching in their professional life, the mean and standard deviation were described in Table 2.

Table 2 Mean Scores of Five Dimensions of the Perceptions of Pre-Service Teachers Towards Microteaching

Perceptions Towards Microteaching	No. of Pre-Service Teacher	Mean	Std. Deviation	Minimum	Maximum
TPCA	303	21.53	2.35	11	25
PM	303	20.75	2.28	14	25
PF	303	18.03	2.31	12	25
TP	303	20.61	2.05	14	25
MPL	303	21.12	2.01	15	25
Total	303	102.04	8.24	74	124

Note. TPCA = Teaching Practice Competence and Awareness

PM = Preparation and Management

PF = Personal Feelings

TP = Teaching Practice

MPL = Effectiveness of Microteaching in their Professional Life

The results showed the comparison of mean scores of five dimensions of the perceptions of pre-service teachers towards microteaching. They indicated that the mean score of the perceptions of pre-service teachers towards microteaching about personal feelings was the lowest and the mean score of the perceptions of pre-service teachers towards microteaching about teaching practice competence and awareness was the highest.

Findings of the Mean Scores of the Perceptions of Pre-Service Teachers Towards Microteaching in Pyay Education Degree College

For the perceptions of the total (70) pre-service teachers towards microteaching about five dimensions in Pyay EDC, the mean scores and standard deviation were described in Table 3.

Table 3 Mean Scores of Five Dimensions of the Perceptions of Pre-Service Teachers Towards Microteaching in Pyay Education Degree College

Education Degree College	Perceptions Towards Microteaching	No. of Pre-Service Teacher	Mean	Std. Deviation	Minimum	Maximum
Pyay EDC	TPCA	70	21.90	2.26	15	25
	PM	70	20.86	2.32	15	25
	PF	70	18.26	2.08	13	23
	TP	70	20.63	2.03	16	25
	MPL	70	21.24	1.81	17	24
	Total	70	102.89	7.04	86	116

The results showed the comparison of mean scores of five dimensions of the perceptions of pre-service teachers towards microteaching in Pyay EDC. They indicated that the mean score of the perceptions of pre-service teachers towards microteaching about personal feelings (PF) was the lowest and the mean score of the perceptions of pre-service teachers towards microteaching about teaching practice competence and awareness (TPCA) was the highest.

Findings of the Mean Scores of the Perceptions of Pre-Service Teachers Towards Microteaching in Taungoo Education Degree College

For the perceptions of the total (91) pre-service teachers towards microteaching about five dimensions in Taungoo EDC, the mean scores and standard deviation were described in Table 4.

Table 4 Mean Scores of Five Dimensions of the Perceptions of Pre-Service Teachers Towards Microteaching in Taungoo Education Degree College

Education Degree College	Perceptions Towards Microteaching	No. of Pre-Service Teacher	Mean	Std. Deviation	Minimum	Maximum
Taungoo EDC	TPCA	91	20.90	2.33	11	25
	PM	91	20.44	2.14	16	25
	PF	91	17.80	2.30	13	23
	TP	91	20.15	1.80	14	25
	MPL	91	20.56	1.75	15	25
	Total	91	99.86	7.70	74	121

The results showed the mean scores of five dimensions of the perceptions of pre-service teachers towards microteaching in Taungoo EDC. According to the results, pre-service teachers are weak in perceptions of personal feelings (PF). They are strong in perceptions of teaching practice competence and awareness (TPCA).

Findings of the Mean Scores of the Perceptions of Pre-Service Teachers Towards Microteaching in Yankin Education Degree College

For the perceptions of the total (73) pre-service teachers towards microteaching about five dimensions in Yankin EDC, the mean scores and standard deviation were described in Table 5.

Table 5 Mean Scores of Five Dimensions of the Perceptions of Pre-Service Teachers Towards Microteaching in Yankin Education Degree College

Education Degree College	Perceptions Towards Microteaching	No. of Pre-Service Teacher	Mean	Std. Deviation	Minimum	Maximum
Yankin EDC	TPCA	73	21.62	2.21	15	25
	PM	73	20.95	2.58	14	25
	PF	73	18.32	2.47	13	25
	TP	73	20.79	2.10	16	25
	MPL	73	21.48	1.99	16	25
	Total	73	103.15	8.81	87	124

The results showed the comparison of mean scores of five dimensions of the perceptions of pre-service teachers towards microteaching in Yankin EDC. They indicated that the mean score of the perceptions of pre-service teachers towards microteaching about personal feelings (PF) was the lowest and the mean score of the perceptions of pre-service teachers towards microteaching about teaching practice competence and awareness (TPCA) was the highest.

Findings of the Mean Scores of the Perceptions of Pre-Service Teachers Towards Microteaching in Hlegu Education Degree College

For the perceptions of the total (69) pre-service teachers towards microteaching about five dimensions in Hlegu EDC, the mean scores and standard deviation were described in Table 6.

Table 6 Mean Scores of Five Dimensions of the Perceptions of Pre-Service Teachers Towards Microteaching in Hlegu Education Degree College

Education Degree College	Perceptions Towards Microteaching	No. of Pre-Service Teacher	Mean	Std. Deviation	Minimum	Maximum
Hlegu EDC	TPCA	69	21.91	2.50	15	25
	PM	69	20.84	2.08	16	25
	PF	69	17.78	2.36	12	24
	TP	69	20.99	2.27	14	25
	MPL	69	21.35	2.41	15	25
	Total	69	102.87	9.02	76	119

The results showed the mean scores of five dimensions of the perceptions of pre-service teachers towards microteaching in Hlegu EDC. According to the results, pre-service teachers are weak in the perceptions of personal feelings (PF). They are strong in the perceptions of teaching practice competence and awareness (TPCA).

Findings of the Levels of the Perceptions of Pre-Service Teachers Towards Microteaching

A descriptive statistics (percentage) was used to examine the percentage of pre-service teachers who have low, moderate, and high levels of perceptions of microteaching.

Table 7 Levels of the Perceptions of Pre-Service Teachers Towards Microteaching

Perceptions Towards Microteaching	Score	No. of Pre-Service Teacher	Percentage (%)
Low	$x < 93.802$	43	14 %
Moderate	$93.802 \leq x \leq 110.278$	212	70 %
High	$x > 110.278$	48	16 %
Total		303	100%

The results showed the percentage of levels of the perceptions of pre-service teachers towards microteaching. According to the results, most of the pre-service teachers possessed a moderate level of perceptions towards microteaching.

Findings of the Mean Scores of the Perceptions of Pre-Service Teachers Towards Microteaching between Two Groups

In order to examine whether the mean differences between two groups (male and female) of pre-service teachers were statistically significant or not, the independent samples *t* test was used.

Table 8 The Result of Independent Samples *t* test for the Perceptions of Pre-Service Teachers Towards Microteaching between Two Groups

Gender	N	Mean	Std. Deviation	Mean Difference	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Male	136	101.5	8.29	-0.97	-1.02	301	0.64 (ns)
Female	167	102.47	8.20				

Note. ns = not significant

The results indicated that there was no significant difference between the two groups (male and female) in the perceptions of pre-service teachers towards microteaching.

Discussion

In the comparison of the mean scores of five dimensions of the perceptions of pre-service teachers towards microteaching in four selected EDCs, the mean score of the perceptions of pre-service teachers towards microteaching about personal feelings was the lowest. It indicates that pre-service teachers felt a little embarrassed while microteaching and may be allowed to have greater exposure to microteaching in order to face teaching challenges confidently. The mean score of the perceptions of pre-service teachers towards microteaching about the teaching practice competence and awareness was the highest. The reason is that microteaching helped them to develop an awareness of their teaching competence, and offered them real opportunities to discover their teaching strength and strategies. These findings are consistent with the ideas of Gogoi (2019) who stated that microteaching experiences assisted them in developing their teaching competence and made them aware of their pedagogical skills, to enhance both managerial and preparation skills and most of the pre-service teachers asserted that they did not find microteaching classes boring or time-consuming.

According to the levels of the perceptions of pre-service teachers towards microteaching, the results showed that most of the pre-service teachers possessed moderate levels of perceptions towards microteaching. Pre-service teachers had not only the strongest perceptions but also average perceptions of microteaching. In order to get a high level of perception of microteaching, pre-service teachers must be provided opportunities to practice their teaching that enable them to discover their potential abilities and bring these into classroom teaching situations. Pre-service teachers believe that microteaching gives them the opportunity to enhance their practical teaching experience. Thus, microteaching has positive merits in planning skills, personality, teaching practices, and teaching competences.

In accordance with the results of independent samples *t* test, there was no significant difference between the two groups (male and female) of the perceptions of pre-service teachers towards microteaching. This finding is relevant to the ideas of Chukwunyere, Chigozie, and Chibuike (2017) who stated that gender has no significant impact on student teachers' ability to benefit from and acquire a repertoire of teaching skills from microteaching practice. Therefore, gender was found to have no influence on the ability of the pre-service teachers to benefit from microteaching and use the appropriate teaching skills in practice.

Suggestions

According to the results of the study, the following suggestions were provided for pre-service teachers to improve their perceptions towards microteaching.

1. Pre-service teachers should study thoroughly during microteaching classes because it gives many advantages for them, especially in improving their teaching competencies.
2. Pre-service teachers should benefit the skills from microteaching courses which are related to designing lesson plans, managing classrooms, creating active teaching-learning processes, designing appropriate teaching-learning materials, answering students' questions, and evaluating students' responses.
3. Pre-service teachers should always be encouraged and advised when they perform their teaching in the microteaching class because feedback is really needed to raise their awareness of the areas they need to improve and boost their motivation to conduct teaching effectively.
4. Pre-service teachers should understand and prepare the appropriate lesson plans, after that they should observe the teaching practices to be able to overcome the inconsistency problem between lesson plans and their performance in the microteaching class.
5. Teacher educators should be provided with more trainings or workshops related to microteaching in order to prepare their pre-service teachers before entering the actual classes and to build the capacity of pre-service teachers' teaching competencies.
6. Teacher educators should pay attention more to the perceptions of preservice teachers towards microteaching on their pedagogical and professional competence because pedagogical and professional competence in microteaching have an important role in improving teaching practice.
7. Teacher educators should prepare their pre-service teachers to have good qualifications as future teachers.

Recommendations

It is hoped that this study will make a number of contributions to the improvement of the perceptions of pre-service teachers towards microteaching, especially in teaching practice competence and awareness, preparation and management, personal feelings, teaching practice, and effectiveness of microteaching in their professional life in Myanmar.

Based on the findings of this study, there are some recommendations for further research. This study is only a survey within a short duration and it does not represent other Education Degree Colleges in Upper Myanmar. No study is perfect and so further study is quite necessary. There are (25) Education Degree Colleges in Myanmar. In this study, the sample Education Degree Colleges were selected from Bago and Yangon Regions. Therefore, further studies should be carried out for other States and Regions.

Participants in this study were Second Year, First Semester pre-service teachers from the selected Education Degree Colleges. Moreover, if Third Year and Fourth Year pre-service teachers are analyzed for the study, the findings of the perceptions of pre-service teachers towards microteaching will be more valid. In addition, future studies should be conducted with a larger sample size from different Education Degree Colleges to be more generalized, reliable, and valid. Moreover, this study was based only on the perceptions of pre-service teachers towards microteaching. There are many previous researches on the perceptions of teacher educators towards microteaching in other countries and thus, in Myanmar, and it also needs to study the perceptions of teacher educators towards microteaching.

Conclusion

The major purpose of this research is to investigate the perceptions of pre-service teachers towards microteaching in teaching practice classes. In this study, four Education Degree Colleges from Bago and Yangon regions were selected as the sample by using simple random sampling method. These four selected Education Degree Colleges are Pyay EDC, Taungoo EDC, Yankin EDC, and Hlegu EDC. All the participants were Second Year, First Semester pre-service teachers from the selected Education Degree Colleges. This study included five dimensions for the perceptions of pre-service teachers towards microteaching namely teaching practice competence and awareness, preparation and management, personal feelings, teaching practice, and effectiveness of microteaching in their professional life.

Based on the research findings, it can be concluded that pre-service teachers have thorough knowledge of microteaching in terms of teaching practice competence and awareness, preparation and management, personal feelings, teaching practice, and effectiveness of microteaching in their professional life. According to Khan et al., (2021), microteaching is a training technique to train pre-service teachers so that they can learn and upgrade their skills. Microteaching should be used in the majority of pre-service teachers' training programs to prove that it has some effects in improving the instructional skills of the teachers. Thus, pre-service teachers should have a good perception of microteaching in Education Degree Colleges. Therefore, this study can be hoped to support to some extent for improving the positive perceptions of pre-service teachers towards microteaching in Myanmar.

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