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RESEARCH ARTICLE

A STUDY OF ADJUSTMENT PROBLEMS OF IX CLASS STUDENTS IN RELATION TO CERTAIN FACTORS

V. Visweswari^{1*} and B. Yella Reddy²

¹Padmavathi College of Education, Tirupati, Andhra Pradesh, India

²Department of Education, Sree Rama College of Education, Tirupati, Andhra Pradesh, India

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ABSTRACT

Although learning on the part of the pupils is no less important, the main focus in microteaching is to train teacher trainees in specific teaching skills. The content being taught by the trainees is of secondary importance whereas maximizing the use of teaching skill is of primary focus. Maximization of the use of skill is of primary focus. Maximization of the use of skill may depend upon many of other factors. Some such factors are the set of skill in which training is being provided; the sequencing of skills in a set; the content of unit under the same subject little or no research has been done to assess the relative effectiveness of these aspects of Micro teaching in India.

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INTRODUCTION

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 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 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 and 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)

Micro teaching is defined by Allen and Eve (1968) as “a system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice under controlled conditions”.

According to Buch (1968) “microteaching is a teacher education technique which allows teachers to apply clearly defined teaching skill to carefully prepared lessons in a planned series of 5 to 10 minutes encounters with a small group of 5 to 10 pupils, often with in an opportunity to observe the results on videotape”.

According to Jangira (1980), in “micro teaching is a training setting for the student teachers, where complexities of normal class room teaching is reduced by practicing a particular teaching skill, for 5 -10 minutes on 5-10 pupils using single concept”.

Genesis

The genesis of microteaching can be traced back to the works of Allen when he states that: “microteaching was born out of the frustration of liberal arts graduates who felt that there was nothing they could possibly learn from teacher education” (Allen and Ryan 1969, Allen 1980). This attempt of Allen is justified in the sense that microteaching was developed at standard university in 1963 to respond to a wider feeling of frustration and dissatisfaction among the educators, and even teacher educators with the traditional models of teacher education.

*Corresponding author: V. Visweswari

Padmavathi College of Education, Tirupati, Andhra Pradesh, India

Gage (1963) claimed that the holistic macro approach to research on teaching had failed, and that educators should adopt the methods used by scientists who tried to understand complex phenomena by breaking them into micro elements.

Probably, because of this fact, American teacher educators were encouraged to innovate any innovation based even on intuitive professional judgment, with the hope of substantiating it later on. Micro teaching was one of these innovations which was practiced first and only at the later stage started the process of its theoretical conceptualization (Perlberg, 1989). As a result, microteaching technique has been widely accepted by and applied in the educational settings in the USA and other countries.

The microteaching cycle developed at Stanford is characterized by

1. Focus on discrete teaching skills.
2. Modeling of the skill
3. Short teach session with real conditions,
4. Feed – back with the help of video tape recorder &
5. Re -teach session with different pupils (Singh and Joshi, 1990).

Growth and development

Allen, during 1969-70 visited India and delivered a series of lectures on microteaching in different teacher training institutes. Being moved by his lectures, the teacher educators increasingly realized the importance of microteaching and felt that it could be successfully adopted in teacher training institutes in order to overcome the draw backs of traditional models which were criticized for being heavily slanted towards verbal and cognitive input.

Meaning of attitude

In the Dictionary of philosophy and psychology Baldwin (1905) defined attitude as readiness for attention or action of a definite sort.

Allport (1929) prefers to treat attitude as a mental and neural state of readiness, Organized through experience excreting a directive of dynamic influence up on the individual response to all objects & situations with which it is related.

Guilford (1954) defined attitude as personal disposition common to individuals but possessed to different degrees, which implies them to react to objects situations or propositions in ways that can be called favourable or unfavourable.

According to the advanced learners dictionary of current English, attitude means way of feelings thinking or believing (Hornlay *et al.*, 1968).

REVIEW OF LITERATURE

Riaz Ahmed (2009) found 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.

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.

Aruna Kumar, B (2012) investigated 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. Type of family has significant influence on the attitude of B.Ed. students towards micro teaching. Annual income 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. Size of the family 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 attitude towards micro teaching of D.Ed. students with type of family, mother education, age and father education.

Objective of the Study: To study the impact of type of family, mother education, age and father education on the attitude towards micro teaching of D.Ed. students.

Hypotheses of the study

1. There would be no significant impact of ‘type of family’ on the attitude of D.Ed. students towards micro teaching.
2. There would be no significant impact of ‘mother education’ on the attitude of D.Ed. students towards micro teaching.
3. There would be no significant impact of ‘age’ on the attitude of D.Ed. students towards micro teaching.
4. There would be no significant impact of ‘father education’ on the attitude of D.Ed. students towards micro teaching.

Tools for the Study

1. The attitude towards micro teaching questionnaire was adopted from Riaz Ahmed (2009). The tool was highly

reliable for the investigation. The total items are 30. There were 15 positive and 15 negative items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the Likert (1932) method.

2. Personal data regarding the student – 1. Name, 2. Type of family, 3. Mother education, 4. Age, 5. Father education.

Data Collection

The sample for the investigation consisted of 320 D.Ed. students in Y.S.R. 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 colleges with the permission of the principals of the colleges. The D.Ed. students 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 concerned D.Ed. students of the colleges. The D.Ed. students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The attitudes of D.Ed. students towards micro teaching questionnaire, 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 ‘F’ and ‘t’ – tests was employed to test hypothesis.

RESULTS AND DISCUSSION

Type of family

The relationship of attitude of D.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 D.Ed. students towards micro teaching scores of the two groups was analyzed accordingly. The mean values of attitude of D.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 ‘type of family’ on the attitude of D.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 type of family on the attitude of D.Ed. students towards micro teaching

| S.No. | Type of family | N | Mean | SD | ‘t’ - value |
|-------|----------------|-----|-------|-------|-------------|
| 1. | Nuclear family | 136 | 90.05 | 8.08 | 2.648** |
| 2. | Joint family | 184 | 92.87 | 10.95 | |

**Indicates significant at 0.01 level

It is clear from Table – 1 that the computed value of ‘t’ is (2.648). 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 type of family has significant influence on the attitude of D.Ed. students towards micro teaching.

Mother education

The relationship of attitude of D.Ed. students towards micro teaching scores with their mother education is studied in the present investigation. On the basis of mother education, the students are divided into two groups. The literate mothers form the Group – I and Group – II forms with illiterate mothers. The corresponding attitude of D.Ed. students towards micro teaching scores of the two groups was analyzed accordingly. The mean values of attitude of D.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 ‘mother education’ on the attitude of D.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 mother education on the attitude of D.Ed. students towards micro teaching

| S. No. | Mother education | N | Mean | SD | ‘t’ - value |
|--------|------------------|-----|-------|-------|-------------|
| 1. | Literate | 146 | 88.81 | 10.68 | 4.804** |
| 2. | Illiterate | 174 | 94.08 | 8.56 | |

**Indicates significant at 0.01 level

It is clear from Table – 2 that the computed value of ‘t’ is (4.804). 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 mother education has significant influence on the attitude of D.Ed. students towards micro teaching.

Age

The relationship of attitude of D.Ed. students towards micro teaching with their age is studied in the present investigation. On the basis of age, the students are divided into three groups. The students whose age is below 18 years forms the Group – I, Group – II forms with students age is 19 years to 21 years and Group – III forms with students age is above 21 years. The corresponding attitude of D.Ed. students towards micro teaching of the three groups was analyzed accordingly. The mean values of attitude of D.Ed. students towards micro teaching for the three groups were tested for significance by employing one – way ANOVA technique. The following hypothesis is framed.

Hypothesis 3

There would be no significant impact of ‘age’ on the attitude of D.Ed. students towards micro teaching. The above hypothesis is tested by employing one – way ANOVA technique. The results are presented in **Table - 3**.

Table 3 Influence of age on the attitude of D.Ed. students towards micro teaching

| S. No. | Age | N | Mean | S.D. | ‘F’ - Ratio |
|--------|-------------|-----|-------|-------|-------------|
| 1. | Group – I | 129 | 87.23 | 11.40 | 25.365** |
| 2. | Group – II | 77 | 93.87 | 3.99 | |
| 3. | Group – III | 114 | 95.22 | 9.00 | |

**Indicates significant at 0.01 level

It is clear from Table – 3 that the computed value of ‘F’ for the attitude of D.Ed. students towards micro teaching is (25.365). It is greater than table value of ‘F’ (4.680) for 2 and 317 df at 0.01 level. Hence Hypothesis - 3 is rejected at 0.01 level of significance. It is concluded that the age has significant influence on the attitude of D.Ed. students towards micro teaching.

Father education

The relationship of attitude of D.Ed. students towards micro teaching with their father education is studied in the present investigation. On the basis of father education, the students are divided into three groups. The father education is SSC and below form the Group – I, Group – II forms with father education is intermediate and graduation and Group – III forms with father education is above graduation. The corresponding attitude of D.Ed. students of the three groups was analyzed accordingly. The mean values of attitude of D.Ed. students towards micro teaching for the three groups were tested for significance by employing one – way ANOVA technique. The following hypothesis is framed.

Hypothesis 4

There would be no significant impact of ‘father education’ on the attitude of D.Ed. students towards micro teaching. The above hypothesis is tested by employing one – way ANOVA technique. The results are presented in **Table - 4**.

Table 4 Influence of father education on the attitude of D.Ed. students towards micro teaching

| S. No. | Father education | N | Mean | S.D. | ‘F’ - Test |
|--------|------------------|-----|-------|-------|------------|
| 1. | Group – I | 89 | 93.42 | 9.04 | |
| 2. | Group – II | 174 | 90.24 | 9.70 | 4.048* |
| 3. | Group – III | 57 | 93.33 | 11.22 | |

*Indicates significant at 0.05 level

It is clear from Table – 4 that the computed value of ‘F’ for the attitude of D.Ed. students towards micro teaching is (4.048). It is greater than table value of ‘F’ (3.030) for 2 and 317 df at 0.05 level. Hence Hypothesis - 4 is rejected at 0.05 level of significance. It is concluded that the father education has significant influence on the attitude of D.Ed. students towards micro teaching.

Findings

There is significant influence of father education at 0.05 level and type of family, mother education and age at 0.01 level on the attitude of D.Ed. students towards micro teaching.

CONCLUSIONS

In the light of the findings, the following conclusions are drawn. Type of family, mother education, age and father education have significant influence on the attitude of D.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 students with special reference to their attitude towards micro teaching

- Type of family is the highly influenced on the attitude of D.Ed. students towards micro teaching. Joint family students have positive attitude towards micro teaching

than the nuclear family students. The administrators to provide physical facilities for the nuclear families.

- Mother education is the highly influenced on the attitude of D.Ed. students towards micro teaching. Literate mothers’ students have positive attitude towards micro teaching than the illiterate mothers’ students. The administrators to provide educational facilities for mothers.
- Age is the highly influenced on the attitude of D.Ed. students towards micro teaching. High age students have positive attitude towards micro teaching than the low age students. The administrators to provide facilities for the low age students.
- Father education is the highly influenced on the attitude of D.Ed. students towards micro teaching. Low educated fathers’ students have positive attitude towards micro teaching than the high educated fathers students. The administrators to provide educational facilities for fathers.
- Supervisor, due to inadequate knowledge and skills tend to give different views on microteaching skill which create problems for us.
- Feed back should be given through audio visual aids, but not by teacher supervisors.
- Feed back given should be very specific. It should not puzzle the minds of the students.
- Supervisors must be skillful in giving feedback.
- Free and democratic atmosphere should be maintained during microteaching practice. It should not be dominated by the supervisors.
- Feed back should be given after the completion of each skill.
- It will be more fruitful if microteaching practices are done by real students than by peers.
- Allotment of time should be different for practicing different skills.
- Number of skills should be increased to make the student teacher more effective and competent.
- A new skill should be introduced after acquiring mastery over the first skill.

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