

IMPACT OF MICRO-TEACHING, MENTORING AND TEACHING PRACTICE ON THE COMPETENCY OF FINAL YEAR STUDENT-TEACHERS IN EKITI STATE UNIVERSITY, EKITI STATE, NIGERIA

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Abstract

The study was conducted to determine the impact of micro-teaching, mentoring and teaching practice on the competency of final-year student-teachers in Ekiti State University, Ekiti State, Nigeria. Three research questions were raised for the study. Does micro-teaching influence the competency of final year student-teachers in Ekiti State University, Ekiti State? Does mentoring influence the competency of final-year student-teachers in Ekiti State University? Does teaching practice influence the competency of student-teachers in Ekiti State University? Survey research design was used with a population of five hundred and forty (540) students from the faculty of education of the school. Out of this number, purposive sampling technique was used to select two hundred and forty (240) students who are fully registered students of the faculty. Dean, Heads of the Departments were not within the scope of the study and could be used for further studies. Questionnaires covering micro-teaching, mentoring and teaching practice skills were distributed to two hundred and forty students to ascertain the impact on the student-teachers in the three areas mentioned. Mean and standard deviation were the statistical tools used in answering the research questions. The study's findings revealed that student-teachers showed competency in micro-teaching and teaching practice but have low knowledge of mentoring and are not efficient in it. Therefore, student-teachers should be encouraged to go for more seminars and workshops that will expose them to have knowledge of mentoring and utilize the skill in their learning experiences as they prepare to embrace the teaching profession.

Keywords

Micro-teaching,
Mentoring,
Teaching Practice

Introduction

To train someone in a particular profession and watch the person graduate to become proficient

and competent in his or her field of endeavour is not an easy task. It requires a lot of mentoring activities

and guidance. In the field of teaching as a profession, the would-be teachers are mentored by professional teachers on the rudiments of teaching and how to cope with the challenges of the teaching profession. Also, student-teachers pass through teaching practice exercises where they are supervised on the practical aspect of teaching profession taught in the classroom. They are equally exposed to microteaching practices which exposes them to the teaching techniques by handling small group of learners professionally. This is necessary to ascertain their competence in teaching larger groups knowing fully well that once a would-be teacher could handle a small group of learners comfortably, the conviction that they can confidently teach larger groups effectively is ascertained.

This article aims to determine if student-teachers possess some practical skills in microteaching, teaching practice mentoring knowledge needed for them to be competent as professional teachers in the near future. The statement of the problem: it has been observed that some student-teachers are not knowledgeable in mentoring programmes, microteaching and some practical teaching skills needed for them to possess as would-be-teachers. Intrinsic Motivation Theory was used to back the study. The Cognitive Theory of motivation rests on individual minds and manifests at the accomplishment of tasks or attaining a goal. It affords people to pay attention to their functions and activities thereby attending to challenges easily as expected (Cooper, 2007). When a student is motivated, he performs greater than when he is not. Through mentoring activities, microteaching and teaching practice programmes, students are motivated to face the teaching profession functions as expected.

The study is carried out in Ekiti State, one of the states inhabited for centuries by the Yoruba tribe, Nigeria. Ekiti State is in the western part of Nigeria. The neighbouring states are: Osun, Ondo, Kogi and Kwara States. The state was created/carved-out from part of Ondo State in 1996 and has its capital city at Ado-Ekiti (Adesina, 2008). Ekiti State, has one of the best State universities in Nigeria named Ekiti State University (formerly known as Obafemi Awolowo University, Ado-Ekiti). It was established on March 30, 1982 by the first civilian Governor of Ondo State, His Excellency, Chief Michael Adekunle Ajasin. The university is one of the members of the Association of Commonwealth Universities (Ayeni, 2017). It is situated about ten minutes drive from the heart of the city of Ado-Ekiti, Ekiti State in Western Nigeria. One of the biggest faculties in the university is Faculty of Education which serves as the bedrock to other faculties. The faculty has nine departments domiciled in two distinct buildings, the old Faculty of Education complex and the New Faculty complex.

The Faculty of Education, Ekiti State University has three programmes that students offering Education courses must enrol in, as a compulsory requirement for graduation. They are the Mentoring, Microteaching and Teaching Practice programmes. The word mentoring, could be referred to as a joint and reciprocal relationship that takes place between a high-profiled professional in a particular field and a lower worker for the sake of grooming the later in learning and career upliftment. When mentoring involves some established goals that must be achieved, it is regarded as formal mentoring while informal mentoring does not require setting any specified requirement for arriving at a goal. The relationship is therefore unstructured.

There are various types of mentoring ranging from profession mentoring, technology mentoring, work process mentoring, peer mentoring, flash mentoring among others. Profession mentoring has to do with where an experienced person is grounded in the knowledge of where a learner/beginner in the same profession is venturing into. A professional mentor knows the techniques of the profession/job, trends and current practices prevalent in the profession. In fact, the professional mentor knows exactly what is required of a newcomer/learner and what he is expected to do. A learner enjoys networking with profession mentors and others in the field to grow in the knowledge of the profession and the expected skills required in delivering the job.

Also, there is technology mentoring. Technology has been widely used in the execution of virtually all the functions and activities of human endeavour. Technology is used in teaching and learning and has become a veritable tool in the discharge of teachers' functions. In technology mentoring, the mentor ensures that the learners/newcomers in the job for example, teaching job are equipped with the technological tools needed to execute the functions of teachers. These tools are so diverse that the learners need to really study them one after the other.

Work process mentor ensures that the mentee knows the work he or she has identified with. The mentor here, exposes the mentee on areas in the job that are germane and areas that are not really paramount. Things that are not really relevant in the discharge of the learner's functions are exposed while important facts about the job is emphasized. Here, the 'ins' and 'outs' of

the profession is brought to the learners' limelight.

Peer mentoring deals with mentoring among people in the same positions. This happens where one among them, has been exposed the techniques of the job than others and has become proficient and knowledgeable than others. This could be through attending conference, seminars, workshops more than others. It could even be through getting more acquaintance on the utilization of Information Communication Technology tools needed in the performance of the task. In this case, the one who has received greater knowledge than others trains his or her colleagues by providing support and giving necessary guidance on the ways and means of performing the job effectively with greater efficiency.

Flash mentoring is the type of mentoring that centers on conducting mentoring activities once rather than engaging in short-term mentoring activities. In this case, a one-day seminar could be organized, for example, to mentor final year education students on the ethics of the teaching profession.

The one who engages in mentoring is called the mentor while the person being mentored is called the mentee. The whole work of the mentor lies on ensuring that the mentee learn better and new skills on the profession they are engaged in, acquire new skills, become confident in the job specified and stand tall to defend the career he or she is pursuing (Aguilar, (2013). By accomplishing the job of mentoring, the mentor will become fulfilled and satisfied in seeing others groomed, getting more involved in interpersonal growth, exploration of more ideas and insights in accomplishing the task related to one's career.

Final year Education students are to be placed on mentoring programme where they will be having interactions with experienced teachers who will be ready to put them through on what it takes to be qualified practicing teachers. Learners who are placed under mentoring are always on interactions and consultations with their mentors. The relationship between them and mentors who from time to time support and advise them on the rudiments of teaching as their chosen career will no doubt assist them to acquire more skills and ideas on the teaching functions. By engaging learners in mentoring activities, they will no doubt develop skills and competencies that will equip them in becoming efficient teachers (Dawson, 2014). It is during mentorship programmes that student-teachers learn how to build their confidence and interest in their chosen career/field teaching.

Another compulsory requirement for graduating with Bachelor in Education degree (B.Ed) is Microteaching. Teaching is the art of dispensing knowledge from a professional teacher to learners with the aim of causing them to acquire knowledge in areas specified. Teaching as a profession, is as old as the world itself. From the creation account, teaching has been in existence as God himself, was the first teacher who taught Adam and Eve at the Garden of Eden as recorded in the book of Genesis chapter two verse fifteen, telling them what to do and what not to do. The ancient Greek Philosophers like, Socrates, Plato, Aristotle, Pythagoras, etc were all teachers who educated people in various fields of learning. One of them, Aristotle, even established a school of his own, the Academy, where people were trained and equally mentored.

As a result of technological advancement, teaching activities are not limited to classroom alone. As the world is changing and advancing in technology, it has also affected the teaching and learning activities tremendously. Teaching is no longer done face to face alone with the teachers. Technological tools has assisted teachers in the discharge of their functions optimally (James, 2020). Teachers have been exposed to Information Technology Tools that can assist teaching to be carried out outside classroom.

Before student-teachers graduate and become professional teacher, they will pass through some training techniques. One of the teachers training techniques is Microteaching which could be referred to as a technique for acquiring teaching skills for those undergoing teacher training programmes. These are mostly students in education studies in universities, colleges of education among others. It normally requires that a student-teacher teaches a smaller teaching content of his or her plan of assignment to a small group of learners within a short time allotted, which is usually not more than fifteen (15) minutes. The idea is that if a student-teacher can handle this small and micro group effectively, he or she can proceed to handling larger classes. It is always good to begin teaching activity with microteaching skills before one graduates to handling and teaching larger group. Microteaching differs from traditional teaching in the sense that it is made up of a small group of learners of about ten to fifteen students as the case may be while the traditional teaching class spans above that. Microteaching ensures that the student teacher emphasizes one skill at a time which traditional teaching can take multiple skills as the teaching continues. The duration of

microteaching is not more than fifteen minutes while the duration of traditional teaching is like forty to forty-five minutes depending on the rules guiding the school. In microteaching, immediate feedback is given to the teacher trainee from the supervisors and senior teachers while none is given during traditional teaching. In microteaching there must be a senior teacher supervising what the student teacher is doing, but in traditional teaching, there may not be any known supervisor and no control on what is being taught the learners (Buba, 2013)

Allen Dwight was the first to nurse the idea of microteaching together with his team in 1961 at Stanford University, United States of America. It was named 'Microteaching' in 1963 and since then, it has remained a training technique for raising competent teachers all over the globe. As stated earlier, the duration of microteaching, the content and number of students to be taught are not same with a normal teaching period. It is a means of training teachers gradually for them to have mastery of the bigger class and tasks ahead of them.

A student, under microteaching training is expected to understand and have the capacity to manage class very well and equally maintain discipline among learners. The student teacher should be ready to understand the students' attitude and behavioural changes in the classroom. In this microteaching training, the teacher-trainee will learn the skill of asking learners questions to ensure the class is learner-centred. Some steps are needed in microteaching which include: Briefing, preparation, teaching and feedback (Otsupius, 2014)

Briefing requires that a Senior Teacher will make conscious effort to explain to the student-teachers who

have not engaged in microteaching before, the rudiments, concepts and purpose of microteaching. In doing this, the supervisor will put the teacher-trainee through on how to manage the classroom, asking and answering questions, using instructional materials, etc., to equip the student teacher on what to expect during microteaching exercise.

Preparation is another step that the teacher-trainee will pass through himself emotionally, physically etc. The lesson note will be neatly prepared beforehand and revised over and over to be competent in delivering the lesson effectively. An unprepared student-teacher will end up fumbling on what to present to learners which supervisors and School Administrators will not tolerate.

Teaching is the next step in the microteaching exercise. Here, the teacher-trainee will be requested to teach as small group of learners or his fellow teacher-trainees and at the same time supervised by the Senior teacher. If there are no students around or more teacher-trainee, the group of supervisors can constitute the 'learners' and the student teacher will be required to teach them. As this is going on, the supervisor will evaluate what the student-teacher is teaching, his charisma, effective use of instructional materials, compoment, communication competence, boldness of the teacher trainee etc. In most cases, such exercise is recorded and discussed for more enlightenment and corrections on the part of the student-teacher.

Feedback is always given at the end of the microteaching exercise. After the student-teacher had concluded his teaching, Ekuinam (2014) submitted that the supervisor or group of supervisors, will discuss and evaluate what the teacher trainee had

done. In doing this, they will ascertain if the main objective of the microteaching was actualized or not. After meeting to discuss the evaluation and performance of the teacher trainee, they will meet with the teacher trainee so as to let him or her see the performance. In doing this, the student teacher's area of weakness and strength will be mentioned. Corrections will be given to him or her and he or she will be scored and graded accordingly. Feedback is very vital in the microteaching programme. It will avail the teacher-trainee the opportunity of knowing his or her strength and even encourage him for greater achievements.

Teaching Practice, is another requirement that education students must fulfil before they are awarded Bachelor Degree in Education (B.Ed). It is a compulsory course in the curriculum of all education students. Teachers pass through a lot of training before they become certified and qualified teachers. This is due to the fact that the profession is an onerous one that requires people that are thorough and hardworking. Teachers are trained to be honest, tolerant, humble, etc in the discharge of their functions (Durosaro, 2015). Teaching Practice, is a mandatory course that all students who are aspiring to become teachers must enrol and pass during their education pursuit and training as student-teachers. Teaching practice is an important activity in the teacher education programme. It is designed for learners in the education field of study who aspire to become teachers to be exposed to the challenges, field experiences and needed teaching skills required in the teaching profession. It is a period when the learners in this field, are exposed to training and practices that will enable them practice the theoretical aspects of the learning

they have received during the course of their study.

Teaching practice is one of ways and means of promoting teachers' excellence and professionalism as stipulated in the Teachers Registration Council of Nigeria (2012). When at the teaching practice programme, student-teachers are expected to exhibit the underlisted attitudes towards learners and their assignments generally as highlighted in professional attitudes and conduct of Teachers Registration Council of Nigeria (TRCN): Teachers are to:

- serve as model and mentors to learners;
- honour learners' rights and dignity;
- uphold learners right and discourage any form of discrimination;
- contribute to academic development through teaching, research and community services;
- stick to their areas of professional competence;
- have empathy for learners
- promote democratic decision-making
- be vanguard against examination misconduct
- inspire self-discipline among learners
- etc

It is a well-structured activity where experienced teachers are given opportunity to supervise, assess and evaluate aspiring teachers' ability and competence in handling students in the classroom. It is solely organized to give students engaged in the programme the opportunity to practice what they will encounter as they graduate and become qualified teachers when they will face theories and principles of teaching, as opined by Aglazor, (2011).

During teaching practice exercise, students are supervised by professional teachers on how to plan instruction, microteaching techniques, teaching methodologies, usage of instructional materials, classroom management, lesson notes production, etc. The school and the supervisors provide for students who are aspiring to become teachers, knowledge that will equip them to become competent in handling the teaching assignments some of which include: encouraging them to maintain good communication skills while teaching, utilization of doses of humour which motivates learners, being clear and precise in giving instructions instead of ambiguous and unclear instruction, ensuring the teaching is learner-centered, etc (Zemelman, Daniels & Hyde, 2005)

Furthermore, student-teachers are tested and evaluated and are allowed to practice with the students in order to be assessed. The minimum benchmark of the National Universities Commission (NUC) on the supervision activities of teachers at the university levels (2007 to date) and the National Commission for Colleges of Education (NCCE), 2015 submitted some of the reason for approving teaching practice exercise which include: to assist student-teachers in developing positive attitude on the teaching profession, to assist student-teachers in understanding what goes on in the classroom and how to cope with the learners in the classroom, to inculcate in the minds of student-teachers the consciousness of understanding that classroom is their future field of work and the need to love every classroom activity, to prepare the minds of the student-teachers of the task ahead of them and skills and competency they need to attain in mastering teaching and learning activities among others.

Teaching practice programme is a necessary requirement for all student-teachers. It affords the opportunity for the student-teachers to take responsibility of teaching activities which are being guided by experienced teachers and supervisors. It is all about training and raising good efficient teachers who will work and contribute to the development of the nation (Eze, Agu & Akudohi, 2003). It gives room for correction and equally mastery of teaching skills. Some challenges faced by student teachers in the discharge of their functions include: having adequate knowledge of the subject, planning, time management, eloquent in communication, efficient utilization of instructional materials, among others:

Student teachers are guided to be knowledgeable in the subject matter they are to teach. It will pose a serious challenge for student teachers if they are not knowledgeable enough in the subject they are handling. A student teacher should endeavour to have mastery of the subject or subjects he is handling. This will curb the challenge of not being eloquent in delivery of instruction (Wilson, Floden. & Ferrini-Mundy, 2001) It will always pay every student teacher to read wide and understand the subject he is teaching so that when learners ask questions on what is taught, he will not fumble in giving correct answers to them. Teaching effectiveness is ascertained when a teacher is knowledgeable enough in the subject or subjects he is teaching. It also speaks well about the reputation of a school. What assists student teachers in this regard is continuous reading, researching and attending workshops and seminars in one area of discipline and subject speciality and regular engagement in reading

Teaching practice students are exposed to the rudiments of planning

which is the key in attaining efficiency in teaching and learning activities. Everything the teacher or would-be teacher does, is planned before execution so as to avoid mistakes. This is because to be effective in teaching activities, one has to plan. Planning will guide the student-teachers on what to do in the classroom, especially in the instruction delivery. There are students that will quickly pick a point once the teacher states it, what about those students that will require the teacher to repeat some points stated in the lesson over and over? The teacher has to plan and make room to accommodate such. Planning will position the student teachers well on what to teach, when to teach, how to give assignments, examination and how to assess the students to bring out the competence in them. When a teacher plans well, he overcomes the challenge of confusion on what to do. If a teacher does not plan before coming to the class to teach students, it will definitely show on his mode of instructions delivery. The student teachers will plan on students' academic needs in the classroom which include getting the materials needed for lesson delivery ready, textbooks, classroom arrangement, lesson note, etc. in planning, the time allotted to each lesson is determined and followed strictly.

Time management is important in teaching practice programme. There are so much to be accomplished and as time is allotted to every teaching period, it should be followed and managed strictly. Some teaching practice students often run into the difficulty of not utilizing the time for each lesson well thereby encroaching into the period of another lesson. This can be disorganizing. The time allotted for each lesson should be effectively utilized so as to give room to accomplish other tasks. Once the time for each class is over, the student-teacher should move to the next item on the time-table. Effective

utilization of the timetable will assist tremendously in ensuring that time is managed well.

Communication skills and eloquence in speech is important in effective delivery of instruction in the classroom. Even if the class is a virtual one, communication competence is needed to be able to function well. Some student-teachers during teaching practice, normally face the challenge of not communicating appropriately. This could be tackled with constant reading and practice, writing lesson notes and plans etc before coming to classroom to deliver instructions. Having knowledge of the subject matter is one thing as discussed earlier, but to be efficient in communicating it to the student is another vital ingredients in teaching that must not be found missing. Effective communication, makes the teaching and learning activities very interesting. When a teacher communicates well, students understand and class becomes learner-centered and interesting.

Instructional materials utilization is inevitable in the teaching practice exercise. They assist teachers in teaching and clarification of points. Delivering instructions in the classroom with instructional materials help students to learn and decode what the teacher is teaching faster that when none is used. Instructional materials stimulate and boost students' interest in learning and understanding what the teacher is teaching. Student-teachers are supposed to be trained and guided appropriately on the effective use of instructional materials so as to ensure their proper usage in teaching.

Statement of the Problem

It has been observed that some final year student-teachers of education, Ekiti State University do not have all the needed exposure required of them in mentoring activities while some are yet

to embark on mentoring programmes where they will have interaction with experienced teachers who will put them through on what to face in teaching profession. It has been observed also that some of the students are not properly exposed to teaching practice training which is also a compulsory requirement before they are awarded the degree of Bachelor of Education (B.Ed.) Also, some of the Education students are not knowledgeable enough in Microteaching which will assist them to be efficient in managing the classroom, have mastery of their subjects etc when they start teaching.

Objective of the Study

The objective of this study shall be to:

- i. determine the impact of micro-teaching on the competency of final year student-teachers in Ekiti State University, Ekiti State;
- ii. determine the impact of mentoring on the competency of final year student-teachers in Ekiti State University, Ekiti State; and
- iii. determine the impact of teaching practice on the competency of final year student-teachers in Ekiti State University, Ekiti State

Research Questions

- i. Does Micro-teaching influence the competency of final year student-teachers in Ekiti State University, Ekiti State?
- ii. Does mentoring influence the competency of final year student-teachers in Ekiti State University, Ekiti State?
- iii. Does teaching practice knowledge influence the competency of final year student-teachers in Ekiti State University, Ekiti State

Methodology

The study adopted the survey research design. The reason for using

this design was as a result of the fact that the study observed the sample variables and found out that the behavioural pattern of the respondents across selected departments. The study investigated the level of microteaching, mentoring and teaching practice knowledge and skills among terminal year students of Faculty of Education Department of Ekiti State University, Ekiti State

The population of the study is five hundred and sixty students (560) from Faculty of Education, Ekiti State University, Ekiti State. Purposive Sampling technique was used to select two hundred and forty (240) students who are registered students as at the time of carrying out the research work. The departments under the Faculty of Education are: Adult Education and Community Development, Arts and Language Education, Management Education, Guidance and Counselling, Human Kinetics and Health Education, Science Education, Social Science Education and Vocational and Technical Education, making a total of two hundred and forty (240). Lecturers, Heads of Departments and the Dean are not within the scope of the study and could be used for further studies. The purposive sampling technique was used because the two hundred and forty students are the registered students on ground. The researcher needed to use the students who registered and are bonafide members of the department since it is possible that some unregistered students may not continue their programmes due to some reasons.

Level of knowledge and skill of microteaching, mentoring and teaching practice skills were measured with self-constructed questionnaire tagged "Knowledge of Microteaching, Mentoring and Teaching Practice Skills". The questionnaire was

sectioned into two parts that is Section A, consisting of questions covering demographic information for the respondents such as: department, sex, age and state of origin of the respondents.

Section B is on Students' level of knowledge of microteaching, mentoring and teaching practice skills. It is structured questionnaire in which thirty six items were presented on four point scale in ordinal form. The four levels include: Strongly Agree, Agree, Strongly Disagree, Disagree. The items listed twelve each for mentoring, micro-teaching and teaching practice.

Data analysis

The result was interpreted using the mean values which has a boundary of 2.5 ($(1+2+3+4=10/4 = 2.5$ acceptance. Any mean below 2.5 is not accepted. This is the decision rule or rating mean

Results and Discussion

Research Question One:
 Does Microteaching influence the competency of final year student-teachers in Ekiti State University, Ekiti State?

Table 1: Respondents' Knowledge of Microteaching

	MICRO TEACHING	\bar{x}	St.D	Remark
1.	I prepare a short lesson of note more than ten minutes for microteaching training	3.02	.82	Accepted
2.	I comport myself well during microteaching exercise	3.21	.63	Accepted
3.	I ask students I engage in microteaching questions even within the short duration of the lesson	3.16	.88	Accepted
4.	I normally record the teaching/instruction to ascertain my strength and weakness	3.32	.47	Accepted
5.	I state in a clear terms the objective of the lesson	3.30	.48	Accepted
6.	I always plan to manage the time allotted to me very well for microteaching testing	3.44	.50	Accepted
7.	I always expect feedback of my microteaching work	3.41	.69	Accepted
8.	While teaching the small group within the limited time, I also maintain discipline in the class	3.14	.49	Accepted
9.	I ensure the class is learner-centered by welcoming questions and observations from students	3.44	.48	Accepted
10.	I know that microteaching is a training technique	3.00	.46	Accepted
11.	I am aware that microteaching is a requirement for the teaching profession programme	3.11	.58	Accepted
12.	I am aware that microteaching is a means of preparing me for the bigger task ahead	3.22	.42	Accepted

Table 1 showed the participants' level of knowledge on micro-teaching. The result was interpreted using the mean values which has a boundary of 2.5 (1+2+3+4= 10/4 = 2.5) acceptance. Result shows that on the average the participants are agree that they prepare a short lesson of note more than ten minutes for micro-teaching training ($\bar{x}= 3.02$; $St.D= .85$). It was deduced that the respondents are of the view that they comport themselves well during micro-teaching exercise ($\bar{x}= 3.21$; $St.D= .63$), they are of the opinion that they ask students questions during the microteaching despite the short periods they used in teaching ($\bar{x}= 3.16$; $St.D= .88$) and they are also of the view that they normally record the teaching/instruction to ascertain their strength and weaknesses ($\bar{x}= 3.32$; $St.D= .47$). Student-teachers are of the view that they state in a clear terms the objective of the lesson ($\bar{x}= 3.30$; $St.D=$

.48). They are of the opinion that they always plan to manage the time allotted to them very well for microteaching testing ($\bar{x}= 3.44$; $St.D= .50$), the participants opined that they always expect feedback of my microteaching work ($\bar{x}= 3.41$; $St.D= .69$) It could be deduced from the result that the respondents are of the view that while teaching the small group within the limited time, they also maintain discipline in the class ($\bar{x}= 3.14$; $St.D= .49$). They agree that they ensure the class is learner-centered by welcoming questions and observations from students ($\bar{x}=3.44$; $St.D= .48$). They are aware that microteaching is a requirement for the teaching profession programme ($\bar{x}= 3.11$; $St.D= .58$). The table further revealed that on the average, the participants are aware that micro-teaching is a means of preparing them for the bigger task ahead ($\bar{x}= 3.22$; $St.D= .42$).

Table 1.1 Level of knowledge of Micro-teaching

Level of Knowledge	Aggregate score = 48	Frequency	Percentage
Good	33-48	193	89.4
Fair	16-32	23	10.6
Poor	< 16	-	-
TOTAL		216	100

Source: Researcher's Survey and Computation, 2022

This study had 12 statement items on knowledge of micro-teaching among the terminal year education students of Ekiti State University. A 4-scale response of Strongly Agree (4) to Strongly disagree (1) were used for 12 statement items, therefore the minimum score obtainable is 1 while the maximum score 48 (4*12). The aggregate mean score for the knowledge level of microteaching among the terminal year education students of Ekiti State University is 39.1

with standard deviation of 2.0. This was done on a scale point of 48 of 12 items. The mean score signifies a good level of knowledge of microteaching. The maximum score obtainable was 48 points while minimum score was 1 point. The score was classified into 3 categories in which 16-32 (10.6%) have fair knowledge and 33-48 (89.4%) knowledge level is good. Based on the result presented in the table 1.1 above 10.6% of the terminal education students have fair knowledge of

microteaching, 89.4% of the students have good level of knowledge. Meanwhile, there was no respondent who fall in the category of <16. It could therefore suggest that there is a good knowledge of micro-teaching among

terminal education students of Ekiti State University.

Research Question Two: Does mentoring influence the competency of final year student-teachers in Ekiti State University, Ekiti State?

Table 2: Respondents’ knowledge of Mentoring Skills

S/N	Mentoring	\bar{x}	St.D	Remark
1.	Mentoring is important in attaining growth in the teaching profession	3.11	.57	Accepted
2.	I have been exposed to the teaching skills by my mentor	2.00	.82	Rejected
3.	Mentoring assists me in building interpersonal relationship	1.89	.74	Rejected
4.	As a mentee, I always look forward for guidance from my mentor	1.56	.69	Rejected
5.	I have gained more insights in my areas of specialty through the assistance of a mentor	1.57	.66	Rejected
6.	I have been acquired new skills from mentoring activities	1.78	.63	Rejected
7.	I try to build confidence in the teaching career through the assistance of my mentor	1.44	.65	Rejected
8.	I interact with my mentor on weekly basis	1.42	.69	Rejected
9.	I have developed much interest in the teaching assignment due to the services of my mentor	1.67	.67	Rejected
10.	My department placed all final year students on mentoring programmes	1.65	.66	Rejected
11.	I have been mentored on the teaching ethics	1.51	.65	Rejected
12.	Mentoring has encouraged me in the teaching functions	2.24	1.14	Rejected

Table 2 shows the participants’ level of exposure to mentoring. It shows that on the average the participants agreed that mentoring is important in attaining growth in the teaching profession ($\bar{x}= 3.11$; $St.D= .57$), it was deduced that the respondents disagree that they have been exposed to the teaching skills by their mentor ($\bar{x}= 2.00$; $St.D= .82$), they also disagree that mentoring assists them in building interpersonal relationship ($\bar{x}= 1.89$; $St.D= .74$) and they are also of the view that as a mentee, they never looked forward for guidance from their mentor ($\bar{x}= 1.56$; $St.D= .69$) The respondents disagreed that they gain insights in areas of specialty through the assistance of a mentor or mentors ($\bar{x}= 1.57$; $St.D= .66$). They responded that

they have never acquired any new skill from their mentors’ activities ($\bar{x}= 1.78$; $St.D= .63$) The participants opined that their mentor never helped them to build any confidence in teaching career ($\bar{x}= 1.44$; $St.D= .65$). It could be deduced from the result that the respondents have not developed any interest in teaching assignment as a result of their mentors’ assistants ($\bar{x}= 1.67$; $St.D= .67$) They disagreed that their department placed all final year students on mentoring programme ($\bar{x}=1.65$; $St.D= .66$) They have not been mentored on teaching ethics ($\bar{x}= 1.51$; $St.D= .65$) and mentoring has not in any way encouraged them in the teaching functions ($\bar{x}= 2.24$; $St.D= 1.14$).

Table 2.1 level of exposure to mentoring knowledge and skills

Level of exposure	Aggregate score = 48	Frequency	Percentage
High	25-48	48	22.2
Low	1-24	168	77.8
Total		216	100

Source: Researcher’s Survey and Computation, 2022

This study had 12 statement items relating to the level of exposure to mentoring among the terminal year education students of Ekiti State University. A 4-scale response of Strongly Agree (4) to Strongly disagree (1) were used for 12 statement items, therefore the minimum score obtainable is 1 while the maximum score 48 (4*12). The aggregate mean score for the level of exposure among the terminal year education students of Ekiti State University is 21.9 with standard deviation of 5.8. This was done on a scale point of 48 of 12 items. The mean score signifies low level exposure to mentoring. The maximum score obtainable was 48 points while

the minimum score was 1 point. The score was classified into two categories in which 1-24 (11.1%) (77.8%) have low exposure and 48 (22.2%) exposure levels is high. Based on the result presented in the table 1.1 above 77.8% of the students exposure level to mentoring is low and 22.2% exposure level is high. It could therefore, suggest that the level of exposure to mentoring among terminal year student-teachers of Ekiti State University is low.

Research Question Three

Does teaching practice knowledge influence the competency of final year student-teachers in Ekiti State University, Ekiti State?

Table 3: Respondents’ level of knowledge on Teaching Practice

	TEACHING PRACTICE	\bar{x}	St.D	Remark
1.	I have adequate knowledge of the subject I teach	3.32	.66	Accepted
2.	I use humour at intervals to spice-up interest of learners	3.20	.42	Accepted
3.	I give clear and precise instructions to learners	3.22	.43	Accepted
4.	I ensure students engage in the class discussion to make the class interactive	3.33	.47	Accepted
5.	I maintain good communications skills in the classroom	3.40	.45	Accepted
6.	I walk around at times during classes to ascertain students’ involvement in class activities	3.11	.88	Accepted
7.	I plan my teaching activities before coming to the classroom	3.31	.47	Accepted
8.	I manage the time allotted to each lesson efficiently	3.43	.50	Accepted
9.	I utilize instructional materials when teaching	3.56	.49	Accepted
10.	I ensure my lesson notes are up to date	3.42	.44	Accepted
11.	I record most of my lessons for revisions and corrections	3.22	.92	Accepted
12.	I encourage students to write their notes accordingly	3.11	.88	Accepted

Table 3 showed the participants' level of knowledge and skill of teaching practice. Result shows that on the average the participants agree that they have adequate knowledge of the subject they teach ($\bar{x}= 3.32$; $St.D= .66$) It was presumed that the respondents are of the view that they use humour at intervals to spice-up interest of learners ($\bar{x}= 3.20$; $St.D= .42$) They are of the opinion that they give clear and precise instructions to learners ($\bar{x}= 3.22$; $St.D= .43$) and they also ensure students engage in the class discussion to make the class interactive ($\bar{x}= 3.33$; $St.D= .47$) They are of the view that they maintain good communications skills in the classroom ($\bar{x}= 3.40$; $St.D= .45$) They are of the opinion that they walk around at times during classes to ascertain students' involvement in class

activities ($\bar{x}= 3.11$; $St.D=.88$). The participants opined that they plan their teaching activities before coming to the classroom ($\bar{x}= 3.31$; $St.D= .47$), it could be deduced from the result that the respondents are of the view that they manage the time allotted to each lesson efficiently ($\bar{x}= 3.43$; $St.D= .50$). They agreed that they utilize instructional materials when teaching ($\bar{x}=3.56$; $St.D= .49$), and they ensure their lesson notes are up to date ($\bar{x}= 3.42$; $St.D= .44$). The respondents agreed that they record most of their lessons for revisions and corrections ($\bar{x}= 3.22$; $St.D= .92$). The table further revealed that on the average, the participants are of the view that they encourage students to write their notes accordingly ($\bar{x}= 3.11$; $St.D= .88$).

Table 3.1 Level of knowledge and skill of teaching practice

Level of Knowledge and skill	Aggregate score = 48	Frequency	Percentage
Good	33-48	216	100
Fair	16-32	-	-
Poor	< 16	-	-
Total		216	100

Source: Researcher's Survey and Computation, 2022

This study also had 12 statement items on knowledge and skill of teaching practice among the terminal year education students of Ekiti State University. A 4-scale response of Strongly Agree (4) to Strongly disagree (1) were used for 12 statement items, which implies that the minimum score obtainable is 1 and the maximum score obtainable is 48 (4*12). The aggregate mean score for the knowledge and skill of teaching practice among the terminal year education students of Ekiti State University is 39.7 with standard deviation of 3.9. This was also done on a scale point of 48 of 12 items. The mean score signifies a good level of

knowledge and skill of teaching practice. The score was classified into 3 categories in which < 16(0%) have poor knowledge and skill; 16-32 (0%) have fair knowledge and skill, and 33-48 (100%) knowledge and skill level is good. Based on the result presented in the table 1.1 above, 100% of the students have good level of knowledge and skill of teaching practice. Meanwhile, there was no respondent who fall in the category of <16 and 16-32. This, invariably, suggests that the knowledge and skill level of the terminal education students of Ekiti State University on teaching practice is good.

Findings of the study

Findings of the study revealed that final year education students of Ekiti State University, Nigeria, are competent in Micro-teaching and Teaching Practice as they have good knowledge of them. Therefore, micro-teaching and teaching practice have positive impact on their teaching assignments. But they are not efficient in mentoring skills.

Discussion of the findings

Based on the findings of the study. Final year student-teachers of Ekiti State University, Ekiti, Nigerian, showed competency in micro-teaching. The aggregate mean score for the knowledge level of micro-teaching among the terminal year education students of Ekiti State University is 39.1 with a standard deviation of 2.0. This was done on a scale point of 48 of 12 items. The mean score signifies a good level of knowledge of microteaching. The maximum score obtainable was 48 points while minimum score was 1 point. The score was classified into 3 categories in which 16-32 (10.6%) have fair knowledge and 33-48 (89.4%) knowledge level is good. Based on the result presented in the table 1.1 above 10.6% of the terminal education students have fair knowledge of microteaching, 89.4% of the students have good level of knowledge. Meanwhile, there was no respondent who fall in the category of <16. It could therefore suggest that there is a good knowledge of micro-teaching among terminal education students of Ekiti State University.

On mentoring skills, the aggregate mean score for the level of exposure among the terminal year education students of Ekiti State University is 21.9 with standard deviation of 5.8. This was done on a scale point of 48 of 12 items. The mean score signifies low-level exposure to

mentoring. The maximum score obtainable was 48 points while minimum score was 1 point. The score was classified into two categories in which 1-24 (11.1%) (77.8%) have low exposure and 48 (22.2%) exposure levels is high. Based on the result presented in the table 1.1 above 77.8% of the students exposure level to mentoring is low and 22.2% exposure level is high. It could therefore, suggest that the level of exposure to mentoring among terminal year student-teachers of Ekiti State University is low.

The aggregate mean score for the knowledge and skill of teaching practice among the terminal year education students of Ekiti State University is 39.7 with standard deviation of 3.9. This was also done on a scale point of 48 of 12 items. The mean score signifies a good level of knowledge and skill of teaching practice. The score was classified into 3 categories in which < 16(0%) have poor knowledge and skill; 16-32 (0%) have fair knowledge and skill, and 33-48 (100%) knowledge and skill level is good. Based on the result presented in the table 1.1 above, 100% of the students have good level of knowledge and skill of teaching practice. Meanwhile, there was no respondent who fall in the category of <16 and 16-32. This, invariably, suggests that the knowledge and skill level of the terminal education students of Ekiti State University on teaching practice is good.

Conclusion

The study explored on the impact of microteaching, mentoring and teaching practice skills of the final year student-teachers of Ekiti State University, Ado Ekiti, Nigeria. Two hundred and Forty Questionnaires were distributed to Two Hundred and Forty Student-Teachers of Faculty of Education of the University on their

knowledge of microteaching skills, mentoring and teaching practice skills. The results and findings of the study concluded that final year education student-teachers of Faculty of Education, Ekiti State University, have competency in teaching practice skills. The final year student-teachers also have competency and good knowledge of microteaching. However, their knowledge of mentoring is very low and showed no positive impact in their teaching skills.

Recommendations

Given the results and findings of the study, the following recommendations were made:

- i. that final year student-teachers should be engaged in more seminars on mentoring skills so as to assist them become more exposed in teaching profession;
- ii. also, more teachers should be engaged in mentoring the final-year student teachers;
- iii. the study focused on final year student-teachers, further research should be conducted on the impact of microteaching and mentoring on lecturers themselves;

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