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ATTITUDE OF STUDENT TEACHERS TOWARDS MICRO TEACHING IN KURNOOL DISTRICT

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Abstract

Teaching in essence, means creating an environment for learning, there are several components of this environment, viz., the learner, the learning situation, the teacher and the interaction that goes on between the learners and the teacher. Teaching technique used in a particular teaching learning environment depends on many factors including the objectives, teaching methods, ability of the students, personality and experience of the teacher. It helps the teacher to acquire mastery over teaching. Teaching technique not only helps in better understanding of teaching on the part of the teachers but also improves training effectiveness through simplifying the training task to be learned. At the same time it ensures progressive mastery of the complex teaching skills. So the main task of the teacher is to prepare and use the materials that are organized and presented in such a way as to increase the teaching efficiency of student teachers to maximize teaching learning process. Therefore, research in the area of teaching and teaching behaviour has received some attention. During the last decades many doctoral studies were conducted in the area of teaching in India. Most of them are found in the area of teaching techniques. Studies conducted in the area of teaching are found to be dominated by a few popular teaching techniques. However, hardly any study has been made in this aspect of the teaching.

INTRODUCTION

Micro teaching a training technique aimed at simplifying the complexities of normal class room teaching. There is need to plan, design and conduct experiment and studies in this area of innovative teaching. In order to overcome the problems involved in our teacher training programme, the analysis of the techniques of teaching propounded by Allen and Ryan 1969: Mc. A. Lesses and Unwin, 1971: Brown,1975: Singh, 1979: Jangira and Associates, 1979: Paintal,1980; Menon and Associates,1983; and Joshi and Associates, 1985 etc. is the need of the time. In order to carry out such an analytic work, it is necessary to familiarize the researchers about the nature and functions of various teaching techniques. However, in the Indian context, the most important question is the right selection of the techniques of teaching from the available lot. The random selection would not help the cause. There is a need to select the techniques of teaching which would be applicable, functional and workable in Indian situation. These are to be acceptable to teacher educators and teachers. Thus, there is a need to study the feasibility of the techniques of teaching in terms of the attitude of the student teachers towards microteaching before this innovation is adopted in Indian classroom situation. Microteaching as a technique of teaching is selected for training because it is easy to handle, has wide applicability across subjects and has acceptability by teachers due to its analytical approach to teaching and more class room applicability. 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, i.e., lecturing, questioning, explaining, demonstrating etc. which the student teacher practices for short periods (5 -10 minutes) with a small group of pupils (usually 5 - 10). The

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practice session is recorded usually on video – tape and is then played back to the student teacher in order to obtain immediate feed back. The resulting feed back together with the supervisor’s comments and observations made by the pupils helps the student teacher to analyses his performance and thus restructure the lesson in order to teach it to a different group of pupils. Again this is followed by immediate re feed back, so that further analysis and evaluation can take place in order to identify any areas where further improvement could be made. By employing this ‘plan-teach-feed back- 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 reply and from the peer group and other feedback on the previous attempt” [Percival and Ellington, 1984].

However, there can be many variations in terms of class size and class time. For instance, “the size of the class may vary from 3 to 10 pupils and time may vary from 3 to 20 minutes. The pupils may be either real or peers acting as pupils; the source of feedback may be one or many like self, pupils, peers acting and supervisors, teacher educators, audio tape recording, videotape recording, etc., the feedback can be immediate or delayed, prescriptive or descriptive, qualitative or quantitative and variations may be made in length of time devoted to any phase of the micro-teaching cycle” (Das et al, 1980). According to these variations micro-teaching can be defined and described in many ways. (Passi and Lalitha, 1977)

REVIEW OF LITERATURE

Schur (1991) studied the effect of microteaching on in-service education for adult educators. Microteaching can be an effective means of in-service education. It is illustrated in the finding that microteaching is effective in building rapport and collegiality among staff. It is also effective in developing a stronger awareness and understanding of adult learner characteristics. Also shown in the findings, is the increase in the instructors’ confidence in their own teaching abilities. There was however, no indication in the findings that microteaching is an effective means of providing instructors with new teaching skills and techniques.

Gonzales (1993) conducting a study on developing critical thinking skills through microteaching for Spanish speaking students with learning disabilities in a Western Massachusetts urban school district. The result of the study indicated that, students received treatments with microteaching techniques, after having used microteaching technique in the post-test obtained 691. Control in the following skills: Order of success, details, personal characteristics, implies ideas; imply cause and effect, and main idea. It was also found that the students who did not receive any treatment with microteaching were not able to master the simple and complex thinking skills.

Riaz Ahmed (2009) found that conduct a study of B.Ed, students found Micro Teaching in the S.V. University area. He selected a sample of 300 on B.Ed students.

Abdul Rasheed, Md. (2010) found that there is significant difference between rural and urban student teachers with respect to their attitude towards microteaching. It was found that there is significant difference between graduate and post – graduate student teachers with respect to their attitude towards microteaching It was found that there is no significant association between the levels of subjects of specialization of B.Ed teachers and their attitude towards microteaching. It was found that there is no significant difference among economic status of student teachers and their attitude towards microteaching. It was found that there is no significant influence of caste groups on student

teachers and their attitude towards microteaching. It was found that there is no significant association between parents education of student teachers with respect to their attitude towards microteaching.

Varalakshmi (2011) studied that management has significant influence on the attitude of B.Ed. students towards micro teaching. Gender has significant influence on the attitude of B.Ed. students towards micro teaching. Locality has significant influence on the attitude of B.Ed. students towards micro teaching. Qualification has significant influence on the attitude of B.Ed. students towards micro teaching. Methodology has significant influence on the attitude of B.Ed. students towards micro teaching. Caste has significant influence on the attitude of B.Ed. students towards micro teaching.

SCOPE OF THE STUDY

The main intention of the study is to find the relation of attitude of Student teachers towards micro teaching with management, gender and locality.

OBJECTIVE OF THE STUDY

To study the influence of management, gender and locality on the attitude of Student teachers towards micro teaching.

METHODOLOGY

Tools for the Study:

1. In the present study, the investigator adopted the attitude of Student teachers towards micro teaching already used by Riaz Ahammad, S. (2009) because it is more appropriate to measure the attitude of Student teachers towards micro teaching. The scoring procedure, the technique adopted for the measurement of attitude of Student teachers towards microteaching constituted a self respect of their inner feelings on five point scale. The responses ranged from 'strongly agree', 'agree', 'undecided', 'disagree', to 'strongly disagree'. The number of items in this scale is 30. The maximum score of attitude of Student teachers towards micro teaching is 150 and minimum score is 30.
2. Personal data regarding the students – 1. Student teacher's Name, 2. Management, 3. Gender, 4. Locality.

Data Collection:

The sample for the investigation consisted of 320 Student teachers in Kurnool district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private and second stage is locality i.e. rural and urban and third stage gender i.e. male and female. It is a 2X2X2 factorial design with 320 sample subjects. The investigator personally visited B.Ed. colleges with the permission of the principals of the colleges. The Student teachers who attended to the college on the day of collection of data are considered for the purpose of the investigation. It was provided to the Student teachers. The Student teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. Attitude towards micro teaching questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 'Z' test was employed to test hypotheses.

RESULTS AND DISCUSSION

Management

The relationship of attitude of Student teachers towards micro teaching scores with their management is studied in the present investigation. On the basis of management, the students are divided into two groups. The Government college student forms the Group – I and Group – II forms with Private college students. The corresponding attitude of Student teachers towards micro teaching scores of the two groups was analyzed accordingly. The mean values of attitude of Student teachers towards micro teaching scores for the two groups were tested for significance by employing ‘Z’ - test. The following hypothesis is framed.

Hypothesis 1

There would be no significant impact of ‘management’ on the attitude of Student teachers towards micro teaching.

The above hypothesis is tested by employing ‘Z’ – test statistic, since the sample size is large. The results are presented in Table 1.

Table 1. Influence of Management on the Attitude of Student Teachers towards Micro Teaching

Si. No.	Management	N	Mean	SD	‘Z’ - value
1.	Government	160	93.89	10.51	2.543*
2.	Private	160	90.99	10.01	

* Indicates significant at 0.05 level

It is clear from Table 1 that the computed value of ‘Z’ is (2.543). It is greater than table value of ‘Z’ (1.96) for 1 and 318 df at 0.05 level. Hence Hypothesis – 1 is rejected at 0.05 level. It is concluded that the management has significant influence on the attitude of Student teachers towards micro teaching.

Gender

The relationship of attitude of Student teachers towards micro teaching scores with their gender is studied in the present investigation. On the basis of gender, the students are divided into two groups. The male students form the Group – I and Group – II forms with female students. The corresponding attitude of Student teachers towards micro teaching scores of the two groups was analyzed accordingly. The mean values of attitude of Student teachers towards micro teaching scores for the two groups were tested for significance by employing ‘Z’ - test. The following hypothesis is framed.

Hypothesis 2

There would be no significant impact of ‘gender’ on the attitude of Student teachers towards micro teaching.

The above hypothesis is tested by employing ‘Z’ – test statistic, since the sample size is large. The results are presented in Table 2.

Table 2. Influence of Gender on the Attitude of Student Teachers towards Micro Teaching

Si. No.	Gender	N	Mean	SD	'Z' - value
1.	Male	160	94.18	9.72	3.043**
2.	Female	160	90.71	10.70	

*Indicates significant at 0.05 level

It is clear from Table 2 that the computed value of 'Z' is (3.043). It is greater than table value of 'Z' (1.96) for 1 and 318 df at 0.05 level. Hence Hypothesis - 2 is rejected at 0.05 level. It is concluded that the gender has significant influence on the attitude of Student teachers towards micro teaching.

Locality

The relationship of attitude of Student teachers towards micro teaching scores with their locality is studied in the present investigation. On the basis of locality, the students are divided into two groups. The urban student forms the Group – I and Group – II forms with rural students. The corresponding attitude of Student teachers towards micro teaching scores of the two groups was analyzed accordingly. The mean values of attitude of Student teachers towards micro teaching scores for the two groups were tested for significance by employing 'Z' - test. The following hypothesis is framed.

Hypothesis 3

There would be no significant impact of 'locality' on the attitude of Student teachers towards micro teaching.

The above hypothesis is tested by employing 'Z' - test statistic, since the sample size is large. The results are presented in Table 3.

Table 3. Influence of Locality on the Attitude of Student Teachers towards Micro Teaching

Si. No.	Locality	N	Mean	SD	'Z' - value
1.	Urban	160	93.84	10.38	2.446*
2.	Rural	160	91.04	10.16	

* Indicates significant at 0.05 level

It is clear from Table 3 that the computed value of 'Z' is (2.446). It is greater than table value of 'Z' (1.96) for 1 and 318 df at 0.05 level. Hence Hypothesis – 3 is rejected at 0.05 level. It is concluded that the locality has significant influence on the attitude of Student teachers towards micro teaching.

FINDINGS

There is significant influence of gender, management and locality at 0.05 levels on the attitude of Student teachers towards micro teaching.

CONCLUSION

In the light of the findings presented in preceding pages, the following conclusions are drawn. Management, Gender and locality have significant influence on the attitude of Student teachers towards micro teaching.

EDUCATIONAL IMPLICATIONS

- Management is the highly influenced on the attitude of Student teachers towards micro teaching. Government students have positive attitude towards micro teaching than the Private students. The administrators to provide physical facilities for the Private colleges.
- Gender is the highly influenced on the attitude of Student teachers towards micro teaching. Male students have positive attitude towards micro teaching than the Female students. The administrators to provide facilities for the female students.
- Locality is the highly influenced on the attitude of Student teachers towards micro teaching. Urban students have positive attitude towards micro teaching than the rural students. The administrators to provide facilities for the rural students.

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Miscellany

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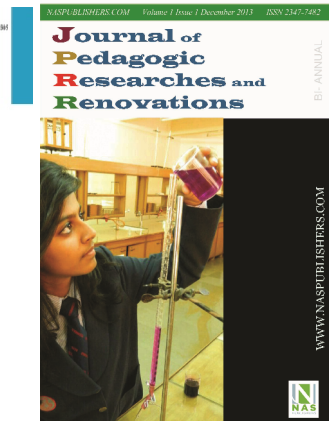
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