

INFLUENCE OF MICRO-TEACHING ON STUDENT PERFORMANCE IN TEACHING PRACTICE EXERCISE IN ORUMBA SOUTH L.G.A ANAMBRA STATE

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Abstract

The study carried out was an investigation on the influence of Micro-teaching on student performance in Teaching Practice exercise in Orumba South L.G.A. of Anambra State. Three research questions were formulated for the study. The population comprised all the final year NCE students of Federal college of education (Technical), Umuze who went for the 2020/2021 teaching practice exercise after the Micro-Teaching numbered out of the seven schools in the college. Four schools were sampled and fifty percent of the populations of each of the sampled schools totaling 327 student-teachers were used. Three structured questionnaires items were used to collect data from the respondents. Five points likert. Formula and findings responses were used for data analysis and findings from the respondents which indicates that the school of the Student-teachers where the micro-teaching Training takes place, as well as the influences the teaching Practice performance and outcome both positively and negatively. To remedy the negative side or the problems being indicated by the respondents. The students teachers should be provided with relevant and necessary materials such as recording tools by the school, the student-teacher performance should not be compared or individually favored. And that the student-teacher should try to overcome stage fright and shyness during micro-teaching excise so that the teaching practice exercise will be a success and for the outcome to be worthwhile venture for all the stake holders and of a huge help and best actual experience to their career pursuit as Professional teacher in Making.

Keywords: Micro-teaching, student performance, teaching practice,

Introduction

The teaching profession undoubtedly, has a range of skills that must be imparted to a teacher trainee in the process of striving to become competent teachers, teaching profession is of much important in the society because it prepares and influences tomorrow's leaders. It also plays a vital role in students' everyday life as they learn important lessons about sharing, respect, valuing differences and making ethical decisions. Teaching profession helps in building up the society as they (Teacher) impart knowledge and wisdom among children and adults, thus, teachers are the cornerstone of modern-day civilization. They bring in the life of young children certain values and teaches student about the importance of discipline and perseverance.

However, teaching as a profession truly is the backbone of the society; they are role models to children, after guidance and dedication and give young people the power of education. Because of the qualified teachers,, Countries are able you further development socially and economically so I quote "Teaching comes with honor as it is regarded as a weapon through which the society is being shaped" in order to practice what it takes to become a qualified teacher, one requires acquiring many discrete skills of teaching in a more organized way with a limited time before demonstrating it in a real classroom situation. There is no better way a student aspiring to become a teaching practice exercise without undergoing a process that will inculcate those skills in them so as to be effective, ready and knowledgeable enough to practice them without anxiety.

Micro-teaching can be referred to as teaching in a very small scale, in the sense that the time, number of students, lesson or concept taught and teaching skills emphasized are limited. It is a real constructed, scaled down teaching encounter used for the development of new teaching skills. In a simplest form, micro-teaching is a process by which a teacher trainee teaches a small class of students and the microteaching supervisor. Micro-teaching grants a teacher trainee the opportunity to acquire knowledge, master skills, and experience teaching a bit in a organized classroom situation though with few number of learners to help get them ready to face the teaching tasks ahead without anxiety. It provides a golden opportunity for the student teacher to learn from more experienced personnelall the relevant information required to enhanced effective performance in the teaching practice exercise they are to indulge in for the best outcome. The student teachers are not just sent to any supervisor to learn skills from but to a more experienced and qualified teacher who has being in the field of teaching profession to help inculcate the necessary skills without harsh or any atom of harshness so as not to affect the ability of the teacher trainee to learn from them. Thus, the supervisor being appointed works/cooperate with the student teacher for a better outcome, for example, when the student teacher teaches, the supervisor and the class observes her takes note of her use of skills, the performance can be tapped for the students evaluate her. After all the observations, the supervisor has the final say by giving them corrections and pointing out their strength/weakness for effective changes and mastery of the teaching skills for a better performances in the task ahead. The students who yawns for teaching as a profession must try their best to acquire much knowledge and skills by adhering to the supervisors' words /correction.

Madduabem (2013), sees micro teaching as a procedure in which a student teacher practices teaching with a reduced number of pupils in a narrow and specific teaching skill. The micro-teaching period a conventional classroom setting where a student teacher learns the necessary teaching skills and the teaching pedagogies that will guide her as she then exhibits the skills under observation so as to be corrected and lead on which way that she is expected to travel for effective practice. Thus, the student teacher must bear in mind that she is not solely alone in the learning process for there are personnel to guide and inculcate in her all the teaching ethics. A student teacher should be made to know that she has a class to teach and that her absence may result to non-covering of the scheme and failure to her duty as a teacher, she must know that it is necessary to have direct contact with both the staff of the school she will practicing in their permanent school, observe the environment, be familiar with the school rules and keep them. They should learn from this compulsory course that lesson plan should be prepared in advanced with necessary materials and it must go along with suitable methods so as to achieve the set objectives of the lesson from the scheme of works. Micro-teaching has a vital role to play in the performance of any student teacher in the teaching process only when the rules and performances as well followed, the student teacher should be taught how to induce a topic, for without set-induction being made appropriately, the lesson will be of less interest to the learners and their lack of attention will affect the lesson but when it is well induced, with a suitable material, the topic and body of the lesson will be retain in the memory of the learners . Micro-teaching inculcate manner of speech to the student teacher which is return plays a vital role in the pupils and teacher classroom relationship.

However, Micro-teaching plays a numerous role in the process of producing teacher to show its importance in the development of teacher profession including, manner of dressing, punctuality, discipline, how to apply the nine teaching skills etc. thus this plays an important role in the teaching practice performance of the student teacher. It also provides an opportunity for prospective teachers to learn how to analyze, evaluate, and modify their teaching and personal weakness so as to have a positive result at last.

Eze (1996) linked Micro-teaching to the training of a tailor, where by one does not start to cut and sew costly clothes but rather starts with learning the art of handling the scissors, the skills of cutting cement bags or newspapers to the required shaped and sizes, until his/her mastery is proven by an experience tailor before being putting into the task of doing/sewing with an expenses clothes. This also proves to kpangba perception of micro-teaching as the first stage any student teacher will undergo so as to be lead into the real practicing of teaching in a classroom.

Statement of the Problem

Micro- teaching has been referred to the first stage of training any student teacher will attend/indulge in before practicing teaching in a real classroom situation. In as much as micro-teaching was introduced to increase the better performance of student teachers during teaching

practice, there is possibility that some problems encountered from the training which fails to be corrected will affect such performance of student teachers during teaching practice.

A teacher can only give what they have, thus any teacher who has not being in the field of teaching cannot inculcate those teaching skills in the world teachers who knows nothing about teaching. Before appointing any teacher to lead the student teachers in the process of becoming an effective teachers, she must possess some qualities in him/her such as the nine teaching skills and how /when to use them. Being able to plan a systematic or comprehensive lesson plan. The performance of student teachers during micro teaching matters a lot as it determines the outcome of the task ahead. Absence from classes, laziness to develop a lesson ahead of class, and inability to take corections all contributes to the poor performance of student during Micro teaching will in turn affect the performance during TP (Teaching). However, any student that has carry over in his/her micro-teaching result should not expect any better outcome during teaching practice. However, some poor academic performance comes from poor teacher quality who tails inculcate the expected skills during training.

Another problem can also come from unavailability of necessary materials which are needed for feedback such as video tape, recorder, etc which also makes it easier for the learners to self-evaluate themselves for better improvement.

What we intend to achieve in this study/research is to find out what role Micro-teaching plays in the performance of students during teaching practice, that is how bad or good micro-teaching affects teaching practice exercise. However, we also intent to point out problems that affects Micro-teaching which creates problem during Teaching Practice and then proffer/provide possible solution to them (the problems) for positive outcome and for the role micro-teaching to be clear and always positive.

The study will be of immense benefit to educational policy makers, school management, the Micro-teaching supervisors, and to the would be micro-teaching supervisors and to the would be student teacher in the education industry as the findings will help the educational policy makers to formulate policies that will guide the effectiveness of the micro-teaching process/stage. Secondly, it will assist the school management to identify the problems encountered by the student in participating/during micro-teaching and adopt appropriate measures to correct them. It will heavily motivate the student to put in their best during the Micro-teaching stage as the foundation that determines their level of competency in the teaching practice exercise. It will help the supervisors to know the area they are expected to address and inculcate in the student so as to defend their experience and bring out the best in a student climbing the ladder of the teaching profession.

Scope of the Study

The scope of the study is limited to the final year students of Federal college of education (Tech.), Umuze in Orumba south L.G.A of Anambra state who have participated in the Micro-teaching process fully before carrying out the teaching practice exercise.

Research Questions

The following research questions guided the study.

How do the Micro-teaching exercise contribute to the effectiveness of teaching process?

How do the Student teachers behavior contribute to the effectiveness micro-teaching exercise?

How do the Micro – teaching Supervisors contribute to the effective teaching practice exercise through Micro – teaching.

Conceptual Appreciation

The Concept of Micro-Teaching

Micro-teaching is a period when student teachers are subjected to pre-actual classroom teaching. It is when students who are expected to be a teacher are being divided into small groups by an experienced professor to learn what is needed of him/he to acquire for the teaching practice exercise so as to perfect her performance. Micro-teaching is an exercise any student must attend before indulging in actual classroom situation known as Teaching Practice (TP). It provides the laboratory where student teacher practices all theoretical aspect of teaching. It prepare and gives the student the best opportunity to experience all the teaching skills, and learn how to apply them in teaching practice which proves that without Micro-teaching before indulging into teaching-practice, it will cause harm to their performance in actual classroom situation thus, micro-teaching can /May or Mar one`s performance during TP.

Micro-teaching can be referred to as teaching in a very small scale, in the sense that the time, number of students, lesson or concept taught and teachings skills emphasized are limited.

Kpangban (1992), saw micro-teaching as training concept that could be applied to various pre-service stages in professional development of be teachers. House, Olatian and Agusiobo (1989),view it as a time saving device for giving practice to a number of students and one in which a particular technique can be tried out at a time. Micro-teaching is a preparatory teaching experience.

Singh (1997), also viewed Micro-teaching as a procedure in which a student teacher practices teaching with a reduced number of pupils, in a reduced period of time, with emphasize on a

narrow and specific teaching skills. In this way, the student teacher practices the teaching skills needed for a perfect performance in teaching practice period in terms of definable, observable, measurable and controllable form with repeated cycles till mastery in the use of those skills are attained. From this definitions giving to Micro-teaching, Eze (1996) likened micro-teaching to the training of a tailor, clothes like ``Hollandaise ``, but rather start with learning the art of handling the scissors, the skill of cutting cement bags or newspapers to the required shapes and sizes. Having mastered this; He proceeds to the cutting and sewing of cheap materials and the use of needles before being allowed to cut and sew clothes of various stuffs.

However, micro-teaching is a preparatory teaching experience, scaled down in terms of class size, duration content of subject-matter, teaching skills and complexity of the classroom, with the aim of finding out the extent to which the student teacher can put to practice theories and principles gained in a normal classroom situation.

The Concept of Teaching Practice

Teaching practice is also a period when student teachers are subjected to actual classroom teaching. It is when student teachers leave their school environment and go to schools that their service may be required at the end of their career course. Hence, Teaching Practice is an exercise which provides a laboratory where student teacher practices what he or she had learnt theoretically in the classroom. Just like the concept of Micro-teaching, Teaching practice have been giving many definition by so many scholars and literature review has made it clear under the sub-headings to explain the concept of Teaching Practice, Okorie (1979) defined teaching practice as a period that enable a student teacher to learn about the actual work of the teacher in the classroom as well as in out-of-class experience.

In another view; Amadi, Iwu and Onyemerekeya (2001) views it as a period of practical hands-on classroom teaching experience when potential teachers come face to face with the realities of classroom practice. However, Teaching Practice is a period when a pre-service teacher is allowed to practise theories and principles of teaching and learning studied in his/her institution during micro-teaching. It is the first real opportunity given to a would be teachers to be involved in teaching either in primary or secondary school under the supervision of a co-operative teacher.

A well achieved/Completion of teaching practise exercise will be credited to micro-teaching though Teaching practice has its own role to play on the professional development of any serious student teacher. As it entails that teaching practice offers the students the opportunity to gain insight into themselves with the regards to assessing his suitability for the teaching profession (Agusiobo and Udegbe, 2002). I sensitizes student teachers to educational, makes them aware of intellectual, emotional and physical demands of teaching. Thus, teaching practice develops the teaching profession systemically.

Objective of Micro –Teaching

The rationale behind the introduction of micro –Teaching into the teacher education curriculum is to help student teachers through exposure to a well-structured teaching experience for better performance in a real classroom situation. Thus, Micro-teaching was developed as an answer to the question. How best can student teachers be prepared for the teaching profession? Other rationales of micro-teaching include;

- To enable the student teachers gain general experience, academics intelligence, social and physical knowledge required for better teaching exercise.
- To enable teacher-teacher acquired a wealth of practical experience from the supervisor they are assigned to help them gather more skills.
- To enable the student teachers to effectively plan and prepare their lesson plans and notes systematically.
- To provide the prospective students with an opportunity of establishing an appropriate teacher-pupils relationship so as to easily adjust to the new environment.
- To master skills in the use of fundamental procedure and teaching methods.

Micro-teaching however helps the student-teacher who desires the profession by creating room for –evaluation so as to discover his/her strength and weakness on time and eradicate any which will affect his/her performance in the teaching exercise.

Olaitan and Assimonye (2010) view such practice as a means of assessing the competence spirit of a student –teacher to finding out the areas she/he needs to improve more. This proves that Micro-teaching is the foundation layer through which teaching practically is built, that is translating all that is being taught during micro-teaching which is referred to as theory into practice (i.e. re-teaching exercise).

From the outlined objectives, the student-teacher is usually made to under full semester training with an assigned supervisor to enable him/her acquire the expected skill which determines what their performance in the real-classroom situation will look like.

Relevance of Micro Teaching Exercise

Micro –teaching is an attempt to simplify the complexity of the normal classroom teaching. It is a clinical approach to teacher education in which the teaching skills are clearly identified, isolated & developed. Thus; micro-teaching plays a vital role in the teaching performance of a student teacher which includes the following;

Achieving success in teaching and helps guard against poor teaching during teaching practice; this is because it provides opportunity for repetitive practice necessary to acquire effective use of skills.

It shows improved ability in perceiving their weakness and strength in teaching. This entails that it provides the pre-service teacher with the necessary experience that could help them make knowledgeable decision on their ability to cope with teaching as a career.

To overcome fear and stage fright during teaching practice. And to have a vital teaching experience early before real teaching. It helps the student teacher with immediate feedback from a variety source such as to know how to improve. Helping them to improve on some personal habits which would negatively affect the teaching practice exercise. Concentrate on the specific skills of teaching his subject rather than the general problems of class management.

Micro-teaching as a technique has some role to play for a successful delivery/completion of any student teacher performance in teaching Practice exercise (i.e it has the ability to make/mar one's performance in Teaching practice exercise) but nevertheless, it has its disadvantageous part that affects the progress of a better performance in micro –teaching which leads to destroying the outcome by causing much harm to his/her development in the profession and to the learner/pupils expected to learn from him/her. Such possible related problem includes the following:-

Contribution from Micro Teaching School: The student-teacher encounter many ups and downs be it during micro-teaching in the schools they are studying or practising and such contribution include ability of conducive environment to receive expected skills in the sense that conducive environment has a better role to play in the level of understanding, acquiring, practising and applying those expected skills when the time comes, but when such need is not met, it affects such training. Thus, bad environment brings bad outcome. However, the school contributed to the performance of the teacher trainees in the teaching practice by assigned supervisors with experience to conduct and train the students into acquiring the expected skills needed of them.

Some supervisor seems to be too busy with experience to conduct and train the student into acquiring the expected skills needed of them. Some supervisor seem to be too with other school busy with other school activities that they show up late which makes it hard to cover all the schemes at the dying hour/small couple of week left. The school should bear in mind the level of relevant role micro-teaching plays in students teachers performance during teaching practice so as to assigned supervisors that are able to lead them to the right part to avoid affecting their goals, results and careers.

The school also are expected to provide some relevant variety of sources such as tape recorder, monitor, video-tape which helps in immediate feedback for self –evaluation as it enables the student to improve on some personal habits that can negativity affect 'their performance in teaching.

All this proves that the schools also have much role to play for positive outcome of student teacher during teaching practice and that without meeting up to those responsibilities; they will mar the success of one's teaching practice achievement.

Contribution from Student Teacher

Student teachers also contribute to the result or levels of their performance during teaching practice because of poor performance or other distractions during Micro-teaching. There are many/various behaviours that can hinder or help in the mastery of the expected teaching skills which are all caused by students themselves. One of them is nervous. Based on psychology Dictionary (2006), nervousness is having or showing feeling of being worried, anxious, and afraid about what will /might happen without focusing. When someone is in anxious situation, he/she may face a fast heart race, fast breathing, sweating and others and all this happen because of the presence of supervisors who came to teach, guide and supervise them. Some students will make out time to prepare all the necessary materials needed to deliver the practice but once he faces the audience, he/she seems to forget and miss up everything thus, if such act continues or if he fails to put an end to that, it will be carried unto the time of teaching Practice which contributes nothing but destruction to one's achievement. In some cases one student reports': Whenever I'm nervous, my tongue will often slip and it will make my pronunciation error (cahya,2016). And another says; "I often prepares everything, my material, my speech, but I forget everything in front of the class (sari, 2016)". With this, problem, there are possibilities that not all student will get rid of such problems and if not, it will hinder their expected performance during the time of teaching practice.

Another problem is being lazy which brings inability to always get the material, including their lesson plans ready for the practicing it brings failure to the outcome as some would not even attend the class for the full semester and yet prepare for teaching practicing through with carryover (F) in micro-teaching just to be called a TP teacher thus, causing harm to the pupils who needs more experienced personnel to manage them. Because the student teacher does not partake in the process of becoming a better tool for such practice/task.

However, nervousness, laziness, shyness/fear, all causes/brings lack of concentration from the student teacher during micro-Teaching which will in turn affect the betterment /chance of doing better/perfect in the task that requires the skills they fail to acquire.

Contribution from the Micro –Teaching Supervisors

In as much as the supervisors builds all-skills and gets us are ready for the exercise ahead, they also contribute to the problems some student teacher. When they fail to correct the mistakes of that will affect the betterment of any student teacher in a polite manner, they will see it as an insult, discrimination and not as an advice or a word of help thus not as accepting the correction hence, transferring it to the exercise/task.

Some supervisors also fail to provide immediate judgment/feedback to help the student-teach to discover what to get rid of or improve more on. Some of them seem to appreciate and praise one particular student teacher more during teaching practice which kills the seriousness/zeal in other students, making it hard for them because each fulfilled task and efforts needs to be

reinforced for continuous improvement. Some of them also shows themselves to the student they are to teach at a very late hour which makes it difficult for them to cover up like other groups for everything will be rushed and some fault will not be pointed out thus, it will be carried on to teaching practice task. Also, they seems to have time management problem by not making use of the time well thus fails to examine all the students properly rather they use one person's mistake to judge others.

However, all this problems cause much hindrance to the successful outcome of the student teacher in the teaching practice exercise which will possibly affect their dream career and failure to the development of the education profession.

Summary of the Literature Review:

There is no doubt that micro-teaching determines the success and failure of any students' performance during teaching Practice exercise. This is because it lays the fountain on which TP stands on one's achievement during Micro-teaching determines how his/her teaching practice outcome will look like. According to Allen and Ryan (1969), Micro teaching was introduced because of massive poor performance being recorded from student teacher's during teaching practice. Thus, teaching Practice is a period a student Teacher is sent to another school environment to teach pupils/learners in a real classroom situation after micro-teaching period according to his/her area of study career. Without any student teacher undergoing the Micro-teaching stage it will be very hard to face the task ahead. Thus, Micro-teaching is inevitable in the process of developing the teaching profession.

On the other hand, Teaching Practice is the actual stage of real teaching experiences it proves how well a student teacher masters the teaching skills during teaching practice. Thus teaching Practice subjects students into practicing theories and principles of teaching and learning studied in his/her school with the help of a well experienced supervisors.

However, micro-teaching has much role to play for the betterment of any would be teacher such as enabling them to gain general experience required for teaching exercise, providing them with an opportunity of establishing an appropriate relationship so as to easily adjust to the new environment during teaching practice. Thus, Micro-Teaching has the power to may/mar the teaching practice stage such objective goes to teaching practice in the achievement of all well-developed teaching profession.

Just as micro-teaching plays an important role for successful/good/positive performance during the teaching practice exercise, it can also ruin the achievement of a good performance as a result of some problems that are caused by the bodies of Micro-teaching such as supervisors related problems which includes harshness, being reluctant, inability to meet up to time, lack of time management and so on. We also have school related problems which includes, inability to provide necessary materials for teaching the skills such as feedback devices, appointing unsuitable supervisors to carry out the task that demands a more experienced personnel, inability

to provide conducive environments for the practice and inability to appoint the supervisors on time

Also, the student teachers contributes to the problems that mar the better progress of teaching practice as a result of laziness, Nevertheless, lack of accepting and applying corrections when made , fear of not being able to face the struggle and so on places challenges to the success of positive teaching practice exercise.

However, there is no doubt that Teaching practice cannot stand strong and make a positive outcome without effectively going through microteaching stage, Thus the two concept works hand in hand.

Research Methodology

This chapter deals with the method and procedure that are used in carrying out this study /research. It is done under the following sub headings

Research Design

The study is a survey research design. The design is adopted because a population is studied by collecting and analyzing data to be a representative of the whole population.

Area of the Study

The area of the study is Federal College of Education (Technical), Umuze in Orumba South Local Government Area of Anambra State, Nigeria.

Population of the Study

The population of the study consist of all the final year students who went on 2021/2022 teaching practice after indulging in Micro-teaching training from the seven (7) schools of Federal College of Education (technical), Umuze, Specifically they are 1035 in number. In the table below is the population distribution of the school and students

Table I:

S/N	NAMES OF SCHOOL	POPULATION
1	School of Languages	155
2	School of Industrial Tec. Education	34
3	School of Fine and applied Art	317
4	School of Science and Education	294

5	School of Agric and Home Economics	66
6	School of Education	364
7	School of Business Education	233
	TOTAL	1035

Sample and Sampling Techniques

Stratified random sampling techniques were used to select four out of the seven schools in the college. Fifty percent of the population of the sampled schools was used for the study below;

Table2:

S/N	SCHOOL	POPULATION
1	Languages	90
2	Industrial	15
3	Sciences	112
4	Business Education	100
	Total Population	317

Instrument for Data Collection

Structured questionnaire was used for the collection of data, Section “A” sought information concerning the respondents’ personal data while section ‘B’ comprises items formulated from the three research questions guiding the study.

A five likert rating scale made up of used for the study

Strongly Agreed SA = 5 points

Agreed A = 4 Points

Undecided UD = 3 points

Strongly Disagree SD = 2 Points

Disagree D = 1 points

Validation of Instrument

The questionnaire was validated by the supervisor and two specialists in Education measurement and Evaluation. Their corrections and comments were built into the questionnaire before the final draft was prepared to share to the respondents.

Method of Data Collection

The research collected the data themselves each school got questionnaire for half of its population. The 317 questionnaires were distributed according to the population samples and the same number was returned. The questionnaire was randomly distributed to get the 50% of the population of each school to get the upper limit of 3.5. Therefore, any response that is 3.5 and above is regarded as accepted while any response below 3.5 is regarded as rejected.

Method of Data Analysis

The data analysis was done by using the response to derive the mean of each item. It was calculated by multiplying the frequency response under each category and divide by the sum of value obtained from the number of respondents of each item.

The nominal values are:

Strongly Agreed SA = 5 points

Agreed A = 4 Points

Undecided UD = 3 points

Strongly Disagree SD = 2 Points

Disagree D = 1 point

Using the formula – below;

Where X = Nominal Values of each category

F = Frequency

Σ = Sign of summation

N= Total Number of respondents

Hence; $x = 5+4+3+2+1=15$

Number of respondents =5

15 5 = 3.00

To determine the decision rule of five (5) points scales, an interval of 0.5 is added to the take care of sampling error and determines the cutoff point.

Data Analysis And Presentation of Results

This chapter deals with the presentation of data collected.

Research question one:

What is the micro-teaching school contribution to the effectiveness of teaching practice exercise in Orumba South Local Government Area?

Table 3: Mean response of respondents on the contribution of the Micro- Teaching School that leads to the effectiveness of Teaching Practice exercise.

S/N	ITEMS	SA	A	UD	D	SD	FX	N	X	R
1	The school provides a more equipped and conducive environment for the training of teachers	183	114	0	0	20	1391	317	439	Accepted
2	The School assigns supervisors who are experienced in the field of teaching	131	115	12	49	10	1259	317	397	Accepted
3	They provide relevant variety of learning resources that helps to develop the student teachers performance such as tape	61	30	76	26	20	726	317	2.29	Rejected

	recorder, monitor, video tape (For immediate feedback and self-evaluation)									
4	The school assign micro-teaching supervisors on time for the student teacher to cover the scheme	65	133	53	67	80	1,150	317	3.6	Accepted
5	The school of the student – teacher monitors the training in order to see how it is well carried out									

From the table above, 1,2,3,4 and 5 with mean responses of 4.397, and 3.6 indicates that the that the school provided equipped and conducive environment for this practice, they are able to assign a well experienced supervisors that can carry out the practice and impart much knowledge of what teaching is all about in the student teacher they also to assigns the supervisors on time but the mean response with 2.29,&2.6 indicates that the schools fails to provide relevant sources for immediate feedback and their inability to assess the supervisors all contribute to poor performance of micro-teaching which affects teaching practical.

Research Questions Two:

What ways do student attitudes contribute to the acquisition of what micro-teaching intends to inculcate in the student teacher for effective teaching practice exercise in Orumba South local Government Area?

Table 4: mean responses on the contribution of student teachers for effective micro- teaching Practice exercise

S/N	ITEMS	SA	A	U D	D	SD	FX	N	X	R
6	The student teacher overcomes stage-fright and shyness to acquire the expected skills	129	114	23	27	24	1248	317	3.9	Accepted

7	Student teachers attend class always which makes them to acquire any experience needed for the exercise	115	129	7	46	20	1164	317	3.7	Accepted
8	The student teacher get their lesson plans and materials ahead of teaching for the progress of the training	59	117	82	86	65	1046	317	3.9	Accepted
9	Some Student teachers accept and apply corrections being given to them for good performance during Teaching Practice	108	141	31	73	31	1106	317	3.5	Accepted
10	The student teacher co-operates with the supervisors who has much to inculcate in the so as to acquire the expected skills	169	100	3	39	6	1338	317	4.2	Accepted

Table 4: Shows that item 6,7,8,9,10 with the mean scores of 3.9, 3.7, 3.9,3.5 and 4.2 were all accepted by the respondent which implies that the respondents agree that students; struggles to overcome stage fright or shyness, present for the practice, prepares ahead /in advance for the training , to accept and apply corrections, as well as being able to enhance/achieve effective and good performance from the training for excellent teaching practice exercise.

Research Question Three

How do micro-teaching supervisors contribute to the performance of student teachers in teaching Practice Exercise?

Table 5: Mean responses of how supervisors contributes to effective teaching practice exercise.

S/N	ITEMS	SA	A	U D	D	SD	FX	N	X	R
11	Some Supervisors are too harsh and bias to the student	133	91	35	41	17	1233	317	3.8	Accepted
12	Some supervisors harasses the student teacher in the process of correcting them making it hard for the student to accept the correction nor apply it	98	27	37	36	19	800	317	2.5	Rejected
13	Some supervisors favour one student who performs well and compares him/her to other student making others feel inferior.	122	154	21	15	5	1324	317	4.2	Accepted
14	The supervisors shows up in the training of the student teachers so as to cover the scheme and inculcate into the student teacher what is expected of them to acquire for effectiveness of Micro-teaching	129	113	30	38	7	1270	317	3.8	Accepted
15	The supervisors have what is needed to help in the training of the student teachers such as; teaching knowledge, punctuality, friendliness, discipline and tolerance etc	50	27	34	86	85	717	317	2.26	Rejected

In table 5 items, 11, 13 and 14 has mean scores of 3.8, 4.2 and 3.8 respectively shows that they were accepted implying that the supervisors harshness comparison towards student teachers, by comparing one student to another teaching or supervision of training as well has been now proved to be bad influence to the performance of teaching practice exercise. But it was accepted that they are always on time to surprise and guide the student teachers towards acquiring the necessary skills within the time given. The item with mean score of 2.5, and 2.26 proves that some of the supervisors lacks what it takes to correct the student teachers in a way that they will

find it necessary to accept it and item 15 from respondents mean score proves that the supervisors lacks tolerance, friendliness etc, which all affects their performance during teaching practice exercise

Summary of Findings

Based on the data collected and analyzed, a number of findings were made.

Student teachers schools contribute to the student teachers level of skill acquisition during Micro-teaching for effective performance during teaching practice.

Student teacher also contributes to the practices during Micro-teaching in various ways which affects their performances during teaching practice exercise for good or bad outcome/result.

Supervisors also plays a role for the student teachers acquire what is expected during micro-teaching which affects success during Teaching Practice

Summary and Conclusion

This chapter presents the discussion of the findings, implication, recommendations, limitations of the studies, suggestion for the further studies and conclusion.

The study addressed three main issues that affects micro teaching training such as practicing school efforts/contributions that affects the performance of student teachers during micro teaching practice, student teachers attitude or behavior that also affects their performance and supervisors contributions which influences the outcomes or performance of teacher trainee during Teaching Practice

The findings of the study prove that the micro-teaching school (i.e. where the training takes place) fails to provide conducive environment for effective practice/training. The school also does not provide relevant sources for appropriate and accurate feedback such as record, video tape e.t.c. The school also assigns well experienced supervisors who has the knowledge to impact/inculcate what is needed or expected of a student teacher to acquire for successful teaching practice exercise and for positive outcome. The school on the other hand is seen to be lacking the effort/time to come and monitor the process of training to know how to shape it for better improvement so as not to affect teaching practice. Also, the school assigns them on time to carry out the duty/training of teachers so as to come up the scheme on time.

Also, the findings among other things were that the teacher trainees are too nervous and shy to face the training and acquire the skills needed as a result of stage fright. The student teachers attends classes which makes it easier to acquire the necessary skills and cove the scheme on

time. They always prepare their lesson plan and materials needed for the skill acquisition ahead or on time before the practice for effective outcome and performance during the teaching Practice. Some students fails to accept mistakes and corrections given to them as a result of pride or selflessness which affects their performance during teaching practices negatively because they always fails to accept what is right to apply during the practice. Also, for effective and better performance of student's teacher during the practice, they always cooperate with the supervisors who have much to inculcate in them for better result/outcome. Thus, all this behaviors they exhibit contributes to their performance either negatively or positively during teaching practice. Thus entails that their behaviors matters a lot during this training for good/successful achievement.

Finally, some supervisors are too harsh and too bias during this training of teaching practice which makes it hard and difficult for the student teacher to cooperate with the supervisors thus creating fear in the student teacher to ask necessary questions to acquire what is expected of them for good performance during teaching practice. Also their harassment to the teacher trainees during the micro-teaching training makes it hard for them to accept their mistakes or take corrections because they often see it as an insult. The findings also show up or always come to the training to inculcate relevant skills to the student teachers and they do show up on time for that so to cover the scheme and to make sure that they acquire all the expected skills in a way that it will play a positive role to their teaching practice exercise. The findings also proves that some supervisions lacks what is need (that is the knowledge) in the training of the student teachers into acquiring the expected and relevant teaching skills for proper execution of teaching practice exercise. Thus, such unruly attitudes of supervisions many tell negatively on the student teachers physical, emotionally, psychologically and otherwise.

Ekemezie (2011) is of the opinion that a good supervisor must have a good cordial relationship with the teacher trainee. They must be very objectives to student teachers and also seen as a motivator, encourage, a role model and a good friend to the student teacher for easy acquisition of knowledge, skills and appropriate behavior needed for effective and better performance during teaching Practice exercise.

Implication of Findings

The following are some of the implications of this study: there is need for the micro - teaching school to provide a conducive and equipped environment for the training. There is need for the school to monitor the training as well as the supervisors to know if the training is going well. The school should provide relevant materials needed for effective outcome of the practice. There is need for the student teachers to overcome stage fright.

The student teachers should always accept corrections given to them by their supervisors in order to acquire required skills. There is need for the supervisors to stop being harsh, bias and

unfriendly to the student teachers. The supervisors should stop the act of favoritism and comparism among the teacher trainee for successful achievement of the training objectives.

Recommendations

Based on the findings of the study, the following recommendations are made: the practicing school should provide relevant and adequate resources for immediate feedback to help the training to be easier to impart and acquire. The school should monitor the training often to help motivate the supervisors and supervisors and teacher trainee towards achieving the aim of the training (micro-teaching). The supervisors should put in their best and eradicate some ill attitude that creates problem of not acquiring the required skills such as:- favoritism, comparing students, harshness, unfriendliness, bias e.t.c.

The student should put an end to stage fright and shyness so as to acquire the required skills needed to carry out the teaching practice exercise properly because being able to face the audience during this training (micro-teaching) will help them face the pupils in an actual classroom situation. The major limitation of the study was collect of information via questionnaire from the respondent due to lack of time and delay in validating the questionnaire. Another major problem was finance.

Conclusion:

Micro-teaching practice prepares the student teachers towards perfect achievement of what is expected of them in a real classroom situation (teaching practice) for future noble profession (teaching) which is the mother of other professions. Hence, the practicing school, student teachers and supervisors have to play their own part well in order to help the student teacher to perform well during teaching practice exercise to feel the spirit of the teaching profession and to achieve their aim of choosing such profession.

Questionnaire was the method used in collecting information for this study and the data collected were analyzed using the responses derived from the mean.

Analysis of the data indicates that the practicing school lacks the ability and time to monitor the training, unavailability of relevant resources needed for motivation, the student teacher still battles with stage fright and shyness to acquire the needful, also the supervisors are too bias, harsh and too friendly to the student teacher which makes it hard to impact the required skills. They are mostly hostile to student teachers. Therefore, supervisors practicing school and teacher trainees should work together to ensure that the aims and objectives of teaching practice are achieved through proper acquisition of required skills during micro-teaching practice so as to produce competent teachers, thereby making teaching and learning very effective in schools. As it is the only way to builds a strong and viable nation.

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