

Efficacious Use of Micro Teaching As a Preparatory Technique/Procedure for Quality Teachers In Akwa Ibom State, Nigeria.

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Abstract

The study examined efficacious use of micro teaching for quality teachers' preparation in Akwa Ibom state. Four research questions were formulated to guide the study. The study adopted the descriptive survey research design. From a population of 1585 participants, a systematic random sampling procedure was used to select a total of 317 participants which involved 227 students (full time and part-time) and 90 supervisors (academic staff). A questionnaire titled "Effective Use of Micro Teaching for Quality Teacher Preparation Questionnaire" (EUMTQTPQ) containing 40 items and drawn on a modified Likert type of 4-point scale was used by the researchers to conduct the study. Validation of the research instrument was carried out by two experts and reliability established using the split half which yielded a coefficient value of .70 using the Pearson Product Moment Correlation Coefficient. Data was analyzed using frequency distribution, the mean at 2.50 rating and standard deviation. From the findings of the study, recommendations were proffered and among that: adequate funding, financing and provision of facilities should be provided and effectively utilized in micro-teaching for quality teacher preparation.

Introduction

Teachers are one of the most important factors in education. Their efficiency, effectiveness, productivity and quality services rendered in the teaching learning process/exercise matters so much in terms of achieving positive outcomes and quality education that leads to national development. That is why adequate attention and priority must be given to any programme, method and technique organized for teacher preparation. Teacher preparation therefore involves any development/training programme organized/provided for pre-service/student teachers so as to aid their professional development. Micro-teaching is one technique and part of teacher preparation training programme which has been adopted for development of the skills and competences of pre-service teachers in teacher education. Micro-teaching according to Satheesh (2008) is a procedure/technique in which a pre-service student practices teaching with a reduced number of pupils in a reduced period of time with emphasis on a narrow and specific teaching skill. According to Aslihain and Ahmet (2013), micro teaching is a method that has been used since 1960s in teaching learning environment which has been a remarkable factor used in teaching practice of pre-service teachers. This method/technique offers new and different opportunities to pre-service teachers about the planning and implementation of new teaching strategies. Micro teaching has an important place in preparation for the teaching profession because of its potentials

to emphasis the relationship between theory and practice. It is equally a technique in teacher education which provides a transition from theory to real teaching situations.

Allen and Eve (2008) defined microteaching as a system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions. Microteaching is one of the efforts by the pre-service teachers to transfer the knowledge and skills into action and thus, they try to bridge the gap between the theory and practice. In microteaching practice, lesson duration is short (5-20mins) and the number of the students is few (not more than 20) and in respect to each subject, teachers work to meet only one teaching skill (Edozie and Olibie, 2013).

According to Satheesh (2008), the idea of micro-teaching originated for the first time at Stanford University in USA, when an experimental project on the identification of teaching skills was in progress under the guidance and supervision of the faculty members. This project was aided by Ford Foundation and Kettering Foundation. The team of experts, was assigned the development of testing and evaluation tools to measure the attainment of teaching skills. At this juncture, Keath and Acheson, a researcher worker was investigating the utility of video tape recorder in the development of teachers' technical teaching skills. This instrument could be used for recording the class interaction and the behaviours of the trainee vividly and accurately. This effort led to the development of a systematic and accurate method of giving feedback teacher trainee/pre-service teacher. All the steps of micro-teaching technique which include:

Teach → Feedback → Replan → Reteach → Refeedback were then formulated. Thus, the name of microteaching was coined for this method of developing teaching skills in 1963. Since then this technique of teacher training has been widely used to almost all Colleges and Universities in Europe and Asia. In Nigeria also, it is being used with great emphasis as one major procedure/technique for quality teacher preparation in all the teacher training programme of developing teaching skills and competencies among teacher trainee/pre-service teachers, owing to the fact that the technique is still faced with some challenges affecting its efficacious use for quality teacher preparation. In the 1970s in Nigeria, microteaching was incorporated into the college programmes of Alvan Ikoku College of Education, Owerri, with the assistance of the UNESCO grants given to the College. Meanwhile, since the Alvan Ikoku College experience, most of the Teacher Training College in the country adopted and adapted the new innovation (microteaching) in the preparation and training of the student-teachers in their various colleges particular in the Nigerian College of Education. While in the teachers' Grade Two colleges, it was still given the nomenclature of 'teaching demonstration' in the 1970s up till early 1980s. In the early 1990s, the National Commission for Colleges of Education (NCCE) in Nigeria made microteaching mandatory as part of accreditation requirements that must be properly put in place under educational technology centre in the colleges of education before any of their courses can be approved.

Therefore, this mandatory condition brought microteaching to limelight most especially in the Colleges of Education. The Federal Government also gave financial assistance to the colleges for the establishment of microteaching laboratories within the educational technology centres. Since then, microteaching has become one of the compulsory courses for the students teachers in the Colleges of Education in Nigeria (National Open University of Nigeria 2011). Asithan and Ahmet (2013), Satheesh (2008) states that pre-service teachers can experienced real teaching situations with microteaching and they have the opportunities to transfer their teaching knowledge into

practice. Thus, it can be said that micro-teaching can provide the possibility of forming a trial situation for teaching activities.

The process of microteaching as summarized in nine stages by Ananthakrishnan (2012) includes:

- **Lesson planning:** having clear cut objectives, and an appropriate planned sequence.
- **Set induction:** the process of gaining pupils attention at the beginning of the class.
- **Presentation:** explaining, narrating and giving appropriate illustration and examples, planned, repetition were necessary.
- **Stimulus variation:** avoidance of boredom amongst students by gestures, movements, focusing, silence, changing sensory channels, etc.
- **Proper use of audio:** visual aids.
- **Reinforcement:** recognizing pupil difficulties, listening, encouraging pupils participation and response.
- **Questioning:** fluency in asking questions, passing questions and adapting questions.
- Silence and nonverbal cues (body language).
- **Closure:** method of concluding a teaching session so as to bring out the relevance of what has been learnt, its connection with past learning and its application in future learning.

In microteaching pre-service teachers find opportunities to develop skills to prepare lessons plans, choose teaching goals, take students attention, speak in front of a group, ask questions, managing time effectively, and assessment techniques. In this way pre-service teachers improve their classroom management skills. Microteaching provides expert supervision and a constructive feedback and above all provides for repeated practices without adverse consequences to the teachers or his students. The techniques or strategies in microteaching improved both student's and teachers' self-confidence as the teaching skills are emphasized, (Satheeth, 2008; Aslthan and Ahmet, 2013). There have been so many researches indicating that microteaching is useful, pre-service teachers can gain much in case of using micro-teaching and that their views on teaching can improve much with the help of microteaching(Gorgen, 2003); (He and Yan, 2011; Kuculoglu, Kose, Tasgin, Yilmaz, & Karademir, 2012). Moreover, in the 1980s, some scholars in the Universities in Nigeria such as University of Ibadan, Obafemi University and the University of Illorin carried out researches to examine the efficacy of microteaching on the student teachers' performance in teaching practice(He,2011). The findings encouraged some of the Universities in the country to adopt microteaching as one of the strategies in the preparation and training of their student teachers in the Faculties of Education of these Universities (National Open University, 2013). This implies that micro-teaching contributes positively to the teaching skills of pre-service teachers and likewise serve as an important tool for quality teacher preparation.

Furthermore, efficacious use of micro-teaching for quality teacher preparation will involve adequate provision and sufficient application/use of educational resources and facilities for this sort. Some basic rationale for the utilization of instructional media as highlighted by NOUN (2013) includes: to motivate and arrest learners' attention; to facilitate the rate of learning in the learners; to evaluate the learning process; to reinforce verbal messages; to make learning process interesting, exciting and lively; to enhance students' performance; to foster teacher's presentation to save teacher's time; to maintain and sustain learners' interest and attention focusing; and to make the lesson more realistic and practical.

However, there are challenges affecting efficacious use of micro-teaching for quality teacher preparation as identified by the Sathesh, (2008); NOUN (2013) and Asithan and Ahmet (2013). This is being confronted with the following setbacks: financial constraints, mismanagement of funds, insufficient spatial space or allocation for establishment of studios with roomy space and media centers, inadequate storage facilities and poor management culture, inadequate facilities, inadequate power supply and low payment to micro-teaching supervisors. For instance, media centre in Nigeria are inadequately and in fact, poorly funded by the authorities concerned (federal and state) in the various institutions. Space for the establishment of student and media centre in most Nigerian institutions particularly tertiary institutions (college of education/universities) possess a great challenge.

In many tertiary institutions in the country, it seems adequate facilities and enabling environment and space are not provided for the proper establishment and efficacious use of micro teaching. Storage facilities in most of the tertiary institutions are not at all encouraging. The facilities are not sufficient and they are poorly maintained. Such facilities like physical structure (building), instructional media (functioning computer sets, multimedia power point projector and other peripheral studios (television, photographic) laboratories (micro teaching and language) and inadequate or even lacking in many tertiary centre are already obsolete and therefore, their spare parts are no more available even from their manufacturers.

As it could be observed the electricity supply system in the country is not encouraging, the supply of electricity is at the state of "comatose". The supply is also epileptic and erratic in nature. Therefore, most of the projected media are not maximally utilized. Some are just for "show case" or even "window dressing" in the centre. Some have been spoilt or damaged due to the sporadic energy surge/fluctuation. Also low payment of micro-teaching supervisors affects the process. Whereby in most institution as a result of lack of funds, some supervisors are not paid at all, this de-motivated/demoralizes the supervisors making them show low interest in the entire process (Sathesh, 2008; NOUN 2013 and Aslthan and Ahmet 2013).

Enhancing and improving teacher quality is one of the complete challenges facing the education sector in Nigeria. This has equally become a matter of discourse which has drawn concern and attention of various stakeholders in the Nigerian education sector which needs to be addressed, owing to the fact that teacher preparation and development is a complex process. Managing teachers' quality and productivity will also include adopting effective strategies/means that will aid teacher preparation/development. One means to improve teacher quality is through micro-teaching procedures/technique. Evidence/observations from researchers have also proven that this technique/procedure is very effective for quality teacher preparation but needs adequate attention and effective utilization for its sustainability in the tertiary institutions. However, micro-teaching

technique is very crucial for quality teacher preparation but some challenges and problems still affect efficacious use of the process. The perceived consequences and negative effects of inadequate/lack of efficacious use of micro-teaching pose a great threat towards ensuring future teacher effectiveness, efficiency and productivity for quality service delivery which would lead to the achievement of positive outcomes in the education system. Scholars and researchers such as: Gorgen (2008), Satheesh (2008); Aslthan and Ahmet (2013) have rightly pointed out the importance micro-teaching for enhancing quality teacher preparation in tertiary institutions.

The study has the overall purpose of determining efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State. Specifically, the study was designed to determine the following:

1. The extent to which efficacious use of micro-teaching influence quality teacher preparation in Akwa Ibom State.
2. The extent to which various means towards efficacious use of micro-teaching influence quality teacher preparation in Akwa Ibom State.
3. To identify the necessary facilities/resources available for efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State.
4. The extent to which negative challenges influence efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State.

The following research questions were posed to guide the study:

1. To what extent does efficacious use of micro-teaching influence quality teacher preparation in Akwa Ibom State?
2. To what extent are the various means towards efficacious use of micro-teaching influence quality teacher preparation in Akwa Ibom State?
3. What are the necessary facilities/resources available for efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State?
4. To what extent does negative challenges/factors affecting efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State?

Method

The descriptive survey design was adopted for the study, which sought to collect data on the opinions of the participants with a view to examine various means in which micro-teaching could be utilized effectively for quality teacher preparation in Akwa Ibom State. This design was employed in order to conduct a field survey and gather data from full-time students, part time students and micro-teaching lecturers (participants) and likewise used to observe, evaluate and describe the means towards efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State.

The study population consisted of all year three fulltime education students; slot 3 continuing education students, (part time) and supervisors (lecturers) involved in micro-teaching techniques / procedures in two teacher training institutions in Akwa Ibom State. The two teachers training institutions selected for the study are: University of Uyo, Uyo and Akwa Ibom State University, Ikot Akpaden. The entire population being 1585 participants from the two institutions include:

- a) University of Uyo, Uyo-492 full time year three(3) students; 194 continuing education (part-time) students and 56 academic staff; and
- b) Akwa Ibom State University – 762 full time year three students, 34 part time students and 47 academic staff.

The sample for this study was made up of 90 micro-teaching supervisors (lecturers) from the two teacher training institutions selected out of 103 lecturers (academic staff); and 181 year three full time students selected out of 1254 year three students and 46 year three students from the two institutions through a systematic random sampling technique. The total sample size consisted of 317 participants representing twenty percent (20%) of the entire population of the study and stratification done based on only participants from the two teacher training institutions involved in micro-teaching techniques/procedure in Akwa Ibom State.

The instrument used for conducting the study is a questionnaire that contained 40 items, designed by the researchers on a 4-point rating scale of Strongly Agreed – SA (4), Agreed – A (3), Disagreed – D (2), Strongly Disagreed – SD (1) that sought information from the participants based on the study of efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State. The research instrument which was titled: “Efficacious Use” of Micro-Teaching for Quality Teacher Preparation Questionnaire”, (EUMTQTPQ) formed the basis for the primary data.

The EUMTQTPQ was validated by two experts in Curriculum Studies Department, University of Uyo, Uyo and one from Akwa Ibom State University, Ikot Akpaden, Akwa Ibom State to establish the face validity in line with the purpose of the study and for appropriate validation in which corrections were made before administering the final instrument. These corrections and medications were incorporated in the final instrument that was pilot-tested using 20 students and 15 supervisors (lecturers) from one teacher education institution in Akwa Ibom State (College of Education) and adopted the split-half test which yielded a coefficient value of 0.70 using the Pearson Product Moment Correlation Coefficient formula.

The research instrument was finally administered by the researchers with two trained research assistants on a personal, hand delivery and face to face contact with all the participants. The responses from the research instrument were analyzed using frequency distribution, the mean (rated at an average of 2.50) and standard deviation. Any mean that was above the bench mark of 2.50 was regarded as agree while that below the bench mark (2.50) was regarded as disagree.

Results

Table 1: Mean rating of students (full-time and Continuing Education) and micro-teaching supervisors’ responses on the extent in which efficacious use of micro-teaching served as an important means/technique or procedure for quality teacher preparation in Akwa Ibom State - N=317, supervisor 90, students = 227.

S/N	Items	Means (x)	St. Dev.	Decision
	Efficacious use of micro-teaching served as important procedure/means for quality teacher preparation in the following ways:			

1.	It develops the skills and competences of pre-service teachers in teacher education.	3.77	0.42	Agree
		3.55	0.50	Agree
2.	It offers new and different opportunities to pre-service teachers in terms of planning and implementation of new teaching strategies.	3.80	0.40	Agree
		3.75	0.43	Agree
3.	It emphasizes a great relationship between theory and practice.	3.57	0.55	Agree
		3.66	0.48	Agree
4.	It creates an opportunity for the pre-service to transit from theory to real teaching situations. It serves as a guide towards boosting their potentials in the real teaching practice.	3.70	0.46	Agree
		3.44	0.50	Agree
5.	It enables pre-service teachers find opportunities to develop skills	3.39	0.49	Agree
		3.35	0.48	Agree
6.	To prepare lesson plans and choose teaching goals.	3.34	0.47	Agree
		3.68	0.47	Agree
7.	It enables them develop skills that will aid them in managing time effectively and management skills.	3.35	0.55	Agree
		3.60	0.49	Agree
8.	It assists student-teachers to improve in both their teaching speaking in front of a group	3.30	0.46	Agree
	It provides the possibility of forming trial situation for teaching activities.	3.57	0.49	Agree
9.	It enables pre-service teachers learn and assimilate new teaching skills under controlled conditions and master quite a number of teaching skills.	3.36	0.63	Agree
		3.31	0.53	Agree
10.	It provides expert supervision of pre-service teachers.	3.37	0.48	Agree
		3.59	0.49	Agree
11.	It improves the views about teaching on the part of pre-service teachers	3.41	0.74	Agree
		3.41	0.74	Agree
12.	Pre-service teachers can experience real teaching situations with micro-teaching	3.50	0.50	Agree
		3.53	0.55	Agree
13.	It creates the opportunity of providing immediate feedback to the pre-service teacher	3.58	0.53	Agree
		3.66	0.48	Agree
14.	It creates confident on the part of the pre-service teacher.	3.61	0.49	Agree
		3.53	0.61	Agree
Grand Mean		3.49		
		3.56		

Results from Table 1 revealed that all the participants responded positively in strong agreement with the statements which were above the accepted mean of 2.50. The standard deviation ranged

between 0.40 and 0.74 indicating a convergence with the statement which still clustered around the grand mean scores. The grand means of 3.49 and 3.56 from the supervisors and students respectively indicates a strong positive reaction from the participants on the extent in which efficacious use of micro-teaching influence quality teacher preparation in Akwa Ibom State.

Table 2: Mean rating of students (full-time & part-time) and micro-teaching supervisors' responses on the various means towards efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State.- N= 317, supervisors = 90, students = 227.

S/N	Items	Mean (x)	St. Dev.	Decision
Various means towards efficacious use of micro-teaching for quality teacher preparation include the following:				
15	Provision of adequate funds and financial assistance	3.51	0.64	Agree
16	Sufficient application and use of educational resources and facilities	3.64	0.51	Agree
		3.50	0.53	Agree
17	Effective planning and programme implementation of the procedure or technique with proper guides and consultations.	3.64	0.48	Agree
		3.60	0.51	Agree
18	Efficacious use of instructional media such as visual, audio and audio-visual media	3.32	0.60	Agree
		3.31	0.46	Agree
19.	Provision of conducive environment and atmosphere for this procedure/technique	3.34	0.47	Agree
		3.23	0.50	Agree
20	Motivating supervisors through adequate payment in order to aid their commitment and efficiency towards this sort.	3.32	0.47	Agree
		3.23	0.46	Agree
Grand Mean		3.40	0.68	Agree
		3.43		

In Table 2, responses from all the participants indicated that all responded positively in strong disagreement with all the statements which were above the acceptable mean of 2.50. The standard deviation ranged between 0.46 and 0.68 indicating a convergence with the statements which still clustered around the grand mean scores. Results from the table using the grand means of 3.40 and 3.43 from both participants likewise revealed the various means towards efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State.

Table 3: Mean rating of students (full-time & part-time) and micro-teaching supervisors' responses on the necessary facilities/resources required for efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State. N=317, supervisors = 90, students = 227.

S/N	Items	Mean	St.	Decision
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		(x)	Dev.	
These include efficacious use of the following gadgets:				
21.	Micro-teaching studios	3.81	0.39	Agree
		3.69	0.52	Agree
22	Theatre and conference rooms	3.70	0.46	Agree
		3.39	0.62	Agree
23	Video recorders	3.58	0.53	Agree
		3.66	0.48	Agree
24	Microphones	3.61	0.49	Agree
		3.62	0.51	Agree
25	Radio set/audio disc player	3.65	0.50	Agree
		3.67	0.47	Agree
26	Computer gadgets	3.66	0.49	Agree
		3.61	0.65	Agree
27	Digital video disc (DVD) and video players	3.58	0.49	Agree
		3.49	0.76	Agree
28	Cameras	3.70	0.46	Agree
		3.68	0.46	Agree
29	Pictures, diagrams and charts	3.53	0.50	Agree
		3.40	0.49	Agree
30	Overhead projectors	3.63	0.48	Agree
		3.41	0.49	Agree
31	Television sets/telecast	3.41	0.74	Agree
		3.41	0.74	Agree
Grand Mean		3.65		
		3.54		

Table 3 represents all participants views on the necessary facilities/resources required for efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom state. However, responses from the participants also indicated that all respondent positively in strong agreement with all the statements which were above the acceptable mean of 2.50. The standard deviation range between 0.39 and 0.74 indicating a convergence with the statements which still cluster around the mean score. Result from the table using the grand mean of 3.65 and 3.54 from both participant revealed the necessary facilities/resources required the efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom state.

Table 4: Mean rating of students (full-time & part-time) and micro-teaching supervisors' responses on the negative challenges/factors influencing efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State N=317, supervisors = 90, students = 227.

S/N	Items	Mean (x)	St. Dev.	Decision
32	Financial constraint and inadequate funding	3.59	0.49	Agree
		3.73	0.44	Agree
33	Insufficient spatial space or allegation for establishment of studios with roomy space and media centres	3.67	0.47	Agree
		3.39	0.58	Agree

34	Inadequate storage facilities	3.36	0.48	Agree
		3.58	0.52	Agree
35	Poor management and maintenance culture for existing equipments	3.41	0.53	Agree
		3.51	0.73	Agree
36	Inadequate facilities and equipment	3.77	0.42	Agree
		3.70	0.46	Agree
37	Unstable and lack of power supply/electricity	3.73	0.54	Agree
		3.46	0.50	Agree
38	De-motivation supervisors as a result of low income and lack of payment	3.05	0.80	Agree
		3.57	0.50	Agree
39	Lack of seriousness on the part of the pre-service teacher.	3.11	1.05	Agree
		3.36	0.53	Agree
40	Limited time allocated to supervise large number of students.	3.44	0.81	Agree
		3.50	0.57	Agree
Grand mean		3.46		
		3.53		

Result from table 4 revealed that all the participants responded positively in strong agreement with the statements which were above the accepted mean of 2.50. The standard deviation ranged between 0.42 and 1.05 indicating a convergence with the statements. The grand means of 3.46 and 3.53 from the participants indicates a strong reaction from the participants on the negative challenges influencing the efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State.

Discussion

The findings of the study revealed that efficacious use of micro-teaching served as an important mean/technique or procedure for quality teacher preparation in Akwa Ibom State. This supports earlier works of Satheesh (2008) and Asilthan and Ahmet (2013) and including the reports of the findings of the research studies of Gorgen (2003); He & Yen (2011) and Kutukglu, Kose, Tasgin, Yilmaz, & Karaddemir (2012).

Also discovered from the study that there are various means towards efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State. The finding of the results from this study is in compliance with the statements of Ananthakrishnan (2012) which revealed that efficacious use of micro-teaching for quality teacher preparation includes: adequate funding for provision of educational resources and facilities, strategic programme planning and implementation, utilization of instructional media such as visual, audio and audio-visual media, motivation of supervisors and provision of conducive environment and atmosphere for the procedure/technique.

Findings also identified the necessary facilities/ resources required for efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State. These included: micro-teaching studios, theatre and conference rooms, video recorders, microphones and sound speakers, radio sets/audio disc player, computer gadgets, digital video disc (DVD) and video players, cameras, over-heard projectors, and television sets/telecast. This agrees with the statements of Gorgan (2003) and NOUN (2013) as earlier pointed out.

The overall outcome of this study has great implication to educational management, theory and practice in terms of organizing preparatory teacher education programme for pre-service technique in Nigeria. Micro-teaching is an important education component that gives chance of teaching practice to pre-service teachers. It presents advantages like self-confidence, seeing and fulfilling the shortcoming, learning different methods and techniques with the aim of preparing pre-service teachers better themselves in teaching practice lesson. As a result of the process of preparation, pre-service teachers prepare and present their lesson with less anxiety, (Aslhnan and Ahmet, 2013). The ability and tendency that the pre-service teacher demonstrates teaching by exercising their various skills in the class. Therefore, the place of micro-teaching in education is important. Given the recent educational problems and challenges in relation to teacher factor and service/productivity, efficiency and effectiveness which act as an impediment towards educational practices, administration and management, quality education delivery, achievement of positive outcomes and quality assurance in education for national development, thus the need for efficacious use of micro-teaching for quality teacher preparation in teacher education institutions.

Conclusion

Micro-teaching techniques/procedure is an indispensable tool for enhancing quality in the teacher preparation practices in Nigerian teacher education. It is permissible and pertinent to effectively utilize micro-teaching in order to develop the potentials of pre-service teachers for future enhancement of quality education services delivery and productivity. The study has therefore examined the need for efficacious use of micro-teaching for quality teacher preparation in Akwa Ibom State. Failure for the Nigerian education stakeholders and government to effectively utilize the process (micro-teaching) would lead to many more problems for teacher effectiveness and productivity in the near future because this is one means of building the competence of pre-service teachers.

Recommendations

Based on the findings of the study, the following recommendations were proffered:

1. Tier of governments should focus attention on adequate funding and financing of micro-teaching procedures in tertiary institutions.
2. There is need for adequate provision of educational resources for this activity by government and institutions.
3. Government and the various institutions should give adequate attention to construction of studios, conference centre, ICT centers and provision of storage facilities that will enhance quality delivery of this procedures or technique.
4. Academic staff involved in this microteaching should be given sufficient stipend that will motivate their commitment/productivity towards this procedure/technique and likewise aid their support towards ensuring guaranteeing students' seriousness.
5. There is need for the various institutions to properly manage the micro-teaching through proper time allocation and constant supply of electricity that will aid pre-service teacher effectiveness and proper recording during their practice and presentation.

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