



"A STUDY ON THE PROFESSIONAL COMMITMENT OF STUDENT TEACHERS IN RELATION TO MICROTEACHING"

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ABSTRACT

The present study intends to explore the connection between student teachers microteaching performance and their professional commitment. One crucial trait that affects a teacher's efficacy, devotion, and accountability to the teaching profession is professional commitment. On the other hand, microteaching is a crucial method of teacher training that uses practice and feedback to assist student teachers improve their teaching abilities. The study was conducted using the survey method. A sample of student teachers from the department of education Karnataka State Akkamahadevi Women University was selected through an appropriate sampling technique. Data were collected using a Professional Commitment Scale and a Microteaching Performance Observation Schedule. Statistical techniques such as mean, standard deviation, t-test, and correlation were employed for data analysis. In this regard, the current study is to investigate the connection between student teachers' microteaching performance and professional commitment and to emphasize the significance of professional values and teaching competency development in teacher education institutions.



KEYWORDS: Professional Commitment, Student Teachers, Microteaching, Teaching Skills, Teacher Education.

INTRODUCTION

Teacher education is a cornerstone of any educational system because the quality of teachers directly determines the quality of education in schools. In recent years, there has been a growing emphasis on developing not only the teaching skills of student teachers but also their professional attitudes, values, and commitment towards the teaching profession. Among the various competencies required for effective teaching, professional commitment plays a crucial role in shaping a teacher's dedication, responsibility, and long-term involvement in the profession. Professional commitment refers to the psychological attachment and dedication of an individual towards their profession. In the context of student teachers, it reflects their willingness to engage in teaching activities with sincerity, enthusiasm, and ethical responsibility. It also includes their readiness to face challenges in the teaching profession, their interest in continuous learning, and their motivation to improve their teaching effectiveness. A highly committed teacher is more likely to be proactive, student-cantered, and consistent in professional growth.

Microteaching is an essential component of teacher training programs designed to develop teaching skills in a controlled and simplified environment. It is a teacher training technique that reduces the complexity of the teaching process by focusing on one specific teaching skill at a time. In

microteaching, student teachers deliver a short lesson to a small group of peers or students, followed by feedback and opportunities for re-teaching. This cycle of planning, teaching, feedback, and re-teaching helps in refining teaching skills such as lesson planning, questioning, explanation, reinforcement, stimulus variation, and classroom management. Microteaching plays a significant role in bridging the gap between theoretical knowledge and real classroom practice. It provides student teachers with a safe environment to experiment, make mistakes, and improve their teaching strategies without the pressure of a full classroom setting. Through repeated practice and constructive feedback, student teachers gain confidence and improve their instructional effectiveness.

The relationship between professional commitment and microteaching is an important area of study in teacher education. Student teachers who possess a high level of professional commitment are more likely to take microteaching sessions seriously, actively participate in feedback processes, and continuously strive for improvement. They demonstrate greater enthusiasm, responsibility, and reflection during teaching practice sessions. Conversely, those with lower professional commitment may show less interest in improving their teaching skills and may not fully benefit from microteaching experiences.

Therefore, understanding the relationship between professional commitment and microteaching performance is essential for improving teacher education programs. It helps teacher educators identify how attitudes and values influence skill development and teaching effectiveness. Strengthening professional commitment among student teachers can lead to better engagement in microteaching activities and ultimately produce more competent and effective teachers.

OPERATIONAL DEFINITIONS OF THE STUDY

Professional Commitment

The level of loyalty, devotion, and interest a person demonstrates toward their work is known as professional commitment. It encompasses the following in teaching: dedication to students, dedication to teaching-learning procedures, dedication to professional ethics, and dedication to ongoing professional development.

Professional commitment is defined by Mowday et al. (1974) as a career-oriented type of work commitment and one of the important factors that influence the work behaviour of people.

As cited in Elliott, R. G. (2004), teachers' professional commitment is various ways in which teachers perceive, understand, and conceptualize the phenomenon of commitment.

Student Teachers

Student teachers are those who are currently in teacher education training, that is, they are enrolled in a B.Ed. In this study, they are the respondents who participate in the microteaching sessions and provide data to assess professional commitment and teaching performance.

Microteaching

Microteaching is a small-scale teaching technique where a student teacher teaches a small lesson to a small group of students in a short time. It's the Plan, Teach, Feedback, Re-Plan, Re-teach, Re-feedback

Microteaching is a teacher training technique where student teachers teach a short lesson on a specific teaching skill to a small group of peers under controlled conditions. In this study, microteaching performance is the score achieved by the student teachers based on an observation checklist/rating scale to evaluate teaching skills such as introduction, explanation, questioning, reinforcement, etc.

Microteaching performance

Microteaching performance is defined as the extent to which student teachers display teaching skills in microteaching sessions. Operationally, it is measured by a schedule of observation filled by teacher educators based on pre-defined criteria of teaching behaviour and skill execution.

Relationship

In this study, relationship means the statistical association between professional commitment and microteaching performance of student teachers. Correlation coefficient (Pearson's r) is used to find out whether there is a significant positive or negative relationship between two variables.

Teacher Education Institution

A teacher education institution is a college of education where student teachers are enrolled in the B.Ed. program, and they are given training in pedagogical skills, including microteaching practice sessions.

Professional Commitment's Role in Teachers Development

1. Improving Teaching Quality Dedicated teachers create better lesson plans and better teaching.
2. Improving Classroom Behaviour They run their classrooms more successfully and develops more positive learning environments.
3. Building Professional Identity: It helps student teachers to see teaching as a valued and meaningful profession.
4. Supporting Reflective Practice Teachers are committed to reflecting on their teaching and to constant improvement.
5. Encouraging Lifelong Learning: It motivates teachers to acquire new pedagogical methods and content knowledge.

Objectives of the Study

1. To find out the relationship between professional commitment and microteaching performance of student teachers.
2. To compare the professional commitment of student teachers in relation to selected demographic variables like arts and science subject background.
3. To measure the microteaching performance of student teachers in respect of selected demographic variables like arts and science subject background.

Hypotheses of the Study

1. There is no significant relationship between professional commitment and microteaching performance among student teachers.
2. There is no significant difference in the professional commitment and micro teaching of science student teachers.
3. There is no significant difference in the professional commitment and micro teaching performance of arts student teachers.

METHODOLOGY OF THE STUDY

The methodology is the systematic process that the researcher uses to conduct the study. It covers research design, population, and sample, sampling technique, tools used for data collection, procedure of data collection and statistical techniques used for data analysis. The present study entitled "A Study on the Professional Commitment of Student Teachers in Relation to Microteaching" is a scientific and systematic approach to find out the relationship between professional commitment and microteaching performance of student teachers.

Research Method

The present study is based on the descriptive survey method. This method is selected because it enables the researcher to collect information on the current status of professional commitment and microteaching performance of the student teachers and to determine the relationship between the variables.

Variables of the Study

Independent Variable

- Professional Commitment

Dependent Variable

- Microteaching Performance

Demographic Variables

- Arts Student Teachers
- Science Student Teachers

POPULATION OF THE STUDY

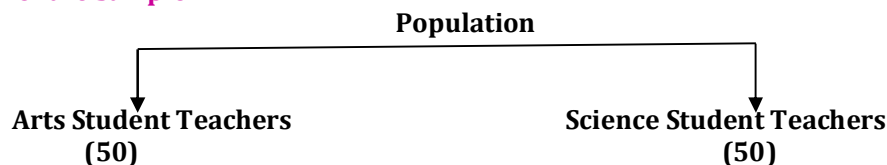
The population of the study consists of all student teachers enrolled in the Department of Education (B.Ed.) at Karnataka State Akkamahadevi Women University, Vijayapura.

Sample of the Study

A subgroup that has been chosen from the population and is representative of the characteristics of the entire population. Due to time, cost, and accessibility constraints, it is difficult to study all the members of the population. Thus, a representative sample is selected to carry out the research.

In the present study, a sample of 100 student teachers was selected from the Department of Education at Karnataka State Akkamahadevi Women University, offering the Bachelor of Education (B.Ed.) program. The selected sample represents the population of student teachers undergoing teacher training. The sample was selected by using appropriate sampling techniques such as simple random sampling or stratified random sampling to ensure that each student teacher has an equal chance of being included in the study and to ensure representation of different groups.

Distribution of the Sample



Tools for the Study

In the present study two research tools are used to collect the required data. The tools are aimed at measuring the professional commitment of student teachers, their performance in microteaching and relevant demographic information. The tools are described below.

The Professional Commitment Scale is the main instrument used to assess the level of professional commitment of student teachers. It measures the extent to which student teachers are committed to the teaching profession, observe professional ethics, take responsibility for students' learning, and show willingness to engage in continuous professional development. The scale consists of statements relating to different dimensions of professional commitment and participants respond by indicating their level of agreement on a five-point Likert scale from Strongly Agree to Strongly Disagree. Higher scores on the scale indicate a higher level of professional commitment. The instrument is expected to have enough validity and reliability for educational research.

Microteaching Observation Schedule was used to evaluate the teaching performance of student teachers during their microteaching sessions. The teacher educator or observer fills it out during the observation of the student teacher's lesson. The schedule assesses the core teaching skills like lesson planning, introduction, explanation, questioning, and reinforcement, and classroom interaction, use of teaching aids, blackboard work, voice modulation, classroom management, time management and

lesson closure. Each aspect is rated on a structured rating scale so that the researcher can obtain an objective assessment of the student teacher's microteaching performance. The above tools give comprehensive data to explore the relationship between professional commitment and microteaching performance of student teachers. Together they guarantee systematic, reliable and valid data collection, thus enhancing the quality and credibility of the research findings.

Statistical Analysis

For the present study, appropriate statistical techniques were employed to analyze the data collected from B.Ed. student teachers. The statistical analysis was carried out to examine professional commitment and microteaching performance and to determine the relationship between the two variables.

The following statistical techniques were used:

- **Mean (M)** – The mean was calculated to determine the average level of professional commitment and microteaching performance among the student teachers.
 - **Standard Deviation (SD)** – Standard deviation was used to determine the variability or dispersion of scores around the mean.
 - **t-test** – The t-test was used to examine the significance of the difference between the mean scores of professional commitment and microteaching performance.
 - **Pearson's Product-Moment Correlation (r)** – Correlation analysis was used to determine the relationship between professional commitment and microteaching performance.
1. There is no significant relationship between professional commitment and microteaching performance among student teachers.

Table No.-1: Results of Mean, SD, t-test and Correlation between Professional Commitment and Micro teaching performance of B.Ed Student Teachers

B.Ed Student Teachers	Mean	SD	N	t-value	df	p-value	Correlation	Sig
PC	107.36	13.57	100	8.775	99	0.000	r=230	S
MT	93.84	11.05	100					

The table presents the results for 100 B.Ed. student teachers, combining Arts and Science student teachers. The mean professional commitment score is 107.36 with a standard deviation of 13.571, whereas the mean microteaching performance score is 93.84 with a standard deviation of 11.050. The mean score indicates that the student teachers have a higher score in professional commitment than in microteaching performance.

The obtained *t*-value is 8.775 with 99 degrees of freedom, and the *p*-value is 0.000. Since the obtained *p*-value is less than 0.05, the difference between professional commitment and microteaching performance is statistically significant.

The correlation coefficient between professional commitment and microteaching performance is $r = 0.230$. This shows a positive and low relationship between the two variables. Thus, student teachers with higher professional commitment tend to have slightly better microteaching performance. However, the low correlation suggests that other factors may also influence microteaching performance.

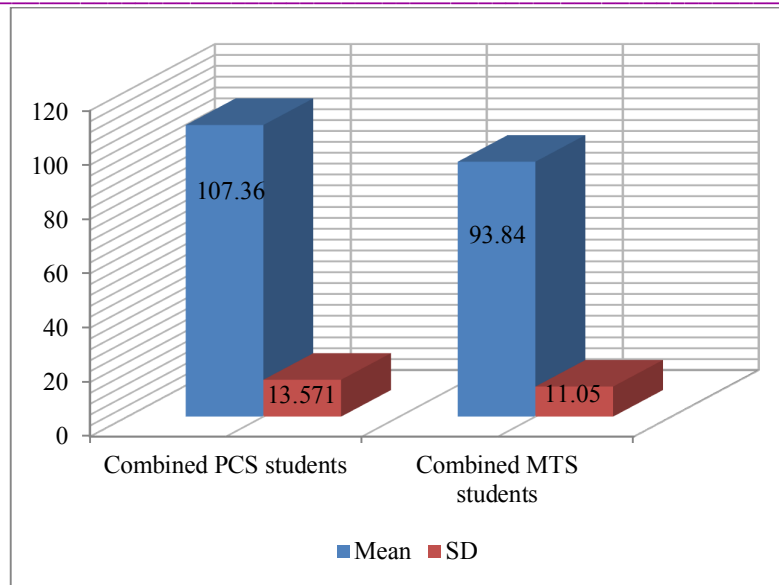


Figure: 1

- There is no significant difference in the professional commitment of arts and science student teachers.

Table No.-2: Results of Mean, SD and t-test between Professional Commitment and Micro Teaching of Science Student Teachers

Science Student Teachers	Mean	SD	N	t-value	df	p-value	Correlation	Sig
PCS	111.7000	15.69902	50	6.920	49	0.000	r=.174	S
MTS	96.0400	7.39542	50					

The table shows the results obtained from 50 Science student teachers. The mean score of professional commitment is 111.70, with a standard deviation of 15.699, while the mean score of microteaching performance is 96.04, with a standard deviation of 7.395. The mean scores show that science student teachers have a higher level of professional commitment compared with their microteaching performance score.

The obtained *t*-value is 6.920 with 49 degrees of freedom, and the *p*-value is 0.000. Since the *p*-value is less than the 0.05 level of significance, the difference between professional commitment and microteaching performance is statistically significant.

The correlation coefficient is $r = 0.174$, indicating a positive but low relationship between professional commitment and microteaching performance. This means that an increase in professional commitment is associated with a slight increase in microteaching performance, but professional commitment alone does not show a strong relationship with microteaching performance.

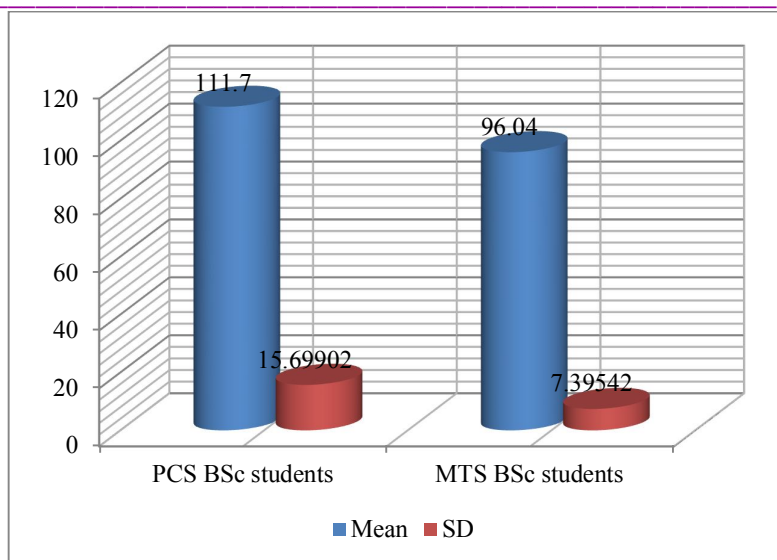


Figure: 2

3. There is no significant difference in the microteaching performance of arts and science student teachers.

Table No.-3: Results of Mean, SD and t-test between Professional Commitment and Micro Teaching of Arts Student Teachers

Arts Student Teachers	Mean	SD	N	t-value	df	p-value	Correlation	Sig
PCS	103.02	9.34	50	5.498	49	0.000	r=.219	S
MTS	91.64	13.49	50					

The table presents the results of professional commitment and microteaching performance among 50 Arts student teachers. The mean score of professional commitment is 103.02 with a standard deviation of 9.34, whereas the mean score of microteaching performance is 91.64 with a standard deviation of 13.49. The difference between the two mean scores indicates that the arts student teachers obtained a comparatively higher score on professional commitment than on microteaching performance.

The obtained *t*-value is 5.498 with 49 degrees of freedom and the corresponding *p*-value is 0.000. Since the *p*-value is less than 0.05, the difference between the two scores is statistically significant. Therefore, the result indicates that professional commitment and microteaching performance differ significantly among arts student teachers.

The correlation coefficient between professional commitment and microteaching performance is $r = 0.219$. This indicates a positive and low degree of relationship between the two variables. In other words, student teachers having higher professional commitment tend to show somewhat better microteaching performance, although the relationship is not strong.

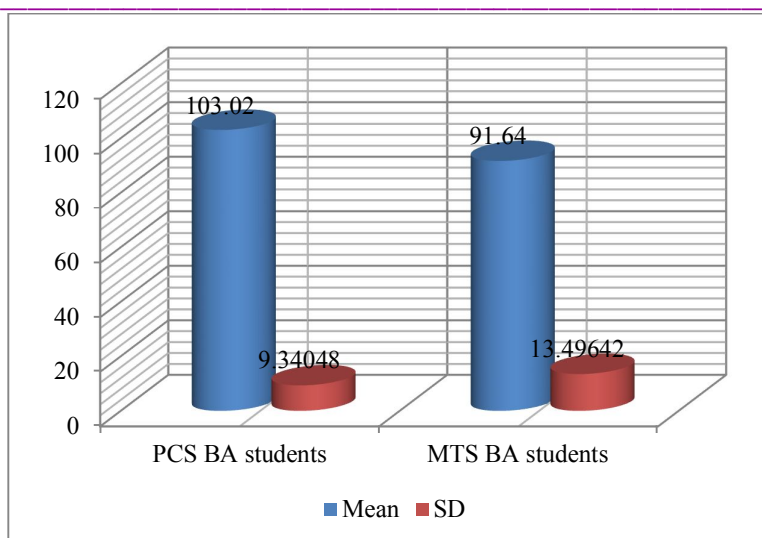


Figure: 3

Comparative Interpretation

Group	PCS Mean	MTS Mean	t-value	p-value	Correlation
Arts	103.02	91.64	5.498	0.000	r = 0.219
Science	111.70	96.04	6.920	0.000	r = 0.174
Combined	107.36	93.84	8.775	0.000	r = 0.230

The Science student teachers have a higher mean professional commitment (111.70) and higher mean microteaching performance (96.04) than the Arts student teachers, whose corresponding means are 103.02 and 91.64.

However, the Arts group has a slightly higher correlation between professional commitment and microteaching performance ($r = 0.219$) than the Science group ($r = 0.174$). The combined group shows the highest correlation ($r = 0.230$).

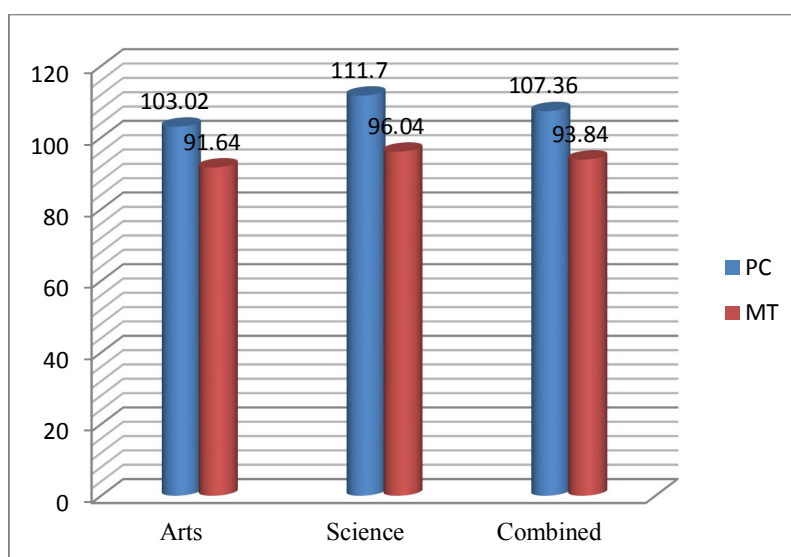


Figure: 4

FINDINGS OF THE STUDY

1. The student teachers with higher professional commitment tend to have slightly better microteaching performance and the low correlation between professional commitment and micro teaching performance.
2. The science student teachers have a higher level of professional commitment compared with their microteaching performance and a positive but low relationship between professional commitment and microteaching performance.
3. The arts student teachers obtained a comparatively higher score on professional commitment than on microteaching performance and professional commitment and microteaching performance differ significantly among arts student teachers.

Educational Implications of the Study

The present study has important implications for teacher education institutions, teacher educators, student teachers, educational administrators, and policymakers. Microteaching provides student teachers with opportunities to develop and refine specific teaching skills through systematic practice, observation, feedback, and re-teaching.

1. Strengthening Microteaching Programs: Teacher education institutions should give greater importance to microteaching as an integral component of teacher preparation.
2. Development of Professional Commitment: Microteaching can be effectively used to foster professional commitment among student teachers. Regular teaching practice may help student teachers develop responsibility, dedication, punctuality, confidence, cooperation, and a positive attitude towards the teaching profession.
3. Role of Teacher Educators: Teacher educators have a significant role in improving the quality of microteaching. They should provide constructive, specific, and timely feedback rather than merely pointing out mistakes.
4. Provision of Constructive Feedback: The microteaching cycle should include systematic feedback from teacher educators and peers. Feedback should focus on observable teaching behaviours and should encourage student teachers to improve their performance.
5. Encouraging Reflective Teaching: Student teachers should be encouraged to maintain reflective journals or teaching diaries during microteaching. Reflection can help them examine their teaching experiences, identify difficulties, evaluate their performance, and develop appropriate strategies for improvement.

CONCLUSION

The findings indicate that professional commitment is positively associated with microteaching performance among B.Ed. student teachers. Although the relationship is statistically significant according to the reported results, its magnitude is low. Therefore, professional commitment may contribute to better microteaching performance, but it is unlikely to be the only factor determining student teachers performance. The findings also suggest that student teachers who demonstrate greater professional commitment may show comparatively better involvement and performance in microteaching activities. Nevertheless, the low correlation indicates that variables such as teaching skills, pedagogical knowledge, communication ability, confidence, preparation, classroom management, and other factors may also be relevant. These additional factors are an inference and are not directly tested in the supplied table.

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