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## A Study On Knowledge, Attitude and Practices Regarding 'Microteaching' Among the Final Year Postgraduate Students in a Medical College, Tamil Nadu, India.

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### ABSTRACT

A cross sectional study was done to assess the level of knowledge, attitude and practices regarding microteaching among the final year postgraduate students of a medical college in Tamil Nadu. Allen and Eve defined microteaching as "A system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions". Medical teachers most often do not receive a special training in pedagogic techniques, as it is usually not considered necessary for their recruitment or for an efficient continued performance. With the recent and emerging changes in medical curriculum by the Medical Council of India it is impertinent that there is need of this special training of teachers. It is widely accepted that the quality and competency of medical teachers can be improved by effective microteaching sessions and medical education training programs. This cross-sectional study was carried among the final year postgraduate students in a medical college. Sample size: All final year postgraduate students. Data collection tools: A structured self administered questionnaire was used for collecting information regarding knowledge, attitude and practices regarding 'microteaching'. Data collection duration: 1 month. Data analysis: Analysis carried out using SPSS version 17.0 statistical software. Out of the 53 respondents in this study, 29 were females and 24 were males and it was found that a large majority (85%) of the postgraduate medical students were aware of the uses and benefits of microteaching. It was found in the study that the non-clinical final year post graduate students had a better perception and practiced frequent microteaching sessions than their clinical counterparts. The findings of the research showed that the students perceived microteaching as important. The study also shows the attitude of final year postgraduate students towards microteaching. 40 (75.47%) students of agreed and strongly agreed that they see the importance of attending microteaching class while 38 (71.69%) agreed and strongly agreed that microteaching class was an interesting experience for them. 37(69.81%) students agreed and strongly agreed that they are able to make their microteaching class interesting. 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.

**Keywords:** Micro teaching, teacher education, teaching approach, teaching competency.

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## INTRODUCTION

Microteaching is always associated with a very small number of “students”. This is to allow teacher trainees to practice their teaching skills under observation of a supervisor. Allen and Ryan described microteaching as “A teacher instructs four or five students for a short time and then talks it over with another adult. Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching” [1]. This Stanford technique involved the steps of “*plan, teach, observe, re-plan, re-teach and re-observe*” [2]. An experienced observer would emphasize the fact that the teacher concentrated on a specific training skill or technique and utilized several sources of feedback, such a supervisor, the students, the teacher’s own reflections and the play-back of Video-tapes. The experienced observer would also note that the teacher has an opportunity to repeat the entire process by re-teaching the lesson and again having his performance critiqued, and that in the second and subsequent cycles he teaches different. Trainees who do not have any teaching experience need feedbacks on their teaching performance. These feedbacks will be great points of departure for teacher trainees to improve on their teaching skills so that they will be able to deliver meaningful lessons in the future. This will allow them to manipulate proper teaching skills so that they will be able to use them in their teaching, be it during their teaching practice or the real teaching world. It helps to improve their classroom management skills. It provides expert supervision and a constructive feedback and above all if provides for repeated practice without adverse consequences to the teacher or his students. The micro-teaching practices improved both student’s and teachers' self-confidence and the teaching skills are emphasized.

Medical teachers most often do not receive a special training in pedagogic techniques, as it is usually not considered necessary for their recruitment or for an efficient continued performance. Their ability to teach therefore largely depends on self training, either by trial and error while teaching or by observation of colleagues, who may or may not be helpful examples. The emerging changes in medical curriculum by the Medical Council of India and the role of medical teachers envisage the need of this special training of teachers and monitoring of their skills for their continued efficient performance at any age. It is widely accepted that the quality and competency of medical teachers can be improved by effective medical education training programs. There was an increase in interests toward introducing microteaching techniques in the Indian medical schools [3]. This training technique provides medical teachers an excellent opportunity to improve their teaching skills and follows the Skinner’s theory of operant conditioning and also has a scientific basis [2]. The Medical Council of India has also recommended training for medical teachers for their continued, efficient performance in that capacity at any age.

### Objectives:

- To estimate the level of knowledge, attitude and practices regarding microteaching among the final year postgraduate students in a medical college, Tamil Nadu
- To study the association between the knowledge, attitude and practices with sociodemographic characteristics

### Methodology

Study design: cross sectional study

Study population: final year postgraduate students in a medical college

Sample size: All final year postgraduate students.

Data collection tools:

A structured self administered questionnaire will be used for collecting information regarding knowledge, attitude and practices regarding ‘microteaching’.

Data collection duration: 1 month

Data analysis: Analysis will be carried out using SPSS version 17.0 statistical software.

- Background characteristics - percentages
- Prevalence of KAP – percentages with 95% CI

- Association between KAP and background characteristics – chi square, odds ratio

Funding: self

After getting written consent from the students, a pretested Questionnaire was self administered. After the pilot study, necessary modifications were made and final version of the Questionnaire was prepared.

The responses related to the attitude part of the questionnaire were recorded with a symmetric agree-disagree Likert-like scale on which students indicated their level of agreement or disagreement for each item. Each participant rated each option on a five-point Likert scale from 1 to 5, with each score corresponding to the following level of agreement: 1: strongly disagree; 2: disagree; 3: neither agree nor disagree; 4: agree; 5: strongly agree.

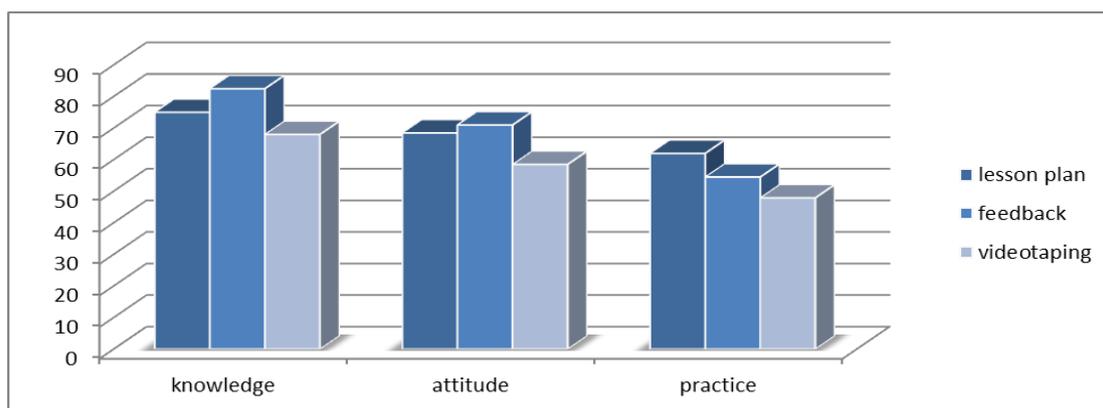
## RESULTS

Table 1

GENDER	NO. OF RESPONDENTS (%)
MALE	24 (45.28%)
FEMALE	29 (54.72%)
TOTAL	53 (100%)

Out of the 53 respondents in this study, 29 were females and 24 were males and it was found that a majority (85%) of the postgraduate medical students were aware of the uses and benefits of microteaching. It was found in the study that the non-clinical final year post graduate students had a better perception and practiced frequent microteaching sessions than their clinical counterparts. In general, the mean values indicated that the respondents showed a moderate level of perception towards microteaching. The students acknowledged the importance of attending microteaching sessions. 85% of the respondents agreed and strongly agreed that they see the importance of attending microteaching class.

The study also shows the attitude of final year postgraduate students towards microteaching. 40 (75.47%) students of agreed and strongly agreed that they see the importance of attending microteaching class while 38 (71.69%) agreed and strongly agreed that microteaching class was an interesting experience for them. 37(69.81%) students agreed and strongly agreed that they are able to make their microteaching class interesting.



While 75% of the study populations were aware of the importance of preparing a lesson plan only 62% were practicing it for their classes. Only 54.5% of the final year postgraduate students collect feedback at the end of their classes. Although a good majority (68%) of the study population were aware of the benefits of videotaping their microteaching classes but only 47.9% actually videotaped their microteaching classes.

Domain	Knowledge	Attitude	Practice	Total score
Score	85%	75.47%	71.46%	77.31%

## DISCUSSION

In general, the respondents showed a moderate level of perception towards microteaching. However, they cannot give full commitment towards the subject since they have other departmental activities to attend to. This may explain why the level of their perception towards microteaching is moderate. The study also showed that microteaching sessions increased the confidence levels of the study population.

The findings of this study can be compared to study done by Noor Haziah [4]. The respondents had agreed that after taking microteaching course, they are more interested in teaching and became more confident. Her research clearly indicated that microteaching prepared the students for their teaching practice especially in building self-confidence when teaching. This is especially true since a teacher needs to appear confident and comfortable to attract the students to learn and participate in classroom. Given a suitable time and chances, these skills can successfully be learned in microteaching class. Meir defined the concept by saying that micro-teaching is a scaled-down sample of teaching. The term 'micro' not only denotes the reduction in lesson and Class size but also adds scientific commutation of precision, in the sense that microteaching, by having down the edge of observation to a fine cutting process – enables an objective quantitative and qualitative analysis of the recorded behaviours. Micro-teaching is essentially an opportunity for either teachers to develop and improve their pedagogical skills with a small group of pupils (3 to 7) by means of brief (3 to 7 minutes) single concept lessons which are recorded on Video-tape for reviewing, responding, refining and re- teaching[5].

Kallenback and Gall compared the effectiveness of micro teaching approach and conventional approach in training elementary school interns and pointed out that micro teaching approach was superior to the other in terms of time required for training [6]. In traditional training system the global supervisory comments fail to provide a systematic and specific feedback to the pupil teacher to plan improvement in subsequent teaching. Some of the pupil teacher after such traumatic experience develops such a fear for teaching that they are reluctant to face the class, but micro teaching remove these conditions.

## CONCLUSION

The findings of the research showed that the students perceived microteaching as important and they possessed positive attitude towards their microteaching course. Therefore, microteaching can be considered as an important subject 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.

## REFERENCES

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