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IMPACT OF SELF-REFLECTION THROUGH VIDEO RECORDED LESSON STRATEGY ON THE TEACHING EFFECTIVENESS OF URDU MEDIUM B.ED. PUPIL TEACHERS OF MANUU



ABSTRACT:

A number of studies are there, which have been conducted for exploring the impact of various reflective practices in the field of teacher education in general and its various aspects in particular. Video recording lessons are being widely used for the purpose of reflection in various teacher education in progressive countries but in India it has to find its way and attain popularization due to lack of resources and will power. The present study is an honest attempt to explore the effectiveness of Video Recorded Lesson Strategy in the improvement of teaching effectiveness of B.Ed. pupil teachers during their teaching practice sessions. This is an experimental research which has been conducted on two groups of twenty-four (24) Urdu Medium B.Ed. pupil teachers each enrolled at MANUU. The study revealed that Video Recorded Lesson Strategy is very effective in general and in comparison to the traditional methods of lesson supervision in the enhancement of the teaching effectiveness of Urdu Medium B.Ed. pupil teachers.

KEYWORDS: Reflective Practices, Teacher Education and Video-recorded Lesson Strategy.

INTRODUCTION :

The teacher education programs are usually designed theoretically for the development of desirable

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knowledge and development of desirable teaching skills among prospective teachers that's why the task of designing such programs is very challenging. Due to the implication of reflective practices in the field of teacher education for the improvement of desirable teaching skills it becomes essential to adopt and implement such practices in the designing and implementation teacher education programs. As mentioned by **Kourieos, S. (2016)** in his study, according to **Korthagen (2004)**, "In recent years, the nature of teacher learning has become a major research area in Teacher Education with an emphasis on the role of reflection." Due to this, there is a shift from research on traditional practices to the exploration of the role of reflection within the existing system of teacher training and process of learning.

School Experience Programs (SEPs) and the process of Microteaching is often carried out in the form of and individual or group activity in teacher-training programs which involves planning and teaching of a lesson to a group of students and student teachers. After which a due feedback is provided by the teacher trainer or supervisor and the peers using traditional methods of observation. All the teacher educators however agree unanimously upon the benefits of such observations and remarks provided by them after such observation. But sometimes there are always a chance of not being concentrated in the process of observation which in turn may led

to the non-improvement of pupil teacher and in a failure for the teaching effectiveness of pupil teachers as it only provides limited opportunities of reflection to the pupil teachers further its' replication is impossible. The pupil teachers' capacity for reflection however can be enhanced if the teacher educators invest more time in post-observation discussions and guiding pupil teachers to a better and deep understandings of classroom interaction and teaching skills.

Now a days there is a constant emphasis on the adoption of different approaches to School Experience Programs and microteaching so that a deepen student teachers' understanding of their own teaching through dialogue and reflection. This view has led many researchers to look for more innovative approaches for the enhancement of microteaching practices. Among the different techniques that have been investigated and used to support microteaching, the use of video technology, in the form of video-recorded lessons, has been given particular emphasis. According to **Sawas (2012)** Video Recorded Lesson Strategy is extremely useful in the promotion of reflection upon their practices which in turn results into improved practices and teaching skills.

TEACHING EFFECTIVENESS:

Teaching is just not considered an occupation but now it has shaped into a profession because of its well-equipped content and rich mode of training requirement. Teachers function as a role model within the classroom and as a member of teaching community for the entire school organization and students. There are various models of teaching which represents different kind of relationships among teachers, students and classroom environment. There are various conceptions regarding the decisions that teachers have to be made inside and outside the classroom, regarding the nature of their knowledge base and various functions that they have to perform as a member of school organization and management. But the entire effectiveness of a teacher depends completely on the level of performance of all above functions. However the work of a teacher is not so simple but it is considered as a complex one but there is no single opinion about the concept of effective teaching but it entirely depends on the perceptions of individual teachers, values inherited by them and their beliefs about effective teaching. But there are some other individual differences among various students in terms of their age, academic standard, abilities and gender which are capable enough to decide the different skills and abilities expected in their teachers. So these are the multiple contexts that decide the concept of effective teaching and the teaching effectiveness of teachers. In addition to this these are characterized by a particular organizational environment and needs of their students.

REVIEW OF THE RELATED LITERATURE:

- **Sridhar and Baidei (2008)** conducted a study and compared the teaching effectiveness of school teachers in India and Iran. After Statistical analysis it was found that there exist no significant differences in general teaching efficacy of secondary teachers between two countries. But it was found that significant differences were found between male teachers in terms of their personal level of teaching effectiveness.
- **Azeem, M. (2011)** conducted a study on the problems faced by prospective teachers during their school experience programs. The study revealed that the most of the teachers were not aware of reflective teaching practices and they did not know about various reflective teaching strategies being practiced by teachers as professional. He emphasized on the promotion of awareness about these practices among teacher educators and pre-service teachers in teacher training institutions.
- **Wygel, et. al. (2014)** explored the various aspects of teaching effectiveness in a survey conducted by them. The study that in chronological order the various aspects teaching effectiveness are teachers' perceived importance are: students' focus; teachers' commitment to teaching; preparation level by teachers; the ability to link subject matter with their practice; and, teachers' skills and attributes. This

paper is helpful in the preparation of a knowledge base regarding the teaching effectiveness of teachers.

- **Kourieos, S. (2016)** conducted a study on the role of Video-mediated Micro-teaching as a stimulus for the teacher growth and preparation. The results obtained from the study could not be generalized because of the sample was selected from a single university so the results were related to that university only. The study revealed that Video-mediated Micro-teaching is more effective in the development of desirable teaching skills among teachers in comparison to the traditional methods of Micro-teaching.
- **Aldahmash, H. et. al. (2017)** explored secondary school science views about their reflective practices for their self-professional development. The study revealed that reflection on their activities in a conscious way is very crucial in the process of problem-solving and decision-making processes which in turn are helpful in the enhancement of their critical-thinking abilities. The results so obtained concluded that no significant differences were found that the teachers' views of their reflective practices were dependent to their background variables.

NEED AND SIGNIFICANCE OF THE STUDY:

Now a days, self-reflection is considered a very important approach for the teachers, development and bringing a desirable improvement in their practices. **Azeem, M. (2011)** conducted a study on novice teachers and mentioned that in most of the teacher education colleges the prospective teachers are following conventional practices of training and they are not serious about their first classroom experience. In most of the cases explored by him he reported that in most of the cases the teacher educators and novice teachers are unaware of the reflective teaching practices and rarely do they get an honest chance of having a deep understanding of their actions in the classroom. There are other study conducted by **Denton, D. (2011)** who mentioned that the teaching effectiveness of teachers is mostly influenced by the level of reflection they incorporate during their professional practices. On the other hand **Kourieos, S. (2016)** highlights the role of Video Recording Lesson Strategy in the enhancement of teaching skills during the Micro-teaching practice sessions. MANUU is a central university established by an act of parliament unique in the sense that this university is the only central university in India which provides all kind education through Urdu medium only. Therefore the present study is an attempt to explore the impact of Video Recorded Lesson Strategy on the teaching effectiveness of Urdu Medium B.Ed. pupil teachers of MANUU.

Title of the Study: The study has been titled as, **“Impact of Self-reflection through Video Recorded Lesson Strategy on the Teaching Effectiveness of Urdu Medium B.Ed. pupil teachers of MANUU”**.

Operational Definition (s) of the Terms Used: The following terms have been defined as under.

Video Recorded Lessons Strategy: Video Recorded Lesson Strategy is a technique of self-reflection being practiced widely in developed countries in which teachers' lessons are consciously recorded and made available to them after their teaching session through which they reflect upon their classroom behavior try to improve their classroom practices.

Teaching Effectiveness: According to **Good, C.V. (1959)**, “Teaching effectiveness is the ability of a teacher and his/her interaction between the physical, intellectual, and psychological interests of the students, content efficiency of the teachers and the social needs.”

OBJECTIVES OF THE STUDY:

The present study has been conducted for fulfilling the following objectives.

- To find out the level of teaching effectiveness of Urdu Medium B.Ed. Pupil teachers (Control Group) of MANUU before and after supervision through conventional methods.
- To find out the level of teaching effectiveness of Urdu Medium B.Ed. Pupil teachers (Experimental Group) before and after Intervention i.e. Self-reflection through Video Recorded Lesson strategy.
- To study the impact of Self-reflection through Video Recorded Lesson Strategy on the Teaching Effectiveness of Urdu Medium B.Ed. pupil teachers of MANUU.

HYPOTHESES OF THE STUDY:

The following hypotheses were formulated and tested through suitable statistical techniques as discussed in methodology section.

H₀₁: There is no significant impact of supervision through conventional methods on the teaching effectiveness of B.Ed. pupil teachers from non-science stream.

H₀₂: There is no significant impact of supervision through conventional methods on the teaching effectiveness of B.Ed. pupil teachers from science stream.

H₀₃: There is no significant impact of supervision through conventional methods on the teaching effectiveness of B.Ed. pupil teachers.

H₀₄: There is no significant impact of supervision through Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers from non-science stream.

H₀₅: There is no significant impact of supervision through Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers from science stream.

H₀₆: There is no significant impact of supervision through Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers.

H₀₇: There is no significant difference between the impact of supervision through conventional methods and Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers from non-science stream.

H₀₈: There is no significant difference between the impact of supervision through conventional methods and Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers from science stream.

H₀₉: There is no significant difference between the overall impact of supervision through conventional methods and Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers.

METHODOLOGY USED:

The present study has adopted experimental method of educational research. In order to fulfill the objectives of the research The **Randomized Pretest-posttest Control Group design** has been used by the researcher as under.

Table-1: Description of Control and Experimental Groups

Groups	Pre-test Scores	Post-test Scores
Control Group (Supervised through Conventional Method)	X₁	X₂
Experimental Group (Self-reflection through Video Recorded Lesson)	X₃	X₄

The two groups, viz. control group and experimental group were formed by the investigator. The control group was supervised through conventional method and the experimental group was supervised through Video Recorded Lesson Strategy. The equivalency of both groups was ascertained by using t-test and it was not found not to be significant

Population and Sample:

The population for the present study comprises of all the B.Ed. pupil teachers enrolled (2015-17) at MANUU headquarters and all its college of teacher education institutions situated all over India. Out of these students a sample of forty-eight (48) B.Ed. pupil teachers studying at CTE-Nuh, Mewat were selected randomly as under and grouped in the following manner.

Table-2: Description of the Sample Selected for the Study

Group (s)	Science	Non-science	Total
Control Group	12	12	24
Experimental Group	12	12	24

Instruments Used: The teaching Effectiveness Scale developed by **Kumar and Mutha (1974)** was used by the investigator for the collection of data. This standardized scale contains 69 items on various aspects of teaching effectiveness to be scored on a five-point scale ranging from 1 to 5.

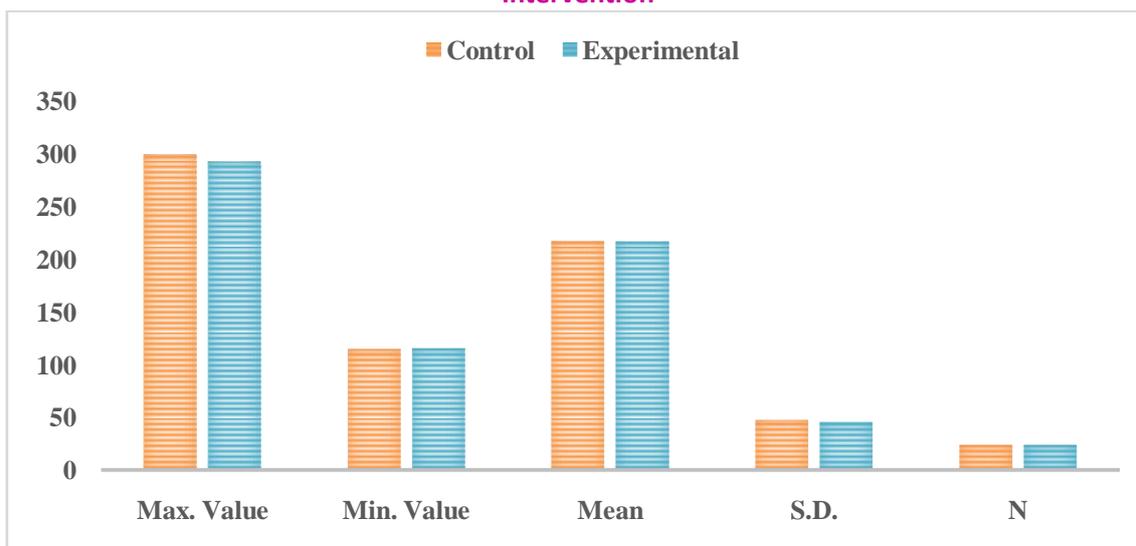
Statistical Techniques Used: The statistical techniques like Mean, Standard Deviation and t-test have been used by the investigator using SPSSR.

Research Findings: The findings so obtained from the study can be summarized as under.

Table-3: Description of Teaching Effectiveness of Control Group and Experimental Group before Intervention

Group (s)	Max. Value	Min. Value	Mean	S.D.	N
Control	300	115	217.83	47.63	24
Experimental	293	116	217.21	45.88	24

Chart No. 1: Showing Teaching Effectiveness of Control Group and Experimental Group before Intervention

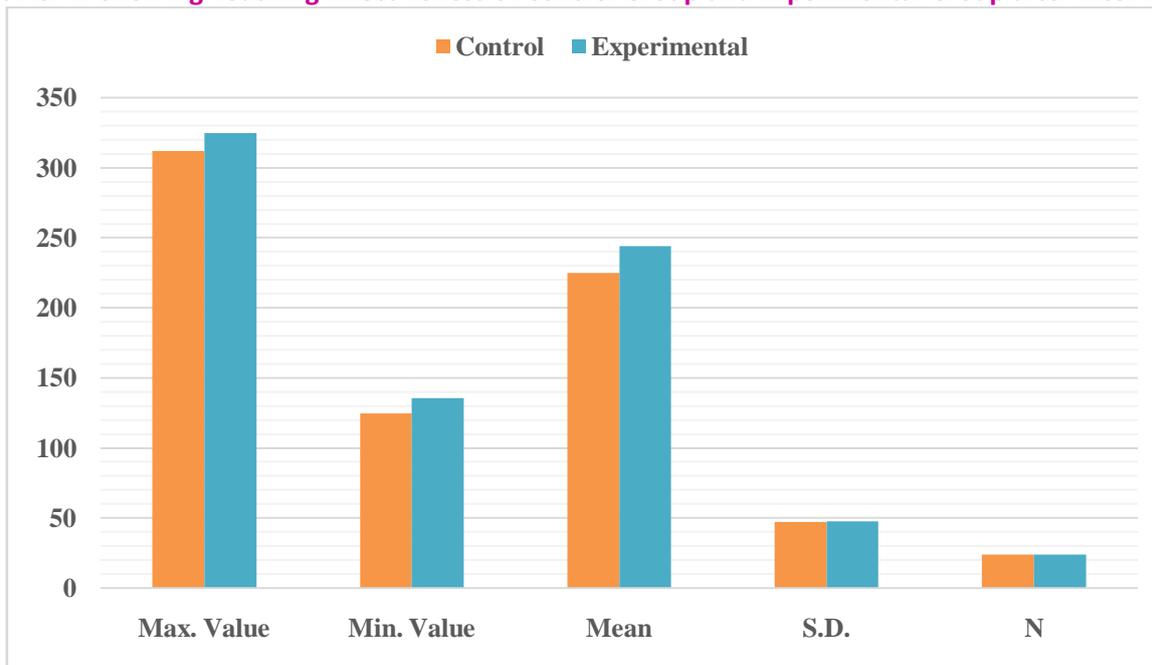


The **Table no. 3** and its associated **Chart No.1** clearly indicates the maximum value, minimum value, mean value and standard deviation of the teaching effectiveness for the control and experimental group before intervention.

Table-4: Description of Teaching Effectiveness of Control Group and Experimental Group after Intervention

Group (s)	Max. Value	Min. Value	Mean	S.D.	N
Control	312	125	224.96	47.18	24
Experimental	325	136	244.17	47.81	24

Chart No.-2: Showing Teaching Effectiveness of Control Group and Experimental Group after Intervention



The **Table No. 4** and its associated **Chart No.2** clearly indicates the maximum value, minimum value, mean value and standard deviation of the teaching effectiveness for the control and experimental group after intervention.

Table-5: Comparison of Pre-test Scores of Control and Experimental Group

Group (s)	Pre-test Scores (Mean)	S.D.	N	t-value	df	Sig.
Control Group	217.83	47.62	24	0.37	23	0.72 ^{NS}
Experimental Group	217.21	45.88	24			

NS: Not significant at any level.

The equivalency of control group and experimental group was ascertained by application of t-test. After applying t-test it was found that there was no significant difference between experimental group and control group in terms of their teaching effectiveness (as evident from Table No. 5). Which approved our assumption that our experimental and control groups are equivalent.

Table-6: Impact of Conventional Method of Supervision on the Teaching Effectiveness of B.Ed. Pupil Teachers

Background Variable (s)	Test Scores	Mean	S.D.	t-value	df	Sig.
Non-science Stream	Pre-test	194.50	44.49	5.45	11	0.00 ^{**}
	Post-test	201.83	41.58			
Science Stream	Pre-test	241.17	39.69	7.23	11	0.00 ^{**}
	Post-test	248.08	41.94			
Overall Impact	Pre-test	217.83	47.63	8.81	23	0.00 ^{**}
	Post-test	224.96	47.18			

** Significant at 0.01 level.

The control group was supervised by using conventional method of supervision which is normally followed in our teacher training colleges all over India. The observations so obtained have been described in **Table-6**. The results so obtained can be summarized as under.

Hypothesis (s)	Result
H ₀₁ : There is no significant impact of supervision through conventional methods on the teaching effectiveness of B.Ed. pupil teachers from science stream.	Rejected at 0.01 Level
H ₀₂ : There is no significant impact of supervision through conventional methods on the teaching effectiveness of B.Ed. pupil teachers from non-science stream.	Rejected at 0.01 Level
H ₀₃ : There is no significant impact of supervision through conventional methods on the teaching effectiveness of B.Ed. pupil teachers.	Rejected at 0.01 Level

Table-7: Impact of Recorded Lesson Strategy on the Teaching Effectiveness of B.Ed. Pupil Teachers

Background Variable (s)	Test Scores	Mean	S.D.	t-value	df	Sig.
Non-science Stream	Pre-test	196.00	44.41	6.22	11	0.00**
	Post-test	221.92	42.05			
Science Stream	Pre-test	238.42	38.04	6.65	11	0.00**
	Post-test	266.42	43.94			
Overall Impact	Pre-test	217.21	45.88	9.29	23	0.00**
	Post-test	244.17	47.81			

** Significant at 0.01 level.

The experimental group was supervised by self-reflection through video-recording strategy. Under this strategy at-least three lessons of 15 minutes duration of each student in control group were recorded. After that these recordings were presented before pupil teachers for self-reflection. After the completion of their teaching practice the students were tested again in terms of their teaching effectiveness. The results so obtained have been presented in the above table no. 7. The results so obtained can be summarized as under.

Hypothesis (s)	Result
H ₀₄ : There is no significant impact of supervision through Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers from non-science stream.	Rejected at 0.01 Level
H ₀₅ : There is no significant impact of supervision through Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers from science stream.	Rejected at 0.01 Level
H ₀₆ : There is no significant impact of supervision through Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers.	Rejected at 0.01 Level

Table-8: Comparative Impact of Conventional Method of Supervision and Recorded Lesson Strategy on the Teaching Effectiveness of B.Ed. Pupil Teachers

Background Variable (s)	Post-test Scores	Mean	S.D.	t-value	df	Sig.
Non-science Stream	X ₂	201.83	41.57	5.39	11	0.00**
	X ₄	221.92	42.05			
Science Stream	X ₂	248.08	41.94	6.00	11	0.00**
	X ₄	266.42	43.94			
Overall Impact	X ₂	224.95	47.18	8.13	23	0.00**
	X ₄	244.17	47.80			

**** Significant at 0.01 level.**

In order to judge the real impact of recorded video lesson strategy post-test scores of control and experimental groups were compared and it was found that in all the three cases i.e. science stream students, non-science stream students and over-all impact the differences were found significant leading to the conclusion that Recorded Lesson Strategy is better than Conventional Method of supervision in the enhancement of teaching effectiveness of Urdu Medium B.Ed. pupil teachers of MANUU. The Video Recorded Lesson Strategy has been found to be effective than conventional method in the enhancement of teaching effectiveness of Urdu Medium B.Ed. Pupil teachers. The summary of hypotheses as discussed in the Table-08 can be summarized as under.

Hypothesis (s)	Result
H ₀₇ : There is no significant difference between the impact of supervision through conventional methods and Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers from non-science stream.	Rejected at 0.01 Level
H ₀₈ : There is no significant difference between the impact of supervision through conventional methods and Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers from science stream.	Rejected at 0.01 Level
H ₀₉ : There is no significant difference between the overall impact of supervision through conventional methods and Video-recorded lesson strategy on the teaching effectiveness of B.Ed. pupil teachers.	Rejected at 0.01 Level

CONCLUSION:

As the present study being of experimental nature has explored the teaching effectiveness of Urdu Medium B.Ed. pupil teachers in three ways. First of all the impact of conventional methods of observation was seen on the teaching effectiveness of pupil teachers and it was observed that it is enhanced by those practices also. Further impact of self-reflection through Video Recorded Lesson Strategy was also seen and it was also found to be effective enough in the enhancement of teaching effectiveness of Urdu Medium B.Ed. Pupil teachers. At third stage a comparison was made between the impact of traditional methods of observation and Video Recorded Lesson Strategy on the teaching effectiveness of Urdu Medium B.Ed. pupil

teachers of MANUU. Which has helped to arrive at the conclusion that self-reflection through Video Recorded Lesson is more effective than traditional methods of observation in the enhancement of teaching effectiveness of Urdu Medium B.Ed. pupil teachers of MANUU. A similar study can be conducted on the pupil teachers of various other universities in general and in-service teachers of different departments of Education of different states in particular.

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