



A STUDY OF MICRO TEACHING OF B.Ed. STUDENTS WITH REFERENCE TO LOCALITY AND TYPE OF FAMILY

Dr. N. KAVITHA

Academic Consultant, Institute of Advanced Studies in Education, S.V.University, Tirupati-517502

R. DASTHAGIRI REDDY

Academic Consultant, Institute of Advanced Studies in Education, S.V.University, Tirupati-517502

ABSTRACT

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. The main objective of the present study is to study the influence of locality and type of family on the Micro teaching of B.Ed. students. **Riaz Ahammad, S. (2009)** was adopted from **Chowdavaram Siva Kumar (2017)** to measure the attitude of B.Ed. students towards micro teaching. A sample of 320 B.Ed. students representing all categories of B.Ed. colleges in Chittoor District by following the standardized procedures. ‘t’ – test was employed for analysis of the data. There is significant influence of locality and type of family at 0.01 level of significance on the Micro teaching of B.Ed. students. Rural students and Nuclear family group have more micro teaching causes than the Urban and Joint family group students. Government has to provide good amenities for Urban and Joint family group students.

KEYWORDS: Micro teaching, Locality, Type of family and B.Ed. students.

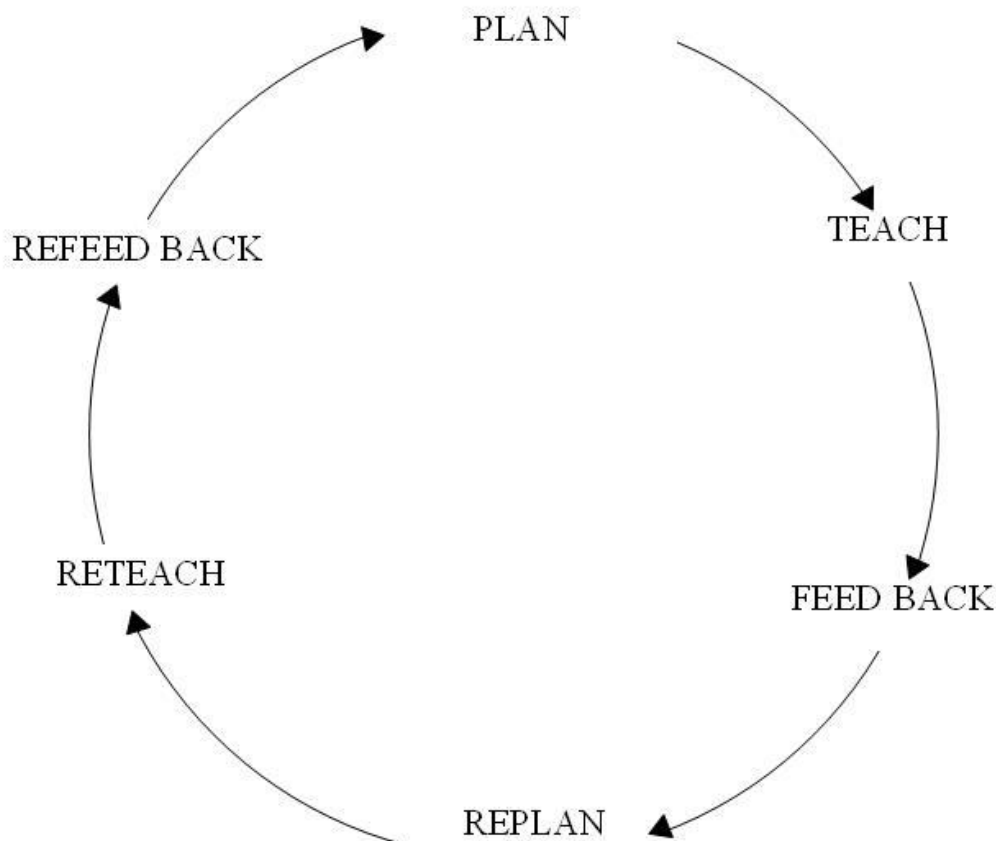
INTRODUCTION

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 practice session is recorded usually on video – tape and is then played back to the student teacher in order to obtain immediate feedback. 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 refeed 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-feedback- re-plan – reteach – 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”.

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”. According to these variations micro-teaching can be defined and described in many ways.

MICROTEACHING CYCLE



REVIEW OF LITERATURE

Aruna Kumar, B (2012) investigated that Management, Gender, Locality, Type of family, Annual income, Caste and Size of the family have significant influence on the attitude of B.Ed. students towards micro teaching.

Narasimha Rao (2013) found that Type of family, Mother education, Age, Father education, Father occupation, Caste, Size of the family, Academic achievement, and Residence have significant influence on the attitude of D.Ed. students towards micro teaching.

Amaravathi, L. (2014) found that management, gender, mother education, mother occupation, annual income, father education, father occupation, caste, academic achievement and methodology have significant influence on the attitude of B.Ed. students towards micro teaching.

Udaya Kumar, G (2015) investigated that management, locality, type of family, mother education, mother occupation, age, annual income, father education, father occupation, caste and academic achievement have significant influence on the attitude of D.Ed. students towards micro teaching.

Peddi Maheswarudu (2016) inferred that locality, type of family, mother education, mother occupation, annual income, father occupation, academic achievement and methodology has significant influence on the attitude of B.Ed. students towards micro teaching.

Chowdavaram Siva Kumar (2017) inferred that mother education, mother occupation, annual income, father occupation, academic achievement and methodology has significant influence on the attitude of B.Ed. students towards micro teaching.

Scope of the Study: The main intention of the present study is to find the relation of Micro teaching of B.Ed. students with locality and type of family.

Objective of the Study: To study the impact of locality and type of family on the Micro teaching of B.Ed. students.

Hypotheses of the study

1. There would be no significant impact of 'locality' on the Micro teaching of B.Ed. students.
2. There would be no significant impact of 'type of family' on the Micro teaching of B.Ed. students.

Tools for the Study

1. The Micro teaching questionnaire was developed by **Riaz Ahammad, S. (2009)** was adopted from **Chowdavaram Siva Kumar (2017)** to measure the attitude of B.Ed. students towards micro teaching. The tool was highly reliable for the investigation, for the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Undecided (UD.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the **Likert (1932)** method.
2. Personal data regarding the student – 1. Name, 2. Locality, 3. Type of family.

Data Collection

The sample for the investigation consisted of 320 B.Ed. students in Chittoor district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private, second stage is locality i.e. rural and urban and third stage type of family 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 B.Ed. students who attended the school on the day of collection of data are considered for the purpose of investigation. It was provided to the concerned B.Ed. students of the colleges. The B.Ed. students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The 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 F- test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Locality

The relationship of attitude of B.Ed. students 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 students forms the Group – I and Group – II forms with rural students. The corresponding attitude of B.Ed. students towards micro teaching scores of the two groups was analyzed accordingly. The mean values of attitude of B.Ed. students towards micro teaching scores for the two groups were tested for significance by employing ‘t’ - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of ‘locality’ on the attitude of B.Ed. students towards micro teaching.

The above hypothesis is tested by employing ‘t’ - test. The results are presented in **Table - 1**.

Table – 1: Influence of locality on the attitude of B.Ed. students towards micro teaching

| S. No. | Locality | N | Mean | SD | ‘t’ - value |
|--------|----------|-----|--------|-------|-------------|
| 1. | Urban | 160 | 112.88 | 12.80 | 4.260** |
| 2. | Rural | 160 | 119.38 | 14.45 | |

** Indicates significant at 0.01 level

It is clear from Table – 1 that the computed value of ‘t’ is (4.260). It is greater than table value of ‘t’ (2.58) for 1 and 318 df at 0.01 level. Hence Hypothesis – 1 is rejected at 0.01 level. It is concluded that the locality has significant influence on the attitude of B.Ed. students towards micro teaching.

2. Type of family

The relationship of attitude of B.Ed. students towards micro teaching scores with their type of family is studied in the present investigation. On the basis of type of family, the students are divided into two groups.

The students whose type of family is nuclear forms the Group – I and Group – II forms with the students whose type of family is joint family. The corresponding attitude of B.Ed. students towards micro teaching scores of the two groups was analyzed accordingly. The mean values of attitude of B.Ed. students towards micro teaching scores for the two groups were tested for significance by employing ‘t’ - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of ‘type of family’ on the attitude of B.Ed. students towards micro teaching.

The above hypothesis is tested by employing ‘t’ - test. The results are presented in **Table - 2**.

Table – 2: Influence of type of family on the attitude of B.Ed. students towards micro teaching

| S. No. | Type of family | N | Mean | SD | ‘t’ - value |
|--------|----------------|-----|--------|-------|-------------|
| 1. | Nuclear family | 114 | 118.83 | 12.34 | 2.727** |
| 2. | Joint family | 206 | 114.63 | 14.67 | |

** Indicates significant at 0.01 level

It is clear from Table – 2 that the computed value of ‘t’ is (2.727). It is greater than table value of ‘t’ (2.58) for 1 and 318 df at 0.01 level. Hence Hypothesis - 2 is rejected at 0.01 level. It is concluded that the type of family has significant influence on the attitude of B.Ed. students towards micro teaching.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the B.Ed. students with special reference to their Micro teaching of B.Ed. students.

1. Locality is highly influence on the micro teaching of B.Ed. students. Rural students have more micro teaching causes than the Urban students. The administrators have to reduce the causes and fulfill the amenities for urban students.
2. Type of family is highly influence on the micro teaching of B.Ed. students. Nuclear family group students have more micro teaching causes than the joint family group students. The administrators have to reduce the causes and fulfill the amenities for joint family group students.

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