

**EFFECTS OF MICRO-TEACHING SKILLS ON STUDENTS' PERFORMANCE
IN TEACHING PRACTICE IN COLLEGES OF EDUCATION IN KANO
STATE, NIGERIA**

BY

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AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

JANUARY 2018

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

JANUARY 2018

DECLARATION

I hereby declare that the work in the dissertation entitled “Effect of Micro-teaching skills on students’ performance in teaching practice in colleges of education in Kano State” has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

Hajara Aminu ALIYU

Date

CERTIFICATION

This dissertation entitled “EFFECT OF MICRO-TEACHING SKILLS ON STUDENTS’ PERFORMANCE IN TEACHING PRACTICE IN COLLEGES OF EDUCATION IN KANO STATE” by HAJARA AMINU ALIYU meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my beloved husband, Ahmad Ismail Nabame whose lovely support, encouragement and personal involvement in this work can only be rewarded by Almighty Allah.

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All praise, glory and honour be to Allah whom in his infinite mercy has made this task accomplished. I am grateful to my supervisors; Dr. Shehu Uthman El-Yakub and Dr. Abdulfatah Muhammad for their guidance and assistance from the beginning to the end.

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ABSTRACT

The study assessed the effect of Micro-teaching skills on students' performance in teaching practice in colleges of education in Kano State. The study was conducted with the objectives to; find out the effect of set induction skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State; ascertain the effect of stimulus variation skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State; determine the effect of questioning skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State; and determine the effect of skill of closure on the performances of student-teachers in teaching practice in Colleges of Education in Kano State. Four research questions and four null hypotheses were postulated in line with the stated objectives. Relevant literatures were reviewed on the key variables of the study. The study adopted ex-post facto research design. The target population of the study comprised of 14755 NCE III from Federal College of Education, Kano, Federal College of Education (Technical), Bichi and Sa'adatu Rimi College of Education respectively. The sample size of 361 NCE III students was used in the study. Data was collected using students scores based on their performance during teaching practice. The instrument was validated by the researcher's supervisors. The validated instrument was subjected to a pilot study and a reliability coefficient of 0.80 was obtained. The data gathered were analysed using descriptive and inferential statistics. At descriptive level, the frequencies were converted to means and standard deviation to answer the research questions while at inferential level, one sample t-test was used at 0.05 alpha level. Findings from the study revealed that set induction skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State (.000 <0.005). Also, stimulus variation skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State (.002 <0.005). Questioning skill has effect on teaching practice performance of student-teachers in Colleges of Education in Kano State (.004 <0.005). Skill of closure has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State (.001 <0.005). The study concluded that acquisition of relevant teaching skills is vital to teachers' preparation and training since teaching practice allows the teacher trainees to gain their first teaching experience that they find useful during their professional lives and also concluded that the use of micro-teaching skills in teaching practice reduced the teaching anxiety level of student teachers. Based on the findings from this study, recommendations were made among others that colleges of Education and other teacher training institutes should ensure that student-teachers are exposed to micro-teaching in order to acquire the rudiments of teaching in the classroom.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching involves many skills that cannot be learnt at an instance, to train a competent and efficient teacher, all things being equal, the trainee teacher should be introduced progressively to the teaching situation with fewer complexities and then to more complex ones, teaching practice is an excellent tool to accomplish this objective, it is viewed and has often been used as a successful method in trainee teacher's education. For this reason, micro teaching and teaching practice have been used in several places as stages of professional development for some time now. The art of teaching does not merely involve a simple transfer of knowledge from one to other, instead, it is a complex process that facilitates and influences the process of learning, hence, quality of a teacher is estimated on how much the students understand from his/her teaching.

The classrooms cannot be used as a learning platform for acquiring primary teaching skills, training of teachers in specific teaching skills is a major challenge in teacher education programmes, the pedagogic skill for teaching can be acquired only through more structured and cheaper faculty training techniques (Paris & Shanks, 2010). Some of these skills involve set induction skill which is the act of introducing a lesson to awaken learners' interest in the lesson and create an atmosphere of curiosity and motivation in the class. According to Isave (2012), set induction is a teaching skill used by the teacher for learners' induction to attend and learn. The teacher is a powerful agent to set the learners into the right mind so as to prepare the class for the lesson.

The skill of stimulus variation deals with presentation of variety of stimulus that can help the learners to overcome boredom in a lesson. It involves changing from time to time. Everyone has a limit to which his attention can be sustained in any given task. Maheshwari, (2011) described stimulus variation skill as skillful change in stimuli. The

learners are stimulated to increase their active participation by changing the interaction style, position of the teacher, and even the environment of learning. On the other hand, questioning is used to draw out ideas from the students. According to Ajibade (2009), questioning is the skill that is used to elicit feedback, to stimulate thinking and reasoning and to develop understanding. It is used to determine students' entry behaviour, personal characteristics and understanding of a given lesson. The skill of questioning helps the teacher to understand whether effective learning has taking place or not at the end of teaching and learning. Closure – in achieving the skill of closure a systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results is highly needed. The aim is to determine the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability, which later determine the extent to which the topic is suited to the priorities and understanding of the target group. Closure is used to summarize major points of lesson and emphasize on ideas, facts and issues.

Furthermore, it is when there are caliber of professional teachers who have good educational background and relevant teaching skills and attitude that educational aims and objectives can be realized. There is need for highly competent teachers for imparting knowledge. Before teachers can face the challenges of teaching, they need capability to perform their task efficiently. It is important for them to acquire requisite competencies for discharging of their duties. According to Ambili (2013), the prime quality of a teacher is effective teacher training. When teachers are well equipped with core skills, extensive training programmes are possible. The quality of a teacher is measured by how much the students understand from the teaching and what the students can perform at the end of the teaching. It is very necessary for teachers to be well-baked because they provide the nation with the body of human resources.

However, many innovations are put up in teacher education for improvement. The innovations include micro-teaching, simulated teaching, programmed instruction and computer assisted instruction. Unfortunately, micro-teaching that is supposed to be a training ground for the adequate teachers' preparation is marred by poor educational policy, lack of equipment and instructional resources, ill-equipped staff and lack of infrastructural facilities. The adequacy and efficiency of micro-teaching as a teacher training technique requires a review because education programme by Nigerian Universities and Colleges of Education do not adequately prepare teacher trainees for real classroom teaching effectiveness. It follows therefore, that the more effective the micro-teaching the better the opportunities for student-teachers to develop their teaching skills at their schools of practice. This is because micro-teaching serves as training ground for teaching practice. Micro-teaching which is a sub-set of educational technology is an indispensable innovation in teacher education and preparation of pre-service teachers. This explains why student-teachers take two courses in micro-teaching before they are deputed for teaching practice. The courses are EDU 213 (Micro-Teaching Theory), and EDU 223 (Micro-teaching Practicum). EDU 213 is a prerequisite for EDU 223 while EDU 223 is the prerequisite for EDU 311 (Teaching Practice). This shows the importance of micro-teaching in teachers' preparation. It is for this background that the researcher embarked on a study on the effect of micro-teaching skills on students' performance in teaching practice in colleges of education in Kano state, so as to identify the gap that existed between the theoretical aspect of training and practice.

1.2 Statement of the Problem

It appears that students teacher are not performing very well in teaching practice, this might not be unconnected to lack of micro-teaching skills during their pre-service training. Micro-teaching is seen as providing an opportunity to translate theory into practice in a real teaching setting (Joe, 2009). Due to this importance, serious attention is being given to teacher education so that adequate manpower can be produced for the school system and the larger society. One aspect of concern is the adequacy and thoroughness of the practical aspects of the training as represented by micro-teaching and teaching practice.

However, from the researchers experience, it is clear that the performance of the student teachers in Teaching Practice Exercise (Edu 311) were not convincing enough to prove that the students are offering Micro Teaching (Edu 213 and 223 respectively) as a pre-requisite for their going out for the Teaching Practice Exercise. Micro Teaching involves so many skills which if treated effectively, may lead to a successful delivery of Teaching Practice. Hence, based on the requirements of the minimum standard (as far as micro teaching is concerned), the student-teachers are exposed to official skills of Micro-Teaching, while in Teaching Practice they are assessed based on both the official and unofficial skills, and so this yields a gap between theory and practice. Ijaiya (2013), noted that many student-teachers fail to acquire enough teaching skills to the detriment of pupils' learning. This might not be unconnected to lack of enough time and training for the student-teacher to capture the skills effective during teaching and learning. Even if some of these skills are learnt by the student during pre-service training, it seems that most of the student teachers are not applying these skills during teaching practice, the student teachers go to the classroom without instructional material, most of them fail to demonstrate the skills of reinforcement, and also the skill of closure to round up the

lesson and so on. The study therefore hinges on assessment of the effect of micro-teaching skills on students' performance during teaching practice, so as to help the student teachers to effectively demonstrate all the teaching skills inherent in micro-teaching and teaching practice respectively.

1.3 Objectives of the Study

The objectives of the study are to:

1. find out the effect of set induction skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State;
2. ascertain the effect of stimulus variation skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State;
3. determine the effect of questioning skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State; and
4. determine the effect of skill of closure on the performances of student-teachers in teaching practice in Colleges of Education in Kano State.

1.4 Research Questions

The study was guided by the following research questions:

1. What is the effect of set induction skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State?
2. How does the skill of stimulus variation have effect on teaching practice performance of student-teachers in Colleges of Education in Kano State?
3. What effect does questioning skill have on the teaching practice performance of student-teachers in Colleges of Education in Kano State? and
4. To what extent does the skill of closure have effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State?

1.5 Research Hypotheses

The following hypotheses were postulated for the study:

- H₀₁: Set induction skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State.
- H₀₂: Stimulus variation skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State.
- H₀₃: Questioning skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State, and
- H₀₄: Skill of closure has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State.

1.6 Basic Assumptions

The study is based on the assumptions that:

- i. If the skill of set induction is applied appropriately, there will be great improvement in the performance of student-teacher in teaching practice in colleges of education in Kano state Nigeria.
- ii. If the skill of stimulus variation is used appropriately, there will be great understanding among student thereby improving student-teacher performance in teaching practice in colleges of education in Kano state Nigeria.
- iii. If the skill questioning is used by the teacher, there will high management and motivation, thereby improving student performance in teaching practice in colleges of education in Kano state Nigeria, and also

- iv. If the skill closure is regularly used by the teacher, there will be proper judgement in student performance in teaching practice in colleges of education in Kano state Nigeria.

1.7 Significance of the Study

The study will be of great importance to all education stakeholders and education generally in Nigerian society. The segments of the society that will benefit directly from the study are: student-teachers, teacher educators, curriculum experts, decision makers in education, school managers, parents, state school based management committee, supervisors and other stakeholders.

Student-teachers who are the main target of the study and who are directly connected with the study will be afforded the opportunity to master all the skills inherent in teaching in a laboratory environment before actual classroom experience. It is also essential to investigate the impacts micro-teaching skills have on the performance of pre-service teachers so as to improve on the organization of micro-teaching in Nigerian Colleges of Education. Student-teachers will be acquainted with the importance of micro-teaching and the roles of each skill in preparing professional, effective, reflective, visionary and vibrant teachers.

In addition, the teacher educators (lecturers), will benefit from the findings of the study. This is because detecting the impact of official and unofficial micro-teaching skills on student-teachers' performance will improve the conduct, organization and evaluation of micro-teaching in Nigerian Colleges of Education. The educators can use the findings of the study as an indispensable tool for creating rating scales for student-teachers during practicum.

Furthermore, the findings of this study will be of great help to curriculum experts who will be equipped with first-hand information on the impact micro-teaching skills have

on student-teachers' performance in teaching practice. The curriculum experts can use the findings of the study for teacher training programmes, syllabus design, improvement of teaching methods and instructional materials utilization. The experts will be able to update the curriculum of teacher education to suit the needs, aspirations and interest of the student-teachers and the general public.

The study will be of benefit to school managers because it will help them in internal supervision of their teachers in the school. The findings will guide the supervisors to check whether the student teachers are applying the micro-teaching skills appropriately in teaching and learning. Similarly, the ministries of education at both federal and state level will benefit from findings of the study as it will help in easy monitoring and supervision of teaching and learning activities, curriculum planning and recruitment of teachers.

Moreover, state school based management committee will also benefit from the findings as it will guide them to check whether the teacher are applying skills like questioning, and reinforcement where applicable.

Conclusively, the findings of this study will be of benefit to the government and authorities in charge of teacher education especially the National Commission for Colleges of Education (NCCE). The findings of the study will determine whether NCCE will increase the number of micro-teaching skills in the minimum standards from 8 skills i.e planning, set induction, stimulus variation, planned repetition, non verbal communication, questioning, re-enforcement and closure, to cover more skills or not. The importance of acquisition of the skills can make NCCE to increase the credit load of 1 unit allotted to EDU 213 and EDU 223 each in the new minimum standard to 2 credits respectively. This will increase the hours spent on both theory and practicum which can encourage student-teachers more in the two courses.

1.8 Scope of the Study

The study accessed the effect of microteaching skills on students' performance in teaching practices in Colleges of Education in Kano State. The content scope for the study is limited to the effect of micro-teaching skills on student-teachers' performance in teaching practice. The study covered only 300 level student-teachers 2014/2015 academic session in three (3) Colleges of Education in Kano state, Nigeria. The three Colleges of Education are purposively selected because they use the same minimum standards for their operations and they have almost the same human and non-human resources. The three Colleges of Education used for the study are: Federal College of Education, Kano; Federal College of Education (Technical), Bichi; and Sa'adatu Rimi College of Education, Kumbotso, Kano state. The study also examined variables like microteaching, students' performance and teaching practice.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews articles in various educational database, journals and books for the study. Identification and review of some available studies, investigations, views and works are the major aims of this chapter. Literature review as viewed by Egga (2013), is the bedrock of any meaningful research as the procedures in the study are related to the background literature. Therefore, the researcher has made literature search of researches and reviewed articles in various educational books, journals and database. The review of this study is organized around the following sub-headings: Theoretical Framework; The concept of Micro-teaching; Concept of Teaching; Concept of Teaching Practice; Concept of Academic performance; Concept of Skill of Closure, Concept of Questioning Skill, Concept of Stimulus Variation Skill, Concept of Set Induction Skill, Concept of Academic Performance, Concept of Teaching Practice, The Concept of Micro-teaching and Concept of Teaching; Evolution of Micro-Teaching; Objectives of Micro-teaching; Micro-teaching skills acquisition; Merits and Limitations of Micro-teaching; Overview of Teaching; Teaching skills; Relevance of Teaching skills on student-teacher performance; Nature of Teaching Practice; Importance of Training in Teachers' Preparation; Functions of Teaching practice in Teacher Education Programme; NCCE Minimum Standards for NCE on Micro-Teaching and Teaching Practice; Impact of Micro-teaching skills on student teacher performance; Empirical studies; and summary.

2.2 Theoretical Framework

This study is based on two (2) theories, which are: Edward Lee Thorndikes, Behavioural Theory of Learning and Burrhus Frederic Skinner's Reinforcement Theory.

Thorndike (1905) in Zakar (2014), propounded the theory of classical conditioning where the behaviour becomes the reflex response to stimulus. As a behaviourist, learning is viewed by Thorndike in terms of establishing connection or bond between stimulus and responses. Learning can take place from a familiar to unfamiliar situation. This theory is related to the study, the present study is about micro-teaching skills which are the skills or the familiar behaviour of the students' teachers while the actual teaching practice activities lead to another (new) behaviour which seems to be the unfamiliar situation or behaviour. Micro-teaching skills like stimulus variation will actually influence students teachers' behaviour which will in turn affect student teachers' performance in teaching practice Thorndike maintained that a skill should be introduced when a learner is conscious of the need for such skill. Furthermore, Thorndike worked on animals' behaviour and learning process. He was interested in whether animals could learn tasks through observation and imitation. In order to test this, the father of educational psychology created puzzle boxes. Each box contained a cat and had a door that was pulled open by a weight attached to a string that ran over a pulley which was attached to the door. The spring attached to the door led to a lever or button inside the box. When the animal passed the bar or pulled the lever, the string attached to the door would cause the weight to lift and the door to open. The puzzle box was arranged so that the animal would be required to perform a certain response (pulling a lever or pushing a button).

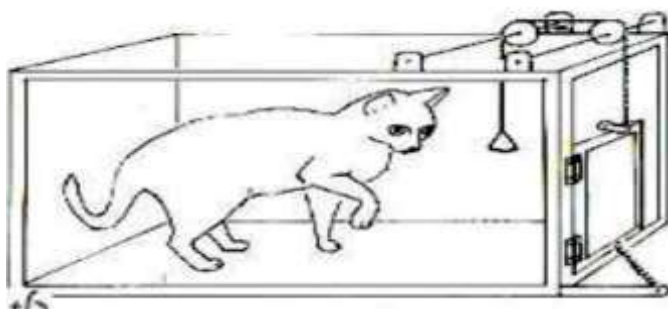


Figure 1: Diagram of a cat in the box

Source: http://en.wikipedia.org/wiki/Edward_Thorndike (1905)

Thorndike measured the amount of time it took them to escape. Once the animals had performed the desired response, they were allowed to escape and were also given food as reward. When hungry cats were put in the boxes, food was put on the other side. The cats wandered restlessly and meow to get to where the food was but they could not escape because they could not perform the action except when the cats stepped on the switch on the floor accidentally and the door would open.

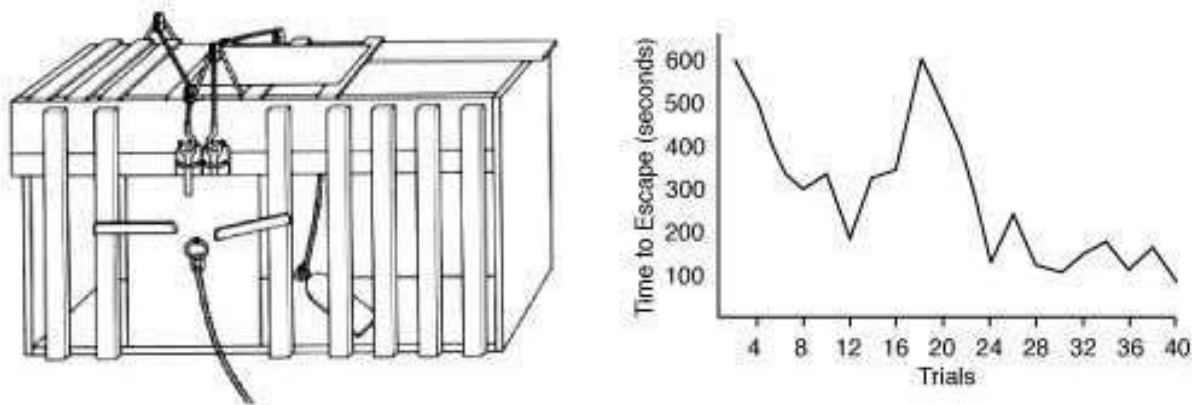


Figure 2: Thorndike's Box and Time Schedule (1905)

Source: http://en.wikipedia.org/wiki/Edward_Thorndike

The quickened rate of escape resulted in the S-Shape of the learning curve also suggested that different species learned in the same way but at different speeds. To Thorndike, learning is developed from the organism doing something.

From the observations, Thorndike formulated three (3) laws:

- a. Law of effect.
- b. Law of readiness and
- c. Law of exercise.

However, this study used of the laws of effect and exercise. In the law of exercise, the response to a situation may be strongly connected with the situation depending on the number of times it has been so connected and to the average strength and duration of the connection. The meaning of exercise is practice. Thorndike claimed that practice in

itself did not make perfect but practice in circumstances that allowed the learner to be informed or given comments about his progress could be valuable in strengthening the Stimulus-Response (S-R), Links. Practice is the main feature of trial and errors committed by the student-teachers in learning how to teach. To Thorndike, learning is developed from the organism doing something. This is relevance to the present study as student-teachers cannot teach until they practice how to teach through micro-teaching practicum that prepares them for effective teaching practice. Learners learn by applying what they have been taught. Thorndike had the cats observed other animals escaping from the boxes. In the same vein, student-teachers observe their mentors, imitate them and copy their characteristics especially in teaching professional ethics. As Thorndike bound the research with time, micro-teaching practicum is bound with time. The student teacher is expected to teach a reduced content for 5-10 minutes instead of 40 minutes in the normal class. There is also reduction in the class size to 5-10 pupils instead of 50 pupils in the class. The cats that could not perform the action wandered restlessly and meow to get where the food was but could not escape except when the cats stepped on the switch on the floor accidentally and the door open. In the same vein, student-teachers that have too many mistakes go for re-teach cycle until perfection is established. Every time they practice, their learning continues. The practices are used in micro-teaching especially in feedback and teach re-teach cycle which enhances effective teaching practice.

Similarly, Skinner is regarded as the father of Operant Conditioning. His work was based on Thorndike's Theory. According to Saxena and Khajanchee (2012), Micro-teaching is based on Skinner's theory of operant condition. The theory is the very basis of feedback session. Skinner's theory of shaping successive approximations can be applied to explain the acquisition of new patterns of behaviour in teach, feedback and

re-teach pattern in micro-teaching. The theory describes learning in which a voluntary response is strengthened or weakened. This depends on its positive or negative consequences. The theory is based on reinforcement. The law states that if the occurrence of an operant is followed by the presentation of a reinforcing stimulus, the strength and probability is increased. This is related to the present study because questioning skill and reinforcement skills are used interchangeably in micro-teaching practicum as well as teaching practice. A question is being reinforced through praise, applause or gift presented to the learner after responding correctly to a question.

Skinner used an apparatus called the Skinner box to demonstrate operant conditioning in animals. He showed how positive reinforcement worked by placing a hungry rat in his Skinner box.

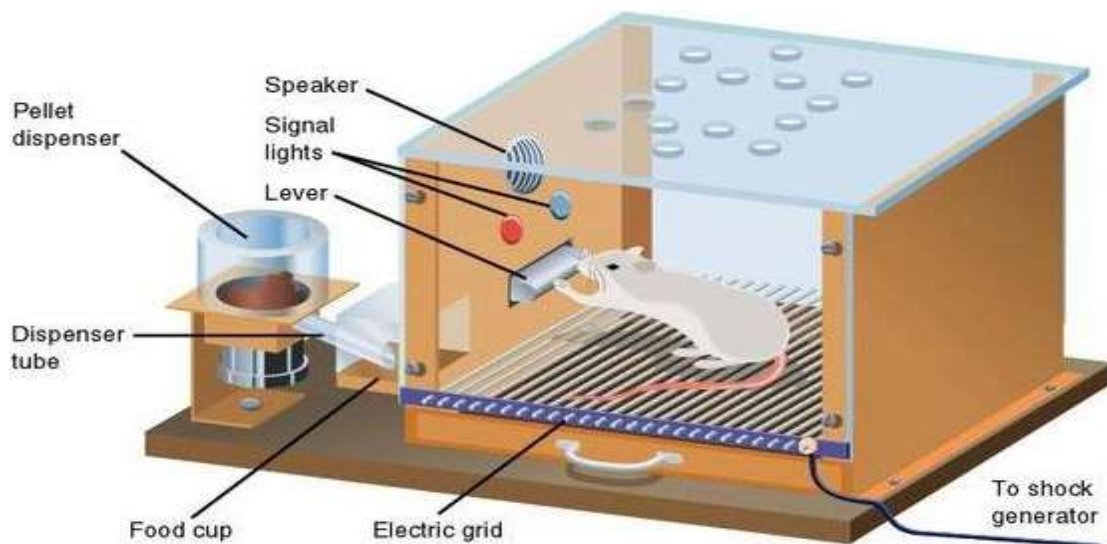
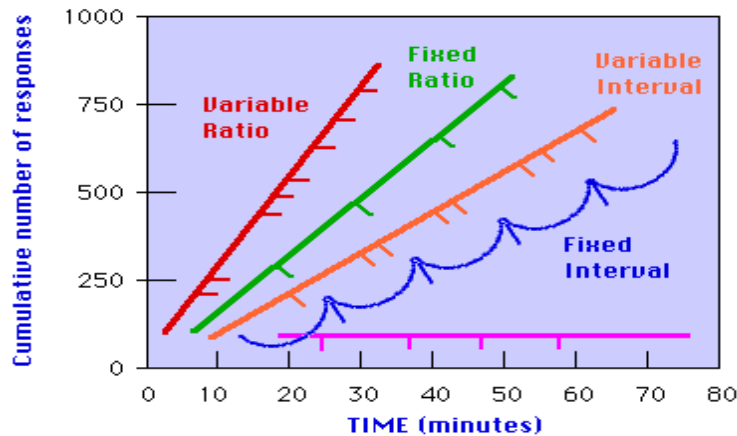


Figure 3: Skinner's Box with Rat

Source: McLeod (2007). Skinner (1948) profound Operant Conditioning- Simply Psychology.

Figure 4: Skinner's Time Schedule and Reinforcement

SCHEDULES OF REINFORCEMENT



Source: McLeod (2007). Skinner (1948) in Adwika (2013), Operant Conditioning- Simply Psychology

A hungry rat is allowed to explore the box when the rat spontaneously presses a small lever; the experimenter drops a pellet of food from an aperture into a tray for the animal to eat. The rat acquired the habit of pressing the lever presentation of food. The rats learnt quickly to go to the lever after a few times of being put in the box. Getting food after pressing the lever made the rats to repeat the action again and again. The rats learned to repeat that behaviour because food is given in return. This is in line with the study as learners were given information in small bits, learners learnt at their paces and were given rapid feedback to indicate the accuracy of their learning. In micro-teaching practicum, student-teachers acquire one skill at a time using small number of students (5-10), spending small number of time (5-10 minutes), and positively reinforced with rewards which can be in form of certificate obtained at the end of the programme. The main influence on human behaviour is learning from the environment. Lastly, Skinner's theory of operant conditioning is in line with micro-teaching skill of closure. The student teacher concludes the lesson by summarizing the important point of the lesson so as to make emphasis on the concept content of the lesson. The theory addresses the new skill acquired by the students.

2.3.1 Concept of Teaching

Teaching is the process of attending to people's needs, experience, feeling, and making specific interventions to help them learn particular things. Anuforo (2007:9), maintained that teaching is an activity designed by an experienced person to educate and inform the less privileged person who makes himself available for learning. Teaching helps to change an individual's belief, attitude and behavior. Teaching involves the process of carrying out certain activities that will ensure learning is in agreement with certain professional rules and practices. However, for teaching to become effective, a teacher who implements the curriculum needs to adapt the necessary approach to execute the teaching responsibilities. These approaches include making their classes interesting by maintaining a social and physical atmosphere that can stimulate learning, the combination of methods and techniques in teaching to promote greater efficiency in learning, utilization of various instructional resources in teaching and learning process, as well as to organize and develop a good teaching plan that will guide the lesson presentation process. To do this, the teacher has to be well prepared through adequacy of training.

2.3.2 Concept of Micro-teaching

All human endeavours are traceable to its origin. The historical development of micro-teaching started from demonstration lessons. According to Ijaiya (2013), between 1950s and 1960s, there was low, unsatisfactory and poor performance of pupils in America. Teachers were held responsible and accountable for the poor condition of education by the society. Teachers were blamed for poor teaching methods and they too claimed that they were not properly equipped with the necessary teaching skills to perform to societal expectations. This called for experiments on the experiences which might be relevant for teaching in terms of innovative teacher education programme by educators

through series of innovations which were supported by substantial funding from Foundations and Governments. Examples of such foundations were Ford and Kettering. One of the beneficiaries of such financial aid was the University of Stanford group which developed micro-teaching. Prior to the development of micro-teaching, demonstration teaching was used traditionally. It was the immediate predecessor of micro-teaching in Stanford University. During the time of demonstration teaching for teachers' training, a student teacher presented a lesson to a small group of fellow students while the rest of the class looked on. It was the demonstration lesson that developed and resulted to micro-teaching in 1963.

Micro-teaching is an innovation in the teacher education process; it was primarily developed to beef up practical aspects of the teacher production mechanism. It has been therefore defined as a scaled down-teaching encounter that was designed to develop new skills and to refine some old ones (Nwana, 2010). It is scaled down teaching encounter that has been developed as a practicing experience to practice teaching, curriculum development and research. It is a process whereby various skills involved are identified, analysed, isolated and only one or two teaching skills practiced at a time, and the student teacher is assessed on the basis of his ability to practice the skills at an expected and accepted level of competences.

In the similar way Anuforo (2007), posited that microteaching is a stimulated scaled-down internal teaching practice conducted in teacher training institutions as a means of preparing teacher trainees for teaching outside the training institution. The philosophy behind this internal exposure to teaching skills is to help the trainees to practice and internalize the basic skills that are required for effective professional practice.

Micro-teaching is a course or practical experience which prepares the student-teachers ahead of the challenges that await them in their future teaching career as educators. This

is in line with Patel and Mohasina (2011), who described micro-teaching as an organized practice teaching which aims at giving instructors confidence, support and feedback. It is a quick, proven and fun way of helping teachers get off to a strong start. It is designed for the training of both of both pre-service and in-service teachers.

In addition, Konstantinos (2012), defined micro-teaching 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. It is considered as a precondition for the improvement of the quality of school education. As every human activity or behaviour is geared towards achieving a purpose so also, micro-teaching has aim, goals and objectives. Micro-teaching as an innovation in education has intention of training pre-service teachers in skills acquisition so as to make them effective and professional teachers.

2.3.3 Concept of Teaching Practice

Teaching profession cannot be acquired overnight, it means adequate preparation and practical work. Olorundare (2014), considered teaching practice as the main quality control measure in the preparation of teachers. Similarly, Nwanna (2010), saw teaching practice is a period of industrial experience during which the student teacher has the opportunity to integrate educational theories, teaching methods, skills and strategies into actual class room teaching in a school. It is a type of internship as practiced in medicine, law and other professions. In line with the above teaching practice is an attempt to expose the learner to the practical aspect of teaching through the posting of student teachers outside their institution of training to designated schools known as cooperative schools. It is a period of experience during which the student-teacher has the opportunity to integrate the educational theories, teaching methods, skills/strategies into actual classroom teaching in a school. Andabai (2011), opined that, it is the practical

aspects of the course as distinct from theoretical studies, practice teaching is the name of the preparation of student for teaching practical training.

From the foregoing, teaching practice was subsequently viewed as a pre-professional exercise geared towards helping the teacher trainee to bridge the gap between educational theory and practice. Through a programme of cooperation and interactive guidance, the student-teacher acquires valuable skill in teaching and management of teaching from experienced teachers.

2.3.4 Concept of Academic Performance

According to Olonikawo (2010), academic performance is measured by the examination results, is one of the major goals of a school. It refers to the accomplishment or production of the pupils/students in the school work.

However, academic performance is the outcome of education, the extent to which student has achieved their educational goal. It is commonly measured by continuous assessment and examinations. Continuous assessment is the educational policy in which students are examined continuously over most of the duration of their education, the result of which are taken into account after learning school. It is used to calculate the marks, thereby providing early indicator of students performance and also provide exactly what has been learned at a particular stage of the course, something that is of great help to the students as they will have more opportunity to improve, types of continuous assessment include daily class work, course related projects, and practical work. Similarly, examination is an assessment intended to measure the student's knowledge, skill, aptitude, and so on. It may be administered verbally, on paper or in confined area that requires the learner to physically perform a set of skills.

2.3.5 Concept of Skill of Set Induction

Set induction is a teaching skill used by the teacher for learners' induction to attend and learn (Isave, 2012). Set induction attracts attention of learners towards making them mentally and physically ready to accomplish any task. Set induction is any method, procedure or strategy a teacher adopts at the beginning of a lesson or instructional programme so as to induce learners to be very attentive for better learning and achievement of set objectives. Set induction skill is a special skill used by the teacher at the beginning of a lesson to establish a rapport between the teacher and his pupils. A good beginning is most likely to bring about good ending. It is only when learners are set, and ready for the lesson, that effective learning can take place.

2.3.6 Concept of Skill of Stimulus Variation

Stimulus variation is described as a set of behaviour for bringing about a desirable change in variation in the stimuli which can be used to secure and sustain the student's attention towards classroom activities (Yusuf & Alasoluyi, 2017). Stimulus variation helps to extend the limit of individual's attention. Classroom teachers can help learners to remain actively interested in the lesson by varying classroom situation such as teaching style, learning experiences and other teaching behaviours. Some of the specific things that teacher can adopt to ensure the skill of variety and variation are: movement and gesture, different mode of communication, pacing of lesson, change in interactional style and pattern, different mode of reinforcement and change of style in questioning and distribution.

2.3.7 Concept of Skill of Questioning

It is a very important skill of micro-teaching. Questioning is used to draw out ideas from the students. According to Ajibade (2009), questioning is the skill that is used to elicit feedback, to stimulate thinking and reasoning and to develop understanding. It is used to

determine students' entry behaviour, personal characteristics and understanding of a given lesson. Questioning is a valuable tool for determining achievement and finding out if the set objectives of a lesson have been achieved or not. While using questioning skill, the teacher should not call a student before asking his question and should not ask more than one question at a time.

In line with this, Achuonye (2007), identified the different types of questioning. The simplest type is referred to as lower order questions. These are questions that do not task the memory before they can be answered. They are mere recall questions. It is either the student knows the answer or he does not. How many states are in Nigeria? Such questions require definite answers. Another type of questioning is middle order questions. These are the questions that help to indicate if a learner's behaviour has been modified or changed by an instruction. It shows whether the learner is able to transfer what he has learnt in a situation to another. At the primary school level, most of the tasks in verbal and quantitative reasoning are in the category of middle lower questions. Higher order questions are used at higher level. These are questions which cannot be answered merely from memory. This kind of question requires the students to go beyond the factual answer and begin to generalize, relate, infer, compare, perceive the cause effects and make value judgement.

However, the teacher should distribute his questions evenly. Questions may be asked to arouse the students' interest at the beginning of the lesson and to find out learners' knowledge level at the beginning of the lesson or at any stage of the lesson. Questions may be asked to sustain learners' interest throughout the lesson to curb boredom/disinterest and to probe learners' thought. Questions may be asked to apply knowledge acquired as in the case of application of principles or formula already learnt.

2.3.8 Concept of Skill of Closure

Closure skill provides the pupils with a feeling of fruition, fulfillment and accomplishment which serves as drive for continuous learning (Arikya, 2010). Closure draws the attention of the pupils to the completion of the lesson and enables the pupils to understand and master ideas, concepts, activities and principles. It draws the relationship among them at the end of the lesson. Closure is used to emphasize and focus attention on the most vital points of a lesson so as to establish relationship between the newly acquired knowledge and the previous knowledge and experience. Closure is used to summarize the major points of a lesson and helps to clear misconception and misunderstanding of ideas, facts and issues.

2.4 Evolution of Micro-Teaching

Fayaz (2011), gave a full record of micro-teaching historical development. Micro-teaching was named for the first time at Stanford University in United States of America when an experimental project on the identification of teaching skills was in progress under the guidance and supervision of the Faculty members in persons of Bush, Allen, McDonald and Acheson. The team of experts was assigned the development of testing and evaluation of tools to measure the attainment of teaching experiences which might be relevant to teaching interns in an innovative teacher education programme. The team launched a new laboratory experience and approach in the preparation of teachers under the auspices of the Secondary Teacher Education Programme (STEP).

The programme was initially referred to as 'Demonstration Teaching'. While developing the approach, those things that could make an effective teacher were identified through field activities and research work by Allen and his team as well as other group of individuals over the years. Those things identified were considered teachable, learnable and could bring desired change in behaviour. That was how the

concept of 'Teaching Skills' evolved. The problem and the search to find better ways of teaching these identified skills and making the teachers imbibe them with the objects of enhancing teacher competence and effectiveness brought about the whole idea of micro-teaching.

In the process, Keith Acheson (1969) in Afolabi (2010), who was a Doctoral student and a Researcher discovered a newspaper article about a German Scientist who invented a portable video tape recorder. Acheson was investigating the utility of the video tape recorder in technical teaching skills' development. With the support of Allen, Bush and McDonald, Acheson (1969) in Ajibade (2009), explained several different uses of the portable videotape recorder and its potential and modifying channelling interns' behaviours toward desired objectives and for examining alternative approaches for students' teaching experiences. It was detected that videotape recorder could be used for recording the class interaction accurately. This led to the development of systematic and accurate method of giving student-teachers feedback. As a result, there was formulation and development of micro-teaching technique of Plan----Teach----Feedback----Re-plan---Re-teach-----Re-feedback (Singh, 2011).

During planning stage, the student teacher is mentored by an expert or an educator who serves as supervisor. The educator/supervisor demonstrates a skill at a time which the student teacher would like to watch, learn and uses in his lesson. The educator gives a model lesson and uses all the characteristics of the skill. After watching the educator, the student teacher plans his lesson on the particular skill. The student teacher selects the content, objectives, methods and materials and writes the lesson plan to be used for the lesson. The student teacher teaches using the skill he has watched and prepared for. The student teacher's lesson is observed by the educator and the audience who take note of his strengths and weaknesses.

The recording of his performances could be done using printed materials, tape recorder or camcorder. The feedback is given by the supervisor and the audience. The student teacher can also do self-assessment of his teaching after reading the comments made by the assessors or after watching the playback machine. If he has minimal corrections and successful he goes to the next level and does not go for re-teach. He then prepares for another skill to be acquired. This implies that it is not all student-teachers that go for re-teach. If he has too many errors, he re-plans his lesson. He may change his audience, methods and strategies. He prepares a new lesson plan and re-teaches. The supervisor and the audience watch him again and criticize his teaching. He is given re-feedback. If he is successful he goes for another skill acquisition but if not, he re-plans again until perfection is reached (Ajibade, 2009; Fayaz, 2011; Saxena & Khajanchee, 2012).

About 60 student-teachers in the Intern Programme were randomly divided into two equal groups during the summer of 1963. A group named experimental group got micro-teaching training while the other half had the standard student teaching experience in local cooperating schools. Video tape was first used in micro-teaching during that summer. It was discovered that the marriage between micro-teaching technique of training teachers and videotape was a happy association but Allen and Ryan (1969), warned that video tape was important; it is not a compulsory part of giving feedback in micro-teaching.

In addition, Egunjobi, Nwoboku and Salawu (2011), traced the genesis of micro-teaching globally to the evolution of the video technology in Germany. They recorded that micro-teaching was traced to the handwork of Keith, Robert and Allen of the Stanford University. They also agreed with Fayaz (2011), that the development of micro-teaching was boosted and supported by Ford Foundation. They documented the fact that micro-teaching was initially named demonstration teaching in agreement with

Ijaiya (2013). Later, micro-teaching was found and recognized as an effective teacher training technique especially at the pre-service level. Between 1970s and 1980s, micro-teaching like harmattan fire spread from United States of America (USA), to countries like Malaysia, United Kingdom and Australia. Micro-teaching was universally accepted as an indispensable strategy and a panacea for effective teachers' training in 1990s. Nigeria was not left behind in the innovation.

The use of the concept of micro-teaching started in Nigeria in 1974. It was the effort of UNESCO at Alvan Ikoku College of Education Owerri that ushered in micro-teaching in Nigeria. From there, micro-teaching spread to other tertiary institutions like College of Education Abraka now Delta State University and College of Education Awka. Micro-teaching was not only found effective for training teachers in Nigerian Colleges of Education but also in Nigerian Universities and Institutes of Education. Some scholars in University of Ilorin, Obafemi Awolowo University Ife and University of Ibadan studied and examined the effectiveness of micro-teaching on the student-teachers' performances in teaching practice exercise in 1980s. The findings were encouraging and it was recommended for Nigerian Universities, Colleges of Education and Institutes of Education as the training technique in teachers' preparation (Arikya, 2010).

In 1990s, the National Commission for Colleges of Education (NCCE), in Nigeria micro-teaching mandatory and part of accreditation requirements that must be properly put in place under Educational Technology Centre. It used to be a two credits course (EDU213, Theory and Practicum) which is offered in one semester. But since 2010, two courses are attached to micro-teaching (EDU213, Theory and EDU 223, Practicum). Student-teachers are expected to register for the two courses, offer them and pass them before they are posted out for teaching practice exercise. Similarly, the National

University Commission (NUC), has recommended micro-teaching as compulsory course for all Teachers Trainees in all Institutes and Faculties of Education. Virtually all tertiary institutions running teacher education programme today adopt the concept of micro-teaching. The institutions are Federal, State and private Colleges of Education, Faculties of Education in Universities, Department of Education in Polytechnics and Institutes of Education such as National Teachers' Institute, Kaduna. Micro-teaching is one of the compulsory courses in the NCCE guidelines for minimum standards for NCE graduates (Arikya, 2010).

However, all student-teachers at the end of their training are expected not only to pass certain prescribed set of written examinations but also to attain level of competency in the task of teaching. Micro-teaching is expected to be the most effective strategy for ensuring the attainment of the expected level of competency in teacher education; student-teachers should not be posted for teaching practice exercise (EDU 311) until they pass the micro-teaching practicum (EDU 223).

2.5.1 Objectives of Micro-teaching

Teacher education is the training that is meant for teachers and teaching profession. One of the components of teacher education programme is practice. Before student-teachers are posted to the normal classroom for teaching practice, they must undergo micro-teaching which equips them for acquisition of teaching skills. The pre-service teachers are exposed to rudiments of teaching through micro-teaching. The major objective of micro-teaching as enumerated by Aggarwal (2008), and Jason and Tiffany (2010), is to enable student-teachers to learn and assimilate new teaching skills under controlled conditions or environment. Micro-teaching enables student-teachers to master a number of teaching skills which empower them to gain confidence in teaching. In another development Ajibade (2009), posits that micro-teaching is geared towards equipping

student-teachers to gain confidence in teaching. This it does by making the student-teachers to master a number of skills on a small group of students.

Micro-teaching is made up of some characteristics. The student-teachers are required to teach a single concept, use a specified teaching skill, use a specified teaching skill for a short time and use the skill on small number of pupils. The trainee delivers this prepared lesson for about five minutes. He applies on skill at a time using about five of his classmate for exercise, at the end of the period he watches himself if the activity was videotaped. He also listens to criticisms of the supervisor and the class. If there is need for reteach, he does so in order to overcome his weakness.

However, micro-teaching affords the student-teachers to have first-hand teaching experience in a fear-free atmosphere. They practice the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till they attain mastery in the use of skill. Conclusively, another objective of micro-teaching is to help the student teacher to overcome likely instance of stage fright during teaching practice.

2.5.2 Micro-teaching Skills Acquisition

Teaching skills are the behaviour and action that teachers acquire through practice and experiences, which are used during lesson presentation of the contents in order to make teaching and learning easier. Achuonye (2007), gave a list of twelve (12), micro-teaching skills. These are: set induction, closure, communication, stimulus variation, reinforcement, repetition, examples, explanation, attending to learners' behaviours, questioning, classroom management and instructional materials utilization. In the same vein, Ajibade (2009), identified ten (10), micro-teaching skills. They include set induction, illustration with examples, stimulus variation, planned repetition,

reinforcement, non-verbal communication, questioning, learners' participation, instructional media utilization and closure.

Similarly, National Commission for Colleges of Education (2012), identified eight micro-teaching skills. They are: set induction, stimulus variation, planned repetition, reinforcement, non-verbal communication, questioning, closure and evaluation.

In line with this, the present research reviewed the eight (8), micro-teaching skills identified by NCCE with addition of four (4), others. The additional ones are: planning, classroom management, use of chalkboard and use of instructional media. The reasons for adding the four are two: the four skills are generally identified by the cited authors and the NCCE assesses the student-teachers on the four skills during teaching practice.

However, micro-teaching skills can be divided into three bodies: the pre-instructional skill, instructional skills and post-instructional skills. The pre-instructional skill is planning skill (writing of lesson plan and stating of objectives). Instructional skills include set induction, communication, explanation, illustration with examples, reinforcement, questioning, attending to learners' behaviours, stimulus variation, classroom management, use of chalkboard, use of instructional materials and planned repetition. Post instructional skills are closure and feedback skills (Muhammad, 2003 cited Aggarwal, 2008).

Furthermore, Communication skill is another indispensable skill in micro-teaching. Communication is the act of giving information or message from one person to another. It is a way of making ones idea, concept, principles and information clear to others. According to Adegbija (2009), when one shares a message, information, idea, skills or attitude with another person, such person establishes commonness with that person. A good teacher must possess communication skill to make his explanation clear to his students. For his lesson to be explicit to the learners, he should be a good

communicator. There are two types of communication; the verbal and non-verbal. The verbal communication relates to spoken words or speech used to convey information and express action. Verbal communication has to do with the information and quantity of spoken language. Communication is the transmission or the process of conveying information, idea, facts and knowledge from the teacher to the learners. A teacher must be a good communicator. At the school level, information takes place between the teachers to the pupils, school authority to the pupils, pupils to the teachers and school authority as well as from pupils to pupils. At the classroom level, the teacher's speech should be of good standard in terms of correctness of grammar, tenses, punctuation and pronunciation.

Reinforcement is another micro-teaching skill. During micro-teaching lesson, student-teachers ask questions at different stages of a lesson just like in a classroom setting. The student teacher encourages responses from his students by using positive comments such as 'good', 'okay', 'well-done', 'correct', 'excellent' and so on. The teacher can also use positive gestures like handshake and nodding. This motivates the students and learning. The teacher is to encourage all her students and not only the good ones. He should also encourage shy, timid and slow students to participate in the lesson. Non-verbal reinforcements like clapping can be used for correct responses. The teacher must tactfully reinforce the in-correct responses such as 'that is a good contribution', 'can someone put it better'? Or 'I admire your effort but you didn't quite hit the point', or 'you are on the way, try more'. Positive reinforcement can be referred to as the response of the teacher to learners' behaviour under the school setting so that the re-occurrence of an approved behaviour at a subsequent time is increased. Positive reinforcement refers to reward which motives learners to learn better. Generally, learners need approval of their behaviour to show they are appreciated by the teacher for good conduct or for

answering questions intelligently. Commendations could include a simple 'thank you', gifts and promotion. Negative reinforcement discourages unacceptable behaviour patterns. This is when punishment is applied such that the re-occurrence of unwanted behaviour is reduced or does not occur. When a teacher responds to a learner's unwanted conduct or wrong answer negatively, negative reinforcement is applied. It may also be withholding of reward or application of punishment. It is a corrective measure in form of scolding, denials or punishment.

Furthermore, classroom management skill is a necessity in teaching-learning process. It is an instructional skill. Bhagava (2009), noted that discipline maintenance in the classroom and dealing tactfully with the pupils who misbehave pose a great challenge to teacher trainees. Student-teachers can curb indiscipline and assert classroom control by effective use of instructional materials, good time management, positive personality and mastering of the subject matter. Others are ensuring constant interest in the lesson, creating a democratic, neat and conducive environment, proper leadership and classroom organization.

Utilization of instructional media is an indispensable micro-teaching skill. Instructional media in this context are all things which can be seen heard, read and manipulated in order to facilitate communication and teaching-learning process. The skill of instructional media utilization is the ability of the teacher to use a host of materials to facilitate teaching-learning process in order to achieve the set objectives. They are used to make learning meaningful and concrete. They always affect the quality and quantity of learning. There are numerous instructional media available today which serves as powerful and flexible means of communication to teachers and learners. These media affect the quality and quantity of learning. Examples of these materials are: printed text (books, journal, magazines, newspaper, maps, diagrams, posters, charts, graphs,

photographs, and atlases), chalkboard, realia (real objects), and electronic media such as telephone, radio, tape, recorder, cassettes, television, public address systems, film, film strips, computers and so on (Arikya, 2010).

The use of instructional media facilitates teaching-learning process achievement of set objectives. Teachers are encouraged to use them in all their lessons. Student-teachers should be able to produce and improvise such materials, especially in Colleges of Education. It is not good enough to use them only during teaching practice, but also when the student-teachers are in the field of work. The materials must be well prepared, properly displayed, used at the right time and must not replace the teacher in class.

Planned repetition skill can be applied using simple repetition, spaced repetition, cumulative repetition and mass repetition (Arikya, 2010). Moreover, the skill of planned repetition is based on the principle that the more an idea or concept is repeated meaningfully, the more chances the pupils have to remember such idea, principle, key facts or concept. This is as a result of over learning. The learning and repetition must be meaningful if so that the learners will find it easy to transfer the knowledge correctly. If the repetition is not meaningful, it amounts to monotony which may be boring to the pupils.

The act of bringing an action, event or activity to an end is called closure. Ajibade (2009), affirmed that closure skill is whatever the teacher does to bring a lesson to an end. The teacher directs the attention of the pupils to the completion of the lesson. It is the process by which different units of a lesson is tied up by the teacher in order to establish a link between an old lesson and a new one. It usually associates with the end of a lesson. The types of closure are: instructional closure, cognitive closure and social closure. While using instructional closure, the teacher dominates the lesson and highlights the important points of the lesson.

Another important micro-teaching skill is the utilization of chalkboard. Zaheer (2013), defined chalkboard as a reusable writing surface on which text and drawings are made with sticks of chalk. Originally, chalkboard was made of smooth, thin sheets of black or dark grey slate stone. Today, with the emergence of technology and digital media, chalkboard is made of various colours such as white, green and blue and materials such as bulletin, magnetic, interactive, sliding, roller and flannel boards. The utility of chalkboard is being improved on by the use of coloured chalk, templates of figures, coloured tempo/marker and drawing instruments. However, chalkboard is inexpensive and easy to use. There is no school that cannot afford its purchase. It is a visual material that can be used to write texts, draw diagrams and make lists to support words and voice. Learners' participation in the lesson is ensured by allowing them to write on the chalkboard.

Conclusively, evaluation is the last micro-teaching skill. Feedback skill is a post-instructional skill. Adegbija (2009), claimed that feedback allows the teacher to identify areas of lapses, omissions and misconceptions in the teaching-learning process. Teachers can be considered as the judge in his own class through evaluation. He takes decisions in the teaching-learning process. The evaluation can be test, assignment, project or paper/pencil examination. Feedback refers to communication of feelings, emotions, impressions, knowledge, views, opinions and suggestions on various matters. Feedback skill includes skills of setting questions for examination, giving tests and assignments, marking and collating results, placing objective judgement on learners' performance, interpreting learners' performance in tests and examinations and planning measures for learners' improvement so as to allow them to do better. Feedback facilitates learning and correct usual mistakes done by the learners. It improves the

process of learning especially in laboratory, project work, seminars, dialogue and discussions.

2.5.3 Merits and limitations of micro-teaching

Micro-teaching has a lot of advantages over traditional technique of training professional. This does not mean that it has no drawbacks which act as its limitations. In spite of this, teacher trainers, educators and educationists consider micro-teaching as an indispensable tool in producing effective teachers. Micro-teaching is widely used in various forms of education today. Micro-teaching is used in nursing, pharmacy, health sciences, life sciences, mathematics and languages. This is due to its functions, roles and merits in various fields (Fayaz, 2011). Some of its merits and limitations are discussed below.

Micro-teaching provides a training opportunity for student-teachers who benefit or profit from all of the advantages of the situation. Such advantages are: student-teachers are able to act as pupils and as teachers, as sources of feedback.

Another advantage of micro-teaching is that it emphasizes training for mastery of teaching skills and teaching methods. Achuonye (2007), Adewoyin (2007), and Ajibade (2009), agreed that micro-teaching makes student-teachers concentrate on specific teaching behaviours. They choose and master a skill at a time. It is after mastering a skill that they choose another one until they are able to master and integrate all the micro-teaching skills. There is opportunity for a student teacher that is unable to master a skill adequately to re-teach the lesson until perfection is achieved. There is immediate feedback using micro-teaching, Afolabi (2010), and Ajibade (2009), noted that micro-teaching greatly expands the normal knowledge of results of feedback dimension in teaching and it gives room for immediate feedback. The student teacher is given the opportunity of self- analysis of his own behaviour while teaching. Micro-teaching

minimizes delay in feedback. In line with this, micro-teaching provides the student-teachers with a much less complex learning than normal school practice. Micro-teaching lessens the complexities of the normal classroom teaching by 'scaling down teaching' in terms of time, population, content and skill. Micro-teaching exposes the student-teachers to laboratory training procedure that is geared towards simplification of the complexities of regular teaching learning process.

However, micro-lesson is more manageable than real classroom teaching in terms of time and size. Afolabi (2010), argued that student-teachers can learn teaching skills better as the complexities of a conventional lesson are reduced. The complexities are in terms of number of students (class size), duration (time), and content (objectives). Micro-teaching offers the student-teachers the opportunity to easily practice teaching skills during the micro-teaching lessons' presentation. Oguntunde (2009), and Yusuf (2009), agreed that micro-teaching is a laboratory approach to training pre-service teachers. It helps the student-teachers to develop and improve their teaching skills. The student-teachers are offered the opportunity of practicing particular teaching skills until they are mastered. Micro-teaching allows student-teachers to accomplish a specific skill at a time and later integrate all the acquired skills for use. In support of Oguntunde, Kumar (2008), observed that micro-teaching permits concentration on specific skills to be demonstrated.

Furthermore, the teaching skills and behaviours acquired during micro-lessons tend to persist for a long period of time. Afolabi (2010), noted that micro-teaching helps student-teachers to identify, select and practice teaching skills in a supportive and conducive environment. In another development, micro-teaching afford the student-teachers the opportunity for self-evaluation. There is availability of feedback from different sources. During micro-teaching, the trainee's performance is recorded by his

supervisor and colleagues. The records provided by the video and tape recordings are also there. He watches the video and listens to the audio recording to evaluate him and compare his assessment with that of his supervisor and peers. By doing this, he makes meaningful contributions to his development and to the improvement of his peers when he gives them feedback too. Afolabi (2010), argued that the use of video tape, audiotape and evaluation card ensures that student-teachers do self-evaluation for improvement of their teaching skills' acquisition.

Micro-teaching is a preparatory ground for teaching practice. It facilitates data collection for improving teaching practice evaluation. Ijaiya (2013), claimed that when micro-teaching is properly carried out, the teaching practice exercise is likely to be a more rewarding and successful exercise. This is because increase in the number of weeks spent for teaching practice by student-teachers cannot compensate for weak campus-based practical training.

In addition, the gap between theory and practice is formed by systematic practice of teaching skills. Micro-teaching is a training technique in real teaching. Theoretically, student-teachers read books about teaching methods attend lectures and take courses on teaching. What they read in books makes teaching simple than practice. This is because it is not easy to get in front of students for the first time. It is a trying experience for student-teachers.

According to Tanga, Maja, Dairo, Micheal, Stainer and Strittmatter (2013), it is not easy to transform the theory into practice. This is because it is not easy to get in front of the students for the first time. Instead of facing learners in the real classroom situation, micro-teaching gives the student-teachers the opportunity of practicing with a small number of students (preferably peers and colleagues), for a short period of 5-10

minutes. The student teacher puts himself under a 'microscope' of a small group, in a protected environment and gain confidence to face larger audience.

Furthermore, Micro-teaching has created a training ground for other disciplines and fields. Afolabi (2010), noted that micro-teaching as a course in teacher education programme adds versatility, integrity and credibility to teaching profession. This is because fields and professions like nursing, law, medicine, engineering, languages and architecture use the feature of micro-teaching for their academic and practical training. However, micro-teaching has some setbacks, some of this limitation will be discussed as follows; micro-teaching affords the student-teachers the opportunity of detecting and correcting their mistakes early under the supervision and guidance of supervisors. In the normal class, the teacher pays attention to the learners' characteristics such as age, developmental level, maturational level and socio-economic background. The student-teachers do not pay attention to such variables because they teach their colleagues. As a result, they are able to correct their mistakes easily. In similar view, Suleiman (2011), stressed that micro-teaching enhances professional practicing teachers' teaching skills who might stick to outdate teaching skills that they have been practicing for a long time. This is because when the professional teachers engage themselves in a micro-teaching session, they end up with fruitful discussion on how to improve their teaching skills.

Similarly, Afolabi (2010), observed that any mistakes committed by the student teacher could cause permanent damage to the life of the learners in a macro-lesson during teaching practice. It is better for a student teacher to first experiment with his colleagues, friends and peers where mistakes can be harmless and non- destructive.

Micro-teaching offers the student-teachers the opportunity to pilot materials and evaluate them with colleagues before trying them out in a full class. The student-

teachers make use of their knowledge of improvisation to make available the needed materials and manipulate the audio-visual gadgets.

In addition, micro-teaching is a new research tool. There are many studies, investigations and examinations on micro-teaching. Researchers had compared its effectiveness with that of traditional teaching. Educators (Edwin, 1996; Brook, 2000; James, 2005; as in Aminu, 2011), have studied the correlation between micro-teaching and teaching practice and they have investigated the effectiveness of videotape, audio tape and printed materials on micro-teaching.

Micro-teaching brings changes in student-teachers regarding their teaching. A greater grasp of teaching as a complex, challenging profession is ensured through micro-teaching. The field has the capacity of creating greater interest for teaching. Student-teachers are motivated to participate in teaching and become professionals and authorities in their fields. The student-teachers have increased self-confidence of becoming teachers. In support of this, Oguntunde (2009), noted that micro-teaching exposes student-teachers to the realities of teaching. It introduces them to their roles as teachers and enables them to realize the difficulties faced by teachers especially in Nigerian classrooms.

Achuonye (2007), noted that micro-teaching creates opportunity for the in-service teachers to practice new instructional skills or behaviours. Some researchers have gone into the study of micro-teaching and in-service teachers. Through micro-teaching, the in-service teachers discover new teaching approaches of various subjects and courses. According to Ismail (2010), micro-teaching is used effectively by in-service teachers to practice new instructional skills and behaviour. Through micro-teaching, the in-service teachers can up-date their knowledge.

Micro-teaching makes peer teaching possible. According to Egunjobi, Nwabuoku and Salawu (2011), classmates are readily available than real students. Many Colleges of Education and Universities may not have Staff School and Demonstration Schools where student-teachers can source for students to teach during micro-teaching. Even where Staff School and Demonstration Schools are available, the micro-teaching session may disrupt the school programme.

In addition, Micro-teaching provides opportunity for peer teaching which the situation is where the student teacher teaches his classmates, friends and colleagues. In using peers, the supervisor needs to check and curb the excesses of the peer group members especially in the area of overreaction during the critique session. According to the study conducted by Fry and Hin (2006), peer coaching makes student-teachers feel more confident, relax and comfortable. Lu (2010), opined that peer helps student-teachers to develop professionalism.

Furthermore, student-teachers are helped by micro-teaching to build their self-confidence for teaching. Ismail (2010), noted that student-teachers are given opportunity to overcome mannerism, nervousness and other semantic barriers which can hinder the performance before the audience and supervisors. This leads to greater teachers' effectiveness that is essential for better learning. According to Oguntunde (2009), micro-teaching helps the student-teachers to see the importance of planning, decision making and implementation of instruction.

Karckay and Sanli (2009), confirmed (using research reports), that micro-teaching affects student-teachers' competency positively. However, the numerous merits or advantages of micro-teaching do not mean that it has no limitations; the limitations are minimal compared to its merits in teacher education. For example, micro-teaching is

skill oriented at the expense of content orientation. Since there is reduction in time, there is also reduction in objectives of the subject matter.

In addition, micro-teaching does not pay attention to broad-based patterns of behaviours in the classroom. Since there is reduction in time, little or no attention is paid to classroom management. It does not take into consideration the overall environment of teaching. Other skills like keeping of students' records are not taken care of by micro-teaching. Micro-teaching is too narrow and restricted. The main emphasis is on learning one skill at a time whereas actual teaching behaviour is a composite of many skills operating simultaneously. The technique keeps trainees away from the classroom problems and it is time consuming since one trainee practices a skill in about 35 minutes. So accordingly, ten trainees will take three hundred and fifty (350) minutes to practice one skill only once (Nikazraini, 2008).

Micro-teaching is costly and expensive. It is not easy for all the Colleges of Education and Faculties of Education in Nigerian Universities to establish modern Educational Technology Centers and equip the micro-teaching laboratories adequately due to poor funding of education. The software and hardware like the digital video camera, audio and video tape recorders, Closed Circuit Television (CCTV), and television monitor as well as play back machine may be too expensive to purchase and maintain by educational institutions. The erratic power supply and constant power failure may hinder proper recording during micro-teaching sessions. This makes the evaluation which is an essential feature of feedback of micro-teaching impossible and renders the whole exercise to become a mirage.

Furthermore, micro-teaching does not take into consideration the overall environment of teaching. In the words of James (2010), micro-teaching is conducted under controlled environment where different audio-visual media are provided. The consciousness of the

audio and visual recordings may be a burden to the student-teachers and may create fear and anxiety in them. Some of them focus their eyes on the camera instead of their audience. The recordings may merely have cosmetic effects on the entire training scheme as student-teachers may pay more attention to their appearance on the camera than on skills' acquisition. The student-teachers can pretend and may not behave exactly the same way when they get to the field.

Achuonye (2007), noted that micro-teaching is time consuming. This is because the idea of 5-10 minutes per trainee for each skill may sound short but it is stressful for the supervisor who has to observe, criticize, correct, encourage and evaluate especially at this time of population explosion. For each student teacher to repeat presentations of plan---teach--- feedback--- re-plan--- re-teach and re-feedback cycle until each skill is mastered takes a long time.

The non-challant attitude of student-teachers may have negative impacts on them. Ismail (2010), observed that student-teachers do not attach much importance to the course. Many student-teachers do not bother to turn up for micro-teaching. This hinders micro-teaching effectiveness in Nigerian teacher producing institutions. Apart from that, student-teachers do not easily accept negative comments made about their presentations. This makes learning difficult for them as they tend to repeat the same mistakes often and often. The comments, commendations and criticism may be misleading. This is because many of them may fail to make the true comments about their friends, mates and colleagues' performance during micro-lesson. Whether their feedback is oral or written (filling of questionnaires or evaluation cards), the peers erroneously believe that scores and comments made by them may affect the overall score assigned by the supervisor. As a result, they pretend not to see the errors committed by their mates.

Therefore, they make fantastic comments on their peers and give them high marks even when they have poor performance.

2.6 Teaching Skills

Teaching is an incredibly rewarding thing to do and good teachers are needed everywhere: in schools and college classrooms to educate the young, as well as in the workplace and other settings to teach adults and colleagues. According to Ajileye (2012), no teaching can actually take place without a demonstration of one skill or the other. An effective teacher in his teaching task might have been helped by the instrumentality of a host of skills at his disposal. The ineffective teacher in his teaching tasks dissipates energy and time but still, he constantly meets stone wall as the pupils fail to demonstrate desired learning outcomes. His failure is not as a result of the knowledge of the subject matter but as a result of lack of skills to transmit the knowledge or impart the knowledge to his pupils.

Kilic (2010), argued that teachers are more than transmitters of information like periodicals, course books and information sheets. Teachers are facilitators in learning process and in creating learning-conducive environment. To do this efficiently, teachers need some skills in teaching. These skills are used for training student-teachers and they are referred to as micro-teaching skills. The numbers of micro-teaching skills depend on the authors or educators. Arikya (2010), identified thirteen (13), teaching skills. These are: writing instructional objectives, set induction, fluency in questioning, probing questions, explanation, illustration with examples and stimulus variation. Others include silence and non-verbal cues, reinforcement, learners' participation, chalkboard utilization, recognizing and attending learners' behaviour and closure.

2.6.1 Relevance of Teaching Skills on Student-Teacher Performance

Teaching skills play a vital role in the performance of student-teachers during training. Teachers who are skilled at teaching skills create a positive learning environment and also improve in their performance, some of these skills as highlighted by Ijaya (2013) include.

1. Academic knowledge: Student-Teachers need academic knowledge in the subject matter they need to teach, they are expected to apply the theoretical knowledge they learn into practice.
2. Teaching abilities: Student-teachers must have pedagogical skills, they should be able to make difficult concepts understandable both verbally and other non-verbal methods, Reinforcement classroom/ and appropriate language for discipline management and organizational skills.
3. Student-teachers should learn the skill of classroom management and organizational skills like planning daily lessons, keeping learners on task organizing papers, files, and their workload so they can grade and return papers or time.
4. Creative intelligence skill: Student-teachers need creativity keep learners interested and also need creativity to address discipline problems effectively without taking too much class time.
5. Well-Rounded Assessment: Student-teachers who master this skill have students who are eager to learn, since they know they'll have many chances to do well. It involves providing different types of project and test so that each learner understands something in which they excel.

However, it is very important for student-teachers to acquire all the skills involved in teaching for effective implementation of the lesson.

2.7 Nature of Teaching Practice

In the NCCE minimum standard fourth edition (2007), teaching practice was stipulated to be carried out as the only academic activity to be engaged by NCE III students in the first semester, it is a six (6) credit load course. This means that the students concerned will be in the cooperative schools engaging themselves in practical teaching and other aspect of school schedule. In this way, they are exposed to the practicalities and practices of teaching exercise. Maduewesi and Eya (2006), described teaching practice as the period for the student teacher to put into application some of the psychology, method and principles that has been learnt theoretically in the lecture room.

Hassan (2006), explained that during the teaching practice, the trainee teachers are sent out from the university and colleges to various primary, secondary, commercial, comprehensive and technical schools of their choice to teach for a period of time (12 weeks) as part of their training. Each student teacher is given a subject in his area of specialization, he is expected to plan the lesson, use instructional resource to aid the teaching as well as assess the learner's class work and assignment. This exercise provides opportunity for beginning teachers to become socialized into the profession. It exposes them to the realities of effective teaching and helps them to try out methods of teaching and gain practical classroom experience (Adagba, 2006).

In line with this, during this practice a student teacher is supervised and evaluated by a group of supervisors who supervises at different time. Four supervisors are allocated to the same group of schools according to zone, and are expected to visit one after the other within the period of four (4 weeks). Each week, one supervisor will assess the same group of students based on their performance in planning of the lesson and classroom teaching. And at the end, all the performance will be collated together and graded by the college teaching practice coordinator and exam officer.

2.7.1 Importance of Training in Teachers' Preparation

Achievement of educational aims and objectives cannot be met unless teachers have necessary training where they are adequately equipped with teaching skills and competences. Rao (2007), argued that it is when there are caliber of professional teachers who have good educational background and relevant teaching skills and attitude that educational aims and objectives can be realized. This is due to the fact that it is only the competent, professionally skilled, vibrant and well-coordinated teachers can meet the challenges of educational crises in Nigerian educational sector. For teacher education to produce such teachers the teacher trainees need to be well baked through exposure to enough teaching skills theoretically and practically.

The process of acquiring specific skills to perform a job better is referred to as training. The qualification that makes someone proficient in doing a job is called training. Training involves teaching, informing, and educating people to make them qualified to do their jobs. When such jobs demand greater difficulty and responsibility, the training they have in such jobs provide them with the skills, knowledge and abilities to face the challenges.

Two types of training are identified by Ajibade (2009). They are: pre-service and in-service training. The in-service training concerns the staff development for improvement in their performances. The in-service training promotes professional growth of workers. The student-teachers are already at work but they are strengthened by the in-service training. It may be in form of orientation training, foundation training, on job training, refresher course, maintenance training and career development training. Pre-service training on the other hand is formal and academic in nature. Pre-service training is offered in institutions using certain courses, curricula and syllabuses for a stipulated duration. The student-teachers are taken through the process of training that

prepares them to enter a certain kind of professional job. Student-teachers are not supposed to get professional job unless they are certified and registered.

Training is cyclic in nature. Training starts with needs identification through a number of phases, stages and steps. Training ends with evaluation. Any deficiency in any of the steps of the training process affects the whole system. As a result, student-teachers should be taken through all steps systematically in order to have accomplished training.

This study investigates training and practice in education.

2.7.2 Functions of Teaching Practice in Teacher Education Programme

The agent of the change in behaviour is referred to as teacher. In order to perform the job effectively, he needs adequate training. The more crucial job in teaching and learning is the process of training the teachers. Acquisition of teaching skills is not easy. Preparation or training of teachers is referred to as teacher education. The aims and objectives of teacher education in Nigeria as contained in the FRN (2013). They include to:

1. produce highly motivated, conscientious and effective classroom teachers for all levels of education system;
2. encourage the spirit of enquiry and creativity in teachers;
3. produce teachers with intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions;
4. enhance teachers' commitment to teaching profession and equip them with professional skills; and
5. help teachers to fit into the social life of the community and the society at large;

In order to achieve the above listed aims and objectives, student-teachers are posted to their schools of practice for three months. The exercise is referred to as teaching practice. Teaching practice is the practical aspect of teacher education. According to

FRN (2013), teaching practice is an indispensable component of teacher education which is capable of making the potential teacher fits well into the teaching profession.

Series of literature abound on teaching practice and some of them as they relate to the concept of teaching practice will be herein reviewed. Ajileye (2012), viewed teaching practice as an exercise that gives the teacher trainees opportunity of putting into practice all they have gained during their exposure to different kinds of principles and courses. It is the field that permits the application of theoretical aspect to practical.

Similarly, Adesina (2015), sees teaching practice as one of the first innovations in teacher education. It is a compulsory course in all teacher preparatory programmes. Teaching practice is a core aspect of teacher education which is designed for training and testing the teacher trainees' mastery of teaching skills. Bhargava (2009), described teaching practice as a time when all learned concepts have to be applied in real life situations successfully. It provides improvement to teacher trainees in terms of forming positive attitudes towards teaching profession, gaining teaching skills, applying theoretical knowledge to the instructional settings of the profession and professional proficiency. This is because student-teachers gain their first teaching experience which will be useful during their professional life. Can (2009), viewed teaching practice as the application of professional knowledge and understanding of the learners, curriculum, teaching and learning environment so as to promote learning. For teacher trainees to understand the relationship between theory and practice in teacher education, teaching practice has a crucial role to play.

In addition, Asaya (2010), described teaching practice as the avenue for student-teachers to put into practice all the knowledge and theories in the course work. They put into practice what they have learnt in child and adolescent psychology, learning theories, guidance and counseling, class management, educational administration,

planning and supervision, curriculum development, measurement and evaluation, instructional technology and micro-teaching. Chatzidimou (2011), claimed that teaching practice is a fundamental part of teacher training. This implies that without teaching practice, teachers can neither be trained professionally nor certified. This is because their competence cannot be guaranteed.

Teaching practice allows the teacher trainees to gain their first teaching experience that they find useful during their professional lives. It gives the sense of accomplishment to student-teachers as professionals. The student-teachers learn to take the responsibility, gain confidence to address large audience acquire competence in lesson delivery and imbibe acceptable personality traits.

The student-teachers identify objectives of teaching and organize syllabus contents around major concepts and generalization in the development of sequential learning in a course of study. They physically demonstrate the skills acquired for actualization of real teaching (curriculum implementation). During teaching practice, the student-teachers serve as apprentices in the course of their teacher training before they are certified as teachers. The student-teachers are opportune to have constructive criticisms, corrections, supervision, evaluation and feedback from their senior colleagues and role models in teaching profession who are likely to be their lecturers. The student-teachers are helped to deal with important professional challenges during teaching practice. Student-teachers form positive attitudes towards teaching profession at the end of the teaching practice exercise.

2.8 NCCE Minimum Standards for NCE on Micro-teaching and Teaching Practice

According to the NCCE (2012) Minimum Standards, the content of EDU 213 (Micro-Teaching Theory) is as follows:

The concept and process of micro-teaching, Relevance of micro-teaching to teacher education, Micro-teaching practicum with emphasis on teach/reteach, Set Induction Skill, Stimulus Variation Skill, Planned Repetition Skill, Reinforcement Skill, Non-Verbal Communication Skill, Questioning Skill, Closure Skill, Evaluation Skill, Merits and Demerits of Micro-teaching.

NCCE recommended that, the above skills should be taught according to the way they are listed, therefore teachers, educators should emphasize on this.

Moreover, these micro-teaching skills are referred to as official micro-teaching skills in this study since they are documented in the NCCE minimum standards. However the eight micro-teaching skills do not cover all the teaching skills that are needed for effective teachers' preparation. Other skills that need to be covered include use of media, use of chalkboard, classroom management and so on. These skills are not listed in the NCCE minimum standard. NCCE minimum standards but teacher trainees are assessed on such skill during teaching practice. It means that the content and evaluation in teacher education do not correspond to what is obtainable in the Colleges of Education. The assessment form usually covers things like the use of media, use of chalkboard and classroom management (See Appendix II). These may lead to poor teachers' preparation. The study therefore in trying to investigate the effect of micro-teaching skills on student's performance in teaching practice in Colleges of Education. The unofficial micro-teaching skills as identified by the researcher are:

Planning (writing of lesson plan and stating of objectives), Skill, Chalkboard Utilization Skill, Instructional Materials Utilisation Skill, Classroom Management Skill, Inability to acquire the skills and utilize them may lead to poor teachers' preparation which can result to poor performance of teacher trainees. This is because the skills are assessed during teaching practice. In addition gender is a variable that needs to be considered in

acquisition of teaching skills. This is because the numerical figure of the females in the profession is greater than that of the males as shown by researchers.

According to the NCCE minimum standard teaching practice (EDU 311), is a maximum of six (6), credit compulsory course for all students that registered for the Nigerian Certificate in Education (NCE). It is of twenty six (26), weeks minimum duration at a stretch in the first semester of NCE III. Only teacher trainees who pass EDU 213- (Micro-teaching Theory), would qualify to offer EDU 223- (Micro-teaching Practicum and only the teacher trainees who pass EDU 223 would qualify to go for Teaching Practice (EDU 311). It therefore implies that student-teachers must pass Teaching Practice before certification as a professional teacher. The major aim of teaching practice is to provide teacher trainees an opportunity to put into practice their theoretical knowledge in a real school-life environment where educators, educational managers and supervisors have practical appraisal of the effectiveness of teacher education programme. Apart from the above major aims, teaching practice has the following specific objectives (Adirika, 2013):

To expose student-teachers to real life classroom experience under the supervision of professional teachers, to provide the forum for student-teachers to translate educational theories and principles into practice, to enable teacher trainees discover their own strengths and weaknesses in classroom teaching and provide opportunities to enable them overcome their weaknesses and consolidate on their strengths, to familiarize student-teachers with the school environment as their future work place, to provide student-teachers the opportunity for acquisition of professional skills, competencies, personal characteristics and experience for full-time teaching after graduation, to help student-teachers develop a positive attitude towards the teaching profession and to serve as a means of assessing the professional competence of student-teachers.

The important areas of emphasis for teaching practice in the NCCE Minimum Standards are:

Instructional planning and studies in teaching methods, Instructional technology, Micro-teaching mentoring (Model Teaching, Assessment, Feedback Reports and so forth), A minimum of ten supervisors per student before final computation of each student's Teaching Practice score, Posting of students to schools where they can practice their major courses of studies should be based on the account of their subject combinations, Educational institutions should serve their immediate environment and teaching practice should cover schools around the communities that host such educational institutions, A standard teaching load; each teacher trainee is to be allocated a teaching period between a minimum of ten (10), and a maximum of eighteen (18), teaching periods per week. The score is to be recorded in the Department of Curriculum Studies

It is to be housed in the Department of Curriculum Studies, The Dean of Education to be the Chairman of the Teaching Practice Committee (TPC), except in Colleges of Education (Special), where internal arrangement can be made, The Head of Department (HOD), Curriculum is the secretary/coordinator of day-to-day Teaching Practice activities, Teaching practice is exclusively an activity for professional teachers with at least first degree plus a teaching qualification not less than NCE or its equivalent, Assessment of teaching practice should not be by proxy for both the trainees and the supervisors and the supervision should take place in the schools where the trainees are posted to. On no account shall a trainee be awarded a grade without being supervised and assessed at least four (4), different assessors, Academic staff and student-teachers of educational institutions should be orientated on rudiments of teaching practice before the commencement of the exercise, There should be student-teachers' code of conduct which should not contravene the rules and regulations of the cooperating schools,

Educational institutions should create rapport and establish a friendly relationship between the institutions and the cooperating schools and The institutions should visit and contact the cooperating schools before posting their trainees out.

2.9 Impact of Micro-Teaching Skills on Student Teacher Performance

The major goal of a successful teacher-training programme is to expose prospective teachers to effective teaching strategies and experiences. The place of micro-teaching in teacher education programmes has been examined for a number of years by researchers in different parts of the globe (Fernandez, 2010; Lu, 2010; Ogeyik, 2009, Seferoglu, 2006; Subramaniam, 2006). During the 1960s, micro-teaching was first introduced in a teacher education programme in Stanford University to prepare students and get them ready for their clinical experiences (Cruickshank, 1996 in Atherton, 2013). Since its introduction in the 1960s, the practice of micro-teaching has rapidly expanded to other teacher education programmes. Recently, many pre-service teacher education programmes have introduced the micro-teaching component in order to orient prospective teachers and provide them with practical teaching experiences (Fernandez, 2010; Bell, 2007; Amobi, 2005). The endorsement of micro-teaching as a tool for learning the art of teaching attracted a number of educators and researchers to investigate its impact on prospective teachers' teaching experiences and how they perceive it as a practical learning tool.

In a relevant study, Ogeyik (2009), investigated the attitudes of 57 ELT teacher trainees at Trakya University in Turkey regarding the benefits and disadvantages of micro-teaching. A five-scale questionnaire was used to survey students' opinions about micro-teaching applications. The overall findings demonstrated the students' positive attitudes towards micro-teaching applications in their study programme. They found micro-teaching to be beneficial for both their academic study and professional experience. The

author concluded that the use of micro-teaching in a teacher-training programme could promote effective teaching strategies and reflective practices among student-teachers.

In a similar study, Benton-Kupper (2011), looked at prospective teachers' perceptions about the application of a micro-teaching component in a methodology course. After completing the micro-teaching sessions, student-teachers in three sections of a general secondary methods course reflected on their practical experiences and provided quantitative and qualitative feedback on the use of micro-teaching. The findings of the study indicated that the micro-teaching practice is very beneficial for prospective teachers to learn about the craft of teaching. Trainee teachers indicated that they found micro-teaching experiences helpful in enabling them to recognize and identify strengths and weaknesses in their mini lessons. The study provided evidence that the micro-teaching component is an effective training tool in teachers preparation programmes.

Fernandez (2010), investigated how and what teacher trainees learn about teaching from micro-teaching lesson study (MLS). The researcher carried out a case study of MLS with 18 student-teachers in a course of math teaching methods. Different research tools were used to collect extensive data. These multiple data sources helped in triangulating the findings. During the different phases of the study, videotape and audiotape were used to record the MLS lessons and the group discussion respectively. During the MLS experiences, students were able to explore, analyze, plan and revise their lessons; additionally they participated as learners in other students lessons. After being exposed to the MLS, prospective teachers were able to explore patterns and develop effective strategies for teaching mathematics. The MLS was found to be an effective teaching approach because it offers prospective teachers valuable opportunities to practice and learn teaching during their initial coursework. It was indicted that student-teachers were able to identify general teaching patterns and classroom management issues during the

MLS lessons though they were teaching their colleagues and were acting in a “fake” situation.

Micro-teaching experiences may not be as effective without offering prospective teachers opportunities to reflect on their performance. The goal of any successful pre-service teacher education programme is to prepare effective and reflective teachers. Novice student-teachers in a training programme always possess preconceptions about teaching. Those students have the experience of sitting in classes for a number of years observing instructors teaching them with a variety of teaching methods. The use of reflection strategies provides educators with an opportunity to correct any misconception that might interfere while student-teachers are practicing effective teaching strategies. Reflective practices, such as critically observing a video-recorded lesson can offer valuable opportunities for student-teachers to revisit their executed lessons and make thoughtful decisions for improvement and develop effective teaching strategies.

2.10 Empirical Studies

There have been many empirical studies, investigations and researches on micro-teaching as an effective training technique in teacher education. According to Ismail (2011), a great number of educators and researchers have been attracted to investigation on the impact of micro-teaching on student-teachers. Many conducted researches to find out the student-teachers’ perspectives on micro-teaching as a practical learning tool while others use micro-teaching data to organize teaching practice in their training institutions. The relevance of micro-teaching to teacher education programmes has been studied for a number of years by researchers in different parts of the globe.

Shah and Masur (2011), investigated the impact of micro-teaching skills on the performance of primary school teachers in Pakistan. The objective of the study was to examine the impact of micro-teaching skills learned through different in-service training programs on the performance of the elementary school teachers. The study was descriptive in nature and the performance of the primary school was observed through observation sheet. The sample of the study comprised 200 primary school teachers (105 who got in-service training and 105 without in-service training). Male and female primary school teachers were equally ensured in the sample with their equal distribution in urban and rural areas. On the analysis of data, it was found that in-service trained teachers utilized micro-teaching skills have their performance was comparatively better. This empirical research is related to the present study in terms of its conceptual scope (micro-teaching). The research is different from this study in terms of its objectives, the study investigated the impact of micro-teaching skills, while the present study assessed the effect of the skills on students' performance in teaching practice. The study was conducted on primary school teachers in Pakistan, while the present study was conducted on NCE students in Kano State Nigeria. The present study closed the gap created by the study under review, this study, would prepare teaching practice teachers in the area of lesson introduction, change in stimuli, questioning and closure skills of micro-teaching.

Arsal (2015), examined the effects of micro-teaching on the critical thinking dispositions of pre-service teachers in Turkey. The objectives of the study was to determine the impact of micro-teaching on the critical thinking dispositions of the pre-service teachers in the teacher-education program. The study adopted an experimental group and a control group and a pre-test - post-test quasi-experimental design. The sample of the study consisted of 70 pre-service teacher (64.3% Female, 37.7% males)

enrolled in the Turkish language teacher-education program. The instruments employed for the study was a California Critical Thinking Disposition Inventory (CCTDI), which was developed and was administered to determine the levels of critical thinking dispositions of pre-service teachers in the experimental and control groups of the beginning and end of the application.

The results revealed that the pre-service teachers in the experimental group showed statistically significant greater progress in terms of critical thinking dispositions than those in the central group. This research is similar to the present study in terms of its conceptual scope which is "micro-teaching" and both studies based their research on pre-service teachers but differed from the present study in terms of its objectives, research design, sample and instrument. In similar vein, the study used quasi experimental design while the present study used ex-post facto design. The study examined effects of micro-teaching on critical thinking dispositions on pre-service teacher, while the present study assessed effect of micro-teaching skills on students' performance in teaching practice. The study reviewed micro-teaching skills and its effect on the teaching practice performance thereby closing the gap left by the study. Lastly, the study under reviewed was conducted in Turkey while the present study was conducted in Nigeria.

Bashir (2009), conducted a study titled "the role of micro-teaching in promoting teachers' effectiveness". The objective of the study was to find out how micro-teaching can enhance teachers' effectiveness in primary schools. The population of the study was primary school teachers in Katsina state. A sample of 290 teachers responded to the study instrument which was a questionnaire developed by the researcher. Data collected

was analysed using inferential statistics of independent sample t-test. The study found that micro-teaching has significant influence on primary school teachers' effectiveness. Bashir's (2009), study is similar with the current study as both studies deal with micro-teaching skills. Also Bashir's study utilized the t-test which the current study intends to use.

However, while Bashir's study used teachers, the current study focuses on student-teachers. The objective of the study, instrumentation, population and sample all differed from the present study. The study under review focused on critical thinking disposition of pre-services teachers. The present study filled the gaps created by the study under review in the following ways, before learning takes place, there are so many things that must be in place, is not just the cognitive aspect of learning life, but the learning environment, different learning ability in the class, and so this study critically looked at the area of teaching practice skills of set induction, where a teacher prepare the learner for lesson about to start. This gives the teachers the opportunity to not only to know the learning ability of the student but areas as well as the teaching strategy to employ so as to get learning objective attained.

Kanno (1986), also investigated transferability of set induction and questioning skills of micro-teaching to actual teaching practice using sixty-eight 200 level teacher trainees of Abia State University, Uturu. (ABSU). The objective of the study was to determine the extent to which students are able to transfer set induction and questioning skills of micro-teaching to actual teaching practice. The study had experimental and control groups. None of the groups had an initial advantage over the other at the pre-study. The experimental group was exposed to 18 clinical sections within six weeks of therapy. The control group was left untreated with the experimental package. Data observed using set induction and questioning checklists/rating scales were analyzed using Analysis of

Covariance (ANCOVA), tested in the study at 0.05 level of significance. The study indicated a significant difference in the use of set induction and questioning skills by the experimental and control groups.

The experimental group improved greatly in their transferability of the two skills at the one-month follow up test. The findings implies that the employment of validated instruments that clearly mapped out treatment package as used in the study can enable University student teacher masters and transfers micro-teaching skills of set induction and questioning. He suggested that researchers should investigate the transferability of other micro-teaching skills to teaching practice.

Kanno's study is relevant to the current study as it dealt with students' ability to transfer micro-teaching skills of set induction and questioning they learnt during micro-teaching to actual teaching practice. This study also investigated students' application of micro-teaching skills during teaching practice. However, while Kano's study was restricted to two of the micro-teaching skills, the current study focused on the entire micro-teaching skills. Also the present study adopted the ex-post facto design while Kanno used the quasi-experimental design.

The present study filled the gaps created by the study under reviewed in this regard, teaching and learning is a wholesome activities expected from both the teacher and the learner, the teachers needs to constantly update the skills of stimulate variation so as to make learning achievable, this is because, the over all emphasis is to make sure learning take place at the end of the day, stimulus variation skill help a teacher to know whether the learner is actually interested in the lesson presentation, whether the learner is indeed coping with the lesson, it helps the teacher to quickly adopt to another teaching method so as to attain objectives. Its helps the teacher to have a good control of the class so as to achieve success in the set objectives.

Furthermore, Francis (2009), studied the effects of micro-teaching on student-teachers' performance in the actual teaching practice at Obafemi Awolowo University (OAU), Ife, Nigeria. The objective of the research was to ascertain whether the classroom performances of student-teachers differ significantly or not when they were exposed to micro-teaching. The researcher used a stratified random sample of 20 year II social studies student-teachers. They were randomly assigned to two equal groups (experimental and control groups). The experimental group was exposed to a mini micro-teaching programme which ran concurrently with the teaching practice exercise. The control group was not exposed to micro-teaching. The teaching performances of the two groups were observed in the actual classrooms by three independent assessors before and after the micro-teaching. The means of the aggregate means of these two groups were compared using the t-test of significance. The analysis revealed that there was no significant difference between the performances of the two groups on the pre-micro-teaching observation scores. A significant difference between the two groups was established at the post-micro-teaching observation scores in favour of the experimental group that was exposed to micro-teaching.

The present study is similar to that of Francis (2009), because both studies dealt with student-teachers' teaching performance during teaching practice after being exposed to micro-teaching. However, while the present study adopted the ex-post facto research design, while Francis adopted the quasi-experimental design. The present study filled the gaps created by the study under reviewed in the following ways, the quality of a teacher in the area of working experience, requisite qualification, staff motivation, place a teacher to ultimately perform very well, the trained teaching practice teacher who have under gone training in the area of the use of skill of closure will address the issue of assessing students by the end of lesson presentation whether indeed the learner actually

assimilate what have been taught by the teacher. Similarly, the use of skill of reinforcement by the teachers would not only motivate students to learn, but would place their students' performances very high, as well as reinforcing students.

Bwire (1990), conducted a study of the conceptions and practice modes of micro-teaching in three Diploma Teachers Colleges in Kenya. The objectives were: to find out the roles and formats of micro-teaching, the usefulness and adequacy of micro-teaching, micro-teaching skills practiced, lecturers and student-teachers attitude towards micro-teaching and problems facing student-teachers in micro-teaching. The researcher combined the use of questionnaires, interview schedules and an observation guide. Stratified proportional random sample was used for the respondents and the data were analyzed using percentage frequency tables and ranks to generate appropriate conclusion.

The findings revealed that the respondents from the three colleges regarded micro-teaching as a preparation for teaching practice but each college organized and conducted her micro-teaching in her own unique way due to time constraints, disparity in facilities as well as numbers and quality of personnel. Both lecturers and student-teachers considered micro-teaching as a tool for enhancing professional performance especially in gaining confidence by the student-teachers. Major constraints to micro-teaching was shortage of staff, lack of adequate physical facilities and equipment, large numbers of student-teachers and lack of feedback about the performance and weaknesses of the student-teachers. In addition, most of the lecturers had not gone through programmes that trained them as micro-teaching supervisors.

The present study is similar to the research conducted by Bwire (1990), because the present study also concern itself with attitude of students towards teaching practice after being exposed to micro-teaching as well as micro-teaching skills practiced. However,

they are different with respect to the method of data collection as Bwire (1990), combined the use of questionnaires, interview schedules and an observation guide, while the present study used student raw scores in teaching practice and observation checklist.

The present study filled the gap created by the study under review in the following areas, the study under review looked at attitudes of students toward learning, the cognitive aspect of learning is the overall importance, and so this study used the skill of set induction wherein, a teacher usually test the readiness of the learner by testing their cognitive ability in the area of recall of facts, recall of previous knowledge, comprehension of concepts under the contents, in order to attain the set goals.

Sa'ad, Sabo and Abdullahi (2015), conducted a study to investigate the impact of micro-teaching on the teaching practice of the undergraduate Agricultural Education students admitted in 2012/2013 Academic session in College of Education, Azare, Bauchi State, Nigeria. The 400 level students who had their 200 and 300 levels teaching practice exercises as well the microteaching were purposely selected. The microteaching and teaching practices results were analyzed using t-test for unrelated samples while data gathered via questionnaire were analyzed using simple percentage. The findings of the study led to the conclusions that microteaching is useful in improving the teaching skills, classroom management, confidence and so forth, of teacher trainees. It was also found out that there was no significant difference between the micro-teaching and teaching practice performance of students, that is to say there was significant relationship between the two scores of the said courses. Finally, the study found out that there was significant difference between 200 and 300 levels teaching practice performances and this was attributed to the impact of microteaching.

The present study is similar to that of Sa'ad, Sabo and Abdullahi (2015), in many respects ranging from design, method of data collection and method of data analysis. The major difference is the cadre of students used as Sa'ad, Sabo and Abdullahi (2015), used university students while the present study used NCE students, the study under review used questionnaire while the present used observation checklist. The study under reviewed looked at micro-teaching skills in undergraduate students, however this study filled the gaps by assessing the effect of micro-teaching skills on student's performance on teaching practice.

Ashhan and Ahmet (2013), conducted an investigation of the pre-service teachers' opinions about the micro-teaching method in teaching practise classes. The main purpose of their study was to examine microteaching practices on the contribution of teacher qualifications according to pre-service teachers' views based on their teaching experiences. The participants of the study were 10 undergraduate students who are in the Department of Computer and Instructional Technology Education in the 2011-2012 education years. Ten students made a presentation with using micro-teaching methods at the secondary school. At the end of the practice, semi-structured interview form and the survey were used to learn the views of pre-service teachers about teaching in the classroom. The results of the interviews show that the pre-service believed that the micro-teaching method gives a chance to evaluate their strong and weak aspects in teaching. At the same time, the interview results show that pre-service teachers developed timing, planning, asking questions, management of class, using different materials and examples and physical appearance during the teaching process.

In a way, the study of Ashhan and Ahmet (2013), is similar to the present study as both studies focused on the effects of micro-teaching skills in the teaching practice classes. Both studies used questionnaire to survey students' opinion on the relevance of micro-

teaching on teaching practice. However, while the present study used NCE students, Ashhan and Ahmet's study used university students.

Ajileye (2013), carried out a study titled, "Effects of microteaching skills on student teachers' performance on teaching practice in colleges of education, north-central, Nigeria". The objective of the study was to determine the effects of microteaching skills on student teachers' performance on teaching practice. The population of the study was 300 level student teachers. Data were collected using observation schedule and rating scales. The study was an experimental design using control and experimental groups with pre-test and post-test. The study adopted a combination of qualitative and quantitative research. Pearson's Moment Correlation Coefficient and t-test analysis was used to analysed the data collected. The study found that micro-teaching has great influence on the student teachers' performance during teaching practice.

The present study is similar to Ajileye's study as both focused on how micro-teaching affects student teachers' teaching practice. Both studies were carried using NCE students. However, while their study used structured interview and quasi-experimental research design, the present study used student raw scores in teaching practice and observation checklist and was ex-post facto research design to determine the effectiveness of the micro-teaching skills. The objectives of the study also differs, the present study ascertain the effects of set induction, stimulus variation, questioning and closure skills of micro-teaching. The study under review was conducted in North-Central Zone while the present study was carried out in Kano State Nigeria.

In addition, Duygu (2012), studied the effects of a microteaching course on student teacher's teaching practice. Microteaching is taken prior to teaching practice by student teachers. The research is exploratory in nature. The study investigated the impact of microteaching course on pre-service teachers' teaching experience. Semi structural

individual interview, focus group discussion and students' journals were used for data collection. Microteaching course was offered during the last two semesters and total of 20 students took the course 12 of them were also enrolled in the student teaching course. All of the students were registered in the science teacher education program. Nine of them were enrolled in students teaching course but did not take microteaching course. The findings revealed that there was positive impact of microteaching course. Students reported higher self-confidence and self-awareness. Microteaching experience makes them comfortable during students teaching experience. The researcher recommended microteaching courses prior to teaching experience.

The present study is similar to Duygu's study as both focused on the effects of micro-teaching on student teachers' teaching practice. Both studies were carried using NCE students. However, while Duygu used structured interview and was quasi-experimental, the present study used student raw scores and was ex-post facto. Dugyu focused impact of micro-teaching course, while the present study emphasised on the effectiveness of micro-teaching on the students performance during teaching practice.

2.10 Summary

The literature reviewed covered a wide range of works presented by different scholars in the areas of micro-teaching and teaching practice. It began by studying the theories upon which the work is based which were two: theories of training and learning of Edward Thorndike (1905) Zakar (2014) Behavioural Theory of Learning, Burrhus Frederic Skinner's Reinforcement Theory. The review looked at various works presented on the concept of micro-teaching which revealed that micro-teaching has been variously defined and has been recognized as veritable instrument in the teacher training programme worldwide.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedure adopted by the researcher in order to carry out the research. It is presented under the following sub-headings: research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection, and procedure for data analysis.

3.2 Research Design

This study adopted ex-post facto research design. The research design is used when a study has some independent variables which cannot be manipulated (the performance of students in teaching practice). It permits the researcher to use the variables as they are. In line with this, Afermike and Ebgon (2011), added that ex-post facto is systematic empirical enquiry in which the researcher has no control over the independent variables, and cannot manipulate them either, but will take and use them as they occur. The study was carried out on 2014/2015 NCE III students of all the Colleges of Education in Kano state that is, Federal College of Education, Kano, Federal College of Education Technical, Bichi and Sa'adatu Rimi College of Education, Kumbotso Kano, whom are the only level that are concerned with teaching practice exercise.

3.3 Population

The population of the study comprised all the Colleges of Education in Kano state offering NCCE accredited programme. The population of students consisted of all the NCE III students in the Colleges of Education in Kano State. In all, there are currently, only three (3) Colleges of Education in Kano State offering NCCE accredited programme namely; Federal College of Education (Technical), Bichi and Sa'adatu Rimi

College of Education, Kumbotso, Kano. All the Colleges operate a common curriculum and the staffing/student enrolment is similar. Table 1 presents the Colleges of education and student enrolment figures for the year 2014/2015 in Kano State.

Table 1: Population of the Study

S/N	Name of College	Student enrolment		Total
		Male	Female	
1	FCE(T) Bichi	1504	1308	2810
2	S.R.C.O.E. Kano	2404	2209	4613
3	F.C.E. Kano	4132	3200	7332
Total				14755

Source: NCCE Digest of Statistics in Colleges of Education, 2014/2015

3.4 Sampling Technique

The sample size of three hundred and sixty one (361) NCE III students was used in the study. This sample size was drawn from the three Colleges of Education in Kano State using the simple random sampling technique. This was done by using the Krejcie and Morgan (1970) table to determine the sample to be drawn from the population elements.

Table 2 presents the sample size.

Table 2: Sample Distribution

S/N	Name of College	Student Enrolment		Total
		Male	Female	
1	FCE(T) Bichi	42	34	76
2	S.R.C.O.E. Kano	72	64	136
3	F.C.E. Kano	83	66	149
Total				361

Source: NCCE Digest of Statistics in Colleges of Education, 2014/2015

3.5 Instrumentation

The instrument used for data collection in the study was students' raw scores in teaching-practice and adapted teaching practice assessment form constructed by National Commission for Colleges of Education used for observation checklist. The students' scores were used as an indication of the students' academic performances. Specifically, the scores were used to determine the effect of micro-teaching skills on the teaching practice performance of students in all the sampled Colleges of Education and while observation checklist was used to observe the student demonstration of micro-teaching skill during teaching practice. All the standardized composite scores were for the 2014/2015 session. The observation checklist and the students' scores in teaching practice have been attached as appendix to this study.

3.5.1 Validity of the Instruments

The instrument was validated by the researcher's supervisors who are not below the rank of senior lecturers in Curriculum and Instruction Section, Department of Educational Foundations and Curriculum, Faculty of Education, Ahamdu Bello University Zaria.

3.5.2 Pilot Study

In order to determine the suitability and adequacy of the instrument, a pilot study was conducted with twenty-five (25) NCE II students of Federal College of Education Zaria. The student raw scores in micro-teaching and teaching practice was used. The reason for the choice of Federal College of Education Zaria was that, it was not in any way involved in the main study or rather is not within the sample of the study.

3.5.3 Reliability of the Instrument

The data collected from the pilot study was statistically analysed using Spearman Rank Order Correlation Statistics through the Statistical Package for Social Science (SPSS) version 21. The items in the instrument was calculated from the result of the pilot study using the split half method. The scores were splitted into equivalent halves to be arranged as odd and even numbered item. The scores of the two halves were correlated and Spearman Rank Order Correlation Statistics was used to estimate the reliability of the instrument. The result of the test was found to be 0.80. This confirms that, the research instrument is not only suitable but also reliable for use as an instrument for data collection.

3.6 Procedure for Data Collection

The Colleges of Education used as samples were visited by the researcher with an introductory letter collected from the office of the head of Department, Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria for permission from the authorities to have access to the students' raw scores in teaching practice exercise and observation assessment form. The data collected for this study are standardized composite scores of NCE III students in teaching practice for the 2014/2015 academic session and adapted teaching practice assessment form used as observation checklist which were collected from the teaching practice coordinators and examination officers in the sampled Colleges of Education in Kano State.

3.7 Procedure for Data Analysis

The analysis and interpretation of data obtained through teaching practice assessment forms was done by using descriptive and inferential statistics. At descriptive level, the frequencies were converted to means and standard deviation to answer the research questions while at inferential level, one sample t-test was used at 0.05 level of

significance. One sample t-test was used to compare the effect of micro-teaching skills on students' performance in teaching practice in colleges of education in Kano State.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presented the analysis of data collected from the field. The analysis was based on the recorded performance scores of three hundred and sixty one (361) students used in the study. The analysis was presented in tables to highlight the major findings followed by detail interpretation. The presentation was done sequentially starting with the analysis of the demographic characteristics of the respondents, research questions and then hypotheses.

4.2 Description of Study Variables

Table following tables presents the frequency and percentages of the respondents based on their demographic characteristics which include gender and school location.

Table 3: Gender Classification of Respondents

Gender	Frequency	Percentage
Male	197	54.6
Female	164	45.4
Total	361	100

Table 3 revealed the total number of male students who participated in the study to be one hundred and ninety seven (197), that is, 54.6%, while the total number of female students who took part in the study as respondents were one hundred and sixty four (164), that is, 45.4%. This shows that the male students were more represented in the study.

Table 4: School Location

Location	Frequency	Percentage
Rural	76	21.1
Urban	285	78.9
Total	361	100

Table 4 shows that a total of seventy six (76), that is, 21.1% students, were from rural school, while two hundred and eighty five (285), that is, 78.9% of the respondents are from the urban school. This result shows that students from urban schools were more represented in the study.

4.3 Response to Research Questions

The various research questions raised for this study were answered as follows using mean and standard deviation:

Research Question One: What is the effect of set induction skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State?

In order to answer this research question, the recorded frequencies of students' performance scores in teaching practice were converted to means and standard deviation. The summary of the analysis is presented in Table 5:

Table 5: Effect of set induction skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State

Source	N	Mean	SD
FCE(T) Bichi	76	59.58	7.27
SRCOE Kano	136	49.89	8.10
FCE Kano	149	51.33	6.94

Table 5 shows the effect of set induction skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State. The table shows the teaching practice mean score of 59.58 with standard deviation of 7.27 for student-teachers in

Federal College of Education (Technical), Bichi while the student-teachers in Sa'adatu Rimi College of Education, Kumbotso, Kano has the performance mean score of 49.89 with standard deviation of 8.10. In addition, the student-teachers in Federal College of Education, Kano has the performance mean score of 51.33 with standard deviation of 6.94. The standard deviation at each level implies that students' performance varied widely from each other. Hence, the result means that set induction skill has effect on the performance of student-teachers in teaching practice in Colleges of Education in Kano State.

Research Question Two: How does the skill of stimulus variation have effect on teaching practice performance of student-teachers in Colleges of Education in Kano State?

In order to answer this research question, the recorded frequencies of students' performance scores in teaching practice were converted to means and standard deviation. The summary of the analysis is presented in Table 6:

Table 6: Effect of the skill of stimulus variation on the performance of student-teachers in teaching practice in Colleges of Education in Kano State

Source	N	Mean	SD
FCE(T) Bichi	76	32.47	9.02
SRCOE Kano	136	34.14	10.35
FCE Kano	149	31.48	9.88

Table 6 shows the effect of the skill of stimulus variation on the performance of student-teachers in teaching practice in Colleges of Education in Kano State. The table shows the teaching practice mean score of 32.47 with standard deviation of 9.02 for student-teachers in Federal College of Education (Technical), Bichi while the student-teachers in Sa'adatu Rimi College of Education, Kumbotso, Kano has the performance mean score of 49.89 with standard deviation of 8.10. In addition, the student-teachers in

Federal College of Education, Kano has the performance mean score of 51.33 with standard deviation of 6.94. The standard deviation at each level implies that students' performance varied widely from each other. Hence, the result means that the skill of stimulus variation has effect on the performance of student-teachers in teaching practice in Colleges of Education in Kano State.

Research Question Three: What effect does questioning skill have on the teaching practice performance of student-teachers in Colleges of Education in Kano State?

In order to answer this research question, the recorded frequencies of students' performance scores in teaching practice were converted to means and standard deviation. The summary of the analysis is presented in Table 7:

Table 7: Effect of questioning skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State

Source	N	Mean	SD
FCE(T) Bichi	76	28.12	8.32
SRCOE Kano	136	17.31	9.02
FCE Kano	149	25.27	11.60

Table 7 shows the effect of questioning skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State. The table shows the teaching practice mean score of 28.12 with standard deviation of 8.32 for student-teachers in Federal College of Education (Technical), Bichi while the student-teachers in Sa'adatu Rimi College of Education, Kumbotso, Kano has the performance mean score of 17.31 with standard deviation of 9.02. In addition, the student-teachers in Federal College of Education, Kano has the performance mean score of 25.27 with standard deviation of 11.60. The standard deviation at each level implies that students' performance varied widely from each other. Hence, the result means that questioning skill has effect on the

performance of student-teachers in teaching practice in Colleges of Education in Kano State.

Research Question Four: To what extent does the skill of closure have effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State?

In order to answer this research question, the recorded frequencies of students' performance scores in teaching practice were converted to means and standard deviation. The summary of the analysis is presented in Table 8:

Table 8: Effect of the skill of closure on the performance of student-teachers in teaching practice in Colleges of Education in Kano State

Source	N	Mean	SD
FCE(T) Bichi	76	55.31	14.07
SRCOE Kano	136	57.45	6.89
FCE Kano	149	52.49	17.00

Table 8 shows the effect of the skill of closure on the performance of student-teachers in teaching practice in Colleges of Education in Kano State. The table shows the teaching practice mean score of 55.31 with standard deviation of 14.07 for student-teachers in Federal College of Education (Technical), Bichi while the student-teachers in Sa'adatu Rimi College of Education, Kumbotso, Kano has the performance mean score of 57.45 with standard deviation of 6.89. In addition, the student-teachers in Federal College of Education, Kano has the performance mean score of 52.49 with standard deviation of 17.00. The standard deviation at each level implies that students' performance varied widely from each other. Hence, the result means that the skill of closure has effect on the performance of student-teachers in teaching practice in Colleges of Education in Kano State.

Table 9: Analysis of Observation Checklist

S/N	Skills	Score
1	Set Induction: Statement and questions indicating the use of previous knowledge.	67%
2	Stimulus Variation: Activities that stimulate the interest of learners: (i) Movement, (ii) Gestures, (iii) Focusing, (iv) Change of voice, (v) Pausing, (vi) Change of Interaction Style, (vii) Aural-Visual Switching, (viii) Physical Involvement of pupils and use of resources.	70%
3	Questioning: Questions that are relevant, appropriate and distributive.	60%
4	Closure: Suitability of assessment and attainment of stated objectives.	64%

Table 9 showed the grading of students in teaching practice in colleges of education in Kano State. As shown on the table, students was graded 67% on the use of set induction skill, this implied that to a great extent, students were able to link the previous knowledge with the current lesson. At the same time, the use of stimulus variation skill by students was graded the highest percentage (70%). This is evidenced as students were able to present activities that stimulate the interest of learners through their movement, gestures, focusing, change of voice, pausing, change of interaction style, aural-visual switching, and physical involvement of pupils and use of resources. Also, on the questioning skill, students were graded 60%, indicating a pass above the average. This implied that students were not as effective compared to the use of set induction skill and stimulus variation skill. However, students use of closure skill was graded 64%. This connotes that to reasonable extent, the stated objectives were attained and assessment technique was suitable. In the light of this understanding, set induction skill, stimulus variation skill, questioning skill and closure skill can be said to have effects on students' performance in teaching practice in colleges of education in Kano State.

4.4 Hypotheses Testing

The postulated null-hypotheses were tested using one sample t-test at 0.05% level of significance. This sub-section presents the result of each of the hypotheses tested.

Hypothesis One: Set induction skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State.

The recorded teaching practice performance scores of student-teachers in the sampled three colleges of education were analysed using one sample t-test. The summary of the hypothesis is presented in table 10:

Table 10: Summary of one sample t-test on the effect of set induction skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State

Variable	N	Mean	SD	t-cal	df	α	t-crit	P-value	Decision
Teaching Practice Performance Scores	361	53.6	7.44	2.84	360	0.05	1.96	.000	Rejected

Table 10 revealed that set induction skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. The table showed the performance mean score of 53.6 and standard deviation of 7.44. The t-cal is 2.84 and t-crit is 1.96, while the p-value is 0.000 ($P < 0.005$). This means that set induction skill has effect on teaching practice performance of student-teachers in Colleges of Education in Kano State. Subsequently, the null hypothesis which states that set induction skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State is hereby rejected.

Hypothesis Two: Stimulus variation skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State.

The recorded teaching practice performance scores of student-teachers in the sampled three colleges of education were analysed using one sample t-test. The summary of the hypothesis is presented in table 11:

Table 11: Summary of one sample t-test on the effect of Stimulus variation skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State

Variable	N	Mean	SD	t-cal	df	α	t-crit	P-value	Decision
Teaching Practice Performance Scores	361	32.70	9.75	3.72	360	0.05	1.96	.002	Rejected

Table 11 revealed that stimulus variation skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. The table showed the performance mean score of 32.70 and standard deviation of 9.75. The t-cal is 3.72 and t-crit is 1.96, while the p-value is 0.002 ($P < 0.005$). This means that stimulus variation skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. Subsequently, the null hypothesis which states that stimulus variation skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State is hereby rejected.

Hypothesis Three: Questioning skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State.

The recorded teaching practice performance scores of student-teachers in the sampled three colleges of education were analysed using one sample t-test. The summary of the hypothesis is presented in table 12:

Table 12: Summary of one sample t-test on the effect of Questioning skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State

Variable	N	Mean	SD	t-cal	df	α	t-crit	P-value	Decision
Teaching Practice Performance Scores	361	23.57	9.65	8.99	360	0.05	1.96	.004	Rejected

Table 12 revealed that questioning skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. The table showed the performance mean score of 23.57 and standard deviation of 965. The t-cal is 8.99 and t-crit is 1.96, while the p-value is 0.004 ($P < 0.005$). This means that questioning skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. Subsequently, the null hypothesis which states that questioning skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State is hereby rejected.

Hypothesis Four: Skill of closure has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State.

The recorded teaching practice performance scores of student-teachers in the sampled three colleges of education were analysed using one sample t-test. The summary of the hypothesis is presented in table 13:

Table 13: Summary of one sample t-test on the effect of Skill of closure on the performance of student-teachers in teaching practice in Colleges of Education in Kano State

Variable	N	Mean	SD	t-cal	df	α	t-crit	P-value	Decision
Teaching Practice Performance Scores	361	55.08	12.65	8.17	360	0.05	1.96	.001	Rejected

Table 13 revealed that skill of closure has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. The table showed the

performance mean score of 55.08 and standard deviation of 12.65. The t-cal is 8.17 and t-crit is 1.96, while the p-value is 0.001 ($P < 0.005$). Consequently, the null hypothesis is rejected. This means that skill of closure has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State.

4.5 Summary of Findings

The following findings emerged in view of the hypotheses tested in the study, that:

1. Set induction skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State ($.000 < 0.005$).
2. Stimulus variation skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State ($.002 < 0.005$).
3. Questioning skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State ($.004 < 0.005$).
4. Skill of closure has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State ($.001 < 0.005$).

4.6 Discussions of Findings

Finding on research question one revealed that set induction skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. In addition, finding on hypothesis one revealed that the p-value of .000 was less than 0.05 level of significance. Hence, the null hypothesis which stated that set induction skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State was rejected. This implied that set induction skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. This finding agrees with the finding of Ismail (2011) and Bashir (2009) that micro-teaching has significant influence on primary school teachers' effectiveness. This finding also correlates the findings of Bwire (1990)

which revealed that micro-teaching skill is a tool for enhancing professional performance especially in gaining confidence by the students-teachers.

Finding on research question two revealed that stimulus variation skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. Additionally, finding on hypothesis two revealed that the p-value of .002 was less than 0.05 level of significance. Therefore, the null hypothesis which stated that stimulus variation skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State was rejected. This means that stimulus variation skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. This finding is in line with a lot of researchers some of which are Kanno and Francis (2009), that stimulus variation skill promotes effective teaching strategies among student-teachers without gender bias. Sen (2009) also support this result as its finding showed that stimulus variation skill could promote effective teaching strategies among student-teachers.

Finding on research question three showed that questioning skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. Additionally, finding on hypothesis three revealed that the p-value of .004 was less than 0.05 level of significance. Hence, the null hypothesis which stated that questioning skill has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State was rejected. This means that questioning skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. This finding is in line with the finding of Peker (2009), whose study revealed that there were statistically significant differences regarding teaching using questioning skill and teaching without. His finding established

that the use of questioning skill in teaching practice can reduce the teaching anxiety level of the rural students.

Finding on research question four revealed that skill of closure has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. Moreover, finding on hypothesis four revealed that the p-value of .001 was less than 0.05 level of significance. Therefore, the hypothesis which stated that skill of closure has no significant effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State was rejected. This means that skill of closure has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State. Kanno and Francis (2009) supported this by saying that micro-teaching gave the students opportunity to plan lessons and try different teaching skills they were exposed to in their study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study assessed the effect of Micro-teaching skills on students' performance in teaching practice in colleges of education in Kano State. The study was conducted with the objectives to; find out the effect of set induction skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State; ascertain the effect of stimulus variation skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State; determine the effect of questioning skill on the performance of student-teachers in teaching practice in Colleges of Education in Kano State; and determine the effect of skill of closure on the performances of student-teachers in teaching practice in Colleges of Education in Kano State. Also, four research questions and four null hypotheses were postulated in line with the stated objectives. Relevant literatures were reviewed on the key variables of the study. The study adopted ex-post facto research design. The target population of the study comprised of 2,810, 4613 and 7332 NCE III from Federal College of Education, Kano, Federal College of Education (Technical), Bichi and Sa'adatu Rimi College of Education respectively. The sample size of three hundred and sixty one (361) NCE III students was used in the study. Data was collected using students scores based on their performance during teaching practice. The instrument was validated by the researcher's supervisors. The validated instrument was subjected to a pilot study and a reliability coefficient of 0.80 was obtained.

The data gathered were analysed using one sample t-test. All the hypotheses were tested at 0.05% level of significance. Findings from the study revealed that set induction skill has effect on the teaching practice performance of student-teachers in Colleges of

Education in Kano State (.000 <0.005). Stimulus variation skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State (.002 <0.005). Questioning skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State (.004 <0.005). Skill of closure has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State (.001 <0.005).

5.2 Conclusion

Without adequate acquisition of teaching skills, learning process cannot be effective. Finding from this study revealed that micro-teaching skills has effect on teaching practice performance of student-teachers in colleges of education in Kano State. Therefore, the study concluded that acquisition of relevant teaching skills is vital to teachers' preparation and training since teaching practice allows the teacher trainees to gain their first teaching experience that they find useful during their professional lives. It was also concluded that location has been proved to have strong influence on teaching-practice performance of student-teachers in colleges of education in Kano State. Additionally, the use of micro-teaching skill in teaching practice course reduced the teaching anxiety level of students as micro-teaching gave the students opportunity to plan lessons and adopt new teaching and learning strategies and, through assuming the student role, to get an insight into students' needs and expectations.

5.3 Recommendations

Based on the findings from this study, the following recommendations were made:

1. Colleges of Education and other teacher training institutes should ensure that student-teachers are exposed to micro-teaching in order to acquire the rudiments of teaching in the classroom.

2. Student-teachers should practice teaching skills through the micro-teaching cycle and continue their efforts till they attain mastery level.
3. Peer teachers in rural and urban schools should be encouraged to ask, respond and react to the teacher's questions and lessons the way a student of that age would respond.
4. Student-teachers on teaching practice should always give relevant examples to stimulate the interest of their students.

5.4 Suggestions for Further Studies

The study suggested the following topic for further studies:

1. The contribution of micro-teaching to reflective practice
2. Impact of micro-teaching skills in developing tomorrow's teachers
3. Implications of training student-teachers of pre-schooling through micro-teaching activities for a classroom with mentally-disabled students.
4. An evaluation of micro-teaching component of educational technology programme in Nigerian Colleges of Education.
5. Opinions of education stakeholders on the adequacy of micro-teaching techniques in teacher education programme.
6. The implication of teaching practice supervision in NCE programme in Colleges of Education Nigeria.

5.5 Contribution to Knowledge

1. The research revealed that set induction skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State (.000 <0.005).

2. The research maintained that stimulus variation skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State (.002 <0.005).
3. The research revealed that questioning skill has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State (.004 <0.005).
4. The research maintained that skill of closure has effect on the teaching practice performance of student-teachers in Colleges of Education in Kano State (.001 <0.005).

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APPENDIX I

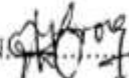
TEACHING PRACTICE COMPOSITE RESULT SCORES OF FEDERAL COLLEGES OF EDUCATION, KANO, FEDERAL COLLEGES OF EDUCATION, BICHI AND SA'ADATU RIMI COLLEGES OF EDUCATION, KUMBUTSO


SCHOOL OF EDUCATION
SA'ADATU RIMI COLLEGE OF EDUCATION, KUMBUTSO KANO
STUDENTS' TEACHING PRACTICE RESULT 2014/15

	NAME	ADM.NO	COMB	MARKS	GRADE	REMARKS
1	SUNUSI A. HAMZA	01/12/0067	SOS/ISS	60	B	PASS
2	MUBARAK MAMUDA	01/12/0067	SOS/ISS	63	B	PASS
3	SHAMSUDDIEN ABUBAKAR	01/12/0068	SOS/ISS	64	B	PASS
4	SHUAIBU USMAN	01/12/0069	SOS/ISS	65	B	PASS
5	FIDDAUSI ABDUL-KHADIR	01/12/0073	SOS/ISS	67	B	PASS
6	SA'ADATU YUSU A	01/12/0074	SOS/ISS	54	C	PASS
7	ABBA AUWALU SALE	01/12/0075	SOS/ISS	60	B	PASS
8	NURA ABDULLAHI	01/12/0076	SOS/ISS	56	C	PASS
9	TUKUR MUHAMMAD SADI	01/12/0077	SOS/ISS	71	A	PASS
10	SHAFIATU UMAN ABDULKALAM	01/12/0079	SOS/ISS	59	C	PASS
11	SURAJO BALA ABDULSALAM	01/12/0082	SOS/ISS	57	C	PASS
12	USAINA ADAMU UMAR	01/12/0083	SOS/ISS	65	B	PASS
13	UMAR SHARIF	01/12/0084	SOS/ISS	58	C	PASS
14	ZAINAB BALA IBRAHIM	01/12/0085	SOS/ISS	49	D	PASS
15	ZAINAB BALA IBRAHIM	01/12/0085	SOS/ISS	52	C	PASS
16	SADI JAFARU SHEHU	01/12/0086	SOS/ISS	58	C	PASS
17	USMAN BELLO ABUBAKAR	01/12/0088	SOS/ISS	54	C	PASS
18	MARIYA ABUBAKAR HARIS	01/12/0089	SOS/ISS	45	D	PASS
19	KAMAL ABDULLAHI YUSUF	01/12/0091	SOS/ISS	56	C	PASS
20	ABUBAKAR USMAN	01/12/0092	SOS/ISS	63	B	PASS
21	SAHABI HUDU BALA	01/12/0093	SOS/ISS	57	C	PASS
22	MUHAMMAD YUSUF SHEHU	01/12/0095	SOS/ISS	63	B	PASS
23	SAMINU BALARABE	01/12/0096	SOS/ISS	63	B	PASS
24	AMINU IBRAHIM MUHAMMAD	01/12/0098	SOS/ISS	69	B	PASS
25	NASIRU HARUNA ZAREWA	01/12/0101	SOS/ISS	56	C	PASS
26	HUDU IBRAHIM	01/12/0103	SOS/ISS	65	B	PASS
27	LAWAN ALHASSAN	01/12/0104	SOS/ISS	41	E	PASS
28	ADO ABDU BELLO	01/12/0105	SOS/ISS	56	C	PASS
29	KHADIJAH ABUBAKAR UMAL	01/12/0106	SOS/ISS	63	B	PASS
30	KHADIJAH ABUBAKAR UMAL	01/12/0106	SOS/ISS	0	F	FAIL
31	KHADIJAH ABUBAKAR	01/12/0106	SOS/ISS	63	B	PASS
32	KAWU SANI	01/12/0107	SOS/ISS	60	B	PASS
33	IBRAHIM YA'U IBRAHIM	01/12/0108	SOS/ISS	31	F	FAIL
34	SURAJO INUWA AHMAD	01/12/0110	SOS/ISS	62	B	PASS
35	IDRIS ALIYU	01/12/0110	SOS/ISS	63	B	PASS
36	IBRAHIM D. MUHAMMAD	01/12/0111	SOS/ISS	58	C	PASS
37	NURA MURTALA AHMAD	01/12/0112	SOS/ISS	61	B	PASS
38	SABIR ALIYU ADAM	01/12/0113	SOS/ISS	65	B	PASS

SCHOOL OF EDUCATION
SA'ADATU RIMI COLLEGE OF EDUCATION, KUMBOTSO KANO
STUDENTS' TEACHING PRACTICE RESULT 2014/15

SN	NAME	ADM.NO	COMB	AV	GRADE	REMARKS
1	NAZIFI HAMISU UMAR	01/12/0214	BIO/PHY	53	B	PASS
2	CAWU IBRAHIM	01/12/0220	BIO/PHY	59	C	PASS
3	MULEIMAN ADAMU USMAN	01/12/0222	BIO/PHY	57	C	PASS
4	AHMAD MUHAMMAD NAZIR	01/12/0234	BIO/PHY	58	B	PASS
5	ABUBAKAR AUWALU GARKO	01/12/0247	BIO/PHY	73	A	PASS
6	FATIMA UMAR SALIHU	01/12/0263	BIO/PHY	40	E	PASS
7	SADIYA KABIR YARO	01/12/0264	BIO/PHY	42	E	PASS
8	SADIYA KABIR YARO	01/12/0264	BIO/PHY	55	B	PASS
9	HASSAN AMENU SA'IDU	01/12/0270	BIO/PHY	56	B	PASS
10	AMINU ISMA'IL ISMA'IL	01/12/0282	BIO/PHY	72	A	PASS
11	SHAMSIYYA AHMAD ABDO	01/12/0298	BIO/PHY	48	D	PASS
12	ZAINAB SANI SALEH	01/12/0302	BIO/PHY	51	C	PASS
13	NAFTU INUWA M.	01/12/0330	BIO/PHY	56	B	PASS
14	BRAHIM BASHIR BALA	01/12/0350	BIO/PHY	57	B	PASS
15	HAFSA IDRIS	01/12/0357	BIO/PHY	62	B	PASS
16	NAFTU RABI'U SHU'AIBU	01/12/0374	BIO/PHY	62	B	PASS
17	FIDDAUSI RABIU ABDULLAHI	01/12/0400	BIO/PHY	57	C	PASS
18	ZAHARADDINI A. MUHAMMAD	01/12/0416	BIO/PHY	59	C	PASS
19	MUSA ALHASSAN AHMAD	01/12/0421	BIO/PHY	59	C	PASS
20	UMMA DAHIRU ABDULLAHI	01/12/0425	BIO/PHY	49	D	PASS
21	ABBA MAGAJI HARUNA	01/12/0427	BIO/PHY	56	C	PASS
22	AMINA KASIM IBRAHIM	01/12/0439	BIO/PHY	67	B	PASS
23	SA'ADATU A. MUHAMMAD	01/12/0451	BIO/PHY	45	A	PASS
24	MUZAMMIL BATURE YUSIF	01/12/0452	BIO/PHY	77	A	PASS
25	ABBAS SHEHU USMAN	01/12/0455	BIO/PHY	66	B	PASS
26	ZAINAB USMAN MUHD	01/12/0455	BIO/PHY	67	B	PASS
27	HARUNA HUDU UMAR	01/12/0456	BIO/PHY	62	B	PASS
28	ABUBAKAR SANI MAUDE	01/12/0459	BIO/PHY	60	B	PASS
29	USMAN ASHIRU USMAN	01/12/0460	BIO/PHY	59	C	PASS
30	RAHAMA MUKHTAR SANI	01/12/0470	BIO/PHY	46	D	PASS
31	BILKISU SABO GARKO	01/12/0473	BIO/PHY	64	B	PASS
32	SUNUSI SURAJ DUNDUN	01/12/0481	BIO/PHY	59	C	PASS

T. P COORDINATOR: YAHAYA FAROUK SIGN:  DATE: 5/5/16

MODERATOR:  DATE: 5/5/16

SCHOOL OF EDUCATION
 EDUCATION , KUMBOTSO KA NO
 THE RESULT 2014/15

ADM.NO	COMB	AV	GRADE	EMARKS
01/12/0061	ENG/ARB	8	C	PASS
01/12/0063	ENG/ARB	6	C	PASS
01/12/0070	ENG/ARB	3	B	PASS
01/12/0076	ENG/ARB	0	B	PASS
01/12/0078	ENG/ARB	58	C	PASS
01/12/0079	ENG/ARB	6	C	PASS
01/12/0079	ENG/ARB	0	B	PASS
01/12/0083	ENG/ARB	3	C	PASS
01/12/0106	ENG/ARB	7	C	PASS
01/12/0113	ENG/ARB	1	B	PASS
01/12/0133	ENG/ARB	9	C	PASS
01/12/0148	ENG/ARB	9	C	PASS
01/12/0166	ENG/ARB	1	B	PASS
01/12/0176	ENG/ARB	1	C	PASS
01/12/0185	ENG/ARB	8	C	PASS
01/12/0186	ENG/ARB	0	F	FAIL
01/12/0186	ENG/ARB	8	F	FAIL
01/12/0189	ENG/ARB	9	C	PASS
01/12/0197	ENG/ARB	9	C	PASS
01/12/0210	ENG/ARB	0	B	PASS
01/12/0305	ENG/ARB	4	C	PASS
01/12/0314	ENG/ARB	2	B	PASS
01/12/0331	ENG/ARB	9	C	PASS
01/12/0344	ENG/ARB	1	B	PASS
01/12/0354	ENG/ARB	2	B	PASS
01/12/0361	ENG/ARB	9	C	PASS
01/12/0369	ENG/ARB	5	B	PASS
01/12/0371	ENG/ARB	1	B	PASS
01/12/0373	ENG/ARB	4	B	PASS
A 01/12/0376	ENG/ARB	0	B	PASS
01/12/0376	ENG/ARB	0	E	PASS
01/12/0381	ENG/ARB	2	B	PASS
01/12/0388	ENG/ARB	6	C	PASS
01/12/0395	ENG/ARB	4	A	PASS
01/12/0400	ENG/ARB	3	A	PASS
01/12/0405	ENG/ARB	2	B	PASS
01/12/0406	ENG/ARB	8	C	PASS
01/12/0415	ENG/ARB	0	F	FAIL

SCHOOL OF EDUCATION
SA'ADATU RIMI COLLEGE OF EDUCATION, KUMBOTSO KANO
STUDENTS' TEACHING PRACTICE RESULT 2014/

	NAME	ADM.NO	COMB	AV	GRADE	REMARKS
1	NAZIRU DANKAKA SAMAILA	01/12/0117	PES DM	52	C	PASS
2	HASSAN U. MUHAMMAD	01/12/0119	PES (DM)	60	B	PASS
3	UMMI SALLAU ALIYU	01/12/0182	PES	61	B	PASS
4	MUDDAHU ALIYU BADAMASI	01/12/0185	PES DM	62	B	PASS
5	ALIYU SHEHU	01/12/0186	PES (DM)	56	C	PASS
6	GADDAFI USMAN	01/12/0187	PES (DM)	57	C	PASS
7	SHAMSU IDRIS ISMA'IL	01/12/0188	PES (DM)	62	B	PASS
8	MUJAHID DAJIRU SULEIMAN	01/12/0189	PES DM	58	C	PASS
9	FATIMA YAKUBU IBRAHIM	01/12/0190	PES DM	66	B	PASS
10	MUKHTAR LAWAN ADAM	01/12/0191	PES DM	64	B	PASS
11	SALISU GARBA ISAH	01/12/0192	PES (DM)	60	B	PASS
12	KABIRU AHMAD JIBRIN	01/12/0195	PES (DM)	61	B	PASS
13	MUSADDIQ USMAN ABUBAKA	01/12/0197	PES DM	58	C	PASS
14	NURA IBRAHIM SALISU	01/12/0198	PES (DM)	57	C	PASS
15	TUKUR SULEIMAN IBRAHIM	01/12/0199	PES (DM)	59	C	PASS
16	UMAR HARUNA UMAR	01/12/0200	PES (DM)	59	C	PASS
17	ABBA MALAM YUNUSA	01/12/0201	PES (DM)	52	C	PASS
18	ZABRA'U YAKUBU ABDUL	01/12/0202	PES (DM)	73	A	PASS
19	UMMI AMINU BABA	01/12/0202	PES (DM)	73	A	PASS
20	BABAWO NAMADI BELLO	01/12/0203	PES (DM)	60	B	PASS
21	NAFI'U ABDULLAHI YUNUSA	01/12/0204	PES (DM)	56	C	PASS
22	SALISU TANIMU IBRAHIM	01/12/0205	PES (DM)	58	C	PASS
23	NAJIB NASIR ABDULLAHI	01/12/0206	PES DM	56	C	PASS
24	ALI SALE	01/12/0207	PES (DM)	27	F	FAIL
25	HADIZA BABA	01/12/0208	PES DM	62	B	PASS
26	TIJJANI MUSA ALHASAN	01/12/0210	PES (DM)	62	B	PASS
27	NAZIRU ADAMU LAMIRE	01/12/0211	PES (DM)	67	B	PASS
28	AUWAL HASSAN AHMAD	01/12/0213	PES (DM)	57	C	PASS
29	SULAIMAN IBRAHIM M.	01/12/0214	PES (DM)	65	B	PASS
30	ZAINAB GAMBO AHMAD	01/12/0215	PES (DM)	58	C	PASS
31	ZAI IHATU U. ABUBAKAR	01/12/0216	PES (DM)	55	C	PASS
32	IBRAHIM SHUA'IBU HUNGU	01/12/0218	PES (DM)	66	B	PASS
33	MUHAMMAD TASI'U Y.	01/12/0222	PES (DM)	69	B	PASS
34	MUHAMMAD TASI'U Y.	01/12/0222	PES (DM)	ABS	ABS	ABS
35	MAS'UDU ABUBAKAR	01/12/0224	PES (DM)	59	C	PASS
36	ABDULKADIR SHEHU A.	01/12/0225	PES (DM)	51	C	PASS
37	HASSAN LAWAN	01/12/0227	PES (DM)	64	B	PASS
38	FAISAL SANI ALIYU	01/12/0228	PES DM	63	B	PASS

**FEDERAL COLLEGE OF EDUCATION (TECHNICAL) BICHI
P.M.B. 3473, KANO STATE**

SCHOOL OF PRIMARY EDUCATION STUDIES

**TEACHING PRACTICE RESULTS EDU 311 SIX (6) CREDITS UNIT
NCE III 2014/2015 SESSION**

S/NO.	REG. NO.	NAME	GRADE	REMARKS
1	PES/09/13077	MUHAMMAD TIJANI	C	MERIT
2	PES/10/15927	KABIRU ABDULLAHI	B	CREDIT
3	PES/10/16447	BASHIR YUNUSA BICHI	D	PASS
4	PES/11/10985	NASIRU HARUNA	A	DISTINCTION
5	PES/11/16061	IBRAHIM S. IBRAHIM	A	DISTINCTION
6	PES/11/16395	KABIR BASHIR	B	CREDIT
7	PES/11/16807	IBRAHIM S. MUSA	B	CREDIT
8	PES/11/16809	ASMA'U BALA	B	CREDIT
9	PES/11/16815	LAMI MAI SAMARI	C	MERIT
10	PES/11/16817	ABUBAKAR ALI BELLO	C	MERIT
11	PES/11/16828	SAGIR MOHD UMAR	D	PASS
12	PES/11/16847	AISHA MUSA USMAN	B	CREDIT
13	PES/11/16871	ABDULKADIR IBRAHIM H.	B	CREDIT
14	PES/11/16887	MUKHTAR ALI SHEHU	C	MERIT
15	PES/11/16906	MUHAMMAD MU'AZU	B	CREDIT
16	PES/11/16916	RUKAYYAT O. MUHAMMAD	B	CREDIT
17	PES/11/16924	BASHIR JIBRIN I.	C	MERIT
18	PES/11/16927	SURAYYA MANSUR KABIR	B	CREDIT
19	PES/11/16945	BASHIR SANI DABAI	C	MERIT
20	PES/11/16955	GRACE IRIEYE	B	CREDIT
21	PES/11/16959	IBRAHIM UMAR YUSUF	B	CREDIT
22	PES/11/16961	HASSAN ABUBAKAR A.	C	MERIT
23	PES/11/16962	IBRAHIM MUKHTAR	A	DISTINCTION
24	PES/11/16964	HALILU JIBRIN ABDULLAHI	C	MERIT
25	PES/11/16965	SANI AHMAD BELLO	B	CREDIT
26	PES/11/16967	MUSA IBRAHIM	B	CREDIT
27	PES/11/16970	SHU'AIBU MAIKUDI	C	MERIT
28	PES/11/16972	NAFISAT ABDOLFATAI	C	MERIT
29	PES/11/16974	NURA FATI USMAN	C	MERIT
30	PES/11/16975	ARMAYA'U SAMATLA	B	CREDIT
31	PES/11/16976	MUTTAKA SA'IDU	C	MERIT
32	PES/11/16977	UMAR ISYAKU	B	CREDIT
33	PES/11/16978	ABDULRAHMAN HARISU	C	MERIT
34	PES/11/16979	SAIFULLAHI MU'AZU	C	MERIT
35	PES/11/16982	ABDULLAHI YUSHA'U	C	MERIT
36	PES/11/16984	AUWALU SANI MUSA	A	DISTINCTION
37	PES/11/16985	NAZIRU HARUNA	C	MERIT
38	PES/11/16993	MUSTAPHA UMAR	C	MERIT
39	PES/11/16994	AHMAD SANI HASSAN	B	CREDIT
40	PES/11/16995	JIBRIN NURA	B	CREDIT
41	PES/11/16997	USAINI HAFIZU	B	CREDIT
42	PES/11/16999	NASIRU UMAR	B	CREDIT
43	PES/11/17000	HADIZA MOHD IMA	C	MERIT
44	PES/11/17002	MUBARAK GARBA JIBO	A	DISTINCTION
45	PES/11/17004	SABI'U ZAKARI MOHD	A	DISTINCTION
46	PES/11/17005	MANSUR D. AMIN	B	CREDIT

**FEDERAL COLLEGE OF EDUCATION (TECHNICAL) BICHI
P.M.B. 3473, KANO STATE
SCHOOL OF TECHNICAL EDUCATION**

TEACHING PRACTICE RESULTS EDU 211 SEM (3) CREDIT UNIT

NCE III 2014/2015 SESSION

S/NO.	NAME	REG. NO.	GRADE	REMARKS
1	BASHIR MUKHTAR	TE/11/17997	B	CREDIT
2	ABDULKAREEM MUHAMMAD	TE/11/18005	C	MERIT
3	HASSAN SULEIMAN AHMAD	TE/11/18030	B	CREDIT
4	HALILU MUHAMMAD	TE/11/18031	B	CREDIT
5	HUSSAINI YUNUSA	TE/11/18034	B	CREDIT
6	IBRAHIM ALA IBRAHIM	TE/11/18035	C	MERIT
7	BASHIR TUKUR	TE/11/18036	C	MERIT
8	MUNKA'TLA DALHA	TE/11/18037	C	MERIT
9	BUHARI ADO	TE/11/18039	B	CREDIT
10	KABIRU AHMED	TE/11/18040	B	CREDIT
11	ABDULAZIZ AUWAL	TE/11/18041	C	MERIT
12	JAMILU NASIRU	TE/11/18043	B	CREDIT
13	NAFIU MOHD	TE/11/18044	C	MERIT
14	HASSAN INUWA	TE/11/18045	C	MERIT
15	HARUNA MUHAMMAD	TE/11/18046	C	MERIT
16	SAMATLA MU'AZU	TE/11/18047	B	CREDIT
17	YUSUF IBRAHIM	TE/11/18335	C	MERIT
18	ADAMU MUNKATLA	TE/11/18349	B	CREDIT
19	AYUBA YAKUBU	TE/11/18351	A	DISTINCTION
20	ZAHRADEEN SAED MUSA	TE/11/18353	A	DISTINCTION
21	ADAMU LAWAN	TE/11/18354	B	CREDIT
22	LAMARA MUHAMMAD	TE/11/18359	B	CREDIT
23	AMINU IDRIS	TE/11/18360	B	CREDIT
24	MUHAMMAD ALHASSAN	TE/11/18362	B	CREDIT
25	ABDULFATAH RABE	TE/11/18363	C	MERIT
26	ISMA'IL MUSA ISYAKU	TE/11/18365	B	CREDIT
27	GADDAFO LAWAN M.	TE/11/18366	C	MERIT
28	ABBA HARUNA	TE/11/18367	B	CREDIT
29	ASHIRU GARBA YA'U	TE/11/18368	C	MERIT
30	SADIQ BULAMA	TE/11/18370	B	CREDIT
31	SAIFULLAHI JIBRIN S.	TE/11/18387	C	MERIT
32	SALISU NASIR	TE/11/18391	B	CREDIT
33	AKILU WADA	TE/11/18392	C	MERIT
34	KAMILU AYUBA	TE/11/18599	C	MERIT
35	SAIFULLAHI A. MUHD	TE/11/18629	A	DISTINCTION
36	YAHAYA SANI	TE/11/19277	C	MERIT
37	ABDULLAHI ISMA'IL UMAR	TE/11/19347	B	CREDIT
38	MU'AZU NASIRU HARUNA	TE/11/19378	B	CREDIT
39	UMAR ABDULKADIR	TE/12/14975	A	DISTINCTION
40	SADIQ HABIBU	TE/12/20015	B	CREDIT

N.C.E. 300 LEVEL ECCE D/M CLASS LIST 2014/2015 SESSION

E C C E D E P T.

N	NAMES	REG NO	S.P				TOTAL	GRADE
			1	2	3	4		
1	Hussana Mustapha	0383	60	57	67	60	61	B
2	Oyem Anna	0388	60	40	50		50	C
3	Hasiya Dahiru Rabo	0389	55	68	69		64	B
4	Ramatu Sani Haruna	0405	50	60	40		50	C
5	Hafsat Basher Mudi	0410	63	59	49		57	C
6	Mansura Ibrahim Alhassn	0411	63	58	67		63	B
7	Khadija Sabo Kurawa	0423	48	59	64		57	C
8	Murja Saleh Suleiman	0430	56	64	70		63	B
9	Shu'aibu Abba Alhassan	0435	73	50	72		65	B
10	Hauwa Yahaya Abdulkadir	0452	60	65	63		63	B
11	Aisha Hussain	0458	52	58	70		60	B
12	Nafisa S. Abubakar	0466	55	58	63	52	59	C
13	Aisla Ahmad	0467	51	70	65		62	B
14	Zahra'u Sani Adam	0471	52	67	65		62	B
15	Asiya Nura Muktar	0472	53	58	57		56	C
16	Rabi'u Mustapha Abubakar	0477	52	77	70		66	B
17	Munir Tijjani Hamisu	0479	58	69	62		63	B
18	Nafi'u Ibrahim Nuhu	0488	50	72	61		71	A
19	Fatima Hamza Sani	0494	60	57	64	54	59	C
20	Halima Lamido Tijjani	0495	59	68	64		64	B
21	Halima Umar	0496	65	60	61	62	62	B
22	Halima Haruna Ningi	0501	52	63	69		61	B
23	Hadiza Baba Sadiq	0502	46	52	60		53	C
24	Kahila Bok Obaje	0503	54	72	69		65	B
25	Amina Abba Sima'il	0505	77	65	68		70	A
26	Aisha Ali Abdulsalam	0548	62	70	68		67	B
27	Suleiman Salisu	0511	70	59	69		66	B
28	Inuwa Abdulbasi Gambo	0513	46	58	62		55	C
29	Kyauta Yakubu	0521	60	57	51	61	57	C
30	Hauwa Ibrahim S/Pawa	0527	48	58	69		58	C
31	Theresa Reuben Bitrus	0534	50	64	58		57	C
32	Sumayya Muh'd Adamu	0537	71	75	72		73	A
33	Dayyiba Idris Adam	0539	55	58	69		61	B
34	Oteh Augustina O.	0541	63	65	55	57	60	B
35	Fatima Abdullahi Muh'd	0546	75	72	69		72	A
36	Rukayya Isa Ibrahim	0552	54	58	72		61	B
37	Abdullahi Hashim	0557	69	68	70		69	B
38	Sa'adat Yusuf Bala	0559	52	58	72		61	B
39	Khadijat Sa'id Iliyasu	0572	60	74	68		67	B
40	Asma'u Jibrin Lawal	0582	52	65	71		63	B
41	Samira Muh'd Musa	0596						

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FEDERAL COLLEGE OF EDUCATION, KANO

P.M.B 3045

BIO/CHEM GENERAL CLASS LIST

S/NO	NAME	REG.NO	1	2	3	4	TOTAL	
1.	SAUDAT AHMAD GOHE	0375	72	55	72	71	66	
2.	KAMALUDEEN MU'AZU USMAN	0377	57	57	55	59	57	
3.	UMMI SADIYA ABDULLAHI	0379	50	60	49		53	
4.	MUSA ABDULLAHI KARAYE	0398	62	62	71		65	
5.	ZAINAB ABDULMALIK SHU'AIBU	0402	63	73	53	61	63	
6.	ZAINAB ABDURRASHEED MUSTAPHA	0408	52	62	54	60	57	
7.	ATTAH NEMIJI YAHAYA	0409	66	62	65	51	64	
8.	HUSAINA SABI'U MUSA	0410	55	75	68		66	
9.	AISHA ABDULLAHI SULAIMAN	0411	54	74	63		64	
10.	AMINA HASSAN IBRAHIM	0412	65	52	59		59	
11.	AMIRA JAMILU UMAR	0419	64	55	72	55	62	
12.	MUBARAK RUF'A'I	0423	65	65	58		63	
13.	FADILA YARIMA MUHAMMAD	0437	54	61	62		59	C
14.	MUNAUWARA ADAM SULAIMAN	0445	65	60	62		62	F
15.	LARABA SALLAU	0452	70	66	83	77	74	A
16.	HAUWA SADAU	0453	57	47	66	65	59	C
17.	SA'ADATU ISYAKU	0455	56	64	59		60	E
18.	RUKAYYA BAMAIYI YAHAYA	0465	54	54	57		55	C
19.	FATIMA USMAN NAKORJI	0479	54	62	65		60	P
20.	AISHA SANI IBRAHIM	0487	62	64	70		66	E
21.	BINTA ISAH	0492	65	61	65	58	62	B
22.	FA'IZ IBRAHIM	0499	57	54	46		52	C
23.	MUHAMMAD G. MUHAMMAD	0501	62	75	58		65	E
24.	CHUKWUDI NWARIME CHINONOSO	0530	54	61	64		60	B
25.	SABI'U DAUDA	0531	60	57	51		56	C

FEDERAL COLLEGE OF EDUCATION, KANO

FACULTY OF VOCATIONAL EDUCATION

DEPARTMENT OF AGRICULTURE

LIST N.C.E III STUDENT

2014/2015 SESSION

S/N	NAME	REG NO	1 ST	2 ND	3 RD	4 TH	Average	Grade
1.	MUSBAHU ISMA'IL MUHAMMAD	0265	56	50	58		55	C
2.	SHEHI NURA FAROUQ	0271	49	53	60		54	C
3.	ABDULWAHAB ABUBAKAR	0281	62	59	66		62	B
4.	AHMAD IBRAHIM MUHAMMAD	0295	77	65	63		68	B
5.	MUHAMMAD IBRAHIM NUHU	0302	58	59	62		60	B
6.	MUSTAPHA AHMAD	0304	52	53	40	53	50	C
7.	MUKHTAR ADAM	0305	52	56	54	61	59	C
8.	ADAM AUWAL YAKASAI	0306	61	50	65		59	C
9.	KUDU MUHAMMAD	0307	58	51	61		57	C
10.	JAMILU YAHAYA MUHAMMAD	0315	58	53	40	40	48	D
11.	USMAN MUHD MUHAMMAD	0317	57	57	67		60	B
12.	HASSAN MAS'UD ABUBAKAR	0318	65	70	70	64	70	A
13.	JUNAIDU MUSA IDRIS	0320	65	66	69		63	B
14.	TASI'U ALIYU BELLO	0322	74	75	70	95	68	B
15.	YUNUSA ILIYASU USMAN	0336	53	62	54	55	56	C
16.	KABIRU SULAIMAN ILIYASU	0341	61	60	59		60	B
17.	MUSA GHALI SHITU	0344	60	58	59		59	C
18.	SANI MUHAMMAD YAKUB	0346	60	63	51	60	59	C
19.	JIBRIL SULE WANZAM	0348	64	74	60		66	B

APPENDIX II

TEACHING PRACTICE AND MICRO-TEACHING ASSESSMENT FORMS
FEDERAL COLLEGE OF EDUCATION, KANO
NCE TEACHING PRACTICE EVALUATION FORM

Name of Student: _____ Reg. No _____

Co-operating School: _____

Area of Specialization: _____ Subject Taught: _____

Topic of Lesson: _____

Class: _____ Time: _____ Number Present: _____

A. PLANNING OF THE LESSON (20)

1. Objectives (behaviourally stated, specific, appropriate and clear)
2. Arrangement of lesson (logical and sequential)
3. Instructional materials (variety, suitable and adequate)
4. Facts (relevant, accurate, comprehensive)

RATINGS					
0	1	2	3	4	5

B. EVALUATION OF PREVIOUS WORK DONE (5)

1. Quantity and Quality (adequate, relevant, clarity)

RATINGS					

C. PRESENTATION (50)

1. Introduction (interesting and motivating)
2. Subject content (mastered, adequate, accurate)
3. Presentation of Lesson Content (logical sequential)
4. Use of Chalkboard (Neat, Legible, Orderly)
5. Questioning Techniques (relevant, appropriate, distributive)
6. Effective use of instructional materials
7. Command of language (simple, clear, accurate, well paced)
8. Time management (coverage of lesson as planned)
9. Evaluation of lesson taught (Quantity and Quality)
10. Conclusion of lesson (Smoothness, briskness)

RATINGS					

D. CLASS MANAGEMENT AND CONTROL (10)

1. Teacher-Student Relationship (alert to problems, proper handling of class, recognition of safety precautions)
2. Classroom environment (neat, conducive)

RATINGS					

E. EVALUATION OF LESSON TAUGHT (05)

1. Suitability of assessment & attainment of stated objectives

RATINGS					

F. TEACHER'S PERSONALITY (10)

1. Calm, Enthusiastic, Cheerful
2. Composure, Neat and Orderly

RATINGS					

G. GENERAL COMMENTS _____

Total Marks and Grade

Name and Signature of Supervisor

Date

FEDERAL COLLEGE OF EDUCATION, KNAO
SCHOOL OF EDUCATION

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY

EDU223: MICRO-TEACHING PRACTICUM (ASSESSMENT FORM)

Student's Name: _____

College Number: _____ Group: _____

Subject Combination: _____ Date: _____

SKILLS	SCORE
A. Set Induction: Statement and questions indicating the use of previous knowledge	
B. Stimulus Variation: activities that stimulate the interest of learners: i. Movement; (ii) Gesture; (iii) Focusing, (iv) Change of voice, (v) Pausing, vi. Change of Interaction Style, (vii) Aural-Visual Switching, (viii) Physical Involvement of pupils and use of resources	
C. Use of Examples and Illustrations: Student-Teacher formulates simple examples; Examples relevant to the concept; Interesting examples; Use of appropriate instructional materials	
D. Planned Repetition: i. To emphasise idea at introductory part ii. To draw attention by explanation iii. Summary of the lesson (closure/on chalkboard) iv. Oral language, pronunciation, nursery rhymes	
E. Non-Verbal Communication: i. Facial cue, a smile, a frown, or looking thoughtfully to a pupil ii. Head movement, nodding, shaking or tilting of head iii. Body movement (from one place to another) iv. Hand movement (pointing to a pupil, signaling to stop, continue, etc.)	

ASSESSMENT FORM SECTION B: PLANNING

Lesson Plan

Statement of objectives

Instructional materials

Previous knowledge

Introduction

Step development

Evaluation

Conclusion

Mastery of the content

- Pacing
- Pronunciation
- Spelling
- Facts
- Ability to demonstrate mastery of the subject matter

Name and Signature of the Assessor

Date

