

Chapter # 4

FROM SIMULATED CLASSROOMS TO REAL-WORLD READINESS: RETHINKING MICRO-TEACHING FOR ECONOMICS PRE-SERVICE TEACHER PREPARATION

Vangile Candice Khumalo, Abelwe Maluleka, & Rhulani Maluleka

University of Johannesburg, South Africa

ABSTRACT

Micro-teaching provides pre-service teachers with a valuable platform to develop and refine their pedagogical skills. This chapter examines the perceptions of third-year Economics pre-service teachers at a South African university regarding the effectiveness of micro-teaching. Using semi-structured interviews within a qualitative case study design and interpretivist paradigm, and drawing on a small purposive sample of three participants, the study offers an in-depth, exploratory account of their experiences rather than generalisable findings. Three key themes emerged: confidence building, enhanced subject knowledge, and the value of feedback. The analysis is framed by Bandura's Social Cognitive Theory, highlighting the importance of self-efficacy and observational learning. Although participants recognised the benefits of micro-teaching in bridging theoretical knowledge with classroom practice and in enhancing their perceived readiness for real classrooms, they also reported challenges such as limited resources, time constraints, and rigid lesson structures. The study relies primarily on self-reported experiences, and the absence of observational or documentary data is acknowledged as a limitation. Nevertheless, the chapter offers recommendations for enhancing micro-teaching within teacher education and outlines directions for future research, with implications for policy and practice across the sector. Given the small purposive sample (three participants) and reliance on interview data, the findings are exploratory and not statistically generalisable, but they offer context-specific insights and directions for future research.

Keywords: micro-teaching, pre-service teachers, economics education, teacher preparation, pedagogical skills development.

1. INTRODUCTION

Economics equips learners with critical decision-making and problem-solving skills for navigating resource-scarce environments while fostering a deeper understanding of economic systems and human behaviour (Jana, 2018; Olagunju, 2019). Effective Economics education, however, is contingent upon well-prepared educators. Yet many teachers face challenges such as inadequate pedagogical content knowledge, ineffective lesson planning, and insufficient training, particularly in South Africa (Manzi & Moreeng, 2023). Micro-teaching is an essential tool in pre-service teacher education, offering a structured environment for aspiring educators to practice and refine teaching strategies through constructive feedback (Msimanga, 2021). Despite its significance, limited research has explored pre-service Economics teachers' perceptions of micro-teaching, necessitating further investigation into its effectiveness in bridging theoretical knowledge and practical application.

This study addresses this gap by examining the experiences of third-year pre-service Economics teachers at a South African university, employing Bandura's Social Cognitive Theory to analyse how self-efficacy and observational learning influence teacher development. Key challenges such as resource limitations and time constraints are explored, highlighting areas for improvement in teacher training programs (Thaba-Nkadimene & Mmakola, 2020). Given its small, purposive sample and focus on a single institutional context, this chapter is positioned as an exploratory case study rather than a comprehensive evaluation of micro-teaching in Economics education. The findings provide contextually rich insights into how a small group of pre-service teachers understand and experience micro-teaching, but they are not intended to be statistically generalisable. Instead, they aim to stimulate further empirical work and methodological innovation in this area.

The study responded to the following research questions:

1. What are the perceptions of pre-service Economics teachers regarding the role of micro-lessons in their teacher education?
2. What challenges do pre-service Economics teachers experience during micro-lessons?

2. BACKGROUND

2.1. Economics Education in South Africa

Economics, the study of how individuals, businesses, governments, and societies allocate scarce resources to meet unlimited needs, plays a pivotal role in developing learners' decision-making, problem-solving, and analytical skills (Jana, 2018; Ajani, 2023). In South Africa, the Curriculum Assessment Policy Statement (CAPS) embeds Economics in the Further Education and Training (FET) phase, structured into microeconomics, macroeconomics, economic pursuits, and contemporary economic issues to foster a comprehensive understanding, rational decision-making, and active citizenship (Adu, 2023). Beyond academic content, Economics education aims to cultivate positive economic attitudes and equip learners for participation in complex socio-economic environments (Olagunju, 2019).

However, persistent challenges, including insufficient pedagogical content knowledge, inadequate qualifications, and limited resources, undermine teaching effectiveness and learner outcomes (Thaba-Nkadimene & Mmakola, 2020). Teacher-centered approaches, poor lesson preparation, and weak integration of teaching aids further exacerbate these issues, particularly in under-resourced schools (Adebola & Tsotetsi, 2022). Systemic constraints such as resource shortages, language barriers, and high-stakes examinations perpetuate a "teach to the test" culture that diminishes problem-solving skills (Maistry, 2010; Adu, 2023). Vague curriculum guidelines, learner disengagement, especially in mathematical and statistical areas, and limited professional development for teachers, including those in TVET colleges, deepen the skills gap (Nkwadipo & Rabaza, 2021). While existing research identifies these barriers, little is known about how pre-service Economics teachers experience and address them during training. This gap underpins this study, which examines their perceptions of micro-teaching as a strategy for overcoming pedagogical and systemic challenges.

2.2. Origins and Evolution of Micro-Teaching in Teacher Preparation

Micro-teaching, developed in the 1960s by Dwight W. Allen, is a structured teacher training method that enables pre-service teachers to practice and refine pedagogical skills in a controlled, low-stakes environment (Bush & Allen, 1960; Lozgka, 2024; Reddy, 2019).

It involves delivering short, structured lessons to a small audience, followed by targeted feedback and reflection (Reddy, 2019; Bada & Akinbobola, 2022), fostering competencies in lesson planning, communication, and classroom management, skills particularly valuable in subjects like Economics, where abstract concepts must be made accessible (Azizah & Rahmi, 2019; Bakir, 2014).

Globally, micro-teaching has been adapted to fit diverse educational contexts. While the original Stanford model included cycles of teaching, feedback, and reteaching, variations in lesson length, audience composition, and feedback structures now exist to suit institutional constraints and subject needs (Klinzing & Floden, 1991; Lozgka, 2024). In science education, the focus may be on demonstrating experiments; in language education, on fostering interactive, communicative lessons; and in professional fields such as medicine or law enforcement, on simulating critical workplace interactions (O’Flaherty et al., 2023; Ralph, 2014). This cross-disciplinary adoption underlines the method’s versatility as a practice-based learning tool that bridges theory and practice.

Within initial teacher education, micro-teaching’s iterative cycle of planning, teaching, observing, and reflecting supports the integration of pedagogical content knowledge with practical strategies (Laghari et al., 2021; Kroeger et al., 2024). For Economics pre-service teachers, it enables rehearsal of complex explanations, adaptation to diverse learner needs, and the application of inclusive approaches (Mufidah, 2019; Manzi & Moreeng, 2023). However, common challenges remain: limited opportunities for practice (Hama & Osam, 2021), the artificiality of peer-based simulations (Reddy, 2019; Bada & Akinbobola, 2022), language barriers, and performance anxiety (Makafane, 2020). Such constraints can restrict creativity and reduce the transferability of skills to real classrooms (Manzi & Moreeng, 2023). While its value is well established, there is limited discipline-specific research into micro-teaching in Economics education (Mukuka & Alex, 2024), highlighting the need for contextual adaptations and targeted investigation to maximise its effectiveness.

2.3. Theoretical Framework

Social Cognitive Theory (SCT), developed by Bandura in 1986, highlights the reciprocal relationship between behaviour, cognition, and environment in shaping human learning and development (Koutroubas & Galanakis, 2022). Central to SCT is observational learning, which explains how individuals acquire and maintain attitudes and behaviours through interactions with their environment and feedback mechanisms (Nwosu et al., 2022). A key component of SCT, self-efficacy, is particularly relevant to this study as it explores pre-service Economics teachers’ confidence in their teaching abilities, which is shaped by mastery experiences, mediated learning, and feedback during micro-teaching sessions (Jenkins et al., 2018). Bandura’s self-efficacy concept asserts that individuals’ belief in their capabilities influences their motivation, persistence, and performance (Wilkerson et al., 2023), making it a crucial factor in understanding how pre-service teachers develop pedagogical skills. This framework provides insights into their classroom management strategies, teaching behaviours, and professional development, offering a lens through which the cognitive and environmental influences on pre-service teachers’ engagement with micro-teaching can be examined (Luszczynska & Schwarzer, 2020).

3. METHODOLOGY

This study used a qualitative research approach to examine pre-service Economics teachers’ perceptions and attitudes toward micro-teaching. A qualitative approach was selected for its suitability in exploring human experiences and capturing participants’

subjective interpretations within their natural contexts (Kumatongo & Muzata, 2021). It enabled in-depth insight into how participants made sense of their experiences, revealing factors influencing their views and challenges encountered.

3.1. Research Paradigm

The study was grounded in an interpretivist paradigm, which prioritises understanding participants' lived realities and the meanings they assign to them (Pham, 2018; Alharahsheh & Pius, 2020). This paradigm enabled an exploration of pre-service teachers' unique interpretations and motivations during micro-teaching sessions (Rashid et al., 2019). By recognising multiple realities and the influence of social and cultural contexts, the approach aligned with the study's aim to uncover nuanced factors shaping perceptions and challenges (Kumatongo & Muzata, 2021).

3.2. Research Design

A case study design was used to provide an in-depth, contextualised examination of a specific group of pre-service Economics teachers. This design facilitated detailed insights into the complex interplay between attitudes, behaviours, and micro-teaching practices (Kumatongo & Muzata, 2021), closely reflecting participants' lived experiences (Taherdoost, 2022). While case studies face limitations such as limited generalisability and potential bias (Schoch, 2020), they remain valuable for generating rich, context-specific understanding.

3.3. Participants

Purposive sampling identified three Bachelor of Education pre-service Economics teachers from a cohort of nine enrolled in a full-time methodology module (Moser & Korstjens, 2018; Campbell et al., 2020). Selection was based on direct involvement in micro-teaching and alignment with the study's objectives. These participants, with relevant academic backgrounds and hands-on teaching practice, provided focused and informed perspectives. The small sample size reflects the in-depth, exploratory nature of the case study; as such, the findings are not intended to be generalisable to all pre-service Economics teachers but rather to offer nuanced insights that may be transferable to similar contexts.

3.4. Data Collection

Data were gathered through semi-structured interviews, beginning with open-ended questions to encourage free expression, followed by prompts for deeper exploration (Moser & Korstjens, 2018; Kakilla, 2021). This format allowed alignment with research aims while adapting to participants' responses. Interviews were recorded and supported by field notes to ensure accuracy, creating a reliable foundation for analysis. Data sources were therefore limited to participants' self-reported experiences captured in interviews and researcher field notes; no classroom observations or documentary artefacts (such as lesson plans or assessment records) were collected, which constrains the depth of data triangulation and is acknowledged as a limitation of the study's design.

3.5. Data Analysis

Thematic analysis was applied to identify and interpret patterns in the data (Castleberry & Nolen, 2018). Following Braun and Clarke's six-step framework, familiarisation, coding, theme development, theme review, definition, and reporting (Braun & Clarke, 2006; Dawadi, 2020), the process yielded themes including confidence-building, classroom management challenges, and theory-to-practice integration. This method's flexibility and rigour ensured findings were firmly grounded in participants' lived experiences (Islam & Aldaihani, 2022).

3.6. Ethical Considerations

Ethical clearance was obtained from the University of Johannesburg. Participants received information letters outlining the study's purpose, objectives, and procedures, and signed consent forms prior to participation. They were informed of their right to withdraw at any time without penalty. Measures to safeguard anonymity, confidentiality, and data security were observed, and participants could decline to answer any questions they found uncomfortable.

4. RESULTS

4.1. Perceptions of Pre-Service Economics Teachers regarding Micro-Lessons

The study found that pre-service Economics teachers generally perceived micro-teaching as a useful preparatory tool that allows them to practice and refine their teaching strategies in a controlled environment. Participants described micro-teaching as a platform that helped them build confidence, structure their lessons effectively, and gain familiarity with classroom management techniques.

4.1.1. Confidence-Building and Skill Development

Participants reported that micro-teaching was vital in increasing their confidence in lesson delivery. The simulated teaching experience allowed them to refine their teaching approaches and practice classroom engagement strategies in a controlled environment before real classroom exposure. Pre-service teachers described micro-teaching as:

It is very nice. It is like knowing something to a certain extent and then being able to practice it (PST1).

It allows me to test my teaching strategies and see how students react (PST2).

I feel more prepared to handle a real classroom after micro-teaching sessions (PST3).

Participants also emphasised their role in refining their teaching:

I think micro-teaching is a form of preparation. It allows us to see what it would be like to teach in real life, even though it is not the same (PST1).

Micro-teaching prepares us for conducting lessons and structuring our teaching. Moreover, it teaches us how to organise a lesson from introduction to conclusion (PST2).

This finding aligns with prior studies that emphasise the role of micro-teaching in improving self-efficacy (Jenkins et al., 2018).

4.1.2. Bridging Theory and Practice

Participants noted that micro-teaching served as an essential link between theoretical knowledge gained in coursework and its practical implementation in the classroom. The sessions helped them transition from understanding content to effectively communicating it to learners. It served as an eye-opener, revealing the complexities of lesson planning and classroom engagement. Pre-service teachers stated:

It prepares you for the school environment. It also helps you adjust in terms of how to present lessons (PST1).

I learned how to translate what I read in textbooks into actual lessons (PST2).

The experience helped me understand the importance of lesson structure and engagement (PST3).

These findings reinforce research by Kroeger et al. (2024), highlighting micro-lessons as an essential tool for pedagogical refinement in teacher training.

4.1.3. Content Mastery and Feedback-Driven Improvement

Pre-service teachers expressed that micro-teaching facilitated the improvement of their Economics subject-specific content knowledge and pedagogical skills. They also valued feedback from peers and supervisors, which helped them refine their teaching and lesson-delivery techniques. Pre-service teachers commented:

I think it is an improvement on my content knowledge and how to deliver the subject better. Furthermore, the feedback we get from peers and lecturers is beneficial in improving my teaching (PST1).

Constructive feedback gave me insights into areas I need to work on (PST2).

Understanding how to convey complex economic concepts became easier. It also helps us refine how we deliver subject content effectively (PST3).

These perceptions align with existing literature highlighting the micro-lesson role in fostering pedagogical competence and self-efficacy, further reinforced by studies emphasising the benefits of feedback in teacher development (Bandura, 1986; Bakir, 2014; Kroeger et al., 2024).

However, some participants also felt that while micro-teaching was beneficial, it was not always sufficient in preparing them for real-life classroom challenges, as it did not fully replicate the challenges faced in actual classrooms. Pre-service teachers mentioned:

Micro-teaching helps, but it does not fully prepare us for dealing with real learners in a real classroom setting (PST2).

It was not that bad, but it was not enough and should be more structured (PST3).

4.2. Challenges Pre-Service Economics Teachers Face during Micro-Lessons

Despite its perceived benefits, participants identified several challenges in micro-teaching that affected their ability to maximise the experience. The following sub-themes emerged:

4.2.1. Time Constraints

A common concern among the pre-service teachers was the limited time allocated for micro-lessons. They felt the sessions were too short to cover lesson content comprehensively and practice and refine their teaching skills effectively. The pre-service teachers noted that:

I feel like the time given is too short, actually, to deliver a proper lesson. (PST1).

I had to rush through my lesson and could not focus on student questions (PST2).

More time would allow for better practice and feedback application (PST3).

This is consistent with research indicating that limited time in micro-teaching restricts experiential learning (Hama & Osam, 2021).

4.2.2. Classroom Management and Student Engagement Issues

The pre-service teachers found maintaining discipline and keeping students engaged during lessons challenging. They shared:

In class, class management and sometimes keeping the students engaged were complex (PST1).

Students sometimes lose focus, and I struggle to bring them back (PST2).
Handling different learning paces in the same classroom is challenging (PST3).

These findings align with Reddy (2019), who identified classroom management as a critical hurdle for novice teachers.

4.2.3. Language Barriers and Student Diversity

Language barriers emerged as a significant challenge, particularly in schools where English is the medium of instruction, yet students are more comfortable in their native languages. Some pre-service Economics teachers mentioned difficulty teaching Economics concepts due to language differences. They stated:

The policy only permits us to teach in English, but most students understand better in their mother tongue (PST1).
Explaining economic concepts in a way that students from different backgrounds can understand is difficult (PST2).
Some students struggle with English terminology, making engagement harder (PST3).

This challenge is well-documented in South African educational research, emphasising the need for multilingual instructional strategies (Makafane, 2020).

4.2.4. Formalities and Rigidity in Lesson Planning

The pre-service teachers found the structured nature of micro-teaching sessions restrictive. They felt that the lesson planning process lacked flexibility and did not allow them to experiment with different teaching strategies. One pre-service teacher noted:

I would not say I like the formalities. It would be better if we had more flexibility in lesson delivery (PST1).

5. DISCUSSION

The study's findings suggest that, for the participants in this exploratory case, micro-teaching functioned as an important bridge between theory and practice. Participants reported significant growth in their confidence and perceived teaching skill after micro-lesson sessions, which aligns with Bandura's concept of mastery experiences bolstering self-efficacy (Bandura et al., 1986). This reported boost in confidence echoes prior research showing that micro-teaching can improve novice teachers' sense of competence and self-belief (Bakır, 2014; Msimanga, 2021). In our context, structured practice teaching allowed participants to refine lesson planning, communication, and classroom management strategies in a low-stakes environment, consistent with the established value of micro-teaching in teacher education (Reddy, 2019; Bada & Akinbobola, 2022). Notably, the opportunity to translate Economics content knowledge into teachable lessons helped solidify subject mastery while honing pedagogical techniques. However, it is important to emphasise that these conclusions relate to participants' self-reported experiences rather than externally observed teaching performance.

Crucially, the simulated classroom experience provided immediate feedback and reflection, which participants credited for their improvement. Feedback from peers and mentors enabled iterative refinement of teaching approaches, illustrating how observational learning and social feedback drive skill development (Bandura et al., 1986; Bakır, 2014). Such feedback-driven growth aligns with social cognitive theory, where seeing one's teaching through others' eyes and adjusting accordingly builds both competence and

confidence (Jenkins et al., 2018; Luszczynska & Schwarzer, 2020). It is therefore unsurprising that participants perceived themselves as better prepared to handle real classrooms after engaging in micro-teaching, even though the study did not follow them into actual school placements to observe whether and how these perceived gains translated into practice.

Despite these benefits, the discussion must acknowledge the limitations of the micro-teaching format revealed by the study. Consistent with broader literature, participants noted that short teaching slots and an artificial peer audience constrained the authenticity of the experience (Hama & Osam, 2021; Makafane, 2020). Time pressure was a pervasive concern, as rushed lessons limited engagement and classroom management practice, reflecting known issues of micro-teaching's compressed format (Hama & Osam, 2021). Likewise, the rigid lesson plan structure and lack of real learner diversity meant that some classroom challenges, such as managing varied learning needs and language barriers, remained only partially addressed. These challenges resonate with persistent problems in South African Economics classrooms, including resource limitations and language mismatches (Thaba-Nkadimene & Mmakola, 2020; Makafane, 2020). Participants' difficulty in teaching exclusively in English to learners more comfortable in other languages underscores the need for multilingual strategies, a well-documented hurdle in the local context (Makafane, 2020).

Overall, our findings affirm that micro-teaching is an invaluable component of teacher preparation, fostering pedagogical skills and confidence in alignment with social cognitive principles and existing studies. At the same time, they highlight that to prepare pre-service teachers for real-world readiness, micro-teaching programs must truly evolve. Addressing structural constraints by extending practice time, incorporating more realistic student interactions, and providing resources for creative teaching would enhance the transfer of micro-lesson gains to actual classroom performance. Such improvements are crucial for maximising micro-teaching's effectiveness, as indicated by both our participants and the wider literature calling for updated approaches to this classic training technique (Hama & Osam, 2021; Mukuka & Alex, 2024). By situating our Economics-focused results within the larger discourse on teacher education, this discussion underscores that while micro-teaching builds a strong foundation (Bakır, 2014; Bada & Akinbobola, 2022), it is most effective when integrated with responsive, context-aware training that addresses the fundamental challenges new teachers will face.

Several methodological limitations must be acknowledged when interpreting these findings. First, the case study draws on a very small purposive sample of three pre-service Economics teachers from a single South African university, which severely limits the generalisability of the results. Second, data were generated solely through semi-structured interviews and field notes, without the inclusion of classroom observations, video recordings, or lesson-planning documents. This lack of data triangulation means that conclusions about the effects of micro-teaching rest primarily on participants' self-reported experiences and cannot be taken as direct evidence of classroom behaviour or learner outcomes. Third, the study did not track participants into their subsequent teaching practice, so claims regarding "real-world readiness" refer only to perceived preparedness, not demonstrated competence in school settings. Future research could address these gaps by employing larger and more diverse samples across institutions, incorporating multiple data sources (including observations and document analysis), and longitudinally linking micro-teaching experiences to performance in practicum and early-career teaching.

6. CONCLUSION AND RECOMMENDATIONS

Within the limits of this small, exploratory case study, the findings highlight the important role that micro-teaching can play in preparing pre-service Economics teachers by fostering confidence, improving content mastery, and enhancing pedagogical strategies. Participants recognised micro-teaching as a valuable tool for bridging theoretical knowledge with practical classroom experience. However, significant challenges persist, including limited practice opportunities, resource constraints, time limitations, and difficulties managing student engagement. These barriers hinder micro-teaching effectiveness and raise concerns about pre-service teachers' perceived readiness for real-world classroom environments. Furthermore, language barriers and rigid lesson planning structures emerged as additional obstacles, limiting the adaptability and responsiveness of pre-service teachers in diverse classroom settings. These findings reinforce the urgent need for reforms in teacher training programs to optimise the benefits of micro-teaching and address the structural limitations identified in this study.

At the policy level, the findings point to the need for deliberate alignment between teacher education curricula and practical training requirements. Micro-teaching should be embedded earlier and more frequently within university programs, with time allocations that allow for iterative practice and reflection. National and provincial departments could strengthen this through teacher preparation standards that recognise micro-teaching as essential for competency development. Language-in-education policies should encourage multilingual pedagogical strategies, and resource provision, particularly teaching aids, simulation tools, and mentorship support, should be prioritised in funding to ensure equitable access across institutions.

Several recommendations are proposed to enhance the effectiveness of micro-teaching in Economics teacher education. Firstly, universities should integrate micro-teaching sessions earlier in the curriculum and extend their duration to allow pre-service teachers more opportunities for practice and reflection. Secondly, structured mentorship programs should be established, pairing pre-service teachers with experienced educators who provide constructive feedback and professional guidance. Additionally, institutions should invest in technological tools and digital simulations to mitigate resource constraints and create more dynamic micro-teaching environments. Adopting multilingual instructional strategies is crucial for improving content delivery and fostering inclusive learning experiences. Finally, curriculum designers should revise micro-teaching frameworks to incorporate flexible lesson planning and encourage pre-service teachers to experiment with diverse pedagogical approaches.

Taken together, these recommendations and limitations indicate that the chapter's primary contribution lies in opening an exploratory, Economics-specific conversation on micro-teaching in South Africa, which future larger-scale and multi-method studies can substantially extend.

REFERENCES

- Adebola, O. O., & Tsotetsi, C. T. (2022). Challenges of pre-service teachers' classroom participation in a rurally located university in South Africa. *Journal of Educational and Social Research*, 12(5), 210-221. <https://doi.org/10.36941/jesr-2022-0135>
- Adu, E. O. (2023). Transforming economics towards tackling teachers' challenges in teaching economics: A case of selected schools in Buffalo City Metropolitan. *South Africa. Nurture*, 17(4), 759-767.
- Ajani, O. A. (2023). Exploring the alignment of professional development and classroom practices in African contexts: A discursive investigation. *Journal of Integrated Elementary Education*, 3(2), 120-136.
- Alharahsheh, H. H., & Pius, A. (2020). A review of key paradigms: Positivism vs interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 2(3), 39-43.
- Azizah, N., & Rahmi, E. (2019). Persepsi mahasiswa tentang peranan mata kuliah micro teaching terhadap kesiapan mengajar pada mahasiswa pendidikan ekonomi UNP. *Jurnal Ecogen*, 2(2), 197-205.
- Bada, A. A., & Akinbobola, A. O. (2022). Micro-teaching and teaching practice: A predictor of physics teacher trainees' performance. *Indonesian Journal of Science and Mathematics Education*, 5(1), 65-76.
- Bakır, S. (2014). The effect of microteaching on the teaching skills of pre-service science teachers. *Journal of Baltic Science Education*, 13(6), 789-801.
- Bandura, A., et al. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice Hall.
- Bush, R. N., & Allen, D. W. (1960). The winds of freedom: A new program of teacher education at Stanford. *The High School Journal*, 43(5), 168-173.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652-661.
- Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Currents in Pharmacy Teaching and Learning*, 10(6), 807-815.
- Dawadi, S. (2020). Thematic analysis approach: A step-by-step guide for ELT research practitioners. *Journal of NELTA*, 25(1-2), 62-71.
- Hama, H. Q., & Osam, U. V. (2021). Revisiting microteaching in search of up-to-date solutions to old problems. *SAGE Open*, 11(4), 1-13.
- Islam, M. A., & Aldaihani, F. M. F. (2022). Justification for adopting qualitative research method, research approaches, sampling strategy, sample size, interview method, saturation, and data analysis. *Journal of International Business and Management*, 5(1), 01-11.
- Jana, S. K. (2018). The role and importance of studying economics. *Knowledge Review*.
- Jenkins, A. C., Karashchuk, P., Zhu, L., & Hsu, M. (2018). Predicting human behaviour toward members of different social groups. *Proceedings of the National Academy of Sciences*, 115(39), 9696-9701.
- Kakilla, C. (2021). *Strengths and weaknesses of semi-structured interviews in qualitative research: A critical essay*. DOI:10.20944/preprints202106.0491.v1
- Klinzing, H. G., & Floden, R. E. (1991). *The development of the microteaching movement in Europe*. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7).
- Koutroubas, V., & Galanakis, M. (2022). Bandura's social learning theory and its importance in the organisational psychology context. *Psychology*, 12(6), 315-322.
- Kumatongo, B., & Muzata, K. K. (2021). Research paradigms and designs with their application in education. *Journal of Lexicography and Terminology*, 5(1), 16-32.
- Kroeger, S. D., Doyle, K., Carnahan, C., & Benson, A. G. (2024). Microteaching: An opportunity for meaningful professional development. *Teaching Exceptional Children*, 56(6), 462-471.

- Laghari, A., Kakepoto, I., & Arshad, F. (2021). Microteaching: An effective stratagem for novice teachers of English language. *Global Educational Studies Review*, 6(1), 163–173.
- Lozgka, E. C. (2024). The application of microteaching in teachers' education and training. *Journal of Advanced Education and Philosophy*, 8(5), 345–350.
- Luszczynska, A., & Schwarzer, R. (2020). Changing behavior using social cognitive theory. In M. S. Hagger, L. D. Cameron, K. Hamilton, N. Hankonen, & T. Lintunen (Eds.), *The handbook of behavior change* (2nd ed., pp. 32–45). Cambridge: Cambridge University Press.
- Makafane, T. D. (2020). Student teachers' challenges in the preparation and implementation of microteaching: The case of the National University of Lesotho. *International Journal of Academic Research in Progressive Education and Development*, 9(2), 144–157.
- Manzi, W., & Moreeng, B. (2023). Challenges facing the implementation of the Economics curriculum: The experiences of Francis Baard District teachers. *Universal Journal of Educational Research*, 11(1), 1–13.
- Maistry, S. M. (2010). Breaking the back of economic and financial (ill) literacy in South Africa: A critical reflection of the role of economic education. *South African Journal of Higher Education*, 24(3), 432–442.
- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), 9–18.
- Msimanga, M. R. (2021). The impact of micro-teaching lessons on teacher professional skills: Some reflections from South African student teachers. *International Journal of Higher Education*, 10(2), 164–171.
- Mufidah, N. (2019). The development of pre-service teachers' teaching performance in the teaching practice program at the English Department of the State Islamic University of Antasari Banjarmasin. *Dinamika Ilmu*, 19(1), 97–114.
- Mukuka, A., & Alex, J. K. (2024). Review of research on microteaching in mathematics teacher education: Promises and challenges. *Eurasia Journal of Mathematics, Science and Technology Education*, 20(1), em2381.
- Nkwadipo, L. B., & Rabaza, M. (2021). Pedagogical challenges in the teaching of N-Level 4 Economics. *International Journal of Learning, Teaching and Educational Research*, 20(9), 272–286.
- Nwosu, H. E., Obidike, P. C., Ugwu, J. N., Udeze, C. C., & Okolie, U. C. (2022). Applying social cognitive theory to placement learning in business firms and students' entrepreneurial intentions. *The International Journal of Management Education*, 20(1), 100602.
- O'Flaherty, J., Lenihan, R., Young, A. M., & McCormack, O. (2023). Developing micro-teaching with a focus on core practices: The use of approximations of practice. *Education Sciences*, 14(1), 35.
- Olagunju, O. S. (2019). Exploring Grade 10 learners' perceptions of the importance of the Economics subject in Turffontein Secondary schools (Master's thesis, University of Witwatersrand).
- Pham, L. T. (2018). Qualitative approach to research: A review of advantages and disadvantages of three paradigms: Positivism, interpretivism and critical inquiry. *University of Adelaide*, 6, 34–47.
- Ralph, E. G. (2014). The effectiveness of microteaching: Five years' findings. *International Journal of Humanities, Social Sciences and Education*, 1(7), 17–28.
- Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case study method: A step-by-step guide for business researchers. *International Journal of Qualitative Methods*, 18.
- Reddy, K. (2019). Teaching how to teach: Microteaching (a way to build up teaching skills). *Journal of Gandaki Medical College-Nepal*, 12(1), 65–71.
- Schoch, K. (2020). Case study research. *Research Design and Methods: An Applied Guide for the Scholar-Practitioner*, 31(1), 245–258.
- Taherdoost, H. (2022). What are the different research approaches? Comprehensive review of qualitative, quantitative, and mixed-method research, their applications, types, and limitations. *Journal of Management Science & Engineering Research*, 5(1), 53–63.
- Wilkerson, A. H., Abutalib, N., McFadden, N. T., Bhochhibhoya, S., Dragicevic, A., Salous, B. R., & Nahar, V. K. (2023). A social cognitive assessment of workplace sedentary behavior among a sample of university employees. *International Journal of Environmental Research and Public Health*, 20(15), 6476.

ACKNOWLEDGEMENTS

The authors gratefully acknowledge the support of the University of Johannesburg, particularly the Department of Education and Curriculum Studies, in enabling this study. We are especially indebted to the third-year pre-service Economics teachers who participated in the research and generously shared their time, insights, and experiences of micro-teaching. We also thank colleagues and anonymous reviewers for their constructive feedback, which helped to refine the arguments and presentation of this chapter.

AUTHORS' INFORMATION

Full name: Vangile Candice Khumalo

Institutional affiliation: University of Johannesburg

Institutional address: Corner Kingsway and University Road, Auckland Park, Johannesburg, 2092, South Africa

Short biographical sketch: Vangile Khumalo is a Master's student in the Faculty of Education at the University of Johannesburg, specialising in Economics Education. She is also a teacher of Economic and Management Sciences (EMS), Accounting, and Economics at the school level. Her research interests focus on Accounting and Economics education, particularly how these disciplines can be harnessed to enhance financial literacy among the youth. She is committed to exploring and applying diverse teaching methods to deepen learners' understanding of complex concepts. Her academic work aims to bridge theory and practice in Economics instruction, contributing to both scholarly discourse and classroom innovation.

Full name: Abelwe Maluleka

Institutional affiliation: University of Johannesburg

Institutional address: Corner Kingsway and University Road, Auckland Park, Johannesburg, 2092, South Africa

Short biographical sketch: Abelwe Maluleka is a Lecturer in the Department of Education and Curriculum Studies at the University of Johannesburg. Her teaching experience spans Economics, Business Studies, and Accounting at secondary and university levels. She has published research on topics including economic efficiency, corporate social responsibility, and sustainability, and presented at local and international conferences. Her research interests and supervision focus on commerce education, teacher education, mentorship, and the use of digital tools to improve pedagogical approaches, by contributing to discourse on teacher education and instructional innovation.

Full name: Rhulani Maluleka

Institutional affiliation: University of Johannesburg

Institutional address: Corner Kingsway and University Road, Auckland Park, Johannesburg, 2092, South Africa

Short biographical sketch: Rhulani Maluleka is a Lecturer in the Academy of Computer Science and Software Engineering at the University of Johannesburg. His teaching portfolio includes undergraduate and postgraduate supervision, curriculum design, and mentorship in computer science and software engineering. His research focuses on leveraging artificial intelligence (AI) and digital literacy to enhance e-business and classroom learning outcomes. He has presented at national and international conferences and published work on topics such as plagiarism detection and query formulation for source retrieval. With experience in higher education, ICT training, and curriculum development, he is dedicated to fostering innovation in computational research and advancing digital transformation in education.