
Secondary School Students Perception of the Impacts of Micro-Teaching on the Teaching Performances of Teachers in Benin City

Augustine Omosa Obazee

Department of Philosophy, University of Benin, Nigeria

ABSTRACT

This study examined secondary school students perception of the impacts of micro-teaching on the teaching performances of teachers in Benin City. The objectives of this study were to determine secondary school students' perceptions of the effectiveness of micro-teaching in improving teachers' teaching performance in Benin City; assess the impact of micro-teaching on the academic performance of secondary school students in Benin City and determine the ways micro-teaching can be improved upon to enhance the teaching performances of micro-teachers in Benin City. The social construction theory was used for the study. Survey served as research design and questionnaire as instrument of data collection. Findings of the study showed among other things that the majority of teachers hold positive attitudes towards micro-teaching, emphasizing its value as an instructional approach. More so, micro-teaching was perceived to have a positive impact on students' understanding, engagement, critical thinking skills, and examination preparation. The researcher recommended among other things that the government and schools should provide comprehensive training programmes on micro-teaching that go beyond basic familiarity. These programmes should focus on equipping teachers with in-depth knowledge and practical skills to effectively implement micro-teaching in their classrooms.

KEYWORDS: *Micro-teaching, Perception, Teaching performances, Secondary school students, Benin City*

INTRODUCTION

Micro-teaching is a teaching practice that involves a small group of teachers or students who role-play a teaching scenario, where they can practice their teaching skills and receive feedback from peers and experts. This methodology provides a controlled environment for teachers to test new methods and techniques, identify their strengths and weaknesses, and improve their overall teaching performance. The simulated teaching scenario replicates a real classroom experience, allowing teachers to develop their skills in a safe and supportive environment (Alabi & Adebayo, 2019).

Micro-teaching is widely used in teacher education programmes as a means of improving teaching performance. In these programmes, student teachers are required to engage in micro-teaching sessions as part of their training, where they can practice their teaching skills and receive feedback from experienced teachers and peers (Babajide, 2016). This approach has been shown to be effective in enhancing teaching skills and improving the quality of teaching in schools. The benefits of micro-teaching extend beyond the training of student teachers.

Experienced teachers can also use this methodology to improve their teaching performance. By engaging in micro-teaching sessions, experienced teachers can refine their teaching skills, test new teaching methods and receive feedback from their peers and experts.

Micro-teaching is a mandatory requirement for all schools of education in higher education institutions in Nigeria, as well as for various education-related degrees worldwide. Micro-teaching is considered one of the most crucial elements of pre-service teacher education in the twenty-first century. According to Babajide (2016), the concept of "Micro-teaching" has been widely accepted without much scrutiny in the field of teacher preparation. It has become the norm to incorporate micro-teaching into all aspects of student teacher learning experiences in schools. The idea has been passed down since the establishment of training institutions. It is important to ensure that it is done correctly, as it is now considered a valuable and essential activity for a prospective teacher's qualifications. In order to successfully graduate from the teacher education programme in Nigeria, students are required to complete the micro-teaching process (Eziokwu, 2018). The demands placed on teachers to cater for the diverse needs of students, create learner-centered classrooms and implement these techniques have increased, thereby adding complexity to the field of teaching.

The student-teacher internship offers interns the chance to refine their skills and gain practical experience by applying their academic knowledge in real-world settings. It is important for classroom educators to be adequately prepared for the workforce once they have completed their degrees. This preparation should include a combination of academic knowledge and practical teaching experience. According to the National Commission for Colleges of Education (Adesina & Ogunniran, 2018), micro-teaching is considered an essential component of teacher preparation for the following reasons: The purpose of exposing student teachers to real-life situations is to provide them with a practical experience where they can apply educational theories and principles. This serves as a forum to put their knowledge into practice. Additionally, this opportunity allows student teachers to identify their own strengths and weaknesses in the classroom teaching setting.

However, despite its significance, micro-teaching can occasionally become a daunting or demoralizing experience. Micro-teaching component of the teacher education programme poses the greatest challenge for student teachers. This study aims to explore the experiences of student teachers and secondary school students perception of their impact on the performance of secondary school teachers in Benin City. Given the complex and demanding nature of micro-teaching, it is important to understand how these experiences shape the abilities and effectiveness of future educators and students.

STATEMENT OF THE PROBLEM

The method of preparing teachers must include teaching practice. It provides potential educators with practical training in a real-world teaching and learning environment. Before entering the actual world of teaching, a student-teacher has the opportunity to put the teaching craft to the test during teaching practice. However, there appear to be a number of difficulties that aspiring teachers encounter during the teaching practice exercise, difficulties that appear to have an effect on the effectiveness of the student teachers. Some of the issues in teacher education can be attributed to student teachers, such as laziness and low aptitude, while others are university-related, such as a lackluster curriculum and unqualified lecturers,

while still others are practice schools-related, such as poor supervision, mentoring, and low motivation.

Although micro-teaching has been widely used in teacher education programmes as a means of enhancing teaching skills and improving the quality of teaching in schools there is limited research on the perception of students regarding the effectiveness of this methodology in improving the teaching performance among teachers in Benin City. The research gap is significant as it hinders the development of effective teacher training programmes that incorporate micro-teaching methodology. Without a clear understanding of the perception of students regarding the effectiveness of this methodology in improving the quality of teaching in schools, educators and policymakers may not be able to design effective interventions to enhance teacher training and development programmes.

This study intends to cover this research gap by exploring the perceptions of secondary school students regarding the impact of micro-teaching on the teaching performance of their teachers in Benin City, Nigeria. The study will provide valuable insights into the effectiveness of micro-teaching as a teaching methodology and its potential to improve the quality of teaching in secondary schools.

RESEARCH OBJECTIVES

The objectives of this study were to:

1. determine secondary school students' perceptions of the effectiveness of micro-teaching in improving teachers' teaching performance in Benin City;
2. assess the impact of micro-teaching on the academic performance of secondary school students in Benin City.
3. determine the ways the use of micro-teaching can be improved to enhance the teaching performances of secondary school teachers in Benin City

CONCEPTUAL REVIEW

Overview of Micro-Teaching

Micro-teaching can be seen as a practice teaching technique that allows teachers to analyze, practice, and refine specific teaching skills (Allen & Ryan, 2009). The emphasis is on breaking down the complex process of teaching into smaller components, enabling teachers to focus on particular skills or strategies. Building upon this definition, Robert Bush and Robert Terry describe micro-teaching as a scaled-down teaching encounter that concentrates on selected skills or strategies within a controlled environment. This controlled setting provides a supportive space for teachers to concentrate on specific aspects of their teaching performance. By focusing on targeted skills, teachers can receive feedback and make necessary improvements without the pressure associated with a full classroom setting (Bush & Terry, 2007).

Tough (2017) further characterizes micro-teaching as a technique that allows teacher-trainees to practice teaching within a reduced timeframe and with a reduced number of students. Micro-teaching emphasizes the deliberate practice of narrow and specific teaching skills. By compressing the teaching experience, trainees can concentrate on honing their techniques and receive timely feedback for continuous improvement (Tough, 2017). Merriam and Caffarella

(2019) describe micro-teaching as a teaching technique that enables teachers to analyze and practice specific teaching skills by systematically reducing the complexities of the classroom. This reduction involves simplifying the teaching environment to focus on specific skills and strategies. Through this process, teachers can identify areas for growth, experiment with instructional approaches, and receive guidance and support to enhance their teaching practice (Merriam & Caffarella, 2019).

Teaching Performances

According to Wong and Wong (2014), teaching performance refers to the measurable demonstration of a teacher's instructional skills, effectiveness, and competencies in facilitating learning and achieving educational objectives. It encompasses various aspects, such as lesson planning, classroom management, delivery of content, student engagement, assessment practices, and the ability to create a positive and inclusive learning environment. Teaching performance is often evaluated through observations, student feedback, assessment results, and other indicators to assess the quality and impact of teaching.

Goodwin and Hubbell (2013) avow that teaching performance refers to the overall effectiveness and quality of a teacher's instructional practices and interactions with students. It encompasses the teacher's ability to engage students in meaningful learning experiences, promote understanding and critical thinking, provide constructive feedback, and create an inclusive and supportive classroom environment. Teaching performance is assessed based on various criteria, including pedagogical knowledge, instructional strategies, communication skills, classroom management, and the ability to meet the individual needs of students. The evaluation of teaching performance is essential for identifying areas of improvement, recognizing effective teaching practices, and enhancing the overall educational experience for students.

Darling-Hammond (2017) sees teaching performances as instructional delivery, classroom management, communication skills, the ability to facilitate student learning, and teacher-student interaction. Effective teaching performances are characterized by the use of research-based instructional strategies, a well-managed classroom environment, clear and effective communication, pedagogical content knowledge, and positive teacher-student relationships.

LITERATURE REVIEW

Benefits of Micro-teaching

Daramola (2018) emphasizes that micro-teaching provides a controlled environment for pre-service and student teachers to practice specific teaching techniques. Through repeated practice, teachers can refine their instructional delivery, adapt to different learning styles, and improve their overall teaching performance.

Another advantage of micro-teaching is the opportunity for feedback and reflection. Eziokwu (2018) highlights that during micro-teaching sessions, pre-service teachers receive constructive feedback from peers, mentors, and supervisors. This feedback allows them to identify areas for improvement, reflect on their teaching approaches, and make necessary adjustments. Engaging in reflective practice through micro-teaching contributes to professional growth and the refinement of teaching practices. Micro-teaching also plays a crucial role in building teachers' confidence. Oduwole (2017) notes that through repeated

micro-teaching sessions, student teachers gain confidence in their lesson planning, classroom management, and instructional delivery. Positive feedback and visible progress in their teaching abilities contribute to increased self-efficacy and a sense of confidence in their teaching performances.

Furthermore, micro-teaching prepares teachers for real classroom situations. Oyebade (2010) underscores that micro-teaching allows teachers to simulate authentic teaching experiences, enabling them to familiarize themselves with the dynamics of a classroom environment. By practicing handling student behavior, managing time effectively, and adapting lessons to meet diverse student needs, teachers become better equipped and more confident in their ability to navigate actual classrooms.

Micro-teaching also provides a safe and supportive environment for teachers to experiment with new instructional strategies. Daramola (2018) explains that within the micro-teaching context, teachers can take risks, try out innovative teaching techniques, and make mistakes without the fear of negative consequences. This experimentation fosters creativity, adaptability, and a willingness to explore new pedagogical approaches that can ultimately enhance teaching performances. Another benefit of micro-teaching is its ability to promote active learning. Through micro-teaching sessions, students become active participants in the learning process.

Challenges of Micro-Teaching

One challenge of micro-teaching is the constraint of time. Adeoye and Okunola (2012) emphasize that the limited time allocated for micro-teaching sessions can be a significant challenge. Pre-service teachers may feel rushed or pressured to cover all aspects of a lesson within a short timeframe. This constraint can hinder the depth of instruction and limit opportunities for extensive practice and reflection, potentially affecting the effectiveness of the learning experience.

Another challenge lies in the artificiality of the micro-teaching setting. Adesina and Ogunniran (2018) note that the simulated nature of micro-teaching sessions may create an artificial environment that does not fully replicate the complexities of real classrooms. Pre-service teachers may struggle to transfer the skills and techniques practiced in micro-teaching to authentic teaching situations, where they face diverse student behaviors, unexpected challenges, and time constraints. This disconnect between micro-teaching and real-world teaching can limit the applicability and effectiveness of the skills acquired.

Limited feedback sources pose another challenge in micro-teaching. Agwu and Anugwom (2019) point out that the availability of feedback providers, such as peers, mentors, and supervisors, may be limited during micro-teaching sessions. This can result in a lack of diverse perspectives and insights, potentially limiting the range of feedback and suggestions for improvement that teachers receive. Without comprehensive feedback, pre-service teachers may miss out on valuable insights and alternative perspectives that could enhance their teaching skills. Performance anxiety is another significant challenge faced during micro-teaching. Ajayi and Olu (2018) highlight that pre-service teachers may experience performance anxiety during micro-teaching sessions. The presence of observers, the pressure to perform well, and the fear of making mistakes can create stress and affect the teachers' confidence and ability to effectively demonstrate their teaching skills. This anxiety can hinder their ability to fully engage in the learning process and may impede their professional growth.

Insufficient preparation is another challenge that can impact the effectiveness of micro-teaching. Alabi and Adebayo (2019) note that inadequate preparation for micro-teaching sessions can hinder the effectiveness of the process. Pre-service teachers may not have sufficient time or resources to plan and design well-structured lessons. This lack of preparation can limit the opportunities for meaningful practice and hinder the development of teaching skills required for real classroom settings.

Furthermore, the limited scope of subjects covered in micro-teaching poses a challenge. Babajide (2016) points out that micro-teaching is typically focused on specific subjects or topics, which may not cover the full range of teaching disciplines. This limited scope can restrict the applicability of micro-teaching to various subject areas and may not fully cater to the diverse needs of pre-service teachers across different content domains. As a result, teachers may not receive comprehensive training across all subjects they will eventually teach.

The Role of Teacher-Student Relationships in Micro-Teaching

Teacher-student relationships play a crucial role in the effectiveness of micro-teaching. The quality of the relationship between the teacher and students can greatly influence the learning experience and outcomes. Several researchers have highlighted the significance of teacher-student relationships in the context of micro-teaching. Ajayi and Olu (2018) emphasize that establishing positive and supportive relationships with students is essential for effective micro-teaching. When teachers create a nurturing and respectful learning environment, students feel more comfortable and engaged, which enhances their participation and willingness to learn during micro-teaching sessions. The rapport built between teachers and students fosters a sense of trust and openness, enabling effective communication and constructive feedback.

Adeoye and Okunola (2012) point out that strong teacher-student relationships in micro-teaching promote a conducive atmosphere for learning and growth. When teachers cultivate positive relationships, they can better understand individual student needs, strengths, and challenges. This understanding allows teachers to tailor their micro-teaching strategies and instructional approaches to address the diverse learning styles and abilities of students. Such personalized attention and support contribute to the overall effectiveness of micro-teaching. Moreover, Adesina and Ogunniran (2018) highlight that positive teacher-student relationships in micro-teaching foster a sense of belonging and motivation among students. When students feel valued and respected by their teachers, they develop a stronger sense of ownership over their learning and are more likely to actively participate in micro-teaching activities. This active engagement leads to deeper learning experiences and increased student achievement during micro-teaching sessions.

Furthermore, the quality of teacher-student relationships in micro-teaching influences the level of trust and comfort that students have in providing feedback to their teachers. Agwu and Anugwom (2019) suggest that when students perceive their teachers as approachable and receptive to their input, they are more likely to offer constructive feedback and suggestions for improvement. This feedback loop strengthens the learning process by allowing teachers to gain valuable insights into their teaching practices and make necessary adjustments to enhance their effectiveness.

Another important aspect of teacher-student relationships in micro-teaching is the role of empathy and understanding. Alabi and Adebayo (2019) highlight that teachers who demonstrate empathy and understanding towards their students can create a supportive and inclusive learning environment. By recognizing and acknowledging the diverse backgrounds, experiences, and needs of students, teachers can establish stronger connections and foster a sense of belonging. This empathetic approach in micro-teaching helps students feel valued and understood, enhancing their engagement and willingness to actively participate in the learning process.

THEORETICAL FRAMEWORK

Constructivism Theory

The constructivism theory has its roots in the works of influential educational theorists such as John Dewey and Jean Piaget. Dewey emphasized the importance of active learning and the role of experience in education (Piaget, 2007). Piaget's cognitive development theory highlighted the idea that learners actively construct their understanding through assimilation and accommodation. The term "constructivism" gained prominence in the 2007s and 1980s through the work of educational theorists like Ernst von Glasersfeld and Lev Vygotsky, who further developed and popularized the constructivist perspective (Piaget, 2007).

The tenets of constructivism theory are:

1. **Active Construction of Knowledge:** Constructivism posits that learners are active participants in constructing their own knowledge and understanding of the world. This idea aligns with the work of Piaget, who emphasized that learners actively organize and interpret information based on their prior knowledge and experiences (Piaget, 2007).
2. **Knowledge as Personal and Contextual:** Constructivism views knowledge as subjective and context-dependent. Learners construct their understanding by integrating new information with their existing mental frameworks, beliefs, and cultural contexts (Von Glasersfeld, 1995).
3. **Social Interaction and Collaboration:** Constructivism recognizes the importance of social interaction in the learning process. Vygotsky's sociocultural theory highlighted the role of social interactions and collaboration in cognitive development. Collaborative activities, discussions, and peer interactions provide opportunities for learners to share perspectives, negotiate meaning, and co-construct knowledge (Vygotsky, 2018).
4. **Zone of Proximal Development (ZPD):** Vygotsky's concept of the Zone of Proximal Development (ZPD) is central to constructivism. The ZPD refers to the gap between a learner's current level of independent functioning and their potential level of development with guidance or assistance from others. Instruction and support that are tailored to a learner's ZPD can facilitate their learning and promote cognitive growth (Vygotsky, 2018).
5. **Authentic and Meaningful Learning:** Constructivism emphasizes the importance of learning that is authentic and meaningful to the learner. Authentic learning involves real-world contexts and tasks that are relevant to learners' lives. Meaningful learning occurs when learners can connect new information to their existing knowledge and make meaningful associations (Dewey, 2008).

The theory of constructivism provides a valuable framework for understanding the cognitive and social processes involved in students' perceptions of the impacts of micro-teaching on teaching performances. It helps to elucidate the active construction of knowledge, the role of social interactions, the influence of prior knowledge and experiences, and the personal and contextual nature of perceptions. By applying a constructivist lens to the study, the researcher got deeper insights into the factors influencing students' perceptions in the specific context of secondary schools in Benin City.

METHODOLOGY

The survey research method was employed in this study because it was deemed appropriate for investigating the individual behaviours, beliefs, opinions, attitudes, and innovations related to the research topic. **The population of this study was the total number of students in Asoro Grammar School, Asoro; Dominion Education Centre, Aduwawa Benin City; and Aduwa Community Secondary School, Upper Sakponba Road, Benin City. According to the administrative departments of the schools, their populations are respectively one thousand nine hundred, three hundred and fifty five and one thousand, two hundred. As such, the total population of this study was three thousand four hundred and fifty five.** The sample size for the research was 100 and was determined using Taro Yamane's (1964) sample size determination method with sampling error of 0.10. The random sampling technique was utilized for this study to ensure the representativeness and generalizability of the findings. The instrument was the questionnaire.

DATA PRESENTATION

Table 1: Responses on the overall attitude of teachers towards micro-teaching in secondary schools

Variable	Frequency	Percentage
Very positive	46	46
Positive	39	39
Neutral	5	5
Negative	3	3
Very negative	7	7
Total	100	100

Source: Field Survey, 2023.

The data on table 1 suggest that the majority of teachers in the school have positive attitudes towards micro-teaching, demonstrating a recognition and acceptance of its value as an instructional approach. The small percentage of teachers with negative or neutral attitudes indicates that there may be a need for further exploration or support to address any concerns or reservations regarding the implementation of micro-teaching.

Table 2: Impacts of micro-teaching on students

Variable	Frequency	Percentage
Improved understanding of subject matter	31	31
Increased engagement in learning	20	20
Enhanced critical thinking skills	35	35
Better preparation for examinations	14	14
Other	0	0
Total	100	100

Source: Field Survey, 2023.

Table 2 highlights several key benefits of micro-teaching for students, including improved understanding of subject matter, increased engagement in learning, enhanced critical thinking skills, and better preparation for examinations. These findings underscore the positive impact that micro-teaching can have on students' learning experiences and outcomes, emphasizing its value as an instructional approach.

Table 3: Perception of how effective micro-teaching is in improving the teaching performance of teachers in your school

Variable	Frequency	Percentage
Very effective	40	40
Effective	51	51
Neutral	0	0
Slightly effective	9	9
Not effective at all	0	0
Total	100	100

Source: Field Survey, 2023.

Table 3 indicates a strong positive perception of micro-teaching's effectiveness in improving the teaching performance of teachers in a particular school. Of the respondents, 91% believe that micro-teaching is effective or very effective in enhancing teaching skills. These results suggest a high level of confidence and agreement among the surveyed individuals regarding the positive influence of micro-teaching on teaching performance.

Table 4: Ways micro-teaching can be improved upon to enhance the teaching performances of micro-teachers

Variable	Frequency	Percentage
Video recording of micro-teaching sessions for self-evaluation	14	14
Utilizing online platforms for peer feedback and collaboration	28	28
Incorporating multimedia resources in micro-teaching demonstrations	34	34
Using educational apps or software for interactive learning experiences	24	24
Other	0	0
Total	100	100

Table 4 focuses on how the integration of technology enhances the effectiveness of micro-teaching in schools. The data reveals that respondents perceive various ways in which technology can contribute to micro-teaching. Specifically, 34% of the respondents believe that incorporating multimedia resources in micro-teaching demonstrations enhances effectiveness.

DISCUSSION OF FINDINGS

Findings from the study suggest that the majority of teachers in the school have positive attitudes towards micro-teaching, demonstrating a recognition and acceptance of its value as an instructional approach. In Table 1, it is evident that a majority of teachers in the surveyed schools hold positive attitudes towards micro-teaching, as indicated by the combined percentages of "Very positive" and "Positive" responses (85%). This aligns with previous studies by Oduwole (2017) and Oyebade (2010) that highlighted the positive impact of micro-teaching on teaching performance among student teachers in Nigeria. The small percentages of negative and neutral responses (6% and 5%, respectively) suggest that further attention may be required to address concerns or reservations among teachers regarding the implementation of micro-teaching.

Also, in Table 2, the impacts of micro-teaching on students are revealed. The findings indicate that micro-teaching has several positive effects on students, including improved understanding of subject matter (31%), increased engagement in learning (20%), enhanced critical thinking skills (35%), and better preparation for examinations (14%). These results resonate with the research by Daramola (2018), who emphasized the effectiveness of micro-teaching in enhancing the training of pre-service teachers, leading to improved teaching performances. The data from Table 2 highlight the significance of micro-teaching in positively influencing student learning outcomes.

Table 3 focuses on the perception of the effectiveness of micro-teaching in improving teaching performance among teachers. The results show a high level of confidence in micro-teaching, with 91% of respondents considering it to be effective or very effective in enhancing teaching skills. This finding aligns with the studies conducted by Oduwole (2017) and Daramola (2018), which emphasized the positive impact of micro-teaching on teaching

performance among teachers in Nigeria. It further supports the notion that micro-teaching is an effective pedagogical approach for professional development.

In Table 4, respondents provide suggestions for improving micro-teaching practices. Notably, incorporating multimedia resources in micro-teaching demonstrations (34%) is seen as an effective way to enhance teaching performances. This finding is consistent with the concept of utilizing technology in micro-teaching, as discussed by Bush and Terry (2007). Additionally, suggestions such as video recording of micro-teaching sessions for self-evaluation (14%) and utilizing online platforms for peer feedback and collaboration (28%) reflect the potential benefits of integrating technology in micro-teaching practices.

CONCLUSION AND RECOMMENDATIONS

In conclusion, the findings from the field survey on the impacts of micro-teaching on the teaching performances of teachers in Benin City align with previous studies conducted in Nigeria. The majority of teachers hold positive attitudes towards micro-teaching, emphasizing its value as an instructional approach. Micro-teaching is perceived to have a positive impact on students' understanding, engagement, critical thinking skills, and examination preparation. Moreover, teachers perceive micro-teaching as an effective tool for enhancing teaching performance. The suggestions for improvement, particularly in integrating multimedia resources and utilizing technology, highlight the potential for further enhancing micro-teaching practices. These findings contribute to the existing body of knowledge on the effectiveness of micro-teaching in Nigeria and provide insights for future research and implementation in educational contexts. Based on the findings, the researcher recommended the following:

1. The government and schools should provide comprehensive training programs on micro-teaching that go beyond basic familiarity. These programmes should focus on equipping teachers with in-depth knowledge and practical skills to effectively implement micro-teaching in their classrooms.
2. The government and schools should create professional learning communities or networks dedicated to micro-teaching. These platforms will allow teachers to collaborate, share experiences, and exchange best practices related to micro-teaching, fostering ongoing support and professional growth.
3. The government and schools should design targeted interventions to address the concerns and reservations expressed by teachers with negative attitudes towards micro-teaching. These interventions should provide evidence-based research, case studies, and testimonials to alleviate concerns and promote a more positive perception of micro-teaching.

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