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**RELATIONSHIP BETWEEN SOCIAL STUDIES STUDENTS'
PERFORMANCE IN MICRO TEACHING AND TEACHING PRACTICE
IN COLLEGES OF EDUCATION IN KOGI STATE, NIGERIA**

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RELATIONSHIP BETWEEN SOCIAL STUDIES STUDENTS' PERFORMANCE IN MICRO TEACHING AND TEACHING PRACTICE IN COLLEGES OF EDUCATION IN KOGI STATE, NIGERIA

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Abstract

This study was concerned with finding out whether a significant relationship exists between Social Studies Students' performance in Micro teaching in Colleges of Education in Kogi State, Nigeria. Four research hypotheses were formulated for the research which is a Descriptive type. 200 level students in Kogi State who are already exposed to teaching practice, constituted the target population for the study, while Social Studies students will constitute the research sample. The institutions used are the Federal College of Education, Okene and College of Education, Ankpa. 50 students in each set totaling 150 students in each college constituted the subjects of study and will be selected through purposive sampling technique. Similarly, the micro teaching scores and grades of the subjects were obtained from the department of social studies. The data collected and analysed using Pearson Moment Correlation and ANOVA statistics was used to test the four Null hypotheses at 0.05 significant level. Findings of the study revealed that significant relationship exists between performance in Micro teaching and Teaching practice of NCE Social Studies students. Furthermore, a significant relationship also exists between Micro teaching and Teaching practice performance of male and female NCE students, etc. Arising from the research findings several recommendations are made. Interalia, it is recommended that microteaching should continue to be given adequate attention by the Colleges of Education, NCCE, and state and Federal Ministry of Education.

Introduction

Education is such a commonly bandied word in the society that people hardly ever stop to consider its true meaning and essence. Yet it is the very tonic of human existence and development. Education could be variously defined, but African Encyclopedia (1974) defines education simply as the process which provides the young with the knowledge, skills, and values which a society believes are necessary. Traditional education is usually informal. The child learns from his parents and from elders the importance of traditional religion and customary law. He learns the traditions

and wishes of his people and imitates the habits and customs of his parents and elders. Over a period, he learns the customs and way of life of his people.

Formal education, on the other hand, takes place in schools, colleges and universities. These institutions of learning teach young people the skills and knowledge that will be useful in getting job. The economic development of a country depends on the quality of these educational institutions, and on the quality of their pupils and students. If a country does not have people with enough skills, the country cannot develop, therefore governments treat education as an investment for the future. This effectively, makes education the cornerstone of any nation. This idea was corroborated by Akande (2002) who asserts that the development of any nation depends on the type of education provided and particularly on the teacher who is the hub of the educative process. Indeed, anytime the word education is mentioned the concept of teaching and learning usually imply. The teacher teaches while the learners learn, and so the teacher's role is very crucial in the school system. Teacher education can be regarded as the means through which practitioners in the teaching business are prepared towards meeting their expected roles. Ipaye (1996) defines teacher education as a process whereby the prospective teacher is provided the opportunity to develop cognitive perspectives, affective disposition and psychomotor competencies, which will imbue him with the qualities, capacities and capabilities for teaching.

The introduction of the Universal Primary Education U.P.E in 1976 and the 6 – 3 – 3 – 4 system of Education in Nigeria in 1982 have increased the need for professional teachers. Efforts were geared towards the production of trained teachers who could help the nation to achieve her educational objectives and goal. Several more teacher training institutions were set up across the country such as colleges of education and other teachers' institute and the Nigerian Certificate in Education N.C.E became the least expected qualification of teachers.

In 1989 the National Commission for Colleges of Education (N.C.C.E) was established to design and develop a new N.C.E programme to cater for the country's need of highly qualified primary school and junior secondary school teachers (NPE 1981, NCCE 1990). Colleges of education were therefore assigned the responsibility of training such teachers. For effective execution of the training tasks micro-teaching is added to the curriculum to supplement the existing teacher training courses. It is believed that by going through the micro-teaching course in the second-year students would be equipped with an array of teaching skills necessary for their teaching practice. One of the main reasons for the clamour for professionalization of teaching is to ensure that this "noble profession" as it is often described attains a dignifying and truly professional status. In this respect a number of steps had to be taken to ensure that not everyone who had hitherto taken to teaching as a less fancied alternative in the world of work is allowed to remain in the profession, just as teacher education climbed up a little higher in the consideration of federal government.

In recent years much attention has been given to the role of social studies as the development of durable socio-civil and personal behavior. Social studies is a course of study or discipline that deals with man and various possible interactions between him and his environment and the outcomes from such which make him to understand, interpret, manipulate and adjust within, with or to such environment (Fageyinbo, 2001) Dubey and Barth (1980) described social studies as a process of education which utilizes the study of human life for the purpose of giving children opportunity to practice solving problems of crucial importance, both the individual and the society. Of equal importance is the conceptualization by Ololobu (1999). He perceived it as an organized,

integrated study of man and his environment, both physically, socially, emphasizing on cognition, functional skills and desirable attitudes and action for the purpose of producing an effective citizenry.

Social studies are the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology as well as appropriate content from the humanities, mathematics and natural science. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decision for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

From the above description, it is clear that social studies as a curriculum is focused, directed and purposeful in its shaping and re-shaping of the young ones to make them adjust, facilitate, harmonize and enhance various essentials of their living, especially desirable attitude and values at any given time and space.

Social studies in the school subject contrived to foster a deeper understanding in young learners of intricacies of the realities of our existence, providing them with the necessary knowledge, skills, values and attitude to better cope with and possibly influence these realities (Mansaray, 1996). Since social studies is concerned with shaping behavior in the direction of what society considers as desirable for its sustenance as survival, its place is promoting national integration in the long term cannot be over-emphasized. These are concepts and topics included in the school social studies curriculum to foster national unity, cohesion, and integration. These include institution (legal, religious, economic, political, and social) and “family”, “culture”, “identity” and patriotism”. If properly taught and assessed by adequately motivated social studies specialists, it would bridge the apparent lack of good habits, value and attitudes amongst the young and adult alike. Consequently, the new social studies programmes have been structured to include:

- a. Concept awareness and understanding of the child’s social physical, economic, political and religious environments.
- b. Man’s interaction and relationship with these environments.
- c. Problem arising from these interactions and interrelationship.
- d. Man’s endeavour to solve these problems.

However, it is important that while relevant teaching methods are being selected and applied in a teaching situation, relevant teaching skills should also be selected and applied to give effect to the method. Nnadozi (1995) observed that no matter how much a teacher tries, his methods of instruction can never be effective unless he is able to capture the interest, and the attention of the students. He needs to control his class; he needs to motivate and inspire his students.

According to Ajayi (2001) Micro teaching, as a training technique was developed at Stanford University, California U.S.A in 1960. It was established to provide a reliable training environment where trainees could practice before taking up actual classroom teaching. The method was devised by Dwight Alles with a team of teachers and researchers at theory that teaching consist of a number of basic skills such as communicating, explaining, questioning, organizing and so forth, and that each of these skills can be improved by analysis and practice in much the same way as athletes carry out their training. It will therefore be valid to see micro-teaching as a technique for professional reflection which is designed to improved teaching skills.

Stanford's experience is the first documented case of micro-teaching. The technique grew out of the inability of existing method of teacher training either to acquaint student – teachers with the realities of teaching early in their carriers or to assure a measurable development of identifiable teaching skills prior to actual teaching assignment.

According to information from available records, Federal College of Education Okene introduced micro-teaching to provide a safe setting for the acquisition of techniques and strategies in teaching. The course (micro-teaching is regarded as a pre-requisite to teaching practice. Students are required to do micro-teaching practicum in the second semester of their 200 level NCE before proceeding for teaching practice at the end of second semester of their 200 level. The professional practice, otherwise known as practicum or practice teaching is an important aspect of teacher training in the faculties of education in Nigerian Universities and in Colleges of Education across the country. The practical teaching exercise offers students the opportunity to put into practice the theories of teaching and learning in the classroom setting.

Teaching practice is a six-credit course for third year NCE students of Colleges of Education. The colleges post them out to various primary and secondary schools within and outside the state. Students are given orientation course in the college by the schools of Education as soon as they are about to proceed to teaching practice field. The orientation programme is geared towards briefing students on what to expect and to while on teaching practice. Okhawere (1996) opined that the teaching practice is intended to give the prospective teacher, the opportunity to demonstrate the methods of teaching and put into practice the theories of education already acquired in the college. Abegunde (1990) also added that it gives the prospective teacher an opportunity to demonstrate his prowess and have his teaching methods analyzed by his trainers. Olaitan and Agusibo (1982) asserted that teaching practice provide the student teacher with the opportunity to identify the strengths and weakness of his knowledge in the subject matter. However, important as the teaching practice is to teaching it is observed that many student teachers do not attach enough seriousness to it either because they do not want to perceive teaching as a future career for themselves, or because the duration for the exercise is simply not adequate to provide a meaningful exercise for them.

Indeed, Udoh (2000) identified inadequate time schedules for practicum as one of the most serious factors militating against effective professional exercise. He went on to suggest that, for the practicum exercise to be effective, there should be a minimum of twenty-four weeks in all, for the two periods of practicum exercise – the first twelve weeks in the penultimate year and the second in the final year. There is no gain saying the fact that the practicum is to the teacher – in – training what the 'clinical' is to the medical student and the 'industrial attachment' to the vocational student. If these other professionals do not toy with the practical aspect of their courses, then the practicum exercise in Colleges of Education deserve no less regard.

In this research the researcher discusses an important problem that faces all student teachers; that is most student teachers find themselves in the classroom alone with their students for the first time in the presence of their supervisors. They are usually overcome by fear and unable to carry out their plans. The researcher points out that these students are usually more concerned with issues such as the supervisor's expectations of them and how to meet such expectations rather than how to teach their lesson plans. The result of this misplacement of focus and emphasis is poor grades

during their compulsory practicum exercise. At the end of the day neither the student teachers nor the learners are any better for the experience.

Teaching Practice is a major course in teacher training institution which is designed to ensure professional competence on the field. Micro-teaching is another major course that is designed to help prepare student teacher for the teaching practice experience. The research concern therefore is to find out whether the teaching practice skills acquired in the course of micro-teaching has any bearing on actual teaching practice.

Statement of the Problem

One major problem that has been identified with Social Studies students on teaching practice is a lack of confidence, arising from lack of exposure to practical teaching since most of them have not taught as teachers on the field before going for the N.C.E programme. Another related problem is that of inadequate teaching skills and competence often exhibited by these Social Studies students during teaching practice. Furthermore, inability to effectively guide pupils into the knowledge of instructional objective is another problem faced by students during teaching practice. A careful review of previous studies on social studies education and micro teaching will be highlighted in this research. For instance, the relationship of microteaching and teaching effectiveness was examined, as well as the importance of teaching practice in teacher education. However, there still exists a gap that needs to be filled concerning the focus of this study, i.e. examining the interrelatedness of microteaching and actual ‘on-the-field’ performance of social studies students in Colleges of Education during teaching practice. It is hoped that this study will fill part of this gap by providing answers to the research questions and, in so doing, underscore the place of micro teaching in the enhancement of teaching skills.

Purpose of the Study

The primary purpose of this study is to find out the relationship between social studies students’ performance in micro teaching and teaching practice. In this connection the study also investigated

1. The influence of gender on the level of performance in micro teaching
2. The influence of gender on the level of performance in teaching practice.
3. The relationship between student teachers’ performance in micro teaching and course specialization.
4. The relationship between student teachers’ performance in teaching practice and course specialization.
5. Ascertain if assessment scores on micro teaching could be used for actual teaching, where students are unavoidably absent for teaching practice.
6. Ascertain if micro teaching scores can, indeed, serve as predictive assessment of students’ performance in teaching practice.

Research Question

Arising from the purpose of study the following research questions were raised.

- i) Is there any significance relationship in the performance of social studies student teachers in teaching practice and micro-teaching scores?

- ii) Is there any significant relationship between gender of student teachers and their performance in micro-teaching?
- iii) Is there any significance relationship between gender of student teachers and their performance in teaching practice?
- iv) Is there any significant difference of course specialization on students teaching practice performance?

Research Hypotheses

To serve as direct guide to the research concerns of this study, the following null hypotheses were formulated from the research questions:

- i. There is no significant relationship in the performance of social studies student teachers in micro-teaching and teaching practice.
- ii. There is no significant relationship between the micro teaching and teaching practice performance of male and female student teachers.
- iii. There is no significant influence of course specialization on student teachers' micro teaching performance.
- iv. There is no significant influence of course specialization on the student teachers' teaching practice performance.

Method of Data Analyses.

Research Type

This study is a descriptive research type. Ofo (1994) opined that descriptive research is a research design that attempts to report things the way they are. Equally, Hassan (1995) observed that the descriptive method is an essential approach to adopt while initially investigating a new area. This particular study tried to examine and interpret relevant analytical data in order to ascertain the relationship between micro teaching scores of social studies students and their performance in actual teaching practice as obtained in selected Colleges of Education.

The population for the study comprised all Social Studies students of the Federal College of Education, Okene and College of Education, Ankpa, while the target population for the study were Year II students involved in teaching practice. Deliberate sampling technique were employed by the researcher in the selection of the college used, as there are only two Colleges of Education in Kogi State. From teaching practice records made available by Examination and Records Department, the researcher obtained teaching practice scores and grades of 50 students in each of the sets. The 50 students in each set totaling 150 students in each college constituted the subject of study and were picked through the purposive sampling technique.

A profoma was designed for students' data and subject specialty, as hereby itemized.

- a) Scores and grades of students on micro teaching and teaching practice in Federal College of Education, Okene.
- b) Scores and grades of students on microteaching and teaching practice in College of Education, Ankpa.
- c) Micro-teaching assessment guide.
- d) Teaching practice assessment guide.

The researcher will pool together relevant data of all social studies students at 200 level spanning a period of three academic sessions viz 2017/2018, 2018/2019, 2019/2020. Such data will include information on name, matriculation number, sex, and subject combination. Next, from teaching practice records made available by exams and records department, the researcher obtained teaching practice scores and grades of 50 students in each of the sets through the purposive sampling techniques. The 50 students in each set totaling 150 students in each college which constituted the

subjects of study. The researcher will then proceed to the department of social studies, from where she will source the micro teaching scores and grades of the subjects (i.e. students) under study. The various data shall then be collected and subsequently processed and analyzed accordingly. The processed data accruing from the study will be analyzed using means, standard deviation and percentages, Pearson Product Moment Correlation Coefficient, ANOVA, and Duncan Multiple Range Test. For hypothesis 1, Pearson Product Moment Correlation Coefficient will be used. For hypothesis 2, Pearson Product Moment Correlation Coefficient and will be used. For hypothesis 3, ANOVA and Duncan Multiple Range Test will be used and for hypothesis 4, ANOVA statistics will be used.

Result

Hypotheses Testing

Table 1

Distribution of Students Teachers' Performance in Micro-teaching

Raw Score	Grade Point	Letter Grade	No of Students	Percentage
70 -100	5	A	4	13
60 – 69	4	B	35	11.7
50 – 59	3	C	85	28.3
45 – 49	2	D	51	19
40 – 44	1	E	71	23.7
0 – 39	0	F	50	16.7
Total			300	

Table 2

Distribution of Students' Teachers' Performance in Teaching Practice

Raw Score	Grade Point	Letter Grade	No of Students	Percentage
70 – 100	5	A	0	0
60 – 69	4	B	103	34.3
50 – 59	3	C	183	60.7
45 – 49	2	D	12	4
40 – 44	1	E	2	0.6
0 – 39	0	F	9	0
Total			300	

Hypothesis 1

There is no significant relationship in the performance of social studies student teachers in micro-teaching and teaching practice

Table 3

Relationship between Micro-Teaching and Teaching Practice Performance

Correlation Variables	n	x	SD	Rxy	c.v	Remark
Micro – teaching Score	300	47.157	9.852	0.231	1.960	
Teaching practice Score	300	57.090	5.500			

The table above shows that the computed Pearson correlation coefficient as the measure of the relationship between micro-teaching and teaching practice scores was 0.231. The t-value of 4-106 computed from the rxy 0.231 compared with the table value of 1.960 is greater at P 0.05 level, indicating that the relationship is significant but low. Thus the null hypothesis is rejected and one can conclude that there is a significant relationship between micro-teaching and teaching practice performance even when it is low.

Hypothesis II

There is no significant relationship between the micro-teaching and teaching practice performance of male and female student teachers

Table 4

Relationship between the Micro- Teaching and Teaching Practice Performance for the Female Samples

Correlation Variables	n	x	SD	Rxy	c.v	Remark
Micro- teaching	147	47.034	9.593	0.246	1.960	
Teaching practice	147	57.109	4.759	0.231	1.960	

Table 4 Shows that the correlation coefficient between scores in micro-teaching a teaching practice for female students was 0.246. Since the t-value of 4.372 is greater than the t.table value of 1.960 at P greater than 0.05 level the null hypothesis was rejected. Thus, we concluded that there is a significant relationship between micro-teaching and teaching practice scores obtained by female students.

Table 5

Relationship between the Micro-Teaching and Teaching Practice Performance for the Male Subjects

Correlation Variables	n	x	SD	Rxy	c.v	Remark
Micro-teaching	153	47.275	10.124	0.224	1.900	
Teaching practice	153	57.072	6.145			

Similarly, table 5 shows that rxy of 0.224 for male students is equivalent to a t-value of 3.958. thus, t-value (3.958) is greater than t-table value of 1.960 at P<0.05 level. Thus, the null hypothesis of no significant relationship between the micro teaching and teaching score of male students was rejected. In other word there is a significant relationship between the two sets of scores obtained by males

Table 6

Z test of different between the coefficients of correlation between micro-teaching and teaching practice scores for female and male student teachers.

Gender	N	rx _y	z _r	Z	c.v	remark
Female	147	0.246	0.246	0.272	1.960	NS
Male	153	0.224	0.224			

The result in Table 6 shows that r_{xy} values of 0.246 and 0.224 for female and male students transform to Z_rs of 0.255 and 0.244 respectively. The computed Z values of 0.271 was obtained from Z_rs for for 147 females and 153 males. Since the Z values of 0.272 is less than table value of 1.960 at P<0.05 level, we retain the null hypothesis, and conclude that there is no significant difference between the correlation coefficients obtained for the two-sex sample i.e. female & male.

Hypothesis III

There is no significant influence of course specialization on student teachers micro-teaching performance.

Table 7

F-test on influence of Course Specialization on Micro-Teaching.

Analysis of Variance

Source of Variation	Df	SS	Ms	F-ratio	F-table	Remark
Between Groups	2	736.089	368.045	3.8648	3.000	S
Within Groups	297	28283.547	95.231			
Total	299	29019.637				

In table 7 the computed f-ratio of 3.8648 is greater than table value of F of 3.00 at the P<0.05 level. This follows that the mean scores 48.258 (with standard deviations = 9.503), 48.078 (with S = 10.403) and (with S = 10.403) and 44.767 (with S = 9.424) 1,2,3 respectively are significantly different from one another. This means that the performance of the three group in micro-teaching are significantly different from each other. In the light of this result a post hoc analysis using Duncan Multiple Range test was carried out to determine the direction of the observed significant difference between the three groups of subject specialization (i.e. SOS/PES, SOS/REL; SOS/YOR)

Table 8: Duncan Multiple Range Test

Group	3	2	1
X	44.77(a)	48.08(b)	48.26(b)
SE	0.9762		

KEY

GP1	-	SOS/YORUBA	Specialists
GP2	-	SOS/REL	Specialists
GP3	-	SOS/PES	Specialists

Means with same letter are not significantly different from each other (at 0.05 level of significance). Means score for group 3 is less than mean scores for groups 1 and 2 means for group 3 is less than means scores for groups 1 and 2 means for groups 1 and 2 are not significant. There seems to be from the result of the Duncan Multiple Range test in table 8, that the significance

difference that was observed on students' performance in micro-teaching based on subject specialization could be associated with students specializing in SOS/PES. The two other groups of subject specialization that is SOS/REL. and SOS/YOR. Were not associated with the observed significant difference in students' micro-teaching performance based on subject specialization.

Hypothesis IV

There is no significant difference between course specialization of students and their teaching practice performance.

Table 9

F test on influence of course specialization on teaching practice.

Analysis of Variance

Sources of variation	Df	SS	Ms	F-ratio	f-table	Remark
Between Groups	2	152.401	76.200	2.545	3.000	
Within Groups	297	8894.169	29.947			NS
Total	299	9046.570				

In table 4, the computed f-ratio of 2.545 is less than the table value of F. 2.297 of 3.000 at the 0.05 alpha level. Thus, we conclude that the mean score of the three groups of samples based on specialization are not significantly different from one another. This implies that there is no significant difference in the performance of students when grouped according to specialization.

Discussion of Result

The study revealed that 28.3% of student teachers scored between 50 – 59 in micro-teaching, with an equivalent letter grade of C. However, 60.7% of student teacher scored between 50 – 59 in teaching practice, also with an equivalent grade of C. It follows therefore that majority of the student teachers performed better in micro-teaching than in actual teaching practice. Another important finding of this study revealed that micro-teaching and teaching practice scores have a low but significant correlation coefficient (an index of relationship). This can be traced to the inherent relationship between the two approaches to practice teaching themselves. Micro-teaching and teaching practice both aim at providing the prospective teacher the opportunity to develop cognitive abilities, affective disposition and psychomotor competencies which imbued in the students the qualities and capacities for teaching. As student programmes, micro-teaching and teaching practice both involve to different extents a process of facilitating students' learning through a proper management by the student of the interrelationships among students' interest, learning content as well as the methods and materials he/she intends to use in teaching Abimbola (2011). Thus, because micro-teaching and teaching practice are geared towards providing the prospective teachers with the intellectual and professional background adequate for their future roles as teacher it is reasonably expected that scores obtained from a group of student teachers on the two measures should show significant relationship.

According to Maduewesi (1998) micro-teaching is also seen as an attempt to use simulation techniques to break down the teaching process into smaller and more easily understood and manageable units for teacher training and practice. The lesson is usually video recorded and subsequently observed and analyzed which implies that there is a laboratory experience. This experience is aimed at marrying theory with practice so that efforts will be made to provide the student-teacher with stimulated teaching encounter before the actual practice teaching in a normal

classroom situation. Each practice session is devoted to a particular and specific teacher behaviour. As this practice session continues, the student teacher is gradually and steadily exposed to a conducive atmosphere for learning how to teach.

However, micro-teaching and teaching practice are different activities. Teaching practice requires considerably more teaching skills and competencies than micro-teaching. Teaching practice is generally a broader activity than micro-teaching. Micro-teaching requires only a limited content, small classes between five to ten students (usually classmates or friends) small time and focus on one specific skill. Infact, micro-teaching is a scaled down teaching practice in terms of coverage. Micro-teaching is therefore safe practice strategy for training teachers. As Ajayi (2001) and Simbo (1980) believe, micro-teaching reduces students' teachers tension an anxiety in teaching practice and tends to be in a related environment in terms of supervision. With these differences in mind, a low correlation coefficient between micro-teaching and teaching practice scores is probably not of place. Beside no matter how similar the components of teaching practice and micro-teaching are, as Ryons (1960) points out there is bound to be variable in teacher effectiveness.

The correlation coefficient of 0.231 indicates a coefficient of determination of 0.054. This means that only about 5 percent of the variance in teaching practice performance can be explained by its relationship with micro-teaching may be considerable. Also, the correlation coefficient between micro-teaching scores and teaching practice performance for each sex was found to be both low and indicates that only about 5% and 6% of the performance in teaching practice for male and female can be explained by their relationship, with micro-teaching. It only means that the relationship between micro-teaching and teaching practice is comparable for boys and girls. The foregoing explanation for relationship for the entire sample should also be true for each sex. In furtherance to the explanation of the relationships for the genders another finding revealed that the correlation coefficient obtained for male and female students' teachers do not significantly differ. This finding has somewhat conformed Senk and Usis (1983) observations that when males and females are equally exposed to any given task significant differences in performance are eliminated Kallenbach and Gall's (1969) findings that micro-teaching and teaching practice also produce almost similar effects on the teaching effectiveness of male and female student teachers. Other researchers such as Bello (1990), Obe (1995), Ibrahim (1995) and Alasi (1998) also revealed in their studies that gender did not have a significant influence on performance, attitude effectiveness and achievement. Another major finding indicates that specialization-based differences in micro-teaching means scores are statistically significant. Each of groups 1 and 2 is significantly better than group 3 in their micro-teaching scores. This may probably mean that group 1 and 2 catch up faster than group 3 in micro-teaching, i.e preparatory course to introduce the students to skills of teaching. This result may be an indication their various subject areas may predispose them to different levels of achievement in micro-teaching.

Conclusion

Based on the findings made, it was therefore concluded that, micro-teaching is an important tool for the performance of student-teacher during teaching practice. In essence, it provides the student teacher with an opportunity to acquire the basic skills of teaching such as the skill of the use of instructional materials, classroom control, chalkboard management, stimulus variation and questioning skill, in preparation for teaching practice.

Recommendations

The following recommendations are hereby made

1. Micro-teaching should continue to be given adequate attention by Colleges of Education in Nigeria as a whole because of its integral role in teaching practice performance of students
2. Teaching practice should continue to occupy a pivotal position in teacher training programmes in teacher training institutions.
3. Consider the importance and relevance of micro-teaching practice performance it is suggested that the credit load of micro-teaching as a course should be increased to four units, same as that of teaching practice
4. More research-oriented studies should be encouraged by Federal and State Governments on teacher education.
5. It is also suggested that the National Commission for Colleges of Education (N.C.C.E) should make micro-teaching practical 100% and theory 100%, because of its very important position in teacher education.
6. There will be a need to teach micro-teaching in a manner involving video-recording and playback in teacher training institutions for enhanced effectiveness of micro-teaching as prerequisite for teaching practice.

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