



## RESEARCH ARTICLE

### MICROTEACHING: ATTITUDE AND PERCEPTION OF STUDENTS AND TEACHER EDUCATORS

**\*Dr. Ravi Kant**

Associate Professor, School of Education, Central University of South Bihar, Gaya 823001 Bihar

#### ARTICLE INFO

##### Article History:

Received 22<sup>nd</sup> June, 2017  
Received in revised form  
29<sup>th</sup> July, 2017  
Accepted 11<sup>th</sup> August, 2017  
Published online 30<sup>th</sup> September, 2017

##### Key words:

Microteaching,  
Teaching,  
Training,  
Attitude and Perception.

#### ABSTRACT

Microteaching is a compulsory part of any teacher's training program to be taken before a student is allowed to go for the practice teaching. This indicates the importance of microteaching to prepare the future teacher trainees to teach in school. However, there are some modification in the practices of microteaching according to situations. This research had been carried out to investigate the attitude and perception of B.Ed. and M.Ed. students and teacher educators in Darbhanga district. 150 students from the B.Ed. and M.Ed. course and 10 teacher educators were chosen to become the respondents of this study. These respondents had involved in their microteaching course and had done their teaching practice in their training. Each respondent was asked to rate a set of statements (Rating Scale) consisted of 55 items regarding the microteaching experience. The findings of the study indicated that the students of both courses have high level of perception towards microteaching. They considered microteaching very useful for their prospective teaching. Teacher educators also had a positive attitude and perception towards microteaching but some teacher had low attitude and perception.

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**Citation:** Dr. Ravi Kant. 2017. "Microteaching: Attitude and perception of Students and Teacher Educators", *International Journal of Current Research*, 9, (09), 58385-58388.

#### INTRODUCTION

As Microteaching is technically a scaled-down teaching encounter for refining teaching skills by practice and feedback. Sometimes it is also known as Microteaching in simulated conditions. The prefix 'micro' comes from a Greek word meaning 'small' like 'Microscope' and 'micrometer'. It is a teacher training technique of both pre-service and in service teachers. A researcher D.W. Allen along his supervisor Robert Bush used it worldwide since its invention at Stanford University in the late 1953. Its purpose is to provide teachers with the opportunity for the safe practice of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject. Microteaching helps teachers to improve both contents and methods of teaching and develop specific teaching skills such as introduction, explanation, questioning, the use of examples to make lessons more interesting, using effective reinforcement techniques, introducing and closing lessons effectively. Immediate feedback and encouragement, combined with the opportunity to practice the suggested improvements in the training session, form the foundations of the microteaching protocol.

Microteaching reduces the complexities of normal classroom teaching, thus allowing the teacher to concentrate on the acquisition of a teaching skill (Bush, 1966, Cooper, 1967; Allen and Ryan, 1969). Microteaching emphasis on how to teach not what to teach. Wallace (1991) defines microteaching as a training context in which a teaching situation has been reduced in scope and/or simplified in some systematic way. Accordingly, there are three main ways in which the teaching encounter may be scaled down: the task is simplified, the length of the lesson may be shortened and the size of the class may be reduced. Microteaching, in this regard is usually conceived of as occurring in three or four distinct stages: the 'briefing', the 'teach', the 'critique' and the 'reteach'. In India Microteaching is one of the successful methods used in student teachers education as it has been proven to be very effective in teaching skills. The idea of microteaching is to provide student teachers with realism training experiences as they can practice pre- service teaching. In this respect, Brent and Thomson (1996) Emphasize that microteaching was employed to teach pre- service student teachers specific skills that they can depend on in the future while working with students inside the classrooms. Several advantages have been documented for microteaching for pre- service students teachers, including that they can clarify teacher's role in the instruction process (Amobi, 2005; Hawkey, 1995; Kpanja, 2001; Wilkinson, 1996) the importance of teaching and decision making; (Gess-Newsome and Lederman, 1990) improving students teachers

**\*Corresponding author: Dr. Ravi Kant**

Associate Professor, School of Education, Central University of South Bihar, Gaya 823001 Bihar

teaching skills; (Kupper, 2001); increasing self- confidence (Willis,1975; Fernández and Robinson,2006, Deniz,2010); increasing cooperative practices among students teachers (Fernández and Robinson,2006), and finally contributing in their career development (He and Yan, 2011). The microteaching as a student teachers education program has achieved several successes in the training programs provided to student teachers. This was documented in the related previous literature. For example, Hauge, and Norenes, (2009); Al-Nashef and Wentz, (2007); Ghafoor *et al.*, (2012) have indicated that the use of video- taped teaching sessions in developing and improving teaching skills among student teachers. Other studies (e.g. Lazarus, and Olivero, 2009) documented the use of microteaching as a tool for thinking and reflection in student teachers instructional practices. Sen (2010) indicated that microteaching can be used in peer teaching and improving instructional skills. Microteaching is one of the effective tools to teach technology integration in instruction for the development of teachers' professional competencies (Guo, 2010) and in the development of interpersonal communication skills among students teachers (Bower *et al.*, 2011). Other authors (e.g. Erökten and Durkan, 2009; Gürses *et al.*, 2005, Tok, 2010) have stressed the effectiveness of microteaching in identifying the problems faced by student teachers and in solving them while they practice their pre- service teaching experiences. Can also be used to identify student teachers opinions concerning the use of microteaching in developing their teaching competencies (Chawla and Thukral, 2011). In a relevant study, Ogeyik (2009) investigated the attitudes of 57 ELT teacher trainees at Trakya University in Turkey regarding the benefits and disadvantages of microteaching. A five-scale questionnaire was used to survey students' opinions about microteaching applications. The overall findings demonstrated the students' positive attitudes towards microteaching applications in their study program. They found microteaching to be beneficial for both their academic study and professional expertise.

In a similar study, Benton-Kupper (2001) looked at prospective teachers' perceptions about the application of a microteaching component in a methodology course. Trainee teachers indicated that they found microteaching experiences helpful in enabling them to recognize and identify strengths and weaknesses in their mini lessons. The study provided evidence that the microteaching component is an effective training tool in teachers' preparation programs. In an earlier study, Fernandez and Robinson (2007) investigated the perceptions of 74 student teachers at Florida State University about MLS. Four different sections of teacher trainees in an initial course of mathematics teaching methods participated in the study. Similar to the above-mentioned study, the students in this research overwhelmingly expressed that the opportunity to apply in practice the pedagogical theories they learned in the course was extremely beneficial. They indicated that they had spent a lot of time talking about theories while they needed the chance to try the theories and get feedback on their actual performance. Within the MLS lessons, trainee teachers had an opportunity to plan lessons and try the different teaching strategies that they had been exposed to in their study in the program. At the end, student teachers appreciated other people's views and feedback about their teaching performance and they acknowledged the great benefits of reflection in learning the art of teaching. In a study about reflection, Seferoglu (2006) examined the reflections of 176 ESL prospective teachers at Ankara's Middle East Technical

University in Turkey on the methods of teaching and the clinical aspects of the English education program. A qualitative approach was employed for conducting the study. Participants were asked to write a thorough report focusing on their view regarding both the Methods of Teaching course and the practice components of the ESL teacher education program. The students' final reports showed that they had certain expectations about the structure of the training program. One of the findings highlighted students' views about the mismatch, which sometimes existed between course materials and actual teaching practice in classrooms. Trainee teachers, thus, emphasized their needs for more opportunities to practice teaching through microteaching application. Fernandez (2010) investigated how and what teacher trainees learn about teaching from microteaching lesson study (MLS). The researcher carried out a case study of MLS with 18 student teachers in a course of math teaching methods. Different research tools were used to collect extensive data.. It was indicated that student teachers were able to identify general teaching patterns and classroom management issues during the MLS lessons though they were teaching their colleagues and were acting in a "fake" situation. Keeping the fact that microteaching is an important technique of training to impart the best of teaching in students, this research had been taken over.

### **Objectives of the Study**

- To study the level of attitude and perception of students towards microteaching.
- To study the level of attitude and perception of students towards microteaching on the basis of gender, administration of institution and level of their course.
- To study the level of attitude and perception of teacher educators towards microteaching.
- To study the level of attitude and perception of teacher educators towards microteaching on the basis of institution they are working (i.e. Government and Private)

### **Research Design**

#### **Research Method**

In the execution of the present study, descriptive survey method of research is employed. This method has been the most popular and the most widely used research method in social sciences. Descriptive analysis technique used for demonstration of data.

#### **Population and Sample**

In this study all secondary school students of Darbhanga city constitutes as population. A stratified random sample was drawn from this population, which consisted of 150 students and 10 teacher educators (from MANUU College to Teacher Education as Government institution and Zakir Husain Teacher's Training college as Private institution) giving equal representation on the basis of gender, college administration and level of course.

#### **Instruments Used**

Micro Teaching effectiveness Attitude Scale - In order to collect the data for the research, the researcher opt to use rating scale.

**Table 1. Level of attitude and perception of students (in percentage)**

Variable	N	Very High (233-275)	High (189-232)	Average (141-188)	Low (100-143)	Very Low (55-99)
Total	150	64 (42.66%)	75 (50%)	11 (7.33%)	0	0

**Table 2. Level of attitude and perception of Male and Female students (in percentage)**

Variable	N	Very High (233-275)	High (189-232)	Average (141-188)	Low (100-143)	Very Low (55-99)
Male	67	27 (40.29%)	35 (52.23)	5 (46%)	0	0
Female	83	41 (49.33)	36 (43.77)	6 (7.22)	0	0

**Table 3. Level of attitude and perception of students of Government and Private Colleges (in percentage)**

Variable	N	Very High (233-275)	High (189-232)	Average (141-188)	Low (100-143)	Very Low (55-99)
Government college students	75	23 (30.66%)	43 (57.33%)	9 (12%)	0	0
Private college students	75	41 (54.66%)	32 (42.66%)	2 (2.66%)	0	0

**Table 4. Level of attitude and perception of students of B.Ed. and M.Ed. course (in percentage)**

Variable	N	Very High (233-275)	High (189-232)	Average (141-188)	Low (100-143)	Very Low (55-99)
B.Ed.	100	44 (44%)	48 (48%)	8 (8%)	0	0
M.Ed.	50	20 (40%)	27 (54%)	3 (6%)	0	0

**Table 5. Level of attitude and perception of Teacher educators (in percentage)**

Variable	N	Very High (233-275)	High (189-232)	Average (141-188)	Low (100-143)	Very Low (55-99)
Total	10	1 (10%)	7 (70%)	1 (10%)	1 (10%)	0

**Table 6. Level of attitude and perception of Teacher educators of Government and Private Institutions (in percentage)**

Variable	N	Very High (233-275)	High (189-232)	Average (141-188)	Low (100-143)	Very Low (55-99)
Government (MANUU)	5	0	3 (60%)	1 (20%)	1 (20%)	0
Private (ZHTTC)	5	1 (20%)	4 (80%)	0	0	0

The validity indicators for the rating scale were obtained by using a group of specialists specializing in different academic disciplines. This scale has 55 items. Personal Information Blank- It was used to get demographic information of the students like age, class, location of school, name, gender, father's name, name of the school etc.

### Data Analysis and Interpretation

The main objective of the study is to find out the level of attitude and perception of students and teacher educator towards microteaching. This study is planned and carried out to test the assumptions and tentative well defined objectives. Table 1 is showing that most of the student have a high attitude and perception towards microteaching as 50 percent students give their responses as High. 42.66 percent students have very high attitude and perception towards microteaching. No response in last two category shows that every student has a positive attitude towards microteaching. According to above table it is clear that female student shows very high attitude and perception towards microteaching in comparison to male students. Male students showed more average aptitude towards microteaching in comparison to females.

Table 3 indicate that private college students have very high attitude towards microteaching in comparison to those who are studying in government colleges. Government college students have shown low level of attitude and perception towards microteaching. Glimpses of table 4 indicates that PG level students are better as they are on high category of level of attitude and perception. But B.Ed.

Students had very high attitude towards microteaching in comparison to M.Ed. students. It can be inferred from the Table 5 that maximum teacher educators are having high attitude and perception towards microteaching. Only 10 percent teacher having very high attitude but 10 percent teacher are having low attitude for microteaching.

Table 6 indicates that 80 percent of private college teacher educators have high attitude and perception towards microteaching, on other hand only 60 percent teacher educators form government colleges have the same. Overall government college teacher educators was lag behind from private college teacher educators on attitude and perception towards microteaching.

### Conclusion

The findings of the research showed that the students perceived microteaching as important and they possessed positive attitude towards their microteaching training. Therefore, microteaching can be considered as an important aspect of training to prepare these students for their teaching practice. By going through a certain period of microteaching session, students will be able to learn how to plan a lesson properly, deliver their lesson more effectively and able to attract the students' attention in class. Students of PG classes also indicated that Microteaching was the best and important part of their microteaching because with the help of microteaching they were successful in explore their flaws in teaching. It was their great experience and also training for the teaching.

## Acknowledgement

Investigator shows deep thanks to Mr. Aftab Alam, alumni of MANUU, College of Teacher Education, Darbhanga for his help in collection of data and organizing this research.

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