

MICROTEACHING AS PREDICTOR OF BUSINESS EDUCATION STUDENTS' TEACHING PRACTICE PERFORMANCE IN FEDERAL COLLEGE OF EDUCATION ABEOKUTA

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Abstract

Serious complaint from many proprietors of private schools concerning the quality of student-teachers posted to their schools informed the decision of the researchers to examine micro-teaching of Business Education students in FCE Abeokuta. Two objectives, one research question and two null hypotheses guided the study. The study adopted mixed methods (QUAN + QUAL) research design which involved the collection and analysis of qualitative and quantitative data. The population and sample for the study comprised 134 Business Education students who undertook microteaching in the 2022/2023 academic session and also completed teaching practice during the 2023/2024 session. The study adopted purposive sampling technique to select only final year Business Education students who have participated in microteaching and teaching practice. Two major instruments were used to gather data. They include structured questionnaire and an unstructured interview template. The two instruments were validated by experts in Business Education and one expert in educational technology. The reliability test yielded 0.85 and 0.78 for the questionnaire and interview template respectively. Quantitative data gathered with the questionnaires were analysed using descriptive and inferential statistics while qualitative data gathered through interviews were analysed using content analysis. Findings revealed that microteaching helps students appropriate pedagogical and class management skills. It was also revealed the microteaching has significant relationship with teaching practice. Finally, the study recommended regular assessment and constructive feedback during microteaching session to help student prepare adequately for teaching practice and the world of work after graduation.

Keywords: Teaching Practice Performance, Microteaching, Benefits, College of Education.

Introduction

Teacher education institutions constitute major pillars in the education system of many country because they are saddled with the responsibility of producing teachers for the education system. One of the most critical exercise for exposing teacher trainee to the rudiments of the teaching profession is microteaching.

Microteaching is a scaled-down teaching encounter that allows educators to practice and refine their teaching skills in a controlled environment (Olusanya, 2020). Originally developed at Stanford University in the 1960s, this technique has gained prominence in teacher education programs worldwide. By providing pre-service teachers the opportunity to teach a short lesson to a small group, followed by peer and instructor feedback, microteaching fosters the development of specific teaching competencies (Olusanya, 2022). Its relevance in business education has become increasingly significant, considering the evolving demands of the curriculum and the necessity for effective pedagogical practices in teaching complex subjects. The Nigerian educational system is characterized by a diverse set of challenges, including inadequate resources, large class sizes, and varied student backgrounds. These conditions necessitate effective training methodologies that equip student teachers with the requisite skills for successful teaching (Umaru, 2020). As business education programs face scrutiny over their effectiveness, understanding how microteaching can enhance teaching practice performance is essential for improving educational outcomes.

The background of the study highlighted the importance of effective teacher training in preparing future educators for classroom challenges. In Nigeria, as in many other countries, there is a growing emphasis on quality education and the need for competent teachers to drive educational reforms (Ojo, 2023). By focusing on business education students specifically, this study aims to provide insights into how microteaching can impact the teaching practice performance of students specializing in this field. Business education is a critical area that equips students with knowledge and skills related to commerce, entrepreneurship, accounting, and other business-related subjects. Additionally, microteaching has been shown to improve pedagogical skills by allowing educators to experiment with various teaching methods and receive constructive feedback from peers and instructors (Okeowo, 2023). For business education students, where knowledge application is key, the iterative process of planning, executing, and evaluating teaching sessions can cultivate creativity and adaptability, crucial skills in a subject area that is continually evolving due to technological advancements and market dynamics.

The benefits of microteaching extend beyond skill acquisition, significantly impacting student engagement and learning outcomes. Through microteaching, students can focus on specific teaching methods, classroom management strategies, and lesson planning. This concentrated practice fosters not only the mastery of content but also the ability to communicate effectively with diverse learners. Moreover, the peer feedback mechanism inherent in microteaching encourages collaborative learning and self-reflection, enabling trainees to identify areas for improvement (Mokone & Setlalo, 2024). Such reflective practices are essential in nurturing future educators who can adapt to the dynamic educational landscape, particularly within the realm of business education, where adaptability and innovation are critical.

Research indicates that microteaching enhances self-confidence among trainee teachers by offering a supportive arena for risk-taking and reflection (Ambarini et al., 2023). This confidence is vital for effective classroom management and instructional delivery, especially in business education, where practical engagement plays a significant role. By mimicking real-world teaching scenarios, microteaching allows educators-in-training to grapple with logistical and pedagogical challenges ahead of their full teaching practice. This anticipation potentially leads to improved performance when confronted with actual classroom settings. Research on the effectiveness of microteaching in improving teaching practice performance has been well-documented in various educational settings. Studies have shown that the use of microteaching can enhance teaching competencies such as lesson planning, instructional delivery, classroom management, and assessment practices (Abubakar et al., 2023). A study by Olusanya (2020) revealed that microteaching prepared business education students for teaching practice and also motivated student teachers to be inclined towards the teaching profession. This study, which focuses on business education students in colleges of education, aims to investigate how microteaching sessions can serve as a reliable predictor of their subsequent teaching performance during practice sessions.

Statement of the Problem

Microteaching has remained an effective element courses for teacher training, especially for business education students in colleges of education. This approach enables a student, who intends to become a teacher, the opportunity to test his or her teaching skills in a manner that encompasses both content and process (Fasanmi, 2023). Nevertheless, the link between microteaching techniques and practical teaching experience during practice in Nigeria colleges of education has received minimal attention. In Abeokuta, Ogun State, where the demand for effective business educators is on the rise, it becomes crucial to investigate whether microteaching adequately prepares students for their teaching roles in real classroom settings.

Existing literature highlights various factors that influence teaching performance, including pedagogical skills, classroom management, and student engagement strategies (Hamzat, 2023). While microteaching is designed to enhance these competencies, there is limited empirical evidence confirming its effectiveness as a predictor of teaching performance among business education students specifically. For example, studies by Oguoma et al. (2024) and Olusanya (2020) suggested that microteaching can foster important teaching skills, yet the unique landscape of Nigeria educational institutions necessitates further investigation into its applicability and outcomes. Without understanding this relationship, educators and institutions may not adequately prepare students for their teaching careers. In addition, the difficulties of Business Education students in teaching practice, such as inadequate academic amenities, comparatively larger classroom size, and skewed student participation in learning activities, may affect teaching practice outcomes in Nigeria (Hamzat, 2023). This study addressed this gap by evaluating the impact of microteaching practice on the performance of business education students when in teaching practice in Abeokuta, Ogun State.

Objectives

The purpose of this study is to examine microteaching as a predictor of Business Education students' teaching practice performance in Federal College of Education, Abeokuta, Ogun State, Nigeria, and the objectives were:

to determine the benefits derived through microteaching exercise.

to examine the relationship between microteaching and teaching practice performance of Business Education Students in Federal College of Education, Abeokuta, Ogun State.

Research Question

What are the benefits derived from microteaching exercise?

Hypotheses

1. There is no significant difference in the benefits derived by male and female Business Education students through microteaching exercises.
2. Microteaching performance has no significant relationship with teaching practice performance among Business Education students of Federal College of Education, Abeokuta, Ogun State.

Methodology

This study adopted both quantitative and qualitative research (mixed-method approach) to evaluate the extent to which microteaching predicted teaching performance among business education students of the Federal College of Education, Abeokuta, Ogun State, Nigeria. The study sample comprised 324 business education students of the Federal College of Education, Abeokuta. The participants were 154 business education students who took part in microteaching during the 2022/2023 academic session and also partook in teaching practice during the 2023/2024 academic session. The study employed a purposive random sampling method to select the final year students because they have participated in microteaching and teaching practice exercise. An instrument that is both self-constructed and self-administered Questionnaire on the Benefits of Microteaching: An evaluation of the microteaching exercise was conducted through a perception questionnaire that was developed using items from the existing literature by the author. The study focused on various facets of the learning process, the questionnaires posed both closed and open-ended questions on the kind of skills that participants were able to learn in the course of the learning process and how this would have enhanced confidence; the assessment also included questions about the current and working positive peer feedback mechanisms. Secondary data were also gathered on microteaching performance using the performance records of the students in the 2021-2022 academic year. This included scales from faculty microteaching assessments. Pre-service teacher performance ratings data of teaching practice about the 2022-2023 cohort was also collected concerning the performance data, which indicated their performance levels. Content validation was confirmed by sharing the self-developed questionnaire with other experts in the field of

business education. A Pilot study was conducted on thirty students from Tai-Solarin College of Education, Omu-Ajose, using the statistical tool SPSS version 27 to determine the reliability of the instrument with a Cronbach coefficient of 0.85; hence, it is reliable. Questionnaire data analyzed through quantitative data on the mean and standard deviation were compared between two groups, t-test, and Pearson Moment Correlation Coefficient analysis was used to determine the relationship between micro-teaching performance and subsequent teaching practice outcomes. The descriptive responses were analyzed under themes to determine various perceived ideas and information concerning microteaching.

Data Analysis

Inferential statistics, Pearson moment correlation coefficient, and t-test statistics were used to analyze the quantitative data collected while content analysis was used to analyse qualitative data collected for the study. From the statement made earlier in this study, the researcher and other research assistants distributed one hundred and fifty-four (154) copies of questionnaires in the field. Most of the questionnaires were completed and returned with an average response rate of one hundred percent among the business education students of the Federal College of Education, Abeokuta. The respondents were assured that their responses would be treated with the highest level of confidentiality and all ethical consideration were taken into account during the administration of the instruments. The presentation of results starts with a brief description of the personal details of the respondents before progressing to demonstrate an answer to the research question formulated as well as the hypotheses.

Description of Respondents' Personal Information

Table 1: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	68	44.2%
Female	86	55.8%
Total	154	100

Source: Researcher's field survey (2024)

The data distribution in Table 2 presented the gender of the respondents in the study with a male and female category. The table revealed that of the respondents, 68 were male business education students from the Federal College of Education, Abeokuta, which constituted 44.2% of the total respondents, while 86 of them were female, which accounted for 55.8% of the total respondents. This implies that most of the samples in the study were female business education students at the Federal College of Education, Abeokuta.

Analysis of Research Question

Research Question One: What are the benefits derived from microteaching exercises?

Table 2: Mean and Standard Deviation Scores of Items Indicating the Benefits derived through Microteaching Exercise

Items	Responses (%)					Mean	S.D	Remarks
	SA	A	D	SD	U			
Microteaching helps students develop appropriate teaching skills.	65	45	25	10	9	3.95	1.17	Strongly Agree
Microteaching helps students develop confidence in the art of teaching.	60	50	20	15	9	3.89	1.19	Strongly Agree
Microteaching helps students to overcome anxiety and fear in teaching.	70	45	30	5	4	4.12	1.00	Strongly Agree
Microteaching enhances students' ability to manage classroom situations well	65	55	20	10	4	4.08	1.02	Strongly Agree
Microteaching aids students in the area of selection of behavioral objectives and preparation of a Lesson Plan.	62	62	15	8	7	4.06	1.05	Strongly Agree
Microteaching helps students to develop the ability to ask questions and speak before learners.	59	65	13	9	8	4.03	1.08	Strongly Agree
Microteaching develops students' ability to select appropriate instructional materials in Lesson delivery.	90	30	23	7	4	4.27	1.04	Strongly Agree
Microteaching helps students to manage time effectively in the classroom.	70	84	0	0	0	4.45	0.50	Strongly Agree
Microteaching helps them to prepare systematic lesson plans.	70	50	18	10	6	4.09	1.08	Strongly Agree
Microteaching helps them to acquire appropriate reinforcement techniques.	60	50	20	15	9	3.89	1.19	Strongly Agree
Grand mean						4.08	1.03	Strongly Agree

Source: Researcher's field survey (2024)

In Table 2, the mean and standard deviation scores are shown for the statements of items indicating the benefits derived through the microteaching exercise. The grand mean score of 4.08 and the standard deviation score of 1.036, which fall within the limit of 5.00–3.40, indicate that, discernibly, the majority of the respondents greatly agreed with the statements pointed out on the benefits of the microteaching exercise. The findings of the item analysis discovered that the majority of the respondents strongly agreed with the statement that microteaching helps students develop suitable teaching skills (mean = 3.95, SD = 1.173). The majority of respondents strongly agreed with the statement that microteaching helps students develop self-confidence in the art of teaching (mean = 3.89, SD = 1.197). The majority of respondents strongly agreed with the statement that microteaching helps students overcome anxiety and fear in teaching (mean = 4.12,

SD = 1.003). The majority of respondents strongly agreed with the statement that microteaching adds to students' ability to manage classroom situations well (mean = 4.08, SD = 1.022). The majority of respondents strongly agreed with the statement that microteaching supports students in the selection of behavioral objectives and the preparation of lesson plans (mean = 4.06, SD = 1.058). The majority of respondents strongly agreed with the statement that microteaching helps students develop their ability to inquire and speak before the public (mean = 4.03, SD = 1.084). The majority of respondents strongly agreed with the statement that microteaching leads students to the selection of proper instructional materials in lesson delivery (mean = 4.27, SD = 1.042). However, the results revealed that most participants were in strong support of the idea that students with microteaching can be successful in their studies by effectively utilizing time (mean = 4.45, SD = 0.500), and the majority of the respondents also supported the idea that through microteaching they learned how to make systematic lesson plans positively (mean = 4.09, SD = 1.087). Moreover, the largest number of the respondents strongly agreed with the argument that microteaching helps them to get the appropriate reinforcement from their students (mean = 3.89, SD = 1.197).

Tests of Hypotheses

Hypothesis One: There is no significant difference in the benefits derived by male and female Business Education students through microteaching exercises.

Table 3: Summary of t-test analysis of mean ratings of Federal College of Education business education students on the benefits derived by male and female Business Education students through microteaching exercise.

Variable	N	Mean	SD	DF	t-value	p-value	Decision
Males	90	3.95	1.173				
Females	64	1.56	0.498	153	24.53	0.000	Rejected

Table 3 presents a t-value of 24.53 with 153 degrees of freedom along with a p-value of 0.000, which is less than a critical value of 0.05. As a consequence, the null hypothesis is rejected. The result is that males and females obtain different benefits from microteaching exercises in business education. This means that the difference is significant.

Hypothesis Two: Microteaching performance has no significant relationship with teaching practice performance among Business Education students of the Federal College of Education, Abeokuta.

Table 4: Pearson Correlation Statistics Indicating the Relationship Between Microteaching performance and teaching practice performance among Business Education students of Federal College of Education, Abeokuta

Variable	N	Mean	SD	DF	Pearson Correlation	Sig. (2-tailed)	Decision
Teaching Practice Performance.	154	58.54	11.049				
Microteaching Performance	154	57.69	12.501	169	0.261	0.001	Rejected

Dependent Variable: Teaching Practice Performance Predictors: (Constant), Microteaching Performance

Table 4 highlighted Pearson's *r* correlation coefficient of the rapport between microteaching performance and the practice teaching performance among the students of the Department of Business Education of the Federal College of Education, Abeokuta. The link between the two variables was statistically significant at 0.05 alpha level. This is so because microteaching was related significantly to the teaching practice performance among business education students of the Federal University of Education, Abeokuta (Pearson correlation = 0.261, $n = 170$; $p = 0.001 < 0.05$). As such, the null hypothesis 2 was rejected. This implies that microteaching has significant relationship with teaching practices performance of business education students in Federal College of Education, Abeokuta, Ogun State, Nigeria.

Discussion

The study explored the relationship between the microteaching practice and teaching performance of business education students at the Federal College of Education in Abeokuta, Ogun State, Nigeria. The outcomes that Table 2 disclosed depicted that the respondents were very much in approval of the qualitative characteristics they obtained through the microteaching exercise. They obtained grand mean scores of 4.08 with a standard deviation of 1.036, which suggested that most of the respondents perceived the microteaching practice as helpful and served as an additional instrument in shaping their practice. The findings of this work are supported by earlier studies aimed at stressing the value of microteaching in equipping students with the necessary practical teaching skills (Fasanmi, 2023; Ojo, 2023). The rejection of the first null hypothesis implies that male and female business education students experience microteaching differently, potentially due to varying learning styles or societal expectations (Okeowo, 2023). This finding supports the notion that educational interventions should consider gender differences to ensure all students benefit equally from such programs.

Moreover, the data in Table 3 showed a significant difference between male and female business education students in terms of the benefits they derived from microteaching, with a *t*-value of 24.53 at 153 degrees of freedom and a *p*-value of 0.000, which was less than the criterion value of 0.05. Consequently, the researchers rejected the null hypothesis, indicating that there is indeed a notable distinction in the benefits obtained by male and female students through microteaching. The rejection of the second null hypothesis reinforces the idea that microteaching is an essential component of teacher education programs, as it provides students with a controlled environment

to practice and refine their teaching skills before entering a real classroom (Umaru, 2020; Olusanya, 2020). The significant difference in benefits derived by the male and female students might be attributed to cultural bias, and its larger population of female students.

Furthermore, the study also revealed a significant relationship between microteaching performance and teaching practice performance among business education students at the institution. The Pearson correlation coefficient of 0.261 with a sample size of 170 and a p-value of 0.001 (< 0.05) indicated a positive and statistically significant association between microteaching skills and subsequent teaching practice performance. The rejection of null hypothesis two confirmed this relationship, emphasizing the importance of microteaching in preparing students for their future teaching roles. The results of this study support previous research that highlights the effectiveness of microteaching in bridging the gap between theoretical knowledge and practical application (Mokone & Setlalentoa, 2024). Therefore, teacher education programs should continue to emphasize microteaching as a crucial part of their curriculum to enhance the teaching competencies of future educators. However, this finding might not be generalizable since only one institution was studied.

Conclusion

The results revealed that microteaching exercises were of great advantage to the students. Consequently, the study revealed that majority of the respondents strongly supported microteaching impact. Moreover, the data showed a significant result in the perceived advantages and disadvantages of microteaching activity in terms of gender, the found significant difference at 0.05 level of significance. Moreover, the study found that there is a correlation between the performance in microteaching and teaching practice performance. From this study, it can be concluded that the significance of microteaching as part of teacher education emphasized the role of teacher education institutions in applying microteaching as a useful method that prepares students for real classroom situations. The rejection of the null hypotheses demonstrates that microteaching is an important component of improving teaching capabilities, and it is the intention that educational facilities should maintain using microteaching as practice techniques. This means that the students who do well in microteaching practice will also perform well in actual teaching practice, hence rejecting the second null hypothesis. In general, the study shows that microteaching is an important component of a teacher education program because it enables students to prepare for effective teaching practice and enhances the understanding of causal factors for gender disparities in education.

Recommendations

1. Management of Colleges of education should consider implementing gender-sensitive training sessions within microteaching exercises to address the varying benefits experienced by male and female students. This approach could help create an equitable learning environment for all students.
2. Regular assessment and constructive feedback during microteaching sessions should be prioritized to help students identify their strengths and areas for improvement, thereby preparing them better for their teaching practice exercise.

3. Microteaching exercises should involve collaboration with experienced teachers who can provide mentorship and real-world insights, for the teacher trainees, increasing their practical relevance.
4. Management of Colleges of Education should leverage technology, such as video recordings and online platforms, to allow students review their microteaching performances and receive feedback from peers and instructors, fostering continuous improvement.
5. Further research should be conducted to explore the most effective microteaching methods and how they can be tailored to meet the diverse needs of students, including genders, backgrounds, and learning styles.

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