



ASSESSING THE EFFECTIVENESS OF MICROTEACHING DURING TEACHER PREPARATION IN POST COVID-19 ERA

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Abstract

This study investigated the effect of micro-teaching during teacher preparation in post covid-19 era. The study adopted an ex-post facto research designs. Three instruments were used to collect data for the study namely: micro-teaching score sheet, teaching practice score sheet and a well-structured questionnaire. Random sample technique was used to select One Hundred and Fifty (150) 300 level students at Federal College of Education, Abeokuta. The Cronbach Alpha was adopted to obtain the co-efficient index of reliability of questionnaire which yielded 0.79. 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 Multiple Regression was used for the hypotheses. Result showed that the two hypotheses were rejected. The findings of the study revealed that microteaching prepared students for teaching practice and also motivated student teachers to be inclined towards the teaching profession. It was recommended that the college management should enhanced and sustain a healthy micro-teaching courses to achieve its objectives in teacher education programme.

Keywords: Micro Teaching, Teacher Preparation, Post Covid-19

Introduction

Education is the bedrock for survival, growth, and development of any society. For an individual to develop physically, socially, morally, intellectually and become an asset or a useful member of his society, he/she needs education. Onocha (2013) claimed that, all human societies need the development of prerequisite skills, knowledge and experience for their growth and preservation. Patel and Mohasina (2011) argued that education is the most important invention of mankind in the area of tools, machines, crafts, medicine and language. Without education, man would have been living just like an animal.

Micro-teaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. This technique involved the steps of plan, teach, observe, re-plan, re-teach and re-observe and has been in use in most teacher training institutions with a reduced number of students in a class, scope of content, and timeframe, among others. In the view of Patel and Mohasina (2011) micro-teaching is defined as an organized practice teaching which aims at giving instructors confidence, support and feedback. It is a quick, proven and fun way of helping teachers get off to a strong start. It is designed for the training of both pre-service and in-service teachers.

The era of the Covid-19 pandemic that has swept across the world changed the arrangements, habits and the design of lectures that had earlier taken place face-to-face. In Micro-teaching class in higher education, the field of teacher training is usually full of teaching practices and the implementation of Basic Teaching Skills, which is done by seeing face-to-face practice (Kaliopé & Tigran 2020) . However, many innovations are put up in teacher education for improvement during post covid-19. The innovation includes, simulated teaching, programmed instruction and computer assisted instruction which are embedded in micro-teaching practicum. 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.

Ryan and Deviney in Cuthbert(2017) highlighted the major purposes of micro-teaching such as providing an opportunity for real classroom teaching, simplifying the complexity of classroom teaching, by reducing time, number of students and amount of content promoting mastering of skills, techniques, methods and syllabus interpretation and developing the skill of student teachers in breaking down content into teachable units. These purposes can be viewed as being in line with the recent guidelines of safety measures in teaching and learning environment in this era of COVID-19.

Ajileye (2012) viewed teaching practice as an exercise that gives the teacher trainees opportunity of putting into practice all they have learnt 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 programme 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 micro-teaching 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).

However, Agugbuem in Ajileye (2012) 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

Micro-teaching is a process of transforming theoretical knowledge acquired into practical and excellent performance. Despite the importance given to micro-teaching in teacher education programme, student-teachers are still found in-effective in their teaching and in the use of instructional materials during teaching practice exercise. Student-teachers have doubts about their ability to cope with situations, controlling and managing learners or establishing relationship with the mentor or supervisor.

However, the need for adequate preparation of student teachers through micro-teaching is premised on the fact that inadequate preparation may be injurious to student teachers' competence, self-efficacy and self-confidence which may have negative consequences on students' interest in teaching career and ultimately on quality education service delivery. There is therefore the need to assess the effectiveness of microteaching during teacher preparation in post covid-19 era.

Research Questions

The following research questions are raised to guide the study;

1. To what extent does Micro-teaching influence teaching practice performance of students during teaching practice in Colleges of Education during post covid-19 era?
2. To what extent is microteaching effective in preparing students teachers for teaching practice during covid-19 era?

Research Hypotheses

The following null hypotheses are generated for the study. Micro-teaching has no significant influence on teaching practice performance of Business Education students during teaching practice.

- H₀₁:** significant influence on teaching practice performance of Business Education students during teaching practice.
- H₀₂:** Microteaching has no significant effect in preparing students teachers for teaching practice during post covid-19.

Methods

The study adopted an ex-post facto research designs. Ex-post facto research uses what already exists and looks backward to explain why. This design was deemed appropriate for this study because the students could not be manipulated and had already participated in both micro-teaching and teaching practice, which are among the major variables of this study.

The targeted population of this research work consisted of (150) final year Business Education students registered for the 2019/2020 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 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 effectiveness of micro teaching during teacher preparation in post covid-19.

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 for which it was designed.

The reliability of the instrument was determined by distributing the instrument to 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 0.79.

The data collected was analyzed using frequency distribution table, mean and standard deviation with the following boundary limit.

| Response | Category | Point | Boundary limit |
|---------------|----------|-------|----------------|
| Great Extent | GE | 4 | 3.50 - 4.00 |
| Some Extent | SE | 3 | 2.50 - 3.49 |
| Little 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 Multiple Regression was used to test the hypotheses.

Results

Research Question 1: to what extent does Micro-teaching influence teaching practice performance of students during teaching practice in Colleges of Education during post Covid-19 era?

Table 1: Mean responses on the extent microteaching influences teaching practice performance of students during teaching practice in colleges of Education during post Covid-19 era

| SN | Influence of Micro-teaching | GE | SE | LE | NE | SD | Remarks on teaching practice |
|--|---|----|----|----|----|------|------------------------------|
| performance of Students during post covid-19. | | | | | | | |
| 1 | Micro-teaching helps student-teachers in developing their confidence before teaching practice | 40 | 70 | 30 | 10 | 3.56 | .661 Great Extent |
| 2 | Micro-teaching prepares student-teachers for effective use of instructional materials during teaching practice | 39 | 67 | 67 | 24 | 3.49 | .700 Some Extent |
| 3 | Micro-teaching helps to boost students' mastery of the subject matter during teaching practice | 48 | 78 | 10 | 14 | 3.43 | .764 Some Extent |
| 4 | Micro-teaching mentally prepares the student-teachers for real teaching. | 65 | 48 | 27 | 10 | 3.44 | .745 Some Extent |
| 5 | Use of multimedia during Micro-teaching is helpful in understanding the concept taught. | 39 | 71 | 27 | 13 | 3.45 | .758 Some Extent |
| 6 | Micro-teaching helps student-teachers to acquire appropriate dress sense as professional teachers during teaching practice. | 59 | 49 | 32 | 10 | 3.59 | .690 Great Extent |
| 7 | Micro-teaching helps student-teachers to be creative and | 64 | 40 | 35 | 11 | 3.46 | .722 Some Extent |

| | | | | | | | | | | | | |
|----------------------|--|--------|----------|----|----|----|----|-------------|------|----------------|--|--|
| | dynamic practice. | during | teaching | | | | | | | | | |
| 8 | Micro-teaching exposes student-teachers to the skill of lesson planning before teaching. | | | 73 | 38 | 29 | 10 | 3.49 | .721 | Some Extent | | |
| 9 | Micro-teaching helps student-teachers to present classroom instructions logically and sequentially during teaching practice. | | | 64 | 42 | 38 | 6 | 3.43 | .761 | Some Extent | | |
| 10 | Micro-teaching helps student-teachers to acquire appropriate use of language during teaching practice. | | | 75 | 40 | 25 | 10 | 3.43 | .756 | Some Extent | | |
| Weighted Mean | | | | | | | | 3.47 | | | | |

Source: Field Survey, 2021

Decision Rule = 2.50 N= 150

Findings from table 1 revealed that Micro-teaching helps student-teachers in developing their confidence before teaching practice. Micro-teaching also helps student-teachers to acquire appropriate dress sense as professional teachers during teaching practice.

Table 2: Mean responses on the influence of micro-teaching on teaching practice performance of students in Colleges of Education during post covid-19 era?

| S/ N | ITEMS | GE | SE | LE | NE | N | SD | Decision |
|----------------------|--|----|----|----|----|-----|-------------|--------------|
| 1 | Micro-teaching enhanced my ability to explain with more clarity when students do not comprehend. | 70 | 45 | 25 | 10 | 150 | 3.44 .733 | Some Extent |
| 2 | Micro-teaching developed my ability to examine previous knowledge of the students in order to ascertain the level of understanding of the topic. | 60 | 45 | 30 | 15 | 150 | 3.43 .751 | Some Extent |
| 3 | Micro-teaching developed my creativity skill as a professional teacher | 65 | 40 | 35 | 10 | 150 | 3.30 .810 | Some Extent |
| 4 | Micro-teaching exposed me to different methods to use in teaching my students. | 80 | 45 | 5 | 10 | 150 | 3.88 .841 | Great Extent |
| 5 | Micro-teaching enhanced my ability to evaluate students with tasks that develop their critical, logical and reasoning abilities. | 72 | 48 | 25 | 5 | 150 | 3.73 .780 | Great Extent |
| 6 | Micro-teaching increased my knowledge of helping weak students to understand the topic through teach- re-teach method. | 70 | 26 | 10 | 40 | 150 | 3.38 .798 | Some Extent |
| 7 | Micro-teaching experience exposed me to the professional method of lesson delivery. | 26 | 65 | 39 | 20 | 150 | 3.41 .749 | Some Extent |
| 8 | Micro-teaching exposure made me understand that efficient teacher is one who develops the students in a wholesome manner | 67 | 38 | 35 | 10 | 150 | 3.42 .791 | Some Extent |
| 9 | Micro-teaching enlightened me the need to handle a difficult student by showing empathy and counseling | 48 | 60 | 32 | 10 | 150 | 3.39 .739 | Some Extent |
| 10 | Micro-teaching developed in me the ability to motivate students for learning | 60 | 50 | 30 | 10 | 150 | 3.44 .733 | Some Extent |
| Weighted Mean | | | | | | | 3.48 | |

Decision Rule = 2.50

N=150

With a weighted mean of 3.48, table 2 indicated that to a great extent, Micro-teaching exposes student teachers to different teaching methods. Micro-teaching enhances the ability of the students teachers to evaluate their students with tasks that develop their critical, logical and reasoning abilities.

Hypothesis 1: H₀₃:Micro-teaching has no significant influence in teaching practice performance of students during teaching practice during post covid-19 era.

Table 3: Model Summary and Multiple Regression Analysis for the Composite Contribution of Micro-teaching to teaching practice performance of students

Multiple R = .688^a, R. Square = .562
Adjusted R Square = .560 Standard Error = 10.199

| Analysis of Variance | | | | | |
|----------------------|------------|------|---------|-------|-------------------|
| Source of Variance | SS | Df | MS | F | Sig. |
| Regression | 503.034 | 1 | 503.034 | | |
| Residual | 117790.226 | 1358 | 86.738 | 5.799 | .000 ^b |
| Total | 118293.260 | 1359 | | | |

a. Dependent Variable: Teaching Practice

b. Predictors: (Constant), micro-teaching

Source: Field Survey, 2021

Tables 3 presents Model Summary and Regression ANOVA Regression. Analysis of results indicate that the model micro-teaching significantly influence teaching practice performance of Business Education students during teaching practice ($R = .688$; $R^2_{adj} = .560$, $F(1, 1358) = 5.799$, $p < .05$). The adjusted R^2 which estimates the variance accounted for by the variable (micro-teaching) and criterion variable (teaching practice performance of Business Education students during teaching practice) is .560 This means that the predictor variable (micro-teaching) contributed to 56% of the variance in teaching practice performance of Business Education students during teaching practice.

Hypothesis 2: Micro-teaching has no significant effect in preparing student teachers for teaching practice during post covid-19 era.

Table 4: Model Summary and Multiple Regression Analysis for the Composite Contribution of micro-teaching in preparing student teachers for teaching practice during post covid-19 era.

Multiple R = .848^a, R. Square = .719

Adjusted R Square = .719 Standard Error = 4.97492

Analysis of Variance

| Source of Variance | SS | Df | MS | F | Sig. |
|--------------------|------------|------|-----------|--------|-------------------|
| Regression | 15051.632 | 3 | 5017.2107 | | |
| Residual | 198230.320 | 1356 | 146.187 | 34.320 | .000 ^b |
| Total | 199735.953 | 1359 | | | |

Dependent Variable: teaching practice preparation

Predictors: (Constant), Micro-teaching

Source: Field Survey, 2021

Table 4 revealed significant results ($F_{(3, 1356)} = 34.320, p < .05$). The null hypothesis which stated that Micro-teaching has no significant effect in preparing student teachers for teaching practice during post covid-19 era was therefore rejected leading to the conclusion that Micro-teaching, has significant effect in preparing student teachers for teaching practice during post covid-19 era. Table 4 further showed that micro-teaching has effect in preparing student teachers for teaching practice during post covid-19 era accounted for 71.9% of the variance in teaching practice performance of students in Colleges of Education ($\text{Adj. } R^2 = .719$).

Discussion of Findings

Table 1 showed the extent to which micro-teaching influenced teaching practice performance of students during teaching practice in Colleges of Education during post covid-19. The finding from the analysis revealed that to a very great extent micro-teaching influenced teaching practice performance of students during teaching practice. The null hypothesis further revealed that the model micro-teaching significantly influence teaching practice performance of students during teaching practice at post covid-19 era. This finding corroborated Kilic (2010) who found that student teachers improve their teaching behaviours during learner-centered micro-teaching.

Findings in table 2 indicated that micro-teaching is effective in preparing students teachers for teaching practice during covid-19 era to some extent (weighted mean = 3.48). In addition, this finding was in line with the findings of Sabon and Coklar, (2013), Akanbi and Usman, (2014) who were of the view that micro-teaching assist teacher trainees in acquiring teaching skills, confidence, reduction in anxiety and fear, proper class management, selection of teaching goals, preparation of lesson plan, ability of speaking in front of group, selection of proper instructional materials as well as proper time management.

Conclusion

It can be concluded that micro-teaching is effective in preparing student teachers for teaching practice during post covid-19 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:

- i. The college management should enhanced and sustain a healthy micro-teaching activities to achieve its objectives in teacher education programme.
- ii. There is also need for lecturers in colleges of education as well as degree awarding institutions to give serious attention to micro-teaching and extend the same to their students so that they too give a serious attention.
- iii. Regular orientation programmes should be organised for both student-teachers and supervisors on the tenets of micro-teaching in order to achieve the goal of teaching practice as part of teachers' training programme.
- iv. There is need to video record micro-teaching so that student-teacher can see themselves while presenting and take note of the areas of their strengths and weaknesses in the art of teaching.

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