



## IMPACT OF MICRO-TEACHING ON TEACHING PRACTICE PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN FEDERAL COLLEGE OF EDUCATION ABEOKUTA

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### **Abstract**

*The study examined the impact of microteaching on teaching practice performance of Business Education students in Federal College of education, Abeokuta, Ogun State, Nigeria. The descriptive Survey research design was adopted for the study while the population comprised 150 final year N.C.E Business Education students registered for the 2018/2019 academic session in Federal College of Education, Abeokuta Ogun State. Three instruments were used to collect data for the study namely: microteaching score sheet, teaching practice score sheet and a well-structured questionnaire titled, Impact of Microteaching on Teaching Practice Performance of Business Education Students Questionnaire (IMTTPDESQ) which was designed by the researcher. The Cronbach Alpha was adopted to obtain the co-efficient index of reliability of questionnaire which yielded 0.80. Two research questions were raised to guide the study while two null hypotheses were formulated and tested at 0.05 level of significance. Research questions were analyzed using frequency distribution table, mean and standard deviation while t-test and Pearson Product Moment Correlation statistics were used for the hypotheses. One of the hypotheses was accepted while the other was rejected. The findings of the study revealed that microteaching prepared business education students for teaching practice and also motivated student teachers to be inclined towards the teaching profession. Based on the findings, it was recommended that adequate attention should be given to the way microteaching is been carried out in Colleges of Education and the time allotted for micro teaching should be increased so that student teachers can be fully observed, corrected, and encouraged before they are exposed to teaching practice.*

**Keywords:** *Micro Teaching, Teaching Practice, Performance, Business Education*

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### **Introduction**

A teacher is someone that is trained and certificated to teach. He is regarded as the key player in the entire educational process, the mirror in the society and the father of



knowledge. Ololube (2007) affirmed that teaching is multi-dimensional, complex and diverse activity. In performing his role of teaching, a teacher is expected to teach effectively. Effective teaching is an intelligent knowledge based activity because it draws on a multiplicity of cognitive, affective and interpersonal element. There is therefore, the need for quality training that can enhance effectiveness which can only be acquired through teacher education program. Proper practice is necessary for teacher training programmes. Obayan (2004) opined that teachers are not expected to have only the knowledge of the subject matter but be well equipped with enough teaching skills. Ambili (2013) posited that the prime quality of a teacher is effective teacher training.

However, many innovations are put up in teacher education for improvement. The innovation includes micro-teaching, simulated teaching, programmed instruction and computer assisted instruction. Unfortunately, micro-teaching that is supposed to be a training ground for the adequate teachers' preparation is marred by poor educational policy, lack of equipment and instructional resources, ill equipped staff and lack of infrastructural facilities.

Micro-teaching serves as a meeting point between theory and practical for pre-service training of teachers. Micro-teaching, which is a sub-set of educational technology is an indispensable innovation in teacher education and preparation of students' teachers. It is when student teachers acquire the necessary teaching skills through micro-teaching that they are posted to the field for teaching practice. This explains why student teachers in colleges of education take two courses in micro teaching before they are posted for teaching practice. The courses are EDU 213 (Theory of Micro-Teaching) and EDU 223 (Practicum of Micro-teaching) NCCE (2012). EDU 213 is a prerequisite for EDU 223 while EDU 223 is the prerequisite for EDU 311 (Teaching Practice). Ajayi in Cuthbert (2017) described micro-teaching as a system of controlled practice that makes it possible for student teachers to concentrate on specific teaching behaviours. Tata, Shehu and Aliyu (2015) viewed micro-teaching as assisting teacher trainees in acquiring teaching skills, confidence, reduction in anxiety and fear, proper class management, selection of teaching goals, preparation of lesson plan, ability to speak in front of group, selection of proper instructional materials as well as proper time management.

Teaching practice is an integral component of teacher training. It grants student teachers experience in the actual teaching and learning environment. According to Emerole and Muraina (2015), teaching practice is a form of work-integrated learning that is described as a period of time when students are working in the relevant



industry to receive specific in-service training in order to apply theory in practice. Ajileye (2012) viewed teaching practice as an exercise that gives the teacher trainees opportunity of putting into practice all they have gained during their exposure to different kinds of principles and courses. It is the field that permits the application of theoretical aspect to practical. Teaching practice is an indispensable component of teacher education which is capable of making the potential teacher fits well into the teaching profession. The current NCE teacher education lays great emphasis on teaching practice. The new NCE standards spell out that teaching practice should be done in the first semester of the third year for a period of six months. The pre-requisite to teaching practice is a pass in micro-teaching. Students who fail microteaching shall not proceed on teaching practice. It is essential, therefore, that NCE-Awarding institutions ensure that methodology courses and their related content courses are planned together with micro teaching opportunities and that they are fully covered before teaching practice (NCCE, 2012).

Classroom performance refers to the accomplishment of a given teaching task (Muraina 2017). Effective teaching involves acquiring relevant knowledge about the contents that a teacher intends to teach and the ability to explore appropriate teaching techniques in the classroom. Performance of teaching practice exercise provides basis for predicting the future success of the teacher. The entire process involved in teaching practice exercise is an important contributing factor towards the quality of teacher education programme. During teaching practice exercise, interaction with students in the school provides a high degree of emotional stability within the student teachers because such process of socialization enables the student teacher to gain experience by linking to a culture of teaching and also feeling engaged, challenged and even empowered (Trowbridge & Bybee, 2004). It should therefore be noted that going into teaching profession without undergoing teaching practice exercise could result in future poor performance.

Business education is a programme of study, which is geared towards equipping the learners with employable skills and knowledge, which will enable them, create or acquire jobs, stay on jobs, and grow in the jobs. According to Idialu cited in Enyekit, Ubolom and Enyekit (2015), it is directed towards developing the learner to become productive in teaching, paid employment and self-employment. Amoor and Udor in Enyekit, Ubolom and Enyekit (2015), also noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems



However, Agugbuem in Ajileye (2012) in his study revealed that the adequacy and efficiency of micro-teaching as a teacher training technique requires a review because it is marred by poor educational policy, lack of equipment and instructional resources, ill-equipped staffs and shortage of infrastructural facilities.

### **Statement of the Problem**

The Teacher is assumed to be 'everything' to the learner as well as the character model of the society, as it is commonly expected, his training must not only be comprehensive but well articulated. Such training must be based on sound conceptual understanding and reasoning that have been developed within the matrix of practice and experience.

Some of the problems in Nigerian Educational System are traceable to lack of understanding of concepts by pupils due to their teachers' poor teaching ability. Ofoefuna in Obasi (2019) observed that teachers are not well prepared in Nigeria. Also, Ijaiya in Obasi (2013) noted that many student teachers fail to acquire enough teaching skills to the detriment of pupils learning. Based on the minimum standard in Nigeria, the student teachers are exposed to some skills during Micro Teaching while others are left untreated but will be assessed during teaching practice.

Kumar in Ajileye (2012) noted that Micro Teaching applies only to observable, demonstrated and quantifiable skills. Other skills like class management, keeping of student records are not taking care of during micro teaching which will be assessed during teaching practice. A student teacher added that the skill of class management is very important in teacher education but they are not exposed to it during Micro Teaching due to over familiarity with their peer mates that participated since it is not a real classroom setting of different pupils with different attitude.

On the student teachers perspective, they find it difficult to translate theory into practice, and this can only be achieved through effective teaching skills and training but since there is reduction in time and insufficient equipments in carrying out micro teaching, the micro teaching cycle of plan teach feedback-re-plan-re-teach-re-feedback is not considered effective. This makes the whole essence of micro teaching become a mirage. In respect to the above, it is important to examine the impact of micro teaching practices in preparing business students' teacher in their teaching practicum and how it has improved their classroom instructional delivery.



## **Research Questions**

The following research questions guided the study

1. To what extent does microteaching prepares business education student teachers in teaching business subjects during teaching practice?
2. To what extent does microteaching motivates student teachers to become professional teachers?

## **Hypotheses**

The following null hypotheses was formulated and tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant difference in the mean scores of business education students in microteaching and teaching practice.

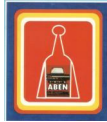
**H<sub>02</sub>:** Microteaching has no significant impact on teaching practice performance of business education students.

## **Methods**

The research design that was adopted for this study is descriptive survey. This design is said to be appropriate because the study does not intend to manipulate variables. The targeted population of this research work consisted of (150) final year students (regular) Business Education students registered for the 2018/2019 academic session in Federal College of Education, Abeokuta, Ogun State. The population served as the sample because they were accessible and not very large in number.

Three instruments were used were used to collect data for the study namely: microteaching score sheet, teaching practice score sheet and a well-structured questionnaire on a 4 point scale. The questionnaire contained 20 items that sought to generate information on the impact of micro teaching on Business student teachers performance during the teaching practice. The instrument was subjected to thorough scrutiny by experts in Business Education in TASUED Ijebu-Ode. This is to ensure that it measures the purpose at which it was designed.

The reliability of the instrument was determined by distributing the instrument on 30 respondents who were not part of the sample for pilot study. The Cronbach Alpha was adopted to obtain the co-efficient index of reliability which yielded 0.80. The data collected was analyzed using frequency distribution table, mean and standard deviation with the following boundary limit.



Response	Category	Point	Boundary Limit
High Extent	HE	4	3.50 - 4.00
Moderate Extent	ME	3	2.50 - 3.49
Low Extent	LE	2	1.50 - 2.49
No Extent	NE	1	0.50 - 1.49

A mean of 2.50 was taken as the cutoff point and it formed the basis for the decision rule. In addition the Pearson Product Moment Correlation was used to test hypothesis 2.

## Results

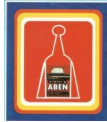
### Research Question 1

To what extent does microteaching prepare Business Education student teachers in Teaching Business subjects during Teaching Practice exercise?

**Table 1:** Mean responses on the extent microteaching prepare student teachers to teach business subjects.

S/N	ITEMS	HE	ME	LE	NE	N	FX	Mean	Decision
1	Microteaching helps student teachers in developing their confidence before teaching practice	101	49	-	-	150	551	3.67	High Extent
2	Microteaching helps the student teacher in developing time management skill.	73	43	20	14	150	475	3.17	Moderate Extent
3	Microteaching builds teaching skills and styles in students teachers	79	42	14	15	150	485	3.23	Moderate Extent
4	Microteaching helps to increase teacher-student relationship	80	51	17	2	150	509	3.39	Moderate Extent
5	Microteaching helps to improve student teachers' white board writing skills	51	71	13	15	150	270	1.50	Low Extent
6	Microteaching boosts students' class management skills	95	47	5	3	150	534	3.56	High Extent
7	Microteaching helps students to acquire appropriate use of language	93	41	9	7	150	520	3.47	High Extent
8	Microteaching prepares students for effective use of instructional materials	43	37	38	32	150	365	2.43	Moderate Extent
9	Microteaching helps students to present classroom instructions logically and sequentially	77	56	11	6	150	504	3.36	Moderate Extent
10	Microteaching helps to boost students' mastery of the subject matter	59	53	20	18	150	305	2.03	Low Extent
<b>Weighted Mean</b>								<b>2.98</b>	

Decision Rule = 2.50      N= 150



Findings from table 1 revealed that Micro Teaching is really preparing student teachers to teach Business Education Subjects. It helps in developing confidence, time management skills, teaching skills and styles and also teacher-learner relationship in student teachers before teaching practice.

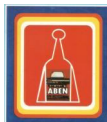
### Research Question (Rq2)

To what extent does microteaching motivate student teachers to become professional teachers?

S/N	ITEMS	HE	ME	LE	NE	N	FX	Mean	Decision
1	Student teachers are motivated to become professional teachers through the development of class management skills during micro teaching	70	63	8	9	150	494	3.29	Moderate Extent
2	Microteaching motivates student teacher to become professionals due to the feedback from students during evaluation	61	47	24	18	150	451	3.01	Moderate Extent
3	The use of appropriate instructional materials motivates student teachers to become professionals	93	33	15	9	150	510	3.40	Moderate Extent
4	The planning of the lesson before teaching practice motivates student teachers to become professional	18	20	50	62	150	294	1.96	Low Extent
5	Microteaching helps boost students' interest in the teaching profession	102	39	9	-	150	543	3.62	High Extent
6	Microteaching makes students to dislike the teaching profession	9	8	53	80	150	246	1.64	Low Extent
7	Microteaching exposes students to real classroom situation	23	31	33	63	150	314	2.09	Low Extent
8	Microteaching helps students to acquire appropriate dress sense as a professional teacher	74	65	9	2	150	511	3.41	Moderate Extent
9	Microteaching helps to develop professional inclination in students	56	36	32	27	150	356	2.37	Low Extent
10	Microteaching helps students to be creative and dynamic as professional teachers	24	19	51	56	150	311	2.07	Low Extent
<b>Weighted Mean</b>								<b>2.69</b>	

Decision Rule = 2.50 N=150

With a weighted mean of 2.69, table 2 indicated that the motivation derived from microteaching by student-teachers to become professional teachers was to a moderate extent. Student teachers are motivated due to the use of appropriate instructional materials, response from students when evaluation was carried out, and planning of the lesson before teaching.



### Hypothesis 1

There is no significance difference in the mean scores of business education students in micro-teaching and teaching practice.

**Table 3:** Summary of t-test analysis of the mean scores of business education students in micro-teaching and teaching practice.

Variables	N	Mean	SD	Df	t-cal	t-tab	Decision
Microteaching	150	71.6	3.91	298	4.30	1.96	Significant
Teaching practice	150	62	2.45				

$P = 0.05$   $t_{cal} (4.30) > t_{tab} (1.96)$ .

Result in table 3 indicated a significant difference in the mean scores of Business Education students in micro-teaching and teaching practice since  $t_{cal} (4.30) > t_{tab} (1.96)$ . thus the null hypothesis was rejected.

### Hypothesis 2

Microteaching has no significant impact on teaching practice performance of business education students.

**Table 4:** Computation of Pearson 'r' analysis of the impact of microteaching on teaching practice performance

Variables	SD	SD <sup>2</sup>	∑(SD)	∑(SD) <sup>2</sup>	'r'	Decision
Microteaching (X)	3.91	15.2881	9.5795	957.95	0.01	Not significant
Teaching practice (Y)	2.45	6.0025				

$$\text{Formula} = r = \frac{\sum (SD_x)(SD_y)_x}{\sqrt{\sum (SD_x)^2 \sum (SD_y)^2}}$$

$$P > 0.05$$

Table 4 revealed a coefficient of 0.01 implying the microteaching has no significant impact on teaching practice performance of Business Education student. Thus the null hypothesis was accepted or uphold.

### Discussion of Findings

Table 1 revealed that microteaching prepared Business Education students for teaching practice to a moderate extent. This finding supported the observation of



Oguntunde (2009) that microteaching expresses student teachers to the realities of teaching. It introduces them to their roles as teachers and enables them to realize the difficulties faced by teachers especially in Nigerian classroom. In addition, Achuonye in Ajileye (2012) noted that student-teachers are given opportunity to overcome mannerism, nervousness and other semantic barriers which can hinder their performance before the audience and supervisors.

Findings in table 2 indicated that micro-teaching motivated student teachers to be inclined towards the teaching profession to a moderate extent (weighted mean = 2.58). This finding corroborated the findings of Afolabi (2010) that microteaching affords student teachers the opportunity to gain competency in writing lesson plans, stating objectives and delivering their lessons.

Furthermore, table 3 showed significant difference in the mean scores of business education students in micro-teaching and teaching practice. Thus finding contradicted the opinion of Can (2009) that the more effective the microteaching the better the opportunities for student teachers to develop their teaching skills at their schools of practice.

Lastly table 4 indicated that microteaching had no significant impact on the teaching practice performance of business education students. This finding buttressed the finding of Agugbuem in Ajileye (2012) that the adequacy and efficiency of microteaching as a teacher training technique requires a review because it is marred by poor educational policy, lack of equipment and instructional resources, ill-equipped staff and shortage of infrastructural facilities.

### **Conclusion**

It can be concluded that Micro Teaching has a major effect on the performance of Business Student Teachers during Teaching Practice by building up their confidence, time management skills, teaching skills and style, and has motivated them to become professionals in their field.

Also, it can be concluded that the use of appropriate instructional materials during Micro Teaching has helped in the development of student teachers skills. It equally helps to build the skill of public speaking in student teachers and government has a major role to perform in the continuous development of micro teaching to enable the building of Student teachers to become professional teachers.

### **Recommendations**

Based on the findings of the study, the following recommendations are offered:



- Government should give adequate attention to the way Micro Teaching is being carried out in Federal Colleges of Education just as attention is been given towards the SIWES programme and Teaching Practice.
- The Instructors/lecturers of Micro Teaching should pay adequate attention to the knowledge of the students about all that Micro Teaching entails during the theoretical course on Micro Teaching so that the student will be able to carry out the Practical Course effectively.
- Since Micro Teaching is costly and expensive, adequate fund should be provided by government and appropriate sectors to facilitate the continuous development of micro teaching in Colleges of Education and Faculties of Education in Nigerian Universities.
- The time allotted for Micro Teaching should be a little bit increased so that supervisors of Micro Teaching can observe, criticize and give encouraging comments to micro teachers before they are exposed to teaching practice.
- Supervisors/instructors of Micro Teaching should ensure that micro teachers participate positively by making them understand the importance of Micro Teaching to them and not only for the purpose of good grade.
- Student teachers should show positive attitude towards micro teaching and not non-challant attitude so that the effects of micro teaching can be positive on them.
- Student teachers should also make effort to develop themselves to become professionals in the teaching profession by reading books that will build up their skills and styles of teaching and apply micro teaching only where it fits.

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