EFFECTS OF MICROTEACHING SKILLS ON STUDENT TEACHERS’ PERFORMANCE ON TEACHING PRACTICE IN COLLEGES OF EDUCATION, NORTH-CENTRAL, NIGERIA.

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CHAPTER ONE
INTRODUCTION

Background to the problem

Education is the bedrock of any national development either in the developed, developing or under-developed nation. Education is the instrument for individual, societal, national and international growth and development. It prepares an individual for the total development from birth through a life time for useful and happy membership of the society he belongs to. Education makes an individual to become an asset and not a liability to the society. The individual develops physically, mentally, socially, emotionally and spiritually from birth throughout a life time.

Onocha (2013) claimed that, all human societies need the development of prerequisite skills, knowledge and experience for their growth and preservation. This is because education develops human resources of the nation. For an individual to develop physically, socially, morally, intellectually and becomes an asset or a useful member of his society, he needs education.

Aggarwal (2008) considered education as the ‘third eye’ which gives a man an insight into all affairs and teaches him how to act. Education nourishes, directs, comforts and makes an individual to be more cultured. With education, a man is able to realize the true value of life. An uneducated person is therefore considered blind. In the same vein, Ololube (2007) described education as an essential service that must be monitored, scrutinized and constantly evaluated. Education increases a man’s intelligence, power and efficiency. A child’s best is drawn but through education. This is because education
makes him to be morally sound, physically strong, spiritually upright, culturally refined, emotionally stable, and intelligently self-sufficient.

In fact, through education, a man develops a well balanced personality. As education develops individual, the outcome is national development. Patel and Mohasina (2011) argued that education is the most important invention of mankind. Man invents tools, machines, crafts, medicine and language through education. Without education, man would have been living just like an animal.

Through the process of learning, a society’s values, habits, skills, knowledge, craft, language and trade are transmitted from one generation to another. Kumar (2008), Fayaz (2011) and Saxena and Khajanchee (2012) opined that a nation’s economic prosperity and her quality depend on the development of her human resources or manpower. To develop manpower resources means to produce competent human resources. The significant fact in the development of manpower resources refers to the competences and level on which these competences are imparted which depend largely on those who develop these competencies.

The people that impart knowledge are referred to as teachers. The teacher is someone that is trained and certificated to teach. He is regarded as the key player in the entire educational process, the mirror in the society and the father of knowledge. He is the converter of raw materials to finished products through a systematic procedure in the school which is considered as a human factory. According to Okoye (2007), a teacher does these in various capacities such as educator, adviser, instructor, lecturer, counselor, guidance, researcher, innovator and leader. Onocha (2013) observed that teachers are a critical factor in delivering qualitative education. Therefore, for this purpose, there is
need for highly competent teachers for imparting those competences. As a result, teachers imparting the competences should have the capability to perform their tasks efficiently. In other to do this, teachers need to acquire requisite competencies themselves.

Aggarwal (2007) enumerated the roles of the teacher in a child’s development. A teacher is considered as a confident, a democrat, a detective, an ego supporter, an equalizer, a learning facilitator, a friend, a philosopher, a group leader and an initiator. A teacher is a role model, a moral educator, a parent surrogate, a referee, a reformer, a resource person, a secularist, an implementer of curriculum and an upholder of norms and values. He gives information about his subject or course, influences the development of learners’ character and personality and provides learning activities, materials and conducive environment for learning. Onocha (2013) referred to teachers as managers of the teaching/learning process who aid the learners to imbibe appropriate habits, values, ideas, knowledge and skills.

Teaching is the major work of a teacher. Ololube (2007) affirmed that teaching is multidimensional. It is a complex and diverse activity. In performing his role of teaching, a teacher is demanded to teach effectively. An effective teaching is an intelligent knowledge based activity because it draws on a multiplicity of cognitive, affective and interpersonal elements. Adeyanju (2013) believed that the foundation laid by teachers as Nigerian Ambassadors to the future is of great importance to economic growth and political stability. Ajileye and Orji (2012) claimed that a teacher’s effectiveness is based on the proper account of his professionalism.

According to Rao (2007), teachers are the most expensive inputs of the instructional system. It is when there are caliber of professional teachers who have good
educational background and relevant teaching skills and attitude that educational aims and objectives can be realized. There is need for highly competent teachers for imparting knowledge. Before teachers can face the challenges of teaching, they need capability to perform their task efficiently. It is important for them to acquire requisite competencies for discharging of their duties. Only the competent, professionally skilled, vibrant and well-coordinated teachers can meet the challenges of educational crises that have bedeviled education sector especially in Nigeria.

In addition, Onocha (2013) posited that teachers must be well informed and highly resourceful to meet the demand of teaching profession. Therefore, there is need for quality training that can enhance effectiveness which can only be acquired through teacher education program. Onocha referred to teacher education or preparation as the policies and procedures that are designed to equip teacher trainees with the knowledge, skills, values, habits, attitudes, behaviors and skills they need for effective performance of their duties.

Teacher education is of two types: pre-service and in-service. The pre-service teacher education is the training given to student teachers during teachers training at teachers’ institutions of learning. In-service teacher education is given to teachers who are already on employment. In-service teachers’ training is necessary for teachers that are working for up-dating of their knowledge and skills. Sango (2006) defined teacher education as the part of educational process or training that deals with the arts of acquiring skills in teaching profession. Otuka (2008) viewed teacher education as the field that equips teachers with ethical, intellectual and emotional wherewithal to develop some range of qualities in the learner as determined by the society.
Patel and Mohasina (2011) considered teacher education as the more crucial job in teaching-learning process. Teacher education takes place in teachers’ training institutions such as Colleges of Education, Schools of Education, Faculties of Education and Institutes of Education. The task of producing teachers who can impart the necessary competencies to the learners in their care refers to teacher education. According to Bhargava (2009), knowledge of the subject matter is not the only criteria that the effective teacher has to fulfill. He needs to create an environment in the classroom where reshaping and redesigning of knowledge stimulation of intellectual curiosity and innovative and independent thinking can take place.

In other to inculcate these attributes in teachers, there is need for teacher training programs that can adequately develop teaching skills among student teachers. To translate theory into practice, teachers need effective teaching skills. Kumar (2008) explained the meaning of teaching skills which refer to the arts and behaviors that facilitate maximally learners’ learning either directly or indirectly. Teaching skills make teachers and learners’ communication and interaction to be adequate, sufficient and result oriented.

In addition, teachers’ training is an embodiment of professional development. Teachers learn rigorous professional development courses in education through teacher education. To implement teaching principles in the classroom, acquisition of certain teaching skills is inevitable which can only be achieved through effective training and education. Farooq and Shahzadi (2006) claimed that students of trained teachers are better performers than students taught by untrained teachers.
Concepts are learnt in subject areas and strategies are provided through practical. Pedagogical content knowledge can be described as something that has to do with the teachers’ ideas regarding what it is to be an effective teacher and how one goes about teaching effectively. Teacher education provides teachers with knowledge, skills and aptitude to be familiar with the art of science of teaching which in turn give confidence to carry out their tasks. The contents of teaching and management of teaching make provision for success in the classroom practice. Yusuf (2002) enumerated the objectives of teacher education which include development of awareness, knowledge, attitudes, skills, evaluation, ability and full participation in the teaching and learning process.

The Federal Government of Nigeria (FGN) in the National Policy on Education (NPF) (2009) stated that ‘no education system can rise above the quality of its teachers’. In realizing the importance of teacher education, the FGN gave specification that teacher education will continue to be given a major emphasis in all Nigerian educational planning. In spite of the paper work, teacher education is bedeviled with many challenges which include inadequate teachers’ preparation, lack of instructional materials shortage of infrastructural facilities, poor attitude of learners, poor learners’ performances, population explosion, cultism and examination malpractice.

It is noted that poor and inadequate funding is the mother of all the evils mentioned above. Ololube (2007) lamented over inadequate finance of education from the federal to the state governments. This militates against the progress of teacher education. The indication is that professionalism is a very remote possibility. The poor funding results to inability to prepare teacher trainees adequately.
Ali (2010) noted that the issue of concern today is the poor performance of students at all levels of education. Parents, teachers, students, researchers, educators, school proprietors, employers of labor and curriculum planners are worried over the students’ poor performance. The results of external examinations like West Africa Examination Council, National Examination Council and Joint Admission and Matriculation Board indicate poor students’ performance.

Furthermore, Oyetunde (2010) observed that educational standard can be measured in terms of three broad variables which include input, process and output. Inputs are human and material resources such as teachers, personnel, physical facilities and instructional materials. The process includes teaching methods, techniques, assessment procedure and academic competence. The output refers to students’ performances in international and public examinations, attitude to learning and work as well as their productivity and efficiency in the world of work. Zwakhir (2010) associated the poor quality of education to quality of teachers, learners and environment. This means that poor products are outputs of poor input and poor process.

Recently, Igwe, Uzoka and Rufai (2013) lamented on the hues and cries of the populace over the continuous poor performance of learners in Nigeria. The populace claimed that educational situation in the country has been blamed predominantly on the poor teachers; teaching skills and methods, teachers’ poor attitude to work and lack of teachers’ competence. Adeyanju (2013) submitted that very many teachers lack demonstrable competence in knowledge and essential pedagogical skills such as lesson plan and activity based learner-centered teaching approach. These result to lack of proper and thorough grasp of concepts by learners due to their teachers’ poor preparation. All
these rest on poor teachers’ preparation during training which are supposed to be taken care of by teacher education.

Patel and Mohasina (2011) observed that only theoretical information in education is not enough for the growth and development of the individual, there is need for practical use of education in individual’s life. The combination of technology and education can achieve this. It is this wedlock that is referred to as educational technology. Educational technology can be viewed as a vehicle for curriculum enhancement. Educational technology is described by Ajelabi (2005) as the field that proffers solutions to educational problems especially those that are associated with human learning.

According to Association for Educational Communication and Technology (AECT) (2008), Educational technology is ‘the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources’. Four components of Educational Technology emerge from the definition. They are:

1. Development of study and ethical practice (leadership and training).
2. Facilitation of learning and improvement of learners’ performance through innovations.
3. Creation, usage and management of educational system (professional writers/directors create; the teachers are the instructional managers while the learners are the users).
4. Technological processes and resources (man, materials or media).
Educational technology creates conducive environment for learning, designs learning experiences, assesses learners, evaluates the quality of learners’ performances and selects and evaluates technological processes and resources.

In a nutshell, educational technology facilitates learning by controlling the environment, media and methods. According to Hynka and Jacobsen (2009), Educational technology is relevant to development and procedure for educational practices which include microteaching and teaching practice. The relevance can be found in the areas of teaching plan (planning of lesson), aims and objectives, instructional communication, selection of methods and techniques of instruction, supervision/assessment procedure, classroom management and use of instructional resources. Overschre, Wayenburg, Vries and Pujadas (2006) noted that technology and innovation are very important in the approaches to solving educational problems.

Aziz (2010) defined educational technology as the considered implementation of appropriate tools, techniques or process that facilitate the application of senses, memory and cognition to enhance teaching practice and improve learning outcome’. From the definition, five key components emerged:

1. Considered implementation
2. Appropriate tools, techniques or processes
3. Facilitation of the application of senses, memory and cognition
4. Enhancement of teaching practices
5. Improvement of learning outcome.

Number four component of Aziz’s definition of educational technology is enhancement of teaching practices. Learners are able to progress quickly under the
supervision of a skilled and competent teacher. The teacher should be knowledgeable in the subject matter and competent in instructional methodologies.

Proper practice is necessary for teacher training programs. Obayan (2004) opined that teachers are not expected to have only the knowledge of the subject matter but be well equipped with enough teaching skills. In fact, Asiabaka and Emanalo (2011) argued that teachers training institutions that post student teachers to schools of practice for teaching practice when they have not been exposed to skills’ acquisition through microteaching have no moral justification.

Ambili (2013) posited that the prime quality of a teacher is effective teacher training. When teachers are well equipped with core skills, extensive training programs are possible. The quality of a teacher is measured by how much the students understand from the teaching and what the students can perform at the end of the teaching. It is very necessary for teachers to be well-baked because they provide the nation with the body of human resources. According to Adeyanju (2006), only one third of the teachers in primary schools agreed to the fact that they were adequately prepared to teach while others were of the opinion that better teaching practice arrangements were needed for improvement of Teacher Education.

However, many innovations are put up in teacher education for improvement. The innovations include micro-teaching, simulated teaching, programmed instruction and computer assisted instruction. Unfortunately, microteaching that is supposed to be a training ground for the adequate teachers’ preparation is marred by poor educational policy, lack of equipment and instructional resources, ill-equipped staff and lack of infrastructural facilities. Agugbuem (2002) noted that adequacy and efficiency of
microteaching as a teacher training technique requires a review because education program by Nigerian Universities and Colleges of Education do not adequately prepare teacher trainees for real classroom teaching effectiveness. According to Can (2009), the more effective the microteaching the better the opportunities for student teachers to develop their teaching skills at their schools of practice. This is because microteaching serves as training ground for teaching practice.

Microteaching serves as a meeting point between the theory and the practice for pre-service training of teachers. Ike (2003) believed that microteaching was developed as an answer to the question of how best can teachers be prepared for the teaching profession. It is when student teachers acquire the necessary teaching skills through microteaching that they are posted to the field for teaching practice. Microteaching which is a sub-set of educational technology is an indispensable innovation in teacher education and preparation of pre-service teachers. This explains why student teachers take two courses in microteaching before they are deputed for teaching practice. The courses are EDU 213 (Theory of microteaching) and EDU 223 (Practicum of microteaching). EDU 213 is a prerequisite for EDU 223 while EDU 223 is the prerequisite for EDU 311 (Teaching Practice). This shows the importance of microteaching in teachers’ preparation.

**Statement of Problem**

Some of the problems in Nigerian educational system are traceable to lack of proper and thorough grasp of concepts by pupils due to their teachers’ poor teaching skills. Ofoefuna (2002) observed that teachers are not well prepared in Nigeria. Ijaiya (2013) noted that many student teachers fail to acquire enough teaching skills to the
detriment of pupils’ learning. Based on the minimum standard the student teachers are exposed to the official microteaching skills while the unofficial microteaching skills are left untreated but student teachers are assessed in both during teaching practice. This implies that there are differences between content and evaluation.

Due to the importance of microteaching, there have been many researches on microteaching as a tool for improving teacher education. For example, Kanno (1986) studied the transferability of set induction and questioning skills to teaching practice. There was a significant difference in the use of set induction and questioning skills and the researcher suggested that more researchers should go into the study of other teaching skills. This present investigation is different from Kanno’s because set induction and questioning are not used. Kanno used University level whereas the present research is taking place in Colleges of Education.

On student teachers’ perception, Ogeyik (2009) studied the attitudes of student teachers regarding the benefits and merits of microteaching using 57 student teachers at Trakya University, Turkey. The findings revealed that student teachers have positive attitudes toward microteaching applications in their teacher education program. It was concluded that microteaching could promote effective teaching strategies among student teachers. The study took place in Turkey whereas the present study will be carried out in Nigeria.

Kilic (2010) investigated the effect of learner-centered microteaching on the development of student teachers’ teaching competencies in Turkey. The study showed that student teachers improve their teaching behaviors during learner-centered microteaching. Chatzidimou (2011) investigated microteaching as a method of teaching
practice from an empirical perspective at Democritus University. Microteaching makes
student teachers to apply in practice what they learned theoretically. The researcher
concluded that microteaching is still an effective technique of training teachers especially
in teaching skill acquisition.

Ghafoor, Kiani, Kayani and Kayani (2012) studied the perceptions of student
teachers about microteaching at graduate level. Their analysis showed that microteaching
was regarded as an essential tool in the growing technology. Recently, Igwe, Uzoka and
Rufai (2013) studied the modes of improving the pre-service teacher competence and
productivity based on the constructive reflection of students teaching. The study revealed
that microteaching content, resources and materials need to be reviewed for optimum
result.

All the above mentioned studies are relevant to the present investigation because
they give an insight to what obtains in teachers training institutions in Nigeria and
abroad. None of the researchers that are at the disposal of the present researcher has
carried out investigation on the four unofficial microteaching skills in Nigerian Colleges
of Education on student teachers’ performance in teaching practice. The study is
therefore in anticipation to fill the gaps created by former researchers especially in
finding out the effects the official and unofficial microteaching skills could have on the
student teachers’ performance in teaching practice.

**Purpose of the study**

The main purpose of the study is to find out the Effects of Microteaching Skills
on Student Teachers’ performance in Teaching Practice in Colleges of Education in
North Central Zone, Nigeria. The study would specifically seek to:
1. Find out how NCCE official microteaching skills affect student teachers’ performance in teaching practice.

2. Determine how NCCE unofficial microteaching skills affect student teachers’ performance in teaching practice.

3. Compare the effectiveness of the official and unofficial microteaching skills in predicting the final grade in teaching practice.

4. Find out how NCCE official microteaching skills affect male and female student teachers’ performance in teaching practice.

5. Determine how NCCE unofficial microteaching skills affect male and female student teachers’ performance in teaching practice.

**Research Questions**

1) How do NCCE official microteaching skills affect student teachers’ performance in teaching practice?

2) How do NCCE unofficial microteaching skills affect student teachers’ performance in teaching practice?

3) Which of the group (NCCE official or unofficial microteaching skills) is more effective in predicting the final teaching practice grade?

4) What is the effect of official microteaching skills on male and female student teachers’ performance in teaching practice?

5) What is the effect of unofficial microteaching skills on male and female teacher trainees’ performance in teaching practice?
Hypotheses

1. There is no significant difference in the student teachers’ mean scores in NCCE official microteaching skills and teaching practice scores.

2. There is no significant difference in the student teachers’ mean scores in NCCE unofficial microteaching skills and teaching practice scores.

3. There is no significant difference in the student teachers’ mean scores in NCCE official and unofficial microteaching skills.

4. There is no significant difference in the mean scores of male and female student teachers in NCCE official microteaching skills.

5. There is no significant difference in the mean scores of male and female student teachers’ in NCCE unofficial microteaching skills.

Scope of the Study

The content scope for the study is limited to the effects of microteaching skills on student teachers’ performance in teaching practice. The study will cover only 300 level student teachers in three (3) State Colleges of Education in the North Central Geopolitical Zone, Nigeria. The zone is made up of Benue, Kogi, Kwara, Nasarawa, Niger, Plateau states and Federal Capital Territory (FCT) Abuja.

The three Colleges of Education are purposively selected because they are States’ institutions, they use the same minimum standard for their operations and they have almost the same human and non-human resources. The three state Colleges of Education that will be used for the study are: FCT College of Education Zuba-Abuja, Niger State College of Education Minna and Nassarawa State College of Education
Akwanga. Fifty (50) Student teachers who are qualified for Teaching Practice will be drawn from each institution which will amount to a total of 150 student teachers for the study.

**Clarification of Major Terms and Variables**

**Student teacher:** students or pre-service teachers that are undergoing their teacher training in teachers training institutions

**Effects:** impacts which microteaching skills may have on the performances of student teachers in teaching practice.

**Microteaching practicum:** laboratory experience which student teachers undergo.

**Microteaching:** a scaled down teaching encounter that is meant for training teachers.

**NCCE official microteaching skills:** the eight (8) microteaching skills in the NCCE minimum standard

**NCCE unofficial microteaching skills:** the microteaching skills that are not in the NCCE minimum standard but are used for assessing student teachers during teaching practice.

**Mentoring:** the coaching of student teachers on acquisition of microteaching skills

**Teaching practice:** the exercise which student teachers are exposed to for their practical training.

**Training technique:** the skills that are acquired by student teachers during training.

**North Central Zone:** one of the six geo-political zones that make up Nigeria. The states that make up the zone are: Benue, Kogi, Kwara, Nasarawa, Niger, Plateau and FCT.

**Pre-service teachers:** student teachers undergoing professional teachers’ training before they go for teaching employment
**Colleges of Education:** the higher institutions in Nigeria that is meant only for training teachers.

**Significance of the Study**

The study will be of great importance to all education stakeholders and education generally in Nigerian society. The segments of the society that will benefit directly from the study are: student teachers, teacher educators, curriculum experts, decision makers in education and other stakeholders.

Student teachers who are the main target of the study and who are directly connected with the study will be afforded the opportunity to master all the skills inherent in teaching in a laboratory environment before actual classroom experience. It is also essential to investigate the impacts microteaching skills have on the performance of pre-service teachers so as to improve on the organization of microteaching in Nigerian Colleges of Education. Student teachers will be acquainted with the importance of microteaching and the roles of each skill in preparing professional, effective, reflective, visionary and vibrant teachers.

In addition, the teacher educators (lecturers) will benefit from the findings of the study. This is because detecting the impact of official and unofficial microteaching skills on student teachers’ performance will improve the conduct, organization and evaluation of microteaching in Nigerian Colleges of Education. The educators can use the findings of the study as an indispensable tool for creating rating scales for student teachers during practicum.
Furthermore, the findings of this study will be of great help to curriculum experts who will be equipped with first-hand information on the impact microteaching skills have on student teachers’ performance in teaching practice. The curriculum experts can use the findings of the study for teacher training programs, syllabus design, improvement of teaching methods and instructional materials utilization. The experts will be able to update the curriculum of teacher education to suit the needs, aspirations and interest of the student teachers and the general public.

Moreover, the findings of this study will be of benefit to the government and authorities in charge of teacher education especially the National Commission for Colleges of Education (NCCE). The findings of the study will determine whether NCCE will increase the number of microteaching skills in the minimum standard to cover more skills or not. The importance of acquisition of the skills can make NCCE to increase the credit load of 1 unit allotted to EDU 213 and EDU 223 each in the new minimum standard to 2 credits respectively. This will increase the hours spent on both theory and practicum which can encourage student teachers more in the two courses.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

The researcher reviews articles in various educational database, journals and books for the study. Identification and review of some available studies, investigations, views and works are the major aims of this chapter. Literature review as viewed by Nworgu (1991), Oyetunde (2002) and Egga (2013) is the bedrock of any meaningful research as the procedures in the study are related to the background literature. Therefore, the researcher has made literature search of researches and reviewed articles in various educational books, journals and database. The review of this study is organized around the following sub-headings:

1. Theoretical Framework
2. The concept and Historical Development of Microteaching
3. Objectives and Nature of Microteaching in Teacher Education
4. Merits and Limitations of Microteaching
5. Different types of Microteaching Skills and their acquisition
6. Importance of Training in Teachers’ Preparation
7. Functions of Teaching practice in Teacher Education Program
8. The NCCE Minimum Standard for NCE on Microteaching and Teaching Practice
9. Empirical studies of microteaching as a training technique and teaching practice
10. Appraisal of reviewed literature
Theoretical Framework

Learning can be described as a change in behavior. Atherton (2013) claimed that education and training are professional rather than academic discipline that is full of contaminations and assumptions. Therefore, there needs to be careful selection of the way in which theories of learning are approached, adopted and developed for educational training. According to Kharbach (2013), a learning theory is a set of concepts on how people learn. It is an investigation of the strategies and the underlying cognitive process that are involved in learning. Learning theories describe how learners absorb, process and retain information during learning.

Learning theories are very important in education researches especially those that relate to learning and training. Jones, Foster, Groves, Parker, Straker and Rutler (2004), Rice (2007) and Atherton (2013) believed that learning theories are of great importance to educational training. All educational training activities make use of learning theories as basic materials. The more one understands learning theories, the better he or she will be able to make decisions and apply them to achieve the objectives. In a nut-shell, learning theories inform and guide practice in any content area.

Three sets of learning theories were identified by Darby (2003). They included: behaviorism, cognitivist and constructivism. In another development, Atherton (2013) identified three sets of learning theories which are generally used in educational circle named behaviorists, humanistic and cognitive. There are many educational psychologists who had made great contributions in the three sets of learning theories. Examples are: Edward Lee Thorndike, Burrhus Frederic Skinner, Ivan Pavlov, Clark Leonard Hull, Carl Rogers and Granville Stanley Hall.
This study will be based on three (3) theories of training and learning: Edward Lee Thorndike Behavioral Theory of Learning, Burrhus Frederic Skinner’s Reinforcement Theory and Albert Bandura’s Social Cognitive Theory because the three theories make use of observational or modeling learning. According to Denier, Wolters and Benzon (2013), observational or modeling learning is as a result of watching the behavior and consequences of models in the environment. Observational learning can take place if there are effective models. There needs to be live demonstration of a behavior or skill by an educator or classmates in teacher training using verbal or written descriptions and video or audio recordings. Allen and Ryan (1969) warned that video is not compulsory for microteaching practicum. Also Yusuf (2006) found no significant difference in the use of video and audio recording.

Behaviorism has interest in looking at behavior and observable changes. Darby (2003) noted that behaviorists focus on generating new behavior patterns. Thorndike propounded the theory of classical conditioning where the behavior becomes the reflex response to stimulus. As a behaviorist, learning is viewed by Thorndike in terms of establishing connection or bond between stimulus and responses. Learning can take place from a familiar and an unfamiliar situation. Thorndike maintained that a skill should be introduced when a learner is conscious of the need for such skill. McLeod (2007) explained that Thorndike worked on animals’ behavior and learning process. He was interested in whether animals could learn tasks through observation and imitation. In order to test this, the father of educational psychology created puzzle boxes. Each box contained a cat and had a door that was pulled open by a weight attached to a string that ran over a pulley which was attached to the door. The spring attached to the door led to a
lever or button inside the box. When the animal passed the bar or pulled the lever, the string attached to the door would cause the weight to lift and the door to open. The puzzle box was arranged so that the animal would be required to perform a certain response (pulling a lever or pushing a button).

Fig I: Diagram of a cat in the box

Thorndike measured the amount of time it took them to escape. Once the animals had performed the desired response, they were allowed to escape and were also given food as reward. When hungry cats were put in the boxes, food was put on the other side. The cats wandered restlessly and meow to get to where the food was but they could not escape because they could not perform the action except when the cats stepped on the switch on the floor accidentally and the door would open. Thorndike wanted to see if cats could learn through observation and imitation. He had them observed other animals escaping from the boxes. He compared the times of those who got to observe others escaping with those who did not and he found that there was no difference in their rate of
learning. Thorndike graphed the times it took for the animals in each trial to escape, resulting in a learning curve. The animals had difficulty escaping at first but eventually ‘caught on’ and escaped faster and faster with each successive puzzle box trial until they eventually level

Fig II: Thorndike’s Box and Time Schedule


The quickened rate of escape resulted in the S-Shape of the learning curve also suggested that different species learned in the same way but at different speeds. To Thorndike, learning is developed from the organism doing something. According to Tega (2007), the following observations were made by Thorndike;

1. The cats behaved aimlessly on trial and error at the first attempt.
2. The cats responded correctly by accident.
3. The cats repeated the successful operation.
4. The cats were able to get the food (satisfier) as a reward of his effort.
5. The reward the cats got strengthened the connection between the stimuli and the response made before the reward (satisfier).

From the observations, Thorndike formulated three (3) laws:
a. Law of effect.

b. Law of readiness and
c. Law of exercise.

This study is making use of the laws of effect and exercise. In the law of exercise, the response to a situation may be strongly connected with the situation depending on the number of times it has been so connected and to the average strength and duration of the connection. The meaning of exercise is practice. Thorndike claimed that practice in itself did not make perfect but practice in circumstances that allowed the learner to be informed or given comments about his progress could be valuable in strengthening the Stimulus-Response (S-R) Links.

Gandhi (2010) explained the law of exercise. The law means that drill or practice helps in increasing efficiency and durability of learning. In Thorndike S-R Bond theory, the connections are strengthened with practice and the connections are weakened when practice is discontinued. Practice leads to maturity. Practice is the main feature of trial and errors committed by the student teachers in learning how to teach. To Thorndike, learning is developed from the organism doing something. Student teachers cannot teach until they practice how to teach.

According to Maheshwari (2012), the more the practice of behaviour, the more it is strengthened. Things that are most often repeated are the best learned. The mind rarely retains new practices after only one exposure. Learners learn by applying what they have been taught. Thorndike had the cats observed other animals escaping from the boxes. In the same vein, student teachers observe their mentors, imitate them and copy their characteristics especially in teaching professional ethics. As Thorndike bound the research
with time, microteaching practicum is bound with time. The student teacher is expected to teach a reduced content for 5-10 minutes instead of 40 minutes in the normal class. There is also reduction in the class size to 5-10 pupils instead of 50 pupils in the class.

The cats that could not perform the action wandered restlessly and meow to get where the food was but could not escape except when the cats stepped on the switch on the floor accidentally and the door open. In the same vein, student teachers that have too many mistakes go for re-teach cycle until perfection is established. Every time they practice, their learning continues. The practices are used in microteaching especially in feedback and teach re-teach cycle which enhances effective teaching practice. Maheshwari (2012) opined that the more the practice of a behaviour, the more it is strengthened. Things that are most often repeated are the best learned. The mind hardly retains new practices after only one exposure. Learners learn by applying what they have been taught. Every time they practice, learning continues.

Furthermore, Skinner is regarded as the father of Operant Conditioning. His work was based on Thorndike’s. According to Saxena and Khajanchee (2012), Microteaching is based on Skinner’s theory of operant condition. The theory is the very basis of feedback session. Skinner’s theory of shaping successive approximations can be applied to explain the acquisition of new patterns of behaviour in teach, feedback and re-teach pattern in microteaching. Dunn (2000) claimed that Skinner propounded the Operant Conditioning Theory of Learning where there is reinforcement of the behaviour by a reward or a punishment. The theory describes learning in which a voluntary response is strengthened or weakened. This depends on its positive or negative consequences. The theory is based on reinforcement. The theory is required for a great
deal of practice like microteaching. The law states that if the occurrence of an operant is followed by the presentation of a reinforcing stimulus, the strength and probability is increased.

Skinner used an apparatus called the Skinner box to demonstrate operant conditioning in animals. He showed how positive reinforcement worked by placing a hungry rat in his Skinner box.

Fig III: Skinner’s Box with rat

http://www.simplypsychology.org/operant-conditioning.html

A hungry rat is allowed to explore the box when the rat spontaneously presses a small lever; the experimenter drops a pellet of food from an aperture into a tray for the animal to eat.
Repeatedly, the rat acquired the habit of pressing the lever presentation of food. The rats learnt quickly to go to the lever after a few times of being put in the box. Getting food after pressing the lever made the rats to repeat the action again and again. The rats learned to repeat that behavior because food followed the particular behavior. The main influence on human behavior is learning from the environment.

Furthermore, Darby (2003) enumerated the three principles for teachers’ enhancement of effective learning. They are: learner should be given information in small bits, learners should learn at their paces and learners should be given rapid feedback to indicate the accuracy of their learning. Skinner’s operant conditioning is relevant to microteaching practice using the above three principles. In microteaching practicum,
student teachers acquire one skill at a time using small number of students (5-10) and spending small number of time (5-10 minutes). According to Skinner, a desired behavior will be repeated by learners if positively reinforced with rewards which can be in form of certificate. Since Microteaching practicum is the prerequisite to Teaching Practice, student teachers put in their best during practicum. Where they do not perform to expectations, they engage in re-teach cycle until perfection is established. This is because success in microteaching is the gateway to teaching practice and without success in teaching practice, student teachers cannot be certified.

Furthermore, Bandura propounded Social Cognitive Theory. To Bandura, every form of behavior is learnt. Every human behavior such as disposition, actions and interest is element of what people see, interact with and acquire in their daily encounters. Any social behavior is learnt primarily by observing and imitating the actions of others.

![Fig V: Bandura’s chart on Social Learning Theory](http://en.wikipedia.org/wiki/Social_learning_theory (modified on 6 Nov 2013)
According to Denier et al (2013), Bandura like Thorndike and Skinner has the assumption that learning occurs through observation but learners have ability to influence their own behaviors and the environment. This could be achieved through self-reflection and self-regulatory processes. In addition, Bandura believed that learning can occur without an immediate change in behavior because learning and the demonstration of what has been learned are distinct processes. Bandura (2001) claimed that learning is not limited to acquisition of new behaviors but also of cognitive skills, concepts, values, habits, rules, abstract and knowledge.

![Bandura's Diagram on learning](http://en.wikipedia.org/wiki/Social_learning_theory(modified on 6 Nov 2013)

Fig VI: Bandura’s Diagram on learning;

Bandura utilized an inflatable clown known as Bobo doll to test modeling behaviors in children. He had three groups. One was exposed to an aggressive adult model, the second group was exposed to a passive adult model and the third group was a control group that was not exposed to any adult model. Adults in the aggressive group were asked to verbally and physically attack the doll. Those in the passive group were asked to play peacefully with the doll. Result showed that those exposed to the aggressive model were more likely to emulate what they had seen and behaved aggressively toward the doll.

According to Bandura (2001), observational learning can occur in relation to three models: live model, verbal model and symbolic. Live model refers to the situation where someone is demonstrating the desired behavior while there are people observing and imitating him. The verbal instruction is a process whereby an individual describes the desired behavior in detail and instructs the participant in how to engage in the behavior. In the symbolic, modeling occurs by the means of the media such as radio, audiotape and printed texts. The modeling process involves several steps which include attention, retention, reproduction and motivation. Microteaching is related to the three models because there is usually an educator who mentors the student teachers. Microteaching cannot be done by proxy. The student teachers have to be in attendance. They must pay attention to the features of the modeled behavior provided by the mentor.

The student teachers remember details of the behavior and learn how to reproduce the behavior in accordance with the model. Their abilities improve with time. There must be motivation provided by the supervisor and peers during reproduction of the behavior. The student teachers watch him and practice the skill. The mentor instructs
the learners on how to engage in acquisition of microteaching skills. The practicum is recorded using printed materials (questionnaire), audiotape or video recorder. The playback machine is used by the student teachers for feedback. The mentor assesses the learners, commends the strengths, criticizes the weaknesses and corrects the learners’ mistakes.

**The Concept and Historical Development of Microteaching**

Microteaching is one of the innovations to improve teacher education. According to Allen and Ryan (1969) microteaching is a scaled down teaching encounter. This is because it entails reduction in class size, duration of the lesson, objectives of the subject matter and number of skills to be acquired. The student teachers are expected to teach between 5-10 minutes. Every time they practice, their learning continues. The practices are used in microteaching especially in feedback and teach re-teach cycle which enhances effective teaching practice.

Student teacher teaches 10 students instead of 40-50 students in a normal class, spending 5-10 minutes for the micro-lesson instead of 35-40 minutes in a normal class, practice only one skill at a time instead of using many integrated skills in the normal lesson and having only one or two objectives from the content instead of having about four or five objectives for a normal lesson. There is reduction in the length of time, class size, task to be accomplished and skills to be employed.

Ofoefuna (2002) defined microteaching as a component skill approach to teachers’ preparation and training. Without adequate acquisition of teaching skills, learning process cannot be effective. McKnight (2003) viewed microteaching as
laboratory training procedure for simplification of the complexities of teaching –learning process. In the attempt to define the concept of Micro-teaching, Abifarin (2004) examined the two words involved: Micro and teaching. Micro means something that is small while teaching means the art of giving instruction. When the two words are joined together, it becomes micro-teaching, which means giving instruction on a smaller scale. In agreement with Abifarin, Ajayi (2006) described micro-teaching as a system of controlled practice that makes it possible for student teachers to concentrate on specific teaching behaviors.

In addition, Yusuf (2006) described microteaching as the practical training technique which gives the students and the teacher the opportunity to master the skills inherent in teaching in a laboratory environment before actual class experience. Adewoyin (2007) defined micro-teaching as an instructional method employed in the professional training of teachers. Aggarwal (2007) described microteaching as a training procedure that aims at simplifying the complexities of the regular teaching procedure. The student teacher engages in a scaled down teaching situation in terms of time, class size, content of the subject matter and teaching tasks.

Teg (2007) defined microteaching as a process whereby student teacher learns to acquire the rudiments of teaching in the classroom. Microteaching prepares student teachers on what they need to master before going to the field for teaching practice. Microteaching is a course or practical experience which prepares the student teachers ahead of the challenges that await them in their future teaching career as educators. Patel and Mohasina (2011) described microteaching as an organized practice teaching which aims at giving instructors confidence, support and feedback. It is a quick, proven and fun
way of helping teachers get off to a strong start. It is designed for the training of both of both pre-service and in-service teachers.

Furthermore, Egunjobi, Nwaboku and Salawu (2011) described microteaching as a program that prepares student teachers for the main teaching practice. They explained that microteaching is an indispensable course for student teachers. This is because they need to observe and acquire for teaching tasks. Isa and Jusoff (2011) considered microteaching as the ultimate sessions where the undergraduates put into practice theories. Also, Singh (2011) described microteaching as a safe practice, a vehicle for continuous training and a new approach to supervision.

In addition, Konstantinos (2012) defined microteaching as a method of teacher training that is current and effective for acquisition of specific teaching skills. It is considered as a training technique for prospective teachers in Universities and Colleges of Education. It is considered as a precondition for the improvement of the quality of school education. In addition, Saxena and Khajanchee (2012) explained that microteaching is a teacher training technique which helps the student teachers to master the skills of teaching.

Recently, Tidwell (2013) viewed microteaching as a session of practice teaching that is videotaped for the teacher to watch. Microteaching is suitable for potential, new and existing teachers to review their teaching techniques and receive feedback from fellow teachers and administrators. The feedback received is used for making corrections to their teaching style accordingly. As every human activity or behavior is geared towards achieving a purpose so also, microteaching has aim, goals and objectives. Microteaching
as an innovation in education has intention of training pre-service teachers in skills acquisition so as to make them effective and professional.

All human endeavors are traceable to their origins. The historical development of microteaching started from demonstration lessons. According to Ijaiya (2013), between 1950s and 1960s, there was low, unsatisfactory and poor performance of pupils in America. Teachers were held responsible and accountable for the poor condition of education by the society. Teachers were blamed for poor teaching methods and they too claimed that they were not properly equipped with the necessary teaching skills to perform to societal expectations. This called for experiments on the experiences which might be relevant for teaching in terms of innovative teacher education program by educators through series of innovations which were supported by substantial funding from Foundations and Governments. Examples of such foundations were Ford and Kettering.

One of the beneficiaries of such financial aid was the University of Stanford group which developed microteaching. Prior to the development of microteaching, demonstration teaching was used traditionally. It was the immediate predecessor of microteaching in Stanford University. During the time of demonstration teaching for teachers’ training, a student teacher presented a lesson to a small group of fellow students while the rest of the class looked on. It was the demonstration lesson that developed and resulted to microteaching in 1963.

Fayaz (2011) gave a full record of microteaching historical development. Microteaching was named for the first time at Stanford University in United States of America when an experimental project on the identification of teaching skills was in
progress under the guidance and supervision of the Faculty members in persons of Bush, Allen, McDonald and Acheson. The team of experts was assigned the development of testing and evaluation of tools to measure the attainment of teaching experiences which might be relevant to teaching interns in an innovative teacher education program. The team launched a new laboratory experience and approach in the preparation of teachers under the auspices of the Secondary Teacher Education Program (STEP).

The program was initially referred to as ‘Demonstration Teaching’. While developing the approach, those things that could make an effective teacher were identified through field activities and research work by Allen and his team as well as other group of individuals over the years. Those things identified were considered teachable, learnable and could bring desired change in behavior. That was how the concept of ‘Teaching Skills’ evolved. The problem and the search to find better ways of teaching these identified skills and making the teachers imbibe them with the objects of enhancing teacher competence and effectiveness brought about the whole idea of micro-teaching.

In the process, Keith Acheson who was a Doctoral student and a Researcher discovered a newspaper article about a German Scientist who invented a portable video tape recorder. Acheson was investigating the utility of the video tape recorder in technical teaching skills’ development. With the support of Allen, Bush and McDonald, Acheson explained several different uses of the portable videotape recorder and its potential and modifying channeling interns’ behaviors toward desired objectives and for examining alternative approaches for students’ teaching experiences. It was detected that videotape recorder could be used for recording the class interaction accurately. This led to the
development of systematic and accurate method of giving student teachers feedback. As a result, there was formulation and development of microteaching technique of Plan----Teach----Feedback----Re-plan----Re-teach----Re-feedback (Singh, 2011).

During planning stage, the student teacher is mentored by an expert or an educator who serves as supervisor. The educator/supervisor demonstrates a skill at a time which the student teacher would like to watch, learn and uses in his lesson. The educator gives a model lesson and uses all the characteristics of the skill. After watching the educator, the student teacher plans his lesson on the particular skill. The student teacher selects the content, objectives, methods and materials and writes the lesson plan to be used for the lesson. The student teacher teaches using the skill he has watched and prepared for. The student teacher’s lesson is observed by the educator and the audience who take note of his strengths and weaknesses.

The recording of his performances could be done using printed materials, tape recorder or camcorder. The feedback is given by the supervisor and the audience. The student teacher can also do self-assessment of his teaching after reading the comments made by the assessors or after watching the payback machine. If he has minimal corrections and successful he goes to the next level and does not go for re-teach. He then prepares for another skill to be acquired. This implies that it is not all student teachers that go for re-teach. If he has too many errors, he re-plans his lesson. He may change his audience, methods and strategies. He prepares a new lesson plan and re-teaches. The supervisor and the audience watch him again and criticize his teaching. He is given re-feedback. If he is successful he goes for another skill acquisition but if not, he re-plans
again until perfection is reached (Ajibade (2009), Fayaz (2011) and Saxena and Khajanchee (2012).

About 60 student teachers in the Intern Program were randomly divided into two equal groups during the summer of 1963. A group named experimental group got microteaching training while the other half had the standard student teaching experience in local cooperating schools. Video tape was first used in microteaching during that summer. It was discovered that the marriage between microteaching technique of training teachers and videotape was a happy association but Allen and Ryan (1969) warned that video tape was important; it is not a compulsory part of giving feedback in microteaching.

In addition, Egunjobi, Nwoboku and Salawu (2011) traced the genesis of microteaching globally to the evolution of the video technology in Germany. They recorded that microteaching was traced to the handwork of Keith Acheson, N.B. Robert and W. Allen Dwight of the Stanford University. They also agreed with Fayaz (2011) that the development of microteaching was boosted and supported by Ford Foundation. They documented the fact that microteaching was initially named demonstration teaching in agreement with Ijaiya (2013). Later microteaching was found and recognized as an effective teacher training technique especially at the pre-service level.

Between 1970s and 1980s, microteaching like harmattan fire spread from United States of America (USA) to countries like Malaysia, United Kingdom and Australia. Microteaching was universally accepted as an indispensable strategy and a panacea for effective teachers’ training in 1990s. Nigeria was not left behind in the innovation.
The use of the concept of micro-teaching started in Nigeria in 1974. It was the effort of UNESCO at Alvanikoku College of Education Owerri that ushered in micro-teaching in Nigeria. From there, micro-teaching spread to other tertiary institutions like College of Education Abraka now Delta State University and College of Education Awka. Microteaching was not only found effective for training teachers in Nigerian Colleges of Education but also in Nigerian Universities and Institutes of Education. Some scholars in University of Ilorin, ObafemiAwolowo University Ife and University of Ibadan studied and examined the effectiveness of microteaching on the student teachers’ performances in teaching practice exercise in 1980s. The findings were encouraging and it was recommended for Nigerian Universities, Colleges of Education and Institutes of Education as the training technique in teachers’ preparation.

In 1990s, the National Commission for Colleges of Education (NCCE) in Nigeria made mandated microteaching a part of accreditation requirements that must be properly put in place under Educational Technology Centre. It used to be a course (EDU213) for two credits in Colleges of Education but since 2010, two courses are attached to microteaching (EDU213, Theory and EDU 223, Practicum). Student teachers are expected to register for the two courses, offer them and pass them before they are posted out for teaching practice exercise.

Similarly, the National University Commission (NUC) has recommended microteaching as compulsory course for all Teachers Trainees in all Institutes and Faculties of Education. Virtually all tertiary institutions running teacher education program today adopt the concept of micro-teaching. The institutions are Federal, State and private Colleges of Education, Faculties of Education in Universities, Department of
Education in Polytechnics and Institutes of Education such as National Teachers’ Institute, Kaduna. Micro-teaching is one of the compulsory courses in the NCCE guidelines for minimum standard for NCE graduates.

All student teachers at the end of their training are expected not only to pass certain prescribed set of written examinations but also to attain level of competency in the task of teaching. Micro-teaching has become the most effective strategy for ensuring the attainment of the expected level of competency in teacher education.

**Objectives and nature of Microteaching**

Teacher education is the special training that is meant for teachers and teaching profession. One of the components of teacher education program is practice. Before student teachers are thrown to the normal classroom for teaching practice, they undergo microteaching which equips them for acquisition of teaching skills. According to Ijaiya (2013), one of the recurring problems in teacher education is skill acquisition in teaching. The pre-service teachers are exposed to rudiments of teaching through microteaching.

Saxena and Khajanchee (2012) and Ambili (2013) identified three phases of microteaching. They are: knowledge acquisition phase, skill acquisition phase and transfer phase. The knowledge acquisition phase is described as pre-active phase. During knowledge acquisition, student teachers learn about the skills and their components through orientation, lectures, discussions, tutorials, illustrations and demonstration of the skills given by the experts. They learn about the purpose of the skill and condition under which it proves useful in the teaching-learning process. They learn a lot about the skills from the demonstration given by the experts.
The second phase as identified by Saxena and Khajanchee (2012) and Ambili (2013) is the acquisition phase. It is the interactive phase when the student teachers are expected to plan micro-lesson on the basis of the demonstration presented by the experts. The student teachers practice the skills through the microteaching cycle and continue their efforts till they attain mastery level. The feedback component of microteaching contributes significantly towards the mastery level. The feedback is given on the purpose of behavioral change of the teacher trainees in the desired direction. The last phase is the transfer stage of microteaching which can be referred to as the post-active phase. After attaining the mastery level and command over each of the skills, the student teachers integrate all these skills and transfer to actual classroom teaching.

The major objective of microteaching as enumerated by Aggarwal (2008) and Jason and Tiffany (2010) is to enable student teachers to learn and assimilate new teaching skills under controlled conditions or environment. Microteaching enables student teachers to master a number of teaching skills which empower them to gain confidence in teaching. One time- honored adage says, ‘You cannot learn to swim if you do not get in the water’. Another objective of microteaching mentioned by Ajibade (2009) is that it is geared towards equipping student teachers to gain confidence in teaching. This it does by making the student teachers to master a number of skills on a small group of students. Gorgen (2003) stated that microteaching aimed at helping student teachers to gain confidence and research skills. Through microteaching, student teachers can gain pre-service and in-service teaching experiences and academic self-confidence.

Microteaching is made up of some characteristics. The student teachers are required to teach a single concept, use a specified teaching skill, use a specified teaching
skill for a short time and use the skill on a very small number of pupils. According to Allen and Ryan (1969), microteaching is a real teaching situation where the complexity of the real classroom teaching is reduced. The reduction is done in terms of class size (population), time (duration) and content (task to be accomplished). The student teachers who are regarded as the micro-teachers teach between 5-10 pupils who are likely to be their classmates, colleagues and friends instead of facing the real classroom situation of about fifty (50) pupils. Instead of teaching for forty (40) minutes as it is in the real classroom situation, the micro-teachers prepare their lesson plan and teach for maximum of ten (10) minutes.

Moreover, since there is reduction in population and time, the task to be accomplished is also reduced to one or two instructional objectives. Therefore, microteaching affords the student teachers to have first-hand teaching experience in the fear-free atmosphere. They practice the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till they attain mastery in the use of skill.

**Merits and limitations of microteaching**

Microteaching has a lot of advantages over traditional technique of training professional. This does not mean that it has no drawbacks which act as its limitations. In spite of this, teacher trainers, educators and educationists consider microteaching as an indispensable tool in producing effective teachers. Microteaching is widely used in various forms of education today. Microteaching is used in nursing, pharmacy, health sciences, life sciences, mathematics and languages (Fayaz (2011). This is due to its
functions, roles and merits in various fields. Ambili (2013) confirmed that microteaching has a pivotal role to play in all educational training programs because it improves learning. Some of its merits and limitations are discussed below.

Microteaching provides a training opportunity for student teachers who benefit or profit from all of the advantages of the situation. Such advantages are: student teachers are able to act as pupils and as teachers, as sources of feedback, as organizers of microteaching session and as video operators. Slabbert (2013) explained that if video equipment is used to make records of the microteaching lessons and to provide feedback, the student teachers have to be able to handle the equipment during the recording and replay. The student teachers are expected to engage in only the most elementary operations that can be easily carried out by inexperienced person after training. The operations include: following the subject (teacher trainee) with a video camera, focusing on the subject, zooming in and out on the feedback, inserting and ejecting video cassette, making a recording (audio and video), playing back a recording and the playback.

Another advantage of microteaching is that it emphasizes training for mastery of teaching activities such as skills, teaching methods and curriculum selection. Achuonye (2007), Adewoyin (2007) and Ajibade (2009) submitted that microteaching makes student teachers concentrate on specific teaching behaviors. They choose and master a skill at a time. It is after mastering a skill that they choose another one until they are able to master and integrate all the microteaching skills. There is opportunity for a student teacher that is unable to master a skill adequately to re-teach the lesson until perfection is achieved.
There is immediate feedback using microteaching. Kumar (2008) opined that microteaching enables the student teacher to view and hear his own performance which allows him make self-criticism. Afolabi (2010) and Ajibade (2009) noted that microteaching greatly expands the normal knowledge of results of feedback dimension in teaching and it gives room for immediate feedback. The student teacher is given the opportunity of self-analysis of his own behavior while teaching. Microteaching minimizes delay in feedback.

In addition, microteaching provides the student teachers with a much less complex learning than normal school practice. Microteaching lessens the complexities of the normal classroom teaching by ‘scaling down teaching’ in terms of time, population, content and skill. Microteaching exposes the student teachers to laboratory training procedure that is geared towards simplification of the complexities of regular teaching learning process. Achuonye (2007) observed that microteaching simplified teaching task reducing the length and lessons’ complexity. Kumar (2008) viewed microteaching as a training technique which enables the learner to learn the teaching skills through a scaled down process of teaching and learning. Micro-lesson is more manageable than real classroom teaching in terms of time and size. Afolabi (2010) argued that student teachers can learn teaching skills better as the complexities of a conventional lesson are reduced. The complexities are in terms of number of students (class size), duration (time) and content (objectives). Ambili (2013) observed that microteaching skills help the novice teachers to learn the art of teaching at ease and to the maximum extent.

Microteaching offers the student teachers the opportunity to easily practice teaching skills during the microteaching lessons’ presentation. Oguntunde (2009) and
Yusuf (2009) opined that microteaching is a laboratory approach to training pre-service teachers. It helps the student teachers to develop and improve their teaching skills. The student teachers are offered the opportunity of practicing particular teaching skills until they are mastered. Microteaching allows student teachers to accomplish a specific skill at a time and later integrate all the acquired skills for use. In support of Oguntunde, Kumar (2008) observed that microteaching permits concentration on specific skills to be demonstrated.

Furthermore, Achuonye (2007) opined that microteaching equips student teachers with acquisition of vital teaching skills in examination free environment. The teaching skills and behaviors acquired during micro-lessons tend to persist for a long period of time. Kayode, Ajayi, Ibrahim and Adeyemi (2005) observed that microteaching removes most discipline control and organizational activities. This allows the student teachers to concentrate on specific teaching skill at a time. Afolabi (2010) noted that microteaching helps student teachers to identify, select and practice teaching skills in a supportive and conducive environment. According to Al-Methan (2003), concentration on specific teaching skill provides teacher trainees with rich experiences which make them to develop professionally.

In another development, microteaching afford the student teachers the opportunity for self-evaluation. There is availability of feedback from different sources. During microteaching, the trainee’s performance is recorded by his supervisor and colleagues. The records provided by the video and tape recordings are also there. He watches the video and listens to the audio recording to evaluate him and compare his assessment with that of his supervisor and peers. By doing this, he makes meaningful
contributions to his development and to the improvement of his peers when he gives them feedback too. Afolabi (2010) argued that the use of video tape, audiotape and evaluation card ensures that student teachers do self-evaluation for improvement of their teaching skills’ acquisition.

Micro-lessons prepare the way for macro lessons. Microteaching is a preparatory ground for teaching practice. One of the merits of microteaching identified by Ajibade (2009) is that it facilitates data collection for improving teaching practice evaluation. According to Achuonye (2007), microteaching guards against exposing learners to poor teaching by potential teachers during teaching practice program. Kayode, Ajayi, Ibrahim and Adeyemi (2005) claimed that microteaching as a training environment complements teaching practice. Afolabi (2010) opined that microteaching provides student teachers with teaching encounters before the actual teaching practice. Ijaiya (2013) claimed that when microteaching is properly carried out, the teaching practice exercise is likely to be a more rewarding and successful exercise. This is because increase in the number of weeks spent for teaching practice by student teachers cannot compensate for weak campus-based practical training. Ambili (2013) opined that microteaching promotes real-time teaching experience to student teachers.

In addition, the gap between theory and practice is formed by systematic practice of teaching skills. Microteaching is a training technique in real teaching. Theoretically, student teachers read books about teaching methods attend lectures and take courses on teaching. What they read in books makes teaching simple than practice. This is because it is not easy to get in front of students for the first time. It is a trying experience for student teachers.
According to Tanga, Maja, Dairo, Micheal, Stainer and Strittmatter (2013), it is not easy to transform the theory into practice. This is because it is not easy to get in front of the students for the first time. Instead of facing learners in the real classroom situation, microteaching gives the student teachers the opportunity of practicing with a small number of students (preferably peers and colleagues) for a short period of 5-10 minutes. The student teacher puts himself under a ‘microscope’ of a small group, in a protected environment and gain confidence to face larger audience. Achuonye (2007) explained that microteaching enables the student teachers to practice all that they have studied theoretically. The incumbent teacher has ‘a face-face encounter in an early marriage of theory and practice’. According to Bell (2007), microteaching provides student teachers with valuable teaching experiences and affords them the opportunity to be aware of the benefits and relationship between theories and practice.

Furthermore, Microteaching has created a training ground for other disciplines and fields. Afolabi (2010) noted that microteaching as a course in teacher education program adds versatility, integrity and credibility to teaching profession. This is because fields and professions like nursing, law, medicine, engineering, languages and architecture use the feature of microteaching for their academic and practical training. Additionally, Chatzidimou (2011) considered microteaching as a ground-breaking program of teaching skills and a vehicle of teacher training and teacher professionalization.

Microteaching affords the student teachers the opportunity of detecting and correcting their mistakes early under the supervision and guidance of supervisors. In the normal class, the teacher pays attention to the learners’ characteristics such as age,
developmental level, maturational level and socio-economic background. The student teachers do not pay attention to such variables because they teach their colleagues. As a result, they are able to correct their mistakes easily. Kumar (2008) claimed that microteaching permits senior teachers to assist the younger or potential teachers to identify their strengths and weaknesses in a practical manner and hence set guidelines for improvement.

According to Achuonye (2007), microteaching exposes the student teachers’ strengths and weaknesses. This motivates them to improve in a low risk supportive environment. Kayode, Ajayi, Ibrahim and Adeyemi (2005) noted that microteaching provides ‘low risk’ for the student teacher and his learners. Instead of teaching children that are less matured wrong concepts, he teaches his colleagues who may have more knowledge of the subject matter than him.

Afolabi (2010) observed that any mistakes committed by the student teacher could cause permanent damage to the life of the learners in a macro-lesson during teaching practice. It is better for a student teacher to first experiment with his colleagues, friends and peers where mistakes can be harmless and non-destructive. Allen and Ryan (1969) and Adeyanju (2004) argued that teaching experiment should not be allowed on children who are supposed to be taught skillfully in school and not be practiced on.

Microteaching offers the student teachers the opportunity to pilot materials and evaluate them with colleagues before trying them out in a full class. The student teachers make use of their knowledge of improvisation to make available the needed materials and manipulate the audio-visual gadgets. According to Ajibade (2009), through microteaching, student teachers gain new experience in handling learning materials.
In addition, microteaching is a new research tool. There are many studies, investigations and examinations on microteaching. Researchers had compared its effectiveness with that of traditional teaching. Educators have studied the correlation between microteaching and teaching practice and they have investigated the effectiveness of videotape, audio tape and printed materials on microteaching.

Microteaching brings changes in student teachers regarding their teaching. A greater grasp of teaching as a complex, challenging profession is ensured through microteaching. The field has the capacity of creating greater interest for teaching. Student teachers are motivated to participate in teaching and become professionals and authorities in their fields. The student teachers have increased self-confidence of becoming teachers. In support of this, Oguntunde (2009) noted that microteaching exposes student teachers to the realities of teaching. It introduces them to their roles as teachers and enables them to realize the difficulties faced by teachers especially in Nigerian classrooms.

Achuonye (2007) noted that microteaching creates opportunity for the in-service teachers to practice new instructional skills or behaviors. Some researchers have gone into the study of microteaching and in-service teachers. Through microteaching, the in-service teachers discover new teaching approaches of various subjects and courses. According to Achuonye, microteaching is used effectively by in-service teachers to practice new instructional skills and behavior. Through microteaching, the in-service teachers can up-date their knowledge.

Microteaching makes peer teaching possible. According to Egunjobi, Nwabuoku and Salawu (2011) classmates are readily available than real students. Many Colleges of Education and Universities may not have Demonstration schools where student teachers
can source for students to teach during microteaching. Even where Demonstration schools are available, the microteaching session may disrupt the school program.

In addition, Microteaching provides opportunity for peer teaching which the situation is where the student teacher teaches his classmates, friends and colleagues. In using peers, the supervisor needs to check and curb the excesses of the peer group members especially in the area of overreaction during the critique session. According to the study conducted by Fry and Hin (2006), peer coaching makes student teachers feel more confident, relax and comfortable. Lu (2010) opined that peer helps student teachers to develop professionalism. In the same vein, Amobi (2005) claimed that microteaching is a favourable and meaningful learning experience due to peer feedback.

Furthermore, student teachers are helped by microteaching to build their self-confidence for teaching. Achuonye (2007) noted that student teachers are given opportunity to overcome mannerism, nervousness and other semantic barriers which can hinder the performance before the audience and supervisors. This leads to greater teachers’ effectiveness that is essential for better learning. Afolabi (2010) opined that microteaching afford student teachers to gain competency in the writing of lesson plan, stating objectives and delivering their lessons. According to Oguntunde (2009), microteaching helps the student teachers to see the importance of planning, decision making and implementation of instruction.

Karckay and Sanli (2009) confirmed (using research reports) that microteaching affects student teachers’ competency positively. However, the numerous merits or advantages of microteaching do not mean that it has no limitations; the limitations are minimal compared to its merits in teacher education. For example, microteaching is skill
oriented at the expense of content orientation. Since there is reduction in time, there is also reduction in objectives of the subject matter.

In addition, microteaching does not pay attention to broad-based patterns of behaviors in the classroom. Since there is reduction in time, little or no attention is paid to classroom management. It does not take into consideration the overall environment of teaching. Kumar (2008) noted that microteaching applies only to observable, demonstrated and quantifiable skills. Other skills like keeping of students’ records are not taken care of by microteaching.

Microteaching is costly and expensive. It is not easy for all the Colleges of Education and Faculties of Education in Nigerian Universities to establish modern Educational Technology Centers and equip the microteaching laboratories adequately due to poor funding of education. The software and hardware like the digital video camera, audio and video tape recorders, Closed Circuit Television (CCTV) and television monitor as well as play back machine may be too expensive to purchase and maintain by educational institutions. The erratic power supply and constant power failure may hinder proper recording during microteaching sessions. This makes the evaluation which is an essential feature of feedback of microteaching impossible and renders the whole exercise to become a mirage.

Furthermore, microteaching does not take into consideration the overall environment of teaching. According to Kumar (2008), microteaching is conducted under controlled environment where different audio-visual media are provided. The consciousness of the audio and visual recordings may be a burden to the student teachers and may create fear and anxiety in them. Some of them focus their eyes on the camera
instead of their audience. The recordings may merely have cosmetic effects on the entire training scheme as student teachers may pay more attention to their appearance on the camera than on skills’ acquisition. The student teachers can pretend and may not behave exactly the same way when they get to the field.

In her contribution, Achuonye (2007) noted that microteaching is time consuming. This is because the idea of 5-10 minutes per trainee for each skill may sound short but it is stressful for the supervisor who has to observe, criticize, correct, encourage and evaluate especially at this time of population explosion. For each student teacher to repeat presentations of plan---teach--- feedback--- re-plan--- re-teach and re-feedback cycle until each skill is mastered takes a long time.

The non-challant attitude of student teachers may have negative impacts on them. Achuonye (2007) observed that student teachers do not attach much importance to the course. Many student teachers do not bother to turn up for microteaching. This hinders microteaching effectiveness in Nigerian teacher producing institutions. Apart from that, student teachers do not easily accept negative comments made about their presentations. This makes learning difficult for them as they tend to repeat the same mistakes often and often. There have been cases when microteaching sessions end with quarrels, misunderstanding and misconception.

The comments, commendations and criticism may be misleading. This is because many of them may fail to make the true comments about their friends, mates and colleagues’ performance during micro-lesson. Whether their feedback is oral or written (filling of questionnaires or evaluation cards), the peers erroneously believe that scores and comments made by them may affect the overall score assigned by the supervisor. As
a result, they pretend not to see the errors committed by their mates. Therefore, they make fantastic comments on their peers and give them high marks even when they have poor performance.

**Different types of Microteaching skills and their acquisition**

Teaching skills are the behaviours and actions that teachers acquire through practice and experiences which are used during lesson presentation of the contents in other to make lessons easily understandable. According to Ajileye (2012), no teaching can actually take place without a demonstration of one skill or the other. A successful teacher in his teaching task might have been helped by the instrumentality of a host of skills at his disposal. The unsuccessful teacher in his teaching tasks dissipates energy and time but still, he constantly meets stone wall as the pupils fail to demonstrate desired learning outcomes. His failure is not as a result of the knowledge of the subject matter but as a result of lack of skills to transmit the knowledge or impart the knowledge to his pupils.

Kilic (2010) argued that teachers are more than transmitters of information like periodicals, course books and information sheets. Teachers are facilitators in learning process and in creating learning-conducive environment. To do this efficiently, teachers need some skills in teaching. These skills are used for training student teachers and they are referred to as microteaching skills. The numbers of microteaching skills depend on the authors or educators.

Allen and Ryan (1969) identified some microteaching skills at Stanford University for effectivepracticum. They are: writing instructional objectives, non-verbal
communication, set induction, recognizing and attending to learners’ behaviours, planned repetition, questioning and explanation. Others are: illustration with examples, stimulus variation, reinforcement, chalkboard utilisation and closure. In another development, Passi (1976) identified thirteen (13) microteaching skills. These are: writing instructional objectives, set induction, fluency in questioning, probing questions, explanation, illustration with examples and stimulus variation. Others include silence and non-verbal cues, reinforcement, learners’ participation, chalkboard utilisation, recognizing and attending learners’ behaviour and closure.

In addition, Achuonye (2007) gave a list of twelve (12) microteaching skills. These are: set induction, closure, communication, stimulus variation, reinforcement, repetition, examples, explanation, attending to learners’ behaviours, questioning, classroom management and instructional materials utilisation. Kumar (2008) enumerated some microteaching skills. These are: probing questioning, illustration with examples, explanation, stimulus variation, reinforcement, classroom management and chalkboard utilisation. In the same vein, Ajibade (2009) identified ten (10) microteaching skills. They include set induction, illustration with examples, stimulus variation, planned repetition, reinforcement, non-verbal communication, questioning, learners’ participation, instructional media utilisation and closure.

Furthermore, Shar and Mansur (2011) identified eight (8) microteaching skills. They include planning, set induction, presentation, effective questioning, listening, reinforcement, teachers’ liveliness and closure. Ambili (2013) submitted eight (8) microteaching skills. These are: lesson planning, presentation and explanation, illustration with examples, reinforcement, stimulus variation, probing questions,
classroom management and use of audio-visual aids. Recently NCCE (2012) identified eight microteaching skills. They are: set induction, stimulus variation, planned repetition, reinforcement, non-verbal communication, questioning, closure and evaluation.

Going through the above examples, the present research is using the eight (8) microteaching skills identified by NCCE with addition of four (4) others. The additional ones are: planning, classroom management, use of chalkboard and use of instructional materials. The reasons for adding the four are two: the four skills are generally identified by the cited authors and the NCCE assesses the student teachers on the four skills during teaching practice.

The microteaching skills can be divided into three bodies: the pre-instructional skill, instructional skills and post-instructional skills. The pre-instructional skill is planning skill (writing of lesson plan and stating of objectives). Instructional skills include set induction, communication, explanation, illustration with examples, reinforcement, questioning, attending to learners’ behaviours, stimulus variation, classroom management, use of chalkboard, use of instructional materials and planned repetition. Post instructional skills are closure and feedback skills.

The skill of planning is a pre-instructional skill. It is not regarded by some educationalist as a teaching skill because it is not part of what actually goes on in classroom in terms of practice or activity. Ajileye (2012) noted that, a well-planned lesson with well stated objectives is equivalent to a lesson half completed. As a result, it is in-separable from other aspects of lesson presentation. Teachers need to realize that a well-planned lesson serves as a frame of reference and guide in all aspects of a lesson from introduction to closure. A well written lesson plan gives confidence to the teacher.
Many teachers fail in their teaching art right from this stage. Once the objectives of any lesson are wrongly stated, the consequence is disastrous. This is because the statement of objectives makes the success of such a lesson. Student teachers must learn and practice the skill of planning, writing of lesson and formation of lesson objectives. They should take this aspect very seriously because it may give negative or positive first impression to the supervisor at the beginning of a lesson presentation.

The statement of objectives should be relevant, clear, observable and measurable. Instructional objectives should contain a clearly stated verb that describes a definite action. For example the following verbs should not be used for instructional objectives: to know, to understand, to comprehend, to love, to like, to grasp, to believe, to appreciate, to value, to think, to realize, to familiarize and to cope with. These verbs are not measurable. Instead, the teacher should use the verbs that are measurable such as: to identify, to choose, to mention, to read, to add, to draw, to complete, to separate, to locate, to explain, to analyze, to interpret, to differentiate and to elucidate.

Different teachers /lecturers use a variety of lesson plans. This implies that there is no rigid format for lesson plans which is suitable for every condition. The format of writing lesson plan depends on the teacher’s training, orientation, reference texts and the available resources. In spite of the variations in writing lesson plans, there are essential principal elements/components that should feature in lesson plan. Also, there is need to harmonize the variation so as to reduce the student teachers’ stress during micro-teaching and teaching practice. Many of them get stranded as they are confused on what format to adapt for their training. This theoretical research has gone through many texts and has
considered many authors’ contention on the format of lesson plan. Apart from the fact that the elements in each text differ, the orderliness is not the same.

Two types of formats were identified by Ajelabi (2005). They are: Vertical (Traditional) format and Horizontal (Modern) format. Both vertical and horizontal formats are made up of three bodies:

1. Preliminary biographic data/introduction: Name, number, date, school, subject, class, age and duration.
2. Intermediary information: General topic, specific lesson topic, reference sources, instructional materials, instructional objectives, behavioural objectives and previous knowledge.

Another microteaching skill is set induction. Set induction skill is the act of introducing a lesson to awaken learners’ interest in the lesson and create an atmosphere of curiosity and motivation in the class. According to Isave (2012), set induction is a teaching skill used by the teacher for learners’ induction to attend and learn. The teacher is a powerful agent to set the learners into the right mind so as to prepare the class for the lesson. Set induction is any method, procedure or strategy a teacher adopts at the beginning of a lesson or instructional program so as to induce learners to be very attentive for better learning and achievement of set objectives. Set induction skill is a special skill used by the teacher at the beginning of a lesson to establish a rapport between the teacher and his pupils. A good beginning is most likely to
bring about good ending. Set induction attracts attention of learners towards making them mentally and physically ready to accomplish any task.

The Skill of stimulus variation deals with presentation of variety of stimulus that can help the learners to overcome boredom in a lesson. It involves changing from time to time. Everyone has a limit to which his attention can be sustained in any given task. Maheshwari (2011) described stimulus variation skill as skillful change in stimuli. The learners are stimulated to increase their active participation. Stimulus variation helps to extend the limit of attention of individuals. Classroom teachers can help learners to remain actively interested in the lesson by varying classroom situation such as teaching style, learning experiences and other teaching behaviors. Some of the specific things that teacher can adopt to ensure the skill of variety and variation are: movement and gesture, different mode of communication, pacing of lesson, change in interactional style and pattern, different mode of reinforcement and change of style in questioning and distribution.

Furthermore, Communication skill is another indispensable skill in microteaching. Communication is the act of giving information or message from one person to another. It is a way of making one's idea, concept, principles and information clear to others. According to Adegbija (2009), when one shares a message, information, idea, skills or attitude with another person, such person establishes commonness with that person. A good teacher must possess communication skill to make his explanation clear to his students. For his lesson to be explicit to the learners, he should be a good communicator. It is the communication skill that will aid the interaction between him and his students in the process of imparting and acquisition of knowledge and skills. To be able to convey
message efficiently to the learners, the teacher should develop communication skills. He should adopt both verbal and non-verbal communication to facilitate teaching-learning process and achievement of set objectives.

There are two types of communication; the verbal and non-verbal. The verbal communication relates to spoken words or speech used to convey information and express action. Verbal communication has to do with the information and quantity of spoken language. Communication is used at all facets of life. There is family communication, campus communication, community communication and organizational communication. At the education sector, communication is the transmission or the process of conveying information, idea, facts and knowledge from the teacher to the learners. A teacher must be a good communicator. At the school level, information takes place between the teachers to the pupils, school authority to the pupils, pupils to the teachers and school authority as well as from pupils to pupils. At the classroom level, the teacher’s speech should be of good standard in terms of correctness of grammar, tenses, punctuation and pronunciation.

Ajileye (2012) explained the qualities of spoken language. They are: accuracy (this has to do with correctness of spoken language without errors), audibility (this has to do with how loud and clearly someone can be heard when speaking), clarity (clarity has to do with how correctly and clearly words are pronounced during speaking or teaching) and tone (tone of speech refers to the capability of voice with regards to quality and strength of produced sound).

Non-verbal communication is a way of communicating without talking. It can also be referred to as silence skill. It can be referred to as body or sign language. In school
setting, non-verbal communication refers to an action by the teacher that gives learners the signal to say do or not do something. Klinzin (2002) argued that the use of microteaching in teacher training and in-service education lead to positive and long term effects in the acquisition of verbal and non-verbal behavioral patterns.

There are 3 aspects of non-verbal communication: silence, visual media and non-verbal cues. While using silence teacher may be communicating with the students in silence. This can be used to cut down the amount of unnecessary talking he does to increase student’s participation. In silence, there is absence of sound. The teacher neither speaks, talks, answers nor does something. For example, there may be distinct pause which prepare students for the next statement or action by the teacher. When a teacher wants the learners to write something, he pauses briefly his discussion so as to allow learners to put down or write down some points. His silence is a signal to the learners that they should write.

While using visual media teacher can display visual media without necessary talking. The media convey information and meaning that aid understanding. Non-verbal cues or gestures refer to the signal we give others with parts of our body which convey intended meanings. Okon (2011) submitted that people’s daily non-verbal behaviors reveal who they are. A teacher’s facial expression, eyes, voice, movement and gesture convey confidence and control. Eye contact and movements refer to where the teacher focuses, gaze or look. People are generally sensitive to looks of others because the look of the eyes can be an expression of the inner self. The look of an eye connotes friendly, unfriendly, anger, approval and disapproval of behaviors. The teacher can use eye contact and movement to contend and communicate with disciplinary problems in the classroom.
Questioning skill is a very interesting skill which a teacher cannot do without for good job to be done. It is a very important skill for micro-teaching. Questioning is used to draw out ideas from his students. According to Ajibade (2009), questioning is the skill that is used to elicit feedback, to stimulate thinking and reasoning and to develop understanding. It is used to determine students’ entry behavior, personal characteristics and understanding of a given lesson. Questioning is a valuable tool for determining achievement and finding out if the set objectives of a lesson have been achieved or not. While using questioning skill, the teacher should not call a student before asking his question and should not ask more than one question at a time.

The teacher should also distribute his questions evenly. Questions may be asked to arouse the students’ interest at the beginning of the lesson and to find out learners’ knowledge level at the beginning of the lesson or at any stage of the lesson. Questions may be asked to sustain learners’ interest throughout the lesson to curb boredom/disinterest and to probe learners’ thought. Questions may be asked to apply knowledge acquired as in the case of application of principles or formula already learnt.

According to Achuonye (2007), there are different types of questioning. The simplest type is referred to as lower order questions. These are questions that do not task the memory before they can be answered. They are mere recall questions. It is either the student knows the answer or he does not. How many states are in Nigeria? Such questions require definite answers. Another type of questioning is middle order questions. These are the questions that help to indicate if a learner’s behavior has been modified or changed by an instruction. It shows whether the learner is able to transfer what he has learnt in a situation to another. At the primary school level, most of the tasks in verbal
and quantitative reasoning are in the category of middle lower questions. Higher order questions are used at higher level. These are questions which cannot be answered merely from memory. This kind of question requires the students to go beyond the factual answer and begin to generalize, relate, infer, compare, perceive the cause effects and make value judgement.

Furthermore, reinforcement is another microteaching skill. During micro-teaching lesson, student teachers ask questions at different stages of a lesson just like in a classroom setting. The student teacher encourages responses from his students by using positive comments such as ‘good’, ‘okay’, ‘well-done’, ‘correct’, ‘excellent’ etc. The teacher can also use positive gestures like handshake and nodding. This motivates the students and learning. The teacher is to encourage all her students and not only the good ones. He should also encourage shy, timid and slow students to participate in the lesson. Non-verbal reinforcements like clapping can be used for correct responses. The teacher must tactfully reinforce the in-correct responses such as ‘that is a good contribution’, ‘can someone put it better’? Or ‘I admire your effort but you didn’t quite hit the point’, or ‘you are on the way, try more’.

Abifarin (2004) noted that there are two types of reinforcements: positive and negative reinforcement. Positive reinforcement can be referred to as the response of the teacher to learners’ behavior under the school setting so that the re-occurrence of an approved behavior at a subsequent time is increased. Positive reinforcement refers to reward which motives learners to learn better. Generally, learners need approval of their behavior to show they are appreciated by the teacher for good conduct or for answering questions intelligently. Commendations could include a simple ‘thank you’, gifts and
Negative reinforcement discourages unacceptable behavior patterns. This is when punishment is applied such that the re-occurrence of unwanted behavior is reduced or does not occur. When a teacher responds to a learner’s unwanted conduct or wrong answer negatively, negative reinforcement is applied. It may also be withholding of reward or application of punishment. It is a corrective measure inform of scolding, denials or punishment.

The skill of examples and illustrations is an important instructional skill. An example is a fact or event or condition that illustrates or represents a general rule while an illustration is the act of making something clearer by using examples and various media especially pictures, charts, drawing and photographs. Example and illustration skills facilitate teaching – learning process. The skills make way for easy remembering and recalling. Achuonye (2007) noted that the skill is used to clarify, verify and substantiate abstract ideas and concepts in order to achieve instructional objectives. The ideas or concept are first explained to the learners while they are backed up with appropriate examples and illustrations. The skill can be used to enhance teaching- learning process through the use of various instructional media [visual audio and audio-visual], practical demonstration, dramatization, experienced verbal illustrations and explanation. The teacher should use the examples that are chosen to serve specific objectives and needs of learners. The examples must be relevant and related to the experience and developmental level of the learners.

Furthermore, the Skill of explanation empowers the teacher to make a concept or idea clearer through verbal discussion or description. He should discuss in details so as to make the idea or concept understood by the learner. He needs this to clarify issues during
lesson presentation. Ajileye (2012) noted that the skill is a very essential activity by the teacher because it increases the learners’ understanding of task to be accomplished in a lesson. The teacher’s choice of words, construction of sentences and use of language intelligible and clear while presenting the content of a lesson. He should make complete statement and he should be fluent in his communication. He should be patient while explaining ideas, concepts, principles and facts so as to be able to present his discussion in a way that will help mastery, retention and recall of the subject matter by the students. While he is discussing and explaining the ideas and facts, he should give the learners opportunity to raise relevant issues, ask questions, make observations and present their own views and opinions.

Another important microteaching skill is the skill of recognizing learners’ attending behavior could be described as the ability of the teacher to monitor and be sensitive to learners’ reactions or behaviors during teaching-learning process. It also involves the use of feedback signals or hints which learners exhibit so that the teacher can restructure his lesson. Level of concentration, attention and interest of the learners can be revealed by the signals mentioned above. The signals as enumerated by Abifarin (2004) are: facial expression, hissing, direction of eyes, tilting of the head, body posture, body touching, feet shifting, yawning, looking sleepy, stretching of body, discussing privately during lesson, eye wide open, head up most of the times, hands and fingers stretched up to ask questions frequently etc. All these are indicators either interest or lack of interest, boredom and large degree of involvement by learners in the lesson. The recognition of such attending behavior is necessary so as to be able to address them so as not to disturb or create disciplinary problem during lesson.
A good teacher should be observant of what the learners are doing from time to time during lesson. After the teacher has recognized the behavior he should have ability to contend with them. He can grapple such situation by changing the lesson, varying activity, introducing new instructional strategies etc. He could check some of the behaviors using appropriate non-verbal cues such as facial expression, eyes, head, arm, hand and finger movement, extra-verbal cues etc. Attending behaviors could be negative or positive in whatever case, they should be attended to. He can also arrest the situation by not facing the chalkboard and by not writing for a long time on the board so as to be able to keep eyes on the students.

Furthermore, classroom management skill is a necessity in teaching-learning process. It is an instructional skill. Bhagava (2009) noted that discipline maintenance in the classroom and dealing tactfully with the pupils who misbehave pose a great challenge to teacher trainees. This is because they are worried and disturbed by impish pupils’ behaviors. This serves as a barrier to effective classroom management. Kilic (2010) claimed that student teachers can curb indiscipline and assert classroom control by effective use of instructional materials, good time management, positive personality and mastering of the subject matter. Others are ensuring constant interest in the lesson, creating a democratic, neat and conducive environment, proper leadership and classroom organization.

In addition, utilization of instructional materials is an indispensable microteaching skill. Instructional media in this context are all things which can be seen heard, read and manipulated in order to facilitate communication and teaching-learning process. The skill of instructional media utilization is the ability of the teacher to use a
host of materials to facilitate teaching-learning process in order to achieve the set objectives. They are used to make learning meaningful and concrete. They always affect the quality and quantity of learning. Ajelabi (2005) opined that pupils understand better and faster when instructional materials are used in teaching. There are numerous instructional media available today which serves as powerful and flexible means of communication to teachers and learners. These media affect the quality and quantity of learning. Examples of these materials are: printed text (books, journal, magazines, newspaper, maps, diagrams, posters, charts, graphs, photographs, and atlases), chalkboard, realia (real objects) and electronic media such as telephone, radio, tape, recorder, cassettes, television, public address systems, film, film strips, computers etc.

The use of instructional media facilitates teaching-learning process achievement of set objectives. Instructional media can be used in every lesson irrespective of discipline. Teachers are encouraged to use them in all their lessons. Student teachers should be able to produce and improvise such materials, especially in Colleges of Education. It is not good enough to use them only during teaching practice, but also when the student teachers are in the field of work. The materials must be well prepared, properly displayed, used at the right time and must not replace the teacher in class.

The skill of planned repetition is based on the principle that the more an idea or concept is repeated meaningfully, the more chances the pupils have to remember such idea, principle, key facts or concept. This is as a result of over learning. Planned repetition skill can help the pupils to acquire, assimilate, apprehend, store, recall and retrieve the ideas, principles, concepts and key facts. The learning and repetition must be meaningful if so that the learners will find it easy to transfer the knowledge correctly. If
the repetition is not meaningful, it amounts to monotony which may be boring to the pupils. Planned repetition skill can be applied using simple repetition, spaced repetition, cumulative repetition and mass repetition.

The act of bringing an action, event or activity to an end is called closure. Ajibade (2009) affirmed that closure skill is whatever the teacher does to bring a lesson to an end. He directs the attention of the pupils to the completion of the lesson. It is the process by which different units of a lesson is tied up by the teacher in order to establish a link between an old lesson and a new one. It usually associates with the end of a lesson. The types of closure are: instructional closure, cognitive closure and social closure. While using instructional closure, the teacher dominates the lesson and highlights the important points of the lesson.

Closure draws the attention of the pupils to the completion of the lesson and enables the pupils to understand and master ideas, concepts, activities and principles. It draws the relationship among them at the end of the lesson. Closure is used to emphasize and focus attention on the most vital points of a lesson so as to establish relationship between the newly acquired knowledge and the previous knowledge and experience. Closure is used to summarize the major points of a lesson and helps to clear misconception and misunderstanding of ideas, facts and issues. Closure skill provides the pupils with a feeling of fruition, fulfillment and accomplishment which serves as drive for continuous learning.

Utilization of chalkboard skill is an instructional skill. Saxena and Khajanchee (2012) described chalkboard as the old-friend of teachers which is still the most widely used teaching media. Zaheer (2013) defined chalkboard as a reusable vertical writing
surface on which texts and drawings are made with sticks of chalk. Originally, chalkboard was made of smooth, thin sheets of black or dark grey slate stone. Today, with the emergence of technology and digital media, chalkboard is made of various colors such as white, green and blue and materials such as bulletin, magnetic, interactive, sliding, roller and flannel boards. The utility of chalkboard is being improved on by the use of colored chalk, templates of figures, colored tempo/marker and drawing instruments. Chalkboard is inexpensive and easy to use. There is no school that cannot afford its purchase. It is a visual material that can be used to write texts, draw diagrams and make lists to support words and voice. Learners’ participation in the lesson is ensured by allowing them to write on the chalkboard. Christopher (2013) found the use of chalkboard more satisfying than the use of power-point. Even in the era of technology and innovations, Christopher noted that the old chalkboard still has something to teach. Despite all its merits, drawing diagrams on the chalkboard is time consuming and the diagrams on it cannot be reused.

Moreover, evaluation is the last microteaching skill. Feedback skill is a post-instructional skill. Adegbija (2009) claimed that feedback allows the teacher to identify areas of lapses, omissions and misconceptions in the teaching-learning process. Teachers can be considered as the judge in his own class through evaluation. He takes decisions in the teaching-learning process. The evaluation can be test, assignment, project or paper/pencil examination. According to Saxena and Khajanchee (2012), feedback skill involves giving and receiving feedback from the learners. Feedback refers to communication of feelings, emotions, impressions, knowledge, views, opinions and
suggestions on various matters. Feedback skill includes skills of setting questions for examination, giving tests and assignments, marking and collating results, placing objective judgement on learners’ performance, interpreting learners’ performance in tests and examinations and planning measures for learners’ improvement so as to allow them to do better. Feedback facilitates learning and correct usual mistakes done by the learners. It improves the process of learning especially in laboratory, project work, seminars, dialogue and discussions.

**Importance of Training in Teachers’ Preparation**

Achievement of educational aims and objectives cannot be met unless teachers have necessary training where they are adequately equipped with teaching skills and competences. Rao (2007) argued that it is when there are caliber of professional teachers who have good educational background and relevant teaching skills and attitude that educational aims and objectives can be realized. This is due to the fact that it is only the competent, professionally skilled, vibrant and well-coordinated teachers can meet the challenges of educational crises in Nigerian educational sector. For teacher education to produce such teachers the teacher trainees need to be well baked through exposure to enough teaching skills theoretically and practically.

The process of acquiring specific skills to perform a job better is referred to as training. The qualification that makes someone proficient in doing a job is called training. Training involves teaching, informing, and educating people to make them qualify to do their jobs. When such jobs demand greater difficulty and responsibility, the training they
Two types of training are identified by Abifarin (2004) and Ajibade (2009). They are: pre-service and in-service training. The in-service training concerns the staff development for improvement in their performances. The in-service training promotes professional growth of workers. The student teachers are already at work but they are strengthened by the in-service training. It may be in form of orientation training, foundation training, on job training, refresher course, maintenance training and career development training. Pre-service training on the other hand is formal and academic in nature. Pre-service training is offered in institutions using certain courses, curricula and syllabuses for a stipulated duration. The student teachers are taken through the process of training that prepares them to enter a certain kind of professional job. Examples of such professionals are teaching, engineering, nursing, medicine and agriculture. Student teachers are not supposed to get professional job unless they are certified and registered.

Training is cyclic in nature. Training starts with needs identification through a number of phases, stages and steps. Training ends with evaluation. Any deficiency in any of the steps of the training process affects the whole system. As a result, student teachers should be taken through all steps systematically in order to have accomplished training. This study investigates training and practice in education.

**Functions of Teaching practice in Teacher Education Program**

A related concept of educational technology is teaching. Teaching is a complex task. According to Achuonye and Ayoku (2003), teaching is the process that helps someone to acquire a change of behaviour through acquisition of skills, knowledge,
skills, values and habits. Onyilo and Onyilo (2007), Chike-Okoli and Ezeanolue (2005) and Ajileye (2012) viewed teaching as an art and a science course. This is because it involves the processing of a body of specialized knowledge (science) and it involves directing, guiding and stimulating learning (arts).

The agent of the change in behavior is referred to as teacher. In order to perform the job effectively, he needs adequate training. The more crucial job in teaching and learning is the process of training the teachers. Acquisition of teaching skills is not easy. Preparation or training of teachers is referred to as teacher education. The aims and objectives of teacher education in Nigeria as contained in the National Policy on Education (NPE). They include:

1. To produce highly motivated, conscientious and effective classroom teachers for all levels of education system.
2. To encourage the spirit of enquiry and creativity in teachers.
3. To produce teachers with intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions.
4. To enhance teachers’ commitment to teaching profession and equip them with professional skills.
5. To help teachers to fit into the social life of the community and the society at large.

In order to achieve the above listed aims and objectives, student teachers are posted to their schools of practice for six months. The exercise is referred to as teaching practice. Teaching practice is the practical aspect of teacher education. According to the
(NPE) (2004), teaching practice is an indispensable component of teacher education which is capable of making the potential teacher fits well into the teaching profession. Jekayinfa (2001) noted that sound professional preparation is necessary for success in teaching. Teaching profession cannot be acquired overnight, it needs adequate preparation and practical work. Olorundare (2004) considered teaching practice as the main quality control measure in the preparation of teachers. Ajileye (2012) viewed teaching practice as an exercise that gives the teacher trainees opportunity of putting into practice all they have gained during their exposure to different kinds of principles and courses. It is the field that permits the application of theoretical aspect to practical.

According to Adesina (2005), teaching practice is one of the first innovations in teacher education. It is a compulsory course in all teacher preparatory programs. Teaching practice is a core aspect of teacher education which is designed for training and testing the teacher trainees’ mastery of teaching skills. Bhargava (2009) described teaching practice as a time when all learned concepts have to be applied in real life situations successfully. It provides improvement to teacher trainees in terms of forming positive attitudes towards teaching profession, gaining teaching skills, applying theoretical knowledge to the instructional settings of the profession and professional proficiency. This is because student teachers gain their first teaching experience which will be useful during their professional life. Can (2009) view teaching practice as the application of professional knowledge and understanding of the learners, curriculum, teaching and learning environment so as to promote learning. For teacher trainees to understand the relationship between theory and practice in teacher education, teaching practice has a crucial role to play.
In addition, Asaya (2010) described teaching practice as the avenue for student teachers to put into practice all the knowledge and theories in the course work. They put into practice what they have learnt in child and adolescent psychology, learning theories, guidance and counseling, class management, educational administration, planning and supervision, curriculum development, measurement and evaluation, instructional technology and microteaching. Chatzidimou (2011) claimed that teaching practice is a fundamental part of teacher training. This implies that without teaching practice, teachers can neither be trained professionally nor certified. This is because their competence cannot be guaranteed.

Teaching practice is a very important component of teacher education. Jekayinfa (2001), Olorundare (2004), Adesina (2005), Bhargava (2009), Can (2009), Chatzidimou (2011), Ajileye (2012) and Ijaiya (2013) concurred to the fact that teaching practice is vital to teachers’ preparation and training. Teaching practice allows the teacher trainees to gain their first teaching experience that they find useful during their professional lives. It gives the sense of accomplishment to student teachers as professionals. The student teachers learn to take the responsibility, gain confidence to address large audience acquire competence in lesson delivery and imbibe acceptable personality traits. They learn how to analyze, evaluate, modify and correct their behaviors during teaching practice.

The student teachers identify objectives of teaching and organize syllabus contents around major concepts and generalization in the development of sequential learning in a course of study. They physically demonstrate the skills acquired for actualization of real teaching (curriculum implementation). During teaching practice, the
student teachers serve as apprentices in the course of their teacher training before they are certified as teachers. The student teachers are opportune to have constructive criticisms, corrections, supervision, evaluation and feedback from their senior colleagues and role models in teaching profession who are likely to be their lecturers. The student teachers are helped to deal with important professional challenges during teaching practice. Student teachers form positive attitudes towards teaching profession at the end of the teaching practice exercise.

**NCCE Minimum Standard for NCE on Microteaching and Teaching Practice**

According to the NCCE Minimum Standard, the content of EDU 213 is as follows:

1. The concept and process of microteaching
2. Relevance of microteaching to teacher education
3. Microteaching practicum with emphasis on teach/reteach
4. Set Induction Skill
5. Stimulus Variation Skill
6. Planned Repetition Skill
7. Reinforcement Skill
8. Non-Verbal Communication Skill
9. Questioning Skill
10. Closure Skill
11. Evaluation Skill
12. Merits and Demerits of Microteaching
The above listed microteaching skills are referred to as official microteaching skills in this study since they are documented in the NCCE minimum standard. However, the eight microteaching skills do not cover all the teaching skills that are needed for effective teachers’ preparation. This may lead to poor teachers’ preparation. There are other teaching skills that are not official since they are not documented by NCCE minimum standard but teacher trainees are assessed on such skill during teaching practice. It means that the content and evaluation in teacher education do not correspond. These may lead to poor teachers’ preparation. The unofficial microteaching skills as identified by the researcher are:

1. Planning (writing of lesson plan and stating of objectives) Skill
2. Chalkboard Utilization Skill
3. Instructional Materials Utilisation Skill
4. Classroom Management Skill
5. Attending to Learners’ Behaviour Skill
6. Explanation Skill
7. Example and Illustration Utilization Skill

Inability to acquire the skills and utilize them may lead to poor teachers’ preparation which can result to poor performance of teacher trainees. This is because the skills are assessed during teaching practice (see Appendix II for Assessment Format for Teaching Practice in Colleges of Education). In addition gender is a variable that needs to be considered in acquisition of teaching skills. This is because the numerical figure of the females in the profession is greater than that of the males as shown by researchers.
According to the NCCE minimum standard teaching practice (EDU 311) is a maximum of six (6) credit compulsory course for all students that registered for the Nigerian Certificate in Education (NCE). It is of twenty six (26) weeks minimum duration at a stretch in the first semester of NCE III. Only teacher trainees who pass EDU 213-(Microteaching Theory) would qualify to offer EDU 223- (Microteaching Practicum and only the teacher trainees who pass EDU 223 would qualify to go for Teaching Practice (EDU 311). It therefore implies that student teachers must pass Teaching Practice before certification as a professional teacher. The major aim of teaching practice is to provide teacher trainees an opportunity to put into practice their theoretical knowledge in a real school-life environment where educators, educational managers and supervisors have practical appraisal of the effectiveness of teacher education program. Apart from the above major aims, teaching practice has the following specific objectives:

1. To expose student teachers to real life classroom experience under the supervision of professional teachers.
2. To provide the forum for student teachers to translate educational theories and principles into practice.
3. To enable teacher trainees discover their own strengths and weaknesses in classroom teaching and provide opportunities to enable them overcome their weaknesses and consolidate on their strengths.
4. To familiarize student teachers with the school environment as their future work place.
5. To provide student teachers the opportunity for acquisition of professional skills, competencies, personal characteristics and experience for full-time teaching after graduation.
6. To help student teachers develop a positive attitude towards the teaching profession.
7. To serve as a means of assessing the professional competence of student teachers.

The important areas of emphasis for teaching practice in the NCCE Minimum Standard are:

1. Instructional planning and studies in teaching methods
2. Instructional technology
3. Microteaching mentoring (Model Teaching, Assessment, Feedback Reports etc).
4. A minimum of ten supervisors per student before final computation of each student’s Teaching Practice score
5. Posting of students to schools where they can practice their major courses of studies should be based on the account of their subject combinations.
6. Educational institutions should serve their immediate environment and teaching practice should cover schools around the communities that host such educational institutions.
7. A standard teaching load; each teacher trainee is to be allocated a teaching period between a minimum of ten (10) and a maximum of eighteen (18) teaching periods per week
8. The score is to be recorded in the Department of Curriculum Studies

9. It is to be housed in the Department of Curriculum Studies

10. The Dean of Education to be the Chairman of the Teaching Practice Committee (TPC) except in Colleges of Education (Special) where internal arrangement can be made.

11. The Head of Department (HOD) Curriculum is the secretary/coordinator of day-to-day Teaching Practice activities.

12. Teaching practice is exclusively an activity for professional teachers with at least first degree plus a teaching qualification not less than NCE or its equivalent.

13. Assessment of teaching practice should not be by proxy for both the trainees and the supervisors and the supervision should take place in the schools where the trainees are posted to. On no account shall a trainee be awarded a grade without being supervised and assessed at least four (4) different assessors.

14. Academic staff and student teachers of educational institutions should be orientated on rudiments of teaching practice before the commencement of the exercise.

15. There should be student teachers’ code of conduct which should not contravene the rules and regulations of the cooperating schools.

16. Educational institutions should create rapport and establish a friendly relationship between the institutions and the cooperating schools.
17. The institutions should visit and contact the cooperating schools before posting their trainees out.

**Empirical studies of microteaching as a training technique**

There have been many empirical studies, investigations and researches on microteaching as an effective training technique in teacher education. According to Ismail (2011), a great number of educators and researchers have been attracted to investigation on the impact of microteaching on student teachers. Many conducted researches to find out the student teachers’ perspectives on microteaching as a practical learning tool while others use microteaching data to organize teaching practice in their training institutions. The relevance of microteaching to teacher education programs has been studied for a number of years by researchers in different parts of the globe.

Perlberg (1975) conducted a research under contract with UNESCO Division of Methods, Materials and Techniques. It was investigated within the framework of the program on Intermediate Technologies (techniques most adapted to the economical and socio-cultural needs of each country). The objective was to examine the possibilities of applying various laboratory techniques to education with special emphasis on how to use them with hardware or with very inexpensive equipment. The study revealed that sophisticated media are useful but not necessary in the application of laboratory techniques. Audio-tape and oral feedback have proved superior to viewing video. In addition, very low cost media like slides, loop films, film strips, audio tape recording and printed materials are found useful in microteaching presentation.
Kanno (1986) also investigated transferability of set induction and questioning skills of microteaching to actual teaching practice using 68, 200 level teacher trainees of Abia State University, Uturu. (ABSU). The study had experimental and control groups. None of the groups had an initial advantage over the other at the pre-study. The experimental group was exposed to 18 clinical sections within six weeks of therapy. The control group was left untreated with the experimental package. Data observed using set induction and questioning checklists/rating scales were analyzed using Analysis of Covariance (ANCOVA) tested in the study at 0.05 level of significance. The study indicated a significant difference in the use of set induction and questioning skills by the experimental and control groups.

The experimental group improved greatly in their transferability of the two skills at the one-month follow up test. The findings implies that the employment of validated instruments that clearly mapped out treatment package as used in the study can enable University student teacher masters and transfers microteaching skills of set induction and questioning. He suggested that researchers should investigate the transferability of other microteaching skills to teaching practice.

Furthermore, Francis (1989) studied the effects of microteaching on student teachers’ performance in the actual teaching practice at Obafemi Awolowo University (OAU), Ife, Nigeria. The research was to ascertain whether the classroom performances of student teachers differ significantly or not when they were exposed to microteaching. The researcher used a stratified random sample of 20 year II social studies student teachers. They were randomly assigned to two equal groups (experimental and control
groups). The experimental group was exposed to a mini microteaching program which ran concurrently with the teaching practice exercise.

The control group was not exposed to microteaching. The teaching performances of the two groups were observed in the actual classrooms by three independent assessors before and after the microteaching. The means of the aggregate means of these two groups were compared using the t-test of significance. The analysis revealed that there was no significant difference between the performances of the two groups on the pre-microteaching observation scores. A significant difference between the two groups was established at the post-microteaching observation scores in favor of the experimental group that was exposed to microteaching.

Bwire (1990) conducted a study of the conceptions and practice modes of microteaching in three Diploma Teachers Colleges in Kenya. The objectives were: to find out the roles and formats of microteaching, the usefulness and adequacy of microteaching, microteaching skills practiced, lecturers and student teachers attitude towards microteaching and problems facing student teachers in microteaching. The researcher combined the use of questionnaires, interview schedules and an observation guide. Stratified proportional random sample was used for the respondents and the data were analyzed using percentage frequency tables and ranks to generate appropriate conclusion.

The findings revealed that the respondents from the three colleges regarded microteaching as a preparation for teaching practice but each college organized and conducted her microteaching in her own unique way due to time constraints, disparity in facilities as well as numbers and quality of personnel. Both lecturers and student teachers
considered microteaching as a tool for enhancing professional performance especially in gaining confidence by the student teachers. Major constraints to microteaching was shortage of staff, lack of adequate physical facilities and equipment, large numbers of student teachers and lack of feedback about the performance and weaknesses of the student teachers. In addition, most of the lecturers had not gone through programs that trained them as microteaching supervisors.

Morgan, Whorton and Willets (2000) evaluated the effect of peer mediated instruction on the development of specific teaching strategies (error correction, antecedent prompt and test, antecedent prompt and fade, most- to- least prompting, least to – most- prompting, constant time delay and stimulus manipulations) by eight undergraduate pre-service teachers. Result indicated the procedure produced substantial and immediate effect. Comparable results occurred across students demonstrating replication of the effects of peer mediation.

Also, Bento-Kupper (2001) investigated the student teachers’ perceptions about microteaching components’ application in a methodology course. Student teachers in three sections of a general secondary methods course reflected on their practical experience after completing the microteaching sessions. Microteaching was considered very beneficial for student teachers in learning about the teaching craft. Microteaching enabled them to recognize and identify strengths and weakness in their mini lessons. It was concluded that microteaching component is an effective training tool in teacher education program.

Al-methan (2003) investigated the merits of microteaching as perceived by student teachers at Kuwait University. A microteaching inventory was constructed
utilizing the perceptions of 75 science student majors. The inventory was tested with another group of 67 teacher trainees. The analysis of the findings revealed that student teachers generally agreed that microteaching has positive merits in planning skills, personality and teaching competences.

Another study was carried out by Fernandez and Robinson (2007). A total of 74 student teachers at Florida State University formed the sampled population. The respondents indicated that microteaching afforded them the opportunity to apply in practice the pedagogical theories learnt in the class. Microteaching gave them the opportunity to plan lessons and try different teaching skills they were exposed to in their study. The student teachers learnt how to appreciate other peoples’ views and opinions.

Nikazraini (2008) studied microteaching as perceived by UTM Teaching English as Second Language (TESL) undergraduates in Faculty of Education, University of Teknologi, Malaysia. A total of 78 students from the third year and fourth year participated in the study. The respondents had finished their microteaching course and had done their teaching practice in the previous semesters. A questionnaire of 41 items regarding the microteaching experience was used. The questionnaire was divided into four different sections which were demographic information of the respondents, opinion towards microteaching, factors affecting perception towards microteaching and application of the skills learnt in microteaching during teaching practice. The findings of the study indicated that students have high level of perception towards microteaching.

In another development, Peker (2009) studied the effects of expanded microteaching on the pre-service Mathematics Teachers Teaching Anxiety in teaching practicum course. Two groups (experimental and control groups) were used for the study.
The experimental group was lectured using expanded microteaching at the secondary school. The participants that were assigned to the control group members were lectured in a traditional way at another secondary school. Mathematics Teaching Anxiety Scale (MATAS) was administered to student teachers before and after eight weeks of teaching period. It was found out that there were statistically significant differences regarding teaching anxiety between the experimental and control groups. The use of expanded microteaching in teaching practice course reduced the teaching anxiety level of the mathematics student teachers.

Sen (2009) had a qualitative study on 39 student teachers during 2005/2006 and 2006/2007 academic sessions. The views and suggestions of student teachers on the effectiveness of peer microteaching method were collected through face-to-face interviews. The findings revealed that the student teachers’ self-confidence improved during the peer microteaching practices. They were afforded the opportunity to observe their colleagues and gain experience. These helped the respondents to reduce their level of first time teaching anxiety.

On teacher trainees’ perception, Ogeyik (2009) studied the attitudes of student teachers regarding the benefits and merits of microteaching using 57 student teachers at Trakya University, Turkey. The method employed was survey and the instrument employed was questionnaire. The findings revealed that student teachers have positive attitudes toward microteaching applications in their teacher education program. It was concluded that microteaching could promote effective teaching strategies among student teachers.
Bhargava (2009) conducted a comparative study of teaching skills of in-service teachers trained through regular and distance modes. The objectives of the study were to find out how teaching skills were used, investigate significant difference made in respect to use of teaching skills and examine improvisations made by teachers while applying teaching skills in the classroom. A total of 100 secondary school teachers were randomly selected from eight schools. Questionnaire was the instrument used for the study while Cross Tabulation Analysis for two rows versus 4/5 (four and five) columns were carried out by applying chi-square test to find out significant difference between teachers of regular and distance mode in application of teaching skills. The chi-square test was estimated on the basis of cell frequencies. No significant differences were observed in use of skills of set induction, illustrations with examples, recapitulation, blackboard writing and use of teaching materials.

Kilic (2010) investigated the effect of learner-centered microteaching on the development of student teachers’ teaching competencies in Turkey. Student teachers’ teaching behaviors on subject area, planning, teaching process, classroom management, communication and evaluation were pre and post tested and the difference between them was evaluated. The research was experimental using pre-test and post-test design without a control group. Thirty nine items were used for the study. The result of the study showed that in terms of four behaviors in subject area there were significant differences between the pre-test and the post-test scores. This shows that student teachers improve their teaching behaviors during learner-centered microteaching.

Omole and Ajileye (2010) studied the student teachers’ perception on microteaching as a training technique and their assessment of human and non-human
resources that were available for microteaching practicum in FCT College of Education Zuba Abuja. The study was a descriptive type with survey method. Questionnaires were used to elicit response from 320 student teachers that were randomly sampled in the College. The analysis was done using frequent count and simple percentage. The findings of the study revealed that student teachers had positive attitude to microteaching as having the capability of building their competences. It was also discovered that there were some hardware that needed repair or replacement. Also there was need for increase in the number of human resources for more effectiveness of the exercise in the College.

Chatzidimou (2011) investigated microteaching as a method of teaching practice from an empirical perspective. 332 undergraduates of University students of Department of Primary Education of the Democritus University of Thrace participated in the study. Frequency analysis of all the variables was performed. The questionnaire that consisted 29 close questions was used to declare the level of the respondents’ agreement or disagreement (five-level Likert scale of strongly disagree, disagree, neither agree nor disagree, agree and strongly agree). The reliability of the questionnaire was established at Alpha- Cronbachs. Alpha of the 29 questions was 0.95. A split half reliability of 0.94 was also established.

The analysis revealed that student teachers trained in microteaching gained self-confidence and learned to provide constructive criticism on their fellow students’ lessons. Microteaching makes them to apply in practice what they learned theoretically. They learned how to teach and organize lessons. They got acquainted with the difficulties teachers face in their work and learned to eliminate the stress encountered by
inexperienced teachers. The researcher concluded that microteaching is still an effective technique of training teachers especially in teaching skill acquisition.

Dagnew (2011) studied the reflective effects of Microteaching and field experiences in pre-service teachers. The researcher investigated the modes of improving the pre-service teachers’ competence and productivity. The investigation was carried out using descriptive survey. The study highlighted the efficacy of microteaching on facilitating effective teachers’ preparation. A total of 500 respondents were randomly selected using simple random sampling across five (5) institutions in Ethiopia. Ninety (90) student teachers and ten (10) lecturers were used per institution. This amounted to One Hundred (100) per institution. The data analysis was a combination of qualitative and quantitative methods.

The study revealed that microteaching content, resources and materials need to be reviewed for optimum result. The instrument titled ‘Reflective Effects of Microteaching and Field Experience (REMFE) designed by the researcher was used for data collection. The reliability of the instrument was established by the use of split-half method with a coefficient of 0.75. The coefficient was considered high enough for a study of this nature. Frequency counts and simple percentile was used for the data analysis.

Similarly, Ismail (2011) conducted a research on views of student teachers regarding microteaching components offered in two courses of English language teaching methods. 61 female student teachers from English language education program in the Faculty of Education, United Arab Emirates University (UAEU) took part in the study. The analysis indicated that student teachers described a variety of benefits they gained
from teacher training’s experiences. The respondents had positive perception of microteaching as a training technique.

Nwanekezi, Okoli and Mezieobi (2011) examined a descriptive survey on the attitudes of student teachers towards teaching practice in the Faculty of Education, University of Port-Harcourt. The sample was made up of 120 student teachers, 10 principals and 20 teachers of practicing schools who were drawn by simple balloting. The instrument used was a questionnaire of 40 items developed by the researchers. The instrument was validated and an internal consistency of 0.87 (87%) was calculated using Cronbach Alpha technique. The data was analyzed using means and Analysis of Variance (ANOVA). The findings revealed that if microteaching skills are used, all the strategies for improving students’ attitude towards teaching practice would be affected positively. Based on the findings the researchers recommended that the Faculty should have a microteaching laboratory where the student teachers could be exposed to the rudiments of teaching before they are sent to schools for actual practice.

Sabahattin (2011) explored whether there is a difference between the student teachers’ opinions about in-class teaching skills before and after applying microteaching. Thirty four (34) Second year female students of the Child Development Program of a Vocational school in the fall term of 2005/2006 academic year took part in the study voluntarily. A questionnaire consisting 31 items was used to elicit the student teachers’ opinions about in-class teaching skills. In the opinions of the student teachers, 21 out of 31 items were significantly different before and after microteaching applications. The study revealed that the self-confidence skill of the student teachers increased but their classroom management skill dissipated.
Shah and Mansur (2011) conducted an experimental study on the performance of primary school teachers using observation sheets. They used observation schedule consisting 3-8 statements in the area of each skill. The sample was made up of 210 elementary teachers (105 with in-service training and 105 without in-service training. The performance of the teachers was observed by the researcher and research assistance through observation scheduled comprising 8 teaching skills. The study revealed that in-service trained teachers utilized microteaching skills; hence their performance was comparatively better than teachers without in-service training.

Furthermore, Anderson, Bair and LaBaij (2012) investigated the impact of a repeated practice microteaching model on the teaching behaviors of 64 elementary pre-service teachers. The study took place over two semesters in 2011 at Northern Michigan University. The participants were undergraduate pre-service teachers who had micro lessons for four different times in succession to one quarter of the class rather than teaching the whole class at once. They delivered in pairs 35- minutes social studies lessons to groups of 6 or7 11th grade students four different times. In order to answer the research questions, data were collected from multiple sources so as to increase validity through triangulation.

Following the teaching experiences, the student teachers were given an assignment to write a reflection on what they learned from the experiences and write on whether their lessons changed over the four sessions. Content Comparison Analysis was used to examine, verify and draw inferences from the data. It was revealed that the student teachers became more comfortable and confidence after teaching the same lesson
multiple times. Their lessons became better and they demonstrated increased use of pedagogical content knowledge through their examples and discussions.

In addition, Duygu (2012) studied the effects of a microteaching course on student teacher’s teaching practice. Microteaching is taken prior to teaching practice by student teachers. The research is exploratory in nature. The study investigated the impact of microteaching course on pre-service teachers’ teaching experience. Semi structural individual interview, focus group discussion and students’ journals were used for data collection. Microteaching course was offered during the last two semesters and total of 20 students took the course 12 of them were also enrolled in the student teaching course. All of the students were registered in the science teacher education program. Nine of them were enrolled in students teaching course but did not take microteaching course. The findings revealed that there was positive impact of microteaching course. Students reported higher self-confidence and self-awareness. Microteaching experience makes them comfortable during students teaching experience. The researcher recommended microteaching courses prior to teaching experience.

Eksi (2012) carried out a research on 24 student teachers in an English language teaching Department at a large State University. The study lasted for two weeks. The research aimed at developing a more reflective and constructivist approach in microteaching sessions. The finding revealed that student teachers regarded microteaching as useful for professional development as it connected theory and practice. The respondents acknowledged the merits of giving and receiving feedback and of reflection. Also, the student teachers preferred written feedback to oral one. They also benefited effectively and learn more from one another’s performances.
Ghafoor, Kiani, Kayani and Kayani (2012) studied the perceptions of student teachers about microteaching at graduate level. They used two groups of B.Ed. students (experimental and control groups). The intention of the researchers was to find out the respondents’ perceptions about the effectiveness and feasibility of microteaching in normal classroom teaching. Their analysis showed that microteaching was regarded as an essential tool in the growing technology.

In the same vein, Udhar and Jalkute (2012) studied the student teachers’ attitude towards microteaching practicum for improving teaching skills in India. The researchers’ objectives were to study the microteaching program, survey the problems encountered during microteaching and draw out the suggestions from the student teachers for improving the quality of microteaching program. A total number of 40 student teachers of B.Ed were selected through lottery method of sampling. It was a survey method of research using questionnaires as tools. The questionnaires were prepared according to the objectives of the study. Statistical tool mean was used for data analysis. The findings of the study revealed that student teachers had problems with shortage of time, lack of enough materials and inadequate knowledge of acquisition of stimulus variation, explanation and use of chalkboard skills.

Recently, Ige and Ogunseemi (2013) investigated the pre-service science teachers’ reflections on the sequence and consequences of power point presentations during microteaching. The researchers made use of 38 pre-service science teachers in their second year in a College of Education in the South-West of Nigeria. The participants were exposed to a science course as a prerequisite for microteaching in the previous semester and had successfully transited to the next academic level. The study
sought to examine, describe and compare pre-service science teachers’ reflections as they taught science concepts with or without power point presentations. The researchers used quasi experimental design and four research questions guided the study. It was discovered that use of reflective journals were used to identify, describe and quantify teachers’ reflections according to pre-determined categories.

Igwe, Uzoka and Rufai (2013) studied the modes of improving the pre-service teacher competence and productivity based on the constructive reflection of students teaching. The investigation focused on microteaching as an avenue for acquiring pre-service pedagogical knowledge and field experience. The investigation highlighted the efficacy of microteaching in facilitating effective teacher preparation. A combination of qualitative and quantitative research methods were employed for the study. It featured a descriptive survey design with research questionnaire administered on 500 respondents randomly sampled across five (5) institutions for its quantitative dimension.

The study employed inductive and deductive research methods and analysis where data were collected and analyzed based on reflective effect of microteaching and field experiences as decided in advance by the researchers. The study revealed that microteaching content, resources and materials need to be reviewed for optimum result. The researchers recommended that multi-channel viewing and other forms of Information and Communication Technology tools need to be introduced as a matter of urgency.

**Appraisal of the literature reviewed**

The present study is similar to that of Kanno (1986). In fact, the present study is based on the suggestion for further studies on microteaching skills made by Kanno.
However, Kanno investigated two microteaching skills while the present study would investigate four skills that were not investigated by Kanno. In addition, Kanno’s was conducted at the University level while the present study would take place in Colleges of Education. Both studies are in the same country using different geographical political zones.

Furthermore, Francis (1989) studied the effects of microteaching on student teachers’ performance in the actual teaching practice. The investigation is similar to the present study because both focus on effects of microteaching skills on student teachers’ performance in actual teaching practice. Both studies are experimental designs. There are some differences especially in the levels of education and the locations of the studies. The former study took place in Obafemi Awolowo University Ile Ife while the present study would take place in the North Central Colleges of Education.

Fernandez and Robinson (2007) shares some features with the present study because both of them are interested on microteaching skills’ applications on teaching practice especially on planning skill. However, the two investigations differ in location and research methodology. Fernandez and Robinson used descriptive survey while the present study would use experimental design.

In another development, Nikazraini (2007) studied microteaching as perceived by UTM Teaching English as second language (TESL) undergraduates in Faculty of Education, Teknologi, Malaysia. The study is similar to the present study because both focus on finding out the influence of microteaching on teaching practice. The difference can be found in the areas of instruments and location. Nikazraini used questionnaire whereas the present study would use observation and rating scale. The former study was
descriptive while the present one would be experimental. Also, the former took place at University level in Malaysia while the present one would take place at Colleges of Education in Nigeria.

Peker (2009) and the present study share some things in common. Both are interested in finding out the effects of microteaching on the pre-service teachers. Both use control and experimental groups. The difference is that Peker focus on how microteaching could reduce the level of anxiety in student teachers whereas the present study is interested in finding out the effects of microteachingskills on student teachers’ performance in teaching practice.

Kilic (2010) investigation is similar to the present study because both center on the effects of microteaching skills on student teachers’ performances in teaching practice. Both are interested in planning and class management skills using pre-test and post-test. Kilic had no control group but the present study would use both control and experimental groups. The instrument used by Kilic was designed by the researcher whereas the present study would adapt the rating scale named NCCE Teaching Practice Assessment Form. Also, Kilic’s study took place in Turkey while the present study would take place in Nigeria.

Furthermore, Omole and Ajileye (2010) conducted a research on student teachers’ perception on microteaching as a training technique. The study is similar to the present study because both are on microteaching practicum in the same location. However, the present study is different from the former in the area of methodology. The former was descriptive while the present would be experimental using observation and NCCE adopted assessment form for teaching practice.
Dagnew (2011) shares some similarities with the present study. Both of them are on influence of microteaching on teaching practice experiences in pre-service teachers. They are different in whereas of research methodology and location. Dagnew’s study was descriptive whereas the present study would make use of experimental design. Dagnew conducted the research in Ethiopia whereas the present study would take place in Nigeria.

The present study is similar to Nwanekezi, Okoli and Mezieobi (2011) who examined a descriptive survey on the attitudes of student teachers towards teaching practice in the Faculty of Education, University of Port-Harcourt. Both studies relate microteaching skills with teaching practice but the former study dealt with attitudes while the present study would deal with student teachers’ performance. Apart from that, the former study took place in one University setting whereas the present study will take place in three Colleges of Education with the belief that Colleges of Education produce teachers more than Universities.

In addition, Sabahattin (2011) explored whether there was a difference between the student teachers’ opinions about in-class teaching skills before and after applying microteaching. The present study too would explore the effects of microteaching skills on teaching practice. Sabahattin is similar to the present study because pre-test and post-test are involved in the two studies but the former study used descriptive type and questionnaires whereas the present study would use experimental design and observation with rating scale.

Furthermore, Anderson, Bair and LaBaij (2012) investigated the impact of a repeated practice microteaching model on the teaching behaviors of 64 elementary pre-service teachers. The study is similar to the present study because both are on repeated
microteaching but the study would make use of only four skills for the experiment. The former study was conducted in Northern Michigan University whereas the present study would take place in Nigerian Colleges of Education.

In addition, Duygu (2012) studied the effects of a microteaching course on student teachers teaching practice. Microteaching is taken prior to teaching practice by student teachers. There is similarity between the study and the present one because both are on the effects of microteaching course on student teachers’ performance in teaching practice but at different locations.

Ghafoor, Kiani, Kayani and Kayani (2012) studied the perceptions of student teachers about microteaching at graduate level. They used two groups of B.Ed. students (experimental and control groups). The intention of the researchers was to find out the respondents’ perceptions about the effectiveness and feasibility of microteaching in normal classroom teaching. The study is similar to the present study because both are on microteaching skills’ effects on normal classroom teaching. However, there are differences in the levels of education involved and the locations.

Moreover, Igwe, Uzoka and Rufai (2013) studied the modes of improving the pre-service teacher competence and productivity based on the constructive reflection of students’ teaching. The investigation focused on microteaching as an avenue for acquiring pre-service pedagogical knowledge and field experience. The investigation highlighted the efficacy of microteaching in facilitating effective teacher preparation. Both studies are similar because both focus on microteaching as an avenue for acquiring pre-service pedagogical knowledge and field experience making use of qualitative and
quantitative methods for adequate description, observation and numerical measurement. However, the present study is not descriptive but experimental.
CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the research methodology (procedures and methods that would be used to carry out the study). The research methodology is discussed under the following sub-headings: Research Design, Population, Sample and Sampling Techniques, Research instrument, Validation of Research Instrument, Procedure for Data Collection and Data Analysis Technique.

Research Design

The study is an experimental design using control and experimental groups with pre-test and post-test. A research design is a way to obtain answers to the research questions and to control the variants. Based on two traditions of research, the present study is a combination of qualitative and quantitative research. This is because it is based on observations in natural settings where the researcher has direct contact with the subjects (qualitative) and it emphasizes measurement and figures (quantitative). Experimental research makes use of experimental designs. The researcher will be able to draw causal inferences through observation.

Sample and Sampling Technique

The target population of this study is all 300 level Student Teachers who have gone through and have passed Microteaching courses (EDU 213 and EDU 223) and are qualified for Teaching Practice (EDU 311) in all Colleges of Education in the North-
Central Geo-Political Zone of Nigeria. A total of 150 student teachers from three (3) Colleges of Education in the zone will take part in the experiment. 50 student teachers per College will be selected for the study using purposive sampling technique. 25 student teachers will be in control group and another 25 will be in experimental group per college. This implies that a total of 75 student teachers will take part in control and another 75 in experimental groups.

**Research Instrument**

Observation and rating scale will be used for the study. The researcher intends to adapt the Teaching Practice Assessment Form constructed by the National Commission for Colleges of Education (NCCE). The researcher is adapting the assessment form because it is recommended for use in all Colleges of Education in Nigeria for uniformity. The researcher will observe the student teachers while teaching and use the NCCE Teaching Practice Assessment Form to score them. This will be done for both pre-test and post-test. This will be used by the researcher for judging and recording the student teachers’ behavioral characteristics.

The assessment form is divided into two (2) segments. The first segment deals with the student teachers and class particulars while the second segment deals with the scores to be allotted to the student teacher. The second segment is divided into six (6) units. Unit I deals with preparation and it has 12 marks for four (4) items. Unit II is on lesson presentation and it has 52 marks for nine (9) items. Unit III is on class management and it has 9 marks for three (3) items. Unit IV is on communication with 7 marks for two (2) items. Unit V is made up of two (2) items for 10 marks on evaluation
skill. Unit VI is on teacher’s personality/professional attitude and values. It is made up of four (4) items for 10 marks.

There are indications of a total of 100 marks, additional comments, supervisor’s names/ signature and date. There is maximum mark for each item. The researcher will indicate the score per item under awarded mark and make comment on the student teacher’s performance on each item. This implies that there should be concurrence between the awarded mark and the comment made.

**Validation of Research Instrument**

Since the instrument is adapted, the researcher’s Supervisor and two Senior Researchers at Nigeria Educational Research and Development Centre, Abuja (NERDC) will determine suitability and relevance of the items in the NCCE Teaching Practice Assessment Form.

**Procedure for data collection**

The three Colleges of Education to be used will be visited by the researcher for permission from the authorities and for collection of the posting letters of student teachers in their schools of practice. The data will be collected by using control and experimental groups. Seventy five (75) student teachers will take part in the control group while seventy five (75) will be involved in the experimental group. This means that twenty five (25) students per school will be involved in each group. Both groups will be exposed to pre-test which will take place in the student teachers’ schools of practice.
The researcher would sit at the back of the classroom and observe the student teachers. The researcher will do the rating after 30 minutes of observation of each student teacher’s performance. The rating scale (Teaching Practice Assessment Form) will be used for the two groups while teaching in their schools of practice. The researcher will award marks to the student teachers as they teach based on their performances using NCCE Teaching Practice Assessment Form. After the pre-test, the experimental group will be exposed to treatment.

The schools of practice that has up to twenty five (25) student teachers will be used for the study. The treatment will be done by mentoring the group experimental for two hours on each skill (planning, classroom management, chalkboard utilization and instructional materials utilization). The mentoring period includes both theory and student teachers’ practical. The practicum component rating scale in Appendix VI to IX will be used by the educator and the peers to give feedback on whether the student teacher will go for re-teach or not. This means that eight (8) hours will be spent on the four (4) skills in each College of Education. The eight (8) hours will be per week. Twenty four (24) hours for the treatment will be spread over three (3) weeks. The control group will not take part in the treatment. During treatment, the NCCE official microteaching skills will not be taught since student teachers have been exposed to the eight skills in EDU213 and EDU 223.

The material for the lesson will be Chapter Seven (7) (Teaching Skills or Technique) of the book titled, Rudiments of Instructional System authored by the researcher in 2012. Immediately after the treatment, both control and experimental groups
will be engaged in post-test. The researcher will observe them once again and assess them using NCCE Assessment Form for Teaching Practice.

**Data Analysis Techniques**

The analysis and interpretation of data obtained through the observation and assessment using Teaching Practice Assessment will be done by using descriptive and inferential statistics. The descriptive analyses to be used are mean scores and standard deviation. The frequencies would be converted to means and percentages to answer the research questions. The inferential statistics that will be used for the study are Pearson’s Moment Correlation Coefficient and t-test analysis will be used to test the null hypotheses for significant relationship.
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APPENDIX 1

TEACHING PRACTICE ASSESSMENT FORM (NCCE)

NAME OF STUDENT

MATRIC

SUBJECT

TOPIC

CLASS TAUGHT

TIME

DATE

TEACHING PRACTICE SCHOOL

MAXIMUM

AWARDED

COMMENT

MARK

MARK

PREPARATION (12 Marks)

a. Statement of objectives: stated in behavioural terms 5
b. Content: Logical, properly sequenced… 2
c. Adequacy (as reflecting facts/knowledge, values/attitude & skills) 3
d. Conformity of topic with scheme of work/Weekly Diary. 2

PRESENTATION (52 Marks)

a. Introduction (Relevance to topic) 5
b. Development of Lesson 5
c. Mastery of subject matter 10
d. Skilful use of chalkboard 3
e. Time Management skill 3
f. Questioning Skill 5
g. Competence in use of instructional materials (relevance (2) appropriate timing (2) adequacy (2) variety (2) 8
h. Competence in Enhancing Class participation 8
i. Capacity for Effective Conclusion

SKILLS OF CLASS MANAGEMENT (9 Marks)

  a. Class Control
     5
  b. Class Arrangement
     2
  c. Reaction to pupils’ responses and reinforcement
     2

COMMUNICATION SKILLS (7 Marks)

  a. Clarity of Voice/ Audibility
     2
  b. Appropriate use of language (Gestures, sketches etc
     As Reflective of specialized subject professional skills
     5

EVALUATION SKILLS (10 Marks)

  a. Suitability of assessment
     5
  b. Attainment of stated objectives
     5

TEACHER’S PERSONALITY/PROFESSIONAL ATTITUDE AND VALUES (10)

  a. Neatness & Appropriate Dressing
     3
  b. Readiness/Diligence/Adaptability
     2
  c. Learner-friendly
     2
  d. Comportment
     3

TOTAL SCORE

100

ADDITIONAL COMMENTS

SUPERVISOR’S NAME______________________________SIGNATURE

________________________DATE________________
APPENDIX II

LESSON PLAN I

Course: EDU 213& 223: Microteaching (Theory& Practicum)

General Topic: Teaching Skills

Sub-Topic: Planning Skill

Class: 300 Level Student Teachers

Duration: Two Hours

Reference Text: Ajileye, M.A. (2012). Rudiments of Instructional System; Abuja; Yinkus and Sons ENT

Instructional Materials: Lecture Material, Samples of Lesson Plan Format, Chalkboard Materials and flash cards.

Instructional Objectives: To guide the student teachers on how to state objectives logically and to lead them on how to write adequate lesson plan.

Behavioral objectives: At the end of the lesson, student teachers should be able to state objectives in an observable and measurable manner using active verbs. They should write lesson plan using correct format.

Entry Behavior: The student teachers have been taught meanings of microteaching and the different teaching skills used in microteaching according to the NCCE minimum standard.

Introduction: the teacher introduces her lesson by singing a song to arouse the student teachers’ interest. ‘I have decided to be a teacher /3x. No turning back, no turning back.
## Lesson presentation

<table>
<thead>
<tr>
<th>Steps</th>
<th>Educator’s Activities</th>
<th>Student teachers’ Activities</th>
<th>Instructional strategies</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Educator explains planning skill</td>
<td>Student teachers listen and jot down key points</td>
<td>Lecture method and explanation skill</td>
<td>5 minutes</td>
</tr>
<tr>
<td>II</td>
<td>Educator explains how to state instructional objectives using active verbs</td>
<td>Student teachers listen and ask questions</td>
<td>Explanation skill</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Step III</td>
<td>Educator writes a model lesson plan on the board</td>
<td>Student teachers watch and pay attention</td>
<td>Demonstration method and chalkboard skill</td>
<td>10 minutes</td>
</tr>
<tr>
<td>IV</td>
<td>Educator explains the model lesson plan</td>
<td>Student teachers listen and ask questions</td>
<td>Communication skill</td>
<td>5 minutes</td>
</tr>
<tr>
<td>V</td>
<td>Educator asks student teachers to write the model plan in their books while he uses Appendix VI to evaluate the student teachers</td>
<td>Student teachers write the plan in their books</td>
<td>Communication skill</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

**Evaluation:** Educator and peers use appendix VI to evaluate the student teachers’ performances.

**Conclusion:** Teacher goes over the lesson briefly to clear misconception observed during evaluation

**Assignment:** Teacher asks the students to improvise some instructional materials in their fields of study and submit at the next lecturer.
APPENDIX III

LESSON PLAN II

Course: EDU 213& 223: Microteaching (Theory& Practicum)

General Topic: Teaching Skills

Sub-Topic: Classroom Management Skill

Class: 300 Level Student Teachers

Duration: Two Hours

Reference Text: Ajileye, M.A. (2012). Rudiments of Instructional System; Abuja; Yinkus and Sons ENT

Instructional Materials: Lecture Material, improvised materials for class decoration, Chalkboard Materials and flash cards.

Instructional Objectives: To mentor the student teachers on how to lead and control as well as maintain discipline in the class.

Behavioral objectives: At the end of the lesson, student teachers should be able to mention ways of establishing discipline in the class, control, neatness and arrange the class as well as practice leadership roles, control and arrangement in the class.

Entry Behavior: The student teachers have been exposed to planning skill.

Introduction: the educator exchanges greetings with the students and asks them to pick the pieces of paper around the class
Lesson presentation

<table>
<thead>
<tr>
<th>Steps</th>
<th>Educator’s activities</th>
<th>Student teachers’ activities</th>
<th>Instructional strategies</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Educator explains meanings of class leadership, control, discipline and arrangement</td>
<td>Student teachers watch with keen interest and jot down some key points</td>
<td>Lecture and demonstration methods</td>
<td>10 minutes</td>
</tr>
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<tr>
<td>II</td>
<td>Educator collects the last assignment and displays charts on classroom sitting arrangements</td>
<td>Student teachers submit their assignments and help the educator to display the materials</td>
<td>Demonstration method and use of instructional materials skill</td>
<td>5 minutes</td>
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</tr>
<tr>
<td>III</td>
<td>Educator informs student teachers on the importance of their personality and ethics of teaching profession</td>
<td>Student teachers pay attention and ask questions to clarify issues</td>
<td>Explanation skill</td>
<td>5 minutes</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>IV</td>
<td>Educator uses some student teachers as examples of neat dressing</td>
<td>Student teachers take part in the role play</td>
<td>Role playing method and illustration with examples skill</td>
<td>5 minutes</td>
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<tr>
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</tr>
<tr>
<td>V</td>
<td>The educator breaks the class into three groups for practical and supervise the student teachers on how to acquire classroom management skill</td>
<td>The student teachers form five groups and practice the skill of classroom management</td>
<td>Role playing and demonstration</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

**Evaluation:** student teachers go to their groups while educator supervises each group as student teachers take part in presentation on group basis. Educator and peers evaluate the student teachers’ performances using appendix VII

**Conclusion:** educator corrects student teachers’ mistakes on classroom management

**Assignment:** Teacher asks the student teachers to improvise some instructional materials for teaching at the primary school level before the next lecture
APPENDIX IV

LESSON PLAN III

Course: EDU 213 & 223: Microteaching (Theory & Practicum)

General Topic: Teaching Skills

Sub-Topic: Utilization of instructional materials skill

Class: 300 Level Student Teachers

Duration: Two Hours

Reference Text: Ajileye, M.A. (2012). Rudiments of Instructional System; Abuja; Yinkus and Sons ENT

Instructional Materials: Lecture Material, Samples of improvised instructional materials, Chalkboard Materials and flash cards.

Instructional Objectives: To guide the students on how to use instructional materials.

Behavioral objectives: At the end of the lesson, student teachers should be able to make and utilize instructional materials

Entry Behavior: The student teachers have been exposed to improvisation and classification of instructional materials in EDU 212 (Educational Technology)

Introduction: the teacher introduces her lesson by asking student teachers to taxonomies instructional media using human sense organs learnt in EDU 212.
Lesson presentation

<table>
<thead>
<tr>
<th>Steps</th>
<th>Educators activities</th>
<th>Student teachers’ activities</th>
<th>Instructional strategies</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Educator collects the assignment on instructional materials</td>
<td>Student teachers submit their assignments</td>
<td>Assignment method</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Step II</td>
<td>Educator informs the student teachers on the preparation to be made for instructional materials utilization</td>
<td>Student teachers listen and jot down key points</td>
<td>Communication and explanation skills</td>
<td>10 minutes</td>
</tr>
<tr>
<td>III</td>
<td>Educator uses some of the available instructional materials</td>
<td>Student teachers watch the educator and ask questions</td>
<td>Demonstration method</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Step IV</td>
<td>Educator divides the class into five and supervise the acquisition of utilization of instructional materials skill</td>
<td>Student teachers make use of the observation they have made to practice the skill of utilization of instructional skill</td>
<td>Group and project methods</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

**Evaluation:** Educator allows each group to practice the skill and compete. The educator and peers use appendix VIII to evaluate the student teachers while winning group is given an award on the use of instructional materials

**Conclusion:** Educator goes over the lesson briefly to clear misconception observed during the practicum

**Assignment:** Educator asks the students to read the lecture material on the three skills covered so far and practice the skills at home.
APPENDIX V

LESSON PLAN IV

Course: EDU 213 and 223: Microteaching (Theory and Practicum)

General Topic: Teaching Skills

Topic: Utilization of Chalkboard Skill

Class: 300 Level Student Teachers

Duration: Two Hours

Reference Text: Ajileye, M.A. (2012). Rudiments of Instructional System; Abuja; Yinkus and Sons ENT

Instructional Materials: Lecture Material, different types of Chalkboard and their Materials.

Instructional Objectives: To guide the student teachers on how to use chalkboard.

Behavioral objectives: At the end of the lesson, student teachers should be able to use chalkboard correctly.

Entry Behavior: The student teachers have been exposed to skills of planning, classroom management and utilization of instructional materials.

Introduction: the educator introduces her lesson by asking a student per group to describe what they have gained in the three lectures
Lesson presentation

<table>
<thead>
<tr>
<th>Steps</th>
<th>Educators activities</th>
<th>Student teachers’ activities</th>
<th>Instructional strategies</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Educator displays different types of chalkboard</td>
<td>Student teachers watch and pay attention</td>
<td>Demonstration method</td>
<td>10 minutes</td>
</tr>
<tr>
<td>II</td>
<td>Educator explains different types of chalkboard</td>
<td>Student teachers jot down key points and ask questions</td>
<td>Explanation skill</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Step III</td>
<td>Educator uses the chalkboard guidelines</td>
<td>Student teachers watch and ask questions</td>
<td>Demonstration method</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Step IV</td>
<td>Educator breaks the class into five groups and ask each group to practice while he supervises them</td>
<td>Student teachers go to their groups and participate in the practical aspect</td>
<td>Demonstration method</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

**Evaluation:** Educator and student teachers use appendix IX to evaluate the student teachers.

**Conclusion:** Educator goes over the lesson briefly by making corrections on the mistakes discovered during practice and evaluation.

**Assignment:** Educator asks the student teachers to read the lecture material and integrate the four microteaching skills in their teaching practice.
## APPENDIX VI

**PRACTICUM ASSESSMENT FORM ON PLANNING SKILL (PAFPS)**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SCORES</th>
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<tbody>
<tr>
<td>Planning lesson from the scheme of work</td>
<td>5</td>
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<tr>
<td>Adequately written lesson plan</td>
<td>4</td>
</tr>
<tr>
<td>Statement of instructional objectives logically</td>
<td>3</td>
</tr>
<tr>
<td>Statement of behavioral objectives logically</td>
<td>2</td>
</tr>
<tr>
<td>Organization of knowledge to be presented</td>
<td>1</td>
</tr>
<tr>
<td>Use of appropriate content (topic &amp; sub-topic)</td>
<td>5</td>
</tr>
<tr>
<td>Indication of lesson intermediary</td>
<td>4</td>
</tr>
<tr>
<td>Planning for suitable students’ activities</td>
<td>3</td>
</tr>
<tr>
<td>Indication of adequate lesson procedure</td>
<td>2</td>
</tr>
<tr>
<td>Relating lesson plan activities to subject matter</td>
<td>1</td>
</tr>
</tbody>
</table>
## APPENDIX VII

**PRACTICUM ASSESSMENT FORM ON CLASS MANAGEMENT SKILL (PAFCM)**

### STUDENT'S SURNAME

### OTHER NAMES

### STUDENT'S MATRIC NUMBER

### SESSION

### NAME OF INSTITUTION

### SCHOOL

### COMBINATION

5 (Excellent)  4 (Very Good)  3 (Good)  2 (Weak)  1 (Very weak)

### CLASS MANAGEMENT SKILL

<table>
<thead>
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<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Time management</td>
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<td>Handling individual differences</td>
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<td>Neat/appropriate Dressing</td>
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<td>Learner-friendly</td>
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<td>Classroom leadership</td>
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<td>Classroom neatness</td>
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<td>Classroom control</td>
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<td>Learners’ participation</td>
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<td>Movement in the class</td>
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<td>Identifying learners’ by names</td>
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<td>Adequate record keeping</td>
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<td>Comportment</td>
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</tr>
</tbody>
</table>
APPENDIX VIII

PRACTICUM ASSESSMENT FORM ON UTILIZATION OF INSTRUCTIONAL MATERIALS SKILL (PAFUIMS)

STUDENT'S SURNAME------------------------OTHER NAMES------------------------

STUDENT'S MATRIC NUMBER------------------------SESSION------------------------

NAME OF INSTITUTION-----------------------------------------------

SCHOOL-----------------------------------------------COMBINATION------------------------

<table>
<thead>
<tr>
<th></th>
<th>5 (Excellent)</th>
<th>4 (Very Good)</th>
<th>3 (Good)</th>
<th>2 (Weak)</th>
<th>1 (Very weak)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of materials</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Relevance of materials</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Using improvised</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Durability of materials</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Attractiveness of</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Various teaching</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Displaying materials</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Handling of materials</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Storage of materials</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX IX

PRACTICUM ASSESSMENT FORM FOR CHALKBOARD UTILIZATION SKILL (PAFCUS)

STUDENT’S SURNAME------------------------OTHER NAMES------------------------

STUDENT’S MATRIC NUMBER------------------------SESSION------------------------

NAME OF INSTITUTION------------------------

SCHOOL------------------------COMBINATION------------------------

5 (Excellent) 4 (Very Good) 3 (Good) 2 (Weak) 1 (Very weak)

CHALKBOARD UTILIZATION SKILL

Provision of writing materials (chalk, duster& board) 5 4 3 2 1
Neatness of the chalkboard 5 4 3 2 1
Chalkboard organization 5 4 3 2 1
Creating glare-free visibility for learners to see the board 5 4 3 2 1
Writing the key points on the board 5 4 3 2 1
Legibility of handwriting 5 4 3 2 1
Appropriateness of letters 5 4 3 2 1
Learners participation on chalkboard work 5 4 3 2 1
Drawing of diagrams 5 4 3 2 1
Avoid speaking to the board 5 4 3 2 1