



# Comparative study of Micro-teaching and Teaching practice achievement of students in colleges of education in Plateau state Nigeria.

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## ABSTRACT

The purpose of this research was to determine the effectiveness of microteaching practicum to teaching practice exercise in Colleges of Education in Plateau State, Nigeria. To achieve this aim, the research formulated two objectives and two research questions were raised to guide the research, while two hypotheses were also formulated and tested at 0.05 level of significance. The design used for the study was ex-post facto research design to determine the possible relationship and effects of the dependent variables. The population of the study consist of three Colleges of Education in Plateau State. A sample of 1200 NCE students results of both microteaching and teaching practice were used as sample for the study. The sampling technique used was stratified random sampling technique. The data for the study was collected using Microteaching Observation Checklist (MOC) and Teaching Practice Assessment Checklist (TPAC) which has been developed by National Commission for Colleges of Education, (NCCE). The validity and reliability of the instrument was sought and based on the judgment of experts, the instrument was found to be valid and reliable with a reliability co-efficient of 0.7. The data collected was analyzed using mean and standard deviation for the research questions and t-test for unrelated samples of hypotheses one and three and analysis of covariance ANCOVA for hypothesis two. Findings from the study revealed that the experiences of microteaching and its effectiveness improved the performance of the pre-service teachers at the teaching practice exercise and the actual teaching profession. It was recommended among others, the need for teachers in curriculum studies to encourage and lay emphasis on the various skills in microteaching: Class control, use of instructional materials, and set induction.

## INTRODUCTION

Micro-teaching is technically a scaled-down teaching encounter which helps pre-service and in-

service teachers to improve both contents and methods of teaching and develop specific teaching skills such as probing questions, questioning, explanation, illustration and stimulus variation.

According to Chuajin, Chammei (2011) and Salawu, (2011) in their separate studies, micro-teaching has been in use worldwide since its introduction at the Stanford university in the late 1950s by Dwight, Robert and Romney. Its purpose is to provide teachers with the opportunity for concept lessons in any teaching subject. Abo McNight cited in Milhis, Hertel, and Neyed (2007) in Romesh (2013), sees micro-teaching as a scaled-down realistic classroom training context in which teachers both experienced and inexperienced may acquire new teaching skills and refine old ones. This intones that microteaching is a temporal platform created by expert teachers for trainee teachers to interact with mock students, to practice theoretical knowledge and acquire new skills. Therefore, microteaching approach in teacher education prepares the pre-service teachers for the task of classroom teaching ahead of the teaching practice exercise. Also, it exposes the preservice teachers to the rudiments of teaching which enhances effective teaching and learning rudiments. Micro-teaching cannot be neglected as it provides a formidable platform for acquiring teaching skills that is expected to be practiced in the classroom.

The application of micro-teaching technique in teacher training provides student teachers tremendous opportunity to develop their teaching skills. Apart from being an essential process of transforming and modifying the student teacher's behaviour to demonstrate a given behaviour, it also provides a tremendous opportunity for both pre-service and in-service teachers to develop and improve their pedagogical skills with a small group of students mostly (8-10) using limited period of (7-10) minutes, recorded on video tape for reviewing, responding, refining and re-teaching towards perfection (Peker, 2009, 872-880). Hence, effective development of teaching skills in teachers should target the pre-service teachers as they are future teachers. Incorporating the development of these skills will not only make these skills practicable but also provide a model for the actual and seamless implementation of these skills in normal classroom situation.

The micro-teaching environment enables a pre-service teacher to focus attention on the practice of specific skills at a time until he or she acquires competence in it. Provision of feedback accelerates the process. After acquiring competence in a number of skills in this way, the student teacher takes to micro-teaching so as to demonstrate his/her level of competence. It is a vital technique which provides continuous training to serving teachers.

Most of the professional teachers who have reached the peak of their professional career do not want to improve their skills of teaching. Micro-teaching helps in bridging the gap and overcoming such pitfalls. It provides settings for experimentation. With the introduction of developed curriculum, teachers are required to acquire new skills of teaching. The National Policy on Education (FGN, 2014:56) pointed out that "all teachers in our educational institutions, from pre-primary, will be professionally trained". As a modeling instructional

skill, the microteaching setting is meant for the demonstration of good teaching skills by student-teachers which can be recorded on video-tape or observed by a supervisor.

Consequently, micro-teaching provides a golden opportunity to the pre-service teacher towards exercising control over some variables which may have effect in teaching and learning e.g., the volume of students in a class, the nature of the student, the length of the period for microteaching administration, the motivation as well as the evaluation of the students.

The conducive environment for effective microteaching session (microteaching clinic) is to be equipped with relevant and appropriate furniture and e-learning equipment, like appropriate Close Circuit Television (CCTV) system with camcorders staged at different angles to pick different behaviours of the trainees and the learners (Verma & Sharma in Audu, 2010). This is to enable the supervisor, presenter, other participants as well as members of the community to see the strength and weaknesses of the student-teacher at the point of presentation, for immediate correction towards perfection. Furthermore, the student-teacher is trained to be aware of good environment as a correlate to good and effective and efficient process of teaching. The essence of incorporating microteaching in teacher education programme is to enable teacher trainees to teach among themselves for a shorter period of time so that they acquire some skills of teaching before embarking on the actual teaching practice.

Good teaching practice is a key to influence the pre-service and in-service teacher for learning desired outcome and primary goal of higher teacher educational institutions. Teachers strive to meet the best principles of good practice in an effort to provide the best learning experience for their students. Pre-service teaching is the most important experience in teacher education programme and is generally based on a country's National Policy on Education. Teaching practice is a compulsory course for all aspiring student-teachers registered in a teacher preparation programme in Nigeria. It is one-semester course, usually lasting from the beginning to the end of the first semester of the final year of Nigeria Certificate of Education (NCE 3) students.

The pre-service teacher training programme at any higher educational institution is a well-structured programme designed to provide an opportunity to develop and evaluate aspiring teachers' competence in an actual classroom within a school setting. The teaching practice exercise is the culminating point where the relationship among the three major players, the supervisor, host teacher and the aspiring teacher interface to determine the quality of experience the aspiring teacher takes away. It becomes the bedrock on which the aspiring teacher once certified and employed, builds his/her professional identity. It is therefore necessary that aspiring teachers are paired with competent, knowledgeable and concerned supervisors to help them consume the full range of duties of a teacher during the hands-on training period. The host

teachers have equally vital influence in aspiring teachers' professional growth and development. The programme is intended to bridge the gap between theory and practice by providing opportunity for hands-on learning for student teachers.

Following the importance of teaching and learning in our schools, the knowledge of good teaching practice cannot be overemphasized and this can only be gotten when effective teaching skills are imparted when undergoing teacher training in schools. The onus of acquiring these skills are saddled in the knowledge to be acquired during micro-teaching and the teaching practice exercise as included in teacher's education programme. Therefore, micro-teaching and teaching practice exercise are one of the bases to practicalize the rudiments of teaching skills acquired by the pre-service teachers in schools and outside the training schools. Hence, this study tends to compare the student's achievement in the micro-teaching and the main teaching practice exercise who had undergone the training process in some colleges of education in Plateau state Nigeria.

Lesson presentation is the effective use of selected resources, effective use of voices, hands, part of the body, ability to demonstrate as the need arise and effectiveness of ideas control and management. Lesson presentation can also be the selection of topic, determining instructional objectives, selection of teaching methods and instructional material and determining the evaluation instruments for the assessment of the lesson.

An effective and well-presented lesson cannot be achieved with the presence of a well write lesson plan. Lesson plan becomes an important element of an effective lesson presentation.

The process of transition from theoretical knowledge to practical skills in the teaching profession begins at micro-teaching stage through teaching practice. Despite the pre-training skills given to learners before teaching practice, the trainee teachers demonstrate ineffectiveness in the use of some essential skills of the instructional materials. The poor use of skills for proper lesson delivery in terms of chalkboard management acquired during microteaching by the trainee teachers could lead to mismanagement of teaching materials for the achievement of designed objectives during teaching practices.

In this way, the ability of a student teacher to effectively apply the acquired teaching skills for effective lesson delivery becomes very difficult. This undermines the performance of learners taught by such trainee teacher to be weak, ineffective and inefficient. Based on the aforementioned ineffective demonstration of the skills in teaching and learning in the teaching enterprise, it has created a huge gap in the attainment of designed learning experience during teaching practice session. This worrisome situation makes parents, administrators, trainee teachers, Ministry of Education and National Commission for Colleges of Education (NCCE) in developing doubts about the competency of these categories of trainee

teachers in influencing the learners' level of academic standard to an advanced level.

The aim of this research is to compare the study of Micro-teaching and Teaching Practice achievement of students in Colleges of Education in Plateau State, Nigeria. Specifically, the objectives of this study will be to:

1. establish the relationship between achievement in micro-teaching and teaching practice exercise among COEs students in Plateau State, Nigeria.
2. examine the effectiveness in lesson presentation by the student teachers micro-teaching and teaching practice in the Colleges of Education in Plateau state.

The following questions were raised and answered in the cause of the research:

1. What is the relationship between the student's achievement in micro-teaching and teaching practice among Colleges of Education students in plateau state?
2. To what extent is the student's effectiveness in lesson presentation by the teaching practice student in the Colleges of Education in Plateau state?

The research design is ex-post facto design. Ex post design is considered a quasi-experimental type of study which mean participants are not randomly assigned, but rather group together based upon specific characteristic or traits they share. Ex post research focuses on how actions that have already occurred can predict certain causes. The design is to examine the possible relationship and effects of the dependent variables. The researcher is thus examining retrospectively the effects of a naturally occurring event on a subsequent outcome with a view to establishing a causal link between them (Cohen, Manion and Morrison 2007). This design will be used to determine the effect of micro-teaching strategy being taught the students' and their achievement in teaching practices among Colleges of Education students in Plateau state. The researcher's choice of this design is based on the fact that the researcher will not manipulate and control the instructional strategy, but use the existing student's achievement in the two courses offered in the curriculum department of the various institutions.

The population targeted for the research are students of Federal College of Education Pankshin, College of Education Gindiri, and Oswald Waller College of Education Lipidi-Shendam. The population consists of 4500 Nigeria Certificate in Education (NCE 11) micro-teaching and (NCE 111) teaching practice students comprising of both male and female students from the three Colleges of Education. The choice of Federal, State and Private Colleges in the state is for comparative analysis of the student's achievement in micro-teaching and the achievement while in teaching period.

The choice of NCE III students will be based on the fact that all students had undergone the micro-teaching and teaching practice exercise as well. This is as stated in the National Commission for Colleges of Education in Nigeria (NCCE) curriculum. They are more acquainted with the subject more than their juniors in NCE I and II who are novice in the art of teaching.

A sample size of 1200 NCE students was used for the study. It comprises of three (3) Colleges of Education selected for the research. The criteria that was used in selecting the Colleges is the characteristics of the schools which are almost the same and have been undergoing micro-teaching and

teaching practice exercises at least from 2017-2021. That is, they have the same standard in terms of micro-teaching modules, assessment format, teacher qualification, academic records and conduct of the teaching practice exercise. This number is considered adequate for the research work based on the population size of 4500. The sample size was selected using stratified random sampling techniques. The Colleges are Federal College of Education Pankshin, College of Education Gindiri and Oswald Waller College of Education, Shendam. A total of 400 students were selected from each college. This was presented in the table below:

**Table: 1. Shows the areas and the simple population**

S/NO	S c h o o l	School Type	Population Size	Population	
				Male	Female
1	Federal College of Education, Pankshin	Federal	2 0 0 0	1 2 0 0	8 0 0
2	College of Education Gindiri, Plateau state	State	1 5 0 0	9 0 0	6 0 0
3	Oswald Waller College of Education, Lipidi, Shendam	Private	1 0 0 0	7 0 0	3 0 0
		<b>T o t a l</b>	<b>4 5 0 0</b>	<b>2800</b>	<b>1 7 0 0</b>

A purposive sampling technique was used in selecting three out of the eight Colleges of Education in Plateau state owned by the Federal, State and Private Organization. This is because the researcher wants to get a fair representation from each of the institution in Plateau state. From the three College selected. Therefore, the sample size for this study was 1200 (Male – 700, Female – 500) students exposed to micro – teaching and teaching practice was selected using stratified random sampling procedure.

The instruments for data collection are Micro-teaching Observation Checklist (MOC) and Teaching Practice Assessment Checklist (TPAC). The instruments will be used to obtain the required data from the respective students based on the variable being measured in the research work and the student's achievement will be extracted from the instruments form into a proforma for further analysis.

The Micro-Teaching Observation checklist (MOC): was an adopted instrument developed by the institutions and used to assess the students' achievement on the units covered during the pre-teaching exercise. The instrument will be divided into

two sections, where section A capture demographic information of the respective student while section B capture the observation items based on the objectives of the research work. The student's achievement both theoretical and practical aspect will be obtained using the instrument.

The Teaching Practice Assessment Checklist (TPAC): It was also an adopted instrument designed by the institutions to observe the performance of the students undergoing teaching practice exercise (TP) the instrument was also divided into two sections, that is section A and B. this section A obtains the demographic data such as gender, institution name among others, while section B contains observation items from the TP assessment by the supervisors. The students' achievement in the TP exercise will be extracted for further analysis in the research based on the research objectives. All the instruments are attached to this research work at appendix.

What is the student's achievement in micro-teaching and teaching practice among Colleges of Education students in Plateau State?

**Table 2: Mean of the student's achievement in Micro-teaching and Teaching Practice exercise**

	N	Mean	Std. Dev
Achievement in Micro Teaching Presentation	1200	53.15	4.198
Achievement in Teaching Practice Exercise	1200	73.36	4.577

The table presents the mean of the students' achievement in micro teaching and teaching practice exercise in the study. The result shows that the students micro teaching achievement was 53.15 while the teaching practice exercise achievement was 73.36. The result indicated that, the student's achievement in teaching practice exercise conducted and observed by the students' supervisors was higher than their micro teaching based on the mean

achievement obtained in the study. This further indicated the effectiveness of micro teaching towards improving pre-service teachers' knowledge in teaching exercise.

To what extent is the student's effectiveness in lesson presentation in micro teaching and teaching practice exercise of the students in the Colleges of Education in Plateau state?

**Table 3: Mean of the student achievement in lesson presentation**

	N	Mean	Std. Dev
Achievement in Micro Teaching Lesson Presentation	1200	22.37	4.436
Achievement in Teaching practice exercise Lesson Presentation	1200	24.63	4.755

The table presents the mean of the student's achievement in micro teaching and teaching practice exercise of Colleges of Education students in Plateau state. The result revealed that in micro teaching the students had a mean score of 22.37 while in the teaching Practice exercise the mean score was 24.63. The result implies that there was slight improvement

in the classroom presentation of the Colleges of education during the main teaching practice exercise.

There is no significant relationship between the student's achievement in micro-teaching and teaching practice among Colleges of Education students in Plateau state

**Table 4: Correlation result between Micro Teaching and Teaching Practice Exercise of COE Students**

Variable		Micro Teaching Presentation	Teaching Practice
<b>Micro Teaching Presentation</b>	Pearson Correlation	1	.123
	Sig. (2-tailed)		.000
	N	1200	1200
<b>Teaching Practice</b>	Pearson Correlation	.123	1
	Sig. (2-tailed)	.000	
	N	1200	1200

The presents the relationship between the micro teaching and teaching practice exercise achievement of the students in Colleges of Education in the study. The result revealed a very low relationship of 0.12 using Pearson product moment correlation between the student achievement in the micro teaching and actual teaching practice exercise. Also, the relationship was found to be significant since the p-value of 0.00 was less than 0.05. Therefore, it was concluded that the relationship in the achievement of the student in micro teaching and

teaching practice exercise conducted among the colleges of education students was significantly difference in relationship of the student's achievement.

There is no significant difference between the student's achievement in micro teaching and teaching practice exercise in lesson presentation and classroom control management by COE students

**Table 5: T-test Result on the Significant Difference in Lesson Presentation and Class Management in Teaching Practice Exercise and Micro Teaching**

Variable		N	Mean	Std. Dev	T	Df	Sig (p-value)
Lesson Presentation	Teaching Practice	1200	24.63	4.755	12.043	2398	.000
	Micro Teaching	1200	22.37	4.436			
Class Management	Teaching Practice	1200	6.69	1.541	-11.768	2398	.000
	Micro Teaching	1200	7.72	2.611			

The table presents the t-test result on the significant difference in teaching practice exercise and micro teaching lesson presentation. The hypothesis was accepted since the p-value obtained was less than the 0.05 significance level. Therefore, it was concluded that there was a significant difference in lesson presentation between the teaching practice exercise and micro teaching. The result indicated that lesson presentation during teaching practice exercise was better than during micro teaching. This can be deduced that the lesson presentation during micro

teaching significantly improved lesson presentation in teaching practice exercise.

However, in the class management, the significant difference that exists was in favour of micro teaching since the p-value obtained was less than the 0.05. it was deduced that the small class during micro teaching make class management easier for pre-service teacher.

There is no significant difference between the students achievement in micro-teaching and the main teaching practice exercise conducted across the Colleges of Education in Plateau state.

**Table 6: T-test result on the significant difference between micro teaching achievement and teaching practice achievement.**

Variable	N	Mean	Std. Dev	T	DF	Sig. (2-tailed)
Micro Teaching FCE Pankshin	500	54.16	4.406			
Teaching Practice FCE Pankshin	501	74.54	4.613	75.43	499	.000
Micro Teaching COEGindiri	400	52.92	3.439			
Teaching Practice COEGindiri	400	73.22	4.186	79.28	399	.000
Micro Teaching COEShendam	300	51.79	4.341			
Teaching Practice COEShendam	300	71.56	4.412	54.46	299	.000

The table presents the t-test result on the significant difference between micro teaching achievement and actual teaching practice exercise across the COEs under consideration. The result revealed significant differences between the achievement in micro teaching and teaching practice exercise. The hypothesis was rejected since the p-values of 0.000 was less than the 0.05 significance level set in the study. Therefore, it was concluded that there is significant difference in the achievement of the COE students in micro teaching and teaching practice exercise across all the Colleges of Education under investigation. The significant difference was in favour of teaching practice exercise and the further

indicated that the micro teaching course in the curriculum and practical presentation done by the student improve their knowledge in teaching exercise as seen by the improvement in the student's achievement.

The research found that, the student's achievement in teaching practice exercise conducted and observed had a mean achievement higher than their micro teaching mean achievement obtained in the study. This further revealed how the experience of micro teaching and its effectiveness towards improving pre-service teachers' knowledge in teaching exercise. This finding corresponded with that of Rosita, Igwe and Saheed (2013). The empirical

studies showed that student's performance in micro teaching improves their performance in the actual teaching practices exercises with a focus on micro-teaching which is adjudged as an avenue for acquiring pre-service pedagogical knowledge and field experiences.

The research found that lesson presentation during teaching practice exercise was better than during micro teaching this further deduced that the lesson presentation during micro teaching significantly improved lesson presentation in teaching practice exercise as established in the hypothesis tested. This findings corresponded with the empirical review by Shah & Masur (2011) on the impact of micro teaching skills learned through different in-service training programmes on the performance of the elementary school teachers indicated that the performance of the in-service trained primary school teachers (PIT) was comparatively better than pre-service trained male teachers (NIT) in all the seven teaching skills, "set Induction", "Questioning", "Listening", "Reinforcement", "Teacher's Liveliness", "Closing lesson", and "Re-planning". The reason is that these micro-teaching skills were properly practiced by them during their different in-service teachers training programmes.

## SUMMARY

The study was based on the comparative study of micro-teaching and teaching practice achievement of students in Colleges of Education, Plateau state, Nigeria. The study was guided by four objectives, and in line with the objectives, four research questions and four hypotheses were formulated for the research work. However, the researcher used the ex-post facto design for the study to examine the possible relationship and effects of the dependent variables. The researcher is thus examining retrospectively the effects of a naturally occurring event on a subsequent outcome with a view to establishing a causal link between them. The population targeted for the study were students of Federal College of Education Pankshin, College of Education Gindiri, and Oswald Waller College of Education Lipidi-Shendam. The population for the study consists of 4500 Nigerian Certificate in Education (NCE 11) micro-teaching and (NCE 111) teaching practice students comprising of male and female students from the three Colleges of Education mentioned above in Plateau state, Nigeria. A sample size of 1200 NCE students was used for the study as it will comprise of three (3) Colleges of Education selected for the study.

The sample size was selected using stratified random sampling techniques. The instruments for data collection are Micro-teaching Observation Checklist (MOC) and Teaching Practice Assessment Checklist (TPAC). The Micro-Teaching Observation checklist (MOC): was an adopted instrument developed by the institutions and used to assess the students' achievement on the units covered during the pre-teaching exercise. The Teaching Practice Assessment Checklist (TPAC): was also an adopted

instrument designed by the institutions to observe the performance of the students undergoing teaching practice exercise (TP).

The first instrument for validation is the Student Teaching Practice Assessment Form A which is an adopted instrument that has been validated by NCCE for all College of Education. The second instruments are the Micro Teaching Training Appraisal Guide Form A which will be subjected to Validity using face and content validity this is to ensure the instrument measure what is purported to measure accurately for the research work. The instrument will be given to three experts. One in Curriculum Studies Department and two Research, Measurement and Evaluation experts in the Federal College of Education Pankshin. The experts rating of the instruments will be at 0.7 which will be obtained as a judgment for the validity of the instruments. It is expected that all the observation and suggestion of the experts will be considered appropriately before the use of the instruments.

## CONCLUSION

Based on the findings of this research, the following conclusions were drawn: The experiences of micro teaching and its effectiveness improved the performance pre-service teachers at the teaching practices exercise and the actual teaching profession thereafter. The study also revealed that the student's achievement was improved during the actual teaching practice exercise compare to what was obtained during the micro teaching presentation. It was further established that there is significant difference between the achievement of the COE students in micro teaching and teaching practice exercise across all the Colleges of Education under investigation. This further revealed the impact of micro teaching theory and practical undergone by the students in their knowledge during teaching exercise based on the improvement in the student's achievement.

## RECOMMENDATIONS

The following recommendations are suggested as a result of the findings of the study:

1. Micro teaching teachers in the study area should be encouraged to laid emphasized on the various skills: class control, use of instructional materials, set induction etc.
2. Micro teaching teachers should take micro teaching practicum seriously and ensured that there is a viewing session that enable pre-services teachers sees their performances and are been positively corrected.
3. Government at all levels and owners of teacher's education institutes (Colleges of Education) should make it a priority to provide the schools with a befitting modern micro teaching Labs with all the facilities needed in there.

Adequate time and supervision should be given during micro teaching practicum so as to enable the pre-services teacher get acquitted with

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