

MICRO-TEACHING SCORES AS PREDICTORS OF TRAINEES' ASSESSMENT DURING TEACHING PRACTICE

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Abstract

Micro-teaching and teaching practices are two integral parts of teacher education programme. The study investigated the impact of micro-teaching on the teaching practice of School of Education students for 2009 to 2013 Academic sessions in College of Education, Abeokuta, Ogun State, Nigeria. Multistage sampling technique was used for the study. The data were analyzed using t-test and analysis of variance. The findings of the study reveal a positive and significant relationship between students' performance in Micro teaching and actual performance in Teaching practice. It was also found out that significant differences were observed between students' departments and their performance in Micro teaching. On the contrary, no significant difference was observed between students' department and their performance in Teaching practice. The study therefore, recommended that micro-teaching should be maintained by teacher training programmes, it should be made a pre-requisite to teaching practice. Also, there is need for lecturers and students of the different departments in the School of Education to take the issue of micro-teaching seriously on equal basis.

Key words: *assessment, trainee, pedagogical skills, Micro-teaching, teaching practice*

Background of the study

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 focus of teacher educators.

(George2006). Pedagogical skills are particular teacher behaviors intended to make classroom teaching more effective and efficient. Micro teaching and Teaching practice are most necessary techniques needed for teachers education. Teaching a trainee how to teach in the classroom has never been an easy task in the teacher education programme. Prior to the development of micro teaching, several methods have been employed in training teachers. One of such techniques is the observation method where the trainer, instructor, facilitator or lecturer teaches and then the trainee teacher imitates the trainer after observation. The other method has stated by Reamesh (2013), is the trial and error method in which the teacher trainee acquires teaching skills on his own. Ismailke (20117), noted that these two approaches have flaws as both the good and the bad teacher behaviors could be copied by the trainees as they are unaware of the desired teacher behaviors to copy and develop.

Microteaching is a technique designed to prepare teacher trainees for the real classroom setting (Eze, (2013). Micro teaching can be defined as a teaching especially used in teachers'pre-service education. The purpose is to train them systematically by allowing them to experiment main teacher behaviors. It can also be referred to as teacher training techniques that allow teacher trainees to practice and refine their teaching skills in a lower risk, stimulated classroom environment. It is the teaching of a small unit of content to a small group of students (6-10) in a small amount of time (5-7 mins.). Micro teaching is a skill training technique session designed to train inexperienced teacher trainees in acquiring teaching skills and improve the skills of experienced teachers. Micro teaching has several advantages, it focuses on sharpening and developing specific teaching skills, eliminating errors, enables understanding of behavior important in classroom teaching, while increasing confidence of the trainees.

Teaching practice is an inevitable programme that cannot be excluded from the teacher training curriculum because of it's vital role in the educational programme. Teaching practice is period that teacher trainees spend teaching at an assigned school as part of his or her training. It is a means whereby the teacher trainees put into practice the acquired pedagogical skills theory acquired in the College of Education. Good teaching practice has a key influence on learners' desired outcomes and a major primary goal of teacher education institutions. Teaching practice is a practical experience which lasts for six months and every teacher trainee must undergo it to be able to adjust and meet the requirement for the award of a certificate or degree in education. According to NCCE,(2012) teacher education is not complete without an effective Teaching practice programme.

Microteaching is designed at the first instance, to prepare student teachers for Teaching practice which is a major component of teacher education. Therefore Micro teaching and Teaching practice are necessary tools for effective development of teacher trainees. Micro-teaching and Teaching practice should therefore

complement each other. According to NCC Eminimum standard (2012) Microteaching and Teaching practice is compulsory for all NCE students. Microteaching is a pre-requisite for Teaching practice, while both are prerequisites for the award of NCE certificate. Students who fail Micro-teaching cannot proceed on Teaching practices.

Audu & Agbo, (2010) stated that micro teaching should provide trainees with an opportunity to develop their understanding of the concept of the teacher as a reflective practitioner in a controlled and secure environment. It should motivate and instill confidence in teacher trainees before they proceed on teaching practice in their different co-operative schools, introduce students to contemporary approaches to positive discipline and effective classroom management and allow students engage in an initial period of guided school-based teaching practice.

Teaching practice exercise constitute one of the essential aspect that help in ensuring effective teacher education programme. According to NCCE, (2012) teaching practice prepare NCE students for an effective professional practice after graduation. Teaching practice or practicum is a key component of the teacher training programme. It is essential, therefore that NCE awarding institutions should ensure that method, course and their related content courses are planned together with micro-teaching opportunities and fully covered before teaching practice. The NCE minimum standard lay further emphasis on supervision of teaching practice, noting that institutions must assign supervisors to teacher trainees based on their areas of specialization such as Adult and Non-formal (ANF), Early Childhood Education (ECE) and Primary Education Department (PED) in the School of Education.

Microteaching and Teaching practice are integral components of teacher education programme. They are vital techniques which serve to provide continuous training to teacher trainees and serving teachers. They are scaled down simulated teaching encounters, designed for the training of both pre-service and in-service teachers.

According to Chuanjain, and Chimmei (2011) microteaching has been in use worldwide since its invention at Stanford University by Dwight Robert and Romney. Reomesh (2013) refers to microteaching as a realistic classroom training context in which teachers, both experienced and inexperienced, may acquire new teaching skills and refine old ones.

The process assist in transforming and modifying the teacher's behavior to demonstrate a given behavior. It also provides a tremendous opportunity for both preservice and in-service teachers to develop and improve their pedagogical skills making use of a small group of students within a limited period of 5-10 minutes. Ppeker, (2009) observed that micro-teaching environment enables a teacher trainee to focus attention on the practice of one specific skill at a time, until he/she acquires competence in it.

After acquiring competence in a number of skills in this way, the trainee moves on to the teaching practice school so as to demonstrate his/her level of attained competence.

This study therefore focuses on the role of Micro teaching in predicting students performance in Teaching practice programme in Federal College of Education Abeokuta.

Statement of the problem

Teacher education is key to national development, because a nation cannot rise above it's teachers. Teacher education programme is require to mould and produce quality and efficient teachers. In Colleges of Education, the School of Education is charged with the responsibility of producing teachers for pre – primary, primary and adult with non – formal education. These leaders of tomorrow are to be taught by these teacher in training. Micro teaching as a pre-requisite for Teaching practice, enables teacher trainees to focus attention on the practices of specific skills at a time until he/she acquires competence in it.

Observation has shown that the micro teaching skills which are fundamental to good teaching are many times unsatisfactorily demonstrated by teacher trainees. The skill of reinforcement as a means of encouragement by the trainees as a result of positive response in the course of teaching is not usually appropriately used. Also, maintaining the attention of learners in teaching and learning activities, thereby making the lesson more captivating is usually scored low, and this is despite the trainee's participation in micro teaching. This and more informed the need to conduct this study. This study therefore sought to fond out the role of Micro teaching in predicting students performance in Teaching practice programme in Federal College of Education Abeokuta.

The purpose of the study

The study sought to find out whether Micro teaching being one of the pre-requisite for Teaching practice has influence on the trainee's performance in Teaching practice. Therefore, the study was designed to:-

1. Examine the relationship between Micro teaching and Teaching practice.
2. Identify the impact of Micro teaching course on students in Colleges of Education.
3. Determine the impact of Micro teaching on the performance of School of Education students in Teaching practice.
4. Determine correlation between performance of students in School of Education, Federal College of Education, Abeokuta in Micro teaching course and Teaching practice.

5. Compare scores of students from different departments in the School of Education in Micro teaching and Teaching practice.

Research Hypothesis

Ho1: There is no significant correlation between students' performance in Micro teaching and their performance in Teaching practice across five years

Ho2: There is no significant difference between students' department (ANF, ECE, PED) and performance in Micro teaching

Ho3: There is no significant difference between students' department (ANF, ECE, PED) and performance of students in Teaching practice

Methodology

The study made use of descriptive research design.

Population

The study population consisted of all students of the Federal College of Education, Abeokuta.

Sampling Technique and Sample

The study made use of multistage sampling technique. The first stage involved stratification of the population. The study made use of the existing stratification in the College, that is Schools of Arts & Social Science, Education, Languages, Science and Vocational Education. Secondly, for ease of data collection, the School of Education was purposively sampled. Thirdly, 200 and 300 levels were purposively used as respondents because Micro-teaching and Teaching practice courses are taken by 200 level and 300 Level students respectively.

The examination scores of School of Education students in Micro teaching in 200 Level and their Teaching practice in 300 Level respectively for five sets were used for the study (2009, 2010, 2011, 2012 and 2013).

RESULTS

Hypothesis: There is no significant correlation between students' performance in Micro teaching and their performance in Teaching practice across the five sets

Table 1: the Relationship between Students Micro teaching performance and Teaching practice performance across the years (2009-2013)

Years	Variables	N		SD	r	Sig.	Rmk
2009	Macro Teaching	273	59.47	9.641	.187	.006	S
	Teaching Practice	273	56.81	5.257			
2010	Macro Teaching	102	62.45	8.786	.597	.045	S
	Teaching Practice	102	57.56	5.125			
2011	Macro Teaching	240	62.98	8.962	.028	.662	N
	Teaching Practice	240	59.63	4.596			
2012	Macro Teaching	292	57.65	6.078	.551	.035	S
	Teaching Practice	292	62.10	9.532			
2013	Macro Teaching	315	52.20	6.850	.256	.003	S
	Teaching Practice	315	59.30	4.751			

Table 1 shows the correlation that exists between students' performance in Micro teaching and performance in Teaching practice. It was observed from the table that in year 2009 a positive and significant relationship existed between students' performance in Micro teaching and actual performance in Teaching practice ($r = 0.187, P < 0.005$). Also, in 2010, a significant and positive relationship was observed between students' performance in Micro teaching and Teaching practice ($r = 0.597, P < 0.005$). In the same vein, in 2012 and 2013, positive and significant relationship was further observed between students' performance in Micro teaching and Teaching practice ($r = 0.551, P < 0.005$) and ($r = 0.256, P < 0.005$) respectively. However, in 2011 a low positive and not significant relationship was observed between performance in Micro teaching and performance in Teaching practice.

The findings of the study reveal a positive and significant relationship between students' performance in Micro teaching and actual performance in Teaching practice.

Hypothesis 2: There is no significant difference between students' department and performance in Micro teaching.

Table2 Analysis of Variance (ANOVA) of students' Micro-Teaching performance based on department						
Model		Sum of Squares	Df	Mean Square	F	Sig.
2009	Between Groups	543.945	2	271.972	2.968	.003
	Within Groups	24739.975	270	91.630		
	Total	25283.919	272			
2010	Between Groups	208.324	2	104.162	1.359	.262
	Within Groups	7588.931	99	76.656		
	Total	7797.255	101			
2011	Between Groups	450.741	2	225.371	2.850	.060
	Within Groups	18743.192	237	79.085		
	Total	19193.933	239			
2012	Between Groups	574.340	2	287.170	3.209	.042
	Within Groups	25863.725	289	89.494		
	Total	26438.065	291			
2013	Between Groups	169.862	2	84.931	1.819	.164
	Within	14563.935	312	46.679		
	Groups	14733.797	314			
	Total					

Table 2 shows the summary of Analysis of Variance (ANOVA) of students' performance in Micro teaching based on their department (ANF, ECCE and PED). The result reveals that in 2009, 2011, and 2012 significant differences were observed between students' department and their performance in Micro teaching ($F_{(2,270)} = 2.968, P < 0.05$), with ECCE having mean value (= 62.92), followed by PED students (= 59.34) while students in ANF have least mean score (= 55.15). In the same vein, in 2011 the result shows that significant differences were observed from students' performance in Micro teaching based on their department ($F_{(2,237)} = 2.850, P < 0.05$) as students in ECCE had mean value (= 65.47) followed by students PED (=62.52) and students in ANF had the least mean value (=61.62). Also, in 2012, significance differences were observed among the students based on their department ($F_{(2,289)} = 3.209, P < 0.05$) with ANF having the highest (= 60.12) followed by ECCE (=55.19)

while PED (=51.61) had the least mean value. However, there is no significant difference observed between students department and their performance in Micro teaching in 2010 ($F_{(2,99)} = 1.359, P > 0.05$).

The study found out that significant differences were observed between students' departments and their performance in Micro teaching.

Hypothesis 3: There is no significant difference between students' department and performance of students in Teaching practice.

Model		Sum of Squares	df	Mean Square	F	Sig.
2009	Between Groups	213.685	2	106.843	3.949	.020
	Within Groups	7304.410	270	27.053		
	Total	7518.095	272			
2010	Between Groups	16.574	2	8.287	.311	.733
	Within Groups	2636.573	99	26.632		
	Total	2653.147	101			
2011	Between Groups	1.040	2	.520	.024	.976
	Within Groups	5046.956	237	21.295		
	Total	5047.996	239			
2012	Between Groups	154.816	2	77.408	2.111	.123
	Within Groups	10596.500	289	36.666		
	Total	10751.315	291			
2013	Between Groups	241.492	2	120.746	5.504	.004
Within Groups	6844.857	312	21.939			
Total	7086.349	314				

Table 3 further shows the summary of Analysis of Variance (ANOVA) of students' performance in Teaching practice based on their department (ANF, ECCE and PED). The result from the table shows that in 2009 significant difference was observed in students' performance in Teaching practice based on their department in which students in ECCE had the highest mean value of (= 60.31) followed by ANF (= 58.76) while students in PED (= 58.12). Also in 2013, significant difference was observed between students' department (ANF, ECCE and PED) and their performance in Teaching practice and ($F_{(2,312)} = 5.504, P < 0.05$) as students in ANF had the highest(= 60.99), follow by students in ECCE with mean (= 58.92) while PED had the least (55.67). On the contrary in 2010, 2011 and 2012 no

significant difference was observed between students' department and their performance in Teaching practice ($F_{(2,99)} = 0.311, P = 0.733$), in 2011 ($F_{(2,237)} = 0.024, P = .976$) and ($F_{(2,289)} = 2.111, P = .123$).

The study found that no significant difference was observed between students' department and their performance in Teaching practice.

Discussion of Findings

In agreement with the findings of Umar Sa'ad, T., Sabo, S. and Abdullahi, A. D. (2015), the study reveals a positive and significant relationship between students' performance in Micro teaching and actual performance in Teaching practice. That is, there was a significant relationship between the two scores of the two courses. It was also found out that significant differences were observed between students' departments and their performance in Micro teaching. On the contrary, no significant difference was observed between students' department and their performance in Teaching practice.

Conclusion

The findings of the study suggest that Microteaching is useful in improving the teaching skills of trainee teachers. Therefore, micro-teaching should be maintained or/and made a pre-requisite to Teaching practice. Also, there should be need for lecturers, students and Colleges of Education to take the issue of Micro-teaching seriously, making sure lecturers who are specialists are in place to take Micro-teaching course.

Recommendations

The following are recommended as a result of the findings of the study:

1. Colleges of Education should ensure that method, course and their related content courses are all planned to have Micro-teaching opportunities and that these are fully covered before Teaching practice. Since Micro-teaching is a prerequisite to proceed on Teaching practice.
2. Micro-teaching should be maintained in teacher training programmes and should be made a pre-requisite to Teaching practice.
3. Lecturers and students of the different departments in the School of Education should be motivated to take the issue of micro-teaching seriously.
4. Lecturers who are specialists in the field should be assigned to take Microteaching course.
5. Institutions must assign supervisors to trainee teachers based on their areas of specialization such as Adult and Non-formal (ANF), Early Childhood Education (ECE) and Primary Education Department (PED) in the School of Education.

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