

APPENDIX E

ATTITUDE SCALE OF TEACHER TRAINING
TOWARDS MICRO-TEACHING

Friends,

This is an attitude scale towards micro-teaching. In this you are given 32 statements and against each statement five columns are given. Please express your opinion by ' / ' tick-marking in 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) Strong Agree
(4) Agree (1) Strongly
(3) Neutral disagree
(2) 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. classroom indiscipline and anxiety	:	:	:	:	:
4. Teachers are better prepared as a result of microteaching	:	:	:	:	:
5. Microteaching reduces strain on practising schools	:	:	:	:	:
6. Microteaching does not provide necessary training to the teacher to teach in normal classrooms	:	:	:	:	:

(continued...)

- (5) Strongly agree
 (4) Agree
 (3) Neutral
 (2) Disagree
 (1) Strongly disagree

: 5 : 4 : 3 : 2 : 1 :

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|--|---|---|---|---|---|---|
| 7. Limit on number of students and duration in microteaching fail to arouse interest in teaching. | : | : | : | : | : | : |
| 8. The immediate feedback system of microteaching promotes prompt 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-lessons require more time for the initial planning than that of the traditional lessons: | : | : | : | : | : | : |
| 13. In microteaching the feedback is focusses 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 and class room climate. | : | : | : | : | : | : |

(continued)

:3:

- (5) Strongly agree
 (4) Agree
 (3) Neutral
 (2) Disagree
 (1) Strongly disagree

: 5 : 4 : 3 : 2 : 1 :

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|---|---|---|---|---|---|---|
| 19. Traditional teaching does not help in recognizing teaching skills in right perspective. | : | : | : | : | : | : |
| 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 feedback 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-lessons | : | : | : | : | : | : |
| 30. Microteaching needs insightful supervisors | : | : | : | : | : | : |
| 31. The teacher is unable to teach a smaller unit properly within a short period in microteaching | : | : | : | : | : | : |
| 32. The duration of teach sessions is sufficient to practice for teaching effectiveness. | : | : | : | : | : | : |
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