

EVALUATING THE EFFECTIVENESS OF MICRO TEACHING SERVICES ON STUDENTS OF COLLEGES OF EDUCATION IN BORNO STATE, NIGERIA

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Abstract

This study evaluates the effectiveness of micro teaching services in Colleges of Education in Borno State, Nigeria. Descriptive survey research design was used to conduct the study. Two objectives and two research questions were formulated to guide the study. The population of the study is four hundred and twenty-six (426) NCE II Biology/ Integrated Science students and teacher educators across the colleges of education in Borno State for the 2024/2025 academic session. This is in-line with Research Advisor's (2006) sample size table. The sample constitutes of 81 respondents (62 NCE II Students and 19 teacher educators). Questionnaire and checklist were adopted and modified by the researchers and used for data collection. A pilot study of the instrument was conducted in one college of education that was not used in the main study to measure the reliability coefficient using Cronbach's Alpha to obtained Value of 0.76 for the instruments respectively. The data collected was analyzed with mean, standard deviation and percentages using SPSS. Findings of the study revealed that Micro teaching facilities are insufficient in many Colleges of Education except of micro teaching complex in few Colleges of Education. The study concludes that many colleges of education lack adequate facilities for micro teaching hindering the effectiveness of teacher training programme. This inadequacy can negatively impact the quality of teacher preparation potentially affecting the teaching and learning process in schools. Based on the findings, it is recommended that Colleges of Education should upgrade and expand micro teaching facilities in colleges of education to provide student teachers with hands- on experiences in a supportive environment.

Keywords: Evaluation, micro teaching, effectiveness education.

Introduction

Micro teaching is a valuable tool in teacher education programme, allowing student teachers to practice and refine their teaching skills in a controlled environment. In colleges of education in Borno State, Micro teaching is used to prepare student teachers for real classroom teaching. However, the effectiveness of micro teaching in achieving its objectives needs to be evaluated. Micro teaching focuses on specific teaching skills such as questioning, stimulus variation, set-induction etc. Student teachers receive feedback on their teaching performance and reflect on their practice to identify areas for improvement. Feedback and reflection are essentials components of micro teaching helping student teachers to identify areas for improvement and develop their teaching skills.

Micro teaching can be used for professional development allowing experienced teachers to refine their teaching skills and develop new strategies (Solomon, 2022). Teaching involves many skills that cannot be learnt at an instance. To train a competent and efficient teacher, all things being equal, the trainee teacher should be introduced progressively to the teaching situation with fewer complexities, and then to more complex ones. Teaching practice is an excellent tool to accomplish this objective, it is viewed and has often been used as a successful method in trainee teacher's education (Hassan, 2023). According to Adeyinka (2023), micro

teaching and teaching practice have been used in several places as stages of professional development for some time now. The art of teaching does not merely involve a simple transfer of knowledge from one to other, instead, it is a complex process that facilitates and influences the process of learning, hence the quality of a teacher is estimated on how the students understand from his/her teaching. (Muktar, 2022). One of the major challenges is that classroom only cannot be used as a learning platform for acquiring primary teaching skills, training of teachers in specific teaching skills and teacher education programmes.

David (2019) asserted that available facilities for microteaching were not adequate and many are obsolete in the Colleges of Education and students' performance in microteaching practicum was a matter of concern. Study by Peter (2021) reported that there was inadequacy in the provision of basic micro teaching facilities that would enhance student teachers' ability to acquire practical teaching skills. Similarly, Labaran (2020) found out that there were fairly provision and utilization of microteaching facilities in Colleges of Education which has helped in coordinating and fast-tracking microteaching sessions. Another study by Ademola (2022) revealed that there was significant relationship between provision and utilization of microteaching facilities and student teachers' engagement during practicum session. Bitrus (2021) also asserted that micro teaching booths facilities affect student teachers' performance during microteaching in Colleges of Education in the state, the result also revealed that poor planning and preparation of the micro teaching session on the side of student teachers and teacher supervisors affect the quality of presentation. This shows that availability and utilization of micro teaching facilities is major requirement to the achievement of teacher training programme and therefore, there is urgent need for all critical players to key-in by supporting all the colleges of education to achieve better teacher training programme.

Maliki (2013) opined that individual attitude of student teachers towards their design profession have an effect on their performance and this affect their competence and achievement. Lawal (2021) asserted that there is moderate positive influence on attitudes of student teachers on their participation during micro teaching practicum. Hamza (2023) also found out that there was no significant difference between genders of student teachers when it comes to their attitudes during microteaching practicum.

The finding also revealed that prospective teachers, altitude towards the teaching profession have no significant variation due to look worm attitude towards microteaching. Similarly, Kola (2021) also reported that there is significant relationship between student teachers' attitudes toward micro teaching and availability of facilities in colleges of education. In the same vein, Aliyu (2023) also asserted that when adequate facilities for teaching are provided it motivates the student teachers for better micro teaching practicum. The implication of this finding is that student teachers should be encouraged to practice and imbibe practical teaching skills and also developed positive attitudes towards the teaching profession.

Statement of the Problem

Despite the importance of Micro teaching in teacher education programme, there are concerns about its effectiveness in colleges of education in Borno state. The researchers observed that some of the student teachers may not have received adequate feedback on their teaching performance which may hinder their achievement. Micro teaching facilitation may be inadequate or poorly equipped, affecting the quality of teaching practice, also supervisors may not provide sufficient guidance and support to student teachers during micro teaching because the students are overcrowded in various programmes with a few numbers of supervisors making the task tedious, thereby making student teachers not having sufficient opportunities to practice micro teaching limiting their development of teaching skills. Micro teaching focuses

on isolated skills, neglecting the complexity of real classroom teaching, students' teachers may feel anxious hindering their ability to demonstrate teaching skills effectively, this can eventually lead to students' teachers focusing on surface level skills rather than deeper understanding and reflection.

Objectives of the study

The objectives of the study were to:

1. Determine the available facilities for Micro teaching in colleges of education in Borno State.
2. Assess the attitudes of student teachers towards Micro teaching in Colleges of Education in Borno State

Research Questions

The following research questions were formulated to aid the study

1. To what extent are the facilities available for micro teaching in colleges of education in Borno State?
2. What is the attitude of student teachers toward micro teaching in colleges of education in Borno State?

Methodology

This study used survey research designs. Survey design enables the researcher to gather information from the sample which is used for generalization. Babbie (2001) opines that survey design aids the examination of hundreds and even thousands of respondents and permits evaluation of complex prepositions and lends itself to many variables that can be quantified and processed electronically. Shittu (2015) stated that survey design allows researchers to systematically collect data on existing conditions or attitudes of people for purposes of data analysis. Amechi (2018) suggested that when a study involves a population or a sample of respondents from whom information is obtained either verbally or through a questionnaire, the ideal design method to be adopted is the descriptive survey design.

The population of the study is four hundred and twenty-six (426) NCE II Biology/ Integrated Science students and teacher educators across the colleges of education in Borno State for the 2024/2025 academic session. The sample constitutes of 81 respondents (62 NCE II Biology/Integrated Science Students and 19 teacher educators). This is in-line with Research Advisor's (2006) sample size table. Questionnaire and checklist were adopted and modified by the researchers and used for data collection. A pilot study of the instrument was conducted in one college of education that was not used in the main study to measure the reliability coefficient using Cronbach's Alpha to obtain a reliability of 0.76 for the instruments respectively. The data collected was analyzed with mean, standard deviation and percentages using SPSS.

Results

Research Questions one: To what extent are facilities available for micro teaching in colleges of education in Borno State?

Table1: Descriptive statistics of the available facilities for micro teaching in colleges of education in Borno State?

S/N	Facilities	Benchmark	College				Remark
			A	B	C	D	
1	Video Camera	1:500	1:1200	1:1000	1:1200	1:1000	Insufficient
2	Classroom for seminar/group discussion	1:60	1:120	1:130	1:120	1:1000	Insufficient
3	Video play recorder	1:40	1:70	1:100	1:95	1:90	Insufficient
4	Photographic studio/dark room	1:100	1:240	1:260	1:180	1:250	Insufficient
5	Cardboard papers	1:500	1:800	1:800	1:700	1:900	Insufficient
6	Projection room	1:300	1:650	1:650	1:500	1:600	Insufficient
7	Opaque projector	1:50	1:70	1:90	1:70	1:80	Insufficient
8	Micro teaching booths	1:100	1:160	1:230	1:130	1:220	Insufficient
9	Drawing paper	1:100	1:140	1:190	1:180	1:170	Insufficient
10	Colour production lab	1:20	1:30	1:60	1:40	1:50	Insufficient
11	Micro teaching complex	1:100	1:90	1:120	1:120	1:280	Insufficient
12	CCTV	1:10	1:30	1:20	1:40	1:15	Insufficient
13	Computer room	1:20	1:35	1:40	1:30	1:35	Insufficient
14	Slide projectors	1:6	1:13	1:14	1:15	1:13	Insufficient
15	Tempo markers	1:6	1:14	1:15	1:10	1:15	Insufficient
16	Operating studio	1:5	1:10	1:14	1:17	1:10	Insufficient
17	Staff office	1:20	1:35	1:37	1:30	1:35	Insufficient
18	Resource room	1:100	1:170	1:250	1:140	1:280	Insufficient
19	Colour posters	1:50	1:80	1:80	1:70	1:90	Insufficient
20	Audio tapes	1:20	1:40	1:40	1:40	1:38	Insufficient
21	Loudspeakers	1:40	1:80	1:75	1:60	1:70	Insufficient
22	Audio projector	1:40	1:90	1:80	1:50	1:90	Insufficient
23	Flood lights	1:40	1:70	1:90	1:65	1:100	Insufficient
24	Micro phone	1:40	1:65	1:80	1:70	1:75	Insufficient
25	Diskettes	1:40	1:90	1:60	1:40	1:80	Insufficient

26	CD Burner	1:40	1:70	1:70	1:60	1:95	Insufficient
27	Photographic cameras	1:50	1:60	1:86	1:60	1:86	Insufficient
28	Amplifiers	1:40	1:70	1:60	1:50	1:78	Insufficient
29	Flash cards	1:40	1:80	1:70	1:40	1:75	Insufficient
30	Magnetic chalkboard	1:2	1:5	1:3	1:3	1:4	Insufficient
31	Statements	1:1	1:3	1:4	1:4	1:4	Insufficient
32	Computers	1:1	1:2	1:6	1:5	1:6	Insufficient
33	Textbooks	1:1	1:3	1:5	1:4	1:5	Insufficient
34	Cable satellites facilities	1:18	1:170	1:240	1:120	1:230	Insufficient
35	Digital camera (camcorder)	1:2	1:6	1:6	1:5	1:6	Insufficient
36	Tv screen	1:10	1:20	1:17	1:15	1:17	Insufficient

Table 1 presents the available facilities for micro teaching in Colleges of Education in Borno state. Result revealed that, facilities are insufficient across the Colleges of Education except for micro-teaching complex in College A which is within the range of the benchmark of NCCE. **Research Question two:** what is the attitude of student teachers towards micro teaching in colleges of education in Borno state?

Table 2 Descriptive Statistics of the attitudes of student teachers towards micro teaching in colleges of education in Borno State

Items	N	Mean	Std. Deviation
1. Micro teaching practicum is a source of joy and inspiration	84	1.95	-.879
2. I always come on time during micro teaching practicum	81	1.54	-.672
3. Micro teaching complex is conducive for teaching and learning	81	1.60	-.683
4. I abide by all the standards and ethics guiding micro teaching	81	1.85	-.882
5. I prepare my lesson plan before coming for presentation	81	1.80	.858
6. Micro teaching practicum provides the opportunity to acquire practical teaching skills			
7. Watching video clip during feedback session gave me the opportunity to improve my skills	81	2.95	-.934
8. I feel nervous when supervised			
9. Enough time is given for reteach	81	3.21	.876
10. I used effective instructional media during micro teaching practicum	81	1.54	-.690
11. I think of mode of assessment while preparing lesson plan			

	81	3.27	-775
	81	1.95	-893
	81	1.64	730
Valid N (listwise)	81		

The mean score of the table indicated that student teachers' attitudes towards micro teaching exercise were positive across the items. However, the mean of the item 8 was 1.54 indicates that student teachers were nervous when supervised during micro teaching presentation. And result indicates that student-teacher think about mode of assessment while preparing for micro teaching lesson plan.

Discussion of Findings

Findings on what extent are facilities available for micro teaching in colleges of education in Borno state (research question one) revealed that micro teaching facilities are insufficient in many of the colleges of education. This finding is in agreement with David (2019) who asserted that available facilities for micro teaching were not adequate and many were obsolete in the colleges of education and student performance in micro teaching practicum was a matter of concern. Also corroborating peter (2021) reported that there was inadequate provision of basic micro teaching facilities that would enhance student teachers' ability to acquire practical teaching skill. Similarly, Labaran (2022) who find out that there were fairly provision and utilization of micro teaching facilities in colleges of education which has helped in coordinating and fast-tracking micro teaching session.

Another study by Ademola (2020) revealed that there was significant relationship between provision and utilization of micro teaching facilities and student teachers' engagement during practicum session. In the same vein Bitrus (2021) also asserted that micro teaching booth facilities affects student teachers' performance during micro teaching in colleges of education in the state, the result also revealed that poor planning and preparation of the micro teaching session on the side of student teachers and teacher supervisors affect the quality of presentation. This shows that availability and utilization of micro teaching facilities is major requirement to the achievement of teacher training programme and therefore, there is urgent need for all critical players to key-in by supporting all the colleges of education to achieve better teacher training programme.

Findings on what is the attitudes of student teachers towards Micro teaching in colleges of education in Borno State (research question two) revealed that majority of student teachers have positive attitude towards micro teaching in colleges of education in Borno state. This finding is in line with Lawal (2021) who assets that there is moderate positive influence on attitudes of student teachers on their participation during micro teaching practicum. Hamza (2023) who found out that there was no significant difference between gender of student teachers when it comes to their attitudes during micro teaching practicum, the findings also revealed that prospective teachers, attitudes towards the teaching profession have no significant variation due to look worm attitude towards micro teaching. Similarly, Kola (2021) also reported that there is significant relationship between student teachers' attitudes towards micro teaching and availability of facilities in colleges of education in the same vein, Aliyu (2023) also asserted that when adequate facilities for micro teaching are provided it motivates the

student teachers for better micro teaching practicum. The implication of this finding is that student teachers should be encourage to practice and imbibe practical teaching skills towards the teaching profession.

Conclusion

From the findings reported in this study, many colleges of education lack adequate facilities for micro teaching hindering the effectiveness of teacher training programme. This inadequacy can negatively impact the quality of teacher preparation potentially affecting the teaching and learning process in schools. Despite the inadequate micro teaching facilities in many colleges of education in the state, student teachers have positive attitudes towards micro teaching. This suggest that student teachers recognize the value and importance of micro teaching in their professional development, despite the challenges they face.

Recommendations:

Based on the findings, the following recommendations were made:

1. Upgrade and expand micro teaching facilities in colleges of education to provide student teachers with hands- on experiences in a supportive environment.
2. Engage student teachers in the design and implementation of micro teaching programme to ensure that their needs and interest are met, promoting a more positive attitude towards micro teaching.

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