



**KWARA STATE UNIVERSITY, MALETE, NIGERIA  
SCHOOL OF POSTGRADUATE STUDIES (SPGS)**

**MICRO-TEACHING EXPERIENCE AS A PREDICTOR OF BUSINESS  
EDUCATION STUDENT-TEACHERS' PERFORMANCE IN TEACHING  
PRACTICE**

**Ajibola Elisha OJO  
18/27/MBE010**

**EXTERNAL DEFENCE**

**AUGUST, 2021**



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PRACTICE**

**MSc. (Ed), THESIS SUBMITTED**

***BY***

**Ajibola Elisha, OJO  
18/27/MBE010**

**In Partial Fulfilment of the Requirements for the Award of Masters of Science  
(Ed), Business Education**

**DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION,  
FACULTY OF EDUCATION,  
KWARA STATE UNIVERSITY, MALETE,  
NIGERIA**

**AUGUST, 2021**

## **DECLARATION**

I declare that this thesis entitled Micro-teaching experience as a predictor of Business Education student-teachers' performance in teaching practice in Colleges of Education, Kwara State, Nigeria has been carried out by me in the Department of Business and Entrepreneurship Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

.....  
**Ajibola Elisha OJO**

.....  
**Date / Signature**

## APPROVAL PAGE

This is to certify that the research project titled “**Micro-teaching experience as a predictor of Business Education student-teachers’ performance in teaching practice in Colleges of Education, Kwara State, Nigeria**” was carried out by **Ajibola Elisha Ojo**. The project has been read and approved as meeting the requirements for the award of Master of Science (M.Sc.Ed) Degree in Business Education in the Department of Business and Entrepreneurship Education, Faculty of Education, Kwara State University, Malete.

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## **DEDICATION**

This project work is dedicated to my Late father, Mr. Johnson Olumide Ojo.

## **ACKNOWLEDGEMENTS**

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## Abstract

This study focused on micro-teaching experience as a predictor of business education student-teachers' performance in teaching practice in Colleges of Education in Kwara State. The study was conducted with the objectives to examine the extent to which micro-teaching experience predicts business education student-teachers' communication skill, classroom management skill, presentation skill, personality skill in Colleges of Education. Four research questions generated were answered and four null hypotheses were tested in line with the stated objectives. The target population of the study comprised 904 NCE Three (2019/2020) business education students in Colleges of Education in Kwara State. Simple random sampling technique was used to select 417 NCE III students of Colleges of Education in Ilorin. Data were collected using Modified Student-Teacher Assessment form based on their performance during teaching practice and a self-designed questionnaire titled "Micro-teaching experience of business education student-teachers' performance in teaching practice (MEBESTPTP)". The instrument was validated by three experts in the Faculty of Education, Kwara State University, Malete. The validated instrument was subjected to a pilot study and a reliability coefficient of 0.81 was obtained using Pearson Product Moment Correlation. The data gathered were analyzed using frequency counts, mean and standard deviation. All the hypotheses were tested at 0.05% level of significance using regression analysis. Findings from the study revealed among others that micro-teaching experience predict business education student-teachers' communication skill, classroom management skill, classroom presentation skill, classroom personality skill all to moderate extent. Communication skill significantly predict business education student-teachers' performance in teaching practice ( $B = 2.085$ ;  $t_{(416)} = 1.548$ ,  $P = 0.023$ ), classroom management skill significantly predicts business education student-teachers' performance in teaching practice ( $B = 2.961$ ;  $t_{(416)} = 1.586$ ,  $P = 0.013$ ). The study was concluded that acquisition of relevant teaching skill is vital to teachers' preparation and training since teaching practice allows the teacher trainees to gain their first teaching experience that they find useful during their professional lives. Based on the research findings, the researcher recommended, among others, that the use of communication skill should be taught to student-teachers of NCE programme to enhance their performance during teaching practice, concerted efforts should be intensified by the teacher educators to ensure that the student-teachers comprehend and use the skill of classroom management to enhance performance during teaching practice and thereafter the Head of Unit of micro-teaching practicum should create a special display session to enhance the ability of student teachers in the use of presentation skill during teaching practice.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Micro-teaching is a scaled-down simulated teaching encounter designed for the training of both pre-service and in-service teachers. According to Chuajin, and Chummei, (2011) and Salawu, (2011), micro-teaching has been in use worldwide since its invention at Stanford University in the late 1950s by Dwight, Robert and Romney. Its purpose is to provide teachers with the opportunity for concept lessons in any teaching subject. Also, Hertel, Millis, Noyd and Romesh (2013), described Micro-teaching as a scaled down realistic classroom training context in which teachers, both experienced and inexperienced, may acquire new teaching skill and refine old ones. Apart from being an essential process of transforming and modifying the student teacher behaviour to demonstrate a given behaviour, it also provides a tremendous opportunity for both pre-service and in-service teachers to develop and improve their pedagogical skill with a small group of students mostly five to eight using limited period of five to ten minutes, records on video tape for reviewing, responding, refining and re-teaching towards perfection (Peker, 2009).

The micro-teaching environment enables a student teacher to focus attention on the practice of specific skill at a time until he/she acquires competence in it. Provision of feedback accelerates this process. After acquiring competence in a number of skills in this way, the student teacher takes to micro-teaching in order to demonstrate his/her level of competence. Micro teaching helps in overcoming such pitfalls. It provides setting for experimentation. With the introduction of developed curriculum, teachers are required to acquire new skill of teaching. Federal Republic of Nigeria (2009:56) said “all teachers in our educational institutions, from pre-primary, will be professionally trained. Teacher education programme will be structured to equip teachers for the effective performance of their duties”. One way to achieve this government pronouncement is the proactive of micro-teaching both at pre-service and in-service training. The micro teaching setting is meant for the demonstration of good teaching skill by student-teachers’ which can be recorded

on video-tape or observed by a supervisor. Such a recording or observation is analyzed to identify component skill comprising teaching which is a complex activity (Audu, 2010). Similarly, sub-behaviours underlying each skill can also be identified. The knowledge obtained will help in building various component teaching skill.

In spite of the fact that the approach to supervision under micro teaching is evaluative, the supervisor still functions as a guide or an adviser. The supervisor in microteaching tries to help the trainee teacher or the practicing teacher to improve his skill of teaching. Prior to the commencement of micro teaching exercise, both the student-teacher and the supervisor are clear about the objectives to be achieved or skill to be demonstrated. They are also clear about the mode and instrument of assessment to be used. Such a procedure provides common frame of reference for the supervisor and trainee teacher for a dialogue. The suggestions given by the supervisor are incorporated in the new lesson for a re-teach practice (Aggarwal, 2009). Micro-teaching provides a golden opportunity to the student-teacher towards exercising control over some variables, which may have tremendous effect in teaching and learning for instance volume of students in a class, the nature/quality of the student, the length of the period for micro teaching administration, the motivation as well as the evaluation of the student, and so forth.

From experience of the researcher and more importantly the researcher's contact with pre-service teachers (NCE and Undergraduate), needed skill of teaching are difficult to acquire, hence the need to integrate micro-teaching into the professional development of the pre-service teachers. Therefore, the researcher decided to dwell on some of the major skill of micro-teaching which include: Classroom management skill, communication skill, teacher's personality, teacher's presentation skill among others. The skill of classroom management has to do with the teacher employing effective techniques towards redirecting or refocusing the attention of a learner who has been distracted by an unrelated element in lesson. Gootman (2011) opined that management as a term is used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. It is possibly the most difficult aspect of

teaching for many teachers. Indeed experiencing problems in this area causes some to leave teaching altogether. Classroom management is concerned planning, organizing, directing, controlling and motivating students in the classroom environment.

The presentation skill of a teacher emphasizes introduction/set induction, development of lesson plan, mastery of Subject matter, time management, questioning technique, effective use of instructional materials and summary/conclusion among others. Teachers personality skill emphasizes on appearance (Neatness, appropriate dressing), Comportment, Confidence, enthusiasm, emotional stability and mannerism, punctuality, conscience, discipline, proactive, goal oriented, ability to help others, interaction, modern in outlook, agreeableness among others. Communication can be one way or two ways. A one- way communication system is the one in which communication flows from the originator to the receiver only, such as radio and television broadcast (Ademiluyi & Oyedele, 2016). A two- way communication system is one in which communication flows from the originator to the receiver with the existence of a feedback system from the receiver to the originator. Communication is a two a two way process and is not complete without feedback. Feedback ensures that communication is more effective because it also confirms receipt and adequate understanding of the intended message. Church (2009) defines communication as the transfer of information and understanding from one person to another. Boo her (2014) opined that communication as a process of helping organizations to motivate and direct employees, transforming attitudes, influencing behavior, persuading, seeking cooperation and orientating people towards their physical and social environment. Communication is the transfer of information, facts, ideas, notions etc from one person to another through a mutually understood symbol (Ademiluyi, 2019). Communication Skill also emphasize on the clarity of voice and appropriate use of language by the teacher, the skill of explanation, skill of non-verbal communication/Silence, the skill of using Audio-Visual aids (UAVA).

The conducive environment for effective micro-teaching session (micro teaching clinic) is to be equipped with relevant and appropriate furniture and e-learning equipment, like appropriate

Closed Circuit Television (CCTV) system with camcorders staged at different angles to pick different behaviours of the trainee and the learners (Audu, 2010). This is to enable the supervisor, presenter as well as other participants and members of the community see the strength and weaknesses of the student-teacher at the point of presentation for immediate correction towards perfection. Furthermore, the student teacher is trained to be aware of good environment as a correlate to effective and efficient process of teaching.

Experience has shown that, right from the introductory stage, a student teacher cannot demonstrate a sense of commitment in understanding the basic concept for micro-teaching as contained in the teacher training curriculum of Colleges of Education titled Micro teaching theory and coded EDU 213 offered at NCE level. Some candidates often choose teacher training institutions (College of Education), as their last resort (JAMB, 2013). This might be connected with the attitude of the members of the society toward teaching as a profession. The ability of the student teacher to transform an abstract idea into reality through the application of appropriate instructional materials is efficient.

Personal observation has shown that the microteaching skills as a fundamental principle of teaching are unsatisfactorily demonstrated by student teachers. This is seen in the weak application of micro-teaching skill of Chalkboard management by the student teacher which makes the performance insufficient in clear writing skill which leads to in effectiveness in drawing the learners attention. The weak use of the skill of reinforcement for encouraging positive response by the student teacher during teaching and learning is not appropriate. The process of drawing the attention of the learner to concentrates in teaching and learning activities and to make the lesson more captivating via the skill of set-induction is completely discouraging.

The problems in the manifestation of these skill constitute an integral obstacle in the quest for the realization of qualified (professional) teachers and the achievement of Nigeria's philosophy of education (FRN, 2013:56) which states that "teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to

innovation in their profession. “The inefficient application of the required teaching skill generated a cardinal vacuum in a bid to produce competent workforce (personal) that would handle the pupils and the students at primary and post primary institution of learning. In addition, these limitations have frustrated and adversely affected the current drive towards producing professional teachers as contained in the FRN, which highlights that: All teachers in educational institutions shall be professionally trained. Teacher education programme shall be structured to equip teachers for the effective performance of their duties. Information Technology (IT) training shall be incorporated into Faculties of Education, Institutes of Education, National Teachers Institutes, School of Education in the Polytechnics and others, National Mathematical Center (NMC), National Institutes for Nigeria Language (NINLAN).

Similarly, Olaofe (2007) remarked that teacher quality has nosedived, resulting in a steady decline from the large number of teachers who could make pupils unlearn what they had accidentally learnt elsewhere. In addition, there is a general downfall in the number of professional teachers needed to teach in various institutions of learning in Nigeria.

The aforementioned problems collectively constitute serious setbacks towards effective performance during the teaching and learning process; and eventually they could hinder the attainment of the designed instructional objectives, during teaching practice programme. These have manifested doubt in the mind of the researcher especially in the efficiency of micro-teaching session in exposing student teachers undergoing teacher training programme. These and many other similar issues have necessitated the need to embark on this research.

### **Statement of the Problem**

Student-teachers’ are not performing optimally in teaching practice probably due to inadequacies of micro teaching programme. From the researcher’s experience, students’ performance in teaching practice exercise has not been convincing enough to justify the efforts involved in Micro Teaching as courses. Micro Teaching involves so many skills which if harnessed effectively should lead to successful performance in Teaching Practice. While in

school the student-teachers' are exposed to Micro-Teaching skill, during Teaching Practice. Ijaiya (2013) noted that many student-teachers fail to acquire sufficient teaching skill to the detriment of pupils' learning that when these skills are learnt by the students during pre-service training, some of the student-teachers do not adequately apply their skill during teaching practice. Student teachers often go to the classroom without instructional materials; most of them fail to demonstrate communication skill, requisite personality skill, classroom management skill and also the presentation skill.

To the best knowledge of the researcher, there is a dearth of studies focusing on the relationship between microteaching and teaching practice in Colleges of Education. This raises the question of whether micro teaching is adequately preparing students for teaching practice. The study, therefore, focused on micro-teaching experience as a predictor of business education student-teachers' performance in teaching practice in Colleges of Education in Kwara State, Nigeria.

### **Purpose of the Study**

The major purpose of the study was to determine micro-teaching experience as a predictor of business education student-teachers' performance in teaching practice in colleges of education. The study will specifically examined:

1. the extent to which micro-teaching experience predict business education student-teachers' communication skill in Colleges of Education.
2. the extent to which micro-teaching experience predict business education student-teachers' classroom management skill in Colleges of Education.
3. the extent to which micro-teaching experience predict business education student-teachers' presentation skill in Colleges of Education.
4. the extent to which micro-teaching experience predict business education student-teachers' personality skill in Colleges of Education.

### **Research Questions**

The following research questions guided the study.

1. To what extent does micro-teaching experience predict business education student-teachers' communication skill in Colleges of Education?
2. To what extent does micro-teaching experience predict business education student-teachers' classroom management skill in Colleges of Education?
3. To what extent does micro-teaching experience predict business education student-teachers' presentation skill in Colleges of Education?
4. To what extent does micro-teaching experience predict business education student-teachers' personality skill in Colleges of Education?

### **Research Hypotheses**

The following research hypotheses were tested at 0.05 level of significance:

- H<sub>01</sub>:** Communication skill does not significantly predict business education student-teachers' performance in teaching practice in colleges of education.
- H<sub>02</sub>:** Classroom management skill does not significantly predict business education student-teachers' performance in teaching practice in colleges of education.
- H<sub>03</sub>:** Presentation skill does not significantly predict business education student-teachers' performance in teaching practice in colleges of education.
- H<sub>04</sub>:** Personality skill does not significantly predict business education student-teachers' performance in teaching practice in colleges of education.

### **Significance of the Study**

The findings of this research work when published in reputable journals would be of benefit to many stakeholders, such as student-teachers, curriculum planners, teacher trainers (lecturers and non-academic staff), school administrators, National Commission for Colleges of Education (NCCE). Firstly, the outcome of the research could assist student-teachers to carry out their assignment, especially during teaching-practice exercise and after graduation in order to be more proactive in providing essential services expected of professional teacher viz-a-viz impacting

knowledge, managing, controlling, and coordinating among others, in order to ensure effective service delivery and academic excellence.

The findings of the study would help to a large extent in providing curriculum planners with adequate feedback concerning the effectiveness of micro-teaching in the teacher education programme in preparation for teaching practice exercise at the NCE level. Similarly, the result of the study will make the experienced teachers see the need to be more committed in cooperating with the practicing teachers by guiding them in the course of discharging their duty. The findings could also assist teacher trainees in developing confidence in the usage of some of the skill thereby applying them in the normal classroom situation during teaching practice for effective teaching and learning to take place. Thus, the practical pedagogical skill needed to promote and enhance good atmosphere in the classroom would be mastered by student-teachers'.

The National Commission for Colleges of Education being a body that accredits teacher training institutions would benefit a lot from the outcome of the study through realization of the significant roles the programme play in teacher education. The findings of the study could help in providing information to pre-service teachers, in-services teachers as well as government and non-governmental organizations and the general public to support micro teaching. Finally, the study could also be significant to scholars as well as subsequent researchers as the findings would serve as a reference material for further research in related fields.

### **Scope of the Study**

The study focuses on micro-teaching experience as a predictor of business education student-teachers' performance in teaching practice in colleges of education in Kwara State, Nigeria. Specifically, an in depth research work will be conducted on four micro-teaching skills; skill of classroom management, communication skill, teachers' personality skill, and teachers' presentation skills. The study is delimited to NCE Three (NCE III) business education students of 2019/2020 session in colleges of education in Kwara State because they have undergone microteaching (EDU 213 and 223) and Teaching Practice (EDU 311) respectively.

**Operational Definition of Terms**

**Student Teacher:** A student that is receiving training at a teacher training institution.

**Micro-teaching Skill;** These refer to the teaching skill acquired by the student teacher during micro-teaching session, for effective teaching and learning to take place.

**Performance:** This refers to the attitude of student-teachers in the application of teaching skill in teaching practice for effective service delivery.

**Teaching-Practice:** It refers to a situation where the students are posted to primary/post-primary schools of their choice to demonstrate the acquired teaching skill for a specified period of time.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents a review of some related literature. These are presented under the following sub-headings:

#### **Theoretical Framework of the Study**

Edward Lee Thorndike (Behavioural theory of learning, 1905)

Burrhus Frederic Skinner (Operant conditioning/reinforcement theory, 1948)

#### **Conceptual Review**

##### **Conceptual Review of the Study**

Concept, Rationale and Guidelines for Teaching Practice

Relevance, Objectives and Challenges of microteaching

Microteaching Models and Process for effective skill acquisition and teacher performance

Micro-teaching skill

Teacher's Classroom Management Skill

Teacher's Communication Skill

Teacher's Presentation Skill

Teacher's Personality Skill

Review of Related Empirical Studies

Appraisal of Literature Review

#### **Theoretical Framework**

This study is based on two theories, which are: Edward Lee Thorndike's Behavioural Theory of Learning and Burrhus Frederic Skinner's Reinforcement Theory.

##### **Edward Thorndike (Behavioural Theory of Learning, 1905)**

Thorndike (1905) propounded the theory of classical conditioning where the behaviour becomes the reflex response to stimulus. As a behaviourist, learning is viewed by Thorndike in terms of establishing connection or bond between stimulus and responses and that it takes place in familiar to unfamiliar situations. Thorndike maintained that a skill should be introduced when

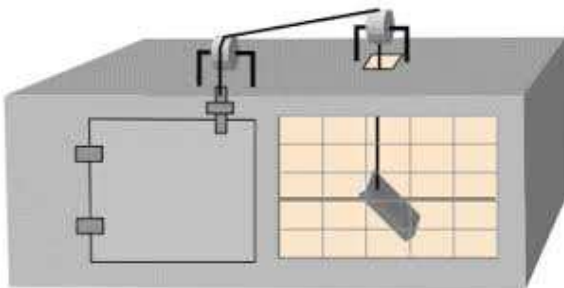
a learner is conscious of the need for such skill. Furthermore, Thorndike worked on animals' behaviour and learning process. He was interested in whether animals could learn tasks through observation and imitation. In order to test this, the father of educational psychology created puzzle boxes. Each 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).



**Figure 1: Diagram of a Cat in the Box**

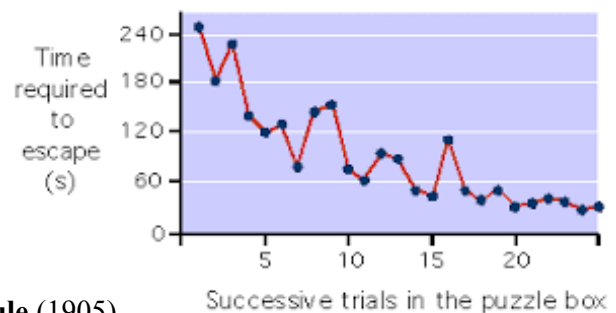
Source: [http://en.wikipedia.org/wiki/Edward\\_Thorndike](http://en.wikipedia.org/wiki/Edward_Thorndike) (1905)

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 meowed 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.



**Figure 2: Thorndike's Box and Time Schedule (1905)**

Source: [http://en.wikipedia.org/wiki/Edward\\_Thorndike](http://en.wikipedia.org/wiki/Edward_Thorndike)



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.

From the observations, Thorndike formulated three (3) laws:

- a. Law of effect.
- b. Law of readiness, and
- c. Law of exercise.

However, the law of exercise asserts that 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. 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. This is relevance to the present study as student-teachers' cannot teach until they practice how to teach through micro-teaching practicum that prepares them for effective teaching practice. 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, micro-teaching practicum is bound with time. The student teacher is expected to teach a reduced content for five to ten minutes instead of 40 minutes in the normal class. There is also reduction in the class size to five to ten 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 micro-teaching especially in feedback and teach re-teach cycle which enhances effective teaching practice. This theory is relevant to the study, because micro-teaching skill is familiar with the behaviour of the student-teachers' while the actual teaching practice activities lead to another (new) behaviour which seems to be the unfamiliar situation or behaviour. Micro-teaching skill like stimulus variation could actually influence students teachers' behaviour which could in turn affect student-teachers' performance in teaching practice

### **Burrhus Frederic Skinner (Operant Conditioning/ Reinforcement Theory, 1948)**

Similarly, Skinner is regarded as the father of Operant Conditioning. His work was based on Thorndike's Theory. According to Saxena and Khajanchee (2012), Micro-teaching 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 micro-teaching. 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 law states that if the occurrence of an operant is followed by the presentation of a reinforcing stimulus, the strength and probability is increased. This is related to the present study because questioning skill and reinforcement skill are used interchangeably in micro-teaching practicum as well as teaching practice. A question is being reinforced through praise, applause or gift presented to the learner after responding correctly to a question.

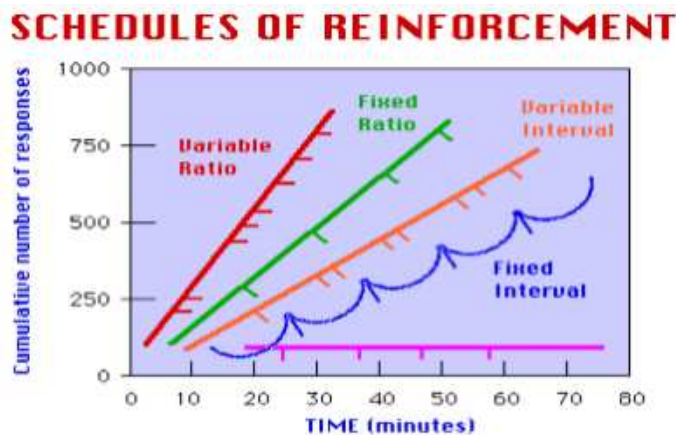
Skinner used an apparatus called the Skinner box to demonstrate operant conditioning in animals. He showed how positive reinforcement worked by placing a hungry rat in his Skinner box.



### Figure 3: Skinner's Box with Rat

**Source:** McLeod (2007) in Skinner (1948) profound Operant Conditioning- Simply Psychology.

### Figure 4: Skinner's Time Schedule and Reinforcement

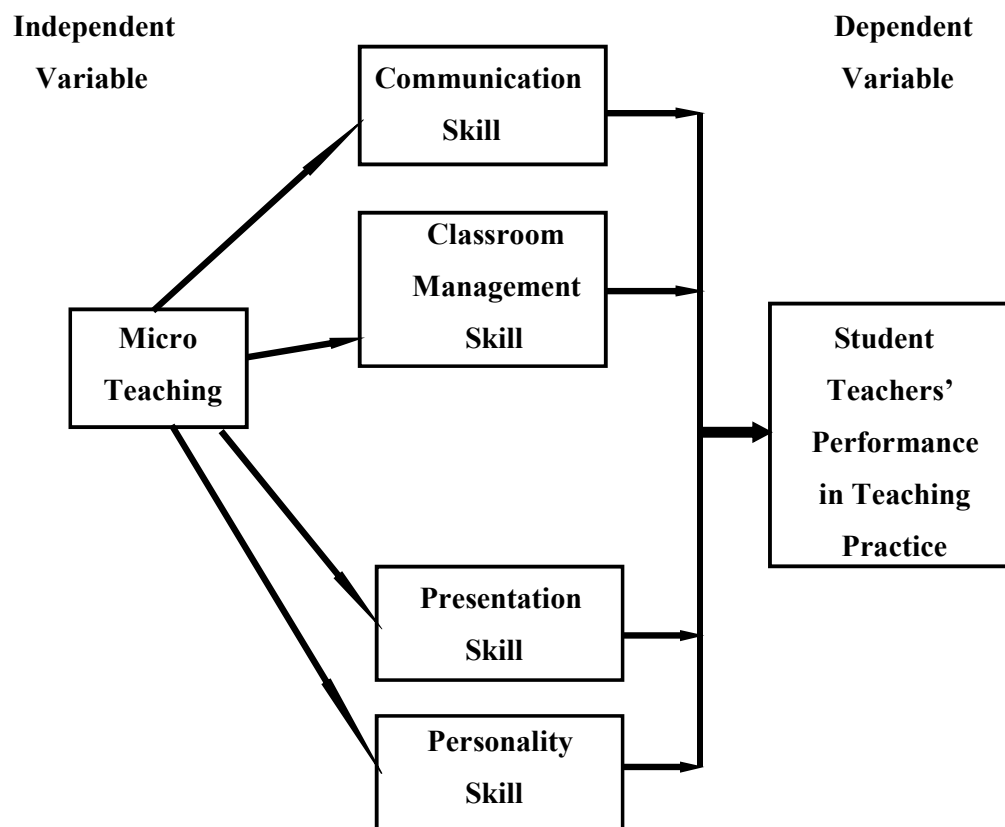


**Source:** McLeod (2007). Skinner (1948) in Adirika (2013), Operant Conditioning- Simply Psychology

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. 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 behaviour because food is given in return. This is in line with the study as learners were given information in small bits, learners learnt at their paces and were given rapid feedback to indicate the accuracy of their learning. In micro-teaching practicum, student-teachers' acquire one skill at a time using small number of students (5-10), spending small number of time (5-10 minutes), and positively

reinforced with rewards which can be in form of certificate obtained at the end of the programme. The main influence on human behaviour is learning from the environment. Lastly, Skinner's theory of operant conditioning is in line with micro-teaching skill of closure. The student teacher concludes the lesson by summarizing the important point of the lesson so as to make emphasis on the concept content of the lesson. The theory addresses the new skill acquired by the students.

### Conceptual Framework



### Conceptual Review of the Study

#### Concept, Rationale and Guidelines for Teaching Practice

Teaching is the process of attending to people's needs, experience, feeling, and making specific interventions to help them learn particular things. Anuforo (2007) maintained that teaching is an activity designed by an experienced person to educate and inform the less privileged person who makes himself available for learning. Teaching helps to change an

individual's belief, attitude and behaviour. Teaching involves the process of carrying out certain activities that will ensure learning is in agreement with certain professional rules and practices. However, for teaching to become effective, a teacher who implements the curriculum needs to adapt the necessary approach to execute the teaching responsibilities. These approaches include making their classes interesting by maintaining a social and physical atmosphere that can stimulate learning, the combination of methods and techniques in teaching to promote greater efficiency in learning, utilization of various instructional resources in teaching and learning process, as well as to organize and develop a good teaching plan that will guide the lesson presentation process. To do this, the teacher has to be well prepared through adequacy of training.

Teaching profession cannot be acquired overnight, it demands adequate preparation and practical work. Olorundare (2014) considered teaching practice as the main quality control measure in the preparation of teachers. Similarly, Nwanna (2010), saw teaching practice as a period of industrial experience during which the student teacher has the opportunity to integrate educational theories, teaching methods, skill and strategies into actual class room teaching in a school. It is a type of internship as practiced in medicine, law and other professions. In line with the above teaching practice is an attempt to expose the learner to the practical aspect of teaching through the posting of student teachers outside their institution of training to designated schools known as cooperative schools. It is a period of experience during which the student-teacher has the opportunity to integrate the educational theories, teaching methods, skill/strategies into actual classroom teaching in a school. Andabai (2011) opined that, it is the practical aspects of the course as distinct from theoretical studies, practice teaching is the name of the preparation of student for teaching practical training.

From the foregoing, teaching practice was subsequently viewed as a pre-professional exercise geared towards helping the teacher trainee to bridge the gap between educational theory and practice. Through a programme of cooperation and interactive guidance, the student-teacher acquires valuable skill in teaching and management of teaching from experienced

teachers, this is also linked with the rationale for teaching practice.

Teaching Practice (TP) is a crucial aspect of teacher education. Teaching practice provides student-teachers' with an opportunity for the acquisition of necessary professional skill through practical experience. This will prepare them for an effective professional practice after graduation (FGN, 2012). Teaching practice exercise constitute one of the essential aspect that help in ensuring effective teacher education programme. It is through teacher education that the basis for good schools can be created, because no educational system can rise above the quality of its teachers. Teaching practice or practicum is a key component of a teacher training programme. It should be the central pivot of the professional training (Gujjar, Naoreen, Saifi & Bajwa, 2010). If the literature folklore of teacher education agree on one point, it is that the student teaching experience or practicum is important (Farrel, 2008). Also, there is no teacher education programme that can be said to be complete without an effective student teaching practice programme (National Open University of Nigeria NOUN, 2008).

However, the current NCE Teacher Education reforms lay great emphasis on teaching practice. The present NCE teacher education reforms recognize teaching practice as a vital instrument towards preparing the student teacher to face the challenges attached to teaching profession. The new NCE minimum standards spell out categorically that T/P should be done in the first semester of the third year for a period of three months. Teachers must be assigned to student-teachers' for mentoring before the micro-teaching for continuous support till the students graduate. Evaluative comments on the progress of the students should form part of the student's journal. The minimum standard lay further emphasis on supervision of teaching practice. Therefore, NCE awarding institutions must assign supervisors to student teacher based on their areas of specialization such as ECCE, PES, and so forth, to ensure that such supervision is focused, well-informed and based on the supervisors' practical professional skill and knowledge (FGN, 2012).

Teaching practice is a major component of a teacher education programme (Adeleke,

2011). The main purpose of teacher education is to produce effective practicing teachers (Kalande, 2006). The question of how trainees can best be prepared to become an effective classroom practitioner has been in the minds of teacher educators worldwide for many years (Gorge, 2006).

A pre-requisite to teaching practice is a pass in micro teaching. Students who fail micro teaching shall not proceed on teaching practice. It is essential, therefore, that NCE- awarding institutions ensure that method courses and their related content courses are planned together with micro teaching opportunities and that they are fully covered before teaching practice. The Centre for Educational Technology (CET) should play a major role in this respect.

Moreover, to ensure effective teaching practice exercise, all the NCE awarding institutions should ensure that teachers design and coordinate a comprehensive teaching practice preparation programme for student teachers. Such a preparation programme should present student-teachers' with a gradual building up of teaching practice preparation assignment. These assignments should require students-teachers' to develop lesson plans, learning materials, and assessment tasks which they can use when they are in a school during teaching practice. Micro teaching and classroom observation activities are also to be done. In this way, student teachers are prepared through their various courses in consistent and effective manner for a teaching practice experience that adds value and allows student-teachers' to develop and apply professional skill. NCE-awarding institutions are also expected to design and operate school based teachers professional development programmes that assist teachers in these schools to enhance their profession and also to become effective mentors. Meeting of various department within a school must be held at least twice in a semester to share ideas and provide peer-support for teacher. NCCE shall carry out a regular quality assurance exercise to ensure that NCE awarding institutions comply with the teaching practice guidelines (FGN, 2012). NCE awarding institutions shall be required to provide reports outlining the quality of the outcomes of teaching practice to NCE.

However, for teaching practice programme to meet its designed objectives, it is of paramount importance to allocate some financial provision to the student-teachers' on teaching practice in order to boost their moral in motivating them to be more pro-active in service delivery.

For an effective teaching practice exercise to be actualized, the National Commission for Federal Republic of Nigeria (2012) stipulated the following guidelines:

- a. NCE awarding institutions provide a comprehensive preparation programme for teaching practice by effectively coordinating content and method courses and linking these meaningfully with micro teaching opportunities;
- b. Micro teaching is coordinated by the school/department of education in collaboration with relevant departments;
- c. Teaching practice shall take place in the appropriate school content area for example ECCE, primary 1-3, 4-6 and JSS 1-3;
- d. Student-teachers must go to their practicing schools with a set of prepared lesson plan, learning materials and samples of assessment tasks;
- e. Student-teachers shall participate in all activities of the school when on teaching practice; Each student teacher shall be assessed at least ten times during the teaching practice period.
- f. NCCE is to ensure that NCE awarding institutions comply strictly with the use of teaching practice assessment form;
- g. Supervision of teaching practice exercise will be carried out by both the internal and externals supervisors and Head of Schools;
- h. Student-teachers' shall keep a student reflective journal as part of the teaching practice assessment.

### **Relevance, Objectives and Challenges of microteaching**

Globally, the genesis of microteaching could be traced to the evolution of the video technology in Germany. Meanwhile, little did the inventors of the tape recorder, think of

the instructional implication of and its utilization in the pedagogical training of teachers until the globally documented efforts of Keith Acheson a doctoral student and Robert and Dwight of the Stanford University in (Salawu, 2011). The unflinching support bestowed on Allen and his team by the Ford foundation boosted the morale of the team thus the team worked copiously on microteaching which was initially christened demonstration teaching. A couple of years later, microteaching was recognized and even acclaimed as an effective and efficient training technique in training of teachers most especially for pre-service preparation. For instance, in the American teacher's institutions in the 1970's micro teaching had been giving acceptability and keen implementation.

Furthermore, in the 1990's microteaching was universally accepted and as an indispensable strategy in the training of trainees in the pedagogy. In fact, it is also tremendously useful to the practicing teachers who want to equip themselves to up-to-date pedagogical practices in consonance with the information and communication technology development (Nwabunu & Egunjobi, 2011). In the 1970's in Nigeria microteaching was incorporated due to its contribution in ensuring quality and effective teacher education programme in 1970's Nigeria government incorporated microteaching into the college programmes of Alvan Ikoku College Of Education Owerri, with the assistance of UNESCO grants given to the college.

Meanwhile, since the Alvan Ikoku College experience, most of the teacher training colleges in the country adopted and adapted the new innovation (microteaching) in the preparation and training of the student-teachers' in their various colleges particular in the Nigerian colleges of education. While in the teachers grade two colleges it was still given the nomenclature of teaching demonstration in the 1970s up till early 1980s (Salawu, 2011).

Moreover, in the 1980's some scholars in the universities in Nigeria such as the university of Ibadan, Obafemi Awolowo university and the university of Ilorin carried out researches to examine the efficacy of microteaching on student-teachers' performance in teaching practice the

findings encouraged some of the university in the country to adopt microteaching as one of the strategies in preparation and training of their student-teachers' in the faculty of education of these universities (Salawu, 2011).

In the early 1990's the National Commission for Colleges Of Education (NCCE) in Nigeria made microteaching mandatory as part of accreditation requirements that must be properly put in place under educational technology centre in the colleges of education before any of their courses can be approved. Therefore, the mandatory condition brought microteaching to limelight most especially in the colleges of education. The federal government gave financial assistance to the colleges for the establishment of microteaching laboratories within the educational technology centres. Since then, microteaching has become one of the compulsory courses for the student-teachers in the colleges of education in the country (Nwabunu & Egunjobi, 2011).

The word teaching has been defined by many authors in the field of education; Isa (2012) sees teaching as a process of impacting the required knowledge/skill to learners by a professional in order to achieve the desired objective. Micro-teaching as a concept is a scientific technique designed to make the teacher education programme scientific in approach. It is a versatile research tool which simplifies the logistics of investigating skill and learning variables. Micro-teaching is a scaled down teaching encounter where the complexity of the real classroom situations is being reduced to the bare minimums (Romesh, 2013); Tanja (2014), defined micro-teaching as a scaled down teaching encounter in class size and class time. Similarly, they defined the term micro-teaching while specifying the following essential prepositions:

- a. Micro-teaching is real teaching but complexities of moral classroom are specified.
- b. There is emphasis on training for the accomplishment of specific tasks.
- c. There is increased control of practice.
- d. Normal knowledge of results or feedback dimension is greatly exposed.

Micro-teaching as a training system in which the normal complexity of the classroom, in

terms of the type of audience, the number of learners, duration of time and content of coverage is drastically reduced to enable a trainee teacher conduct a training session in a contrived but especially designed environment (David, 2008). A trainee teacher is confronted with a comparatively manageable setting of about 5-10 students for a duration of ten or fifteen 10-15 minutes, emphasizing only one or two skill.

Furthermore, micro-teaching is a training technique whereby the teacher reviews a video tape of the lesson after each session, in order to conduct a “post mort”. In the process, teachers find out what has worked, which aspect has fallen short, and what needs to be done to enhance their teaching techniques, (Singh, 2011). In micro-teaching, a trained student picks a topic and makes lesson preparation in terms of content, delivery method, instructional materials, statement of objectives, evaluation activities and a host of others that are part of lesson delivery. The supervisor and some other students contribute at the end. Micro-teaching is used for the development of new teaching skill and refinement of old ones. Teaching skill can be referred to as specific teacher behaviour designed to enhance the effectiveness of classroom instruction (Sana, 2007).

Micro-teaching or training programme aims at modifying teachers’ behaviour according to the specific objectives. It is a process of subjecting a sample of human behaviour to 5 R’s of video tape, recording, reviewing, responding, refining and rejoining. It is a controlled practice that makes it possible to concentrate on teaching behaviour in the student-teacher training (<http://edufocu.blogspot.com>, 2012). Observation has shown that micro-teaching is a cardinal tool which provides both the student teacher and the serving one adequate experience toward effective knowledge dissemination. Basically, micro-teaching is an instrument of transforming/modifying student-teachers as well as prospective teachers to acquire and develop the existing skill of teaching theoretically and practically, for academic excellence. Audu (2010) viewed micro-teaching as a laboratory approach to teaching development designed to help individuals develop and refine their teaching skill and to practice constructive

criticism. Micro-teaching is thus an innovation in teacher education programmes with a focus on modifying teacher's behaviour in accordance with specific objectives; that is, in addition to improving teacher effectiveness.

Micro-teaching as a technique begun at Stanford University in 1964 and since then it has been widely used in most English speaking countries (Audu, 2010). It is also extensively used in Northern Europe and in many Asian and African countries. It is therefore, not surprisingly that, micro-teaching has been changed in many ways since it was first used at Stanford (Audu & Agbo, 2010; Chawla & Thwral, 2011; Arsal 2014). Whereas the Stanford School of Education gave practice a very narrowly defined skill, such as introducing a lesson, one at a time, most micro-teaching program nowadays require the student to teach realistic but brief lessons and to focus sharply upon a particular skill or set of skill during the viewing and discussion sessions (Chartzidimou, 2011). There are now so many different forms of micro-teaching that the term micro-teaching must be re-granted as generic rather than specific. Writers who claim to have developed or used the only true micro-teaching should be regarded with some skepticism. Nonetheless, all micro-teaching programme are based upon three common principles:

1. Identify the skill involved in successful performance (task analysis)
2. Provide a relatively safe opportunity for practice with feedback of these skill in a simplified situation.
3. Discuss and analyze the feedback (Chartzidimou, 2011).

It has been observed that, no matter the modification put in place upon the Stanford model, they are generally designed to prepare, develop and modify a student-teacher towards skill acquisition and effective communication process for attaining professionalization. It is usually introduced first to provide training methods which can be regarded as an introductory stage to teaching practice.

Similarly, closure is one of the micro-teaching skill which is used to complement set induction. Effective acquisition of this skill helps a student-teacher to provide the learner a sense

of accomplishment of having finished or completed a given task. Learning increases when teachers make conscious effort to help students organize the information projected to them and to perceive relationships based on that information (Audu & Agbo, 2010). The skill of stimulus variation constitutes one of the micro-teaching skills. In actual sense, learning in the classroom depends on the attention of the pupils to the learning task. It is therefore, essential for a teacher to secure and sustain pupils/students' attention in making his teaching effective. Stimulus variation can be introduced in several ways depending upon the teaching activities e.g. movement while teaching, interacting with pupils, change in speech style, among others, (Hagie, 2006).

The skill of using chalk board management forms one of the major aspects in the teacher training programme. It is one of the visual aids most widely used by teachers for classroom instruction. For effective application and utilization of chalk board, the teacher has to consider three or more principles for the achievement of the designed objectives, these are:-

- i. legibility of handwriting
- ii. neatness in the chalk board, and
- iii. appropriateness of written work, (Varma & Sharma, 2009).

The skill of using adequate, effective and appropriate instructional materials acquired via micro-teaching creates an enabling environment for a student-teacher toward transforming an abstract idea into reality, and thereby makes learning more easy and effective, and facilitates the achievement of teaching objectives, (Mills & Gosie, 2007). Effective acquisition of skill of classroom control during micro-teaching session provides a significant impact to a student-teacher toward knowledge dissemination. The student-teacher finds it very comfortable to redirect or refocus the attention of a learner who has been distracted by an unrelated element in a lesson through effective management and coordination of teaching and non-teaching materials during teaching and learning process. It also helps the student-teacher to a large extent, in achieving the stated objective of the lesson, most especially during teaching practice which makes the programme effective. In reality, reinforcement constitutes one of the best acquired

skill in the micro-teaching session by a student-teacher. The stimuli that provides or contributes to the pleasant experiences are called positive reinforcement, while the stimuli providing unpleasant experiences can be termed negative reinforcement. In the classroom teaching, positive reinforcements are used for strengthening the desirable responses or behaviours of learners and negative reinforcements are used for weakening the undesirable responses or behaviour, (Mills & Gosie, 2007).

The roles/relevance of micro-teaching towards effective empowering of a student-teacher with adequate knowledge/skill most especially in the NCE program can never be over-emphasized. Prominent scholars/educationists proffered views on how micro-teaching, being a cardinal and essential aspect of the teacher education curriculum helps in modeling the student-teacher as well as developing the in-service teachers in retraining session, and updating their knowledge in ensuring effective acquisition of new skill/methods for efficiency. Audu (2010) is of the view that micro-teaching is a supplement to teaching practice. It is part of a gradual process of training from micro-teaching to the real classroom, as a form of diagnostic and remedial training and as a method of enriching the skill of experienced teachers. In-short, microteaching can be used to develop new skill of teaching and to refine existing skill. Perhaps more important than these, micro-teaching is of great importance as it has the role to play in curriculum development, teacher education and curriculum implementation in schools. It also promotes reflection on teaching approaches and on constructive feedback (Hertel, Mills & Noyd, 2013). The pedagogical skill for teaching can be acquired only through more structured and cheaper faculty training techniques. With the introduction of Micro-teaching about five decade ago, the lacunae of scientifically proven or effective methods to be followed in teacher training programme has been overcome (Fernandez, 2010).

Commendable efforts are being made on teacher education in the country, both for free and in-service teachers, but there are many problems. Adeleke (2011), decry the non cooperation

of governments (Federal and State) with teachers undergoing in-service courses. Examination malpractice with poor preparation of student teachers for an examination and lack of self confidence constitute factors affecting the teacher training programme, (Odia & Omofomwan, 2007). All these attest to the significance of micro-teaching in teacher training programme and curriculum development. By implication, due consideration must be given to micro-teaching and the challenges affecting the attainment of this skill be properly addressed. This could only be achieved when adequate arrangement are made in ensuring that effective and sufficient implementation of micro teaching is been made as contain in the curriculum.

Teaching skill play a vital role in the performance of student-teachers during training. Teachers who are skilled at teaching skill create a positive learning environment and also improve in their performance, some of these skill as highlighted by Ijaya (2013) include.

1. Academic knowledge: Student-Teachers need academic knowledge in the subject matter they need to teach, they are expected to apply the theoretical knowledge they learn into practice.
2. Teaching abilities: Student-teachers must have pedagogical skill, they should be able to make difficult concepts understandable both verbally and other non- verbal methods, Reinforcement classroom/ and appropriate language for discipline management and organizational skill.
3. Student-teachers should learn the skill of classroom management and organizational skill like planning daily lessons, keeping learners on task organizing papers, files, and their workload so they can grade and return papers or time.
4. Creative intelligence skill: Student-teachers' need creativity keep learners interested and also need creativity to address discipline problems effectively without taking too much class time.
5. Well-Rounded Assessment: Student-teachers who master this skill have students who are eager to learn, since they know they will have many chances to do well. It involves

providing different types of project and test so that each learner understands something in which they excel.

However, it is very important for student-teachers to acquire all the skill involved in teaching for effective implementation of the lesson. As part of the commitment in ensuring that micro-teaching performs up to expectation in equipping a student-teacher with adequate teaching skill, the teacher education curriculum must be prepared to accommodate certain objectives which the student-teacher is expected to be achieved. The skill are designed and are expected to be learnt and be demonstrated for effectiveness and efficiency in the teaching and learning process. (Audu & Agbo, 2010), submitted that micro-teaching objectives are designed to:

1. Provide students with an opportunity to develop their understanding of concept of the teacher as a reflective practitioner in a controlled and secure environment;
2. Continue the process of core skill acquisition through the process of guided planning, implementation and review of laboratory teaching practice case studies;
3. Motivate and instill confidence in the student teachers before they proceed on teaching practice in cooperative school;
4. Introduce students to contemporary approaches to positive discipline and effective classroom management;
5. Allow student engage in an initial period of guided school based teaching practice;
6. Allow students expand their analysis of the potential role to be played by ICTs in the development of core teaching competences;
7. Equip students with the ability to define, create and maintain effective learning environment
8. Develop in the student teacher the ability to be analytical, critical and objective in self-assessment of his/her teaching which hopefully can be transferred to normal classroom situation in his/her school, and
9. Assist the student-teacher to be well dispose to supervision and the supervisor who

should be seen as a friend concerned with improving his/her skill as a teacher.

Therefore, in achieving the micro-teaching objectives as stated above, the teacher- trainee will require the necessary and constant development in order to enhance effectiveness and efficiency toward training the student-teachers. However, these objectives could only be achieved only if adequate and frequent financial supports as well as provision of needed facilities are put in place in ensuring conducive environment for effective micro-teaching session.

Micro-teaching being one of the cardinal pillars which provides the NCE students with adequate learning experience interns of theory and practice of teaching skill, is facing some obstacles which would lead to serious deficiency in the production of competent teachers for effective implementation of curriculum for an individual and societal development. In the words of Adepoju (2008), the programmes are deficient in the preparation of teachers for the modern day realities. Institutions offering teacher education programme often lay too much emphasis on theory at the expense of practice, particular by micro-teaching. Falayajo, (2004); & Ajayi, (2007) summarized the deficient nature of the present teacher training in Nigerian college of education and other teacher-training institutions. Their summary show that the big problem really is that teachers are no longer well trained, most especially in the acquisition of teaching skill towards preparing them to discharge their duties as expected. This has been observed to be as a result of limited time and duration attached to the teacher-training programmes. According to Ajayi (2007), the duration of Nigerian's teacher-education programme has to be increased if teaching is to really be recognized along side with other professions. Presently, the teacher-education programmes has the least period and perhaps, the worst type of training among all professional groups. it also has the worst internship programme (Ajayi, 2007).

In reality, lawyers spent at least five years, pharmacists and accountants have to spend 5 years in their training program secluding one year of practical; but in Education, the degree students spend four years including the internship or the teaching practice period while the NCE

students spend three years including TP. Therefore, the new NUC Benchmarks in Minimum Academic Standard which suggests five years teacher education-program including one full year of teaching practice needs to be implemented so as to ensure efficiency in teaching as a profession. The entry requirement (Admission Policy) in teacher-education programs in Nigerian is ridiculous and too low to write home about. The NCE programme requires five passes of which three must be at credit level at one sitting or four at two sittings. In some universities, the faculty of education gives consideration to candidate who have three SSCE credits. According to Okebukola (2007), this consideration should be scrapped, most students admitted to the teacher education program are for sand- witch/part-time program; he therefore recommended that in order to improve quality, the number of such candidates should be reduced drastically. In prescribing admission criteria for a program of teacher-education, it should be borne in mind that the job of teaching is very delicate and sensitive (Okebukola, 2007). For sure, if teachers are not adequately trained in the course of their studies, they would at the end of the day mislead their subjects (Learners), and invariably dent the status of teaching as a profession. Okebukola (2007) too reported a study which identified a number of weaknesses among education graduates. These weaknesses identified include:-

1. Lack of practiced skill in teaching
2. Shallow subject-matter knowledge;
3. Poor computer and communication skill and
4. Lack of entrepreneur skill.

In another development, Sanusi (2009) argued that “the average Nigerian graduate today has great difficulty in expression, whether in writing or orally”. He thinks that the situation has become so bad because of overstretched physical infrastructure and “misalignment” of curriculum and development needs. Kayode (2009) too feels that “a gap exists between what is taught in schools and the skill required to perform on a job”, this gap is responsible for a high percentage of young graduate unemployment.

### **Microteaching Models and Process for effective skill acquisition and teacher performance**

The study is based on the concept of micro-teaching developed by Allen and Ryan in 1966, at Stanford University in which other concepts were subsequently developed. Micro-teaching is a procedure in which a student-teacher practices teaching with a reduced number of pupils in a reduced period of time with emphasis on a narrow and specific teaching skill. It is a scale down teaching encounter in class size and time (Alan, 2008). Micro-teaching is defined as a system of control practice that makes it possible to concentrate on specified teaching behaviour and to practice teaching under controlled conditions Goodlad (2010). The concept concentrates mostly on behaviour modification and effectiveness based on the scheduled objectives. The concept, according to Aggarwal (2009) consists of the following sequences: PLAN – TEACH - OBSERVE (critique) – REPLAN – RETEACH - REOBSERVE.

A particular teaching skill is selected and defined in terms of a teaching behaviour, with the objectives of using it in teaching being explained and justified. The given teaching skill is illustrated by the course lecturer and or a video-tape or films is shown of teachers using the skill in micro-teaching or in normal classroom teaching, with a commentary drawing attention to specific instances of the teachers' use of the skill. The trainee teaches it to a small group of pupils, and the lesson is usually videotaped. A critique session is held in which the micro lesson is analyzed, with the help of feedback from various sources the trainees classmates or peers as the students, the video-tape playback if available, and the supervisor (Bell 2008; Obanya, 2010). Here emphasis is on making reinforcing comment on the teacher use of the skill as well as on drawing the teacher's attention to other areas where the skill in question could have been exercised. In the light of this feedback, the trainee teacher re-plans the lesson in order to use the skill more effectively. The revised lesson is taught to a different but comparable group of pupils. The "re-teach" lesson is again analyzed, with the help of the available feedback information. The "teach-re-teach" cycle may be repeated until refinement is attained. After all,

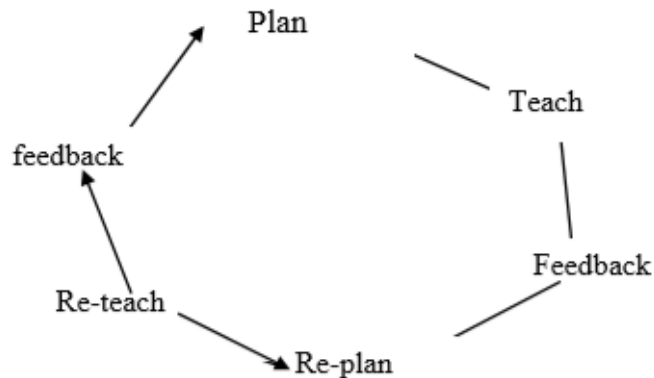
the discrete teaching skill have been mastered one by one, the trainee teacher plans and teaches a fuller lesson of at least 15 minutes duration to at least 10 pupils, in order to demonstrate his mastery of all the skill in a well blended manner. And progressively, the subject content, the class size and the lesson duration are increased until they approximate to what obtains in a normal classroom teaching. In reality, the model can be a useful research tool most especially in teacher education program, toward insuring a transformation process of professionalism and competency in achieving teacher education objectives.

Therefore, micro-teaching is a procedure in which a student teacher practices teaching with a reduced number of pupils within a limited time frame with emphasis on a narrow and specific teaching skill. Although, the Stanford model is generally believed to be the first and original micro-teaching model, it is not going to be utilized in totality in the present study. This is due to the fact that the model concentrates too much in the theoretical and practical acquisition and application of skill of teaching during the micro-teaching session, without considering the student-teachers preparation for teaching practice, where the student-teachers are expected to demonstrate the acquired skill for perfection as reflected in this research topic.

The process through which a teacher trainee is trained to master teaching skill is known as micro-teaching process. Micro-teaching generally consists of two phases, namely the orientation phase and the practice phase (Audu, 2010).

1. Orientation Phase: The purpose of this phase is to bring a clear understanding of micro-teaching techniques, teaching skill, process of feedback, observation of the lesson, preparation of lesson plan and other elements of micro-teaching. Actually, the orientation phase forms a base to practice a particular teaching skill. This phase should therefore be completed carefully by ensuring that the trainees have understood the various elements of micro-teaching. For this purpose various criterion test should be administered to the trainees.

2. Practical Phase: The practical phase is the main phase of the micro-teaching program. In this phase, trainees practice the required teaching skill. A trainee does so by following some six steps. Following the completion of the steps means the completion of one micro-teaching cycle. This cycle may continue till the trainee masters a given skill. Each step of the microteaching cycle is given below:



(Microteaching Cycle) Verma & Sharma (2009)

1. The trainee plans a short lesson in which he can use the skill which he wants to practice.
2. The trainee teaches the lesson to a small group of pupils which is videotaped or audiotape or observed and analyzed his lesson with the help of a supervisor or peers
3. Feedback is provided to the student teacher by videotape or audiotape recorder or someone who observed, and analyzed his lesson with the help of a supervisor. The supervisor attempts to make reinforcing comments about instances of effective use of the skill and draws the students' attention to other situations where the skill could have been exercised.
4. In the light of feedback and supervisors comments, the student-teacher re-plans the lesson in order to use the skill more effectively.
5. The revised lesson is re-taught to different but comparable group of pupils.
6. Feedback is again provided (re-feedback) on the re-teach lesson which is analyzed with the help of the supervisor.

7. The teach-re-teach cycle may be repeated till adequate level of skill acquisition takes place (Verma & Sharma, 2009).

Therefore, for a successful micro-teaching to be realized Audu (2010) provided the process of micro-teaching which include the following six steps:

1. The identification of useful teaching skill
2. The demonstration of these skill by an expert
3. The practice of these skill separately
4. Teaching of small group in order to reduce organizational problems
5. Immediate feedback
6. Eventual combination of the skill that have been learnt.

The first Step: This step is diagnostic in nature in the sense that, the trainee-teacher under the guidance of the teacher now picks some skill for practice, as a result of his teaching-observation or viewing of an expert teacher on video tape.

Second Step: In this step, the skill picked by the trainee teacher are then demonstrated for the trainee teacher. This demonstration could either be done physically by the teacher or through a videotaped playback of the teacher or another expert. Along with the viewing of the demonstration the teacher gives explanation on the requirements of the skill.

Third Step: At this stage the prospective teacher makes several rehearsals on the skill with his mates or alone, depending on the skill of practice, in preparation for demonstration in front of teacher/supervisor and his colleagues.

Forth Step: The trainee-teacher now practices the skill before the supervisor, the learners and other colleagues of his in the micro-teaching clinic with a camera videotaping the session.

Fifth Step: At the end of the demonstration the trainee-teacher receives immediate feedback in three ways, these are:

- a. Feedback from the supervisor

- b. Feedback through the video tape playback
- c. Constructive criticism from the trainee-teacher's colleagues that are present.

As a result of the feedback, and as provided in Stanford Model, the trainee-teacher prepares for the second circle of the five processes above.

Sixth Step: The concluding stage of the process is the eventual involvement of the trainee-teacher in Mini-Teaching. Here, the teacher is opportune to conduct a full lesson using several skill before going out on teaching practice. These diagnostic training guidance and the feedback process along with the nature of the environment setting justify the micro-teaching session as clinical and the environment as CLINIC.

In addition to the above mentioned steps, provision of adequate and relevant facilities in the micro-teaching clinic would be a major factor in ensuring effective implementation of these steps mentioned above.

Ideally, the micro-teaching environment is supposed to be equipped with closed circuit television (CCTV) system that have camcorders staged at different angles to pick different behaviours of the trainees and the learners. On the alternative, a simple video camera with television monitor could equally serve for the recording, especially because of the economic requirement of the ideal situation. Teacher-based education format, like the Stanford Teacher Competency Appraisal Guide, and Flanders Interaction Analysis System, have been found adaptable and useful in scoring performance. All the devices are beneficial because of the comprehensive audio-visual coverage they provide from all angles of the clinic, the trainee and the learners behaviours. Modifications in micro-teaching have been made in the basic training protocol which tends to affect from the effectiveness of micro-teaching training, especially when constraint of resources and other factors that could lead to the use classrooms are on the ground.

Micro-teaching equipment's are used by student-teachers in order to make teaching useful. The use of audio, visual, audio-visual, artificial, natural, evaluative, fixing devices, etc makes

the learner to learn the context in an interesting and worthwhile manner There are two major types of audio-visual equipment for recording. These are:-

1. The close circuit television system
2. The video-tape recording system (Akin-Monsuru 2009).

The Closed Circuit Television System has the capability to show movements or actions and sound or speeches that accompany such movements. It is the most potentially powerful of all known educational broadcasting Medias. Television programme could be divided into two major types; open broadcast and closed-circuit type. The closed circuit television system has all the necessary items for a television broadcast but all signals are passed by cable. Furthermore, there is closed reception, in that, the audience and the utilization are controlled. The open broadcast television system is without cable. To set up a closed television studio, the following items are needed:

1. Camera(s)
2. Vision mixer
3. Recorder or playback machine (Akin-Monsuru 2009).

A camera is one of the key items in any television. It is the main object that picks the action and by simple technology converts the images of the actions caught into electrical energy. The electrical energy then passes through the camera cable to the mixers (vision and sound). Television cameras have lens by means of which pictures or actions are caught. These could be wide-angle lens which are mostly 40-25 degrees, narrow angel lens or 300mm lens. Wide angle lens are recommended because of the potential advantages of been able to focus properly even in right studio and they are very useful when movement of the camera is necessary. There are many brands of television cameras. Modern cameras are portable and are equipped with microphones. They are powerful and very effective.

The vision and sound mixers are the machines that control vision and sound transmitted by the cameras and microphones respectively. In a television studio where there are three cameras, there will be a monitor for each of these cameras. By means of the vision mixer,

the camera transmitting the most needed picture of an action is tuned to. The sound mixer controls the audio aspect. The machine makes the audio output to be controlled. After exercising all types of controls by the machine to make a good television program, the programme is finally passed through a recorder and the terminal point is the viewing monitor.

The video tape recording system has three major components. These are:

1. The camera
2. The video recorder
3. The television monitor

Video tape system is much simpler than the closed circuit television system in that the three items are connected directly; that is, a cable connects the camera to the video recorder, and another cable connects the video recorder to the television monitor. A television is sometimes used to achieve educational aims. One of such achievements is in the area of effective micro-teaching. The two systems (closed circuit and video tape) are very useful during micro-teaching. By means of any of the two, micro-teaching presentations are recorded for different micro-teaching groups or micro-teachers. The recorded cassettes are played back for the participants during critique session. It is worthy of note that the camera is only useful when the micro-teaching session is going on. After recording, the video recorder/player does other jobs especially when it is time to view the recorded teaching.

### **Micro-teaching Skills**

Teaching is an incredibly rewarding thing to do and good teachers are needed everywhere: in schools and college classrooms to educate the young, as well as in the workplace and other settings to teach adults and colleagues. According to Ajileye (2012), no teaching can actually take place without a demonstration of one skill or the other. An effective teacher in his teaching task might have been helped by the instrumentality of a host of skill at his disposal. The ineffective 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 skill 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 skill in teaching. These skill are used for training student-teachers and they are referred to as micro-teaching skill. The numbers of micro-teaching skill depend on the authors or educators. The following are some of the micro-teaching skill identified by Aggarwal (2009) in which the researcher intends to review in this study. These are:

1. Classroom management Skill
2. Communication Skill
3. Presentation Skill
4. Teachers personality Skill

### **Teacher's Classroom Management Skill**

Skill of classroom management emphasize on class control/ arrangement, reaction and reinforcement of pupils'/student's response. The skill of classroom control has to do with the teacher employing a effective techniques towards redirecting or refocusing the attention of a learner who has been distracted by an unrelated element in lesson. Gootman (2008) opined that classroom control/management as a term is used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive bahaviour by students. It is possibly the most difficult aspect of teaching for many teachers, indeed experiencing problems in this area causes some to leave teaching altogether. In 1981, the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was "negative student attitudes and discipline". To ensure effective classroom management, the teacher must be consistent, and skillful. They should establish

classroom rules regarding bullying and harassment and enforce them. In-appropriate behaviour should draw consequences that are administered immediately and calmly. Informing the child about the reason of the consequences administered immediately (Orlich & Albert 2010; Arevalo, 2017).

Also, research shows that the time a teacher has to take to correct misbehaviour caused by poor classroom management skill results in a lower rate of academic engagement in the classroom. From the students' perspective, effective classroom management involves clear communication of behavioural and academic expectations as well as a cooperative learning environment. Gootman (2008), report seminal research on the first day of school activity selection and sequence of novice middle school teachers' component with experienced and successful classroom managers organized their activities on the first day of school consistent with the emerging needs of the students by creating conducive environment, students are much more likely to want to do well. Ideally, this transforms a classroom into a community of well-behaved and self-directed learners. Classroom management is also closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate among teachers approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behaviour modification, although many teachers are using behavioural approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. According to Gootman (2008), rules give students concrete direction to ensure that their expectation becomes a reality.

Among the deducible facts from the above discussion, is that classroom control is seen as a systematic process of arranging, managing as well as coordinating the learners, structuring the learning materials for the actuality of effective teaching and learning process. However, with the current increase in the number of pupils per class, appropriate use of skill of classroom management by the student-teacher would help to a large extent in ensuring conducive

atmosphere for effective teaching and learning to take place, most especially during teaching practice. Also, area research indicates that teachers action in their classrooms have twice impact on student achievement as assessment policies, community involvement, or staff collegiality; and a large part of teachers actions involves the management of the classroom, (Marzano and Marzano, 2003). Similarly, as contributed by many scholars on classroom management, it is important to add that proper arrangement of pupils in the classroom based on height is a factor to be reckoned with in classroom management. The use of modern computers help teachers in preparation of lesson plans, keeping students records, access to teaching resource materials, enhances communication in education and delivery of lectures (Ojo, 2020).

The success of teaching depends to a large extent on the effective application of the use of skill of chalkboard management by the student-teacher in teaching and learning process. Very often, it is also one of the most misused aids. Many teachers seem to forget the availability of a versatile tool close at hand. Chalkboard is a real asset in class teaching as it serves to make direct appeal to a child's senses and strengthens his retention. The way of using blackboard/chalkboard is called skill of using blackboard, (Holmes, 2010). The components of the skill of using blackboard are:

- a. Writing legibly on the blackboard using different letters which are large enough to be read by pupils and adequate space in between the letters
- b. Neatness on the blackboard work which can be achieved by retaining only relevant matter under focus and by seeing that there is no overwriting
- c. Appropriateness of written work in respect of meaning, brevity, simplicity and continuity in the points being presented, underlining important words using colored chalks and developing the necessary and proportionate diagrams along with the lesson (Sampath, Panneerselvam & Santhanam, 2006).

In the process of teaching and learning, the classroom teacher is by all means expected to adopt appropriate steps towards ensuring effective achievement of learning

objectives. The skill of reinforcement constitutes one of the major teaching skill which arouse the learners' attention toward the task of teaching and learning. Reinforcement has been conceived as any event that increases the probability of a response occurring again or be suppressed. Students behaviour can be reinforced through the use of reward and punishment. There are basically two forms of reinforcement, namely positive reinforcement which generate a kind of a stimulus that when presented following a respond increases the probability of the response occurring again. The second type is a negative reinforcement which is a stimulus which decreases the probability of the learners to response during the course of teaching and learning (Adepoju, 2008).

The skill of reinforcement has also been described as anything that increases the probability of occurrence of a response or behaviour that precedes it. Adepoju (2008) further stressed that in a layman's view, reinforcement simply means a reward which is used to strengthen or weaken the association between a stimulus and a response. In the classroom setting, a teacher has a lot of reinforcement straggles at his disposal. These include facial approval, smiling, praising, nodding, asking students to clap, presentation of gift items, among others (Eze, 2013).

Reinforcement as a method that result into pleasant experiences are called positive reinforcement, while the stimuli providing unpleasant experiences can be termed as negative reinforcement. Thus, in the classroom teaching positive rein forcere are used for strengthening the desirable responses or behaviour of learners and negative rein forcere for weak or eliminating the undesirable responses or behaviour, (Verma & Sharma, 2009).

The teacher could use positive verbal reinforcement in the form of praise words like "Good" "Yes", "Correct", "Right", "Very good", "Splendid", "Excellent", sometimes he may encourage the pupils by verbal prompts like carry on", think again" etc. The teacher employs positive non-verbal reinforcement in the form of gestures expressing Pleasants feelings like

“smile”, and “nod”. Providing encouragement to the pupils; the teacher may also use extra verbal reinforcement such as “um-um”, “Aaah, “hm-hm”, it may be noted that extra verbal reinforcement are neither properly verbal nor non verbal. If the teaching situation so demands, the teacher may use negative verbal reinforcement in the form of discouraging words like “no”, it is wrong, incorrect, or a sarcastic remark. Furthermore, the teacher may use negative non-verbal reinforcement in the form of gestures conveying unpleasant feelings like frowning, starring, and looking angrily at the responding pupils. Reinforcement is seen as a consequences that increase the nature rate of a bahaviour. The use of reinforcement or rewards that encourage student to repeat positive bahaviours. It is a critical component of bahaviour modification of the learner. Reinforcement are very personal, a teacher may have to try various reinforcement with a specific student before finding the most powerful one (Brown, 2010; Addison, & Tosti, 2012).

Reinforcement is related to the law of effect propounded by Thorndike. The law states that learning which is accomplished by satisfaction on the part of the learner is likely to be more permanent than that which is accomplished by dissatisfaction. People tend to do the kind of thing they find satisfying and avoid things that are painful. Reinforcing a response or a set of responses increases the likelihood that the particular bahaviour will re-occur. Reinforcement increases the response frequency and facilitates learning. However, it can be negative or positive. Positive reinforcement emphasis or praise and such positive modes of showing appreciation for the good thing a person has done or for a correct response which a student has given (Audu, 2010). It is a variable in a teaching learning situation and motivates students learning and contribution in classroom discussion, (Audu, 2010), Positive reinforcement is of much importance to the classroom teacher as it assists him to capture the students attention and have them highly motivated. Audu further added that, reinforcement it captures the students attentions and have them highly motivated, it increase their verbal responses, and it increases their participation in classroom discussion, as well as improves the students general attitude towards the teacher and the school subjects. Similarly, Lehigh University (2014) collectively viewed

Reinforcement as a way to increase or maintain behaviour. Furthermore, praise which is often easy to give can be a very powerful form of reinforcement. Negative reinforcement is characterized by a decrease in the number of responses and as a consequence, it may be painful or it may remove a pleasant stimulus.

In order to ensure adequate reinforcement toward ensuring effective facilitation of teaching and learning process, it is necessary to apply some following principles (Audu, 2010).

These are:

1. The closer reinforcement follows the desired behaviour. The more influence it has on the behaviour, while the longer reinforcement is delayed, the less impact it will have.
2. Paying attention to student's deprivation state and condition in which an individual has a strong need and desire for a particular thing at a particular time can have positive influence on the behaviour output.
3. In delivering verbal reinforcement, teachers should be careful to ensure that the praises correspond to the responses made by the students. If students' response is particularly outstanding, the teacher may make such exclamation as "excellent" "very good" "fantastic" or "tremendous". This can be given different connotations by simply varying the tone or by employing different non-verbal feedback such as smiling, nodding or gesturing with the arm and hands (Audu, 2010).

From the foregoing, it is becoming clear that reinforcement will not only provide the learner with pleasant feelings, but it will also make the lesson lively and attractive which consequently could lead to the attainment of the designed goal. Therefore, to ensure effective and successful teaching and learning process, a teacher is by all means expected to apply the most appropriate method of reinforcement as the need arise.

Control of participation is a process of teaching in which the teacher arranges and managed the number of recipients (students) involved during teaching and learning process. This

will help greatly in ensuring easy and effective transmission of skill knowledge and others values.

### **Teacher's Communication Skill**

Communication is the transfer of information, facts, ideas, notions, emotions, norms from one person to another through a mutually understood symbol. Communication Skill also emphasize on the clarity of voice and appropriate use of language by the teacher, skill of explanation, skill of non verbal communication/silence, skill of using audio visual aids among others.

The skill of explanation is an important skill of teaching which help towards providing detail information for immediate understanding of an issue in the teaching or learning situation. Also is defined as a set of interrelated statements elaborating a concept being taught or learnt (Sana, 2007). Explaining is an atrocity which shows the relationship among various concept; ideas events or phenomenon during teaching in a classroom.

Non-verbal communication is a communication/science gesture without spoken words. It is a situation in which the teaching behaviours are manifested through facial expression or motion, arm hand finger motion and direct arm – hand finger motion among others (Audu, 2010). In reality, communication is performing a vital role in transferring effective learning experience to learners, instructions of non verbal communication which facilitate communication process for effective knowledge acquisition.

The Skill of using Audio-Visual aids (UAVA) refers to the use of two sense organs that is sense of hearing and seeing. These are instruments which appeal to the sense of hearing and seeing in the teaching -learning, and has includes television, projector, computer, among others. These aids help to a large extent in transforming the theoretical aspect of the lesson into practical towards effective knowledge acquisition.

### **Teachers Presentation skill**

Presentation skill is the logical arrangement of steps which allows the teacher to effectively deliver his teaching towards achieving the designed objectives. It is therefore important to always plan a lesson adequately before the commencement of the lesson for efficiency. Presentation skill involves introduction/set induction, development of Lesson plan, Mastery of Subject matter, Time management, Questioning technique, effective use of instructional materials and summary/conclusion.

Set induction/introduction constitute the basic ingredient needed for an effective transmission of learning experience by the teacher in the achievement of the designed objectives. Set induction being one of the essential skills of micro-teaching is usually designed to applaud the level of learner's curiosity, and thereby reinforced and direct the learners for effective teaching as well as learning acquisition. Set induction is simply the introductory step or beginning step of a lesson. It is a teacher's device to open the room of knowledge. The practical aspect of set induction can be illustrated by people everyday experiences (Eze, 2013). When one talk on such matters like examination, dramatic performances, athletics and battles one finds out the importance of preparation. Audu (2010) viewed set induction as the cognitive and effective rapport between the teacher and his pupils. In the cognitive sense, it usually involves the teacher evolving a very clear starting point for an intellectual exercise. In the effective sense it demands the generation of state of interest that is likely to lead to involvement of the pupils in a learning episode to follow.

Set induction is also viewed as predispositions to respond in some prescribed way towards a given group of learning experience. Audu (2010) sees set induction as a pre-planned action by the classroom teacher to arouse the interest of his pupils, create an atmosphere of curiosity and motivation in a classroom and thereby energizes, directs and sustains the learners interest throughout the lesson. Therefore, in order to ensure effective inducement by the student teacher for effective teaching and learning to be made, the teacher should provides motivating experiences that would arouse the interest and enthusiasm of the learner in the lesson. Learner

enthusiasm should make them to be able to visualize and actualize the relationship between goals and learning experience. Quite often, a good beginning is needed if the pupils are to be aroused and motivated. Set induction is a process of capturing the attention of the pupils, prepare their minds and motivate them to receive the new knowledge imparted to them naturally and spontaneously Emmer (2014). It is conceived (anticipatory set) as step taken by a teacher to begin a lesson or other classroom activity.

Emmer, (2014) added that if adequately used, it will help to arrest or gain the attention of the learners and prepare them into a state of readiness, as part of the measure to ensure good set induction is by putting the lesson in context. This can be done by asking questions to assess prior knowledge/skill and review previous lesson and link it to what is to be learnt in the class. From the above submissions, it would appear to that set-induction is a parameter employed by prospective as well as the student-teacher in discharging their duty for effective service delivery (Yusuf, 2013).

Going by the above submissions by Scholars, Set induction could be defined as a captivating skill used by teachers in arousing learner's interest/attention towards effective acquisition of learning experience. The information as well as the skill of set induction skill is acquired by student-teachers as well as the in-service teachers at the teacher training institution as contained in the curriculum for teacher professionalization. In conclusion, it is highly imperative to note that, set induction when properly utilized provides an enabling environment for learners to be captivated right from the beginning of the lesson. However, teachers need to be encouraged in order to effectively incorporate the skill of set-induction in the classroom activities by providing them with an enabling environment.

The skill of questioning is no doubt as old as learning itself. It still remains as an instrument which the teacher employs in justifying the extent of learners level of comprehension in teaching and learning process. The idea of viewing teaching as a group of skill was first taken up in the teacher training programme at the Stanford University. A teaching skill has been

defined as a group of teaching acts/ behaviours intended to facilitate pupils learning directly or indirectly. Micro-teaching being skill based training; teaching skill have to be identified and selected. The sources of teaching skill are effective teaching behaviour emerging from research on teacher effectiveness, analysis of the task of teaching, observation of teaching, and the psychology of learning and instruction. Based on above sources several sets of teaching skill have been identified by different institutions and individual researches across the countries.

Ike (2003) argued that questioning is one of the most effective teaching techniques which teacher can effectively use in order to succeed in the teaching business. It is used to draw out ideas from students. The greatest effect of the question is the way and extent to which it causes pupils to think. He then outlined four categories of questioning skill; these are:

1. Probing questions
2. Lower order cognitive
3. Higher order cognitive
4. Divergent question (Ike, 2003)

Questioning as an aspect of assessment helps to determine how best the needed changes can be made through effective, implementation actions, (Alan, 2008). Questioning is so valuable that instructors are now being urged to “program” their lessons with frequent questions. They are offered equipment to make it easier to obtain record information on trainee responses. Diagnostic approach to knowing the effects of handling different teaching problems, appraisal of general effectiveness as a teacher through evaluative process learning is so valuable that teachers are now being urged to “programme” their lessons with frequent questions, (Stella, 2010; Yang, 2011; Thwral, 2011). It is obvious that adequate assessment of learners help to a large extent in re-awakening them toward classroom activities which can lead to the achievement of the designed objectives. Pollard (2000), Gardner (2005) recommended that statutory assessment of students’ behaviour have continued to be tightened in a drive to improved reliability so that performance of pupils and schools can be monitored. Questioning is playing a significant role in teaching/ learning

process. Due to its vital role, Verma & Sharma, (2003) prescribed some characteristics of an effective questioning, some of which are; grammatically correct question, it must be precise, it must be relevant, it must be specific and not vague.

Similarly, it is apt to conclude that questioning learners in teaching and learning process is vital for proper assessment of their understanding regarding the subject matter. Nevertheless, a wrongly constructed grammatically question would no doubt create confusions in the minds of learners as to what aspect of the lesson the teacher assesses through the questionnaire. A very long question when posed before the learner result into similar experience.

Moreover, the student-teacher on teaching practice is by all means expected to always ask learners question before assigning them to answer for effective achievement of the designed objective. A study conducted by Taylor, Peterson, Pearson and Rodriguez (2005) have shown more consistent relationship between higher-level questioning and student growth in reading and writing.

The skill of questioning is an important teaching skill that a teacher must learn. Harichandan (2010) identify some of the aspect of this skill; are simple questions, fluency of questioning and probing questions, It is felt that the skill of probing questioning can be practiced by a teacher only after he/she acquires the skill of simple and fluency questioning. The concern is majorly on in-service teachers, it is obvious that they have some sort of exposure to simple questioning and fluency questioning (refers to rate of meaningful questions put per unit). Probing questioning involves going deep into the pupil responses by asking a number of questions about what they already know and to lead them to the correct response or to remove any ambiguity or hindrance in their understanding which led to incorrect response. Even if the response is correct you may help the pupils to view it from a broader perspective. In all such cases you are said to resort to probing by asking a number of questions about the response given to the first question.

The teacher uses a number of questions to promote thinking, to probe children's knowledge, to allow children's expression of feeling and for gaining attention to his task. His

purpose may be to give everyone a chance to answer, to draw in shyer pupil, to review, revise and recall the recently learnt point to promote understanding of ideas, phenomenon, procedures and values. Putting questions, getting desired response and leading pupils to a broader perspective from a correct response can thus have a profound effect on the whole tone of the lesson and on the rapport which is developed between the teacher and pupils. Thus, the skill of probing questioning involves going deep into pupil's response which may be correct by asking a series of subsequent questions.

Harichandan (2010), identify the following Components of the Skill of Probing Questioning;

- i. Prompting Technique: This involves the teacher to give clues or hints to the pupil and ask leading questions. Here the teacher neither supplies answer to the pupil nor does he redirect the question to some other pupils, but helps the pupil to answer the question himself This technique allows the teacher to probe by promoting the pupil, even though at first instance it appears that the pupil cannot answer the question. This technique is used by a teacher when the pupil gives:
  - (a) 'I don't know or I am not sure' response and
  - (b) Very weak or wrong response. Sometimes it can also be used when the response is partially correct or incomplete.

ii.

Seeking Further Information Technique: If the initial response of a pupil is either incomplete or partially correct, then the teacher helps the pupil to clarify, elaborate or explain his initial response. Here the teacher elicits more information and meaning or seeks further clarification from the pupil by asking questions. Seeking further information consists of asking the pupil to supply additional information to bring initial response to the criterion level or the expected level.

iii. Refocusing Technique: This technique is generally used when the pupil gives a correct response. The teacher relates the present answer with the topic already covered in the class. This technique consists of enabling the pupil to view his response in relation to other similar situations. It requires the pupil to relate a completely acceptable answer to other topics already studied by him. Here the teacher wants that the pupil should consider the implications of a given response in more complex and novel situations.

iv. Redirection Technique: This technique involves putting or directing the same question to several pupils for response. This can be used for many purposes. The most important among them are for the purposes of probing and for increasing pupil participation. Even after using prompting technique when there is no response, you may redirect the same question to other pupils.

v. Increasing Critical Awareness Technique: This technique mainly involves asking 'how' and 'why' of a completely correct or expected response. The purpose is to seek increased critical awareness in the pupil. The teacher asks the pupil to justify his response rationally.

Although, it is necessary to ask probing questions and illustrating them with examples, so

also it is important to draw and sustain the attention of the pupils. For this purpose the teacher uses hand gestures, head and body movements, to make certain verbal statements like "look carefully", 'listen' "watch what's happening", and so forth. Many a times he supplements verbal statements with gestures, and body movements in order to make it more effective. All these behaviours are related to the skill of stimulus variation. This skill is essential for the teacher in drawing the attention of the pupil in the class room discussion. The problem of in-attention is a challenge to the teacher. Unless he is in a position to secure and sustain pupil's attention to what he is discussing in the classroom, his teaching does not become effective. One of the significant ways to secure and sustain pupils attention is to introduce the element of variation in teaching, least the teaching becomes monotonous and ineffective (Harichandan, 2010; Audu & Agbo, 2010).

Instructional materials are teaching materials which are expected to help the teacher in interpreting ideas and make understanding not only easier but retentive and effective. The teachers are by all means expected to familiarize themselves with varieties of such materials. Usman (2007) defined instructional materials as resources to include facilities, apparatus, consumables such as science equipment and chemicals, textbooks, supplementary books, journals, periodicals and other forms of reference materials. They are also considered as objects of study which facilitate the teaching process and bring about success in the classroom. These include both human and material resources that bring about the desired changes that ensure the learner has imbibed the school culture (Usman, 2007).

Effective use of instructional materials helps to a large extent to improve students' knowledge, abilities and skill, to monitor their assimilation of information and to contribute to their overall development and upbringing. There are three basic types of instructional materials: The first type includes such objects, and phenomena as minerals, rocks, raw materials, semi finished and finished manufactured articles and plant and animal specimens, (Prek-12

report, 2014).The second type of instructional materials includes the three dimensional materials (castings, globes and experimental models),the two-dimensional materials (Chart, Pictures, Photograph, Maps, Diagrams, and drawing), and audio visual materials (Motion, Pictures, Films, Clips, slide sequences, Records, and Tape recording, Television broadcast).Others are audio vision materials, including the resources of films, radio and television. The third types of instructional materials are written descriptions and they include scientific, scholarly, reference and methodological teaching aids, textbooks and so forth, (Prek-12 Report, 2014). Without adequate and appropriate use of application of instructional resources, learning may not take place effectively. It is in that regard that Grant in Yakubu, (2012) and Fakomogbon (2012) stressed that a teacher can only achieve his objectives in teaching if enough resources are available to him and the learners. The use of instructional materials could be done in three ways:

- a. Use of materials at the beginning of the lesson, i.e. when introducing the lesson, in order to arouse the interest of the learners.
- b. Use of materials at middle of the lesson so as to develop the lesson demonstrates the concepts and stimulate discussion.
- c. The use of the materials by the end of the lesson in order to enable the teacher to summarize and evaluate the lesson toward focusing on one aspect.

The instructional materials are categorized into three (3) groups, these are:

1. Audio materials.
2. Visual materials
3. Audio-visual materials.

The audio aids are teaching equipment which deals with the sense of hearing. Adequate and appropriate use of these aids will no doubt simplify knowledge dissemination and as well acquisition of learning experience. There is a variety of aids which will fall under this category, among which are radio, tape recorder among others.

Visual aids consist those aids which are used through the sense of seeing. These are objects specimen, models, charts, field trip, etc, the appropriate use of this will not only help in making a concept clear but also helps the students to develop a better mental image or structure of learning. Audio visual aids: combine the two sense organs; the sense of seeing and hearing. The aids under their category are television, computer, and projector etc. These materials offer enormous contribution in the transformation of theoretical idea into reality (Goktas, 2009; Yakubu, 2012; Zamani, 2013).

Educational resources are used to improve students' knowledge, abilities, and skill, to monitor their assimilation of information and to contribute to their overall development and up bring (Ishola, 2015). There are three basic types of instructional materials: concrete objects, including objects from the world of nature; representations of concrete objects and phenomena; and descriptions of such objects and phenomena by means of the signs, words, and sentences of natural and artificial languages. The first type of instructional materials includes such objects and phenomena as minerals, rocks, raw materials, semi finished and finished manufactured articles, and plant and animal specimens. Included among these materials are reagents, and apparatus for producing chemical and other reactions and for demonstrating and studying such reactions during laboratory sessions. Also included in the first group are materials and equipment for students' expeditions and other travel well, as supplies, instruments, and equipment for production training and for courses in drafting and the representational arts. Among such supplies, instruments, and

equipment are wood, metal, plastic, and glass objects, measuring and monitoring instruments and equipment, equipment for the assembling and finishing of various products, and machines and machine tool second type of educational materials, that of representations of actual objects and phenomena, includes three-dimensional materials (castings, globes, and experimental models), two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings), and audiovisual materials (motion pictures, film clips, filmstrips, slide sequences, dispositive, transparencies, records and tape recordings, and radio and television broadcasts). Audiovisual materials, including the resources of films, radio, and television, help acquaint; students with the achievements of modern science, technology, industry, and: culture and with phenomena that are inaccessible to direct observation. Audiovisual materials also acquaint students with early periods of history distant places in rid and in space. Such materials elucidate natural and social phenomena and enable students to study the inner world of matter and the internal motion of waves, elementary particles, atoms, molecules, and living cells.

Instructional materials that are of written descriptions, includes scientific, scholarly, reference, and methodological teaching aids, as well as textbooks, books of problems and exercises, books for recording scientific observations, laboratory manuals, manuals for production training, and programmed textbooks. Another type of instructional materials is technological instructional media. Among these are equipment for the transmission and assimilation of information recorded on film or on phonograph recordings: film projectors, tape recorders, phonographs, and television sets. Monitoring devices include punched cards and various types of automatic apparatus. Teaching machines include language-laboratory machines, closed-circuit television systems, and computers. Instructional materials are made to comply with functional, biotechnological, aesthetic, economic, safety, and hygienic requirements. The most effective use of

education equipment is achieved by means of centralized study facilities. It is important to be in the know that instructional materials would not only help in knowledge assimilation or help in the acquisition of knowledge, but help to a large extent in facilitating and motivating both the teachers and learner thereby ensuring the designed objective achievable.

The use of any instructional materials must be planned, based on its ability to support a specific point in a lesson. A simple framework can be used to determine if and where instructional materials are necessary clearly establish the lesson objective. Be certain of what is to be communicated. Gather the necessary data by researching for support materials. Organize the material into an outline or a lesson plan. The plan should include all key points that need to be covered. This may include important safety consideration (Agbo, 2010). The materials should be concentrated on the key points. Materials are often appropriate when long segments of technical descriptions are necessary, when a point is complex and difficult to put into words, when teachers find themselves forming visual images, or when students are puzzled by an explanation of description.

Instructional materials should be simple and compatible with the learning outcomes to be achieved. Obviously, an explanation of elaborate equipment may require detailed schematics or mock ups, but less complex equipment may lend itself to only basic shapes or figures. Since instructional materials are normally used in conjunction with a verbal presentation, words on the instructional materials should be kept to a minimum. In many cases, visual symbols and slogans can replace extended use of verbiage. The teacher should avoid the temptation to use the instructional materials as a crutch. The tendency toward unnecessarily distracting artwork also should be avoid.

Instructional materials should appeal to the student and be based on sound principles of instructional design, if it is practical, they should encourage students participation. They also should be meaningful to the students, leading to the desired behavioural or learning objectives, and provide

appropriate reinforcement. Materials that involve learning physical skill should guide students toward mastery of the skill to task specified in the lesson objective. Stimulus variation constitutes a teaching skill which aids in attaining effective teaching and learning process toward achieving a desired objective. According to Harichandan (2010), stimulus variation refers to the process of sustaining the attention of the pupils by the teacher through the use of hand gestures, head and body movements, use of certain verbal statements like “look carefully”, “listen and watch what happening”. He added that the skill of stimulus variation has the following components movements, gestures, change in speech pattern, focusing change in interaction style, pausing and oral-visual switching.

It has been observed that effective and sufficient use of variety of objects form a significant role in sustaining the learners attention in teaching and learning. Beretia, Giandano and Daniel, (2005), stated that the quality of images transmitted with color facile is sufficient for many communication task for people working in the various color areas. In a study conducted by Bhagoliwal and Peter (2008), it was revealed that more effective teachers were characterized by a family that had a higher level of differentiation and integration in their cognitive and perceptual functioning. The study highlighted that there is a pertinent need to identify and implement various components of stimulus variation on enhancing student’s achievement. The skill of stimulus variation involves a deliberate change in attention and drawing attention of the teacher in order to secure and sustain student attention to what is been taught. The following are some of the factors which have bearing on student attention: intensify, contrast, movement, extensity or size, novelty, change, striking or unusual quality, self activity, systematic and definite form, Audio visual aids, and teacher personal bahaviour (Dembo & Howard, 2007; Sana, 2007; Fakomogbon, Bada, Omiola, Adebayo, 2012)

The diversifying skill of teaching and learning in the classroom situation forms a very important part of a teacher's personality which pupils mark as the teacher overview, energy, confidence and competence (Strayer, 2003). This perception of the students plays a vital role in focusing, sustaining and alerting their attention towards objectives thereby making teaching productive, efficient and interesting. The conceptual analysis of determinants of stimulus variation that facilitate attention are intensity speaking styles, writing styles, contrast time variation, sensors, integrations,, attractive speaking, softness, hardness, stimulation, recognition, color, movement, eye movement scene change and isolation. Stimulus variation is normally a variation and application of systematic techniques in three main areas.

1. Personal teaching styles
2. Media and materials of instruction.
3. Teacher student interaction (Fathim & Saravanakeimar, 2012)

The main objectives of stimulus variation are to make teaching skill more professional and demanding.

However, stimulus variation will not only focus, sustain and promote educational attainment as viewed by Fathim and Saravanakumar (2012), but will also assist student-teacher to effectively and appropriately apply the planed/designed learning experience during teaching practice exercise. A study conducted by Wyckoff (2015), using forty eight students randomly selected from the micro-teaching clinic at the University of Massachusetts to participate in the study. The result of the study shows that increase in the frequency on the use of skill of stimulus variation on the part of the secondary school teachers resulted in improving the student performance.

The term closure is a teaching skill which the teacher uses to focus students attention to the

completion of a specific sub-task, lesson or unit of instruction. Closure as a skill is observed in most cases during the evaluation or conclusion of a lesson by a teacher during the teaching learning process. Closure has been considered as identification of major points which demonstrate an accomplishment of a given task (Wanton, 2007).

According to Barrett (2007) the central idea of closure concerns the teachers ability to integrate the major points of a lesson to establish a cognitive link between the familiar and the new which provide the students with a feeling of accomplishment. Closure is an act of teacher ability towards solidifying effort upon the major points of the lesson which provides the learners with a sense of direction in teaching and learning process. In this regard

Closure is also referred to as the ways of closing the teaching and learning process. In this regard, Yusuf (2013) provides the following kinds of closure:

- (1) Instructional closure
- (2) cognitive closure
- (3) Social closure.

Closure according to (Audu & Agbo, 2010), refers to those actions by the teacher that are designed to bring a lesson to an appropriate end. It can also refer to the teacher's ability to "wrap things" up at appropriate points in a discussion or instructional activity. The teacher uses closure to help students bring things together in their mind in order to make sense out of what has been going on during the course of the presentation. The types of closure are:

1. Cognitive closure: This is concerned with the pulling out of the major points in a lesson segment by way of recapitulating what has been learnt and drawing their attention to important areas in the lesson.
2. The social closure: This is directed towards giving the students a sense of achievement

at the end of an activity or performance.

3. Closed the lesson with a brief review or summary, if students are able to provide the summary so much the better, for it shows that they have really understood the lesson, (Stella & Audu, 2010).

### **Teacher's personality skill**

Teachers personality skill also emphasizes on appearance (neatness, appropriate dressing), comportment (confidence, enthusiasm, emotional stability and mannerism), punctuality, conscience, discipline, proactive, goal oriented, ability to help others, interaction, modern in outlook, agreeableness etc.

Many studies carried out showed that academic achievement is strongly correlated with different measures of individual's personality skills (Poropat, 2019) and one will see how it is replicated in studies which will be discussed. An informative analysis was provided which analysed the relationship between intelligence, personality and interest (Ackermans & Heggestad 2017). In 2019 Poropat was able to show that academic performance is associated with the five-factor personality skills. A lot of studies have been done looking at the predictive value of conscientiousness and openness. These results have been replicated in other studies and found the conscientiousness and openness were the most important personality correlates of academic achievement (Barbaranelli & Pastorelli, 2013). Diseth found that the big 5 personality trait of openness and conscientiousness predicted a deep approach to individuals learning styles. A deep approach to learning is where the students are motivated by interest and seek to understand the material they are being taught, not just memorise it. They relate ideas to one another and make evaluations. Neuroticism predicted a surface learning style. The motive for the surface approach to learning is the fear of failure. They do the minimum required in order to get the required grade.

Conscientiousness predicted a strategic approach to learning. The strategic approach to learning is an approach taken to achieve positive results. Individuals who take this approach organise their time and use it effectively (Lublin, 2013). Researchers suggest that 20%-45% variance of an individual's learning style can be accounted for by the Big Five (Zhang, 2013). So there is an overlap between SAL and personality.

A meta-analysis of research carried out by Melissa O'Connor and Sampo Paunonen at the University of Ontario, Canada looked at the on relationships between academic achievement and the Big 5 skills showed that academic success was frequently predicted by conscientiousness and openness (O'Connor & Paunonen, 2017). Research shows skills of neuroticism, openness and conscientiousness are the main personality skills that predict academic achievement (cf., Diseth, 2013). A study carried by Age Diseth at the University of Bergen in 2013, aimed to investigate the relationship between personality (neuroticism, openness and conscientiousness), course experience, SAL and academic achievement. 70 students with the mean age of 21.2 from Norway participated in the study. The measures used were the Neo-five inventory, course experience questionnaire, approaches and study skills inventory for student and academic achievement was measured by multiple choice questions. The result showed that examination grades correlated significantly with conscientiousness, teaching quality, surface approach and strategic approach. The model showed that personality accounted for 27% variance in teaching quality and 18% in appropriate workload. Personality and course experience accounted for 19% variance in deep SAL, 55% variance in Surface SAL, 48% of variance in strategic SAL, and the model accounted for 13% variance in examination grade. This model produced a satisfactory comparative fit and showed how personality was correlated with course experience, SAL and academic achievement (Diseth, 2013).

The facets of conscientiousness such as diligence, self-discipline and competence, were partially responsible for performance in academic settings, predicted Grade point average (Martin, 2016), academic motivation and academic aspirations (Rottinghaus, Lindley, Green, & Borgen, 2012). Openness once again relates with academic achievement and success (Asendorph and Van Aken, 2013). It has been positively associated to final grades and to critical thinking strategies (Bidjerano & Dai, 2017) and learning motivation (Tempelaar, Gijsselaers, Schim Van Der Loeff, & Nijhuis, 2017). In 1997, Graziano et al, assessed the Big Five model from self-reports of 5th to 8th graders and openness was found to be to be directly and positively associated with self-report and teacher rating of academic adjustment.

Personality skills and self-efficacy beliefs have proven to be important predictions of academic achievement (Caprara et al., 2018) many studies have looked at personality and self-efficacy separately (Caprara et al, 2011). Individual differences played a unique role in undergraduate performance across four years. Two longitudinal studies were carried out on British students investigating the relationship which exists between personality and academic performance. The results found that the personality tests which the students took when they started had a significant association with their final exam grades. Furthermore the relationship between personality and academic behaviours like attendance and class participation were also looked at. An additional 10-17% variance in academic performance. In another study Furnham (2013), personality skills accounted for 1/5th in exam marks. The will to achieve has been linked to Conscientiousness in the big five model. Meta-analysis indicated that conscientiousness is the strongest personality predictor of academic performance for second and third level education. This is even so after controlling for variables such as intelligence (Poropat, 2019). It's linked to sustained effort, goal setting strategies, high concentration on assignments, effective time

management and learning. (Digman, 2019) From this it leads one to believe that an individual who scores high on conscientiousness take a strategic or deep approach to learning as they possess similar qualities.

Ackermans (2016) PPKi theory attempted to develop a framework for understanding the relationship between non-cognitive and cognitive individual differences that underlies between the attainment of knowledge and intellect. In his theory he says that personality skills are crucial in the development of knowledge as they direct an individual's choices. It also directs to what extent the individual is willing to stay in education and persist to engage in intellectually stimulating activities and settings. In other words this theory is indicating that an individual's personality skills may also influence their academic performance. Openness to Experience has been associated with academic success in school and university, at both undergraduate and postgraduate level (Shuerger & Kuma, 2017). Academic performance and the trait Openness to experience has been associated by many in terms of typical performance (Hofstee, 2011) rather than the correlation between crystallized intelligence and Openness to Experience (Brand,2014). It highly correlates with typical intellectual engagement, which refers to the trait that corresponds with one's typical efforts to invest in intellectual activities. Despite so when tested Openness to Experience and typical intellectual engagement have not shown predict validity in terms of academic achievement.

A study was carried out by Thomas Premuzic and Adrian Furnham in 2012 to investigate to what extent to big five skills can predict academic performance at university, which are the most significant predictors and whether the prediction of academic performance by personality can be more so accurate at the super- or primary trait level. It was carried out by 247 undergraduate students in University College London (UCL). It was a longitudinal study with results been obtained for three academic years. The results received where consistent with those received in

previous studies (Busato, 2010). There was a significant correlation between conscientiousness and academic performance and significant negative correlation between academic performance and neuroticism. The correlational analysis carried out on a primary level showed that conscientiousness primary skills, dutifulness and achievement striving and self-discipline were significantly correlated with high academic performance. Anxiety and impulsiveness were negatively and significantly correlated with academic performance. Results from this study indicated that conscientious, stable and introverted individuals are more likely to succeed in university-based academic settings and the variables may account for about 15% of variance in academic examination performance (Chamoro , and Furnham, 2013). Research indicates that intelligence and aptitudinal factors were shown to be the best academic achievement predictors according to early studies (Berdie, 2015). From results that were obtained from Cattell's personality test carried out on students second level students showed that the primary personality skills most associated with academic achievement were conscientiousness, self-discipline, boldness, warmth, non-impulsiveness, self-sufficiency and insecurity. These factors are said to explain 20% of variance in academic achievement.

### **Review of Related Empirical Studies**

The study reviewed works on micro-teaching experience as a predictor of business education student-teachers performance in teaching practice in colleges of education in Kwara State.. However, the researcher shall focus on the relevant findings of scholars regarding micro-teaching as an aspect of teacher education programme.

A study conducted in the field of micro-teaching was by Aarsal (2015) which focused on the effect of micro-teaching on the critical thinking dispositions of pre-service teachers. The purpose of the study was to examine the effect of micro-teaching on pre-service teachers' critical

thinking dispositions. The population of the study consisted of pre-service teachers (64.3% females while 35.7% males) in the Turkish Language Teachers Education Programme at a public university, the North Turkey. An experimental and a control group as well as a pretest-posttest quasi experimental design were used to determine the impact of micro-teaching on the critical thinking disposition of the pre-service teachers in the teachers education programme. The result of the study revealed that, the pre-service teachers in the experimental group showed a statistically significant and greater progress in terms of critical thinking dispositions than those in the control group. The studied then recommended that teacher educators in teachers education programme should plan and implement micro-teaching in the pedagogical course to improve pre-service teachers' critical thinking dispositions. The findings further showed that the critical thinking dispositions of the pre-service teachers in the experimental group increased to a statistically significant higher degree than that of the pre-service teachers in the control group. This study emphasized on the effect of micro teaching on the critical thinking dispositions of pre service teachers in the Turkish language at a public university North turkey, while the present study was out or designed to look at the micro-teaching experience as a predictor of business education student-teachers' performance in teaching practice in colleges of education in Kwara State, Nigeria.

Rosita, Igwe and Saheed (2013) conducted research on reflective effect of microteaching and field experiences on pre-service teachers in Nigeria. The purpose of the study was to investigate the modes of improving the pre-service teacher competence and productivity based on the constructive reflection of student teaching, with a focus on microteaching which is adjudged as an avenue for acquiring pre-service pedagogical knowledge and field experiences. The study sought to highlight the efficacy of micro-teaching in facilitating effective teacher preparation. It

employed a combination of quantitative and qualitative research methods. In its quantitative dimension, the study featured a descriptive survey design with research questionnaire administered to 500 respondents randomly sampled across five institutions. On its qualitative dimension, the study employed inductive and deductive research methods and data were collected and analysed based on existing framework and emerging themes on reflective effect of micro-teaching and field experiences, as decided in advance by the researchers. The study revealed that micro-teaching content resources and materials need to be reviewed for optimum result. Multi-channel viewing and other forms of Information Communication Technology (ICT) gadgets need to be introduced as a matter of urgency. The differences between the two studies that is the present and the former; is on the area of scope; while the former studied the reflective skill acquisition in Nigeria, the present deals with micro-teaching experience as a predictor of business education student-teachers performance in teaching practice in Colleges of Education and how the skill are effectively applied during teaching practice exercise.

Wang (2013) conducted a study on micro teaching, a powerful tool to embedding the English teacher's certificate testing in the development of English Teaching methodologies. The participants of the research consist of the 76 pre service student-teachers' who have taken English methodology course at Jiazing university. The study was conducted using pretest post test experimental research design without control group. Questioning as a research method was used. In summary, micro teaching provides a powerful and constructive setting for the development of such specific teaching skill, which are acquired in the teacher certification testing. The researcher recommended that much need to be done toward educating preservice English teachers through this method, similarly, universities using it should add its findings to the general knowledge. This study concentrate more towards investigating the effect of micro teaching on pre-service teachers

who have taken English methodology course at the university in Jiazing university while the present study deals with the micro-teaching experience as a predictor of business education student-teachers' performance in teaching practice in Colleges of Education in Kwara State, Nigeria.

Dagneu (2011) studied the reflective effects of microteaching and field experience in pre-service teachers. The researcher investigated the pre-service teachers' competence and productivity. The investigation was carried out using descriptive survey. The study highlighted the efficacy of micro teaching on facilitating effective teachers' preparation. A total of 500 respondents were randomly selected using simple random sampling across five (5) institutions in Ethiopia 90 students teachers and 10 lecturers were used per institutions. This amounted to 100 per institution. The data analysis was a combination of qualitative and quantitative methods. The study revealed that micro teaching content, resources and materials need to be reviewed for optimum result. The instrument titled "Reflective effects of micro teaching and field experience (REMFE)" designed by the researcher was used for data collection. The reliability of the instrument was established by the use of spilt half method with a coefficient 0.75. The coefficient was considered high enough for a study of this nature. Frequency counts and simple percentage was used for the data analysis. The study revealed that micro teaching content, resources and materials need to be reviewed for optimum result.

Dagneu (2011) shared some similarities with the present study is that both of them are looking on the influence of micro teaching on teaching practice experiences in pre-service teachers. The two studies differ in research location. Dagneu conducted the research in Ethiopia while the present would take place in Nigeria.

Abdulrahman (2010) conducted a study to investigate the effects of Learner-Centred

Microteaching (LCMT) on the development of teacher candidate teaching behaviour on subject area, planning, teaching process, classroom management, communication and evaluation have been pre and post tested, and the effectiveness of learner-centred microteaching has been determined based on the differences in the result of pre and post- tests. The pre-test post-test design was used without a control group. Teacher candidates teaching behaviours before they entered the experiment were determined by pre-tests and at the end of the treatment, the teacher candidates were given post-test. The experimentation was constructed based on LCMT Model. Results based on the scores in pre and post-test showed that LCMT Model had a progress in teacher candidates teaching behaviour on subject area, planning teaching process, classroom management, communication, and evaluation. This dwelled on the effect of learner-centred Microteaching on teacher candidate teaching behaviour. The present study focus on the micro-teaching experience as a predictor of business education student-teachers' performance in teaching practice in Colleges of Education in Kwara State, Nigeria.

Abdulrahman's study (2010) shared some similarities with the present study that both of them looked at the influence of micro teaching on teaching practice experiences in pre-service teachers. The two studies differ in research methodology and location. Abdulrahman research work is an ex post facto design while the present study is a descriptive survey and Abdulrahman conducted the research in Ethiopia while the present would take place in Nigeria.

Peker (2009) conducted a research on the use of expanded micro-teaching for reducing pre-service teachers teaching anxiety about Mathematics. The purpose of the study was to investigate the effects of expanded micro-teaching on the pre-service Mathematics teachers' anxiety in teaching practicum course. 43 pre-service Mathematics teachers divided into two groups experimental and control were involved in the study. Mathematics Teaching Anxiety Scale

(Maths), which was developed by Peker (2009), was used. ANCOVA was used to pre-test difference and compared post test results. The findings of the study showed that the mean scores gained on the pretest of the pre-service Mathematics teachers in experimental and control groups were 41.667 and 40.717 respectively. Result of the ANCOVA showed that there was a statistically significant difference regarding teaching anxiety between the control and experimental groups. That study dealt with pre-service teacher anxiety and skill acquisition in teaching Mathematics as a teaching subject. The present study differs because it generalizes skill acquisition and students' performance irrespective of their area of specialization during teaching practice.

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### **Appraisal of Literature Review**

This chapter has reviewed issues related to the study. The conceptual framework is built on models of micro-teaching developed by different authorities. The models concentrated mostly on behaviour modification and effectiveness based on the scheduled objectives. The review highlighted the concept, relevance of microteaching in teacher training programme and curriculum development, micro-teaching skills, objectives of micro-teaching for successful teacher-training programme as well as the challenges facing micro-teaching programme. Empirical studies reviewed categorically revealed that, micro- teaching provides an essential service for the transformation and development of student-teachers' as well as in-service teachers for the challenges ahead of them. Generally, all the reviewed empirical studies dwelled on the micro teaching experience as a predictor of business education student-teachers' performance in teaching practice in colleges of education in Kwara State, Nigeria. The present study was designed to determine whether the acquired skill contribute towards effective performance of NCE student-teachers' during teaching practice exercise in schools in Kwara State, Nigeria.

## CHAPTER THREE

### RESEARCH METHODOLOGY

This chapter focuses on the methodology used in the study under the following sub-headings: research design, population of the study, sample and sampling techniques, instrumentation, validity of research instruments, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

#### **Research Design**

Correlation survey research design was used for the study. Correlation design involves assessing attitudes or opinions towards individuals, organizations, events or procedures. The design is considered appropriate for this study because it involves the use of observation and structured questionnaire to obtain relevant information from the respondents on micro-teaching experience as a predictor of business education student-teachers' performance in teaching practice in Colleges of Education.

#### **Population of the Study**

The target population of this study comprised all the 904 NCE III business education students of colleges of education who were posted to the field for teaching practice in 2019/2020. The total population for the study was 904.

The population of this study is presented in Table 1;

**Table 1: Population of the Study**

Institution	Figure
1. Kwara State College of Education, Ilorin, Kwara State	328
2. College of Education, Oro, Kwara State	133
3. College of Education, Lafiagi, Kwara State	317
4. Muhydeen College of Education, Ilorin, Kwara State	89
5. Kinsey College of education, Ilorin, Kwara State	37
TOTAL	<b>904</b>

Source: NCCE Digest of Statistics in Colleges of Education, 2019

### Sample and Sampling Techniques

The sample for this study was 417 NCE III students of (328 NCE III students of Kwara State College of Education Ilorin, and 89 NCE III students of Muhydeen College of Education, Ilorin) that were on teaching practice, using simple random sampling technique to choose the two schools. The basis for such a decision was the fact that the two institutions strictly observed the micro-teaching theory as well as practicum which formed a major aspect of teacher-education curriculum. More so, Kwara State college of education, Ilorin is a Government owned and controlled institution while Muhydeen College of Education, Ilorin is a Private owned institution.

**Table 2: Sample Size of the Target Group**

Institution	Figure
1. Kwara State College of Education, Ilorin, Kwara State	328
2. Muhydeen College of Education, Ilorin, Kwara State	89
<b>TOTAL</b>	<b>417</b>

Source: NCCE Digest of Statistics in Colleges of Education, 2019

### Instrument for Data Collection

The researcher used a Modified Student-Teacher Assessment Form (MSTAF) which was modified by the researcher from the original Micro-teaching practicum Assessment Guide (MITPAG) approved by National Commission for Colleges of Education (NCCE) to measure student teachers performance in teaching practice. The questionnaire designed by the researcher was titled “Micro-teaching experience of business education student-teachers’ performance in teaching practice (MEBESTPTP)” which was used to assess the experience of student-teachers in micro-teaching. The research instruments were used in assessing the NCE III students.

### Validity of the Instruments

The construct, content and face validity of the instrument were ascertained by two experts and researcher’s supervisors in the Faculty of Education, Kwara State University, Malete. It was also scrutinized by language experts for language appropriateness and clarity. After vetting the

instrument, it was submitted to the supervisors for further scrutiny, with respect to its fitness for the purpose of this research. Sambo (2008) hold the view that, validation of the context of a research instrument by experts is an important and acceptable technique. This helps to a large extent in ensuring an effective research exercise. All their suggestions were incorporated into the final draft of the instrument.

### **Pilot Study**

Pilot study was conducted in order to identify the appropriateness of the instrument in measuring what it is expected to measure. The pilot study instrument was administered on NCE III student of Emmanuel Alayande College of Education, Oyo, Oyo State. This was done in order to determine the reliability level of the instrument. This was also to ascertain the strengths and weaknesses of the research instrument. The study was conducted using 25 respondents who are similar to but are not part of the main study. A four weeks period was used for the pilot study.

### **Reliability of the Instrument**

Reliability test was conducted using the test-retest method. The test sought to ensure reliability of the instrument to be used. According to Olayiwola (2010), an instrument is considered reliable if it lies between 0.5 and 1.00. The reliability level of the instrument for the study was found to be 0.81 using Pearson Product Moment Correlation (PPMC). This confirms that, the research instrument was not only suitable but also reliable for use as an instrument for data collection.

### **Procedure for Data Collection**

The data for the study were collected through the administration of MSTAF and Questionnaire instruments in assessing the performance of students-teachers' in colleges of education. The student-teachers' were examined in their various practice schools by the researcher and two research assistants who are teachers in each school of the teaching practice. School assistants were trained on how to administer the instrument to respondents.

### **Method of Data Analysis**

The demographic data were analyzed using percentages, while the research questions were

analyzed using frequency counts, mean and standard deviation. Mean rating was used to answer the research questions while standard deviation was used to determine the closeness or otherwise of the responses to the mean. The null hypotheses were tested at 0.05 level of significance using regression analysis.

**Decision Rule:**

For the research questions, items with 3.50 – 4.00 were regarded as High Extent; Items with mean ratings of 2.50 – 3.49 considered as Moderate Extent and those with 1.50 – 2.49 were considered as Low Extent while items with mean scores of 1.00 – 1.49 were regarded as No Extent. For the hypotheses, if the observed significant value is less than or equal to 0.05 level of significance, the null hypotheses were rejected and if otherwise, the null hypotheses were retained.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of the research data and discussion of findings. The analyses were carried out under the following sub-headings:

Analysis of demographic data

Analyses of data to answer the Research Questions

Hypotheses Testing

Summary of Major Findings

Discussion of Findings

#### Analysis of Demographic Data

The demographic data for the study were analyzed in Tables 2 and 3 as follows:

**Table 3: Percentage Distribution of Respondents by Gender**

Gender	Frequency	Percentage (%)
Male	211	50.6
Female	206	49.4
<b>Total</b>	<b>417</b>	<b>100.0</b>

Source: Field survey, 2020

Table 3 reveals that there are 211 male respondents representing 50.6% and 206 female respondents representing 49.4%. This means that there are more male than female respondents to the questionnaire in colleges of education.

#### Analyses of Data to Answer the Research Questions

Analysis of data to answer the research questions are presented in Table 4 to 7 as follows:

Research Question 1: To what extent does micro-teaching experience predicts business education student-teachers' communication skill in Colleges of Education?

**Table 4: Mean responses on the micro-teaching experience and business education student-teachers' communication skill**

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Enhances appropriate application of skill of communication in teaching and learning	3.28	0.69	Moderate Extent
2.	Enhances good summary of lesson	3.16	0.70	Moderate Extent
3.	Enhances writing clearly and boldly for the students	3.10	0.76	Moderate Extent
4.	Helps to communicate verbally/orally.	2.89	0.65	Moderate Extent
5.	Helps to write legibly on the board	3.53	0.57	High Extent
6.	Helps to communicate adequately in writing	3.37	0.59	Moderate Extent
7.	Enhances clarity of voice	3.23	0.64	Moderate Extent
8.	Helps to communicate adequately through nonverbal communication	2.75	0.70	Moderate Extent
9.	Enhances appropriate use of language and helps in student teacher's performance	3.23	0.73	Moderate Extent
<b>Weighted average</b>		<b>3.17</b>	<b>0.67</b>	<b>Moderate Extent</b>

Source: Field Survey, 2020

Table 4 shows that the respondents agreed that micro-teaching enhances appropriate application of skill of communication in teaching and learning, good summary of lesson and enhances writing clearly and boldly for the students. These were supported by mean scores of 3.28, 3.16 and 3.10 respectively. The respondents also agreed that micro-teaching helps to communicate verbally/orally, write legibly on the board and helps to communicate adequately in writing. Mean scores of 2.89, 3.53 and 3.37 supported these. In addition, the respondents agreed that micro-teaching enhances clarity of voice, helps to communicate adequately through nonverbal communication and enhances appropriate use of language and helps in student-teacher's performance. These were supported by mean scores of 3.23, 2.75 and 3.23 respectively.

All the nine item constructs have standard deviation range from 0.57 to 0.76. This means that the responses of the respondents are not widely spread as they are close to the mean. Table 4 shows a calculated weighted average mean and standard deviation of 3.17 and 0.67, which indicates that the respondents agreed to all the constructs to a Moderate extent. This implies that micro-teaching experience predicts business education student-teachers' communication skill to Moderate extent in colleges of education (mean = 3.17, SD = 0.67).

Research Question 2: To what extent does micro-teaching experience predicts business education student-teachers' classroom management skill in Colleges of Education?

**Table 5: Mean responses on the micro-teaching experience and business education student-teachers' classroom management skill**

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Helps the class environment to be very neat and tidy	3.18	0.67	Moderate Extent
2.	Helps to arrange the seating to allow for free and easy movement	3.01	0.66	Moderate Extent
3.	Helps to appoint/recognize a class leader who could pass relevant information to the class	3.19	0.67	Moderate Extent
4.	Helps to establish guiding principles of interaction in the class and to set up a channel of communication	3.03	0.67	Moderate Extent
5.	Helps to properly inform the class of new expectations	3.38	0.71	Moderate Extent
6.	Enhances Free flow of information when talking as to ensure every member of the class gets the required message	3.37	0.65	Moderate Extent
7.	Helps to reward those who deserve to be rewarded	3.17	0.72	Moderate Extent
8.	Helps to caution/discipline those who deserve to be disciplined	3.10	0.74	Moderate Extent
9.	Enhances discipline and orderliness in the classroom	3.21	0.74	Moderate Extent
10.	Helps to spot some students that are unprepared for their lesson	3.18	0.67	Moderate Extent
<b>Weighted average</b>		<b>3.18</b>	<b>0.69</b>	<b>Moderate Extent</b>

Source: Field Survey, 2020

Table 5 shows that the respondents agreed that micro-teaching helps the class environment to

be very neat and tidy, helps to arrange the seating to allow for free and easy movement and helps to appoint/recognize a class leader who could pass relevant information to the class. These are supported by mean scores of 3.18, 3.01 and 3.19 respectively. The respondents also agreed that micro-teaching helps to establish guiding principles of interaction in the class and to set up a channel of communication, helps to properly inform the class of new expectations and enhances free flow of information when talking as to ensure every member of the class gets the required message. Mean scores of 3.03, 3.38 and 3.37 supported these. In addition, the respondents agreed that micro-teaching helps to reward those who deserve to be rewarded, caution/discipline those who deserve to be disciplined, enhances discipline and orderliness in the classroom and helps to spot some students that are unprepared for their lesson. These were supported by mean scores of 3.17, 3.10 and 3.21 and 3.18 respectively.

All the ten item constructs have standard deviation range from 0.65 to 0.74. This means that the responses of the respondents are not widely spread as they are close to the mean. Table 5 shows a calculated weighted average mean and standard deviation of 3.18 and 0.69, which indicates that the respondents agreed to all the constructs to a Moderate extent. This implies that micro-teaching experience predicts business education student-teachers' classroom management skill to Moderate extent in colleges of education (mean = 3.18, SD = 0.69).

Research Question 3: To what extent does micro-teaching experience predicts business education student-teachers' presentation skill in Colleges of Education?

**Table 6: Mean responses on the micro-teaching experience and business education student-teachers' presentation skill**

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Helps to communicate complex information in simple and interesting ways to keep the students engaged	3.16	0.75	Moderate Extent
2.	Helps to develop self-confidence of student teachers while presenting their lessons	3.18	0.75	Moderate Extent
3.	Enhances communication of thoughts and feelings effectively before presentation of lessons.	3.13	0.64	Moderate Extent
4.	Helps to raise summary questions to assess the overall understanding of students after presentation of lessons	3.09	0.76	Moderate Extent
5.	Helps to introduce audio visual content and images during teaching and learning.	3.27	0.67	Moderate Extent
6.	Helps to engage the students with other forms of communication during teaching and learning	3.24	0.63	Moderate Extent
7.	Helps to speak concisely, effectively and professionally during teaching and learning.	3.24	0.72	Moderate Extent
8.	Helps to build better rapport with students	3.42	0.67	Moderate Extent
9.	Allows students to present in the classroom what they have learned from the lesson.	3.22	0.66	Moderate Extent
10.	Helps in enhancing student teachers growth opportunities and elevates levels of confidence	3.16	0.63	Moderate Extent
<b>Weighted average</b>		<b>3.21</b>	<b>0.69</b>	<b>Moderate Extent</b>

Source: Field Survey, 2020

Table 6 reveals that the respondents agreed that micro-teaching helps to communicate complex information in simple and interesting ways to keep the students engaged, develop self-confidence of student-teachers while presenting their lessons and enhances communication of thoughts and feelings effectively before presentation of lessons. These are supported by mean scores of 3.16, 3.18 and 3.13 respectively. The respondents also agreed that micro-teaching helps to raise summary questions to assess the overall understanding of students after presentation of lessons, helps to introduce audio visual content and images during teaching and learning, engage the students with

other forms of communication during teaching and learning and helps to speak concisely, effectively and professionally during teaching and learning. Mean scores of 3.09, 3.27, 3.24 and 3.24 supported these. In addition, the respondents agreed that micro-teaching helps to build better rapport with students, allows students to present in the classroom what they have learned from the lesson and helps in enhancing student-teachers' growth opportunities and elevates levels of confidence. These are supported by mean scores of 3.42, 3.22 and 3.16 and 3.18 respectively.

All the ten item constructs have standard deviation range from 0.63 to 0.76. This means that the responses of the respondents are not widely spread as they are close to the mean. Table 6 shows a calculated weighted average mean and standard deviation of 3.21 and 0.69, which indicates that the respondents agreed to all the constructs. This implies that micro-teaching experience predicts business education student-teachers' classroom presentation skill to Moderate extent in colleges of education (mean = 3.21, SD = 0.69).

Research Question 4: To what extent does micro-teaching experience predicts business education student-teachers' personality skill in Colleges of Education?

**Table 7: Mean responses on the micro-teaching experience and business education student-teachers' personality skill**

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Helps the student teachers to be punctual to school.	3.16	0.65	Moderate Extent
2.	Exposes student teachers to new learning skill	3.28	0.78	Moderate Extent
3.	Enable the student teachers to listen to his/her conscience and act accordingly	2.75	0.66	Moderate Extent
4.	Helps to inculcate self-discipline in a student teacher	2.80	0.73	Moderate Extent
5.	Helps the student teacher to be proactive	3.02	0.73	Moderate Extent
6.	Helps the student teacher to be goal oriented	3.44	0.62	Moderate Extent
7.	Helps the student teacher to be ready to help others because of his / her interaction with students	3.03	0.71	Moderate Extent
8.	Helps the student teacher to smile whenever a problem arise	3.47	0.50	Moderate Extent
9.	Helps student teacher too be modern in their outlook	3.16	0.69	Moderate Extent
10.	Helps the student teacher to score high on agreeableness	3.43	0.67	Moderate Extent
	<b>Weighted average</b>	<b>3.15</b>	<b>0.67</b>	<b>Moderate Extent</b>

Source: Field Survey, 2020

Table 7 shows that the respondents agreed that micro-teaching helps the student-teachers' to be punctual to school, exposes student teachers to new learning skills and enables the student-teachers' to listen to their conscience and act accordingly. These are supported by mean scores of 3.16, 3.28 and 2.75 respectively. The respondents also agreed that micro-teaching help to inculcate self-discipline in student-teachers, helped the student-teachers' to be proactive, goal oriented and ready to help others because of his / her interaction with students. Mean scores of 2.80, 3.02, 3.44 and 3.03 supported these. In addition, the respondents agreed that micro-teaching helps the student-teachers' to smile whenever a problem arises, helps student-teachers' to be modern in their outlook and helps the student-teachers' to score high on agreeableness. These are supported by mean scores of 3.47, 3.16 and 3.43 respectively.

All the ten item constructs have standard deviation range from 0.50 to 0.78. This means that

the responses of the respondents are not widely spread as they are close to the mean. Table 7 shows a calculated weighted average mean and standard deviation of 3.15 and 0.67, which indicates that the respondents agreed to all the constructs. This implies that micro-teaching experience predicts business education student-teachers' classroom personality skill to moderate extent in colleges of education (mean = 3.15, SD = 0.67).

### Hypotheses Testing

Four null hypotheses are tested using linear regression at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 8 to 15 as follows:

**H<sub>01</sub>:** Communication skill does not significantly predict business education student-teachers' performance in teaching practice in colleges of education.

**Table 8: Summary of Regression Analysis of communication skill as a predictor of business education student-teachers' performance in teaching practice**

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	417	0.076	0.006	0.003	2.395	0.023

- a. Dependent Variable: Performance  
b. Predictors: (Constant), Communication skill

**Table 9: Test of significance**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	55.136	4.288		12.858	0.000	46.707	63.565
Communication Skill	2.085	1.347	0.076	1.548	0.023	0.563	4.733

. Dependent Variable: Communication skill

Table 8 summarizes the regression analysis results of communication skill as predictor of business education student-teachers' performance in teaching practice in colleges of education. The result indicates that there is a positive relationship between communication skill and business education student-teachers' performance in teaching practice (R = 0.076) while R-squared is 0.006 which means that the independent variable (communication skill) explains 0.06% variations of the dependent variable (students' performance).

The test of significance results as presented in Table 9 shows that communication skill significantly predict business education student-teachers' performance in teaching practice ( $B = 2.085$ ;  $t_{(416)} = 1.548$ ,  $P = 0.023$ ). It indicates that at 5% level of significance, there is enough evidence that the regression equation specified that communication skill significantly predicts business education student-teachers' performance in teaching practice. Based on this, the null hypothesis is rejected and it is concluded that communication skill significantly predict business education students-teachers' performance in teaching practice in colleges of education.

**H<sub>02</sub>:** Classroom management skill does not significantly predict business education student-teachers' performance in teaching practice in colleges of education.

**Table 10: Summary of Regression Analysis of classroom management skill as a predictor of business education student-teachers' performance in teaching practice**

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	417	.078	.006	.004	2.517	.013

a. Dependent Variable: Performance

b. Predictors: (Constant), Classroom management skill

**Table 11: Test of significance**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	52.322	5.953		8.790	.000	40.621	64.023
Classroom Management Skill	2.961	1.866	0.078	1.586	.013	0.708	6.629

. Dependent Variable: Classroom management skill

Table 10 summarizes the regression analysis results of classroom management skill as predictor of business education students-teachers' performance in teaching practice in colleges of education. The result indicates that there is a positive relationship between classroom management skill and business education student-teachers' performance in teaching practice ( $R = 0.078$ ) while R-squared is 0.006 which means that the independent variable (classroom management skill) explained

0.06% variations of the dependent variable (students' performance).

The test of significance results as presented in Table 11 shows that classroom management skill significantly predict business education student-teachers' performance in teaching practice ( $B = 2.961$ ;  $t_{(416)} = 1.586$ ,  $P = 0.013$ ). It indicates that at 5% level of significance, there is enough evidence that the regression equation specified that classroom management skill significantly predicts business education student-teachers' performance in teaching practice. Based on this, the null hypothesis is rejected and it is concluded that classroom management skill significantly predict business education student-teachers' performance in teaching practice in colleges of education.

**H<sub>03</sub>:** Presentation skill does not significantly predict business education student-teachers' performance in teaching practice in colleges of education.

**Table 12: Summary of Regression Analysis of presentation skill as a predictor of business education student-teachers' performance in teaching practice**

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	417	0.051	0.003	0.000	1.072	0.020

a. Dependent Variable: Performance

b. Predictors: (Constant), Presentation skill

**Table 13: Test of significance**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	58.002	3.636		15.952	0.000	50.855	65.150
Presentation Skill	1.166	1.126	0.051	1.035	0.020	1.048	3.380

. Dependent Variable: Presentation skill

Table 12 summarizes the regression analysis results of presentation skill as predictor of business education student-teachers' performance in teaching practice in colleges of education. The result indicates that there is a positive relationship between presentation skill and business education student-teachers' performance in teaching practice ( $R = 0.051$ ) while R-squared is 0.003 which means that the independent variable (presentation skill) explained 0.03% variations of the dependent

variable (students' performance).

The test of significance results as presented in Table 13 shows that presentation skill significantly predict business education student-teachers' performance in teaching practice ( $B = 1.166$ ;  $t_{(416)} = 1.035$ ,  $P = 0.02$ ). It indicates that at 5% level of significance, there is enough evidence that the regression equation specified that presentation skill significantly predict business education student-teachers' performance in teaching practice. Based on this, the null hypothesis is rejected and it is concluded that presentation skill significantly predict business education student-teachers' performance in teaching practice in colleges of education.

**H<sub>04</sub>:** Personality skill does not significantly predict business education student-teachers' performance in teaching practice in colleges of education.

**Table 14: Summary of Regression Analysis of classroom management skill as a predictor of business education student-teachers' performance in teaching practice**

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	417	0.095	0.009	0.007	3.775	0.050

a. Dependent Variable: Performance

b. Predictors: (Constant), Classroom management skill

**Table 15: Test of significance**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	54.091	3.958		13.667	.000	46.311	61.871
Personality Skill	2.411	1.241	.095	1.943	.05	-.028	4.851

. Dependent Variable: Personality skill

Table 14 summarizes the regression analysis results of personality skill as predictor of business education student-teachers' performance in teaching practice in colleges of education. The result indicates that there is a positive relationship between personality skill and business education student-teachers' performance in teaching practice ( $R = 0.095$ ) while R-squared is 0.009 which means that the independent variable (personality skill) explained 0.09% variations of the dependent variable

(students' performance).

The test of significance results as presented in Table 15 shows that personality skill significantly predict business education student-teachers' performance in teaching practice ( $B = 2.411$ ;  $t_{(416)} = 1.943$ ,  $P = 0.05$ ). It indicated that at 5% level of significance, there is enough evidence that the regression equation specified that personality skill significantly predict business education student-teachers' performance in teaching practice. Based on this, the null hypothesis is rejected and it is concluded that personality skill significantly predict business education student-teachers' performance in teaching practice in colleges of education.

### **Summary of Findings**

The following are the summary of the major findings of the study:

1. Micro-teaching experience predicts business education student-teachers' communication skill to a Moderate extent.
2. Micro-teaching experience predicts business education student-teachers' classroom management skill to a Moderate extent.
3. Micro-teaching experience predicts business education student-teachers' presentation skill to a Moderate extent.
4. Micro-teaching experience predicts business education student-teachers' personality skill to a Moderate extent.
5. Communication skill significantly predict business education student-teachers' performance in teaching practice with  $B = 2.085$ ;  $t_{(416)} = 1.548$  and  $P = 0.023$ .
6. Classroom management skill significantly predict business education student-teachers' performance in teaching practice with  $B = 2.961$ ;  $t_{(416)} = 1.586$  and  $P = 0.013$ .
7. Presentation skill significantly predict business education student-teachers' performance in teaching practice with  $B = 1.166$ ;  $t_{(416)} = 1.035$  and  $P = 0.02$ .
8. Personality skill significantly predict business education student-teachers' performance in teaching practice with  $B = 2.411$ ;  $t_{(416)} = 1.943$  and  $P = 0.05$ .

## **Discussion of the Findings**

Findings on research question one revealed that communication skill acquired during micro-teaching significantly and positively predicted student-teachers' performance to a moderate extent. This implies that it enhances appropriate application of communication skill in teaching and learning, enhances writing clearly and boldly for the students, enhances appropriate use of language and helps in student teacher's performance, helps to communicate adequately in writing. In addition, findings on hypothesis one revealed that there was a positive relationship between communication skill and business education student-teachers' performance in teaching practice ( $B = 2.085$ ;  $t_{(416)} = 1.548$ ,  $P = 0.023$ ). Thus, the null hypothesis which stated that communication skill did not significantly predict business education student-teachers' performance in teaching practice in colleges of education was rejected. This implies that communication skill significantly predicts business education student-teachers' performance in teaching practice in colleges of education in Kwara State. This finding agrees with that of Bashir (2009) and Ismail (2011) that micro-teaching skill has significant influence on student-teachers effectiveness in teaching practice. This finding also correlates with those of Dagnew (2011) which revealed that micro-teaching program provides the student-teachers' with positive impacts on communication skill and use of teaching materials needed for use during teaching practice.

Findings on research question two showed that classroom management skill acquired during micro-teaching significantly and positively predict student-teachers' performance to a moderate extent. This indicates that it helps to arrange the seating to allow for free and easy movement, helps to establish guiding principles of interaction in the class and to set up a channel of communication, enhances free flow of information when talking as to ensure every member of the class gets the required message, helps to caution/discipline those who deserve to be disciplined, enhances discipline and orderliness in the classroom, helps to spot some students that are unprepared for their lesson. In addition, findings on hypothesis two revealed that classroom management skill significantly

predicted business education student-teachers' performance in teaching practice ( $B = 2.961$ ;  $t_{(416)} = 1.586$ ,  $P = 0.013$ ). Thus, the null hypotheses which stated that classroom management skill does not significantly predict business education student-teachers' performance in teaching practice in Colleges of Education was rejected. This implies that classroom management skills significantly predicted business education student-teachers' performance in teaching practice in colleges of education in Kwara State. This finding is similar to that of Abdulrahman (2010) which reveals that micro-teaching provide the student teacher with the knowledge of how to use the skill of classroom management as it modified their behavior toward planning teaching process, classroom control, communication and evaluation.

Findings on research question three revealed that presentation skill acquired during micro-teaching significantly and positively predict student-teachers' performance to a moderate extent. This indicates that it helps to communicate complex information in simple and interesting ways to keep the students engaged, helps to develop self confidence of student teachers while presenting their lessons, helps to raise summary questions to assess the overall understanding of students after presentation of lessons, helps to introduce audio visual content and images during teaching and learning, helps to engage the students with other forms of communication during teaching and learning, helps to speak concisely, effectively and professionally during teaching and learning, helps in enhancing student-teachers' growth opportunities and elevates levels of confidence. In addition, findings on hypothesis three revealed that there was a positive relationship between presentation skill and business education student-teachers' performance in teaching practice ( $B = 1.166$ ;  $t_{(416)} = 1.035$ ,  $P = 0.02$ ). Thus, the null hypotheses which stated that presentation skill did not significantly predict business education student-teachers' performance in teaching practice in colleges of education was rejected. This implies that presentation skill significantly predict business education student-teachers' performance in teaching practice in Colleges of Education in Kwara State. This finding agreed with that of Chatzidimou (2011) which found out that microteaching is highly effective in empowering the student teacher with various skill, especially the use of audio-visual aids in teaching, the

presentation or techniques of introducing and ending lesson, among others. This finding also correlates with those of Liang and Xiaojong (2010) who suggested that, in order to ensure the needed constant improvement by the student-teachers' on practical aspect and theoretical knowledge, micro-teaching must be student-led; and that stake holders should be made to understand that presentations in class should be done with the use of multimedia aids constantly.

Findings on research question four revealed that personality skill acquired during micro-teaching significantly and positively predicted student-teachers performance to a moderate extent. This indicates that it helps to inculcate self discipline in student teachers, helps the student teachers to be proactive, goal oriented and to smile whenever a problem arise. It also helps student-teachers' to be modern in their outlook, and to be agreeable. In addition, findings on hypothesis four revealed that there was a positive relationship between teachers personality attributes and business education student-teachers' performance in teaching practice ( $B = 2.411$ ;  $t_{(416)} = 1.943$ ,  $P = 0.05$ ). Thus, the null hypotheses which stated that personality skill did not significantly predict business education student-teachers' performance in teaching practice in colleges of education was rejected. This implies that personality skill significantly predict business education student- teachers' performance in teaching practice in colleges of education in Kwara State. This finding is similar to that of Aslihan (2012) which revealed that, the pre-service teachers believed that the microteaching gives a chance to evaluate their strong and weak aspects in teaching.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter deals with the summary of the findings, conclusion, recommendations and suggestions for further studies.

#### **Summary of the findings**

This study assessed micro-teaching experience as a predictor of business education student-teachers' performance in teaching practice in colleges of education in Kwara State. The study was conducted with the objectives to examine the extent to which micro-teaching experience predict business education student-teachers' communication skill in colleges of education; determine the extent to which micro-teaching experience predict business education student-teachers' classroom management skill in colleges of education; ascertain the extent to which micro-teaching experience predict business education student-teachers' presentation skill in colleges of education; and examine the extent to which micro-teaching experience predict business education student-teachers' personality skill in colleges of education.

Four research questions and four null hypotheses were postulated in line with the stated objectives. Relevant literatures were reviewed on theoretical framework and on the key variables of the study. The study adopted correlation design. The target population of the study comprised 904 NCE III (2019/2020) business education students of colleges of education in Kwara State. Simple random sampling technique was used to select 417 NCE III students (328 NCE III students of Kwara State College of Education Ilorin, and 89 students from Muhydeen College of Education, Ilorin). Data were collected using Modified Student-Teacher Assessment form based on their performance during teaching practice and a self designed questionnaire. The instrument was validated by the researcher's supervisors and two experts in the Faculty of Education, Kwara State University, Malete. The validated instrument was subjected to a pilot study and a reliability coefficient of 0.81 was obtained.

The data gathered were analyzed using frequency counts, mean and standard deviation. All the hypotheses were tested at 0.05% level of significance using regression analysis. Findings from

the study revealed that micro-teaching experience predicts business education student-teachers' communication skill to a moderate extent, micro-teaching experience predicts business education student-teachers' classroom management skill to a moderate extent, micro-teaching experience predicts business education student-teachers' classroom presentation skill to a moderate extent, micro-teaching experience predicts business education student-teachers' classroom personality skill to a moderate extent, communication skill significantly predict business education student-teachers' performance in teaching practice with  $B = 2.085$ ;  $t_{(416)} = 1.548$  and  $P = 0.023$ , classroom management skill significantly predict business education student-teachers' performance in teaching practice with  $B = 2.961$ ;  $t_{(416)} = 1.586$  and  $P = 0.013$ , presentation skill significantly predict business education student-teachers' performance in teaching practice with  $B = 1.166$ ;  $t_{(416)} = 1.035$  and  $P = 0.02$ , personality skill significantly predict business education students-teachers' performance in teaching practice with  $B = 2.411$ ;  $t_{(416)} = 1.943$  and  $P = 0.05$ ).

### **Conclusion**

Finding from this study revealed that micro-teaching experiences have effect on teaching practice performance of student-teachers in colleges of education in Kwara State. Therefore, the acquisition of relevant teaching skill is vital to teachers' preparation and training since teaching practice allows the teacher trainees to gain their first teaching experience that they find useful during their professional lives. Additionally, the use of micro-teaching skill in teaching practice course reduces the teaching anxiety level of students and gives the students opportunity to plan their lessons, adopt new teaching and learning strategies.

### **Recommendations**

Based on the findings from this study, the following recommendations are made:

1. Student-teachers should practice communication skill through the micro-teaching cycle and continue their efforts till they attain mastery level in all aspects of communication.

2. Concerted efforts should be intensified by teacher educators to ensure that student-teachers comprehend and use the skill of classroom management to enhance performance during teaching practice and thereafter.
3. The Head of unit of micro-teaching practicum should create a special display session to enhance the ability of student teachers in the use of presentation skill during teaching practice.
4. Teacher educators should be explicitly proactive in guiding student-teachers' to use personality skills to enhance performance during teaching practice.

### **Suggestions for Further Studies**

The study suggested the following topic for further studies:

1. Effect of teaching practice supervision on the performance of student-teachers' in the use of teaching skill during teaching practice in Kwara State, Nigeria
2. Influence of micro teaching skill on pre-service and in-service teachers for professional development in Nigeria.
3. An evaluation of micro-teaching component of educational technology programme in Nigerian colleges of education.

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# APPENDIX A

## LETTER OF INTRODUCTION



**KWARA STATE UNIVERSITY, MALETE**  
**DEPARTMENT OF BUSINESS & ENTREPRENEURSHIP EDUCATION**  
**COLLEGE OF EDUCATION**  
P.M.B. 1530, ILORIN, KWARA STATE, NIGERIA

Head of Department: Prof. Titus A. Umoru, PhD (FABEN),  
Professor of Business Education

Phone: +2348033519030, +2348059272084  
14<sup>th</sup> December, 2020

Our Ref: ..... Your Ref: ..... Date: .....

Dear Sir/Madam,

### LETTER OF INTRODUCTION: AJIBOLA ELISHA OJO

This is to introduce AJIBOLA ELISHA OJO (with Matriculation Number **18/27MBE/010**) as a student of the Department of Business and Entrepreneurship Education, Kwara State University, Maletе. He is a Postgraduate student working on his research project topic: Micro teaching experience as a predictor of business education student teachers performance in teaching practice in Colleges of Education in Kwara State, Nigeria. He needs some information to facilitate his research work. Please kindly assist him.

*FEV*  
  
Head of Department

## APPENDIX B

### LETTER OF VALIDATION CONFIRMATION

#### EVIDENCE OF VALIDATION OF INSTRUMENT

DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION

FACULTY OF EDUCATION

KWARA STATE UNIVERSITY, MALETE

KWARA STATE

The Head,  
Department of Bus. and Entrep. Education,  
Kwara State University, Maleta,  
Kwara State.

*Ma,*

#### EVIDENCE OF VALIDATION OF RESEARCH INSTRUMENT

This is to certify that I, Dr. S.O. Afolabi in the department of Business and Entrepreneurship Education, Kwara State University, Maleta duly validated the research instrument developed by Ajibola Elisha OJO, an M.Sc student of the department who is currently writing his M.Sc Thesis titled:

**“MICRO-TEACHING EXPERIENCE AS A PREDICTOR OF BUSINESS EDUCATION  
STUDENT TEACHERS’ PERFORMANCE IN TEACHING PRACTICE”.**

Ma, the instrument is approved as being valid for carrying out the study.

*Thanks*

*Yours faithfully,*

## EVIDENCE OF VALIDATION OF INSTRUMENT

DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION

FACULTY OF EDUCATION

KWARA STATE UNIVERSITY, MALETE

KWARA STATE

The Head,  
Department of Bus. and Entrep. Education,  
Kwara State University, Malete,  
Kwara State.

*Ma,*

### EVIDENCE OF VALIDATION OF RESEARCH INSTRUMENT

This is to certify that I, Dr N. B. Nwabufo in the department of Business and Entrepreneurship Education, Kwara State University, Malete duly validated the research instrument developed by Ajibola Elisha OJO, an M.Sc student of the department who is currently writing his M.Sc Thesis titled:

**“MICRO-TEACHING EXPERIENCE AS A PREDICTOR OF BUSINESS EDUCATION STUDENT TEACHERS’ PERFORMANCE IN TEACHING PRACTICE”.**

Ma, the instrument is approved as being valid for carrying out the study.

*Thanks*

*Yours faithfully,*

## APPENDIX C

### RELIABILITY AND CONSTRUCT VALIDITY

GET

FILE='C:\Users\AFEEZ\Desktop\Ojo Ajibola Elisha\Ojo Ajibola.sav'.

SAVE OUTFILE='C:\Users\AFEEZ\Desktop\Ojo Ajibola Elisha\Ojo Ajibola.sav'

/COMPRESSED.

RELIABILITY

/VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21  
Q22 Q23 Q24

Q25 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33 Q34 Q35 Q36 Q37 Q38

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE.

#### Reliability

[DataSet1] C:\Users\AFEEZ\Desktop\Ojo Ajibola Elisha\Ojo Ajibola.sav

#### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	25	100.0
	Excluded <sup>a</sup>	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.816	38

## APPENDIX D

### Modified Student –Teachers’ Assessment Form (MSTAF) for Observation

#### SECTION (A)

Gender: Male (    )                      Female (    )

Learners institutions: COED ILORIN (    )                      MUCOED ILORIN (    )

DEPT: \_\_\_\_\_

SUBJECT / TOPIC: \_\_\_\_\_

#### SECTION (B)

Assessment Areas	1	2	3	4	5
1. Appropriate use of Set Induction skill toward preparing the mind of the learners for the task ahead					
2. Effective use of skill of Instructional Materials					
3. Adequate use of skill of Classroom Management in directing and recurring the learner’s attention					
4. Effective Application of Skill of Time Management for effective knowledge destination					
5. Efficient use of skill of stimulus variation toward employing various process for effective teaching and learning					
6. Appropriate use of skill of questioning for effective assessment of learners understand					
7. Adequate and appropriate use of dress code which allow the teacher to serve as a model					
8. Suitability of the skill to the assumed learners level which aid the attainment of the designed objectives					
9. Appropriate use of means of communication for effective destination and acquisition of knowledge					
10. Accommodation of other skill / Resources for effective teaching and learning					

**Key:-**    **Poor -1**            **Weak -2**            **Fair -3**            **Good -4**            **V. Good-5**

**Total Score:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Researcher’s Comments:** \_\_\_\_\_

**APPENDIX E**  
**TRANSMITTAL LETTER**

Faculty of Education,  
Dept. of Bus. & Entrep Education,  
Kwara State University, Malete.  
20<sup>th</sup> January, 2020.

Sir,

I am a Masters student of the above mentioned institution, currently undergoing a research on **“Micro-teaching experience as a predictor of business education student-teachers’ performance in teaching practice in Colleges of Education in Kwara State, Nigeria.”**

In view of the above, I would like you to kindly attend to the questionnaire attached to enable me further my research.

I assure you of confidentiality of your responses as the questionnaire is meant for the research only.

**Yours faithfully,**

**Ajibola Elisha OJO**

**18/27/MBE010**

## APPENDIX F

### QUESTIONNAIRE ON MICRO-TEACHING EXPERIENCE OF BUSINESS EDUCATION STUDENT-TEACHERS' PERFORMANCE IN TEACHING PRACTICE (MTEBESTPTP)

#### SECTION (A)

#### BIODATA OF THE RESPONDENTS (STUDENTS)

Please tick (√) in the following boxes to indicate where you belong to:

1. Sex: Male ( )      Female ( )
2. Institute of learners: COED ILORIN ( )      MUOCOED ILORIN( )

#### SECTION (B)

**Instruction: Answer all questions by using the following keys to complete the scale.**

High Extent	-	HE	-	Moderate Extent	-	ME
Low Extent	-	LE	-	No Extent	-	NE

**To what extent does micro-teaching experience predict business education student-teachers' communication skill in Colleges of Education?**

S/N	Microteaching Experience as a predictor of Communication Skill	HE	ME	LE	NE
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1. Enhances appropriate application of skill of communication in teaching and learning
2. Enhances good summary of lesson
3. Enhances writing clearly and boldly for the students.
4. Helps to communicate verbally/orally.
5. Helps to write legibly on the board.
6. Helps to communicate adequately in writing.

7. Enhances clarity of voice
8. Helps to communicate adequately through nonverbal communication
9. Enhances appropriate use of language and helps in student teacher's performance

**To what extent does micro-teaching experience predicts business education student-teachers' classroom management skill in Colleges of Education?**

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<b>S/N</b>	<b>Microteaching Experience as a predictor of Classroom Management Skill</b>	<b>HE</b>	<b>ME</b>	<b>LE</b>	<b>NE</b>
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1. Helps the class environment to be very neat and tidy.
  2. Helps to arrange the seating to allow for free and easy movement.
  3. Helps to appoint/recognize a class leader who could pass relevant information to the class.
  4. Helps to establish guiding principles of interaction in the class and to set up a channel of communication.
  5. Helps to properly inform the class of new expectations.
  6. Enhances Free flow of information when talking as to ensure every member of the class gets the required message.
  7. Helps to reward those who deserve to be rewarded.
  8. Helps to caution/discipline those who deserve to be disciplined.
  9. Enhances discipline and orderliness in the classroom.
  10. Helps to spot some students that are unprepared for their lesson
-

**To what extent does micro-teaching experience predicts business education student-teachers' presentation skill in Colleges of Education?**

S/N	Microteaching Experience as a predictor of Presentation Skill	HE	ME	LE	NE
1.	Helps to communicate complex information in simple and interesting ways to keep the students engaged				
2.	Helps to develop self confidence of student-teachers' while presenting their lessons.				
3.	Enhances communication of thoughts and feelings effectively before presentation of lessons.				
4.	Helps to raise summary questions to assess the overall understanding of students after presentation of lessons.				
5.	Helps to introduce audio visual content and images during teaching and learning.				
6.	Helps to engage the students with other forms of communication during teaching and learning				
7.	Helps to speak concisely, effectively and professionally during teaching and learning.				
8.	Helps to build better rapport with students				
9.	Allows students to present in the classroom what they have learned from the lesson.				
10.	Helps in enhancing student-teachers growth opportunities and elevates levels of confidence				

**To what extent does micro-teaching experience predicts business education student-teachers' personality skill in Colleges of Education?**

S/N	Microteaching Experience as a predictor of Personality Skill	HE	ME	LE	NE
1.	Helps the student-teachers to be punctual to school.				
2.	Exposes student-teachers to new learning skill				
3.	Enable the student-teachers to listen to his/her conscience and act accordingly				
4.	Helps to inculcate self discipline in a student-teacher				
5.	Helps the student-teacher to be proactive				
6.	Helps the student-teacher to be goal oriented				
7.	Helps the student-teacher to be ready to help others because of his / her interaction with students				
8.	Helps the student-teacher to smile whenever a problem arise				
9.	Helps student teachers too be modern in their outlook				
10.	Helps the student-teachers to score high on agreeableness				

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