
Influence of Micro-Teaching On the Teaching Aptitude of Business Education Students in Colleges of Education in South West Nigeria

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ABSTRACT: *Micro-teaching aims at making pre-service teachers adopt and acquire the roles and behaviours they will have in the classroom with success motivation. Without viable teaching aptitude, success will be merely a wishful thinking. Therefore, this study explores the influence of micro-teaching on the teaching aptitude of Business Education students in Colleges of Education in South West Nigeria. The study adopted survey research design of ex-post facto type and the population comprised of all NCE III students in Business Education Department during 2019/2020 academic session that were posted to the field for teaching practice in all state and federal owned Colleges of Education in South-West Nigeria. A total number of 1360 student teachers in business education participated in the study using multistage sampling technique. Two research questions and hypothesis were answered and tested respectively in the study. Two validated instruments were used for data collection; Students Micro-teaching Assessment Rating Scale (SMARS) and Micro-teaching on Teaching Aptitude Questionnaire (MTAQ) ($\alpha=0.96$). Data were analyzed using descriptive statistics and Multiple Regression. Findings revealed that under the established norms and to a very great extent teaching aptitude was very high among Business Education students. The finding further showed that micro-teaching significantly contributes ($F_{(1, 1358)} = 4.484, p < .05, \beta = .132, t(1358) = 3.676, p < 0.05$) to teaching aptitude of Business Education students. The study concluded that micro-teaching is one of the most influential factors that enhanced Business Education students in Colleges of Education level of teaching aptitude and performance in teaching practice. It was therefore recommended, among others, that the College management should enhanced and sustain a healthy micro-teaching courses to achieve its mission objectives and boost aptitude to teaching of pre-service teachers nationwide.*

KEYWORDS: micro-teaching, teaching aptitude, student-teacher, business education students.

INTRODUCTION

Teacher education is an educational programme that involves deliberate upbringing of students through training in order to acquire knowledge, skills and values to transmit to others. One of the

most important objectives of today's teacher education system is to equip student teachers with continuous pleasure and skill of learning rather than transferring information to them, and evoke their interests in an ever-changing and developing contemporary world around them (Ademiluyi & Oyedele, 2020). A teacher is someone who does not only acquire some sort of knowledge but also capable of teaching it. The quality of education that is provided to the general public depends on the quality of teachers. The prime quality of teachers in turn, definitely depends on the way in which they had received training (Ambili, 2013). When teachers are well equipped with core skills, effective teaching programmes are possible. Therefore, teacher trainees should gain practical skills such as; classroom management, communication, writing of lesson plans, creating a state of teaching and learning, evaluating education and students, as well as theoretical knowledge during the training period. To gain such teaching skills, teacher trainees are provided with practicum, special teaching methods and the skills in the teaching of special subjects. For teachers to be effectively involved in teaching, they must have gone through adequate, relevant and appropriate training. Teacher's effectiveness is based on the proper account of his professionalism (Ajileye & Orji, 2012).

The prospective teacher's experiences of converting theory into practice in actual teaching environment are of great importance. Therefore, the success of a student teacher in the classroom as an effective instructional leader depends on being able to apply the things he/she knows about classroom instructions in the correct format and this depends largely on his aptitude and experience. For this reason, micro-teaching applications play an important role for the student teachers in achieving teaching skills and experiences in the natural classroom environment today. Micro-teaching prepares student teachers for teaching practice which has an important role for prospective teachers to gain prior experience of teaching as well as the teaching profession.

According to Konstantinos (2012), micro-teaching is defined as a method of teacher training that is current and effective for acquisition of specific teaching skills. It is considered as a training technique for prospective teachers in Universities and Colleges of Education. Micro-teaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. This technique involved the steps of plan, teach, observe, re-plan, re-teach and re-observe and has been in use in most teacher training institutions with a reduced number of students in a class, scope of content, and timeframe, among others. Meanwhile, Tata, Shehu and Aliyu (2015) viewed micro-teaching as assisting teacher trainees in acquiring teaching skills, confidence, reduction in anxiety and fear, proper class management, selection of teaching goals, preparation of lesson plan, ability of speaking in front of group, selection of proper instructional materials as well as proper time management.

The idea of microteaching is to provide student teachers with realism training experiences as they can practice pre- service teaching and one of the most important links of the micro teaching process

is the re-teaching process that will be developed through the thinking style and potential provided to the pre-service teacher at the start and end of the teaching experiment and the feedback provided. Concept of student-teacher aptitude towards teaching has been found to be related to several variables such as micro-teaching experience, motivation and student teacher achievement. Therefore, student-teacher aptitude is the most important factor of effective teaching. Aptitude is a combination of characteristics indicative of an individual's capacity to acquire some specific knowledge, skill or set of organized responses such as ability to speak a language, to become musician, to do mechanical work, among others. Teaching needs three qualities: knowledge, communication skill and aptitude (Umender & Poonam, 2015).

Among the aptitudes widely spread over many skills, one is teaching aptitude. If a person has intense love for teaching and teaching only, this is because of his 'teaching aptitude'. Teaching is a tricky blend of action, a way of contextualizing knowledge. A teacher has to be competent enough to perform all these actions. Good teaching looks effortless because teacher's knowledge and experience are invisible. The ability of a teacher is decided in the classrooms during presentation and due to vast extension in roles and responsibilities; he has to display high order of professionalism inside and outside the classroom. Varieties of factors seem to go along with teachers' aptitude and are depended upon certain personal traits, intellectual and temperamental and these often will enable the teacher to get over even drastic constraints imposed on his performance (Umender & Poonam, 2015). Research studies on teacher aptitude revealed that many factors have dominant roles in teaching aptitude. Kaur (2014) studied and established that in addition to other factors, micro-teaching is the predictor of success in pre-service teacher aptitude to teaching profession.

Statement of Problem

The need for adequate preparation of student teachers through micro-teaching is premised on the fact that inadequate preparation may be injurious to student teachers' competence, self-efficacy and self-confidence which may have negative consequences on students' interest in teaching career and ultimately on quality education service delivery. Moreover, low performance of student teachers in the demonstration of the relevant teaching skills during teaching practice exercise has created serious problems in the attainment of designed learning experience. Situation which stimulates parents, educators, administrators, and National Commission of Colleges of Education (NCCE) in developing doubts about the competency of student teachers. Micro-teaching is a process of transforming theoretical knowledge acquired into practical and excellent performance. Despite the importance given to micro-teaching in teacher education programme, student-teachers are still found in-effective in their aptitude to teaching profession and in the use of instructional materials during teaching practice exercise. It is often observed from experience that during supervisions, some student teachers exhibit weaknesses such as inadequate exposure to practical teaching skills; poor classroom management and control; shallow subject-matter knowledge; inability to communicate correctly, lack of professionalism, low self-esteem, poor attitude to work among others were also noticed. There is therefore the need to investigate the influence of Micro-

teaching on teaching aptitude of Business Education students in Colleges of Education in South West Nigeria.

Purpose of the Study

The main purpose of this study is to examine the influence of Micro-teaching on teaching aptitude of Business Education students in Colleges of Education in South West Nigeria.

Specifically, the study seeks to:

1. Ascertain the influence of micro-teaching on teaching aptitude of Business Education students during teaching practice in Colleges of Education.
2. Determine the relative predictive strength of micro-teaching on aptitude and teaching practice performance of Business Education students in Colleges of Education.

Research Questions

The following research questions are raised to guide the study;

1. To what extent does Micro-teaching influences the teaching aptitude of Business Education students during teaching practice in Colleges of Education?
2. What is the relative predictive strength of micro-teaching on teaching aptitude and teaching practice performance of Business Education students in Colleges of Education?

METHODS

The study adopted an ex-post facto research designs. Ex-post facto research uses what already exists and looks backward to explain why. This design is ideal for conducting social research when it is not possible or acceptable to manipulate the characteristics of human participants (Kerlinger & Lee, 2000). The target population of the study comprised all NCE III students in Business Education Department during 2019/2020 academic session that were posted to the field for practical experience (teaching practice) in all state and federal owned Colleges of Education in South-West Nigeria. Multistage sampling procedure which is a form of cluster sampling was adopted for the study. The South-western part of Nigeria was clustered along the existing six states (Lagos, Ogun, Ondo, Oyo, Osun and Ekiti states). The first stage involved the selection of states with both Federal and State Colleges of Education. The second stage involved selection of the respondents using purposive sampling technique to select all the NCE III student teachers in the sampled Colleges of Education comprising 1,360 student teachers in business education department from six Colleges of Education. In each of the sampled colleges, an intact class of NCE III students in Business Education Department was used.

Two instruments were used to collect data for the study namely: Students Micro-teaching Assessment Rating Scale (SMARS), Micro-teaching on Teaching Aptitude Questionnaire (MTAQ). The researcher adopted the assessments conducted by the institutions using Student Micro-teaching Assessment Rating Scale (SMARS) approved by National Commission for Colleges of Education (NCCE, 2015). While MTAQ was a researcher-developed questionnaire

which comprised 20 items that focused on influence of Micro-teaching on teaching aptitude of business education students. All items were placed on a four-point rating scale of Great Extent =4, Some Extent=3, Little Extent=2, No Extent=1

The psychometric property of the instruments was determined using Ordinal Alpha reliability. The reliability test of influence of Micro-teaching on teaching aptitude yielded 0.96. This showed that the instrument was highly reliable and appropriate for the study. Frequency counts and percentages were used to analyze the data for the demographic characteristics of the respondents while mean, standard deviation and ranking were used to analyze the data collected to answer the research questions and a weighted mean of 2.50 and above was considered as agreed, while a weighted mean of 2.49 and below was considered as disagreed in respect of research questions. In order to test the hypotheses, simple linear regression was used to test null hypothesis at 0.05 level of significance.

RESULTS

Research Question One: To what extent does Micro-teaching influence the teaching aptitude of Business Education students during teaching practice in Colleges of Education?

Table 1: Mean and Standard Deviation on the extent to which micro-teaching influences Teaching Aptitude among Business Education Students

	Extent of influence of micro-teaching on teaching aptitude	\bar{x}	SD	Rank	Remarks
1	Micro-teaching enhanced my ability to explain with more clarity when students do not comprehend.	3.44	.742	3 rd	VGE
2	Micro-teaching developed my ability to examine previous knowledge of the students in order to ascertain the level of understanding of the topic.	3.45	.702	2 nd	VGE
3	Micro-teaching developed my creativity skill as a professional teacher	3.36	.818	15 th	VGE
4	Micro-teaching exposed me to different methods to use in teaching my students.	3.41	.821	8 th	VGE
5	Micro-teaching enhanced my ability to evaluate students with tasks that develop their critical, logical and reasoning abilities.	3.43	.769	5 th	VGE
6	Micro-teaching increased my knowledge of helping weak students to understand the topic through teach- re-teach method.	3.40	.774	10 th	VGE
7	Micro-teaching experience exposed me to the professional method of lesson delivery.	3.35	.799	16 th	VGE
8	Micro-teaching exposure made me understand that efficient teacher is one who develops the students in a wholesome manner	3.30	.820	18 th	VGE
9	Micro-teaching enlightened me the need to handle a difficult student by showing empathy and counseling	3.33	.816	17 th	VGE
10	Micro-teaching developed in me the ability to motivate students for learning	3.52	.742	1 st	VGE

11	Micro-teaching helped me to know that students need healthy learning environment.	3.44	.733	3 rd	VGE
12	Micro-teaching exposed me to always allow my students express their opinion in the class.	3.43	.751	5 th	VGE
13	Teachers' self-assessment of teaching methods is made possible for necessary improvement through micro-teaching.	3.30	.810	18 th	VGE
14	Micro-teaching enhanced my ability to vary the pace and methods of presenting my lesson so that my students can remain focused.	3.37	.841	14 th	VGE
15	Microteaching improved my teaching ability due to the feedback from supervisor and my colleagues during evaluation	3.38	.780	12 th	VGE
16	Feedback received during micro-teaching improved my interest towards teaching as a profession	3.38	.798	12 th	VGE
17	Micro-teaching improved my assessment skills.	3.41	.749	8 th	VGE
18	Micro-teaching made me understand that students are impressed by a teacher who is knowledgeable and maintains emotional maturity.	3.42	.791	7 th	VGE
19	Micro-teaching developed my ability to relate freely with students during lesson delivery.	3.39	.739	11 th	VGE
Weighted Mean		3.39	.779		

Source: Field Survey, 2021

The result of the analyses on the Table 1 reveals the mean and standard deviation on the extent to which micro-teaching influences the teaching aptitude of Business Education students during teaching practice in colleges of education. It was observed on the items that the highest mean score and standard deviation ($\bar{x} = 3.52$, $SD = .742$) observed on item 10 and least mean value and standard deviation obtained ($\bar{x} = 3.30$, $SD = .810$) on items 8 and 13 respectively. It was observed that, all the items have mean scores above the criterion mean of $\bar{x} = 2.50$. More so, the order of ranking of items 10, 2, 1, 11, 12, 5, 4, 17 and 6 top the rating while items 19, 15, 16, 14, 3, 7, 9, 8 and 13 had the least bottom of the ranking. The weighted mean of 3.39 with a standard deviation of 0.779 indicates that to very great extent, micro-teaching influences the teaching aptitude of Business Education students during teaching practice in Colleges of Education.

Hypothesis One: Micro-teaching has no significant influence on the teaching aptitude of Business Education students during teaching practice.

Table 2: Model Summary and Multiple Regression Analysis for the Composite Contribution of Micro-teaching to Teaching Aptitude of Business Education students during teaching practice

Multiple R = .384^a, R. Square = .248, Adjusted R Square = .245 Standard Error = 9.829

Analysis of Variance

Source of Variance	SS	Df	MS	F	Sig.
Regression	324.456	1	324.456		
Residual	98259.091	1358	72.355	4.484	.000 ^b
Total	115254.547	1359			

a. Dependent Variable: Teaching Aptitude, b. Predictors: (Constant), micro-teaching
Source: Field Survey, 2021

The result in table 2 reveals that micro-teaching significantly influenced the teaching aptitude of Business Education students during teaching practice ($F_{(1, 1358)} = 4.484$, $p < .05$). The null hypothesis which stated that micro-teaching has no significant influence on the teaching aptitude of Business Education students during teaching practice was therefore rejected. Hence, it can be inferred that micro-teaching has significant influence on the teaching aptitude of Business Education students during teaching practice. In addition, the result further shows that micro-teaching accounted for 24.5% of the variance in Business Education students' teaching aptitude during teaching practice ($\text{Adj. } R^2 = .245$). Micro-teaching make a significant contribution to Business Education students' teaching aptitude during teaching practice ($\beta = .132$, $t = 3.676$, $p < .05$).

DISCUSSION OF FINDINGS

This study was carried out to investigate the influence of micro-teaching on aptitude of Business Education students in Colleges of Education. Based on the objective of the study, two research questions were answered and one hypothesis was tested at 0.05 level of significance. Findings showed that to a very great extent micro-teaching influenced the teaching aptitude of Business Education students during teaching practice in Colleges of Education with weighted mean above the criterion. The null hypothesis also, revealed that micro-teaching significantly influence the teaching aptitude of Business Education students during teaching practice. A test of this hypothesis led to its rejection, which affirmed that micro-teaching influenced the teaching aptitude of Business Education students during teaching practice in Colleges of Education.

Findings of this research are consistent with the study of Ghafoor, Kiani, Kayani and Kayani (2012) who revealed that micro-teaching was regarded as an essential tool in the growing of teaching aptitude of student teachers and their aspiration for teaching profession during micro-

teaching. Also, Igwe, Uzoka and Rufai (2013) found a positive relationship between micro-teaching and student-teacher teaching aptitude and life aspiration. Furthermore, the study agreed with the findings of Igwe, Uzoka and Rufai (2013) that micro-teaching contents, resources and materials needed to be reviewed for optimum result in order to boost student-teachers' teaching aptitude. In addition, consistent with obtained results Meera and Vani (2017) revealed that there was significant difference in the level of student teachers' aptitude during teaching practice among aided and unaided Diploma in Teacher Education (D.T.Ed) colleges of education. It was also found out that there was significant difference in the level of student teachers' effectiveness in teaching practice. The reasons for teacher effectiveness in teaching practice may be due to the colleges giving proper training to students and it may also be that the micro-teaching skill lessons among the peer group help them to gain confidence resulting in teaching effectiveness. Significant influence of micro-teaching on pre-service teachers' aptitude to teaching was further confirmed by Udhar and Jalkute (2012) and Sen (2010) whose studies revealed that, micro-teaching significantly influenced student teachers' self-confidence and teaching aptitude.

CONCLUSION AND RECOMMENDATIONS

Based on the result of the findings, it could be concluded that to a very great extent micro-teaching influenced the teaching aptitude of Business Education students during teaching practice in Colleges of Education. Micro-teaching significantly influenced Business Education students' teaching aptitude profession. Based on this, the study concludes that micro-teaching is an important tool for better performance of student-teacher during teaching practice. Micro-teaching programme if properly conducted empowers the student teachers with adequate skills and enhancement of good aptitude towards teaching as a profession. The findings summarized have far-reaching educational implication for government, lecturers, curriculum planner and school administrators and policy makers alike, who are the major stakeholders in the education industry. Therefore, the following recommendations were made based on the result of the findings;

- i. Based on the findings of this study which established that micro-teaching influences the teaching aptitude of business education student teachers, micro-teaching should therefore be maintained as a good instrument enhanced students teachers teaching aptitude.
- ii. Lecturers should make use of teach-re-teach method in micro-teaching cycle to instill confidence in the student teachers thereby attaining mastery during teaching practice.
- iii. The use of videotaping should be encouraged in all colleges of education during micro-teaching practicum. The feedback given through videotaping provides student teachers opportunity to observe their weaknesses and strengths thereby evaluating.
- iv. The importance of micro-teaching in teacher education programme should be embraced by all stakeholders. Government should ensure provision of technology-based micro-teaching laboratory and proper handling and maintenance by the users.

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