

Understanding Microteaching can Change the Attitude towards Teaching

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Abstract

Role of a teacher in the present scenario is important as they are the doorway through which children view the society. As a teacher, one must remain positive and stable in mind. This is possible with attitude. Attitude is the prime factor of any individual. For teachers, attitude decides the classroom climate and students behaviour towards them and the society. Attitude is an outcome of present situation comfort zone. To change an attitude of an individual it is necessary to create that comfort zone. Hence an attempt has been made to check whether strengthening the microteaching skills can uplift the attitude of student teachers. So the investigator has decided to test the pre and post attitude of student teachers of I year B.Ed with treatment which induces the knowledge of teaching via microteaching, its basics, cycle, skills of microteaching and how it has to be used in the classroom. The experimental group was taught the same content with PowerPoint presentation (PPT), video packages which consists of 13 subjects microteaching class sessions with seven basic skills. A live class session with PPT, microteaching session class, group discussion and group practicing were induced for better comprehend of the basics of teaching. Easiness in accessing power point presentation and video package via phones/ tablets and understandability through live classroom sessions, group discussion and practicing theoretical skills one at a time till mastered makes the student teachers more self confident and boldness to face any classroom situation which indirectly changes the attitude towards teaching and subject being taught.

Keywords: Attitude, Microteaching, Difference between microteaching and mini teaching, ATTP scale

I. Introduction

The classroom is a place where children congregate to learn new things. Though electronic devices and artificial intelligence have conquered the world yet the role of a teacher is quite complex and yet to be replaced by any medium. Role of a teacher in the present scenario is quite important as they are the doorway through which children view the society. As a teacher, one must remain positive and stable mind. This is possible only with right attitude. Attitude is the prime factor of any individual. For teachers, attitude decides the classroom climate and students behaviour towards them and towards the society. A teacher's attitude affects the class in many ways and is vital for shaping their learning experience. A professional degree learnt with half mind or forced by the family will obviously end in poor professional quality. At the same time by inducing the knowledge, responsibility and

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making them understand the basic concept of a profession changes the attitude to a positive tone resulting in better professional productivity.

So the investigator has decided to test the pre and post attitude of student teachers of I year B.Ed students with a Computer Assisted Instructional package as treatment which induces the knowledge of teaching via microteaching, its basics, cycle, skills of microteaching and how it has to be used in classroom climate.

Attitude

According to Jung(2014), attitude is defined as a state of readiness of the mind to act or react in a particular way. The attitude of a person is determined by psychological factors like ideas, values, beliefs, perception, etc. All these have a complex role in determining a person's attitude. It is an individual's inclined state of mind regarding the importance and it is triggered through a approachable expression towards a person, place, thing, or event which in turn impacts the individual's thought and action and is attained through experiences. Teachers play a major role in every individual's life knowingly or unknowingly. Prime importance of attitude inside the classroom is that it may affect the student – teacher communication and many students would not even open up and that may affect the classroom climate as well as student's future. So its highly important for a teacher to have a keen look on their attitude. Attitude is an outcome of present situation comfort zone. To change an attitude of an individual it is necessary to create that comfort zone. It is created only when an individual is able to perform in the given scenario. To have such performance one should have a strong knowledge towards that particular task. Hence an experiment has been made to check whether strengthening the concept of microteaching can uplift the attitude of student teachers.

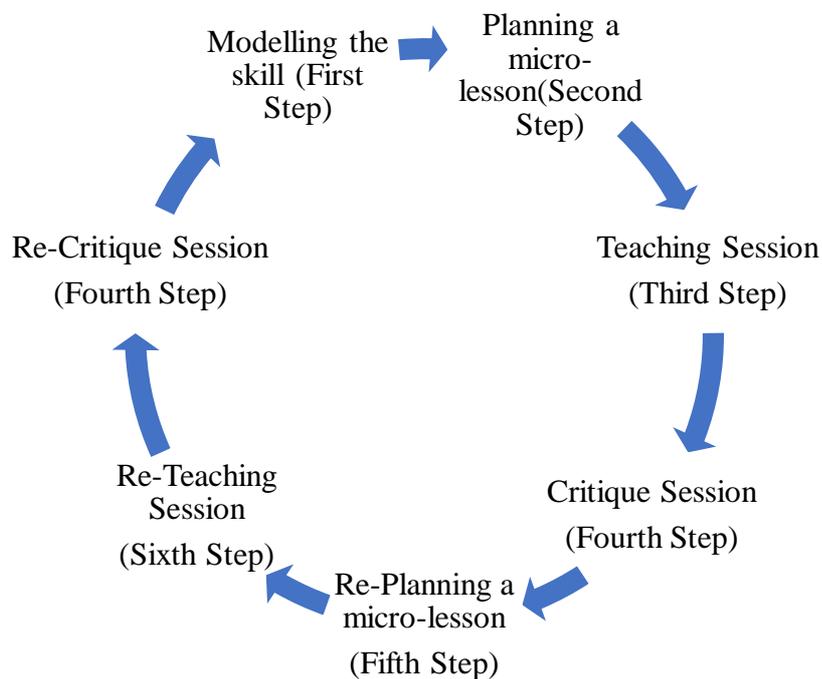
Why Microteaching

Microteaching is the basic step in learning styles of teaching. It bridges between learning about teaching as well as valuing the idea of colleagues. As microteaching is a peer group teaching learning where 6-8 student teachers form a group to individually showcase their microteaching skills to the group while others give feedback. This process that happens inside classroom is named as mock classroom. The mock classroom session teaching will have six steps viz.

1. Modelling the skill
2. Planning a micro-lesson
3. The teaching session
4. The critique session
5. The re-planning session
6. The re-teach session
7. The re-critique session

The Seven Steps in Micro-Teaching

Microteaching gets stronger with seven basic steps which provides the student teacher confidence in the classroom environment.



[Seven Steps in Micro-Teaching- Y.K. Singh (2011)]

First of all, there is a theoretical discussion on a particular skill to be practiced. Its components are defined in precise terms. This is followed by demonstration and modelling. The student teachers observe the particular skill. After this, a suitable unit is chosen and the student teacher prepares a lesson plan and gets ready for a micro-lesson. The lesson is taught and criticised by the peer group. As per criticism/ feed-back, the student teacher plans his/her lesson again and it goes on till perfection is reached.

Difference between microteaching and mini lesson plan

Basic difference between microteaching and mini lesson plan is that mini lesson plan is the combination of one or more microteaching skills. Its an upgradation of microteaching. The time duration is same for both comprising of 15-20 minutes. In microteaching only one topic is concentrated upon whereas in mini lesson plan many topics can be included but a particular skill of listening, speaking, reading or writing should be concentrated upon. In microteaching the classroom will be single sided communication from the teachers to class and at times answers will be received from the students. In the case of mini lesson plan after explanation the students are involved in the activity as well as the session of re- capusalisation will be done by the students. Microteaching is an individual topic and can be changed at the next skill class but in mini lesson plan it is the continuation of previous topic and a new topic can be chosen only if the previous is completed. Microteaching can executed only in peer group whereas mini lesson plan can be executed to any set of people as a part of teaching session or as an individual.

II. Review of Related Literature

Studies related to Attitude

Surveys conducted by **Navaneet Kumar Tiwari** (2016), **Kulkarni, U.K.** (2011), **Shahla Shaheen** (2015), **Chandrakant B.** (2012), **Zambare, M.** (2012), **Mumthas, N.S.** (2012), **Meena K. Rokade** (2010), **Dabat Z.** (2010) and **S.Nirmala Devi** (2005) have shown that student teachers possess positive attitude towards teaching. In addition, there was no significant difference observed based on gender, educational qualification, parents' occupation, family's income and marital status with regard to attitude of student-teachers towards teaching. However **Navaneet Kumar Tiwari** (2016) and **Kulkarni, U.K.**'s (2011) research regarding relationship between attitude towards teaching and teaching competence revealed that there was no significant difference of attitude within an individual trainee's teaching competence and attitude toward teaching whereas when compared between groups there was significant and positive relationship. **Kaur, B.**'s (2009) research on mental health of student teachers in relation to their attitude towards teaching profession resulted with no significant difference in attitude of student teachers towards teaching profession at high, average and low level of mental health. Various aspect of comparison has been made with attitude towards teaching but no research were made for uplifting the attitude as well as for attitude towards teaching. Thus a trial was made to check whether microteaching can change the attitude towards teaching among I year B.Ed student teachers.

Studies related to microteaching

Sarigöz, Iskender Hakki (2018) and **Selda Bakır Mehmet** (2014) have conducted experimental research on Single-Skill, effect of microteaching on teaching skills, practice of teaching skills that show that these techniques resulted in significant differences with the experimental group and also enhanced a wide range of techniques for classroom use. **Ata, Erol**'s (2018) research among school administrators towards development of self-efficacy skills proved that the training was effective. **Udan Kusmawan**'s (2017) research on online microteaching shows that microteaching develops extensive critical thinking and reflective actions. **Nancy D Bell** (2016) research using feedback as tool revealed that microteaching resembles "performance" or "classroom task" to a much greater extent than it does in teaching. **Rosita O. Igwe Ngozi E. Uzoka Saheed Ahmad Rufai** (2013) reflective effects of micro-teaching and field experiences on pre-service teachers has the same effect of improvement in the constructive reflection on student teaching and on teacher's competence. **Larry D.** (2013) and **Agnes Higgins**'s (2011) research on the usage of feedback while using microteaching shows that students considered feedback from self, peer and expert valuable.

III. Methodology

Final study of 98 B.Ed students were randomly divided into two groups namely control and experimental. To ensure both group are equal on their attitude level an attitude questionnaire constructed and validated by investigator was given. Once the test was completed, the basics of microteaching, cycle of microteaching, steps of microteaching and seven basic skills of microteaching was taught control group via traditional method while

the experimental group were taught the same content with integrated approach. Integrated approach is a technique where along with traditional method PowerPoint presentation (PPT) used to teach the basics of microteaching, steps in microteaching, cycle of microteaching, theoretical aspects of seven basic skills and sub- skills of microteaching. Video packages which consists of 13 subjects were utilized to improve the practical knowledge of microteaching seven basic skills and sub-skills. A live class session with PPT, microteaching session class, group discussion, group practicing was all induced to understand the basics of teaching and importance of teaching.

Hypotheses

Between Group

1. There is a significant difference in the attitude of experimental and control group with regard to teaching profession in the pretest phase.
2. There is a significant mean score difference in the posttest between the experimental and control group with the regard to their attitude towards teaching.

Within Group

1. There is significant difference in the attitude of experimental group with regard to teaching profession during the pretest and posttest phase.
2. There is significant difference in the attitude of control group with regard to teaching profession during the pretest and posttest phase.

Design of the study

The investigator has employed the '*pretest- posttest experimental design*'. It is also called as '*within and between group design*'. Experimental methods are characterized by the ability to arrange for the conditions of observation and to impose different amounts or kinds of treatment on subjects/samples. Experimental designs provide different treatments on various groups and the responses to these treatments called experimental conditions are observed by the investigator. In the parallel group experimental research, two parallel groups namely the control and experimental groups are studied. Here, the control group is kept as the reference group by giving exposure in the traditional method of teaching microteaching skills whereas the experimental group is exposed to computer assisted instruction for teaching microteaching skills, so that comparisons can be made between the control and experimental groups. The pretest, post-test, control group design has been used for this study.

Construction of Attitude towards Teaching Profession Scale (ATTP)

The identification of the indicators of attitude towards teaching profession led the investigator to list 140 items for the tool. These items were reviewed and edited for overlap and duplication and as result 120 items emerged. The items were further reviewed to make them precise and meaningful as suggested by Likert (1929) and Edwards (1957). The 120 items represented the five indicators of attitude towards teaching profession. A pilot study was conducted with 640 students teachers and the discriminating power, validity, reliability were established using item analysis where face validity was obtained from the panel of experts, reliability of the scale (cronbach's alpha reliability) was found to be 0.86, which indicates high reliability, split half correlation co-efficient was found to be 0.84, which indicates high reliability.

Data Collection

Once the pilot study were successful and items were finalized researcher approached I year student teachers of a Government College of Education for women in Coimbatore district for final data collection. The total sample was divided into two groups, namely control and experimental group. Each group consisted of 49 student teachers. The tool was administered to the student teachers and the responses were collected and subjected to scoring and analysis.

Scoring procedure

Attitude towards Teaching Profession

For positive items strongly agree, agree, neutral, disagree, strongly disagree was given the weightage of 5, 4, 3, 2 and 1 respectively. In the case of negative items the scoring procedure was reversed. The total score of each respondent was the algebraic sum of the scores of the 120 items. As such the scores range from 120 to 600.

4.3 Questionnaires Type of Items

S.No	Type of Item	Questionnaire	Total
1.	Positive	1, 5, 9, 10, 11, 12, 13, 15, 18, 20, 21, 23, 26, 28, 37, 39, 43, 44, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61, 64, 66, 68, 69, 70, 71, 72, 74, 76, 77, 78, 79, 80, 81, 83, 86, 90, 93, 94, 95, 96, 97, 98, 99, 100	50
2.	Negative	2, 3, 6, 7, 8, 14, 16, 17, 19, 22, 26, 31, 33, 35, 36, 38, 39, 40, 41, 42, 45, 46, 47, 48, 49, 50, 53, 55, 60, 62, 65, 67, 69, 73, 75, 76, 82, 84, 85, 87, 88, 89, 91, 92,	50

Statistical Techniques Used To Analyse The Data

The collected data was analyzed using SPSS package version 20.0 and the hypotheses were tested at 0.05 level of significance. 't' test a test of significance for difference between Means was used to find the difference between student teachers with respect to attitude towards teaching profession.

Analysis and Interpretation

Hypothesis 1: There is a significant difference in the attitude of experimental and control group with regard to teaching profession in the pretest phase.

Table1.1: Mean score difference between experimental and control group with regard to attitude towards teaching profession

Table 1.1 presents the Mean Standard Deviation and 't' test value of experimental and control group with regard to their attitude towards teaching profession in the pretest phase. It is evident from the table that the mean

value of control and experimental group is 348.6939 and 348.2857 respectively. The 't' value (0.85) is lesser than the table value at the 0.01 level of significance. So there is no significant difference between the control and experimental group with regard to their attitude towards teaching profession in the pretest phase. Therefore it is concluded that the entry level attitude towards teaching profession is same among the groups taken up for the study. Hence the hypothesis is rejected.

Group	N	df	Mean	Std. Deviation	't' Value	Sig.
Control Group – Post test attitude	49	96	367.81	27.813	3.367	.001
Experimental Group - Post test attitude	49		386.85	28.166		
Control Pretest total	49	96	348.69	20.524	.085	.293
Experimental Pretest total	49		348.28	26.824		

Hypothesis 2: There is a significant mean score difference in the posttest between the experimental and control group with regard to attitude towards teaching.

Table1.2: Mean score difference in the posttest between the experimental and control group with regard to attitude towards teaching

Table 1.2 presents the Mean, Standard Deviation and 't' test value regarding attitude towards teaching between experimental and control group in the posttest phase. It is evident from the table that the mean value of control and experimental group is 367.8163 and 386.8571 respectively. It is apparent that the score of the experimental group is greater than the control group with regard to attitude towards teaching in the posttest phase. The 't' value (3.367) is greater than the table value at the level of 0.01 significance. So there is a significant difference between the control and experimental group with regard to attitude towards teaching in the posttest phase. Therefore it is concluded that the treatment for the experiment group has influenced their attitude towards teaching. Hence the hypothesis is accepted. This result is in alignment with Nancy D Bell (2016) research using feedback as tool revealed that microteaching resembles "performance" or "classroom task" to a much greater extent than it does in teaching. Udan Kusamavan (2017) study says that there was a change in attitude of teachers after the treatment towards microteaching multifaceted method.

Hypothesis 3: There is significant difference in the attitude of experimental group with regard to the

Group		N	df	Mean	Std. Deviation	't' Value	Sig.
Experimental group with regard to the teaching profession	Pretest	49	48	348.28	26.82	7.273	.000
	Posttest	49		386.85	28.16		

teaching profession during the pretest and posttest phase.

Table 1.3: Mean score difference in the attitude of experimental group with regard to the teaching profession during the pretest and posttest phase

Table 1.3 presents Mean, Standard Deviation and 't' value regarding mean score difference in the attitude of experimental group with regard to the teaching profession during the pretest and posttest phase. It is evident from the table that the mean of pretest attitude towards profession and posttest attitude towards profession is 348.28 and 386.85 respectively. It is apparent that the mean value of posttest is greater than that of pretest. The 't' value (7.273) is greater than the table value at the 0.01 level of significance. So there is a significant difference in the attitude of experimental group with regard to the teaching profession during the pretest and posttest phase. Therefore it is concluded that the treatment for the experiment group has influenced their attitude towards teaching profession. Hence the hypothesis is accepted. This finding is aligned with Navaneet kumar Tiwari's (2016) comparative study between teaching competency and attitude towards teaching had a significant difference in the experimental group's attitude towards teaching of B.Ed teacher trainees. Shahla Shaheen's (2015) comparative study reveals that pupils teachers pursuing B.Ed course had a significant difference compared to that of secondary school teacher working in A.M.U university after the process.

Hypothesis 4: There is significant difference in the attitude of control group with regard to teaching profession during the pretest and posttest phase.

Table 1.4: Mean score difference in the attitude of control group with regard to teaching profession during the pretest and posttest phase

Table 1.4 presents Mean, Standard Deviation and ‘t’ value regarding mean score difference in the attitude of control group with regard to the teaching profession during the pretest and posttest phase. It is evident from the table that the mean of pretest attitude towards the teaching profession and posttest is 348.69 and 367.81 respectively. It is apparent that the mean value of posttest phase is greater than that of pretest. The ‘t’ value (4.060) is greater than the table value at the 0.01 level of significance. So there is a significant difference in the attitude of control group with regard to the teaching profession during the pretest and posttest phase. Therefore it is concluded that the treatment for the control group has influenced their attitude towards teaching profession. Hence

Group		N	df	Mean	Std. Deviation	‘t’ Value	Sig.
Control group with regard to teaching profession	Pretest	49	48	348.69	20.52	4.060	.000
	Posttest	49		367.81	27.81		

the hypothesis is accepted. Researches of Rosita O. Igwe Ngozi E. Uzoka Saheed Ahmad Rufai (2013) reflective effects of micro-teaching and field experiences on pre-service teachers has the same effect of improvement in the constructive reflection on student teaching and on teacher’s competence.

IV. Discussion

From the above analysis it was found that the student teachers of both control(348.69) and experimental (348.28) group are equal at the entry level. However after the treatment of integrated approach there was a significant mean score difference between the control (367.81) and experimental (386.85)group. Experimental group who was exposed to integrated approach has scored high when compared to their counterparts which proves that treatment was effective.

When within groups are taken into account Experimental group had a great upliftment in attitude at the posttest (386.85) when compared to that of the pretest(348.28).Therefore it is concluded that the treatment for the experiment group has influenced their attitude towards teaching profession. Navaneet kumar Tiwari’s (2016) comparative study had a significant difference in the experimental group’s attitude towards teaching of B.Ed teacher trainees. Shahla Shaheen (2015) research’s pupils teachers persuing B.Ed course had a significant difference compared to that of secondary school teacher working in A.M.U university after the process also had the same output. At same time while comparing the pretest (348.69) and post test (367.81) of control group, it also had a significance difference between them.

V. Conclusion

Based on the study it is found that a knowledge towards microteaching can improve the attitude of student teachers. Integrated approach has played a major role in attracting the attentions of student teachers as well as making the class lively. Video package and PPTs available at a finger touch in their smartphones and immediate

query answering via WhatsApp, messenger and SMS had made the student teachers involve with more effectiveness and move forwards with confidence. Thus this method of microteaching is successful.

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