

An Attitude of Secondary Teacher Trainees Towards Microteaching: Does Teaching Experience, Subject Background and Marital Status Matter?

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Abstract

The main objective of the study is to find out the association between an attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience, subject background and marital status. The survey method was used. 33 Secondary Teacher Trainees studying at one of the B.Ed. college of Bangalore city were the respondents. Personal data sheet and Attitude towards Microteaching scale prepared by the researcher were used in this study. Percentage analysis and Chi-Square analyses were applied. The major findings of the study are (1) More than half percentage (N = 18, 54.5%) Secondary Teacher Trainees have high attitude and residual (N = 15, 45.5%) of Secondary Teacher Trainees have Low attitude towards Microteaching; (2) There is association between Attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience [$X^2 = 4.95$, $df = 1$, $p < .05$]; (3) Whereas association is not found in attitude of Secondary Teacher Trainees towards Microteaching with respect their subject background [$X^2 = 2.528$, $df = 1$, $p > .05$] as well as marital status [$X^2 = .071$, $df = 1$, $p > .05$].

Keywords: Microteaching, Secondary Teacher Trainees

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Introduction

Teaching is not a simple task; it is not so easy to face the classroom without mastering various teaching skills. One who wants to turn out to be an effective teacher compulsion to experience distinct training called teacher training. In this programme prospective teachers are trained in various teaching skills. Microteaching is one such a useful programme in teacher training to help in simplifying the process of teaching skills and empower them to master teaching and to face a macro class situation. According to Passi and Lalita “Microteaching is a training technique which requires student teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time” (Verma & Sharma). Therefore, Microteaching is described as scaled down teaching encounter of miniaturized classroom teaching (Jangira & Singh, 1982). In this way, Microteaching is not a teaching technique but training technique meant for training teaching skills. In this programme, trainees get mastery over teaching skills in scale down teaching environment, which means it simplifies the complexities of a macro classroom environment and engage students to get master over skills. Ogeyik, (2009) precisely pointed out that “Microteaching as a professional development tool in teacher training program provides student teacher with opportunities to explore and reflect on their own and others teaching styles and to acquire new teaching techniques and strategies”. In this way Microteaching highly potential event for teacher training programme to build confidence in teaching by mastering a skill in a small group; practice-based teaching to instill self-evaluation skill for teaching; avoid mistake often made in teaching; and imbibe the qualities of effective teaching(Igwe, Uzoka, & Rufai, 2013). Absolutely, Microteaching enables teacher trainees to get proficiency in teaching skills and prepare them to expose for a requirement of teaching practice and real classroom (Ayodele, 2009). In this context, primary and secondary teacher training institutions are organizing Microteaching to impart teaching skills. At the same time, teacher trainees’ active participation will enable them to get master over the teaching skills. In the present study, the researcher intended to identify the level of the attitude of teacher trainees’ attitude towards Microteaching and to determine any effect of their teaching experience, subject background and marital status on attitude towards Microteaching. The study was conducted as part of Microteaching programme organized in one of the secondary teacher training institution of Bangalore city.

Related Studies: An Overview

There are many studies reported in the field of Microteaching. KILIC (2010) investigate the effect of Learner-centered Microteaching on development of teacher candidates teaching competencies. The study inferred that the LCMT model was found to help teacher candidate in subject area, planning, teaching progress, classroom management, communication and evaluation. Chawla and Thukral (2011) studied the effects of student feedback on teaching competence of student teachers: a microteaching experiment. The study noted that feedback helped in developing five teaching skills and effect in improving general teaching competency of student teacher. Ismail (2011) conducted a study on student teacher microteaching experiences in a preservice english teacher education program. The study concluded that the students were very positive about effect of microteaching and they got many benefits. To name few increased enthusiasim towards the teaching method; improve their language proficiency; and discussion during feed back session might also developed students language skill. Gore (2011) undertook an experiment to determine effectiveness of innovative microteaching strategy for teacher educator and found that new Microteaching is interesting for pupil teacher and more effective than the present microteaching programme. Rama and Reddy (2013) applied a survey based study to examine the Attitude of student teacher towards microteaching. The study explored that the student teachers have favorable attitude towards microteaching and there was no association between gender and their class nature, class size, phase lesson plan, time taken status, feedback re-teaching results and cycle. Buyukkarici (2014) carried out quasi-experimental research to investigate the formative microteaching in teaching and foreign language anxiety. The study indicated that before microteching preservice teachers teaching anxiety felt high and the video sesseions and formative uses reduce their teaching anxiety to moderate level. watching video lessons and formative assesment methods such as peer assesment, lecturers written and verbal feedback created positive impact on the foreign language anxiety. Sawant and Kumar (2015) evaluate the use of microteaching for

postgraduate medical students. The study summarized that post graduate students had exciting experience in sessions and exhibited positive attitude towards microteaching programme. The study found that the benefit of microteaching session in skill development in the area of preparing lesson plan, speaking in front of the audience, asking question and using evaluation. Furade (2016) conducted a study on effectiveness of microteaching with innovative practices. The study adopted equal group experimental method in which present microteaching was used in control group and new microteaching programme for experimental group. The study found that new micro teaching was more effective than the present microteaching programme. Reddy (2016) investigated attitude of student teachers towards micro teaching in kurnool district. The study found that management, gender and locality of student teacher influenced on their attitude towards microteaching. The attitude of student teachers of government institution, male student teachers and urban student teachers showed higher attitude towards microteaching than the student teachers of private institution, female student teachers and rural student teachers respectively. Godek (2016) conducted a study on science teacher trainees' microteaching experiences: A focus group study. The study summarized that microteaching created positive and negative experience about microteaching, negative but objective criticisms were found to be useful to see the reality; microteaching contributed to trainees pedagogical content knowledge, professional awareness and subject matter knowledge; trainees suggested that microteaching should be implemented for all teacher trainees due to its importance. Kant (2017) applied descriptive survey method to study attitude and perception about microteaching of students and teacher educators. Study pointed out that both teacher education showed positive attitude and perception towards microteaching but some teacher had low attitude and perception.

From, review of related literature it is evident that microteaching is effective training techniques for developing teaching skills in teacher training institution. At the same time studies are also reported with respect effectiveness of microteaching and assessing attitude of teacher trainees towards microteaching. It seems to be studies are not observed to find out the influence of teaching experience, subject background, marital status of teacher trainees on microteaching. It is on this background and to sought to extend previous studies the present study selected.

Statement of Problem

The main objective of the study is to find out the association between attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience, subject background and marital status.

Objectives of the Study

1. To study the levels of attitude of Secondary Teacher Trainees toward Microteaching.
2. To find out the association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience, subject background and marital status.

Hypotheses

1. There is no association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience.
2. There is no association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their subject background.
3. There is no association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their marital status.

Sample

Purposive sampling technique applied in the study. A total of 33 Secondary Teacher Trainees studying in one of the B.Ed. college of Bangalore city were the respondents. The data was collected after completion Orientation cum workshop on Microteaching conducted in the institution to study the attitude of Secondary Teacher Trainees towards Microteaching.

Table 1. Distribution of Sample of the Study

No	Categories	Number	Total
1	Teaching Experience	Experience (1 & above Years)	11
		Inexperience (No Experience)	22
2	Subject Background (Under Graduate Level)	Social Science	17
		Science	16
3	Marital Status	Married	28
		Unmarried	5

The table 1 indicating distribution of sample of the study. A total of 33 Secondary Teacher Trainees were the respondents of the study. Teaching experience wise, 11 Secondary Teacher trainees were Experience and remaining 22 were no experience in teaching before joining teacher education programme. The subject background of teacher trainees at undergraduate level indicate that 17 teacher trainees were belong to social science background and 16 teacher trainees were science background in their undergraduate. In case of the marital status of teacher trainees, 28 teacher trainees were married and only 5 teacher trainees were unmarried.

Design of the Study

The survey method was operated in this research. The study intends to know the level of attitude towards Microteaching and whether any association between an attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience, subject background and marital status.

Tools Used

An attitude towards Microteaching scale and personal data sheet prepared by the researcher were used. Data on demographic variable and attitude towards Microteaching obtained using personal data sheet and attitude scale to assess attitude towards Microteaching. Attitude scale consists of 40 statements and structured in the Likert format with each statement has five responses points- Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (DA).

Statistical Technique

Data were analyzed using percentage analysis and Chi-Square analysis. Percentage analysis to find out the levels of attitude towards Microteaching. The chi-square analysis applied to examine the association between an attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience, subject background and marital status. The null hypothesis was tested at .05 level of significance.

Analysis and Interpretation of Data

Distribution of Levels of Attitude of Secondary Teacher Trainees towards Microteaching in Secondary Teacher Trainees

Table 2. Levels of Attitude of Secondary Teacher Trainees towards Microteaching

Levels of Attitude	Number	Percentage
High	18	54.5
Low	15	45.5
Total	33	100.0

The table 2 indicating the levels of attitude towards Microteaching among Secondary Teacher Trainees. The 18 Secondary Teacher Trainees have high attitude and 15 Secondary Teacher Trainees have low attitude towards Microteaching. It means, more than half of the percentage 54.5% of Secondary Teacher Trainees are in the category of high attitude and residual 45.5% of Secondary Teacher Trainees have low attitude towards Microteaching

Hypothesis 1: There is no association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience.

Table 3. Association between Levels of Attitude towards Microteaching in Secondary Teacher

Trainees and their Teaching Experience

Teaching Experience	Levels of Attitude Towards Microteaching		Total
	High	Low	
Experience	9 81.8%	2 18.2%	11 100.0%
Inexperience	9 40.9%	13 59.1%	22 100.0%
Total	18 54.5%	15 45.5%	33 100.0%

$X^2 = 4.95$ $df = 1,$ $p = .028$

The table 3 reveals the association between levels of attitude towards Microteaching in Secondary Teacher Trainees and their teaching experience. In experience category 9 Secondary Teacher Trainees have high attitude and only 2 Secondary Teacher Trainees have low attitude towards Microteaching. It means, in experience category maximum 81.8% of Secondary Teacher Trainees have higher level of attitude and residual 18.2% of Secondary Teacher Trainees have low level attitude towards Microteaching. Whereas in inexperience Secondary Teacher Trainees category 9 Secondary Teacher Trainees have high attitude and 13 Secondary Teacher Trainees have low attitude towards Microteaching. It means, in inexperience category more than half of the percentage 59.1% of Secondary Teacher Trainees have low attitude and residual 40.9% of Secondary Teacher Trainees have higher attitude toward Microteaching

The Chi-Square value is 4.95, with 1 degree of freedom, as p value is .028, which is significant at the $p < .05$ level. It indicate that there is association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience at .05 level of significance, $X^2 = 4.95$, $df = 1$, $p < .05$.

Hypothesis 2: There is no association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their subject background.

Table 4. Association between Levels of Attitude towards Microteaching in Secondary Teacher Trainees and their Subject Background

Subject Background	Levels of Attitude Towards Microteaching		Total
	High	Low	
Social Science	7 41.2%	10 58.8%	17 100.0%
Science	11 68.8%	5 31.3%	16 100.0%
Total	18 54.5%	15 45.5%	33 100.0%

$X^2 = 2.528$ $df = 1,$ $p = .117$

The table 4 reveals the association between levels of attitude towards Microteaching in Secondary Teacher Trainees and their subject background. In Social Science category only 7 Secondary Teacher Trainees have high attitude and 10 Secondary Teacher Trainees have low attitude towards Microteaching. It means, in Social Science category maximum more than half of the percentage 58.8 % of Secondary Teacher Trainees have low level of attitude and residual 41.7% have high attitude towards microteaching. Whereas in science background category 11 Secondary Teacher Trainees have high attitude and only 5 Secondary Teacher Trainees have low attitude towards Microteaching. It means, in science background category maximum percentage 68.8% of Secondary Teacher Trainees have higher level attitude and residual 31.3% of Secondary Teacher Trainees have Low attitude towards microteaching.

The Chi-Square value is 2.528, with 1 degree of freedom, as p value is .117, which is no significant at the $p > .05$ level. It indicate there is no association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their subject background at .05 level of significance, $X^2 = 2.528$, $df = 1$, $p > .05$.

Hypothesis 3: There is no association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their marital status.

Table 5. Association between Levels of Attitude towards Microteaching in Secondary Teacher Trainees and their Marital Status

Marital Status	Levels of Attitude Towards Microteaching		Total
	High	Low	
Married	15	13	28
	53.6%	46.4%	100.0%
Unmarried	3	2	5
	60.0%	40.0%	100.0%
Total	18	15	33
	54.5%	45.5%	100.0%
$X^2 = .071$		$df = 1$,	$p = .790$

The Table 5 reveals the association between levels of attitude towards Microteaching in Secondary Teacher Trainees and their marital status. In married category 15 Secondary Teacher Trainees have high attitude and 13 Secondary Teacher Trainees have low attitude towards Microteaching. It means, in married category percentage 53.6 % of Secondary Teacher Trainees have higher level of attitude and residual 46.4% have Low attitude towards microteaching. Whereas in unmarried category 3 Secondary Teacher Trainees have high attitude and 2 Secondary Teacher Trainees have low attitude towards Microteaching. It means, in unmarried category 60% of Secondary Teacher Trainees have higher level attitude and residual 40.0% of Secondary Teacher Trainees have Low attitude towards microteaching.

The Chi-Square value is .071, with 1 degree of freedom, as p value is .790, which is no significant at the $p > .05$ level. It indicate that there is no association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their marital status at .05 level of significance, $X^2 = .071$, $df = 1$, $p > .05$.

Findings

Major findings of the study are 1) more number of Secondary Teacher Trainees in high attitude ($N = 18$, 54.5%) and residual ($N = 15$, 45.5%) low attitudes towards microteaching; 2) there is an association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience [$X^2 = 4.95$, $df = 1$, $p < .05$]; 3) there is no association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their subject background [$X^2 = 2.528$, $df = 1$, $p > .05$]; 4) there is no association between levels of attitude of Secondary Teacher Trainees towards Microteaching and their marital status [$X^2 = .071$, $df = 1$, $p > .05$].

Discussion

The present research explored the answer for Attitude of Secondary Teacher Trainees towards Microteaching: Does Teaching Experience, subject background and Marital Status Matter? Findings of the study indicating that more than half the percentage of Secondary Teacher Trainees have a higher attitude towards Microteaching and remaining low attitude. The findings of inferential statistical analysis revealed no association found between levels of an attitude of Secondary Teacher Trainees towards Microteaching and their teaching experience. This means that, teaching experience effect on the attitude of Secondary Teacher Trainees towards Microteaching and it may be due to the reason that the experience and inexperienced secondary teacher trainees showed a different level of attitude towards Microteaching. Thus, teaching experience is a matter in deciding the attitude of Secondary Teacher Trainees towards Microteaching. Whereas, findings did not support a significant association

between Secondary Teacher Trainees attitude towards Microteaching with respect to their subject background as well as marital status. It stipulates that subject backgrounds, as well as marital status, are not effect on the attitude of Secondary Teacher Trainees towards Microteaching and these two variables are not a matter in deciding attitude of Secondary Teacher Trainees towards Microteaching in this study.

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