

APPENDIX L

ATTITUDE SCALE OF TEACHER TRAINEE

TOWARDS MICRO-TEACHING

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Friends,

This is an attitude scale towards micro-teaching. In this you are given 41 statements and against each statement five columns are given. Please express your opinion by () tickmarking an appropriate column.

Name of the Trainee :

Sex :

Age :

Years :

Teaching Experience :

Methods offered at B.Ed. level : (1)

(2)

Lessons given in simulation teaching :

Sessions attended :

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly disagree

Statements

: 5 : 4 : 3 : 2 : 1 :

1. Microteaching is relevant training programme.

: : : : : :

2. Microteaching develops greater awareness of individual differences.

: : : : : :

3. Microteaching relieves the teacher trainees from many problems, e.g., class-room discipline and anxiety.

: : : : : :

4. Teachers are better prepared as a result of microteaching.

: : : : : :

5. Microteaching reduces strain on practising schools.

: : : : : :

(Continued..)

:2:

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly disagree

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Statements	: 5	: 4	: 3	: 2	: 1
6. Microteaching does not provide necessary training to the teacher to teach in normal classrooms.	:	:	:	:	:
7. Limit on number of students and duration in microteaching fail to arouse interest in teaching.	:	:	:	:	:
8. The immediate feedback system of micro-teaching prompts improvement.	:	:	:	:	:
9. Microteaching has limited application in teaching different subjects.	:	:	:	:	:
10. Microteaching is most suitable for refresher courses.	:	:	:	:	:
11. Microteaching is not a panacea for all difficulties.	:	:	:	:	:
12. Micro-lesson requires more time for the initial planning than that of the traditional lesson.	:	:	:	:	:
13. In microteaching the feedback is focussed upon the strong and weak points of the teacher.	:	:	:	:	:
14. In microteaching the teacher finds difficulties in dividing bigger units into smaller ones.	:	:	:	:	:
15. Microteaching helps in faster motivation of the students.	:	:	:	:	:
16. Microteaching develops greater concern for self-improvement and self-evaluation.	:	:	:	:	:
17. There are numerous administrative difficulties in arranging microteaching.	:	:	:	:	:
18. Microteaching hampers good classroom climate.	:	:	:	:	:
19. Traditional teaching does not help in recognizing teaching skills in right perspective.	:	:	:	:	:

(Continued...)

:3)

5 = Strongly Agree
4 = Agree
3 = Neutral
2 = Disagree
1 = Strongly disagree

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Statements

: 5 4 : 3 : 2 : 1 :

- | | | | | | | |
|--|---|---|---|---|---|---|
| 20. Microteaching creates greater interest and enthusiasm towards teaching. | : | : | : | : | : | : |
| 21. Microteaching develops greater understanding of teaching as a complex process. | : | : | : | : | : | : |
| 22. Microteaching generates self-confidence. | : | : | : | : | : | : |
| 23. Microteaching helps to develop healthier attitude towards criticism: | : | : | : | : | : | : |
| 24. Microteaching makes teaching more enjoyable. | : | : | : | : | : | : |
| 25. Greater awareness of verbal and non-verbal communication is created: | : | : | : | : | : | : |
| 26. Microteaching is an artificial situation. | : | : | : | : | : | : |
| 27. Microteaching with its feed-back system helps the teachers in proper planning of lessons. | : | : | : | : | : | : |
| 28. Microteaching is very much useful in teaching the same unit again. | : | : | : | : | : | : |
| 29. The supervisors have to be more critical in the discussion of the micro-lesson. | : | : | : | : | : | : |
| 30. Microteaching needs insightful supervisors. | : | : | : | : | : | : |
| 31. The peer supervisors can understand and appreciate the difficulties of their classfellows in microteaching.: | : | : | : | : | : | : |
| 32. The peer supervisors create more conducive and natural climate than that of college supervisors. | : | : | : | : | : | : |

(Continued...)

:4:

5 = Strongly agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly disagree
 : 5 : 4 : 3 : 2 : 1 :

Statements

- | | | | | | | |
|---|---|---|---|---|---|---|
| 33. On certain points, peer supervisors fail to give critical feedback. | : | : | : | : | : | : |
| 34. College supervisors are more critical than peer supervisors in providing feedback. | : | : | : | : | : | : |
| 35. On certain points mature and expert guidance is needed which can be provided only by college supervisors. | : | : | : | : | : | : |
| 36. Role playing in microteaching gives deep insight into the teaching learning process to the teacher. | : | : | : | : | : | : |
| 37. Role playing helps to appreciate the difficulties faced by teachers during microteaching. | : | : | : | : | : | : |
| 38. Role playing in microteaching does not take far away from the real teaching. | : | : | : | : | : | : |
| 39. The content of microlesson should be of school level for practising a skill in microteaching. | : | : | : | : | : | : |
| 40. The teacher is unable to teach a smaller unit properly within a short period in microteaching. | : | : | : | : | : | : |
| 41. The duration of teach sessions is sufficient to practice for teaching effectiveness. | : | : | : | : | : | : |

Total Score :