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IMPACT OF MICROTEACHING SKILLS AS A TECHNIQUE FOR TRAINING PRE-SERVICE TEACHERS IN UMAR SULEIMAN COLLEGE OF EDUCATION GASHUA, YOBE STATE NIGERIA.

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Abstract

This study aimed to investigate the impact of using microteaching skills, specifically set induction and instructional materials, in training pre-service teachers at Umar Suleiman College of Education in Nigeria. The study utilized a quasi-experimental design, with one group exposed to set induction and another group exposed to traditional microteaching. The results showed that the group using set induction performed better than the control group. Additionally, the group using instructional materials showed better performance than the control group. These findings suggest that set induction and instructional materials are essential skills for teacher training, as they help create a conducive learning environment and facilitate understanding. It is recommended that teacher training programs emphasize the importance of these skills to enhance teaching effectiveness.

Introduction

Microteaching skills are basic skills student-teachers or pre-service teacher should be acquainted with so as to develop their profession, the most practicable way of acquiring these skills remains to demonstrate teaching skills in microteaching. Romesh (2013) stated that micro-teaching is a scaled down realistic classroom training context in which teachers, both experienced and inexperienced, may acquire new teaching skills and refine old ones. Atieno,(2020) refers to microteaching as technique which gives trainee teacher an opportunity to master the teaching skills in a controlled environment before the actual classroom teaching (teaching practice).Microteaching skill as a modeling instructional skill, meant for the demonstration of good teaching skills by student- teachers which can be recorded on videotape

or observed by a supervisor. Such a recording or observation is analyzed to identify component skills comprising teaching which is a complex activity in (Garba 2018) cited Audu (2010). Garba (2018) asserted that though it increased nervousness at the beginning of microteaching, but actually increased self-awareness and made the participants more self –confident about their own microteaching skills and competency. Microteaching also enabled participants to understand the teacher's role, to be more interactive during the exercises and to reflect on their performance. The advantages of microteaching skills are numerous. It has the advantage of allowing the pre-service teachers to practice specific teaching strategies in a supportive, non-threatening laboratory environment. It also enables them to receive immediate detailed feedback to reinforce their didactic skills. In view of the fact that the microteaching lessons are short, they are focused on teaching strategies rather than content (Ike, 2017). Onwuagboke (2017) cited (Elliot, 1982). The introduction of microteaching no doubt has helped in overcoming the problem of effective teacher training method to be followed in teacher training programme. Achieving effectiveness in instructional delivery should be the prime objective of a teacher. As an innovative technique of training teachers to be effective, skills and practices of microteaching needs being implemented in teacher training institutions (Remesh, 2013). Microteaching is a technique of teaching teaches candidates how to teach by identifying, analyzing and isolating the various microteaching skills involved in teaching so as to practice and acquire them singly. By so doing, learning of each skill is ensured as the student teacher is afforded a chance of listening, observing, and practicing (Remesh, 2013). Therefore, microteaching skills need to be determining preparatory for teaching practice. Hence, microteaching serves as a bridge that cements the gap between theory and practice. Thus, it gives opportunity to practice learned skills of teaching, which ignites the practice of teaching that exposes a trainee teacher to the real classroom situation. Microteaching being a threat free teaching environment, prepares the student teacher to have confidence and be comfortable in classroom while teaching. Thus, limit anxiety and feeling of a presence of supervisor while teaching, which has significant effect on leaners understanding of a lesson. Looking at the significant of microteaching in teacher preparation, it was incorporated into the teacher education programme as a pre- requisite of teaching practice hence; this explains why student teachers take two courses in microteaching before they are deputed for teaching practice. The courses are Theory of microteaching and Microteaching practicum. Theory of microteaching is a prerequisite for Microteaching practicum

while Microteaching practicum is the prerequisite for teaching practice. This shows the importance of microteaching in the preparation of teachers (NCCE, 2012). Teaching a teacher how to teach in the classroom has never been an easy task in Teacher education programme. Prior to the development of microteaching, several methods have been employed in training teachers. One of such technique is the observation of a master teacher after which the trainee teacher goes to teach. The other method is the trial-and-error method in which the teacher trainee acquires teaching skills in his own teaching sessions (Remesh, 2013). These two approaches have their flaws as both good and bad teacher behaviors are copied from the master teacher as the trainee teacher is unaware of the desired teacher behaviors to copy and develop (Ike, 2017). The micro-teaching environment enables a student teacher to focus attention on the practice of specific skills at a time until he/she acquires competence in it. Provision of feedback accelerates this process. After acquiring competence in a number of skills in this way, the student teacher takes to micro-teaching so as to demonstrate his/her level of competence in such microteaching skill. It is a vital technique which provides continuous training to serving teachers. Microteaching is a procedure in which a student-teacher practice teaching with reduced number of pupils in a reduced period of time with emphasis on a narrow and specific teaching skill (Garba 2018).

Statement of the problem.

It has been discovered by the researchers that the skill of drawing learner's attention towards learning activities (skill of Set Induction) is not appropriately used. This justifies the statement of Garba (2018) which point out that despite the period taken during micro-teaching session, student teachers are still found in-effective, in the use of skill of the instructional materials. Similarly, the ability of student- teachers in using the skill of classroom control is completely absent. Student- teachers thus find it very difficult to use the skill of illustration, a situation which could cripple the effort of securing and sustaining learner's attention towards effective teaching and learning for effective service delivery. The teacher's effectiveness in applying the questioning skill towards assessing the level of learner's comprehension is completely in-effective. Therefore, the ability of student-teachers to effectively apply the acquired teaching skills for effective service delivery becomes very difficult. Furthermore, poor

performance of the student teachers in the demonstration of the relevant teaching skills in the teaching and learning situation has created serious problems in the attainment of designed learning experience. Therefore, the above-mentioned problems have posed threats to the use of Micro-teaching skills among pre-service teachers.

Objective of the Study

The objective of this study is to investigate the impact of Micro-teaching skills as a techniques for training pre- service teachers in Umar Suleiman College of Education Gashua, Yobe State, Nigeria. Specifically, the study sought to determine:

1. The impact of Set induction skill as a technique for training pre-service teachers in Umar Suleiman college of Education Gashua, Yobe state Nigeria.

2. The impact of instructional aids skill as a technique for training pre-service teachers in Umar Suleiman college of Education Gashua, Yobe state Nigeria.

Research Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of significance

Ho_1 There is no significant impact of Set Induction Skill as a technique for training pre-service teachers in Umar Suleiman College of Education Gashua Yobe State, Nigeria.

Ho_2 There is no significant impact of Instructional aid skill as a technique for training pre-service teachers in Umar Suleiman Colleges of Education Gashua, Yobe State Nigeria.

Research Questions

1. What is the impact Set Induction skill as a technique for training pre-service teachers in Umar Suleiman college of Education Gashua Yobe State, Nigeria?
2. What is the impact of instructional aid skill as a technique for training pre-service teachers in Umar Colleges of Education Gashua, Yobe State, Nigeria?

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Literature Review.

Multitude of literature have been reported on the microteaching skills in grooming pre-service teachers. Microteaching skills is a set of teaching skills which student- teachers are motivated and encourage to practice one by one, so as to have mastery of teaching. Microteaching skill can be described as the skills of teaching which trainees are guided to practice and master each under supervisor's watch. Microteaching skills involve those lists of teaching skills that trainee teachers are engage to practice in order to develop competencies over normal classroom teaching. In a nutshell microteaching refers to various teaching skills that pre-service teachers are persuaded to pick them one after the other for the purpose of practice at a time. Teacher trainees are given opportunity to learn, practice and assimilate each one under controlled environment. (Aggarwal 2014)

Microteaching skills is organized practicing skills which is aimed at giving instructors confidence, support, and feedback by allowing them try out among friends and colleagues a short segment of what they plan to do with their pupils (Chukwunyere, Chigozie &Chibuike 2017). It is considered one of the most effective tools in bridging the gap between theory and practice of teaching (Ghanaguru,Nair & Yong, 2013).Therefore, microteaching is a scaled down teaching encounter in terms of time, class size (number of students) and teaching complexity (Ike, 2017). In terms of time, microteaching is carried out between 5 to 10 minutes, in terms of class size; 5-10 students are involved whereas one teaching skill is involved at a time. The content of the teaching encounter is also reduced to a concept rather than a topic (Ike, 2017; Otsupius, 2014). Competencies needed to perform as effective teachers in their chosen profession (Chukwunyere Chigozie &Chibuike 2017).

Micro-teaching skills are 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. Micro-teaching according to Owuamanam 2018 is "a scaled down teaching encounter. It is scaled down in terms of time, number of students, concepts taught and the teaching skills used". It is an attempt to use simulation techniques to break down the teaching process into smaller and more easily understood units for practice. This controlled practice is a

simulation of 'real teaching', the classroom is brought into the experimental conditions of the university or college where various experimental parameters are controlled.

In micro-teaching skills, the trainee teacher teaches a short lesson for about three to ten students for about five to twenty minutes emphasizing a particular teaching skill, such as set induction or questioning skill. His short micro-teaching is video-taped and when the trainee finished the lesson, he receives immediate feedback in the form of a replay of his performance on a TV monitor during which time he is focused on the skill in question. He then re-plans the lesson incorporating the suggestions for improvement and re-teaches the same lesson to a different group of students. Another critique follows and the degree of improvement is determined. Thus each teacher-trainee completes a teach-re-teach cycle.

Micro-teaching has been described by Owuamanam 2018 as having a dual source of appeal. These according to them are as follows: for the practically minded teacher educator, it is a training technique which allows him or her to supervise the acquisition of desired behaviors by trainees. It is most often based on intuitive professional beliefs and judgments about issues such as the value of practice and feedback in skill acquisition and the ability of the teacher to give advice on appropriate behavior or skill performance.

Underlying this is the belief that the trainee teacher can acquire a range of professional microteaching skills which will make him or her better teacher, the criterion of better teaching often being identified in terms of displayed teaching behaviors or presumed increase in pupil learning. For the researcher or higher degree student eager to demonstrate his or her ability in experimental design and data analysis, Micro-teaching is a training method which facilitates relatively easy manipulation and subsequent testing for effect of a range of variables deemed to be associated either with the technique itself or characteristics of teachers or learners. The indication of effect is usually taken from qualified measures of operationally defined dimensions of teacher behavior. Finally, micro-teaching is a proven method to attain gross improvement in the instructional experiences. Effective student teaching should be the prime quality of a teacher (Owuamanam 2018)

According to Arifmiboy (2018) conceptually, the "microteaching" stems from two words, namely micro and teaching. Micro means small, limited, and narrow, while teaching means

educating or teaching. According to Otsupius (2014) in Ambili 2013, Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and knowledge regarding the art of teaching with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content, and timeframe, etc. Most of the pre-service teacher education programs widely use microteaching, and it is a proven method to attain gross improvement in the instructional experiences. Effective student teaching should be the prime quality of a teacher. As an innovative method of equipping teachers to be effective, skills and practices of microteaching needs being implemented. Otsupius (2014) citing Ambili in (2013), Microteaching is an excellent way to build up skills and confidence, to experience a range of lecturing/tutoring styles and to learn and practice giving constructive feedback. Microteaching gives instructors an opportunity to safely put themselves "under the microscope" of a small group audience, but also to observe and comment on other people's performances.

Audu (2010) in Garba (2018) sees set induction as a pre-planned action by the classroom teacher to arouse the interest of his pupils, create an atmosphere of curiosity and motivation in a classroom and thereby energizes, directs and sustains the learner's interest throughout the lesson. Therefore, in order to ensure effective inducement by the student teacher for effective teaching and learning to be made, the teacher should provide motivating experiences that would arouse the interest and enthusiasm of the learner in the lesson. Learner's enthusiasm should make them to be able to visualize and actualize the relationship between goals and learning experience. Quite often, a good beginning is needed if the pupils are to be aroused and motivated. Set induction is a process of capturing the attention of the pupils, prepare their minds and motivate them to receive the new knowledge imparted to them naturally and spontaneously Erma (2014). It is conceived (anticipatory set) as step taken by a teacher to begin a lesson or other classroom activity.

Erma, (2014) added that if set induction is adequately used, it will help to arrest or gain the attention of the learners and prepare them into a state of readiness, as part of the measure to ensure good set induction is by putting the lesson in context. This can be done by asking questions to assess prior knowledge/skills and review previous lesson and link it to what is to be learnt in the class. From the above submissions, it would appear that set-induction is a parameter

employed by prospective as well as the student-teacher in discharging their duty for effective service delivery (Yusuf, 2013).

Going by the above submissions by Scholars, Set induction could be defined as a fascinating skill used by instructor in drawing the learner's interest/attention towards effective acquisition of learning experience. The information as well as the skill of set induction is acquired by student-teachers as well as the in-service teachers at the teacher training institution as contained in the curriculum for teacher professionalization. In conclusion, it is highly imperative to note that, set induction when properly utilized provides an enabling environment for learners to be captivated (fascinating) right from the beginning of the lesson. However, teachers need to be encouraged in order to effectively incorporate the skill of set-induction in the classroom activities by providing them with an enabling environment (Garba 2018).

Appropriate use of instructional aids. Learning occur best when a multiplicity of senses are involved, other than overreliance on verbal communication alone. Instructional materials are quite important for effective teaching. (Hilda & Bermard 2015). Instructional materials are the devices developed or acquired to assist or facilitate teachers in transmitting, organized knowledge skills and attitudes to the learners within an instructional situation (Nwachukwu, 2006) in (Nsa, Ikot and Udo 2013) Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. (Hilder and Bernard 2015).The Empirical studies reviewed shows that, microteaching skills provide required service for the transformation and improvement of student teachers/ in-service teachers for the challenges awaiting them. Generally, all the reviewed empirical studies dwelled on the effect or contribution of micro teaching skill to the pre -service teachers/ in-service teachers in ensuring quality and effective teacher education programme globally.

Ajileye (2013) investigated on set induction skills of microteaching to teaching practice using teacher trainees of Colleges of education kwara State. The main purpose of the study is to find out the Effects of Microteaching Skills on Student Teachers' performance in Teaching Practice in Colleges of Education in North Central Zone, Nigeria. Study had experimental and control groups. Neither of the groups had an advantage over the other at the pre-study. The

experimental group was exposed to laboratory (clinical) sections within 4 weeks of treatment. The control group was left untreated with the experimental package. Data observed using set induction checklists/rating scales were analyzed using Analysis of Covariance (ANCOVA) tested in the study at 0.05 level of significance. The study shows a significant difference in the use of set induction skill by the experimental and control groups. The experimental group enhance greatly in their skill at the one-month follow up test. The findings implies that the use of validated instrument clearly mapped out treatment package as used in the study can help college student teacher masters and transfers microteaching skills of set induction

Abdu-Raheem (2016) investigated the effect of instructional materials on secondary school Students academic achievement in social studies in Ekiti state Nigeria. Correlational design was used. This study is to highlight the contribution of instructional materials to the academic achievement of secondary school students in Social Studies in Ekiti State. The population for the study comprised of all Junior Secondary School Class II students from among which 180 were sampled. The instrument for the study is a 30 multiple-choice self- designed Social Studies Achievement Test (SSAT). The instrument was validated by specialists in Social Studies Test and Measurement and Educational Management. Test-re-test method and estimation of internal consistency was used to ascertain the reliability. The reliability co-efficient of 0.73 and 0.75 was obtained respectively. The study generated six hypotheses that were tested at the significance level of 0.05. ANOVA and ANCOVA statistical tools were used to analyze the data collected. The study found that there was a significant difference in the pre-test and post-test of students in the experimental group. The study also found that gender effect was not statistically significant in social studies. The study concluded that students who were taught with instructional materials performed better than those taught without. The study therefore recommended that teachers of Social Studies should employ the use of essential instructional materials for their teaching and also improvise where and when the materials are not available. It therefore becomes imperative to have concerted efforts among parents, school and the government to make available important and necessary instructional materials to teachers of Social Studies for enhanced teaching and consequents improved achievement of students in the subject. The present research intended to fulfill the gag overlook by the previous researcher in

which he explores the use of microteaching laboratory and classroom environment on development of appropriate use of instructional aids among pre-service teachers.

METHODOLOGY

The design for this research is quasi-experimental involving pretest, posttest. The population of the study constitutes N C E II Students of Umar Suleiman Colleges of education Gashua in Yobe State. However, the researchers selected state owned college of education for convenience. The sample used was selected by the use of random sampling techniques in the ratio of 30:30 students for both experimental and control groups respectively. The entire null hypothesis was verified at ≤ 0.05 level of significance with the aid of SPSS software, Ho1 and Ho2 was analyzed using comparative t- test, to answer the intended research questions, mean and standard deviation was also used for performances in the use of set induction and the instructional material.

Table 1: Mean and Standard Deviation Scores of Performance of Students in the Pre-test performance of experimental and control groups in the use of set induction and instructional material for Experimental and Control Groups

Group	N	Mean	SD
Experimental	30	2.30	13.10
Control	30	2.30	12.50

Table No. 1 shows the mean scores of 13.10 and 12.50 for the experimental and control groups and their standard deviation scores were 2.20 and 2.30 respectively for the pre-test. The pre-test was conducted to ascertain the academic performance of the experimental and control

groups in the use of set induction and instructional material. before the teaching commenced. This result showed that the students in the two groups were equivalent in terms of their previous knowledge of set induction and instructional material.

Research question 1: What is the impact of set induction and instructional aids in teaching microteaching theory (EDU 214)?

Table 2: Mean and Standard Deviation Scores of Performance of set induction and instructional material for Experimental and Control Groups (Post-test)

Group	N	Mean	SD
Experimental	30	15.20	1.90
Control	30	13.40	2.30

Table No. 2 shows the mean scores of 15.20 and 13.40 for experimental and control groups for posttest. The results indicated a higher mean score for experimental group than the control group in the use of set induction and instructional material. The standard deviation score of 1.90 for experimental group was less than 2.30 for the control group; this shows a better rate of dispersion of the experimental group than the control group respectively.

Table 3: t-test Analysis of Students Performance on the use of set induction after Treatment (Post-Post-Test)

What is the impact of set induction skill as a technique for training pre-service teachers in Umar Suleiman Colleges of Education Gashua, Yobe State, Nigeria?

Group	N	X	SD	SE	Mean Difference

Experimental	30	15.20	1.90	0.84		
						3.5
Control	30	13.40	2.30	0.77		

Statistics in Table 3 shows the mean score of students used of induction skill in microteaching for experimental and control groups after treatment that is post-post-test. The experimental group has (15.20) as mean score. While the Control has (13.40) with a mean difference of (3.5). The result revealed that experimental group performed better in the potential used of set induction than the control group. Hypotheses two is there by rejected. This is in line with saying of Garba (2018) who sees set induction as a pre-planned action by the classroom teacher to arouse the interest of his pupils, create an atmosphere of curiosity and motivation in a classroom and thereby energizes, directs and sustains the learner's interest throughout the lesson. Therefore, in order to ensure effective inducement by the student teacher for effective teaching and learning to be made, the teacher should provide motivating experiences that would arouse the interest and enthusiasm of the learner in the lesson. Learner's enthusiasm should make them to be able to visualize and actualize the relationship between goals and learning experience. Quite often, a good beginning is needed if the pupils are to be aroused and motivated. Set induction is a process of capturing the attention of the pupils, prepare their minds and motivate them to receive the new knowledge imparted to them naturally and spontaneously Erma (2014). It is conceived (anticipatory set) as step taken by a teacher to begin a lesson or other classroom activity.

Table 4: t-test Analysis of the used of instructional material on microteaching Concepts after Treatment (Post-Post-Test)

Groups	N	X	SD	SE	df	t value	p value	Remarks
Experimental	30	16.27	4.56	0.84				

					29	2.86	0.008	Significant
Control	30	12.77	4.22	0.77				

From the statistics in Table 4 it can be deduced that, the level of students used of instructional material differ significantly before and after treatment on microteaching concepts with t(29) = 2.86; while P = 0.008. This statistically testifies that, the ability of the two groups in the use of instructional material differ significantly. Since P ≤ value (0.008) is less than 0.05 level of significance. Therefore, hypothesis is rejected and that the treated experimental group potentially used instructional material than control group. This notion is in concordance with findings of Hilda & Bermard (2015) who believed that appropriate use of instructional aids pave way to effective learning and that effective learning occur best when a multiplicity of senses are involved, other than overreliance on verbal communication alone. Instructional materials are quite important for effective teaching. Instructional materials are the devices developed or acquired to assist or facilitate teachers in transmitting, organized knowledge skills and attitudes to the learners within an instructional situation (Nsa, Ikot and Udo 2013) Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete.

Recommendations

1. Set induction is significant in microteaching exercise as it establishes a framework to capture learners' attention, activate prior knowledge and create a context for new information. Therefore, teacher training institutions and programmes should make mandatory for their students the knowledge of set induction which guides the student teachers to sets the stage for effective learning by creating a conducive environment for effective learning by creating conducive environment for engagement, motivation and comprehension. By using set induction techniques, educators can enhance the learning experience and increase retention of information.
2. The instructional material plays a crucial role in micro-teaching exercises as they provide tangible tools for conveying information, engaging learners, and facilitating understanding within a controlled teaching environment. Head of schools should give

prominence to this very important skill in enhancing the effectiveness of teaching by creating diverse teaching styles, reinforcing key concepts and promoting active participating. Instructional help micro-teachers practice lesson planning, resources utilization and classroom management skills in a simulated setting, preparing them for real-world teaching scenarios.

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