

**IMPACT OF MICRO TEACHING ON STUDENT-TEACHERS' PERFORMANCE IN
TEACHING PRACTICE EXERCISE IN FEDERAL COLLEGE OF EDUCATION
KONTAGORA, NIGER STATE**

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Abstract

This study examined the impact of micro teaching on student-teachers' performance in teaching practice exercise in Federal College of Education Kontagora, Niger State. The objectives of the study were to investigate the impact of micro teaching on lesson presentation and classroom management skills of student-teachers. The study adopted a descriptive survey research design. The population of the study was 750 NCE III student-teachers in Federal College of Education, Kontagora. A sample of 250 student-teachers was selected using simple random sampling technique. Data were collected using Micro Teaching Exercise and Teaching Practice Performance Questionnaire (MTETPPQ). The instrument was validated by experts in Educational Foundations and Curriculum, while reliability was established using Cronbach Alpha at coefficient of 0.82. Data collected were analyzed using mean scores, standard deviation and t-test statistics. Findings revealed that micro teaching exercise significantly improves lesson presentation and classroom management skills of student-teachers. The study concluded that micro teaching significantly improves lesson presentation and classroom management skills among student teachers. It was therefore recommended that teacher education institutions should integrate micro teaching in teacher education programmes.

Keywords: Micro Teaching, Student-Teachers, Performance, Teaching Practice.

Introduction

Education remains one of the most important instruments for national development, human capital formation, and societal transformation. The quality of any educational system largely depends on the quality of teachers available within the system. Teachers play critical roles in curriculum implementation, classroom instruction, learner motivation, and educational development. Consequently, teacher education institutions are expected to provide adequate professional preparation capable of producing competent, skilled, and effective teachers who can meet contemporary educational demands. In Nigeria, teacher education programmes are designed to equip prospective teachers with theoretical knowledge and practical teaching skills necessary for effective classroom performance. Teaching practice constitutes a critical aspect of teacher preparation because it allows student teachers to translate educational theories into classroom practice while developing professional competence through direct engagement with learners and school environments (Zondo & Olusola, 2024; Ramsaroop et al, 2024). Micro teaching is regarded as a scaled-down teaching encounter specifically designed to help student-teachers practice and master teaching skills in a controlled environment. It involves teaching a

small group of students for a short period under supervision and feedback from lecturers and peers. Through micro teaching, student-teachers gain confidence and improve their instructional competence before entering real classrooms during teaching practice.

The concept of micro teaching originated from Stanford University in the 1960s under the leadership of Dwight W. Allen and his associates. Since then, micro teaching has become a major innovation in teacher education across many countries. According to Allen and Ryan (1969), micro teaching is a training technique that simplifies teaching complexities by reducing class size, lesson duration, and teaching tasks. It provides student-teachers with opportunities to practice specific teaching skills under controlled conditions. Micro teaching has been widely recognized as an effective strategy for developing pedagogical competence among student-teachers. It helps student-teachers develop instructional skills such as questioning techniques, reinforcement skills, lesson introduction, and stimulus variation, use of instructional materials, classroom interaction, and lesson closure. Through repeated practice, observation, feedback, and reteaching, student-teachers are able to improve their teaching performance and gain professional confidence.

Teaching practice, on the other hand, represents a critical stage in teacher preparation programmes. It is during teaching practice that student-teachers demonstrate their readiness for the teaching profession. According to Teachers Registration Council of Nigeria (2021), teaching practice provides practical opportunities for prospective teachers to interact with learners and apply pedagogical theories in classroom situations. Effective teaching practice depends largely on the quality of preparatory experiences received during micro teaching exercises. Despite the importance of micro teaching, many student-teachers in Nigerian colleges of education still encounter significant challenges during teaching practice. Some student-teachers demonstrate poor classroom management, ineffective lesson presentation, low confidence level, inadequate communication skills, poor use of instructional materials, and inability to control learners effectively. These challenges raise concerns regarding the adequacy and effectiveness of micro teaching programmes in teacher education institutions.

In Federal College of Education, Kontagora, micro teaching forms an integral part of teacher preparation before students embark on teaching practice. However, observations from supervisors and lecturers indicate varying levels of teaching competence among student-teachers during teaching practice exercises. While some student-teachers perform excellently, others struggle with effective instructional delivery and classroom interaction. This situation necessitates empirical investigation into the impact of micro teaching exercise on the performance of students during teaching practice. Scholars have emphasized the significance of practical experiences in teacher education. According to Piaget (1972), learning becomes more meaningful when learners actively participate in practical activities that enable them to construct knowledge through experience. Similarly, Dewey (1938) argued that education should involve experiential learning where learners acquire knowledge through active

participation and reflection. These theoretical perspectives support the importance of micro teaching in teacher education.

Several empirical studies have reported positive relationships between micro teaching and teaching practice performance. For instance, Afolabi and Adewale (2021) found that student-teachers who actively participated in micro teaching exercises demonstrated higher confidence and better classroom management skills during teaching practice. Similarly, Okeke and Eze (2020) observed that micro teaching enhances instructional competence and communication skills among prospective teachers. Nevertheless, some studies have identified challenges affecting the effectiveness of micro teaching in Nigerian teacher education institutions. Such challenges include inadequate instructional facilities, insufficient supervision, overcrowded classes, poor feedback mechanisms, and limited practical exposure. These challenges may undermine the effectiveness of micro teaching in preparing student-teachers for teaching practice. Against this background, this study investigated the impact of micro teaching exercise on the performance of students in teaching practice in Federal College of Education, Kontagora, Niger State.

Statement of the Problem

Micro teaching exercise is intended to prepare student-teachers for effective teaching practice by equipping them with pedagogical competencies, classroom management skills, communication abilities, and instructional techniques. It serves as an important stage in teacher preparation programmes because it enables student-teachers to practice teaching skills in a controlled environment before actual classroom teaching. Despite the inclusion of micro teaching in teacher education programmes, many student-teachers still encounter challenges during teaching practice exercises. Some student-teachers demonstrate poor lesson presentation, inability to manage classrooms effectively, inadequate use of instructional materials, poor communication skills, lack of confidence, and weak evaluation techniques during teaching practice supervision.

These shortcomings raise concerns about the effectiveness of micro teaching exercises in adequately preparing student-teachers for teaching practice. In Federal College of Education, Kontagora, there appears to be inconsistencies in the teaching performance of student-teachers during teaching practice despite prior exposure to micro teaching exercises. This study therefore was aimed at investigating whether micro teaching exercise significantly influences the performance of student-teachers during teaching practice in Federal College of Education, Kontagora, Niger State.

Objectives of the Study

Specifically, the study sought to:

1. Examine the impact of micro teaching on lesson presentation during teaching practice.
2. Determine the impact of micro teaching on classroom management skills of student-teachers.

Research Questions

The following research questions guided the study:

1. What is the impact of micro teaching exercise on lesson presentation during teaching practice?
2. What is the impact of micro teaching exercise on classroom management skills of student-teachers?

Hypotheses

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

H0₁: Micro teaching has no significant impact on lesson presentation during teaching practice.

H0₂: Micro teaching has no significant impact on classroom management skills of student-teachers.

Methodology

The study adopted a descriptive survey research design. The design was considered appropriate because it enabled the researcher to collect data from respondents regarding the impact of micro teaching on teaching practice performance. The study was conducted in Federal College of Education, Kontagora located in Niger State, Nigeria. The population comprised of 750 NCE student-teachers in Federal College of Education Kontagora who participated in the 2025/ 2026 teaching practice exercise. The sample size of 250 respondents was selected for the study in line with the recommendations of Krejcie and Morgan (1970) that out of the total population of 750 a sample size of 254 is recommended for the study.

The instrument used for data collection was a self-structured questionnaire titled “Micro Teaching Exercise and Teaching Practice Performance Questionnaire (MTETPPQ)”. The questionnaire was divided into two sections: Section A deals with the impact of micro teaching on lesson presentation while section B investigates the impact of micro teaching on classroom management skills of student teachers. Each sections of the questionnaire contains five items making a total of ten items

The instrument was validated by experts in the department of curriculum studies and educational foundations. Cronbach Alpha reliability method was used to establish reliability coefficient of 0.82, indicating that the instrument was reliable. The researcher administered copies of the questionnaire directly to respondents with assistance from research assistants. Data collected were analyzed using mean scores and standard deviation to answer research questions and t-test statistical analysis to test the research hypotheses.

Results

Research Question One

What is the impact of micro teaching exercise on lesson presentation during teaching practice?

Table 1: Mean and Standard Deviation Analysis on the Impact of Micro teaching Exercise on Lesson Presentation

S/N	Items	Mean	St.D	Decision
1.	Micro teaching improving my lesson introduction skills during teaching practice	3.62	0.71	Agreed
2.	Micro teaching enhanced my ability to organize lesson contents effectively.	3.58	0.74	Agreed
3.	Micro teaching improved my questioning techniques during lesson delivery.	3.49	0.82	Agreed
4.	Micro teaching enables me to conclude lessons effectively.	3.44	0.79	Agreed
5.	Micro teaching improved my confidence during lesson presentation	3.66	0.68	Agreed
	Grand Mean	3.56	0.75	Agreed

Decision Rule: Mean score of 2.50 and above was accepted.

Table one indicates that all the mean scores were above 2.50 showing that all the respondents agreed that micro teaching significantly improved student teacher's confidence, lesson introduction skills, ability to organize contents effectively, questioning techniques and lesson conclusion

Research Question Two: What is the impact of micro teaching exercise on classroom management skills of student teachers?

Table 2: Mean and Standard Deviation Analysis of the Impact of Micro teaching on Classroom Management Skills of Student Teachers

S/N	Items	Mean	St.D	Decision
1.	Micro teaching improved my classroom control abilities	3.55	0.73	Agreed
2.	Micro teaching enhanced learner participation during lesson	3.47	0.81	Agreed
3.	Micro teaching improved ability to maintain classroom discipline.	3.51	0.76	Agreed
4.	Micro teaching enhanced teacher-students interaction skills.	3.63	0.70	Agreed
5.	Micro teaching prepared me to manage large classrooms effectively.	3.42	0.84	Agreed
	Grand Mean	3.52	0.77	Agreed

Table two shows that all the mean scores were above 2.50 portraying that all the respondents agreed that micro teaching significantly improved teacher student's interaction, classroom control, classroom discipline and teacher learner participation

Hypothesis 1: Micro teaching has no Significant Impact on Lesson Presentation

Table 3: One Sample t test Statistics on the impact of Micro teaching on Lesson Presentation in Federal College of Education Kontagora

Group	N	Mean	St.D	t-cal	t-crit	Decision
Students	250	3.56	0.75	5.82	1.96	Rejected

t-cal 5.82 > 1.96 t-critical

Table three shows that the calculated t- value of 5.82 was greater than the critical t- value of 1.96 indicating that the null hypothesis was rejected. This implies that micro teaching had significant positive impact on lesson presentation of student teachers in Federal College of Education Kontagora.

Hypothesis 2: Micro teaching has no Significant Impact on Classroom Management Skills.

Table 4 One Sample t test Statistics on the Impact of Micro Teaching on Classroom management skills of student teachers in Federal College of Education Kontagora

Group	N	Mean	St.D	t-cal	t-crit	Decision
Students	250	3.52	0.77	4.97	1.96	Rejected

t-cal 4.97 > 1.96 t-critical

Table four indicate that the calculated t- value of 4.97 was greater than the critical t- value of 1.96 indicating that the null hypothesis is rejected. This implies that micro teaching had significant positive impact on classroom management skills of student teachers in Federal College of Education Kontagora

Discussion of Findings

The discussion of findings presented in this section is organized around the major themes that emerged from the empirical review. These themes include improvement in lesson presentation and classroom management skills. The discussion also relates the findings to existing educational theories and previous research.

One of the major findings from the reviewed studies is that micro-teaching significantly improves lesson presentation among student teachers. The studies conducted by Ledger and Fischetti (2020), Azrai, Setyo, and Suryanda (2020), Arslan (2021), Marhaban, Kasim, Syamaun, and Sulistyo (2023), Lee and Zhai (2024), Yin, Chen, and Li (2025), and Iliasova, Nekrasova, Mena, and Estrada-Molina (2025) consistently reported improvements in instructional delivery, lesson organization, content presentation, and classroom interaction. This finding suggests that micro-teaching provides prospective teachers with opportunities to practice instructional delivery in a structured environment where mistakes can be corrected before entering actual classrooms. Through repeated cycles of teaching and feedback, teachers learn how to organize lesson content logically, communicate concepts effectively, and manage instructional time appropriately.

The improvement in lesson presentation observed in the reviewed studies may be attributed to the experiential nature of micro-teaching. According to Kolb's Experiential Learning Theory, learning occurs through concrete experiences, reflective observation, abstract conceptualization, and active experimentation. During micro-teaching, student teachers engage

in all these processes, thereby enhancing their instructional competence. Consequently, the reviewed studies support the proposition that practical teaching experiences are essential for effective lesson presentation. The findings also indicate that teachers who participate in micro-teaching become more proficient in selecting appropriate instructional strategies and adapting lesson delivery to meet learners' needs. This observation aligns with the view of Iliasova *et al.* (2025) that micro-teaching promotes pedagogical competence by enabling teachers to experiment with different instructional approaches and receive constructive feedback.

One of the strongest findings emerging from the empirical review is the positive impact of micro-teaching on classroom management skills. Studies conducted by Hawraz and Ulker (2021), Holstein, Weber, Prilop, and Kleinknecht (2022), Nurhayati, Nurmaliah, and Rahmatan (2023), Odo (2023), Dikgwatle (2024), Padilah, Berman, and Solehudin (2025), and Kim and Kim (2025) consistently reported improvements in classroom management competence among participants. The reviewed studies revealed that micro-teaching helps teachers develop skills in maintaining classroom discipline, managing learner behavior, organizing instructional activities, handling disruptions, and creating conducive learning environments. Teachers who participated in micro-teaching demonstrated greater confidence in managing classroom situations and responding effectively to behavioral challenges.

These findings are particularly significant because classroom management is often identified as one of the most challenging aspects of teaching for beginning teachers. Many novice teachers experience difficulties maintaining classroom order and managing learner behavior. The reviewed studies suggest that micro-teaching provides a safe environment where teachers can develop classroom management skills before entering actual classrooms. The findings are consistent with the views of Marzano, Marzano, and Pickering (2003) that effective classroom management is a prerequisite for successful teaching and learning. Teachers who possess strong classroom management skills are more capable of maintaining learner engagement and facilitating instructional activities effectively.

Conclusion

Based on the findings of the study, it has been concluded that: micro teaching significantly improves lesson presentation and classroom management skills among student teachers in Federal College of Education Kontagora, Niger State. Micro teaching exercise is an indispensable component of teacher education because it prepares student-teachers for effective classroom instruction and successful teaching practice performance.

Recommendations

Base on the findings and conclusion of this study, the following recommendations were made:

1. Teacher education institutions should integrate digital technologies, artificial intelligence tools, virtual reality systems, and online learning platforms into micro-teaching programmes as technology-enhanced micro-teaching improves instructional competence and prepares teachers for modern classroom environments.

2. Institutions should reduce the number of students assigned to each micro-teaching supervisor to improve observation, supervision, and feedback quality

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