



## ATTITUDE OF THE B. ED STUDENTS TOWARDS MICRO –TEACHING- A STUDY

Dr. Alaka Das

Assit. Prof. Pub Kamrup College

### ABSTRACT

Teacher education has been given importance throughout the world as it provides training in certain skills. But whether to utilize these skills in practice depends on the professional values and the attitude of the concerned teacher. As a result of the evaluation of practice teaching programme and due to the great desires on the part of teacher educators, a new approach known as Micro-teaching has been developed in USA that has been accepted throughout the world. In this study, an attempt has been made to study the University of Assam and attitude of the B. Ed students towards micro-teaching. The study also examines the perception of teacher educators on micro teaching and its impact on practice teaching.

**KEYWORDS :** Micro Teaching, Student Teachers.

### Introduction:

Teachers play a crucial role in the development of the nation. Some individuals are born teachers and do not need much training for learning skills of teaching. Their sincerity paves the path for self-learning and some times, such self-made teachers have been found more effective than formally trained teachers. However, in case of majority, teacher learning is facilitated by training programme. They need appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed on them (Delors 1996). Knowledge Commission (2008) stated that both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most states. As a result of the evaluation of practice teaching programme and due to the great desires on the part of teacher educators, a new approach known as Micro-teaching has been developed in USA in 1967. Micro-teaching is a training technique aimed at simplifying the complexities of normal classroom teaching. It is described as a "Scaled down teaching encounter in class size and class time" (Allen and Ryan, 1969). In Micro-teaching, attention is focused on specific teaching skills, lecturing, questioning, explaining, demonstrating etc. which the student teacher practices for short periods ( 5-10 ) minutes with a small group of pupils ( 1-5-10 ) the practice session is recorded usually on video-tape and is then 'played back to the student teacher in order to obtain immediate feedback. By employing the plan, Teach — Feedback — Re-plan — Re-teach Re-feedback' cycle, it is possible to give the student teacher, the opportunity to put into immediate practice what he has learned from the video replay and from the peer group and other feedback on the previous attempts ( Percival and Ellington. 1984).

### Growth and Development of Micro-teaching in India:

As a result of the NCERT's initiative, micro-teaching got its application in almost every states in India. Recognizing the academic importance of Micro-teaching, NCTE through "Teacher Education Curriculum A framework" stated that Micro-teaching should be given an important place in teacher training programme so that core training skills in student-teachers could be developed. Thus, Micro teaching has now become an integral part of B Ed curriculum in almost all the Universities in India. In Dibrugarh University of Assam, micro-teaching has been practiced in the colleges of education. However it is considered necessary to study the attitude of student teachers towards micro-teaching with a view to modify, improve and strengthen such training strategies and its feasibility and acceptability as a teaching technique. In this context, an attempt has been made to know the attitude of B. Ed students studying in the colleges of education under Dibrugarh University. The study also examines the perception of teacher educators on micro teaching and its impact on practice teaching. The problem of the study therefore is stated as –

### Statement of the problem:

"Attitude of the B. Ed Students towards Micro –Teaching- A Study"

### Significance of the study:

During the last decades, many doctoral studies were conducted in the area of teaching in India. In the area of research on micro-teaching, significant contribution were made by Passi and others 1976, Tangira (1979), Menon (1983), Joshi and others like Tripta (1989) , Usha (1990

) opined that micro-teaching as a technique of teaching can be stated for training due to its wide applicability. Das B and Gogoi B have made a study on attitude of student teachers towards micro-teaching and observed significantly positive attitude among student teachers. However, there is scope to know the present status of implementation of micro-teaching in other colleges of Education. To select an effective teaching techniques acceptable for student-teachers and teacher educators, it is necessary to know the perception of the teacher educators and student teachers towards Micro-teaching and its applicability with a view to modify such programme. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. In addition, a teacher's attitude not only effect his behavior in the classroom but also influence the behavior of his fellow students. It was for this reason, this study was taken up to find out the attitude of B. Ed students towards microteaching and teacher educators perception and its impact on the performance on practice teaching.

### Objectives of the study:

1. To study the perception of teacher-educators on Micro-teaching.
2. To study the attitude of the B. Ed students towards micro-teaching.
3. To know the differences in attitude towards micro-teaching between male and female, pre-service and in-service, science and arts, graduate and postgraduate, rural and urban B. Ed. Students.
4. To know the impact of micro-teaching on performance of student teachers on practice teaching.

### Method of the Study :

In this study, the 'descriptive survey method was adapted for collection of the data.

### The Sample:

The sample comprised of 30 B. Ed students and 10 teacher educators belonging to three colleges of Education of Golaghat and Jorhat District of Assam, affiliated to Dibrugarh University (Assam) which have accepted micro-teaching as a regular teaching strategies.

### The Tools Used:

- i. An interview schedule for teacher educators,
- ii. Students Attitude towards micro-teaching scale by Das B. and Gogoi B. and Observation schedule for observing the practicing skills.

### Statistical Treatment of the Data:

The attitude scores of the student teachers were collected and the percentage, means, standard deviations and the 't' test of significance were calculated.

### Procedure:

Attitude scale for the student teachers was administered and perception of the teacher educators were taken through interview schedule. To know the impact of micro-teaching skill on the performance of the student teacher, observation was done with the help of observation schedule

### Results and discussion:

**Obj. 1:** To know the perception of the teacher educators, 10 teacher

educators from the respective colleges or education were contacted. An interview schedule was prepared for that and findings are discussed below:

1. Almost 9(95%) teacher educators opined that micro-teaching is effective and can be used in the teacher training institutions.
2. The teacher educators have positive attitude towards the feasibility of micro-teaching in teacher training programme in simulated and real conditions.
3. Neither micro-teaching nor conventional practice teaching have any impact on the attitude of the teacher educators towards the teaching profession.
4. For teaching different subject, micro-teaching skills should be arranged in order of priority.
5. A few teacher educators 2(20%) found it difficult to prepare micro-teaching lessons than the conventional.
6. 9 teacher educator opined that student teachers are motivated towards practice teaching through micro teaching.

It is found that teacher educators are very much interested in micro-teaching. However, it is mentioned that sometimes the student teacher have not acquainted themselves with the skills after repeated practice. In other words, the B. Ed. Students lack spontaneity and mastering of expressing the skills uniformly. The teacher educators suggest that, for giving feedback to the students, provisions of different IT facilities should be there. Besides, orientation programmes, seminars should be organized to keep teacher educators in pace with new innovative skills and strategies.

**Obj.2:** To examine the attitude of B. Ed students towards micro-teaching, the investigators calculated the percentage of the total scores; showing favorable and unfavorable attitude towards micro-teaching. From the scores of different student teachers it was found that total 28(93.33%) student teachers scored above the neutral point(78) signifying favorable attitude and 2(6.67%) scored below indicating unfavorable attitude towards micro-teaching as shown in table no. 1.

**Table: 1 showing the percentage (%) of favorable and unfavorable attitude towards micro-teaching of the student teachers.**

No of total student teachers	No of student teachers scored above neutral point (78)	No of student teachers scored below neutral point (78)	% of favourable response	% of unfavourable response
30	28	2	93.33%	6.67%

**Table 2. Comparison of attitude of B. Ed. Student towards micro-teaching in relation to their sex, experience, Subject, qualification and area.**

The comparison between difference categories is made by finding the significance of difference between means by calculating *t*-value. They are presented below

variable	Category	N	Mean	SD	<i>t</i> -value
sex	Male	12	105.83	12.6	0.207
	Female	18	106.11	13.3	
Experience	Pre-Service	22	114.55	13.3	2.84**
	In-service	8	110.00	16.58	
Subject	Science	14	110.71	13.46	0.51
	Arts	16	110.00	13.69	
Qualification	Graduate	11	110.45	14.36	0.054
	P.G.	19	110.53	15.91	
Area	Rural	13	104.23	15.41	1.82
	Urban	17	104.47	18.45	

It is seen that there is a significant difference in the attitude of the student teachers towards micro-teaching in relation to their experience at 0.01 level of significance. However in relation to sex, academic background, qualification and area, there observed no significant difference among the B. Ed student. 93.33% of the student teachers have shown favorable attitude towards micro-teaching and only 6.67% of the student teachers have shown unfavorable attitude towards micro-teaching. There observed no significant differences between male and female, rural and urban, science and arts background, graduate and post graduate B. Ed student's attitude towards micro-teaching. However, significant difference has been observed between pre-service and in-service B. Ed students with respect to their attitude towards micro-teaching.

**Obj. 3:** To know the impact of micro-teaching on the performance in practice teaching of the B. Ed students, an 'observation schedule' for observation of practicing skills was used. The findings are as follows:

- The sample practiced the four skills, introducing a lesson, explanation, questioning and answering.
- In introducing a lesson, there are four components namely preliminary attention gaining, use of relevant previous knowledge, use of appropriate devices and explicit link with content. 28(93.3%) student teachers have used all the components of the skills of introducing a lesson.
- In Questioning skill, there are two components fluency in questioning and probing questioning. 24(84%) student teachers have shown very good.

In explanation four components — initial statement, explaining use of examples continuity fluency are there and 27(90%) student teachers have showed good performance in explaining skills.

#### Suggestion:

From the observation of the study, following suggestion have been made.

1. Free and student friendly environment should be maintained during micro teaching practice.
2. Micro teaching should be made compulsory in teacher education
3. The teacher educator must be made fully convergent with all the components of micro teaching skills.
4. Various media including information and communication technology should be exploited to the maximum for developing skill of learning, to contribute and share one's experience.
5. Centralized learning resource centers both for production of resource materials as well as for sharing them should be established at cluster, block, district level for teachers at different levels of school education.
6. There should be national pool of Refresher course, Orientation programme specially meant for teacher educators.

#### Conclusion:

Micro teaching performance and experience increase corresponding performance in real teaching experiences. So, micro teaching as an innovation and scientific teacher training technique needs to be utilized in teacher training programme in a more functional way.

#### Reference:

1. Das B. C. and Gogoi (2003) Micro-teaching, Kalyani Publishers
2. Fifth Survey of Research in Education. NCERT (2000) New Delhi.
3. University News, Vol. -- 44, No -- 20.