

A Comparative Study To Assess The Attitude And Effectiveness Of Microteaching Among Bsc Nursing 3rd Year And 4th Year Students At Baba Educational Society Institute Of Paramedical College Of Nursing.

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ABSTRACT–

Microteaching is a significant strategy in teacher education programs for giving student teachers opportunities to practice their teaching techniques. This study aims at investigating how using microteaching affects the teaching performance and attitude of Baba educational society institute of paramedical college of nursing student teachers. For this purpose, 50 Baba society institute of paramedical college of nursing student teachers were selected and then non-probability convenient sampling, 25 in each. To collect the data of this study, a questionnaire used to measure their attitude and effect toward microteaching. The study hypotheses state that the students mean scores in the microteaching attitude and effect questionnaire for the two groups were not significantly different. The study showed that there is no significant difference between attitude and effectiveness among BSc 3rd year and 4th year students

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INTRODUCTION – Microteaching was introduced by Allen and Ryan in 1960 at Stanford University as a technique for learning teaching skill in a scaled down teaching encounter where teachers could practice already known skills and also learn newer skills. The Stanford process involved steps to plan, teach, observe, re-plan, re-teach and re-observe. It required the teachers to demonstrate their teaching skill among the peers or supervisors who would evaluate the teacher's performance and suggest corrective measures. This would be followed by a re-teaching session in which the teacher would attempt to incorporate the suggestions. This technique came up with a set of promising advantages over normal classroom teaching and other learning tool. Few important advantages of microteaching are as follows: It was more practically oriented as it required the teacher to perform the tasks. It was a scaled down process with few students and 4-6 peers which could be used to build confidence in young teachers. Teachers could safely experiment new techniques without any risk for students. Effective feedback and self-reflective learning from viewing one's own videos of teaching was encouraged. Positive criticism taken in the right spirit could improve the teaching skills of the teacher. Though microteaching had been effectively conducted in many pre-service teaching programmes by various universities across the world, its acceptance in in-service situations was limited. Allan and Ryan have also commented that microteaching had promises and dangers similar to any newly devised research and training technique. It could open new avenues and prospects or expose everyone to the risk of accepting something which was created purely out of chance and convenience. Over time, it became evident that this Stanford process of microteaching was not very successful with in-service

scenarios. Teachers felt that the checklists created to scale the teacher's performance were turning to be very extensive and threatening. The process was described to be more mechanical and concentrated more on training teachers than educating them. It was strongly felt that microteaching trained the teachers to perform in a way which the trainers felt was good for the teachers.

Thus, microteaching technique was later modified for in-service teachers as 21st century microteaching (MT2) by making the feedback process more acceptable and non-threatening. First of all, the teaching practicum class that is integrated into the program, so that they can practice the theory they have learned, which is not as productive as desired, both because of the teachers in the schools and because of the large curriculum. On top of all this, the professor can also be very busy, which makes the situation even more difficult. Microteaching is one of the most effective solutions to minimize all of these problems (Çakır, 2000). National and international researches indicate that microteaching is effective in developing positive attitudes toward the profession of teaching and in helping students in gaining certain fundamental skills (Uşun&Zorlubaş, 2007). Secondly, microteaching assists the teacher training process by providing an experimental environment, where the pre-service teachers can gain teaching skills, because it is difficult to provide a natural setting for doing this experiment (Çakır&Aksan, 1992). Therefore, microteaching not only enables students to put theory into practice, it also increases their self-confidence by giving them awareness about the values, attitudes and assumptions of learning (I'anson, Rodriques& Wilson, 2003) and about their academic identities (Kuran, 2009)

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OBJECTIVES-

1. To assess the attitude of microteaching.
2. To assess the effectiveness of microteaching.
3. To compare the attitude of microteaching between BSc nursing 3rd year and 4th year students.
4. To compare the effectiveness microteaching between BSc nursing 3rd year and 4th year students.
5. To find out the association between BSc nursing 3rd year and 4th year students regarding attitude and effectiveness scores of microteaching with their selected demographic variables.

HYPOTHESIS-

There is null hypothesis will be accepted.

H0- There is no significant difference between the attitude and effectiveness of microteaching and selected demographic variable.

H1- There will be significant difference between the attitude and effectiveness of microteaching and selected demographic variable.

DISLIMITATION OF THE STUDY-

Every study is not complete in itself and it is bound to have some limitation which depend on resources of the investigator and they are termed as delimitation of the study. Following are the delimitation of the present study-

The present study is limited to a non-randomized sample of 50 BSc Nursing 3rd year and 4th year students from Lucknow UP; hence the result obtained might not be same if the sample had included other state of the country. This is done because it was not possible to investigator to include other states due to limited resources and potentialities.

The present study is confined to the BSc nursing 3rd year and 4th year students only.

The study is confined to variables under consideration. Other additional variables may be included but due to limited time, resources and potentialities by investigator only the variables related to microteaching are included in the present study.

POPULATION OF THE STUDY- According to Polit "A population is the entire aggregation of the meet designated set of criteria. Population for a studies look at accommodates the complete aggregate of factors where wherein researcher is interested and to which the end result of the study may be implemented. The population of the study consisted of This study population comprise of BSc nursing 3rd year and 4th year students from Baba Educational society, institute of paramedical college of Nursing, Lucknow, Uttar Pradesh. But researchers cannot perform the research on total population so in this study the accessible population is 50 BSc nursing 3rd year and 4th year students at Baba Educational Society, Institute of Paramedical, College of Nursing Lucknow, Uttar Pradesh.

SAMPLE- Sample is subset of population decided on

take part in a studies study investigators select a sample of 50 BSc nursing 3rd year and 4th year students of Baba Educational Society Institute of Paramedical, College of Nursing Lucknow Uttar Pradesh. Pattern of the assessment of attitude and effectiveness of microteaching among Bsc nursing 3rd year and 4th year students those who fulfilled the inclusion criteria. The 50 BSc nursing 3rd year and 4th year students were selected through non-randomized convenient sampling technique.

SETTING OF THE STUDY- This study is conducted in BSc Nursing 3rd year and 4th year students of Baba Educational Society, Institute of Paramedical, College of Nursing, Lucknow, Uttar Pradesh.

SELECTION OF BSC NURSING STUDENTS- After selection of the Institute, Medical professionals are selected from BSc Nursing 3rd year and 4th year students of Baba Educational Society Institute of Paramedical College of Nursing Lucknow were selected non-randomly.

SAMPLING TECHNIQUES- A total 50 BSc nursing 3rd year and 4th year students of Baba Educational Society, Institute of Paramedical, College of Nursing, Lucknow, Uttar Pradesh was selected by non-randomized sampling technique.

VARIABLES-

A variable that is selected or controlled by researcher to determine its relationship to observed outcome of research. Polit and Hungler (1999) – A variable is the name implies, something that varies.

Demographic variables-

Demographic variables are used to describe the nature of samples derived from populations. In this study demographic variables are Age, Economic status, Income, Extra qualification before BSc nursing, Previous knowledge of microteaching. If yes than source of knowledge.

DATA COLLECTION- Records had been accumulated via Attitude towards Microteaching, Positive and Negative Effect of Microteaching Questionnaire technique. On this manner first, permission become obtained from the institutional authorities mainly from principal, earlier than the real statistics series method. The validity and reliability of the tool was obtained from professor, associate professor and assistant professor working in the Baba Educational Society Institute of paramedical college of nursing Lucknow conducting study. Data collection was planned for 23 JULY 2022 by using demographic variables. After that selected 50 sample for assessment of attitude and effectiveness of microteaching with the help of non-randomized convenient sampling technique. The attitude toward microteaching questionnaire Section A included the 20 items developed as a result of the first, quantitative

phase, All 20 items in Attitude toward microteaching are rated using a 5-point Likert scale, with 1 being "Strongly Disagree" and 5 being "Strongly Agree" only at the extremes. Total scores are calculated by summing up responses to each item, resulting in an attitude toward microteaching score ranging from 1 to 30 poor, 31 to 60 average and 61 to 100 good. The positive and negative effect of microteaching questionnaire Section B included the 20 items developed as a result of the first, quantitative phase. All 20 items in Positive and negative effect of microteaching are rated using a 4-point Likert scale, with 1 being "Disagree" and 4 being "Agree" only at the extremes. Total scores are calculated by summing up responses to each item, resulting in a positive and negative effect of microteaching score ranging from 1 to 40 mild, 41 to 80 moderate

RESULT AND DISCUSSION-

Results are the findings or outcomes which resolve the research question raised by the researcher at the beginning of study.

This chapter presents the analysis and interpretation of the data collected to determine the A comparative study to assess the attitude and effectiveness of microteaching among BSc nursing 3rd year and 4th year students of Baba Educational Society Institute Of Paramedical College Of Nursing, Lucknow by using Attitude toward microteaching scale, Positive and Negative Effect of Microteaching scale.

Analysis is the process of organizing and synthesizing the data in such a way that research questions can be answered and hypotheses tested. The purpose of the analysis is to reduce the data into an intelligible and interpretative form so that the relation of research problem can be studied and tested.

Analysis and interpretation of data collected from 50 BSc nursing students were done based on the objectives and hypotheses of the study using descriptive and inferential statistics.

The primary objective shows that the attitude toward microteaching among BSc nursing 3rd year students, in this there are 32% students having poor attitude toward microteaching and 32% student having average attitude toward microteaching and 35% student having good attitude toward microteaching, and BSc nursing 4th year students, in this there are 35% students having poor attitude toward microteaching and 37% having average attitude toward microteaching and 40% students having good attitude toward microteaching.

The secondary objective shows that the positive and negative effect of microteaching among BSc nursing 4th year students, in this there are 48% students having mild effect of microteaching and 52% students having moderate effect of microteaching. And in this study H₁ is accepted because of no significant relationship between the attitude and effectiveness of microteaching with selected demographic variables.

There is no significant relationship between the attitude and effectiveness of microteaching and selected demographic variables such as Age, Economic

status, Income, Extra qualification before BSc nursing, Previous knowledge of microteaching, If yes than the source of knowledge.

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