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Impact of Micro-Teaching Skills on Performance in Classroom Control Strategy among Colleges of Education Students in Northwest, Nigeria

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Abstract

The impact of microteaching programme towards effective teacher education programme will never be over emphasized. It is a schematize programme which has been incorporated in the teacher education curriculum majorly to empower them adequately with the require teaching skills that will enable them to showcase their practical experiences based on their area of specialization during teaching practice so as to achieve the designed objectives. The study title "Impact of Microteaching Skill of classroom Control on the Nigerian Colleges of Education Student Performance during Teaching Practice in the North-West Geo-Political Zone, Nigeria" is designed to investigate the causes of the low performance of the student teachers in showcasing the skill of classroom control during teaching practice. To achieve this, the ex-post facto research design was used. The ex-post factor research design allows for the extensive study of a phenomenon that has already taken place. Data collected was analyzed using appropriate tools in Statistical Packages for Social Sciences (SPSS) Version 20 and Strata version 13. The data collected was analyzed using the descriptive tool and the result was reported in frequency and percentage table alongside mean and standard deviation. Also, regression analysis was used to test the statistical significance of the observed impact of the teaching skills on the experimental respondents. The stated hypotheses was tested at 5% level of significant i.e. 0.05 alpha level of probability. 3,718 formed the population, and the sample size is 372. The findings of the study revealed that the skill of classroom control has significant impact on the performance of student teachers which aids in the achievement of the designed objectives. It is recommended that the Proper establishment of rules and regulations be mandated on students, this will ensure effective monitoring of students' behaviour

Keywords: Microteaching, Classroom Control, Teaching Practice, Teaching Skills

Introduction

Microteaching is a simulated teaching experience that allows both pre-service and in-service teachers to practice concept lessons within any subject. It was created by Dwight W. Allen, Robert Bush, and Kin Romney at Stanford University during the late 1950s. The purpose of micro-teaching is to provide a training environment where educators can develop their pedagogical skills while refining old ones through small group sessions lasting between five to ten (5-10) minutes with video recordings for feedback review. McKnight (cited in Millis et al., 2002) considers micro-teaching as an effective method for experienced and inexperienced teachers alike since it provides realistic classroom settings necessary for improving one's pedagogical abilities continually. Also, Audu, 2010 forwarded that Micro-teaching as a technique begun at Stanford University in 1964 and since then it has been widely used in most English-speaking. It is also extensively used in Northern Europe and in many Asian and African countries. It is, therefore, not surprisingly that, micro-teaching has been changed in many ways since it was first used at Stanford (Audu & Agbo, 2010; Chawla & Thukral, 2011). Whereas the Stanford School of Education gave practice a very narrowly defined skills, such as introducing a lesson, one at a time, most micro-teaching program nowadays require the student to teach realistic but brief lessons and to focus sharply upon a particular skill or set of skills during the viewing and discussion sessions (Chartzidimou, 2003). There are now so many different forms of micro-teaching that the term micro-teaching must be re-granted as genetic rather than specific. Writers who claim to have developed or used the only true This process also helps student teachers transform their behavior based on specific learning objectives. By allowing trainee teachers to work with few students mostly five to eight (5-8) in constrained periods using limited resources like timeframes and available technology such as videotape recording; Microteaching offers ample opportunities towards honing critical instructional methodologies till proficiency sets up commendably over some noteworthy trial-and-error experimentation before application achieving higher level results sought from advanced curriculum content needing responsive lesson delivery techniques they've been preparing all along

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under careful supervision without bias throughout different phases involving critique-based mentor guidance tailored according each individual candidate needs discussed upfront clarity around performance goals set against evaluation criteria known beforehand enabling dialogue channels fostering reflection-driven progress until desired outcomes attained achieved gradually incrementally inside programmatic structures supported constant upgrade teacher certification requirements across educational institutions worldwide involved improvement its programs considering best practices demonstrated intelligently researched strategies amongst peer reviewed literature sources. Posting student-teachers for teaching practice is done to allow them the opportunity to demonstrate to the students their level of expertise in the use of a skill appropriately in their classroom delivery. The microteaching theory (EDU 214) offered during the first semester of NCE II is a requirement that enables the student-teacher to undertake the microteaching practicum (EDU 224) offered in their NCE II second semester, which allows them to proceed with teaching practice (NCCE, 2020).

Teaching practice, according to Okorie (2019) is seen as a period of pre-service supervised teaching whereby the student teacher is exposed to all practices of a full –fledge teacher. Although the duration of microteaching can vary, during the session, student teachers are still observed to have ineffective performance. The learning environment is a crucial responsibility for an effective teacher. An efficient educator has essential duties that include controlling, coordinating, arranging, and managing the students, pedagogical resources, and the surroundings where knowledge acquisition occurs. Effective application of classroom control skill can affect the performances of the student teachers desire to attend the designed objectives during teaching practice exercise and can create confidence by the stakeholders as well as the general members of the society.

Objectives of the study

The objectives of this study was to determine to:

1. Investigate how effectively implementing classroom control skills affects the performance of student-teachers during their teaching practice.
2. Identifying the impact resulting from the effective implementation of classroom control skills by a student. During teaching practice, teachers evaluate the performance of their students in class.

Research Questions

1. What is the impact of the skill of appropriate use of classroom control on the performance of student-teachers on teaching practice?
2. To what extent does the effective use of skill of classroom control help in improving the performance of student teachers on teaching practice?

Research Hypotheses

H₀₁: The skill of appropriate use of classroom control has significant impact on the performance of student-teachers on teaching practice.

H₀₂: Adequate use of skill of classroom control would help in improving the performance of the student teachers on teaching practice.

Methodology

In this study, the ex-post facto research design was used. The ex-post fact research study is concerned with the aftermath of a phenomenon with regard to its effects (Korhari, 2012). The ex-post factor research design allows for the extensive study of a phenomenon that has already taken place. According to Creswell (2002) and Piccano (2004), another name for this type of research is retrospective casual – comparative research since both the hypothesis (cause) and the effect have already occurred and must be studied in retrospect. The sample for this study was 1886 NCE III students of Federal College of Education Zaria, and the Federal College of Education Kano which have 1,832 students, currently on teaching practice, using purposive sampling technique. The ration for such a decision is due to the fact that the above-mentioned institutions are strictly observing the micro-teaching theory as well as practicum which form a major aspect of teacher-education curriculum. However, 10% of the target population was used towards ensuring effective conduct of the research work. Jen (2002) states that sampling is drawn on the basis of phenomenon spread over a wide area for the purpose of getting clearer understanding. He further adds that 10% or less could be adequately used to represent the total population provided it covers the characteristics intended to be investigated. Therefore, 372 students (respondent) constitute the sample size of the study which represented the total population identified by the researchers from the two institutions. Similarly, Data

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collected was analyzed using appropriate tools in Statistical Packages for Social Sciences (SPSS) Version 20 and Stata version 13. The data collected was analyzed using the descriptive tool where result was reported in frequency and percentage table alongside mean and standard deviation. Also, regression analysis was used to test the statistical significance of the observed impact of the teaching skills on the experimental respondents. However, regression analysis is an appropriate tool to be used in testing significant impact, influence, effect and association as recommended by (Rawlings, Pantula, and Dickey, 1998). The stated hypotheses was tested at 5% level of significant or 0.05 alpha level of probability. The probability level is considered as a threshold to either accept or rejected the null hypothesis. However, probability value below 0.05 implies rejecting the null hypothesis while above implies accepting the null hypothesis. A total of 363 respondents out of the total of 372 sampled were found to have provided the required information in the questionnaire administered and therefore constituted the respondents used for the study. Data was sourced from the total of 363 questionnaires because five were missing, three not returned and one was not properly answered.

Table 1. Population and Sample Size

Institution	Sample frame	Sample size
FCE, Zaria	1886	351
Federal College of Education Kano	1832	183
Total	3718	372

Research Question One:

What is the impact of skills of appropriate use of classroom control on the performance of students' teachers on teaching practices?

In order to answer the above research question, the opinions of respondents on the skills of classroom control were scored in means as they influence the performance of students on teaching practice. The result is reported in the below table:

Table 2: Mean and Standard Deviation on Response scores on the Skills of Classroom Control

S/N	Item Statements	SA	A	SD	D	Mean	St. Div.	Remarks
1	Knowledge of feedback acquired during micro-teaching will enhance level of learner's participation in teaching and learning during teaching practice.	220	132	10	1	4.32	1.41	Agreed
2	The skill of reward acquired during micro-teaching session by the student teacher can augment the learners' level of commitment in acquiring knowledge during teaching practice.	200	100	50	13	4.33	1.42	Agreed
3	The use of motivation skill acquired during micro-teaching session by the student teacher will reduce the interest of learners while teaching during teaching practice.	199	100	46	15	3.81	1.30	Agreed
4	The experience of micro-teaching session on the use of teaching aid will motivate and enhance the level of learners' attention during teaching practice.	212	100	50	1	3.72	1.10	Agreed
5	Lack of use of skill of reinforcement acquired during micro-teaching by the student teacher during classroom presentation will decrease attention span of the learners during teaching practice.	202	100	40	21	3.53	1.64	Agreed
6	Micro-teaching session provides the student teacher with the skill of engaging learners in the daily classroom routine enhances high level of classroom control during teaching practice.	217	100	40	16	4.11	1.33	Agreed

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7	The experience acquired during micro-teaching session by the student teacher on proper arrangement of pupils in the classroom is not really required for effective classroom control during teaching practice.	215	111	38	0	2.12	1.25	Agreed
8	Micro-teaching session has provided the student teacher with skill of establishing rules and regulations for effective monitoring of students' behavior during teaching practice.	105	202	60	0	3.44	1.52	Agreed
9	The skill of dress code (teacher personality) acquired during micro-teaching help the student teacher in receiving respect and enhances class room control during teaching practice.	100	204	36	20	3.14	1.35	Agreed
10	The acquired skill of teacher's voice during micro-teaching session help student teacher in ensuring good classroom control during teaching practice.	200	122	40	1	2.80	1.52	Agreed
Total						35.32	13.84	
Average Mean and Standard Deviation						3.50	1.30	Agreed

Source: Field work (2025)

Table 2 showed that, the skill of classroom control is perceived to have impact on the performance of student-teachers on teaching practice, this was observed from the aggregate mean score of 3.5. Hence, the impact of classroom control is that, it brings about good Knowledge of feedback which enhance the level of learner's participation in teaching and learning', it also augments the learners' level of commitment in knowledge acquisition' and 'enhance the level of learner's attention', these are observed from the mean score of 4.3 and 3.7 which are greater than the decision mean of 2.5. However, in order to achieve proper classroom control, respondents were of the opinion that 'proper establishment of rules and regulations help in ensuring effective monitoring of students' behavior. Also, appropriate appearance of the teacher accorded him respect and enhances classroom control. Thus, it can be said that the skill of classroom control have impact on the performance of student-teachers on teaching practice.

Research Hypothesis One

What is no significant difference on the impact of skills of appropriate use of classroom control on the performance of students' teachers on teaching practices

Table 3: Result of t-test Analysis on the impact of Skills of Appropriate use of Classroom control on the Performance of students' Teachers on Teaching Practices

Response	N	Mean	Std. Dev.	T	df	P
Agreed	294	40.75	2.77	23.254	361	0.000
Disagreed	69	24.11	1.30			

Table 3 shows that, there is significant difference on the impact of skills of appropriate use of classroom control on the performance of students' teachers on teaching practices. The p-value is 0.000 which is less than alpha value of 0.05 level of significance, this means that, there is significant difference in favour of agreement responses. Therefore, null hypothesis one is rejected

Research Question Two

To what extent does the effective use of skill of classroom control help in improving the performance of student's teachers on teaching practice

Table 4: Mean and Standard Deviation Scores on the Effective use of Skill of Classroom Control help in Improving the Performance of Students Teachers on Teaching Practice

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S/N	Statements	SA	A	D	SD	MEAN	Std. Div.	Remarks
1	Effective classroom control is essential for student's teachers to deliver their lessons confidently	200	120	40	3	2.86	1.02	Agreed
2	Student teachers who demonstrate effective classroom control skills tend to perform better on teaching practice	198	144	20	1	3.40	0.98	Agreed
3	Effective classroom control helps students' teachers to engage their students more effectively	203	151	4	5	3.48	0.74	Agreed
4	The ability to manage a classroom effectively is a critical factor in determining students' teachers' success on teaching practice.	178	133	50	12	2.53	1.08	Agreed
5	Effective classroom control reduces stress and anxiety for students' teachers allowing them to focus on teaching	222	123	14	4	3.64	0.62	Agreed
6.	Student teachers who master effective classroom control skills tend to receive positive feedback from supervisors and peers	214	100	42	7	3.21	0.88	Agreed
7	Effective classroom control enables student teachers to create a safe and inclusive learning environment.	221	100	30	10	2.97	0.66	Agreed
8	Students' teachers with effective classroom control skills are better able to adapt to unexpected situations	231	121	11	0	2.89	0.79	Agreed
9	Effective classroom control helps students' teachers to maximize instructional time and minimize disruption	198	130	30	5	3.11	0.92	Agreed
10	Mastering effective classroom control skills is essential for students' teachers to develop their professional identity.	217	105	40	1	3.22	0.84	Agreed
Total						31.31	8.53	
Average Mean and Standard Deviation						3.13	0.85	Agreed

Table 4 revealed the mean and standard deviation scores of responses on the effective use of skill of classroom control help in improving the performance of student's teachers on teaching practice. The average mean and standard deviation scores of items 1, 2, 3, 4, 5 and 6 is given as (N = 363, M = 3.19 and SD = 0.89) which is above the cut-off point of 2.50, indicating there is significant influence on the extend of the effective use of skill of classroom control help in improving the performance of student's teachers on teaching practice.

Hypothesis Two

Adequate use of skill of classroom control would help in improving the performance of the students on teaching practice

Table 5: Result of t-test Analysis on Adequate use of skill of Classroom Control in Improving the Performance of the students on Teaching practice

Response	N	Mean	Std. Dev.	T	df	P
Agreed	294	23.95	3.74	13.429	103	0.000
Disagreed	69	14.54	3.40			

Table 5 shows that, there is significant difference on mean performance scores of students' adequate use of skill of classroom control in improving the performance of the students on teaching practice. The p-vale is 0.000 which is less than alpha value of 0.05 level of significance, this means that, there is significant difference in favour of agreement responses. Therefore, null hypothesis two is rejected.

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Discussion of Findings

This study investigated the “Impact of Micro-Teaching skill of Classroom Control on Nigerian colleges of education students’ performance in Teaching Practice”. Micro-teaching skill variables was investigated in line with the specific objectives and research questions was Classroom Control. The hypotheses tested established a significant p-value meaning that the micro-teaching skill of interest have statistically significant impact on the performance of teachers. The result of the test revealed that the respondents were of the opinion that the selected micro-teaching skills have significant impact on the performance of student-teacher on teaching practice. The null hypotheses were therefore rejected. From the analysis of the relevant data, it was observed that the skill has positive impacts on the performance of student teachers. This finding is consistent with Audu (2010), who reported that micro-teaching is a supplement to teaching practice. The finding also agrees with that of Hertel, Millis and Noyd, (2002) where it was seen as a factor that promote reflection on teaching approaches and on constructive feedback.

Conclusion

Based on the findings of the study, it was concluded that both the theoretical and practical experiences acquired on skill of classroom control by the student teachers during the micro-teaching programme which form major requirement before teaching practice as enshrined in the teacher education curriculum, has played a vital role in polishing the performance of the student teachers for efficiency and effective service delivery

Recommendations

On the basis of the research findings, the following recommendations was put forward:

1. Proper establishment of rules and regulations be mandated on students, this will ensure effective monitoring of students behaviour.
2. Appropriate and efficient application of instructional materials should be used by the student teachers to ensure proper coordination of learners towards attainment of the designed instructional objectives, and
3. Efficient mastery of the subject content help tremendously towards effective service delivery.
4. Government should ensure adequate provision of micro teaching laboratory equip with the needed gadgets to enable the student teachers acquire adequate and sufficient skills to meet up to expectations

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