

RELATIONSHIP BETWEEN STUDENTS' PERFORMANCE IN MICRO-TEACHING AND TEACHING PRACTICE IN COLLEGE OF EDUCATION, IKERE-EKITI, NIGERIA

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ABSTRACT

This study examined the performance of students' in teaching practice exercise in 2003/2004 academic sessions when students were compelled to teach their subject major and 2004/2005 academic session when students were made to teach any subject made available to them during the exercise. The study further investigated the relationships between teaching practice and micro-teaching in the above academic sessions. A purposively drawn sample of sixteen combinations of subject areas from the school of science in the College of Education, Ikere - Ekiti where 282 students were selected in 2003/2004 academic session. The findings of this study revealed that there is a positive relationship between micro-teaching and teaching practice scores in 2003/2004 academic session as a positive relationship is been established between micro teaching and teaching practice scores in 2004/2005 academic session. By implication, students should be regularly sensitized on the benefits of micro-teaching so that they could take it very serious.

Keywords: *Teaching practice, students performance,*

INTRODUCTION

The expansion of various levels of teachers' training colleges all over the country calls for a rethink of teacher strategies of which practical occupies a central place. This becomes highly desirable if we are to continue the production of quality teachers in the face of many constraints. A major constraint is that the population explosion of teacher trainees is not usually matched with adequate number of trained and experienced teacher trainers. Some of the colleges employ lectures without teaching qualifications. One of the areas which are easily affected by such inadequacy in the teaching practice staff cannot be solved.

Overnight, sufficient time is allotted to this vital and practical aspect of teaching. It affords teachers trainees sample opportunities to apply relevant theories studied such as psychology principles and interaction with staff and pupils of various categories in schools. It also enables them to treat pupils as individuals and as a group of members of a class. No student teacher is considered fit for the award of teacher's certificate without obtaining a pass grade in practical teaching. Every student is made to realize that only teachers who have passed both necessary theory papers and the compulsory practical teaching examination are considered trained and certified.

The role of teacher trainers hovers in gilding, with a view to assisting students to strive towards perfection in the act of teaching. Teacher trainers are constantly organizing seminars and workshops on teaching practice with a view to giving the students salient experience in teachers' education. It is a programme that helps student teachers to acquire, practice or define their teaching skills. It takes place in the complex classroom environment. It is a programme that is meant to provide practical survival skills in the teaching and learning environment for the would-be-teachers. Afe (1990) sees teaching practice as a contribution to the development of better teachers. It is a practical exercise every student-teacher must undergo to be adjudged to have met the requirement for the award of a certificate or degree in Education. Ojibara (2000) asserts that part of the teacher education exercise is tailored towards the preparation of new entrants into the teaching profession. Abe and Egbon (2007) see teaching practice as an important part of teacher education in Nigeria. It is through it that necessary pre-service teaching experience is acquired. In every profession, there are certain core requirements which must be met before one could be admitted.

However, the level of self-confidence and the attitudes of students' teachers to the teaching profession and to teaching practice performance, at the college of education is worrisome. This becomes even more where it is raised that it is the same set of student teachers who on graduation should teach other people in various schools across the country. This is the foundation of the child's educational pursuit (National Policy on Education, 2007). The aim of this study therefore is to investigate the relationship between students' performance in micro-teaching and teaching practice in College of Education, Ikere, Ekiti State, Nigeria. Based on the problem under investigation, the following hypothesis were tested in the course of this study.

Ho₁: There is no significant relationship between micro-teaching scores and the average teaching practice scores in the performance of students in 2003/2004 academic session.

Ho₂: There is no significant relationship between micro-teaching scores and the average teaching practice scores in the performance of students in 2004/2005 academic session.

METHODOLOGY

The study adopted an Ex-post facto research design - a systematic empirical enquiry in which the researcher has no control over the independent variables, and cannot manipulate them either but will take and use the variable as they have occurred. It also used the descriptive research design because data collected were used to discuss and answer questions raised on current issues on teaching practice in College of Education, Ikere Ekiti. The population of this study comprises students of College of Education, Ikere Ekiti who were posted and supervised in teaching practice in the 2003/2004 and 2004/2005 academic session. The sample for the study is purposely drawn from different combinations in the school of sciences. Out of the seventeen combinations, sixteen were selected for this work. This selection was made as a

result of the initial procedure regulation of the College that students were mandated to teach science subjects in the teaching practice exercise in the 2003/2004 academic sessions. However, this regulation in the College was later abolished and the current teaching practice exercise in 2004/2005 academic session. The researcher made personal contact with all the selected combination course advisers and the entire Teaching Practice committee administrators of the study area and equally collected copies of the raw scores for two consecutive sessions. The data collected were subjected to t-text statistics for testing to determine the significant difference between the variables at $p < 0.5$ level of significance.

RESULTS AND DISCUSSION

Table 1: Micro-teaching scores and the average teaching practice scores in the performance of students in 2003/2004 academic session.

Variables	Means	N	Std Deviation	df	t_{cal}	t_{tab}	Influence
Micro-Teaching	48.02	282	7.9				
Teaching practice	56.55	282	5.02	2.1	16.81	1.96	Significant

Table 2: The mean value for Micro-teaching Scores

Variables	Means	N	Std Deviation	df	t_{cal}	t_{tab}	Influence
Micro-Teaching	51.27	600	9.8				
Teaching practice	55.55	605	5.35	604	9.90	1.96	Significant

From table 1, this study revealed that there was significant difference between the micro-teaching in 2003/2004 academic session and their teaching practice exercise in the 2004/2005 academic session. On table 1, the null hypothesis that there is no significant relationship between micro-teaching scores and the average teaching practice scores in the performance of students is rejected since $t_{cal} (16.81) > t_{tab} (1.96)$ at 0.05 level of significance. Hence there is a significant difference between micro-teaching scores and the average teaching practice scores in the performance of students. Table 2 shows the mean scores of 55.56 -51.27. This shows that there is significant difference in the performance of students between micro-teaching scores and the average teaching practice scores.

From Table 2, the null hypothesis that there is no significant relationship between micro-teaching scores and the average teaching practice scores in the performance of students is therefore rejected since $t_{cal} (9.90) > t_{tab} (1.96)$ at 0.05 level of significance. Hence, there is significant difference between micro-teaching scores and the average teaching practice scores in the performance of student in (2004/2005) academic session. This implies that there is positive relationship between micro teaching scores and teaching practice scores in 2003/2004 academic session as a positive relation is being established between micro-teaching and teaching practice at the same time micro-teaching shows positive predictive strength to teaching practice scores in both session. The findings reveal that there was moderate and positive significant relationship in both sessions which corroborates the findings of Abe (2003) which shows a moderate and positive relationship among the semester examination

grades for engineering technology students. Based on the analysis and the t-test of the performance academic sessions, it was discovered that students with micro-teaching perform satisfactorily with respect to teaching practice. This shows that the condition obtainable in 2003/2004 session triggered the performance of students in the positive direction. It is not a loss of generality that the study indicates that a very low and positive significant relationship existed between the scores of the teaching practice and the micro-teaching in both sessions which corroborate the study of Kolawole (1996) but at variance with the finding of Ohanado (1994).

CONCLUSION AND RECOMMENDATIONS

This study was to investigate the relationship between students' performance in micro-teaching and teaching practice in College of Education, Ikere, Ekiti State, Nigeria. The findings revealed that there is positive relationship between micro and teaching practice scores in 2003/2004 academic session as a positive relation is being established between micro-teaching and teaching practice scores in 2004/2005 academic session. At the same time micro-teaching shows positive predictive strength to teaching practice scores in both session. The following suggestions are made for improving teaching practice exercise in the College of Education, Ikere -Ekiti. The academic board of the College should encourage all students in the college during the teaching practice exercise so that relative contributions could be established in the student's performance. Micro-Teaching should be made a pre-requisite to teaching practice in the sense that a student who fails micro teaching practice may also fail teaching practice. Hence, students should be regularly sensitized on the benefit of micro-teaching so that they could take it very serious.

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