



SELINUS UNIVERSITY
OF SCIENCES AND LITERATURE

Student Teachers' Perception of Microteaching Experiences in Encouraging Learners' Participation" in the Classroom in Nigeria

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ABSTRACT

This study explores student teachers' perceptions of their microteaching experiences in encouraging learners' participation in the classroom within the Nigerian educational context. Using a mixed methods approach, the research integrates quantitative survey data and qualitative interview responses to provide a comprehensive understanding of how microteaching influences trainee teachers' classroom practices particularly in the areas of behaviour and instructional management. Quantitative data were gathered through structured questionnaires administered to student teachers across selected Nigerian teacher education institutions, while qualitative insights were obtained through semi-structured interviews. The findings reveal that trainee teachers generally perceived microteaching as a valuable tool that enhances their confidence, classroom control, and instructional strategies, which in turn contribute to more active learner engagement. Participants reported that repeated microteaching sessions provided a valuable platform for practicing behaviour management techniques and adapting instructional approaches to diverse learner needs. However, challenges such as overpopulated classrooms, time constraints, inconsistent feedback, and poor demonstration of rules and rewards system were also highlighted. The study underscores the need for more structured and reflective microteaching frameworks in Nigeria teacher education programs to effectively prepare future educators for real classroom dynamics. Implication for teacher training curriculum, education administrators, teacher education policymakers and policy recommendation are discussed.

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LIST OF ABBREVIATIONS AND ACRONYMS

BM	Behaviour management
IM	Instruction management
ST	Student teacher
TE	Teacher education
TEP	Teacher education programme
TT	Trainee teacher

TUDENT TEACHERS' PERCEPTION OF MICROTEACHING EXPERIENCES IN ENCOURAGING LEARNERS' PARTICIPATION IN THE CLASSROOM IN NIGERIA

Chapter One

Introduction to the Study

1.0 Introduction

1.1 Background of Study

In Nigeria, education is an instrument for national development. Education involves the active participation of government, groups and individuals. Nigeria's educational goals have been set out by the needs of society and individuals about modern world realities. Therefore, educational learning activities need to be centred on the learner in the interest of learner's development and fulfilment. It is believed that functional education would nurture the development of individuals through the interaction of persons in the classroom.

From pupil to teacher: A Nigerian Teacher trainer's experience

The subject of this story is a trainee teacher in Nigeria. The journey into becoming an active participant in the development of individuals in the classroom is not an easy task as our subject envisaged. There are three compulsory bridges he crossed before being considered eligible to participate in the training of the mind for understanding and appreciation of the world around. The first compulsory bridge was the pre-primary and primary stage. This bridge was the foundation upon which others were built. The curriculum at this stage include: language of the environment, English, Mathematics, Science, Physical and Health Education, Agriculture, Social Studies.

Our subject was expected to start crossing this bridge at the age of six years and finished it at the age of eleven years. Ultimately, the duration was six years. At that stage, the medium of instruction could be the language of the immediate environment (our subject's indigenous

language) in the first three years, and the remaining three years is purely in the English language. Although the language of the immediate environment is officially recognised, the majority of schools do not accept the use of other languages except the English language due to the multicultural nature of the classrooms. There are about 250 indigenous languages in Nigeria and schools in the cities could have pupils from various ethnic groups. Even in schools in remote areas, there could be two or three pupils in a class from migrant families who do not understand language of that environment. Such children could not cope with the academic work if schools would allow indigenous languages to be used for teaching

During the first stage, our subject was expected to interact actively with role models (teachers) and peers. Although learning in Nigeria is expected to be through practical, exploratory and experimental methods and not more than 35 or 40 pupils in a class, the majority of government school could have 70 to 80 pupils in a class of about 6 metres by 9 metres. The large class size often makes practical, exploratory and experimental methods of learning impossible in some cases. The nature of the classrooms could neither allow the teacher to interact with individual learners nor the learners to manipulate resource materials in such large classrooms. The issue of large class size was not applicable to our subject because he attended a private school. The determination to cross successfully the first bridge was through final examination set by a government agency. This culminated in the issuance of First School Leaving Certificate. At the end of the first bridge, he sat and passed the entrance examination before proceeding to cross the second bridge.

The second bridge was secondary education. The goal of secondary education was to prepare the trainee teacher for higher education (3rd Bridge) and useful living within the society. The physical environment of the school in secondary education is larger than that in primary education, but the classrooms could be of the same size. At that stage, teaching was purely in English language and there was a diversified curriculum to cater for the difference in opportunities, future roles and talents. Apart from Mathematics and English which are two major core subjects that everyone has to learn, there are subjects from Vocational Electives and Non-Vocational Electives which one could choose from depending on the vocation. Our subject choose from Non-Vocational Electives which includes Biology, Chemistry, Physics, Health Education, Geography and Economics in addition to mathematics and English. The secondary school was in two stages: junior secondary school stage and senior secondary

school stage and each stage shall be of three-year durations. There are certifications at the end of every stage. The junior secondary stage certificate is based on continuous assessment and state's examinations while the senior secondary stage certificate is based on continuous assessment and national examination. Crossing the second bridge is another milestone towards becoming a classroom teacher.

The end of the second bridge involves deciding what type of role our subject would play in the classroom and how can it be played. The decision includes sitting and passing the national examination to cross the third bridge (tertiary institutions). There are two ways of crossing the third bridge such as the college of education and the university. Passing through the college of education, popularly called COE could mean that he has decided to be a primary school teacher while passing through university could allow trainee teacher to teach either in the primary or secondary school. The duration of learning in COE is three years, while the university is four years. In both cases, one has to specialise in a particular subject area and at the same time, learn the rudiments of teaching.

The third bridge into becoming a teacher is a tedious task for the trainee teacher. There was a commitment to learning what to teach and learning how to teach it effectively. The trainee teacher was expected to acquire both intellectual and physical skills to be able to be useful as a teacher. Learning how to teach involves theoretical and practical aspects of learning in which a trainee teacher was expected to acquire all the teaching skill. In this case, microteaching was an important element for the trainee teacher in learning how to teach. Although learning to teach are structured such that the trainee teacher would have the opportunity to develop through learning and supervision, the trainee teacher always encounters problems during the period of training. These include too many trainees in a class, insufficient learning materials, insufficient time to learn and poor learning environment.

The problems of insufficient learning materials and large class size at times make the trainee teacher come as early as 30 minutes or more before the start of lectures to get a seat or get space in the lecture room. Still, the trainee teacher does not get adequate attention and feedback from tutors as needed. It has been the trainee teacher's wish to learn how to teach with all necessary learning materials, but due to insufficient time and materials, the trainee teacher could not realise his wish. Attending lectures was greatest nightmare due to the

numbers of courses the trainee teacher had every semester both from the department and education. The trainee teacher uses to have almost ten departmental courses (mathematics and physics courses) and eight education courses (curriculum, psychology and general courses) in a semester, and as such, the trainee teacher could not have normal sleep so as to get all the necessary assignment done in good time.

Learning the teaching skills through microteaching was very interesting training. Although there was not enough time to practice due to a large number of classmates assigned to practice during the same class period, the trainee teacher was always keen in getting corrections from the peers and tutors so that he could correct mistakes. The trainee teacher met the criteria for going on teaching practice because of good performances in all the courses both in the department and in education.

The trainee teacher was posted to government primary school for teaching practice. Although lesson notes were prepared on every microteaching practice teaching, the trainee teacher was still thinking about how to prepare good lesson note to avoid embarrassment from the classroom teacher and the students. Also standing and teaching in front of the students he has never met before was a headache throughout the weekend.

On Monday, he reported to the primary school with some school mates peers posted to the same primary school. After a brief meeting with Headmaster of the school, the trainee teacher and one other trainee teacher were assigned to primary 5B. The headmaster took them to their respective classes and introduced them to the class teachers under whom they would work. They were warmly welcomed by the lady teacher-in-charge of primary 5B, although the class pupils were on a short break. The class teacher, after reading through their letters assigned mathematics to trainee teacher while a colleague was given social studies. She told them to use that Monday and Tuesday to observe and prepare their lesson notes.

The trainee teacher was very happy for the class and the subject that was given to trainee teacher to teach. The trainee teacher doesn't like teaching the primary one or two because controlling senior classes would be much easier than junior classes. The trainee teacher's happiness was cut short when the pupils resumed after the short break. He noticed that two pupils were sharing a single chair and desk made for one person while almost one-quarter of

the pupils were sitting on the floor. Sharing a chair or sitting on the floor was a surprise because that was the first time of seeing such things. The trainee teacher attended private primary and secondary schools where a chair and desk were attached to every student in a class for a given session. Moreover, they were not more than 30 students in a class throughout his primary and secondary school days.

On seeing a large number of pupils in that class, there was a thought of how to teach, monitor, control and assess the pupil's academic work. They sat down and began to watch the class activities and how the old teachers were handling every issue. The next day, before lessons began, the class teacher gave the trainee teacher the class register to take roll-call. The trainee teacher was surprised to see 75 pupils on the register. All the pupils gave trainee teacher proper attention while taking the roll call. Trainee teacher was quite happy at that because the roll-call has helped trainee teacher to ease the anxiety of standing in front of the students.

Mathematics was always the first subject on the timetable. The trainee teacher prepared lesson note and rehearsed with the younger brothers and sister on Tuesday afternoon. The class teacher was amazed by the trainee teacher's teaching, although he could not call the pupils by their names. The trainee teacher was worried if the pupils do not like the teaching that nobody talked or took permission to go out throughout the lesson period. During the short break, the class teacher called the trainee teacher, congratulate the trainee teacher and gave some advice such as learning to call the pupils by their names, asking them questions as well as displaying the learning materials so that all the pupils could see it. She told the trainee teacher that the pupils were eager to hear how he teach that was why nobody talked or went out during teaching, so the trainee teacher should not expect such calmness and attention the next time.

The trainee teacher saw the teaching practice as a 'carry-over' of what he did during microteaching. The trainee teacher did teaching practice very well, although not satisfied for not giving the pupils individual attention academically due to the large number in the class. The trainee teacher used almost all the time at home to mark the pupils' classwork, but mark their homework during class short and long breaks. At the end of the teaching practice exercise, the pupils, teachers, including the headmaster, were not happy that the trainee

teacher was leaving them. The trainee teacher received various kinds of gifts from both pupils and teachers for dedication to duties.

At the end of three-year teacher training programme, the trainee teacher was lucky to get a teaching job at the same primary school where he did the teaching practice. The microteaching training and teaching practice gave the trainee teacher the leverage to go on with the teaching assignment. Although teaching and managing the large class was a perennial issue, the trainee teacher hoped to teach a sizable class of 30 or 40 students in line with the Nigeria National Policy on Education so that he could have the opportunity to give the students what they want.

The trainee teacher's journey in education and experiences in becoming a teacher could describe the path of many teachers in Nigeria. This is the picture of the trainee teachers who took part in this study. However, each of the participants who completed the questionnaires or participated in the interviews has their own unique story. They have different challenges in the journey to becoming a teacher that will shape their outlook and their perception of the training experiences they have had. They each come to the course with different strengths and limitations. All teachers are unique so it is the combination of their individual stories that creates the picture teacher education that this study aims to uncover.

The effectiveness of teachers, as well as their behaviours and characteristics, is paramount in achieving goals of education. Teacher education prepares teachers for them to be effective in their profession as regard to what they teach and how they teach it (Kilic, 2010; Godek, 2016; Wang, M, et al, 2024; Sakuma, D. & Ohashi, T., 2025). Knowing what to teach and how to teach it could be referred to as matching the content and teaching to understand how topics are organised and presented to suit learners' abilities and interest. Knowing what to teach and how to teach it is by learning from the classroom teaching experience. In addition, learning from classroom experience might be possible if teachers engage in continuous teaching and reflection of the teaching process. Reflecting on the teaching process could enable teachers especially the trainee teachers to learn from their experiences as well as making them aware of all the unconscious behaviours made during teaching (Korthagen, 2011; Cheah, H. M., 2024). The only avenue through which trainee teachers learn and reflect from their experience is through microteaching which allows them to observe and

analyse each other's teaching. In view of this, microteaching as a training course in teacher training is frequently conducted as a peer group activity in order for the trainees to be able to convert theory into practice (Al Darwish, S. and Sadeqi, A., 2016; Ng, C. H., 2017; Yan, and He, 2017; Gambari, D. M., Ochu, A. N. O., & Okwara, O. K., 2024).

Microteaching started at Stanford University in 1963 as a scaled down teaching encounter in a laboratory setting (Allen and Ryan, 1963). Microteaching which provide feedback, reflective and analytical thought to the beginning teachers about their teaching performance has become a component of training programmes in teacher education.

Since the inception of microteaching in the teacher education programme, researchers had sought to determine the effectiveness, benefits and disadvantages of microteaching in teacher education. Researchers suggest clear and positive contribution of microteaching technique on trainee teachers' professional development as regards to teaching experiences, self-confidence, self-assessment and self-assurance. Hence, microteaching expands the scope of trainee teachers as they master different teaching skills and teaching experiences (Igbinoba and Adeboye, 2017; Ogeyik, 2009; Golightly, 2010; Popovich and Katz, 2009; Portia Dikgwatle, M., & Mpho Portia Dikgwatle, M., 2024).

In preparing trainee teachers to teach, microteaching provide what Cruickshank (cited in Amobi and Irwin, 2009) called "real concrete experience". Amobi and Irwin suggest that the direct supervision of classroom experiences associated with microteaching technique allows the trainee teachers to develop their analytical and reflective skills, correct mistakes and misinterpretation about teaching as well as examining the relationship between theory and practice. In other words, a microteaching technique used in teacher education allows student teachers to apply the methods and approaches which they have learned in a real classroom situation, thereby giving them support and confidence due to immediate feedback that accompanies the technique.

However, it would appear that microteaching technique plays a key role in the teacher education programme since its inception. Considering the reality of its effectiveness, it becomes necessary to evaluate the trainee teachers' perception of microteaching in preparation for their teaching profession. The findings of a deeper investigation might

advance teacher education practice to meet the contemporary needs of beginning teachers in Nigeria.

1.2. Statement of the Problem

In a democratic society committed to qualitative learning and teaching for all its citizens, the quality of teachers and the quality of teacher education are always prioritised (Levine and Grant, 2005). Teacher education is committed to teachers' preparation for the teaching profession by developing many aspects of trainees. It is expected that a qualified teacher must have developed a series of knowledge and teaching skills while in Teacher Training Institution. Given the complexity of teaching, microteaching came into existence out of dissatisfaction with traditional teacher education programs which emphasise content knowledge. Microteaching has become an instrument for teacher preparation. Studies also indicate that microteaching enables the trainee teachers to be conscious of their deficiencies in their subject matter knowledge and develop appropriate teaching content knowledge (Akande and Usman, 2014; Yakubu, Y., 2025).

In line with this model, Basturk (2016, pp239; Kazeem, S., Alhassan, N., & Falalu, M. K., 2025) argue that learning to teach is from trainee's effort and teachers has to 'develop their teaching styles themselves'. The literature does not give a clear description of how the trainee teachers perceived microteaching for them to put more effort into learning how to teach. As such it becomes important to investigate the trainee teachers' perception of microteaching for them to learn and become reflective and skilled practitioners.

1.3. Research Objective

The objectives of this study are:

1. To find out whether microteaching is useful to the trainee teachers in the classroom when on school-based placement.
2. To find out whether trainee teachers adopt classroom practices which they learned from the microteaching course during teaching practice.
3. To find out whether the large class sizes in trainee teachers' schools of primary assignment affected the trainee teachers' intention of adopting classroom practices.

4. To find out whether the short periods designated for trainee teachers to learn teaching skills during microteaching training affect trainee teachers' ability to effectively utilize their teaching skills.

1.3.1 Specific Objective

The main objective of this study is to explore trainee teachers' perception and experiences of a microteaching element that relates to pupils' behaviour and teachers' instruction in Nigeria

1.4 Research Questions

To find out the objective of this study, the research question which was set as a guide is:

What elements of pre-service teacher education curriculum in Nigeria that focuses on class (behaviour) and lesson (instruction) management are considered to influence trainee teachers' classroom practice?

1.5 Significance of the study

The findings of this study will assist the government, trainee teachers, researcher, educational planners. The trainee teachers being the focal figures will realize the benefits microteaching course in equipping them with teaching skills that will make them effective teachers.

1.6 Scope of the study

For the purpose of this study and for the research to have a unique focus and a clear means of assessing and carrying out its intention, the study is limited to trainee teachers in Colleges of Education in Northern Nigeria. The study is also limited to finding out whether microteaching has the capacity to equip the trainee teachers the necessary skills for effective management of their classrooms.

1.7 Organisation of the study

The sample population was gathered from the TTs who had completed a minimum of two years in government teacher education institution in Nigeria. Based on the focus of this research, the study is organized as follows:

Chapter one offers an introduction and outlook of the study. The chapter provides an overview of the investigation which inspired this research. A brief background of teacher education and microteaching is provided and the reason for embarking on this research.

Chapter two reviews the relevant literature and positions the research within the framework of relevant research and theory. Teacher education, microteaching, classroom management (behaviour and learning management) are discussed as there are various definitions of the concepts. The learning theory chosen to guide the research is explained. The relevance of microteaching and best practices applied in managing behaviour and learning in the classroom are discussed.

Chapter three addresses the methodological approach to this research. The reason underpinning theoretical approach (constructivism) which informed the chosen the research method and design of the research are discussed. The researcher's philosophy, research tools, approach to analysis and interpretation of data as well as the credibility of the study are presented. The chapter ends by discussing the ethical considerations, selection and recruitment of the participants and also the assumptions made for the research.

Chapter four presents the findings of both stages of the data collection: questionnaire (stage one) and semi-structured interview (stage two). Themes that emerged from the research are presented.

Chapter five discusses the findings. The findings from both stages of data collection are discussed in relation to the relevant literature and aims of the study.

Chapter six includes the summaries of the research findings and the conclusion of the thesis. The implications of the research, as well as the contribution to future trainee teachers, teacher trainers and other stakeholders in teacher education, are presented. The limitations of the research and recommendation for future research are also presented.

Chapter Two

Literature Review

2.0 Introduction

The purpose of this chapter is to provide a review of research related to trainee teachers' perception of acquired microteaching experience in teacher education that influences their classroom practice. The literature for this research was identified through Education Resources Information Center (ERIC) and Online Database Peer Reviewed materials such as journal articles, reviews and reports in microteaching and teacher education. Also, some literature will be identified through Nigeria's ministry of education. The review is not intended to evaluate microteaching as a whole, rather the perception that trainee teachers have on microteaching teaching skills as regards to helping them manage their classroom when on school-based placement. The research that speaks to this effect is sparse; hence the research is primarily aimed at closing the gap and laying the foundation for future studies.

However, in order to establish a good understanding of the importance of microteaching in teacher education and trainee teacher's classroom management ability, the review of literature in this research starts (1) with an overview of the searching strategy and the keywords used in accessing the relevant literature. The overview of the searching strategy and the keywords will be followed by the (2) the purpose of teacher education (3) nature and definition of microteaching. This will be followed by the (4) importance of microteaching in the training of teachers in the teacher education programme. Next is (5) microteaching to support classroom management. This will be followed by (6) microteaching to support behaviour management and also followed by (7) microteaching to support learning management. This is to examine the student teachers' perception of microteaching training as it affects their classroom practice when on school-based placement.

2.1 Searching Strategy

The search for previous studies in microteaching is done in two different ways:

1. Microteaching in general, and
2. Nigeria and Microteaching

However, bearing in mind that the purpose of this study is the student teachers' perception of microteaching experiences in encouraging learners' participation in the classroom, criteria for inclusion and exclusion of previous literature are studies focusing on; microteaching, teacher education, teacher training, teaching skills, classroom management, behaviour management, and lesson/learning management.

2.2 Teacher Education Curriculum in Nigeria

In discussing the purpose of teacher education, (Czerniawski, 2025; Okai et al., 2005) describe teacher education as a process of producing professionally qualified and competent teachers who will take charge of the nation's educational system'. They highlight three points: first, the formality of the process; teacher education in most countries has some measure of a prescribed curriculum. Second, the curriculum aims to promote several desirable competencies; and third, the qualification is a documented professional standard that is an agreed basis for professional recognition. Teacher education and training involve specialised areas of knowledge based on a theoretical understanding of how children learn. This theoretical foundation underpins practical procedures that offer trainee teachers the opportunity for learning that can be transferred to the real life classroom experiences and also support the on-going reflective practice and professional development of practising teachers (Zireva, 2017; Dewey, 1963).

Teacher education in Nigeria, (FGN, 2008) includes among its aims 'inculcating in the student teacher the essence of freedom, justice and fair play, unity, respect for worth and dignity of the individuals in real life situation'. Broadly, the Federal Republic of Nigeria (2004) National Policy on Education highlighted the goals of teacher education to be the following:

- 1) Production of highly motivated conscientious and efficient classroom teachers for all level of the education system
- 2) Encouraging the spirit of enquiry and creativity in teachers
- 3) Helping teachers fit into the social life of the community and the society at large and to enhance their commitment to national goals
- 4) Providing teachers with the intellectual and professional background adequate for their assignment and to have them adapt to changing conditions and

5) Enhancing teachers' Commitment to the teaching profession.

The policy also stated that teacher education in Nigeria might either be pre-service or in-service training. Pre-service teacher education is teacher education offered to students to make them qualified to teach at the end of their training. Pre-service teachers at the end of their training are awarded Nigeria Certificate in Education (NCE) which is the minimum entry qualification into the teaching profession in Nigeria as specified in the Federal Republic of Nigeria (2004). The National Commission for Colleges of Education (NCCE) charged with the responsibility for laying down the minimum standard for all the teacher education programme, accrediting their certificates and other academic awards translated the mission of teacher education into specific objectives. It stated that by the end of NCE training, the student should be able to:

- 1) Discuss intellectually the main ideas that have affected and still affect the development and practice of education generally and in Nigeria in particular;
- 2) Examine the main psychological, health and socio-economic factors that may help or hinder a child's educational performance;
- 3) Develop, select and effectively use appropriate curriculum processes, teaching strategies, instructional materials and methods for maximum learner achievement;
- 4) Study learners appropriately to determine the most effective ways of relating to them to ensure their maximum achievement;
- 5) Professionally combine the use of conventional and ICT or other innovational instructional or learning strategies in generating and imparting knowledge, attitudes and skills at Basic Education Level;
- 6) Demonstrate desirable attribute in moral and character development;
- 7) Broaden their intellectual perspective through the general studies education programme for Basic Education;
- 8) Identify major problems of education in Nigeria and their corresponding solutions;
- 9) Discuss intelligently major issues affecting the teaching profession in Nigeria;
- 10) Demonstrate proficiency in measuring and evaluating learning outcomes, as well as in carrying out appropriate research on educational problems in Nigeria, particularly basic education level.

Although the aims and objectives of teacher education are well stated, teacher education institutions have been critiqued for their inability to produce teachers who are highly grounded in both content and teaching as well as having the ability to collaborate professionally in a classroom environment (Gambari, et al, 2024; Sabo and Abdullahi, 2015; Monroe, et al, 2010). Consequently, in the teacher education curriculum in Nigeria, microteaching is an official instructional method being used in training student teachers to acquire practical skills to meet the objective of teacher education in Nigeria as stated above (Ajileye and Eyisi, 2013).

2.3. Nature and Definition of Microteaching: A Broad Review

Teacher education was based on the interests and need of individual disciplines. There is a view that in the history of teacher training curriculum, methods of instruction based on practical hints and observation were ineffective approaches for teacher education (Wilson, 1975pp29).

Modernisation and more enlightened approaches emerged based on group practice and role-played activities. These led to more systematic approaches to curriculum and a greater emphasis on reflection in learning to become a teacher (Stones and Morris, 1972).

Microteaching, as a preliminary experience in teaching before experience in real classrooms was developed formally in response to the need for more effective classroom managers. Here, one would be thinking about a whole element of curriculum under the title of microteaching. Microteaching does not have a single, clearly stated definition.

Microteaching is a scaled down experience, based on classroom practice, where the complexities of the classroom are reduced. It is characterised by extensive feedback and opportunities for reflection (Ryan, & Ryan, 2025; Santoveña-Casal, et al, 2024; Allen and Ryan, 1969 as cited in Marios and Iosif, 2016; Allsop, 2010).

The aim of microteaching was to provide a means of practising and mastering specific teaching skills within a reflective and analytical learning environment (Allen and Ryan, 1969).

The objective was to equip trainee teachers with the skills and sensitivities needed for working in the complex environment of the classroom (Ryan, & Ryan, 2025; Gambari, et al, 2024; Bilen, 2015; Sun, 2014)

This research, therefore, adopts a working definition of microteaching as a training technique for practising and acquiring teaching skills in a supportive and safe environment through reflective and collaborative practice for effective classroom instruction.

2.3.1 Importance of Microteaching in Teacher Education Programme.

From the definitions put forward by various authors above, 3 (three) themes were identified as major elements of microteaching through which teacher education equip trainee teachers with practical skills in order for them to function effectively as classroom managers. These are; theory and practice, classroom practice, and reflectivity.

Theory and Practice: Teaching, which is believed to be a system of actions that are intended to produce learning, teacher's effectiveness and teacher education has been the focus of debate by the education practitioners. Moreover, the gap between knowledge acquired and the implementation of the acquired knowledge has been a recurrent issue. Though Dewey (1904) in the early 21st century noted this gap, the gap issue has remained the cardinal problem of teacher education all over the world (Wideen et al., 1998).

In order to put theory into practice, trainee teachers while in training could learn and manipulate teaching skills which would enable them to put theory into practice or effective classroom managers (Tariq & Shah, 2025; Bilen, 2015; Okanlawon, 2014). The connection between theory and practice in education is a key objective of microteaching that could give the teacher trainees the opportunity of transforming the subject matter and pedagogical content knowledge they have acquired into practice (Kazeem, et al, 2025; Basturk, 2016; Liu and Li, 2016). Microteaching is believed to provide trainees with the connection between theory and practice (Darwish and Sadeqi, 2016; Fernandez, 2005) by learning specific teaching skill and practice at a given time (Krumphals, & Feser, 2025; Darwish and Sadeqi, 2016; Fernandez, 2005).

Through 'teach, critique, re-teach' (presentation and reinforcement of specific teaching skill) approach of microteaching, trainee teachers could gain the confidence to implement the knowledge acquired in the classroom (Mokone, & Setlalentoa, 2024; Bilen, 2015; Remesh, 2013; Sheng and Jingyao, 2011). The teacher education programme has been designed through microteaching to equip teachers while in training with the necessary skills needed to function as professional teachers in the classroom such as assigning group work, facilitating and supporting pupils work (Sun, 2014, pg 181).

Classroom Practice: The effectiveness of teacher education programme in assisting trainee teachers to become good classroom teacher was being questioned in the early 1900s because it lacks practice, structures and its theoretical courses were not about teaching (McIntyre et al., 1977). Teachers at that time argued that their teacher training was of little help to them since they learn to teach while on the job (Morrison and McIntyre, 1973). As a result of this, 'searching for the good teachers' (teachers who possess the teaching skills to conquer problems of motivating and controlling the pupils in the classroom) became the subject of discussion (Brown, 1975, pp4).

In this respect, specific teaching techniques emerged (microteaching) in teacher education as a base for training teachers on how to speak in front of a group, choose teaching methods, use appropriate activities, draw learners' attention, motivate, monitor and control students in the classroom (Gambari, 2024; Mokone, & Setlalentoa, 2024; Gocer, 2016; Kilic, 2010). Also, it was argued that microteaching could help develop problem-solving, critical-thinking, questioning, reflective thinking, feedback skills, as well as the personality aspect of trainee teachers (Portia & Mpho, 2024; Remesh, 2013).

Training trainee teachers mastering teaching skills and use of corrective feedback were considered appropriate for effective teaching (Cohen et al., 2010). Cohen et al. argued that corrective feedback would usher in good and effective learning, which could involve looking at learning styles of individual learners, strategies for learning and then adapt them while planning for learning. The feedback approach acquired from microteaching could enable trainee teachers to develop a clearer view of their methods and approach to teaching (Septiani, 2024; Mergler and Tangen, 2010).

Reflectivity: Reflective ability is an element of microteaching in teacher education, which could enable trainee teachers to impact positive learning on the learners in the classroom. Anderson and Krathwohl (2001) argue that reflecting, analysing and applying active learning could make knowledge stronger and deeper. The feedback approach of microteaching could equip the trainee teachers with knowledge of finding alternative methods, examples and explanation in order to help learners out of their confused state (Septiani, 2024; Al Darwish and Sadeqi, 2016; Sun, 2014; Merler and Tangen, 2010; Golightly, 2010). Feedback could also assist the trainee teachers in analysing their teaching and reflecting on them to be able to reinforce learning and manage the classroom effectively (Sipayung, et al, 2024; Kumar, 2024; Godek, 2016; Okanlawon, 2014). The experience of microteaching feedback offers trainee teachers the opportunity of deciding the practices and methods to minimise disruptive behaviours in the classroom.

Literature has identified microteaching as being anchored on a reflection of teaching action (Septiani, 2024; Amobi and Irwin, 2009). Trainee teachers have been reflecting on microteaching experiences in terms of motivation, communication, and feedback, a regulation which gave them self-confidence in the classroom (Liu and Li, 2016; Sipayung, et al, 2024). Studies suggest that microteaching experience contributed to trainee teachers' development of teaching skills, lesson planning and presentation, time and behaviour management in the classroom (Bilen, 2015; Bakir, 2014).

Since its inception, microteaching is believed to “hold great promise for the future of teacher preparation” (Stones and Morris, 1972, pp79). In Nigeria, like elsewhere in the world, the microteaching technique has been incorporated into the teacher education programme to equip trainee teachers with the practical skills of classroom management for them to function effectively as professional teachers. The perceptions of trainee teachers regarding the microteaching training as it affects their actual teaching practice was still not given adequate attention by the researchers (Fakokunde, et al, 2024; Koc and Ilya, 2016). Also complicating the poor attention is the scarcity of data on the importance of microteaching on the development of classroom management skills on trainee teachers' ability to perform as professional teachers and the consequences this might have on the pupils they teach.

2.4 Educational theory

The importance of educational theories in educational research cannot be overemphasised. Theories are the frameworks that guide educational practice. In this study, the foundation is based on constructivist learning theory. The educational input made by Allen's (1963), Glaser's (1998), Martin's (1998) and PISA's (2012) regarding classroom learning were based on learning theory. Allen and his group started microteaching at Stanford University's School of Education in 1963 in the United States of America as a scale-down practical teacher training to help trainee teachers learn teaching skills. Since then, microteaching is widely used as component training programmes in teacher education to equip trainee teachers with practical skills of teaching before going to the classroom (Fakokunde, et al, 2024, Septiani, 2024; Hong et al., 2017).

Furthermore, William Glasser, in 1998 in Los Angeles, proposed a theory that could be important in the classroom learning under his Choice Theory of five basic needs that constitute the source of motivation and guide to human behaviour. Since then, the theory has contributed to the teachers encouraging and applauding the development of the most positive characteristics in learners to help them learn in the classroom (Zeeman, 2006; Erwin, 2003). Martin and her team in 1998 developed a Construct Validation of the Attitudes and Beliefs on Classroom Control Inventory that could help both education trainers and trainees in understanding learners as well as assisting them in learning effectively in the classroom. Although the inventory started in the United States of America, it is widely practised by educational researchers (Quek et al., 2015). Also, the Program for International Student Assessment (PISA, 2012) survey that measures students' learning competencies was considered important due to emphasises on functional skills that trainee teachers could acquire in the classroom training. The PISA (2012) have been used to determine learners' engagement and success in the classroom (Hasanova, 2025; Li, Xue, & Guo, 2025; Kashefpakdel and Schleicher, 2017).

2.5 Classroom Management (CM)

Classroom management is an important skill to be acquired by teachers, which could contribute immensely towards the learning and development of learners (Johnson, & Poore, 2025; Li, et al, 2024; Ikoya and Akinseinde, 2010; Stoughton, 2007). Classroom management could create effective and safe classroom environments that reinforce good behaviours and eliminate bad behaviours that would affect students' learning opportunities has been a concern for teachers (Delbart, et al, 2024; Martin and Sass, 2010). There are views that classroom management is the teacher's effort in overseeing all activities in the classroom such as students' social interaction, behaviour and learning (Lew and Nelson, 2016; Gurcay, 2015; Maskan, 2008).

The literature identifies classroom order and students' engagement as two important elements in classroom management. The classroom is a multidimensional area in which many events are performed by many people simultaneously (Doyle, 2006). Although Doyle argues that the actions and reactions of teachers at any point during the lesson are very important to the whole class, the action of the teachers in the classroom is a challenge to teachers because classroom that is mismanaged cannot provide a conducive environment for effective teaching and learning. (Ahmed, 2024; Tynjala and Heikkinen, 2011). Literature reveals that some teachers are underprepared for the management of their classroom, resulting in ineffective teaching and learning (Flower et al., 2017; Ikoya and Akinseinde, 2010 and Beran, 2005).

Although classroom management is a major predictor of good teaching and learning (Emmer and Sabornie, 2015; Seidel and Shavelson, 2007), teachers often blame their training programmes for not preparing them for classroom management adequately (Sohail, et al, 2024; Monroe, et al, 2010). The disconnection between the classroom practice and teacher preparation put the preservice teacher in a situation of making up this connection with support and guidance of the skilled and experienced teachers (Voss et al., 2017; Ostrosky et al., 2013). Classroom management problems have been of great concern as this can affect students' learning. Researchers are of the view that theories, research, strategies, rules and procedures of classroom management must be looked at, taking into consideration their effect on learning (Eiseenman et al., 2015; Simonsen et al., 2008).

Effective classroom management involves using classroom management methods that could effectively create a safe and respectful learning environment to reinforce positive behaviour and eliminate negative behaviours in the classroom (Loeser, 2013). A common and comprehensive classroom management practice have been established such as establishing and communicating rules and expectation, clearly defined routines, organization of classroom environment, making learning engaging and in real-world situation, planning lessons that meet students learning needs, modelling good choices for students and encouraging cooperative learning (Akulue, et al, 2025; Loeser, 2013; Babkie, 2006; Holverstott, 2005; Erwin 2003).

Although classroom management foster structured and positive learning environment (OlaREWaju, et al, 2024), trainee teachers feel they were poorly prepared in classroom management in their teacher training programme (McGuire, et al, 2024; Atici and Meral, 2007; Bromfield, 2006). The trainee teachers were said to be good especially in controlling learners' behaviour in a class by establishing and reinforcing rules from the beginning and reminding students of the consequences for not following the rules (Macías and Sánchez, 2015). This study is not intended to go into details of the degree of control exercised by the teachers over their students but rather to find out the relationship between trainee teachers' view of microteaching and their classroom management control when on school-based placement.

However, classroom management, as understood by researchers, include trainee teacher strategies that oversee learners' behaviour, their interaction and learning (Akulue, et al, 2025; Martin and Sass, 2010). Hence, classroom management can be defined as the teacher's effort in applying the appropriate approach to maintain a good classroom environment for effective learning.

2.4.1 Classroom Management Approaches

Classroom management is a general term used by education practitioners to describe the smooth running of the classroom lesson devoid of disruptive behaviour by students (Delbart, et al, 2024; Olowe and John, 2017; Adeyemo, 2012). Teachers adopt different methods in making sure their classrooms were conducive for learning. The use of instructional time and

resources to enhance learning as well as promoting students' academic growth by teachers was seen as a good classroom management approach (Amed, 2024; Voss et al., 2017). Aside from time and resources, there were views that teachers' actions and related knowledge are related to teaching that enhances students' learning (Sinclair, 2024; Good and Lavigne, 2017). Several approaches or strategies are generally known as best practice in maintaining classroom discipline in school (Munwar, et al, 2024; Abidin, 2024; Ossai, 2023; Akhtar, et al, 2021; Omoteso and Semudara, 2011). These are:

- **Appropriate Expectations.** Do students receive appropriate and demanding curriculum? Are teachers' expectations for students in the class who are multicultural positive and forward-looking?
- **Supportive Classroom.** Do teachers encourage and support students in their works, especially when they are struggling? Do teachers and students work together to support individual difference?
- **Effective Use of Time.** Do teachers begin their lesson on time, plan transitions orderly and assist students in focussing on important areas? Do teachers move smoothly from one activity to another during the lesson?
- **Opportunity to Learn.** Do teachers present lesson content at students' cognitive level to ensure suitable challenge and pace?
- **Active Teaching.** Do teachers present concepts and supervise students' work and encourage them to do more?
- **Teacher Enthusiasm and Warmth.** Do teachers show that they care about the students as well as the content they are studying.

Source: Good and Lavigne, (2017).

Classroom management includes grouping students and seating, class activities, tools and techniques, teachers' authority, beginning and ending of the lesson, and working with people (Abidin, 2024). Classroom management does not only involve managing students' behaviour and their activities, but it also includes dealing with and listening to the students as individuals by giving them individual attention, getting and knowing their feelings as well as giving honest feedback appropriately (Scrivener, 2005). Appropriate use of tools and techniques such as

books, boards, gestures and silence might also be considered to be important aspects of classroom management.

Teachers need to be trained and supported in implementing classroom management practices that are likely to make students participate actively in the class (Simonsen, & Myers, 2025; Skiba et al., 2016 and Simonsen et al., 2008). The effective classroom management strategies would focus on creating a good environment structured to (a) identify, direct and encourage the behaviour that will lead to a good outcome (b) prevent negative behaviours and (c) enhance academic success (Iriyani, et al, 2025; Newcomer, 2009). However, Hart (2010) identified several factors that contribute to effective classroom management. These factors include rules, reinforcement of appropriate behaviour, response to undesired behaviour, teacher-student relationship and interaction, expectations, procedures for chronic misbehaviour and classroom environment. Also, Simonsen et al., (2008) identified five basic practices within the classroom management such as:

- **Maximising Structure.** Teacher's directed activities and physical arrangement of furniture such as walls, closet, chairs and table, dividers are strategies a teacher could employ to reduce distraction and promote good academic behaviours.
- **Strategies to teach, review, monitor, post, and reinforcing expectations.** This is the establishment of rules and expectations broad enough to embrace all forms of behaviour by a class teacher. The rules and expectations should be communicated to all students at the same time. There are views that teaching, posting and reinforcing expectations is achievable only by establishing clear general rules and routines using reinforcement and pre-corrects procedures to monitor students' learning progress (Burden, 2025 ;Gocer, 2016; Newcomer, 2009).
- **Engaging students.** Engagement is one of the core aspects of classroom management that was identified as an important element in motivating and empowering learners (Nugroho, et al, 2025; Korkut, 2017; Wright, 2005). Engaging students could be referred to as students participating actively in the classroom instructions. It was argued that teachers who manage their classroom properly give students the opportunity to respond, direct instruction, give guided notes, allow peer group work, use both authentic learning materials and electronic assisted instruction, thereby

reducing the rate of engagement in incompatible behaviours and increasing responses and interaction during instructional activities by the students (Akulue, et al, 2025; Anayatin, & Quines, 2025; Cruz et al, 2016; Carnahan et al 2009; Tamo, 2009).

- **Using appropriate strategies to acknowledge positive behaviour.** Planned responses are always needed in the classroom to correct student behaviour. Newcomer (2009) suggest that responses should be designed to go with student behaviour, either to reduce or to increase such occurrence based on the expected result. The use of praise, reinforcement, tokens and stating rules in the classroom could enhance students' time-on-task and appropriate behaviours. Providing good verbal acknowledgement for engaging in positive behaviour to students was seen as appropriate in facilitating and encouraging students' learning (Burdin, 2025; Skiba et al., 2016).
- **Using appropriate strategies to respond to negative behaviours.** Feelings of insecurity or inadequacy in the class teacher could make students demonstrate bad behaviour in the classroom. The students' behaviour could manifest in the form of being unable to meet teacher's expectations, cope with group dynamics, make good relationships, achieve academically, and remain motivated and others. Hart (2010) and Buah, & Lee, (2025) advocate for teachers to inform students about consequences and punishment for their negative behaviour. Hart identified approaches to dealing with disruptive behaviour, which include deliberate ignoring, warning, and correction of errors, performance feedback, time out from reinforcement, and last out for playtime.

Responsible behaviour in the classroom could have the desired impact in the well-planned and engaging learning activities and also for students to be properly trained to take their place in society (Lewis et al., 2005; Badawi, 2024). Effective instruction was argued to be a means through which negative behaviour in the classroom would be reduced (Burden, 2025; Lambert et al., 2006). Classroom management was viewed on the philosophy of behaviour control, which is characterised by obedience, order and enforcement (Stoughton. 2006). Stoughton stated that classroom management consists of three important elements; clearly defined rules, adherence to the rules and consequences that follow if the rules are not followed.

Teachers are expected to possess the practical skills that would enable them to promote a good environment necessary to lead students in deciding their behaviour. Teacher education in recent time was seen as developing appropriate and effective methods that could create and sustain positive behaviour in the classroom through the preparation of effective classroom management teachers (Noor, et al, 2025; Karagianni, et al, 2023; Ayebo and Assuah, 2017). Available literature revealed that teacher education through a microteaching curriculum equips trainee teachers with the practical experiences needed to be efficient and effective classroom managers. Like elsewhere in the world, trainee teachers in Nigeria were described as classroom managers due to their attitudes and instructional procedures in the classroom (Osakwe, 2014). Trainee teachers in Nigeria could utilise classroom management activities such as planned rules and procedures which could be carefully taught to the students to enhance their learning (FGN, 2008, Austin and Omomia, 2014).

In Nigeria, findings from the available literature showed that the classroom management skills of teachers are average in the areas of management of student behaviour and management of learning activities (Nwabueze, & Abam, 2024; Olowe and John, 2016). Literature provides a good understanding of how teachers will be able to manage learner's behaviour and the classroom lesson in order to establish and maintain an effective learning environment to prevent inappropriate behaviour. Among the themes identified in Nigerian literature and elsewhere in the world, the definitions of classroom management and classroom management approaches include behaviour management and lesson management.

2.6 Behaviour Management

Like elsewhere in the world, the biggest problem facing Nigeria society is lack of discipline in schools (Muritala, 2025; Ubah, 2025; Ihendinihu, 2024; Omoteso and Semudara, 2011; De Jong, 2005). Also, the biggest challenge faced by teachers in the classroom is that of getting students well behaved. There is a popular saying that 'discipline is a bye product of behaviour'. Behaviour management (BM) is an aspect of classroom management that focuses on pre-planned efforts in other to prevent unacceptable behaviour (Martin et al., 2008). BM could start with the routines and procedures designed to promote appropriate behaviour, expectations and discourage negative behaviour, thereby creating the conducive environment necessary for learning.

Effective BM could focus on preventing inappropriate and aggressive behaviour rather than responding to such behaviours. Although managing student behaviour could be stressful for trainee teachers, literature acknowledged that proper management of classroom bad behaviour could have some effect on students' academic success (Yonas, et al, 2023; O'Neill and Stephenson, 2012; Rollin et al., 2008). Although managing behaviour in the classroom is difficult (Porta, & Hudson, 2025), researchers identified best BM approach to include; teaching, defining and rewarding appropriate behaviour (Putri, et al, 2024; Chitiyo et al., 2014; Chitiyo et al., 2012).

From the available literature, there are three main practices that have direct impact on classroom activities. These are: 'rules and classroom routines', 'teacher organisation/effective teacher' and 'personal relationship between teachers and pupils' (Sa'ad et al., 2015; Austin and Omomia, 2014; Okai et al., 2005). These identified practices reflect thinking and practice from around the world and in Nigeria. There is a view that the teacher education curriculum in Nigeria could target training trainee teachers for effective utilisation of classroom management skills in creating a good learning environment (Ubah, 2025; Omoteso and Semudara, (2011).

2.6.1 Establishing Rules

Establishing rules is very important in classroom management. Among the best practices in establishing and maintaining class rules include announcing the rules to the class, regularly reminding pupils about the rules, writing the rules on the chalkboard and visual reminder about the rules. Some researchers have argued that students' academic achievement could be enhanced through maintenance of classroom order that could encourage effective involvement of students in learning activities (Ubah, 2025; Ormrod et al., 2017; Kosnik and Beck, 2009). Ormrod et al. looked at the implementation of rules in a wider context of looking beyond the immediate purpose of securing a safe and productive learning environment to a wider purpose of achieving an ordered society. They suggest that setting rules that guide classroom behaviour assists students in becoming productive members of the class and adult society.

However, classroom rules and routine could be of little help to teachers in maintaining appropriate classroom behaviour if students are not well motivated to obey the rules (Edwards, 2016; Martin and Sass, 2010 and Okai et al., 2005). Rewards and punishments could be used to enforce established rules. Martin and Sass (2010) reported that effective use of reward and punishment as well as encouraging student's input could help in maintaining order and preventing negative behaviour in the classroom. The use of reward and punishment in creating and maintaining a good learning environment are still controversial issues. In Nigeria, rewards could exist as gift items, praise, applause, exemption from general sweeping, giving an extra reading, writing or instructional material. Punishment can come in the form of yelling, nagging, threatening, strokes of cane, standing up or kneeling in front of the class, changing the student seat position, assignment of grass portion to clear and other tasks considered necessary by the teacher (Austin and Omomia, 2014; Omoteso and Semudara, 2011).

Reward and punishment do not have a single cause/effect to maintain appropriate behaviour in the classroom. The instructional management scale put forward by Martin and her team in 1998 alleged that behaviour management encompasses teacher's pre-planned efforts to prevent negative behaviour as well as their response to that misbehaviour. There are views that teachers found reward and punishment as a better approach for managing student behaviour than referring the student to the principal or contacting the parents (Almafahir, & Wahid, 2024; Reupert and Woodcock, 2010; Simonsen et al., 2008). Some forms of classroom misbehaviours include making noise, exit from class without excuse, disrespect, sleeping, eating, fighting, tearing or stealing someone's learning materials, rudeness, and cheating in the classroom (Adeyemo, 2012). Although some teachers see reward and punishment as an inappropriate method for maintaining good behaviour in the classroom, trainee teachers were not confident in using the reward as a means of maintaining class rules due to poor knowledge of the systems of reward and punishment (Reupert and Woodcock, 2010).

The use of punishment such as threat or yelling, which could result in physical force sometime create what many students perceive as highly stressful condition (Lubis, et al, 2022; Haneku and Pobbi, 2017; Erwin, 2003). Erwin (2003) further states that when students are stressed, their memory and thinking could be affected, which could result in uncoordinated learning or even student withdrawal from class. Atici (2007) conducted an in-depth interview with nine

trainee teachers in Turkey to identify and examine methods of dealing with misbehaviour reported that most student teachers adopt friendly and listening approach instead of punishment as a means of maintaining rules. Atici advocates that friendly and listening approach could not only help in maintaining classroom rules; it could also help in creating good understanding and relationship within the classroom.

Teacher's decision in teaching, announcing and writing the rules on the class chalkboard can help in preventing student's negative behaviour in the classrooms (Burden, 2025; Ayebo and Assuah, 2017; Lock and Babkie, 2006). Teacher education through microteaching can develop effective methods for maintaining orderliness in the classroom through the preparation of teachers in a way that they can make effective classroom management decisions.

Another best practice in creating and maintaining a good learning environment identified in the literature are the teacher's consistency with classroom rules and setting clear expectations (Burden, 2025; Simonsen et al., 2008). This also featured in the Nigeria teacher education curriculum (Adeyemo, 2012; Omoteso and Semudara, 2011). Teachers who made it clear what they expect from their learners from the beginning to take proper control of classroom situations are identified as successful classroom managers (Kilic, 2010). In addition to setting clear expectations, it was widely reported that teachers need to be consistent in the application of their classroom rules. Findings from the literature revealed that for effective learning to take place and for the teacher to be in control of the class, the teacher needs to be consistent in setting, teaching and monitoring the rules in the classroom (Ubah, 2025; Olarewaju, et al 2024; Ayebo and Assuah, 2017; Simonsen et al., 2008; Baker, 2005).

2.6.2 Teacher Organisation

The maintenance of order in the classroom is dependent on the teacher's behaviour or organisation. Organisation could mean running the classroom with regard to the rules, physical features or teaching process. It was argued that teachers who are organised could have higher student achievements than those teachers who could not exhibit the same ability (Wiseman and Hunt, 2014). Teachers who are organised start in time, engage their students, use appropriate instructional materials, prepare their lesson ahead and establish learning routines (Ajimuse, et al, 2024; Wiseman and Hunt, 2014; Saban and Coklar 2013)

Teacher education is using microteaching to improve teachers' attributes in relation to communication, teaching and getting learners' attention in the classroom. There is a view that microteaching helps develop teachers' skills to prepare lesson plans, choose teaching materials, speak in front of a group, and to use effective feedback techniques as well as to be confident to speak in front of the class (Apriani, et al, 2025; Kilic, 2010). Literature identifies a good number of teacher's behaviours such as: preparation of lesson in advance, setting a stage, given clear instruction regarding work to be done, giving regular feedback as evidence-based practices of teacher's behaviour in maintaining order that could bring purposeful learning (Adeyemo, 2012; Atici, 2007; Emmer and Stough, 2001). Ormrod et al. (2010, pp351) take teacher's behaviour to a wider dimension by stating that students perceived teachers as prestigious, competent and powerful; hence teachers are expected to "exhibit behaviours relevant to learners' circumstances".

The use of appropriate instructional methods such as learner-centred methods, which would focus on individual learner's learning needs, could assist in minimising misbehaviour. Trainee teachers were found to be using appropriate teaching methods such as activity methods as a better option rather than the traditional method (lecturing) in managing students' behaviours in the classroom (Sullivan, & Iscan, 2024; Atici, 2007).

Preparing the lesson in advance was identified as a quality of an effective teacher. Preparing the lesson in advance is a practice that could give teachers the opportunity of considering students' interest as and also balance the planned content to be taught to the students' level (Lock and Babkie, 2006). Considering students' interest and level in preparing the lesson could help to get students engaged and make learning interesting and purposeful. In the study of evidence-based practices in classroom management, Sullivan, & Iscan, (2024) and Simonsen et al (2008) identified clear content presentation as an element of clear instruction in which the teacher serves as a model and after that leads students through the content or lesson. Some of the practices used in clear instruction include signs, signals and clear language.

Exploring the relationship between effective classroom management and students' academic achievement in Nigeria, Adeyemo (2012), found that setting a stage is a way teachers get students' attention in order to begin teaching. He argued that setting a stage could have a direct impact on teachers' classroom management system. Setting a stage could arouse and

maintain students' attention, thereby creating an enabling environment suitable for learning in the classroom. Moreover, Majola, et al, (2024) and Lock & Babkie (2006) contend that setting a stage could mean letting the students know that the volume level of the classroom is becoming too high. Among the classroom practices identified in the use of 'setting a stage' are short stories, song, jokes, class greeting, name calling, clapping and short physical exercise.

In the context of academic activities, giving feedback to students has been identified as a good factor in creating and maintaining good classroom behaviour. In the discussion of 'giving students what they need', Erwin (2003) viewed feedback as going beyond the immediate aims of passing, failing or giving corrections to students and talked about a wider aim of giving students second or third chances. He argued that instead of failing or giving low marks to students, the second or third chance could allow them to demonstrate their learning. With Erwin's argument, feedback could make students feel they are being accommodated, safe and loved, thereby preventing or reducing various forms of inappropriate behaviour. Regular feedback is identified as an important factor for reducing students' negative thoughts and misbehaviour such as dropping out of the class, dislike of the class and sleeping in class, among others behaviours.

Teachers' organisation - as used in the literature - could be an important element in teacher education for getting appropriate behaviour from students. This could be necessary for making the classroom environment comfortable for learning to take place.

2.6.3 Teachers' Personal Relationship

A good relationship between teachers and students has been identified as one of the factors responsible for creating a responsive learning environment (Zaripova, 2025). Teachers need to create a positive and friendly social environment that will support active student engagement in learning. Ormrod et al. (2017) argued that supportive and caring teacher-student relationships could contribute immensely to a positive classroom climate. In Australia, De Jong (2005) identified the best classroom practices regarding teacher's relationship. These were: using good and effective communication system, having a personal interest in each student life, giving students respect and accepting students' opinion when

taking a decision. They are also embedded in the Nigerian Teacher education curriculum (FGN, 2008).

There is a view that student behaviours, which could demonstrate respect, could only occur when the students have a feeling of respect and positive relationships from their teachers (Lyons, 2024; John, 2013). In exploring conditions necessary for creating a respectful classroom environment, Jones (2022) and Miller & Pedro (2006) identify a respectful classroom environment as a component of a teacher's relationship with the students. They went further to state that beyond the classroom learning, a teacher's good relationship could make students' living much richer since students who feel safe and valued always focus much on an academic and good relationship with others. A teacher's relationship is necessary for creating a successful, positive classroom climate where students' negative behaviours are at minimal.

However, there was a connection between the student's health and teacher's interest in learners. Burden, (2025) and De Jong (2005) argued that teacher's interest in a learner's personal life could create a healthy learning environment which encourages appropriate behaviour by the students. Showing of care and love as well as knowing their family background are important elements in managing students' behaviour. In other words, a good relationship was considered to be helping trainee teachers in controlling their students' behaviour (Haneku and Pobbi, 2017; Atici, 2007). Students learnt to put in their best and to work in line with the teacher's instructions due to love and trust they have in their teacher's decision.

This study found it necessary to link the best practice in behaviour management within teacher education curricula (such as rules, teachers' behaviour/organisation and teachers' relationships) to what William Glasser (1998) described as 'internal motivation' within his Choice Theory. According to this theory, five basic needs constitute the source of motivation and can guide a person's behaviour. Proper understanding and practice of these elements identified as best practice in behaviour management, as well as the five basic needs, will assist teachers in changing their classroom into an environment where students will want to behave responsibly, respectfully and then learn progressively. The linkage is summarised in table 2.1 below:

Table 2.1 William Glasser Choice Theory

Behaviour Management Element	Best Practices in behaviour management	Best Practices in Choice Theory	Choice Theory 5 Basic Human Needs
Rules	*Establish and maintain class rules *Consistent with the rules - Using reward and punishment to guarantee the order	*Guidelines that support respect, safety. *Consistent procedures and routines that guarantee order and security	Survival
Teachers' Behaviour	*Using instructional materials that match student's needs. *Clear instructions *Regular feedback	*Solicit students input in decision making *Regular feedback *Use a variety of instructional methods	Power
		Choices of choosing *seating, *assignment, *team member	Freedom
		*Music *Songs *Brain teasers	Fun

		*Games and drama That relates to the subject content	
Personal Relationship	*Considering student's emotion and decisions legitimate *Respect and care to students *Love and safety *Freedom to make a choice	*Greeting and smile *know students by their names *cooperative work	Love and Belonging

Looking at the best practices identified in the literature regarding behaviour management and that in Choice Theory, one can see the similarities and resemblances in both practices. It is not the intention of this study to match the best practices of both behaviour management and that of William Glasser Choice Theory item by item but to show that the summary of the best practices in them are aimed at establishing a friendly classroom environment. In consideration of these practices, one can suggest that teachers practising the five basic needs that guide human behaviour identified in Choice Theory could maintain appropriate behaviour, which creates a good learning environment. To this end, Erwin's (2003) discussion suggests that an understanding and practice of 'best practices' could assist trainee teachers in building a positive and warm relationship with their students in the classroom which could, in effect, produce an appropriate and better environment for improving and sustaining student's learning.

In summary, it was reported earlier that trainee teachers' good behaviour management strategies could not be a guarantee of effective teaching and learning, but reports from literature could establish that good behaviour management strategies might foster a conducive environment that makes good teaching and learning possible. The purpose of this

study is to find out how the teacher education curriculum in Nigeria through microteaching develop the behaviour management skills necessary for helping trainee teachers to create an enabling environment that would make good teaching and learning possible.

2.7 Instructional Management

Instructional management (IM) involves well-planned and well-executed lessons to effectively meet the interest, needs and abilities of students and society at large. Trainee teachers should create and maintain a safe learning environment through the appropriate instructional approach. There are views that trainee teachers' classroom instructional practice was nurtured through microteaching for them to become effective teachers (Deocampo, 2024; Okanlawon, 2014; Bilen, 2014; Saban and Coklar, 2013). Effective teachers are those who use meaningful interactions with the students to create an enabling environment that could encourage and stimulate learning. IM has been identified as one of the basic qualities of an effective teacher (Abidin, 2024; Yonas, Rupia, & Onyango, 2023; Ayebo and Assuah, 2017). IM is an aspect of classroom management that deals with teachers' instructional aims and methodologies whose basic aim was identified as 'engaging' students in the classroom through reflexive practice (Martin and Sass, 2010).

Trainee teachers need to explore different classroom instructional methods to meet the diverse learning needs of all students. Deocampo, (2024) and Baker (2005) advocate the use of different and effective instructional strategies for the academic progress of all students since no single strategy is effective for all students in all circumstances. Deocampo and Baker's calls were in line with Brophy (1982) argument that effective instructional strategies was an opportunity for teachers to make the students be accountable and alert as well as taking responsibility for completing their work. Meanwhile, researchers suggest that for good instruction to be accomplished, it should be accompanied by a focus on rules and expectations of obedience (Burden, 2025; Martin and Sass, 2010). Hence, appropriate classroom behaviour is needed for good learning or instruction to take place.

IM includes activities such as organising daily routines, monitoring seatwork, arranging seat, and use of materials in the classroom (Abidin, (2024); Gurcay, 2015; Quek et al., 2015; Martin et al., 1998). Teacher's ability to use IM activities to guide students could contribute positively

to the general classroom atmosphere, which could facilitate students' active engagement with academic tasks. The students' active engagement with academic tasks has been found to correlate with academic progress, while academic progress correlates with teachers' approach to instruction (Henaku and Pobbi, 2017; Carnahan et al., 2009). Since the introduction of classroom management scale theory by Martin and the team in 1998, teachers have been adopting instructional management approaches in the classroom. Among the practices being used to date includes structuring of learning experiences, monitoring of learning activities, allocation of learning material, and seat arrangement (Korpershoek et al, 2022; Savran and Cakiroglu, 2015, Martin and Sass, 2010; Reupert and Woodcock, 2010). These best practices may encourage student interaction when judiciously practised by trainee teachers.

2.7.1 Structuring of learning experiences

The literature identifies the use of time, good transition and effective use of materials as elements of structuring learning experiences. Trainee teachers were found to be strong in the classroom in terms of classroom instructional management. Korpershoek, et al (2022) and Savran & Cakiroglu (2015) found that trainee teachers believed that controlling students' instructional activities is a way of being effective teachers.

Teachers that use well-structured and engaging instructional methods could improve students' participation and reduce students' engagement in inappropriate behaviour (Newcomer, 2009). Structuring of learning could help both the students and teachers to manage transition time efficiently. When learning activities are structured such that the subparts are distinguished and separated with the clear guidelines, learning could move smoothly because students will know what to do and settle down in doing it quickly without difficulty when they are giving learning task to do (Brophy, 1982). Also, a structured learning experience could be seen as an opportunity for the teacher to maximise the time available for learning since regular time was scheduled for every activity (Newcomer, 2009). Instructional managers maximise the time which their students spend in engaging in a learning task. Studies have shown that in microteaching, student teachers time management skill is very crucial if they must make proper use of allotted lesson time (Dube, 2020; Okanlawo, 2014; Saban and Coklar, 2013; Kilic, 2010)

Moreover, structuring learning experiences could result in a smooth transition between academic activities. Structuring learning activities could be a good factor in the maintenance of the normal flow of time in the classroom (Zaripova, 2025; Reupert and Woodcock, 2010 and Doyle, 2006). The structuring of learning activities could also influence student's learning process, their interactions with each other and their social and academic and engagement (Piwowar et al., 2013).

2.7.2 Seating arrangement

The classroom seating arrangement is the planning of physical structures to ensure quality in the classroom. There are views that good seating arrangement could help in establishing a positive and orderly learning environment (Zaripova, 2025; Korkut, 2017; Newcomer, 2009). Teachers could make learning attractive, pleasurable and effective, by minimising crowding in their classroom. The good seating arrangement is necessary for the students' comfort, and it was found to be instrumental to effective traffic patterns; hence traffic patterns facilitate easy movement (monitoring) around the classroom (Quintero and Ramírez, 2011; Brophy, 1982).

Moreover, good arrangement physical settings appears to be necessary for the classroom. Researchers contends that good seating arrangement could allow the students to handle school materials and their belongings at ease (Freeman, et al, 2014; Doyle, 2006; Brophy, 1982). In a study of classroom management in pre-service teachers' teaching practice demo lessons in Turkey, Korkut (2017) found that seating arrangement is important in the classroom as it allows the teacher to check students' work, talking to students individually, and giving attention to student calling for teacher's help. Good classroom arrangement could enable the teacher to move closer to students during instruction.

2.7.3 Monitoring of learning activities

Proper seating arrangements in the classroom could be essential for efficient monitoring of student's work by the teachers. Teacher's careful monitoring of student's activities regularly as well as stationing oneself in such a way that the teacher can see and scan all the students continuously could help the teacher in delivering the lesson without hindrances and help prevent inappropriate behaviour from occurring (Brophy, 1982). Brophy also argued that

effective student monitoring could allow the teacher to do more than one thing at a given time when it is necessary. There are views that teachers who monitor students' work and provide feedback to them according to their responses could increase students' academic success (Quintero and Ramírez, 2011; Doyle, 2006). Similarly, monitoring student's work could afford teachers the opportunity to detect a student's problem and provide solutions before it could get to disruptive behaviour.

Moreover, in every classroom setting, different demands are being made by students on their teachers all the time and every day. These demands, whether they are necessary or not, might be made on the teacher and in effect, consume teachers' valuable time for teaching (Bennett, 1995). Bennett claimed that teachers could monitor students' activities by delegating some tasks to students to reduce students' quest for unnecessary demands. In the authors' opinion, teachers can do this through appointing class leaders, such as class monitors and class utility monitors. Although this was not mentioned in recent studies, it could help teachers focus attention on more pressing issues.

Group work has been identified as an important method for monitoring students' learning activities in recent time (Basturk, 2016). Group work can help learners to be involved in constructing knowledge with their peers, which appears to be in line with the constructivist approach to learning. In the constructivist view, group work could allow the students to develop subjective meanings of their understanding through interactions and experiences towards understanding the learning activity. Although group work could help make learning more effective (Cruz et al., 2016), the trainee teachers were found ineffective in using the group method when on school-based placement (Basturk, 2016).

2.7.4 Allocation of learning material

The use of effective learning materials could enhance learning, give students opportunities to practice what was taught and also make teaching and learning more relevant (Roland, et al, 2025; Kinfisoye, et al, 2025; McClune, 2017; Cruz et al., 2016). Classroom learning materials or tools such as the board, book, chairs, desks, drawers, dividers, etc. are to be used purposefully by the teachers for the benefit of all students within the classroom (Diri, & Udo, 2025; Korkut, 2017). Trainee teachers were found to be using attractive learning materials in

their teaching to get students fully engaged during their teaching (Quintero and Ramírez, 2011).

The general classroom environment is dependent on teachers' approaches to instructional activities that allow learners to construct learning content themselves (Bilen, 2015; Golightly, 2010). Moreover, the appropriate use of instructional materials was generally identified to be features of successful learner-centred teaching, which could keep students constantly engaged in the classroom (Kilic, 2010). It was believed that microteaching gave trainee teachers the skills of developing and using instructional materials to engage learners effectively in the classroom (Sa'ad et al., 2015; Ismail, 2011)

Having a proper 'learning structure' and an effective 'seating arrangement' in place allows for an orderly and consistent learning environment which helps teachers and students to manage transitions efficiently as well as monitor learning behaviours. Seating arrangement and structured learning experience were also described as the best practices student teachers were most confident in using to enhance and maintain an effective learning environment (Reupert and Woodcock, 2010).

2.8 Conclusion

The chapter presented the review of relevant literature with regard to concept and usefulness of microteaching in the teacher education programme. The chapter started with the searching strategy and purpose of teacher education. The chapter also reviewed microteaching and its importance in training trainee teachers. It discussed microteaching to support classroom management and behaviour management. The chapter concluded by reviewing microteaching to support the learning management

Chapter Three

Methodology

3.0 Introduction

The philosophy perspective of research can have a direct influence on the data collected, as well as what is discussed and reported. Establishing conceptual and methodological underpinning of a research to assist the researcher in linking fundamental theories to research questions, an approach for conducting the research, findings, logic of discussion and conclusions of the research (Heck, 2011; Smith, 2006). Heck and Smith argued that stating the purpose of a research and research questions is important to the identification, collection and analysis of relevant data.

In this chapter, the theoretical underpinning of this research will be examined. The research aims will be followed by the discussion of all-embracing research design. Consequent upon this, the sampling procedure will be discussed, which will be followed by methodological inferences which underpin theoretical decisions. The chapter will also give attention to the validity and reliability of this research. Ethical considerations were also provided, and the chapter will wind-up with a concluding remark.

3.1. The Rationale for the Research, Aims, and Questions

The research was stimulated by:

(1) Criticism of Nigeria's Teacher Education Programmes (TEP) in producing effective and competent teachers who are capable of engaging learners in the classroom (Oluwatosin and Bolanle, 2024). Dedicated and competent qualified teachers were argued to be tools for achieving educational goals and national development (Ekpiken and Edet, 2014), as an input into the educational system in terms of resources, facilities, instructional materials and management but will not yield a meaningful result if teachers are poorly trained, unskilled or even ignorant (Jibril, 2007). Teacher education (TE) saddled with the responsibility for producing qualified teachers in Nigeria has over the years been criticised for its inability to improve the competency of the prospective teachers (Nnajiето & Nnajiето, 2024; Akudo & Ikedimma, 2023; Okoli et al., 2015; Olaitan, 1983). Olaitan stated that this has led to changes

in Nigeria's TEP such as admission requirements, length of time to stay in the programme and elimination of lower grade TEP. The author argues that Nigeria's TE problem is neither in the admission requirements nor in the length of training, but in its professional and technical competencies. Also, Ofoegbu & Ebebe (2016) and Umar (2006) have stated that TE needs be giving important recognition in the area of intervention by governments in the area of capacity building for quality and improvement of classroom learning in schools.

(2) Little attention has been addressed to the area of research on microteaching as an element of the TE curriculum in Nigeria that focuses on behaviour and instruction management. The review of available literature has shown that little attention has been given to the trainee teachers' (TT) practical skill on behaviour and instruction management, especially in Nigeria, where only a few such studies exist. Consequent upon this, there is a need to explore the TE curriculum in Nigeria. In particular, the microteaching element, which is a core component of the curriculum was the focus of this research study. The research would provide clear data that would assist educational practitioners, administrators and government in Nigeria in the making microteaching curriculum more relevance to give TT reflexive ability during classroom learning. To this end, the research explores student teachers' (ST) perception of microteaching experiences in encouraging learners' participation in the classroom.

This study aimed to explore ST perception and experiences of a microteaching element that relates to pupils' behaviour and teachers' instruction in Nigeria to obtain a clear data on the extent to which microteaching experiences assist ST in managing behaviour and instruction in the classroom.

In particular, what elements of TT education curriculum in Nigeria that focus on behaviour and lesson management are considered to influence trainee teacher's classroom practice?

The research, therefore, seeks to answer the following questions:

- What are the student teachers' perception of microteaching experiences?
- What elements of microteaching relating to pupil behaviour are linked to student teachers' classroom practice?

- What elements of microteaching relating to managing lesson instruction are linked to student teachers' classroom practice?

3.2 Theoretical framework

3.2.1 Learning theories

In offering an educational perspective on learning theories Schunk, (2012) describes epistemology as being concerned with the study of the nature, origin, and methods of knowledge. We associate knowledge with some form of learning. Learning was defined as the process of acquiring knowledge, skills and attitudinal changes through instructing and experiencing (Buckley and Caple, 2007). Bass and Vaughan (1966) define learning in terms of change in behaviour caused by experiencing and practising. In the evaluation of learning theories, Rucker (2017) found that experience has been consistently stressed in the definition of learning in terms of memory and remembering particular knowledge, skills and abilities. Training of TT could be seen as a developmental and methodological effort that is shaped by experience and learning, which allows TT to acquire teaching skills (Buckley and Caple, 2007). In TEP, learning theories are considered to be an important source of validating learning strategies and methods for facilitating TT learning as well as the beginning for selecting specific strategies (Ertmer and Newby, 2013) for the trainees to apply and reflect the experiences in the classroom.

Behaviourism: Behaviourism was expressed as a conditioning theory, which explains learning as a function of environmental events (Schunk, 2012). Behavioural theories have been rooted in Pavlov's and Skinner's theories of classical and instrumental behaviourism, respectively. Behaviourists believe that learning is signalled by a change in observable behaviour, which has been caused by external stimuli in the environment. In other words, "learning is accomplished when a proper response is demonstrated following the presentation of a specific environmental stimulus" (Ertmer and Newby, 1993, pp7).

Some elements of TT behaviour following microteaching may be conditioned behaviour as they get positive or negative feedback from peers and tutors. This behaviour lends itself to some special learning. They may, in turn, adopt this application in the classroom.

Rewarding or punishing new behaviour described as 'carrot and stick' approach to learning is the basic principle of behaviourism (Thompson, 2012). In behaviourist theory, learning can be seen as the acquisition behaviour in which learners play a passive role in the learning process (Khalil and Elkhider, 2016); hence, TT would be helped in forming good habits (Schunk, 2012)

Cognitivism: Cognitivism as a learning paradigm emerged in the 1960s and suggested that learning stems from mental activity such as memory, thinking, reflection and motivation (Thompson, 2012). Cognitive learning theories appraisal focuses on Piaget's theory of cognitive development and Baddeley's model of working memory. Learning by the TT includes the "acquisition and reorganisation of cognitive structures" in which they store information in mental models (Khalil and Elkhider, 2016). Hence, the TTs were being helped to learn the rudiments and practice of teaching. Some elements of teacher training may fit well with this model, though it suggests students are passive rather than active participants in learning, as suggested by the microteaching model.

Constructivism: In the context of constructivist learning theories, Vygotsky's social development theory (Berk and Winsler, 1995) and problem-based learning theory (Barrows, 1996) are mostly in use in the TEP. In the study of the effectiveness of problem-based learning curricula, Norman (2000) found that the method emphasises a self-motivated and self-directed way of learning; hence, learners take an active role in the learning process or in constructing their understanding (Khalil and Elkhider, 2016). However, Vygotsky's social development theory has been on the assumption that social interaction evokes development.

Constructivism is a philosophical and psychological perspective in which learning was regarded as a constructive process; hence, learners construct or form what they learn and understand (Bruning et al., 2004). Looking at the constructivist perspective of learning, Thompson (2010) believed that learning is not a stimulus-response activity as perceived by behaviourism; rather, it includes self-regulation and construction of conceptual structures through abstraction and reflection. This theory of learning is a shift away from environmental events and influences toward human factors as the reason behind learning. Learning in constructivist perspective advanced that learners should not solely rely on an expert for knowledge and understanding, but rather take an active part in constructing their knowledge and understanding through observation, interpretation and processing (Thompson, 2012).

The constructivists believed that the experiences confirm existing views of the world. Hence the constructivist model is a good fit with the idea of microteaching that is the focus of this study. It is an experience-based approach involving collaboration between peers or input from the experienced tutors.

Constructivism is often contrasted with other dominant learning theories. These include behaviourist, and cognitivist perspectives on learning (Rucker, 2017; Khalil and Elkhider, 2016; Thompson, 2012; Nagowah and Nagowah, 2009). Khalil and Elkhider (2016) had believed that the three theories differ in their view of how learning occurs and is defined. This in turn leads to different roles for the learners (TT), demanding the use of different teaching methods and assessment strategies. Research has shown that understanding of learning theories about TEP is essential at different stages of TT application of microteaching experiences to classroom situation (Rucker, 2017).

3.2.2 Theoretical underpinning of this study

Ontology, Epistemology and Methodology

Cohen et al. (2011) suggest that the researcher's epistemological beliefs emerge from ontological assumptions and epistemological beliefs that in turn direct methodological considerations. This research considers the suggestion very useful and made the following considerations:

Ontological: What are the TT in TEP in Nigeria are learning and doing in the microteaching classroom? In this study, the experience is considered to be that microteaching is a constructive learning context. Participants are assumed to be competent learners with the capability to link theory and practice.

Epistemological: How can I know what the TT in TEP in Nigeria are learning and doing in the classroom? In this study, can I know what the participants believe and are willing to reveal about their learning and practice.

Methodological: I consider questionnaire and interview as appropriate methods in getting to know what the TT in TEP in Nigeria are learning and doing in the classroom. Quantitative data have been used in this research to extract what microteaching students might think as well

as a statistical overview of the important elements of the microteaching course. While the qualitative interview with some students explores in-depth the details behind the statistical overview; hence, the TT abstraction and reflexivity became paramount. This study is considered to be well suited within the constructivist learning theory paradigm in that TT were expected to bring the experiences of microteaching (reflecting on microteaching) into their classroom teaching (practice).

A constructivist perspective on learning: This is useful for exploring TT perceptions and experiences of a microteaching element that relate to pupils' behaviour and teachers' instruction in Nigeria. From constructivist learning theory perspective, one might believe that as students engage in microteaching programme, they need to be actively thinking about becoming teachers and are making meaningful connections between their experiences and their behaviour as teachers in the classroom. To some extent, the classroom could be considered an extension of the microteaching programme. Also, taking a look at constructivist quality, TT construction of personal and meaningful understanding through abstraction and reflection as well as taking theory into practice could be linked to what Khalil and Elkhider (2016, pp148) referred to as "reflective practice and collaborative construction of knowledge."

A Case Study approach: This research study was conducted in a teacher training college in Nigeria. It could be thought of as a case study. A case study is described as *"an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident"* (Yin, 2017, pp18).

Based on this definition, it could be argued that a case study design for this research is appropriate. The case study provides information about real people in a real situation. The theoretical and practical contexts of learning are relevant to the experiences of microteaching phenomena, although there was no opportunity to observe trainee teachers in real-world contexts. Therefore, the TT behaviour cannot be influenced by the researcher.

A Phenomenographic approach: The approach to this case study could be described as phenomenography. Phenomenography can be defined as *"an empirical research tradition*

that was designed to answer questions about teaching and learning, particularly in the context of educational research. A phenomenographic study aims to identify the different ways in which a group of people experience, interpret, understand, perceive or conceptualise a certain phenomenon or aspect of reality – and to do so from the perspectives of the members of the group” (Orgill, 2012, p. 2608).

The focus of phenomenography is on variation in how people perceive or reflect on the same experience in different ways and of central concern to me is the problem of understanding what trainee teachers learnt and did in the classroom. Therefore, the intention in this phenomenographic approach is to gather, from trainee teachers, their different perspectives of the microteaching.

3.2.3 Researcher’s Philosophical Stance

The most difficult aspect of research is to locate one's research in a particular paradigm. Paradigms have different strengths and logic, but they aimed at achieving the same goal with different procedures and techniques.

The positivists believed in the scientific methods and procedures of investigation that provide verifiable and quantifiable figures which are believed to give reliable and consistent data (Cohen et al., 2011; Atkins and Wallac, 2012).

While the constructivists believed that their approach to research provides abundant data about real-life of people and situation that will give factual and descriptive information (Johnson and Christensen, 2012; De Vaus, 2014; Leedy and Ormrod, 2014).

Learning to be a teacher depends upon the training, apprenticeship, practice, experience and contextual knowledge of a particular method. This method can be applied to a particular context of interest rather than scientific abstract and formal numeric rules as posited by positivist’s philosophy.

In constructivist philosophical worldview, investigating TE in Nigeria involves analysing the issue from the researcher’s and participant’s point of view. This will result in three main interwoven issues such as action, situation and consequences of the research. I am thinking and reflecting on what worked well and what didn’t work well with my experience as teacher

educator over the years, investigating how 'Teacher Education in Nigeria' work is considered within a pragmatic philosophical worldview. Pragmatists adopt positivist and constructivist methods of research; hence, this research is not committed to any one philosophical worldview; rather, the research is adopting pragmatic view in focusing on the outcome and consequences of inquiry.

However, considering all the learning theories outlined above, this research situates under constructivist learning theory within Vygotsky's social development. The reason being that constructivism:

- Stresses the active role of trainee teachers in constructing their own understanding based on experiences
- Encourage building knowledge through interactions and collaborations among trainee teachers and instructors.

3.3 Research Design and Approach

Research in TE is to discover the truth about teaching and learning and how to improve it. The researchers in TE could employ different research approaches based on the nature of data to be collected and the type of data analysis to be used (Eyisi, 2016). Research approaches are either classified as qualitative, quantitative or mixed method research. Cohen (2011) hold that approach to research is widely believed to reside in paradigms and communities of scholars.

In a review of "combining quantitative and qualitative methods in a single large-scale evaluation study", Rossman and Wilson (1985) found that researchers stressed the research problem and the use of available research approaches to analyse and understand the problem rather than focusing on the research method itself. Consequently, Kelly and Bunniss (2010) report that research quality is not defined by the superiority of any one paradigm; rather it is the transparency and integrity of the philosophy and methods used in the research that are key. In Kelly and Bunniss's account of the study, researchers are bound to choose any of the paradigm(s) that will give them a better understanding of the phenomenon under investigation. Smith (2006) reviewed relevant studies and found that using multiple

approaches is justifiable, arguing that a given research method may or may not fit certain research questions.

3.3.1 Quantitative Research Approach

Quantitative research approach deals with measurable quantities or numeric data. Collecting and analysing quantitative data is seen as a positivist tendency; hence, the quantitative approach is a positivist worldview (Creswell, 2014). Creswell asserts that all attributes of positivism could be present in all quantitative approach. Denscombe (1998) describe a quantitative research approach as “researcher detachment” research approach. Researcher being bias with either his data collection or data analysis is highly eliminated as the researcher is not in direct contact with the participants because data is being collected through a pencil-paper questionnaire. This, therefore, gives full control for alternatives such as explanations, interpretations, and conclusions. In other words, there would not be a compromise as regards the objectivity of the researcher as well as the full guarantee of participant’s anonymity (Litchman, 2006; Bryman, 2012; Creswell, 2009).

However, this approach adopts survey or questionnaire strategy to the inquiry which does not seem to give room for in-depth study (Creswell, 2014; Lodico et al., 2006) of this type research in TE in Nigeria as it does not provide answers to ‘why’ questions. It is, therefore, a fact-finding approach for this research. The benefit of a quantitative element to this study lies in the ability to survey a longer number of students and to identify a baseline response and trends in the data. These elements can be further explored in more depth in a qualitative study.

3.3.2 Qualitative Research Approach

To address the meaning people give to a social problem, the qualitative researcher starts with philosophical assumptions and use of an interpretive framework that will lead to the study of research problems (Creswell and Poth, 2018). Creswell and Poth argued that researchers study their identified social problem by using an emerging qualitative approach to inquiry, data collection and analysis. Authors identify a baffling number of qualitative approaches which the researchers have the choice to choose from to include; ethnography, case-study,

phenomenology and grounded theory (Creswell and Poth, 2018; Shank and Brown, 2007; Lodico et al., 2006).

The qualitative research approach was defined in several ways by deferent authors, but considering the requirements of this study TE in Nigeria, Bryman's (2008) definition could be taken as one of the standard definition for this research. In his definition, Bryman took into considerations the ontological (nature of reality) and epistemological (nature of knowing the reality) orientations as well as the nature of the relationship between theory and research. He defines qualitative research as meaning, inductive, constructive and interpretive with emphases on words. Denzin and Lincoln (2011) also define qualitative research as situated activities which locate the observer in the world. In qualitative research approach, the close relationship that exists between the participants and researcher account for a significant understanding of experiences as all the participants understand themselves and also understand experience as unified (Lichtman, 2013). In TE, qualitative research could be seen as the study of the complexity of classroom teaching and learning put within a unified context. Finally, this approach is desirable for this study as it provides answers to "Why, What and How" questions by using the interview as a research tool, thereby making sense of underlying relationships.

3.3.3 Mixed Methods

In this study, an ordered procedure of a mixed methods approach was utilised in which the results of questionnaire complement results from the interview. Gallagher (2009) argued that research would be more robust if different kinds of data, such as qualitative and quantitative data, are collected for single research. Hence, quantitative data collected through the questionnaire will provide background information for the interview. To justify the importance of mixed-method in research, Creswell (2014) stated that:

Mixed-method research is a research design that focusses on collecting, analysing and mixing both qualitative and quantitative data in a single study or series of studies to understand a research problem for a better understanding of research question and problem than in either one of such methods. It is a method that seeks to build on the strength of both quantitative and qualitative data.

Mixed methods approach is often known as generative instead of hypothesis testing due to the integration or combination of quantitative and qualitative research approaches in single research that allows for different interpretations of a particular phenomenon to emerge (Creswell, 2014; Kelly and Bunniss 2010).

Using the mixed-methods approach in this research gives the researcher more opportunity of capturing TT perception of microteaching and developing more understanding about the TE in Nigeria as well as validating, triangulating and comparing results from different complementary sources.

The value and appropriateness of mixed method studies is contested. Johnson et al., (2007) contend that mixed-method includes the strengthening of the research within the research questions and theoretical concepts which need to be understood based on individual, social or cultural viewpoints. They noted that this could involve a deliberate combination of elements of quantitative and qualitative research approaches and utilisation of different data collection methods such as interviews and surveys to maximise the strength of every one of them.

Though there are inherent weakness and strength in both qualitative and quantitative research methods, combining both in single research will utilise the relative strength of both methods in enhancing the credibility of such research (Shank and Brown, 2007). Smith (2006) has pointed out that educational research is tied to paradigms and that researchers should avoid the temptation combining methods that are incommensurable at the research paradigm level.

3.4 Research Design

3.4.1 Triangulation

Triangulation explores evidence of corroboration in the data collected (Creswell and Poth, 2018). Merging multiple forms of data for the sake of developing a robust and complex understanding of the problem under investigation is the primary goal of mixed-methods research. In a mixed-method research, Creswell and Plano Clark (2011) states that three levels

of integration, such as merging data, connecting data and embedding data, are involved in coordinating data from different sources. Two of these are relevant for this study.

Merging data involves the combination of qualitative data in the form images, words or text with quantitative data in the form of numbers (numerical information). The process is achieved by reporting both quantitative and qualitative data together during the research discussion session to emphasise the interaction of the identified results (Creswell and Plano Clark, 2011). On the other hand, Sandelowski et al., (2009) stated that merging of data might be carried out through presentation of research result using tables or charts to present both qualitative and quantitative data at the same time.

Connecting data in this research includes using the report of data collected from a quantitative approach to guide the data through the subsequent qualitative method. In this study, quantitative data were collected and later the semi-structured interviews were carried out.

Researchers who are familiar with using different data sources (as in the case of this research) recognised the main purpose of using quantitative and qualitative data sources as establishing converging points of evidence or triangulating to make the research finding more robust. Data were triangulated in this research by examining evidence to document a theme based on converging both qualitative and quantitative data to provide validity to the findings.

3.5. Sampling Procedure

Participants: The third-year NCE (National Certificate on Education) TT was chosen for this research. TT included in the study were TT in the final year (300 level) who must have enrolled and passed the microteaching course during their 200 level of the programme. Also, the TTs were required to have completed the mandatory teaching practice exercise. These were the TT who have experienced both microteaching and classroom teaching and could be in the position to give their views about the subject matter. The target population consisted of all final year TT of the College of Education in Nigeria. All TT (n = 100) in Nigeria who volunteered were invited to participate in the quantitative phase of the research. Of this number, 15 did volunteer to participate in the qualitative semi-structured interview and they were interviewed.

Sampling Technique: A purposive sampling approach was employed in this study to selecting TT in two TE institution in Nigeria that will provide answers to the research questions. Purposive sampling (selecting target group as in this study) by definition is an expert judgement sampling, a non-probability sample in which the participants were sampled in a strategic way (Teddie and Yu, 2007; Bryman, 2012, 4th Edition) for the sample to be relevant. This approach is described as “convenience sample” (study limited to TT who were available as in this study) in which data were collected from the participants convenient to the researcher (Thomas, 2006, pp401). Hence the data was assumed to be relevant and central to the states and geopolitical system of Nigeria society. Teddie and Yu (2007), however, added that purposive sampling is less formal than a random sampling method, and it focuses on both narrative and numeric data generations around a specific issue or concept. Given the relevance to the purpose of this research, purposive sampling was considered to be a suitable sampling technique to be used for this study.

3.6 Methods

Identification of Methods: The study is a mixed method research which involved the use of a questionnaire for collecting relevant data. A semi-structured interview was conducted to support and supplement the data collected through the questionnaire instrument. The interview was needed to help the researcher gather facts, access beliefs and elicit explanations among others about TT microteaching experiences and classroom management during teaching practice (Riazi, & Farsani, 2024; Cohen et al., 2011). Researchers suggest that combining both quantitative and qualitative methods and ideas could be beneficial, as it could provide more detailed, sound and comprehensive information and understanding about the problem under investigation (Oranga, 2025; Creswell, 2012; Cohen et al., 2011; Johnson et al., 2004).

In line with Cohen et al. (2011), the questions in this semi-structured interview were designed to be open-ended to enable the participants to project their views and raise issues concerning the purpose of this research

Description of Methods: The questionnaire instrument, which was made up of 30 items divided into three subsections; microteaching relevance, behavioural management, and

instructional management (Appendix 1, pp187), was used to collect data from 100 TT in Nigeria. Section A has four reconstructed items adapted from PISA (2012) questionnaire suitable for microteaching learning. The items in section A were used to elicit information from TT about their microteaching course. Items in sections B and C have also reconstructed items adapted from Quek, et al. (2015) validated Attitudes and Beliefs on Classroom Control (ABCC) Inventory for use in Singapore. However, items in section B falls within Behavioural Management subtheme were used to elicit information from TT regarding pupil's behaviour in the classroom and those in section C within Instructional Management sub-theme used to obtain information relating to teacher's lesson management. Martin et al. (1998) argue that teachers' classroom management approaches depend on their understanding and knowledge of students' positive and negative behaviours and of how to get them under control.

For the qualitative phase of this research, data were collected using a semi-structured interview design format (Appendix 2; pp190) to supplement the data collected in utilising questionnaire. The interview questions were designed based on the questionnaire. In this qualitative portion, inquiries were geared toward getting TT's experiences regarding their microteaching course as well as behaviour and lesson management during the teaching practice exercise. The TTs were given a chance to speak specifically regarding their microteaching experiences and confidence in adopting best practices in their classrooms during teaching practice such as interest, usefulness, rules, teacher organisation, personal relationship, monitoring progress, and use of resources.

Interview Protocol: Interviews were planned to last 40-45 minutes for a participant at a time that was suitable for the student. All the 15 TT who willingly volunteered to participate in the research undergo a face-to-face interview. The interview was conducted following the list of questions in (Appendix 2; pp190). In order to ensure that correct understanding of each participant's views and perceptions were captured, the answers were reviewed at the end of the interview by playing and listening to the recorded interview. The researcher does not dominate in the interview, and the TT voices were heard.

3. 7 Data analysis

3.7.1. Quantitative technique

For this research, Descriptive Statistical Analysis involving percentages and frequency was utilised in analysing quantitative data collected using questionnaire questions (Appendix 1, pp187). This was appropriate because it was a good method for describing what the data show and it also provides quantitative analysis of data (Creswell, 2014; Shaffer, 2006). Data collected through questionnaires were exported to SPSS and analysed using descriptive statistics. The analysis was done to determine the relevance of microteaching, behaviour and lesson management practices practised by the TT during their teaching practice. In all, three descriptive statistics analyses were performed for the conclusions to be made. These were performed about:

Research Question 1: This was discussed through the descriptive statistical analysis of questions 1-4 on the questionnaire instrument. The frequencies and percentages were used to ascertain the usefulness of microteaching in improving ST classroom management.

Research Questions 2 and 3: These focus on behaviour and lesson management respectively in the classroom during teaching practice. Descriptive statistics were also used to analyse questions 5 to 30 on the questionnaire that address the research questions. Percentages and frequencies were, however, used to find out the nature of TT behaviour and lesson management during teaching practice.

3.7.2. Qualitative technique

The interview was conducted to capture the TT perspectives relative to their microteaching experiences and its implications and benefits during teaching practice. The raw data were transcribed and reviewed before the in-depth analysis of each question. In analysing the qualitative data, phenomenological methods of analysing qualitative data which was described as a significant statement analysis, generation of meaning and development was used in analysing data gathered through the semi-structured interviews (Darley, et al, 2025; Pietkiewicz and Smith, 2014; Smith and Osborn; 2004). The method of analysis is divided into six steps in line with Creswell (2014, pp197-200). These are:

- Organising and preparing the data for analysis. This is the stage of typing field notes and transcription of the semi-structured interview.
- Reading all the data. This is the stage of reflecting on general ideas of what the participants are saying which will provide meaning and overall sense of information gathered.
- Coding all the data. At this stage, data were organised by writing words that represent the category. The response was coded as the themes were identified.
- Coding to generate a small number of themes. Coding continues to generate or identify a smaller number of themes. The analysis ultimately was intended to identify the prevalent styles in microteaching and best practices in class and lesson management.
- Interrelating Themes. This is the stage of the description of how interconnecting themes will be represented or discussion of several themes in detail.
- Interpretation Stage. This is the last stage in data analysis and includes interpretation of the research findings, which is the focus of a pragmatic researcher.

Analysis of data was performed to establish commonalities amongst the responses based on the categories. This was done by interpreting the participant's responses and assigning themes. Identified commonalities amongst the TT response were coded, and emerging themes were reviewed. The review was necessary to eliminate the researcher's bias in categorisation and coding of data.

It is important to note that care was taken within this research to ensure that emerging themes has a relationship with the research questions. At the end of the analysis, findings were reviewed with my colleague workers before the researcher's supervisor review to ensure that the interpretations made by the researcher are credible. The interpretations in this research are assumed to be credible, given the fact that any emerging theme must have its appearance at not less than half of total research participant responses. As regards to the accuracy of interpretations and validity of the conclusions made in this research, findings were reviewed by the supervisor.

However, the researcher's bias was taken into account when analysing the qualitative data. Because the researcher is a teacher educator, some processes were kept in place to avoid alteration of the data collection and its interpretations. To avoid alteration, omission and skewing of information, the following practices were mapped out and maintained:

- All qualitative interview questions were refined in collaboration with educational measurement professionals.
- All the respondent's answers were documented and reviewed with audio recorded statements to guarantee that all participants' responses or statement documented exactly reflect what every participant meant accurately.
- All conclusions and findings made from the analysis were reviewed.

3.8 Validity and Reliability

The ABCC Inventory (questionnaire items) was originally developed by Martin et al., (1998) for use in the United States of America and was validated in 2006, 2007 and 2010. Based on the developer's reviews, and review by the practising professionals in classroom management, it is believed that the content validity of the instrument has sufficiently been established. Since its construction, the western-oriented ABCC inventory is increasingly being adapted for use in many countries as a valid and reliable instrument to measure teachers' command position to classroom management (Quek et al., 2015; Savran and Cakiroglu, 2003; Henson, 2001).

In addition to the content validity of the questionnaire instrument by the inventor and other experts, the two instruments were also subjected to content validity through the following process for this research. The instrument was presented to experts in Educational Measurement and Evaluation for critique and necessary suggested modifications. To eliminate any form of ambiguity from the research instruments, a trial test was administered to 15 respondents similar to the target population. This was done to allow the researcher to make a needed correction in the instruments so as to make them internally consistent. Although, no corrections were made after trial testing, the instruments were sent to the

researcher's supervisor for approval. Discussions with a colleague in the curriculum department concerning the instrument were very helpful before the final production.

3.9. Ethical Considerations

Ethical approval was involved in the research. Permission to research with TTs was secured from the institution's authority. The following steps were taken:

To this end, information letters were personally given to the Provosts of the Colleges (Appendix 3, pp193). The letters clearly state the nature and intent of the research as well as the protective measures to ensure that both the TT and the college are not affected negatively in any way.

In addition, information letters were giving to the TT (Appendix 4, pp194). The information letter clearly stated the purpose of the research.

Right to Withdraw: It was important to inform the trainee teachers that this was not an examination. They were told that their participation is voluntary and that they may withdraw from the research at any time without penalty or prejudice as it was stated in their consent letters (Appendix 5, pp195)

Anonymity and Confidentiality: The Provost and participants were told that the college and all participants will remain anonymous.

3.10 Researcher reflection

This mixed-methods research aimed at identifying the usefulness of microteaching as well as behaviour and lesson management practices adopted by TT in managing their classrooms in Nigeria. Quantitative and qualitative approaches were used in collecting and analysing data to answers the research questions. Given to the nature of this research, reliability and validity of the research instrument used were of utmost importance to ensure the credibility of conclusions from the findings.

The TT who agreed to participate in both phases of the research were invited for the survey. At the end of the survey, TT who were willing to participate in a semi-structured interview

were invited to one-on-one interview at their own chosen time. In order to minimise biases, the following assumptions were included in this study:

- Using other tried and tested questionnaires was important
- TT would give unbiased responses to the questionnaire questions
- TT would respond to the semi-structured interview to the best of their ability
- The use of trainee teachers who the researcher has never taught could be important
- That researcher would give the trainee teachers a free hand to say whatever they wanted to say and would not interfere with their responses.

However, the researcher recognised the importance of using questionnaire instrument to gather large sum of data, though the researcher was aware that trainee teachers would not have the opportunity to express themselves. In order to get rich data (giving trainee teachers the opportunity to express themselves), semi-structured interviews were conducted. The semi-structured interviews could not provide large data. Only fifteen trainee teachers were interviewed due to the time limit to conduct the exercise.

However, considering the importance of teacher training, its impact on classroom learning and relative absence studies in microteaching and its usefulness in managing classroom learning in Nigeria, the significance of this research to educational administrators, practitioners and trainee teacher cannot be overemphasised. Chapters four and five will, however, review and analyse data as well as discussing the result to make conclusions and implications of the research to TE generally and Nigeria in particular.

Chapter Four

Findings

4.0 Overview

The primary focus of this study is the pre-service teacher education curriculum in Nigeria. In particular, focusing on elements of class and lesson management that are considered to influence trainee teachers' classroom practice. This chapter is presented in two parts. Firstly, the chapter provides an overview of the statistical data collected from the administration of the questionnaire instrument, and secondly, it presents the findings collected through the semi-structured interviews. The purpose of this mixed-methods research was to investigate the connection between trainee teachers' (TT) perception of microteaching and best practices in the management of classroom learning. The overarching aim of this study was described in 3 (three) specific objectives that are emphasised in the research questions:

- 1) What are the TTs' perception of microteaching experiences?
- 2) What elements of microteaching relating to managing pupil behaviour linked to student teachers' classroom practice?
- 3) What elements of microteaching relating to managing lesson instruction are linked to student teachers' classroom practice?

The questionnaire was used to collect responses from 100 participants (TTs in two teacher training colleges in Nigeria). Also, a total of 15 TTs volunteered to participate in a semi-structured interview with the researcher. Consequently, findings from the study are presented in two parts:

Part A. Questionnaire/quantitative findings

Part B. Interview/qualitative findings

4.1 Questionnaire/Quantitative Findings

The quantitative findings are presented under three different themes: usefulness of microteaching, behaviour management and lesson management.

4.1.1 Theme 1: Usefulness of Microteaching

Research question number one sought to investigate the perceived usefulness of microteaching in the improvement of TTs' classroom management skills. Four reconstructed items adapted from PISA (OECD-PISA, 2012) questionnaire suitable for microteaching learning, were used to collect data to address this question, see table 4.1. Evaluation of the participants' responses to all the four items on the survey contributed to a better understanding regarding research question number one, as shown in the table below.

Table 4.1 Percentage Results of TTs' Perception of Microteaching

	N	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No answer
		%	%	%	%	%	%
1. I was interested in the things I learn in microteaching	100	61.0	39.0	0.0	0.0	0.0	
2. Microteaching helped me in classroom practice	100	62.0	37.0	0.0	1.0	0.0	

3. I received feedback regularly on my performance	99	54.0	39.0	1.0	3.0	3.0	
4. Microteaching was an important course to me	100	60.0	38.0	1.0	1.0	0.0	

Results from table above showed that almost all the TTs agreed that they were interested in the things they learnt in microteaching, and it helped them in classroom management. Also, the vast majority of TTs agreed that microteaching was an important course to them and that they received feedback about their performance regularly.

It could be observed from the table that TTs have a positive attitude toward microteaching. It could also be inferred from the table that participants believed that microteaching has to be a support in learning to be a teacher. The examination of interview data will help to uncover more details regarding the usefulness of microteaching.

4.1.2 Theme 2: Behaviour Management

Questions 5 – 18 on the questionnaire are used to find the answer to research question number two, which sought to investigate the practices adopted by TTs in the management of their classroom behaviours. These 14 questions were based on behavioural management sub-theme was adapted from Quek, et al. (2015) validated Attitudes and Beliefs on Classroom Control (ABCC) Inventory for use in Singapore was employed in gathering data to address the research question.

Table 4.2 presents the data related to TTs' behaviour management. The Descriptive Statistical analysis was performed on the data collected from the 100 participants based on behaviour management. However, in order to address issues of greater understanding of participants' responses to questions in the questionnaire, questions 5 to 9 would be analysed under sub-

theme “rules”. While questions 10 to 13 would be under teacher “organisation”, questions 14 to 18 would be analysed under “personal relationship”.

Rules: Table 4.2 shows the analysis of percentage results of TTs’ behaviour/person management which suggests that almost all the TTs make classroom rules and announce these during the first week of the class. Also, the majority of the TTs claimed that they wrote the classroom rules on the chalkboard and reminded the pupils about it constantly, while only a very few of the TTs neither write the rules on the chalkboard nor remind the pupils about the classroom rules.

Rules for supporting class management are usually accompanied by a routine of rewards and punishments. Regarding reward and punishment, almost all the TTs use reward in the class during teaching practice. Although almost all the TTs also used punishment in the class, however, it was evident that some TTs opposed using punishment. More than one in every five of the students surveyed claimed that they did not use punishments for the pupils in the classroom.

Teacher Organisation: In table 4.2, two aspects of the organisation were addressed in the questionnaire: lesson planning and giving instructions. Almost all the participants agreed that they prepare their lesson materials in advance and that teachers need to be well organised. Only a few of the TTs were not confident that they gave clear instructions about class work, and a similar proportion did not give feedback to pupils regularly. Participants were overwhelmingly positive about their ability to demonstrate organisational skills in the classroom that they had been introduced to in the microteaching module.

Personal Relationship: Majority of the TTs agree that pupils’ contributions need to be considered when making a decision about teaching and learning in the classroom, see table 4.2. More than half of the participants surveyed strongly agreed with that view. However, just over one in three of the participants were equally firm in stating that pupils should be involved in deciding their learning. Very few participants believed that pupils’ contributions were not important in the classroom. Only a few students agree that they do not involve the pupils in the decision-making process in the classroom.

Furthermore, the vast majority of the TTs claimed that they show care and respect to their pupils. Hence, this showed that they valued pupils' comments and ideas during teaching.

Table 4.2, Percentage Results of TTs' Behaviour/Person Management

	N	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No answer
		%	%	%	%	%	%
Rules							
5. I established and maintained class rules.	100	51.0	43.0	2.0	1.0	1.0	2.0
6. I announced the rules to the class during the first week of class.	100	43.0	46.0	3.0	5.0	1.0	2.0
7. I wrote the rules on the chalkboard and constantly reminded them about it.	100	32.0	35.0	6.0	24.0	1.0	2.0
8. I used reward.	100	48.0	40.0	8.0	2.0	1.0	1.0

9. I used punishment	100	26.0	47.0	6.0	16.0	4.0	1.0
Teacher Organisation							
10. I believe the teacher needs to be well organised.	100	70.0	26.0	3.0	0.0	1.0	0.0
11. I prepare my lesson materials in advance.	100	65.0	30.0	1.0	1.0	0.0	3.0
12. I gave clear instructions about the work to be done.	100	48.0	45.0	4.0	1.0	0.0	2.0
13. I gave report (feedback) to students regularly.	100	42.0	51.0	2.0	3.0	1.0	1.0
Personal Relationship							
14. I believe student's emotions must always be considered fully	100	43.0	44.0	7.0	3.0	1.0	2.0

legitimate and valid.							
15. I believe student's contribution must be valued in decision making process.	100	56.0	32.0	2.0	7.0	0.0	3.0
16. I involve students in making decisions.	100	33.0	55.0	4.0	5.0	0.0	3.0
17. I show respect and care for students as people.	100	55.0	36.0	3.0	2.0	2.0	2.0
18. I value students' ideas and comments during class.	100	46.0	46.0	5.0	1.0	1.0	1.0

The TTs recognised the importance of classroom rules and the need to constantly remind the pupils about the rules. Rules are commonly linked to reward and punishment. Teacher organisation, particularly the teacher's attitude, is also important for good behaviour management in the classroom. The participants believed that pupils' emotions and views were important in the classroom and that pupils should have the opportunity to express these in the learning environment. The report revealed that pupils' views and emotions should be valued in decision making.

4.1.3 Theme 3: Management of Learning

Questions 19 – 30 on the questionnaire are used to find the answer to research question number three, which sought to investigate the practices adopted by TTs in the management of classroom learning. These 12 questions are based on learning sub-theme was adapted from Quek, et al. (2015) validated Attitudes and Beliefs on Classroom Control (ABCC) Inventory for use in Singapore was employed in gathering data to address the research question

Table 4.3 provides the outcomes of the Descriptive Statistics of percentage results from the broad theme learning management. Some noticeable themes are evident in TTs' instructional management. However, participants' responses to questions in the questionnaire would be analysed under three different sub-themes; questions 19 to 22 would be analysed under a sub-theme "lesson structure". Questions 23 to 26 would be under "monitoring progress", whereas 27 to 30 would be analysed under the use of "resource/instructional materials".

Lesson Structure: The statistical analysis of TTs' instructional/learning management responses suggest almost all the TTs ticked the box which indicated that they make sure that pupils put away used materials before the next activity. Majority of the TTs agreed that they do not waste lots of time getting things organised for the next activity while a minority of them do not bother about the time wasting. Also, the vast majority of TTs structured the learning experience.

Monitoring Progress: Almost all the TTs ticked that they continuously monitor pupils' learning activities. To monitor pupils' learning activities, the vast majority of the TTs always stand in front of the class while very few move around during class activities.

On the pupils' class work, most TTs assist the pupils in doing their work while a minority of them allowed the pupils to do the class work by themselves. Almost all the TTs gave their pupils the opportunity to do their class work in groups while very few thought that pupils should do their class work individually.

Instructional/Resource Materials: On the resource/instructional materials, the vast majority of the TTs claimed that they used instructional materials during teaching and allocated the resource material accordingly to optimise learning as shown in table 4.3. While very few of

them admitted not using or distributing the resource materials in the classroom, almost all the TTs used appropriate teaching materials and always made an effort to ensure that each learner has equal time and access to the teaching materials.

Table 4.3. Percentage Results of TTs' Learning Management

	N	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No answer
		%	%	%	%	%	%
Lesson Structure							
19. I structure the learning experience.	100	31.0	62.0	5.0	0.0	0.0	2.0
20. I make sure little time is lost getting organised for the next activity.	100	28.0	41.0	10.	18.0	0.0	2.0
21. I make sure students put away used materials before the next activity.	100	30.0	51.0	5.0	12.0	0.0	2.0
22. I make sure students keep to time for each activity.	100	38.0	57.0	4.0	1.0	0.0	0.0

Monitoring Progress							
23. I continuously monitor students' learning activities.	10 0	53.0	43.0	1.0	1.0	1.0	1.0
24. I always stand in front during student class work.	10 0	42.0	40.0	6.0	9.0	1.0	2.0
25. I assist students with their class work.	10 0	27.0	35.0	7.0	23.0	5.0	3.0
26. I allow students to work together in group.	10 0	33.0	54.0	5.0	4.0	1.0	3.0
Instructional/Resource Materials							
27. I know best how to allocate learning materials and supplies to optimise learning.	10 0	26.0	56.0	11.0	2.0	0.0	5.0
28. I always use teaching materials.	10 0	54.0	40.0	5.0	0.0	1.0	0.0
29. I make sure every student has equal time and access to teaching materials.	10 0	34.0	59.0	4.0	3.0	0.0	0.0

30.1 use appropriate teaching materials.	100	56.0	40.0	4.0	0.0	0.0	0.0
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The participants recognised the importance of managing the time and the physical environment for learning. The participants had a positive view of continuous monitoring class activity and group work. The participants claimed that they use instructional materials regularly and equally made them available to all pupils.

4.2. Interview/Qualitative Findings

The questionnaire reports were based on the TTs' ticking of a box of what they thought had happened in the classroom. The questionnaire reports tell us about the TTs' claim of what they believed or have done in the classroom. Besides the questionnaire responses from the TTs, the interview phase of this study was undertaken to enhance a large depth of insight and understanding relative to issues of TTs' beliefs about (i) usefulness of microteaching (ii) classroom behaviour management and (iii) classroom instructional management. Consequently, the data from the questionnaire are complemented by the data from the interview.

The interviews were conducted to get more in-depth information about what the participants claimed to have done in the questionnaire session. The interview aspect of this research accorded the researcher the opportunity to listen to a few TTs. Their responses to questions and follow-up questions might give an insight into what the participants were thinking. Therefore, to establish a base for the complete understanding of TTs' perceptions of microteaching and best practices in the management of classroom learning, a semi-structured interview was administered to 15 final year TTs from the two teacher training colleges in Nigeria.

The semi-structured interview questions focussed on the three research questions, and each research question was addressed under a single dominant theme. The main themes and their emergent sub-themes summaries are shown in the figure 4.1 below:

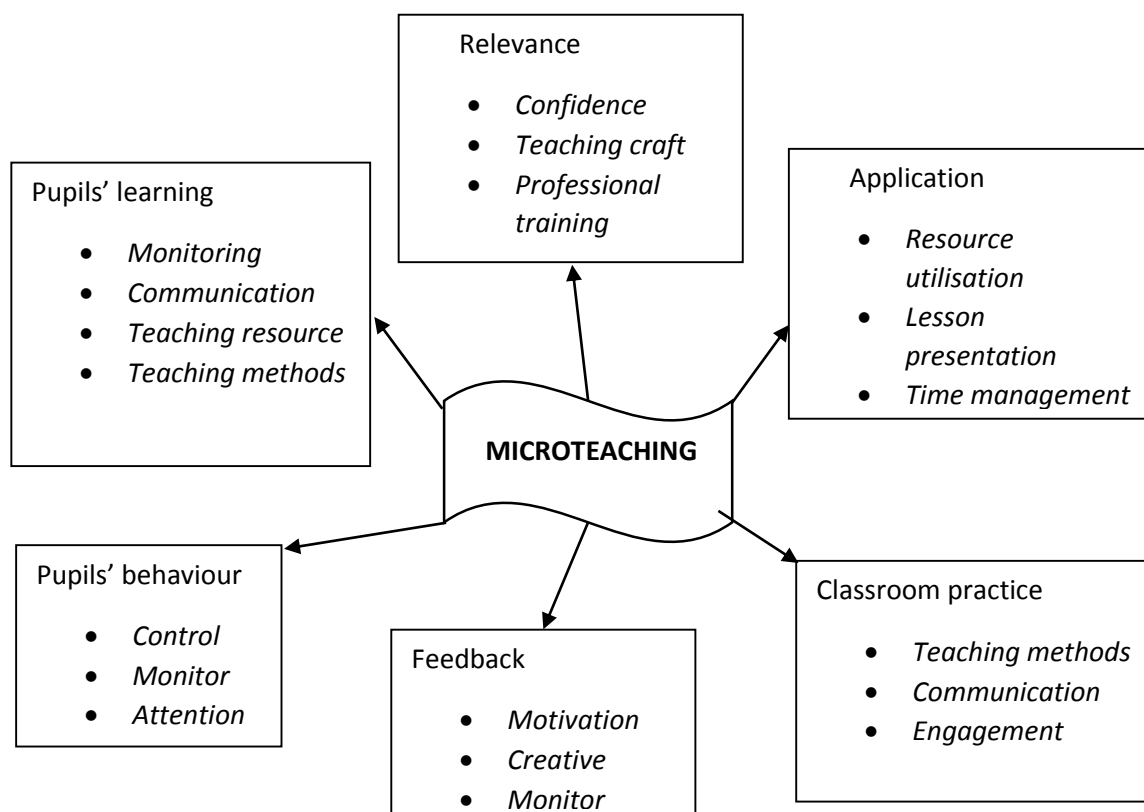


Figure 4.1 Usefulness of microteaching

4.2.1 Theme 1: Usefulness of Microteaching

In the interview report, all TTs interviewed agreed that microteaching was relevant to supporting classroom teaching. The sub-themes arising from this main theme include relevance, application, classroom practice, feedback, pupils' behaviour and pupils' learning.

4.2.1.1 Relevance

The relevance or importance of the microteaching course to the TTs is illustrated in some issues that emerge from their responses. See table 4.4. These include confidence, teaching craft, and professional training.

Table 4.4 Interview Excerpt 1

Question 1b: Why do you think that what you were learning in the micro-teaching course was most relevant or most irrelevant to your classroom practice (experience)?	
<i>"Because microteaching is a foundation for teachers. Without microteaching, you will not have experience and confidence to stand in front of students or pupils to teach as a teacher."</i>	ADAB
<i>"Because in microteaching that's where I started learning how I will do my teaching practice and they show and teach us how we can manage our classes, control our students and the way we stand in front of the students."</i>	DAMA
<i>"Because it makes me understand classroom management and when you go through that process, you will be able to manage your class very well to know what you are going to do in your class."</i>	PIJO
<i>"Because I acquired a lot of teaching skills there, and it guides me on how to teach in teaching practice."</i>	HUBA
<i>"Because it helps and guides me during teaching practice. During microteaching, I was taught how to teach, how to stand confidently in public, and how to speak well."</i>	USAM
<i>"Because it grooms me as a TT before going to teaching practice. It helps us to have experience on how to teach, how to manage our class, and how to take students along."</i>	DAKE

TTs recognised the importance of microteaching as it addresses the TTs' needs such as confidence to talk in front of students, manage classes, control students, guide and take students along. For example, in reviewing participants' responses, it was observed that most participants believed that the microteaching course was relevant to them because the experience gave them confidence in teaching as well as interacting with the pupils in a clear manner.

Teaching craft was found to be another value of microteaching. The interview report indicated that TTs believed that microteaching course equipped them with necessary teaching skills with which they were able to engage the pupils in the class. Hence, they were able to manage the classroom activities.

Moreover, training to become a teacher was another issue emanating from the relevance of microteaching to teacher education. From the participants' responses, it could be found that microteaching course was relevant to them because both the theory and practical aspects of microteaching served as training and guide to prospective teachers.

4.2.1.2 Application

The usefulness of microteaching was seen as its application to classroom situations. The themes mostly identified in microteaching applications as used by the respondents include resource utilization, lesson presentation, time management, and engagement as shown in table 4.5.

Resource Utilization

Table 4.5 Interview Excerpt 2

Question 1c: Can you tell me how you apply/use microteaching training experience during your teaching practice?	
<i>"I applied it through the use of instructional materials, the way I present my lesson, the way I introduce the topic, and how to take the pupils along in the teaching process."</i>	DAKE
<i>"They help me very well. Why I said so is because I did not know how to write on the chalkboard, but after microteaching training, I was able to write well on the chalkboard because the person that supervises me mark and correct the way we write on the chalkboard, so I learn it from microteaching."</i>	RUBU

TTs applied microteaching experience in using teaching materials and chalkboard effectively, lesson presentation, and carrying pupils along. The participants felt that they applied microteaching training experience in resource utilisation available to them for teaching. Responding to the application of microteaching experience in the classroom, the participants noted that using interesting teaching resources was of practical value assisted them during teaching practice.

Lesson Presentation: Introduction and presentation, the engagement was seen by the participants as important microteaching experiences that helped them in making the pupils to learn, see table 4.6. These were the motivating factors that enabled the participants to perform the teaching practice with confidence.

Table 4.6 Interview Excerpt 3

Question 2a: Which aspects (elements) of microteaching course do you think were most helpful in the classroom practice (teaching and learning)?	
<i>"Both theory and a practical part. From the practical part is the way I present my lesson in the classroom while the theory part is the way I present my lesson plan and lesson notes."</i>	SANK
<i>"It helps me to speak very well, stand in front of students with confident. If I make a mistake, my lecturer will correct me before I get to teaching practice"</i>	MAHU
<i>"Dressing properly, writing of lesson plan, learn how to write on the chalkboard properly so that student can understand my writing, and how to organise my classroom."</i>	USAM
<i>"If you engage the pupils in whatever you are doing in the class they will pay more attention, but if you don't engage them, the trouble ones will be doing another thing, but when you engage them, they will know that your attention is with them."</i>	INAB

The TTs recognised that theory and practical aspects of microteaching, communication, lesson plan, chalkboard utilization and engagement of pupils were helpful to the participants in their classroom practice. For example, there were indications of putting into practice theories learnt in the microteaching classroom; hence, TTs were able to adopt appropriate microteaching experiences or strategies such as lesson preparation, effective use of chalkboard and good communication to engage the pupils in the classroom.

4.2.1.3 Classroom practice

Classroom practice refers to appropriate procedures and skills adopted by the teacher to make students learn in the class. TTs thought that the microteaching course helped them in classroom practice. Their responses from the interview indicate appropriate teaching strategies, a good level of communication and ways to increase pupils' engagement were procedures which the TTs adopted to make learning meaningful as shown in table 4.7.

Table 4.7 Interview Excerpt 4

Question 2b: How do microteaching elements help you in managing your classroom?	
Teaching strategy	
<i>"We can use different methods in introducing a lesson. This helps them to understand the topic you are about to teach and arouse their interest."</i>	DAKE
"I use play-away method, which I learnt from microteaching for the students to understand my lesson very well."	HUBA
Communication	
Excerpt from interview	SUAB

<i>"It helps me during my teaching practice because when you are talking too low, the student will not focus because they do not hear you, but since can speak loud, they will hear me and focus their attention to get what am trying to pass across to them."</i>	
<i>"I think all aspect that I learnt both the theory and practical aspect help me as a classroom teacher. I never like teaching before because I couldn't stand in front of a large number of people from 5 people upwards, but when I did my microteaching in 200 level, I now observe that I need not be shy to talk to people in large number."</i>	ALAH
Engagement	
<i>"If you engage the pupils in whatever you are doing in the class they will pay more attention, but if you don't engage them, the trouble ones will be doing another thing, but when you engage them, they will know that your attention is with them."</i>	INAB
<i>"Engaging students. It helps me a lot because as I said earlier as the students were sitting on the floor playing and making noise the boldness and confidence that I have made me organise and engage them very well so that they will be able to learn."</i>	VIUF

The participants recognised that selecting appropriate teaching strategies, communicating effectively and engaging the pupils in class work could bring pupils' attention in learning activities.

Teaching strategies: The skill of using the teaching strategies is an aspect of classroom practice, which the participants believed were acquired during microteaching training. Some of the participants stated that using appropriate teaching strategies help them in teaching the pupils to an acceptable level of understanding. Good teaching strategies were seen as strategies for arousing and sustaining interest in classroom activities.

Communication: The TTs described good level of communication as an aspect of microteaching experiences that assisted them in engaging the pupils in the classroom during teaching practice. Good level of communication includes good writing and good language. It was noted from the interview that to manage pupils' behaviour and learning, the teacher must be audible and at the same time use an interesting teaching resource that has practical value. Moreover, TTs believed that arranging classroom space helped in conversation, thereby making it easier to get pupils' attention, which helped them learn purposefully.

Engagement: In the TTs' opinion, engaging pupils in learning activities could be seen as a function of getting the pupils' attention in the class. They claimed that microteaching equipped them with the experience of carrying learners along for them not to have the opportunity to engage in inappropriate behaviour. Moreover, inappropriate classroom arrangement or pupils clustering together normally gives pupils the chance to engage in inappropriate behaviour and also obstruct movement within the classroom.

4.2.1.4 Feedback

Feedback is a sub-theme emanating from the usefulness of microteaching to the TTs. Themes identified from the participants' interviews include motivation, creativity, and monitoring as in table 4.8.

Table 4.8 Interview Excerpt 5

Question 2c: How did the feedback you received during microteaching training help/contribute to your classroom teaching?	
<i>"It motivates me. When I presented my lesson in microteaching, I faced lots of challenges which were corrected. Those corrections motivated me in my classroom teaching during teaching practice"</i>	HUAB
<i>"The feedback contributed because where am having lapses and mistakes the supervisor supervising me after my microteaching called me and advise me to put more effort on the areas that am having problems for example, shy, shaking, talking low, and it helps me in my TP."</i>	ADBA

"It grooms me because, before the microteaching, I was not capable, but with the feedback, I gained more knowledge about teaching."	DAKE
<i>"It grew my confidence. It makes me creative. Sometimes I create my idea due to the feedback."</i>	ABEL

The TTs believed that feedback from microteaching course helped them to correct their mistakes before teaching practice and was also a source of motivation for them to teach during teaching practice. The participants felt that microteaching feedback gave them confidence in applying their ideas in classroom teaching.

The perceptions of the majority of TTs concerning the feedback given to them during microteaching training were that it served as a motivating factor which helped them to do classroom teaching with confidence. It was also gathered from the participants that feedback helped them to control learners' behaviour as well as monitoring pupils' learning difficulties during classroom teaching. Feedback is a means through which teachers get to know learners' learning problem and devise means of overcoming such problems. In such a situation, the teacher may devise an alternative teaching method, instructional aids or any other way the teacher found necessary. This might be a creative idea on the part of the teacher to overcome learning difficulties, as stated by a participant.

4.2.1.5 Pupils' Behaviour

Getting learners to behave well is a task which teachers have to contend with to achieve learning objectives. Management of pupils' behaviour was identified as one element of the usefulness of microteaching. All the participants interviewed found the microteaching course useful in managing pupils' behaviour in the classroom. See table 4.9.

Table 4.9 Interview Excerpt 6

Question 3c: Please, can you explain how microteaching course help you in managing student's behaviour?

<i>"During microteaching, some of my students were making noise, and I have to control that bad behaviour because if I didn't, the students would not understand and I applied that in my teaching practice. Because when I control the bad behaviour there will be absolute silence in the class and they will be able to understand what I am teaching."</i>	USAM
<i>"It helps me to manage students behaviour because if you are in the class, the class will not be making noise, make sure they are sitting very well, make sure the class is well organised and that the students are not doing any other thing apart from what you are teaching them"</i>	DAMA
<i>"I learn how to make my pupils happy. Sometimes when I want to teach, I have to sing for them first so that they will concentrate and pay attention to what I am going to teach them."</i>	ALAH
<i>"It helps me to attend and judge the complaints from the students to avoid creating bad behaviour because where I did my teaching practice the pupils were bringing so many complains so is left for you to listen and judge well for the student not to feel somehow."</i>	VIUF

It was found from the participants' responses about controlling, monitoring pupils' behaviour, gaining and holding pupils' attention and addressing complaints were the major issues they dealt with following microteaching experience. For example, it was observed that microteaching experience helped the participants in getting pupils' attention through proper monitoring of their work as well as sitting and classroom arrangement to avoid bad behaviour. In the participants' opinion, good sitting and classroom arrangement allowed them easy access to each learner's sitting position in the class in order for them to control pupils' bad behaviour. Moreover, getting learners' attention was seen as an important factor in managing learners' behaviour in the classroom. However, the participants believed that leaving students' complaints unattended does create bad behaviour among the students. They maintained that microteaching course had given them the necessary training which they applied in attending and giving good judgement to their pupils' complaints.

The participants recognised the importance of managing behaviour in order to provide a safe learning environment. TTs link behaviour management to monitoring pupils, holding attention and managing complaints. Pupils' behaviour will be explained further in section 4.2.2.

4.2.1.6 Pupils' Learning

For an effective learning environment, pupils should be able to acquire information, interact with teachers and peers. Teachers adopt various strategies to make classroom learning effective. The question in the table 4.10 below was designed to elicit the strategies adopted by the participants in managing the classroom learning.

Table 4.10 Interview Excerpt 7

Question 3c: How did the microteaching course help you in managing student's learning?	
<i>"During teaching practice, I have to focus and observe what is going on in the class and also the feedback I received from my supervisor during microteaching enable me to concentrate on how to find areas of difficulties of pupils during teaching practice"</i>	SUAB
<i>"It helps me to speak and pronounce well for the students to hear and learn very well, because, during my microteaching, any word you did not pronounce well your friends and classmates will be laughing at you, so those laughing and corrections help me in speaking and pronouncing well during my teaching practice"</i>	VIUF
<i>"In terms of learning the microteaching help me on how to use instructional materials and how to manage my classroom. Let's assume am teaching a topic of types of family, my instructional material, I will show them the drawings of the types of family example, the nuclear family and extended family separately for them to understand."</i>	DAMA

<i>"Microteaching help the teacher to have teaching experience to help the pupils to go with what you are trying to teach them."</i>	ADAB
<i>"Because when I control the bad behaviour there will be absolute silence in the class and they will be able to understand what I am teaching."</i>	USAM

There was some connectivity between pupils' behaviour and learning within the classroom. The participants recognised the importance of focusing and observing the pupils, managing the classroom, good communication and effective use of resources in the classroom learning. For example, monitoring learners' progress, communication, resource materials and feedback were found to be common elements of microteaching experiences which help the participants in managing students' learning. The participants claimed that the microteaching course experience assisted them in organising the classroom space for easy monitoring by making sure that students were well seated in other for them to concentrate on the class work. Also, the participants noted that the microteaching course equipped them with teaching skills such as, the use of the proper resource, communication and teaching methods with which they were able to make the pupils learn.

Moreover, the participants stated that microteaching course trained them on how to use good levels of communication in the classroom. Learning is dependent on how the learners hear and understand teachers' teaching. Given this, the participants stated that microteaching course trained them on how to use a good level of communication in the classroom, such as pronouncing and speaking well in such a way that learners will hear appropriately.

The use of appropriate learning materials is fundamental in classroom learning. Microteaching was designed to equip TT with skills of using instructional materials effectively. The participants interviewed stated that microteaching trained them on how to use appropriate resource materials to get pupils engaged during classroom teaching. Pupils' learning will be explained further in section 4.2.3.

4.2.2 Theme 2: Behaviour Management

The TTs' interview revealed that microteaching course was relevance in training them on how to manage pupils in the classroom. In the management of pupils' behaviour, the interview questions focused on three main areas such as rules, teacher organisation and personal relationship, as shown in figure 2 below.

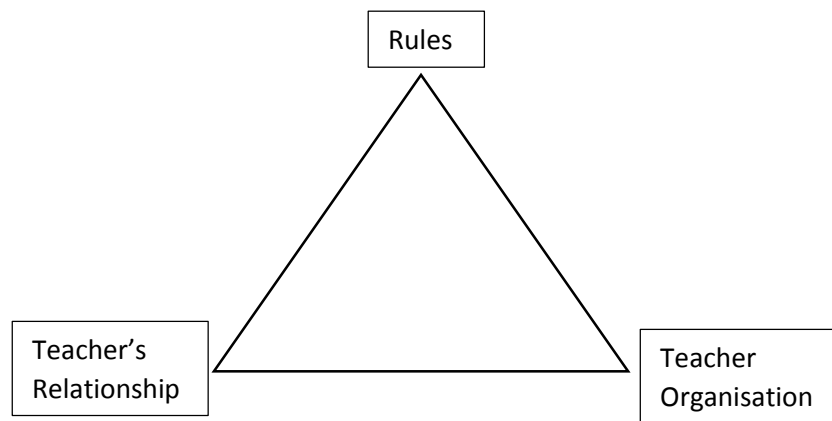


Figure 4.2 Behaviour management

4.2.2.1 Sub-Theme: Rule

The sub-theme rule is going to be discussed under making rules, communicating the rules, consistency with the rules as well as reward and punishment.

Making Rules: All the TTs reported that they made various classroom rules for their pupils while on teaching practice, see table 4.11. Such rules were related to harassment, playing and noise making, fighting, eating, and sleeping in the class. Others include littering the environment, use of inappropriate language in the classroom, going out or coming in while the lesson is going on, and improper or untidy clothing.

Table 4.11 Interview Excerpt 8

Question 4a: As a classroom teacher, do you make rules for your students and why?

<i>"I make many rules; number one if I start my lesson, I don't allow any student to go out or come in. Secondly, in terms of asking a question, I don't want anybody to give me an answer anyhow, they must raise their hands, and I will select the person to give me the answer."</i>	DAMA
<i>"I have to make rules for the children, all of them in the class so that they will listen carefully."</i>	USAM
<i>"It is for discipline aspect because, in everything, rules supposed to be there because some of the behaviours are not good for others to copy. But when you have rules, it will deter others from doing bad things."</i>	INAB
<i>"I make the rules for effective learning. For the learners to achieve what I am trying to put to them or for them to concentrate on what I am going to deliver."</i>	SANK
<i>"I make rules because students should know what I like or hate in the class."</i>	MAHU

The TTs recognised that rules are important for effective learning. TTs made various rules to limit disruptive behaviour, avoid the display of bad example and distractions in the classroom. For instance, the participants' main purpose of making rules in the class during teaching practice was to discipline the pupils to create a conducive environment for learning. They believed that in order to get students' attention, the students need discipline. Generally, the responses collected from the participants referred discipline as stopping bad behaviour, which includes making noise, sleeping, eating, unauthorised language and movement, fighting and harassment, lateness, and littering classroom with waste. They maintained that any of these bad behaviours adversely affect teaching and learning in the classroom.

Communicating the Rules: The TTs made classroom rules and communicated them to their pupils by announcing them orally the first day they entered the class and constantly reminded them every day as shown in 4.12.

Table 4.12 Interview Excerpt 9

Question 4d: How do you communicate the rules to your students?	
<i>"The first day I entered the class, I introduce myself and announce my rules for the class."</i>	DAMA
<i>"Because they are nursery children, I first of all sing rhyme to them and after that, I will tell them that nobody should make noise, I also remind them every day."</i>	HUBA
<i>"I tell them before we start the lesson. I demonstrate to them this is how I will do the person who disturbs in the class. For example, I stood up and raise my hand, or I will go out of the class as an example of what will happen to the person."</i>	ADAB
<i>"I use to tell them; sometimes, I will write it on the board for them to copy and always remind them."</i>	VIUF

TTs recognised the importance of announcing rules orally, writing them on the chalkboard and constantly reminding them about the rules to avoid bad behaviour. It was noted that due to the age of their learners, some of the TTs use sign language such as a demonstration for the learners (kids) to capture what will happen to the person who misbehaves. However, only one participant interviewed announced and wrote the rules on the chalkboard for the students to copy as a way of reminding them of the rules.

Consistency with the Rules: Classroom rules are useful to both teachers and students as they create a neat, organised and effective learning environment. But the teacher's consistency in enforcing rules will go a long way to create equal learning opportunities for all learners in the class. How were classroom rules enforced? From the interview report, all the TTs stated that they were consistent with their rules, see table 4.13. The common keywords used by the TTs when talking about how consistent they are in enforcing classroom rules are: everybody, maintain stand and undiscriminating.

Table 4.13 Interview Excerpt 10

Questions 4e: Are you consistent with the rules? If so, can you tell me how?	
<i>“very very consistent. I am consistent because I stand by whatever I said for them to comply with my rules and regulations.”</i>	INAB
<i>“Ya, yes, sir. I am consistent with the rules in a way that it applies to everybody that disobey the rules.”</i>	SUAB
<i>“Yes. I apply it to every student because if I do tribalism, I will scatter the rules because they are all the same student.”</i>	DAZA

The TTs believed that they were consistent in applying the rules. They alleged that they apply the same rule to any student who disobeyed irrespective of the relationship they had with the student. They believed that discriminating or being partial in applying the rules in the class will render the rules unproductive because some students will no longer have regard for the rules.

Reward and Punishment: Reward and punishment are two words that lie on the same continuum. Separate questions were asked for each of them to ascertain the level of reward and punishment used by the TTs to get and maintain good behaviour in the classroom.

Reward: All the participants reported that they used different types of rewards at different occasions in the classroom, see table 4.14. All the TTs interviewed found it convenient to use pencils, erasers, toys, money, sweets, and singing as a reward in the classrooms during teaching practice except one TT who also used marking of students’ notes as means of rewarding students.

Table 4.14 Interview Excerpt 11

Question 4g: Do you use reward and what types of rewards do you use?	
<i>"I use many rewards during my teaching practice, especially in terms of answering questions. I use to reward them by clapping hands for them so that it will encourage them; I give them money at times."</i>	DAMA
<i>"During lesson anyone that behave well or answer my questions very well I give them pencils, erasers or money."</i>	INAD
<i>"Marking their notes. I use marking as a reward because some teachers refuse to mark their notes when they misbehave, but I mark their notes to encourage them to do more" USAM.</i>	USAM
Question 4h: Can you tell me why you use reward?	
<i>"Because students will be very happy and they will try their best, and those that are not serious will learn very well when they see rewards given to their classmates. I use making as a reward because some teachers refuse to mark their notes when they misbehave, but I mark their notes to encourage them to do more."</i>	USAM
<i>"I always ask the pupils to give the person a round of applause. In terms of recitation, I do ask the student who recites well to repeat it so that others will learn from him or her"</i>	ADAB
<i>"I use the materials because they are children, and if I give them materials as a reward, it will encourage them and other ones to put more effort."</i>	SANK

<i>"It will make them put more effort into what I am teaching them, and they will perform well."</i>	ALAH
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The TTs claimed using various types of rewards such as pencils, erasers, applause, marking of notes, and money so that pupils could put more effort in learning activities. TTs recognised the importance of reward in managing classroom behaviour. They believed that reward could motivate and encourage the pupils to obey the rules.

For example, reward used by the TTs can be categorised into two, such as material reward and non-material reward. Material rewards were those physical items which the students saw, felt and used, which include erasers, pencils, books and money. While non-material rewards were the non-physical and non-useable sort which the pupils can only see and feel such as applause and repeating recite. TTs believed that using rewards were the means through which they encouraged the pupils that did well to do better and also motivate those that didn't do well to put more effort. An interesting aspect of reward was 'marking students' notes. Only one among all the 15 TTs interviewed used marking of students' notes as a means of rewarding pupils in order to encourage and motivate such erring student in behaving well.

Punishment: Almost all the TTs interviewed used punishment, see table 4.15. They used various types of punishment to punish offending students depending on the type of offence committed. The mild punishment ranges from picking papers to the closing of eyes while the warm punishment ranges from standing-up to frog-jump. The participants acknowledged that they did not use harsh punishment for their students, such as flogging or beating. Among all the 15 participants interviewed, only 2 of them reported that they did not use punishment during their teaching practice.

Table 4.15 Interview Excerpt 12

Question 4i: Do you use punishment, and what type of punishment do you use?
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<i>"If I get anyone making noise during the lesson, I will ask the student to stand up and remain standing as my lesson continued. At times I use to tell them to raise their hands and close their eyes because I don't normally flog students."</i>	DAMA
<i>"I usually ask them to pick pieces of papers around the surrounding. I also deny the person the right to go and have fun during the break period. Also if they did not pay attention to the lesson, I would ask them to repeat it even when others are writing"</i>	SUAB
<i>"Sometimes if they are sleeping, I will ask them to stand and be jumping."</i>	USAM
<i>"Frog jump, kneeling, sleep on your desk"</i>	DAZA
Question 4j: Please, can you tell me why you use punishment?	
Excerpts from the interview are: <i>"Because by punishing a child, he will not repeat what he did tomorrow, and other students will learn their lesson from it."</i>	RUBU
<i>"I use punishment to correct their mistakes for them to understand that what they are doing is not right."</i>	ADAB
<i>I use punishment because they should respect me."</i>	DAZA
<i>"Because it is not as good as a teacher to use punishment. It is not part of the students because it will make them be bully in the class. Bully among themselves, teachers and everywhere when they are familiar with the punishment."</i>	ABEL

The TTs use various types of punishment such as frog jump, kneeling, sleeping on your desk, raising of hands and denying fun to correct and stop bad behaviours. TTs recognised the importance of punishment in making pupils obey the classroom rules. The participants recognised the importance of mild punishment in managing classroom behaviour.

For example, the participants reported that they used punishment in other to discipline the learners for their misbehaviour and also to correct their mistakes. The participants believed that punishing students because of their bad behaviour, help in stopping other students from misbehaving. As regard to learning, one participant report that punishment was used to get students attention in the classroom while another participant believed that punishment became necessary in other for the students to have respect for teachers. However, two of the participants believed that punishment is not good for the students, especially children aged 0 – 3 years. They reported that using punishment might turn students into bullies when they became familiar with the punishment.

4.2.2.2 Sub-Theme: Teacher Organisation

The participants were asked questions about teacher organisation, and they provided clear explanations and descriptions of the effective (well-organised) classroom teacher. The questions tend to find out the role of the teacher’s organisation in classroom learning. Prevailing themes in the TTs’ responses concerning teacher organisation include preparation and presentation of the lesson, instructional materials, and clear instruction.

Preparation and presentation of the lesson: The participants interviewed described a well-organised teacher as someone who prepares his lesson in advance, teach with confidence and adopt appropriate teaching methods at the appropriate time, see table 4.16. The interview also revealed that the teacher needs to be friendly and tolerate students’ behaviour and at the same time, must not condone misbehaviour.

Table 4.16 Interview Excerpt 13

Question 5a: How would you describe an effective (well-organised) classroom teacher?	
<i>“Teacher is well organised if he or she prepares the lesson before going to the class. Preparing a lesson in advance is what makes a teacher be organised.”</i>	DAMA

<i>"The teacher that prepare his lesson note in time/advance, always decent, friendly to students, always take actions against improper behaviour; students always like his teaching."</i>	ABEL
<i>"I will describe him as a person that has a good principle guiding him on how to conduct his class and other activities in the school. He or she should be tolerant, friendly, and always be punctual and have a regular behaviour of attendance to his classes."</i>	SUAB

TTs described a well-organised teacher as someone who is decent, punctual, principled and uses a good level of communication when teaching or talking to students.

Given the TTs' responses, they were asked further questions to get more information regarding a well-organised teacher, as shown in table 4.17 below.

Table 4.17 Interview Excerpt 14

Question 5b: Do you see yourself as an effective (organise) classroom teacher and in what way?	Question 5b
<i>"I see myself as an organised teacher first because I am in the school of education where they train teachers. Secondly, they have taught me all aspects of teachers' practice like lesson preparation, time management, and classroom organisation, and for that reason, I see myself as an organised teacher. Thirdly I check my student's performance by giving them a test (evaluation) appropriately. Fourthly I organise my class well in which I won an award during my teaching practice."</i>	DAMA

<i>"From my dressing, I use to wash and iron my clothes. And I use to act as a teacher by speaking loudly when passing information so that everybody will hear and understand."</i>	ALAH
<i>"The way I teach, the way I present myself, how I speak to them, and my relationship with the students."</i>	DAKE

The interview responses showed that TTs claimed to be organised classroom teachers. For example, good teaching such as preparation of lesson in advance and presentation as well as organising classroom space were among reasons for believing that they are organised teachers. Moreover, the participants stated that they were organised teachers because they were decent as well as being able to manage their time and monitor their students' performance. Also, punctuality and behaving well in every school activity were acknowledged by all the TTs interviewed to be factors that qualified them to be effective and organised teachers. The TTs also believed that they were organised teachers because they related and communicated very well with their students during the teaching practice.

It could be that the participants reflected on the teacher's attributes and teaching skills training they acquired while in the teacher's college that made them believe to be organised teachers. A further question was asked to probe the importance of well-organised teacher in classroom learning. See the table 4.18 below.

Use of Instructional materials: The participants acknowledged the importance of teacher's use of instructional materials in the classroom learning as shown in table 4.18. TTs generally believed it as being very crucial in helping the students to learn in the classroom.

Table 4.18 Interview Excerpt 15

Question 5g: What are the characteristics of an effective (well-organised) teacher that are important for helping their pupils to learn?	
<i>"the use of instructional materials will help students to learn."</i>	INAB

Why do you think these characteristics are important in learning?	Question 5h
<i>"Instructional materials are very useful in terms of imparting knowledge. When you use instructional materials, they will try to put into practice what you have told them. But when instructional materials are not available, you provide."</i>	INAB
<i>"If a teacher is using appropriate instructional materials, it will make the students learn very well. It will give them the interest to listen and pay attention to the lesson."</i>	DAMA
<i>"Because it helps the students to learn. When I teach accident, I draw on the cardboard paper what can cause an accident, especially at home and see it will make them avoid using them."</i>	PIJO

The TTs recognised the importance of using instructional materials in teaching for effective learning management. The TTs contend that instructional materials could help the learners to pick an interest and pay attention, thereby creating an effective learning environment.

For example, the participants stated that appropriate teaching method and good communication are very important in teaching because they make students happy to attend classes, and they will also try to imitate the way the teacher speaks. The participants believed that pupils paid much attention when appropriate instructional materials were used in teaching as it allows them to reflect and practice what they were taught even when they were not in school.

Effective and clear instructions: Delivering effective teaching was noted as one of the important teachers' qualities, which play a vital role in getting an appropriate level of behaviour from the students in the classroom. The participants noted that the teacher being a role model must be decent and communicate to students in a friendly manner, see table 4.19. Moreover, the TTs believed that the teacher's neatness, punctuality, audibility, and good relationship with the students would help the teacher deliver effective lesson to keep classroom behaviour under control.

Table 4.19 Interview Excerpt 16

Question 5e: Which characteristics of an effective teacher are important for helping the teacher manage the classroom behaviour?	
<i>“The most important one is a lesson, delivering effective lesson because if you don’t know how to teach very well, there is no way you can organise your class. A person who knows the methods of teaching will know how to organise the classroom for good teaching.”</i>	DAMA
<i>“if you are not audible enough in the class, the students will find it very difficult to learn, and they will find your lesson not interested. And punctual, you should always be in the class when it is time for the lesson because it will encourage the pupils to learn faster from you.”</i>	ADAB

The TTs acknowledge that audibility and good teaching strategy are important in delivering an effective lesson. However, TTs recognised the importance of good lesson preparation and presentation, use of appropriate instructional materials, and giving clear teaching by teachers in the act of teaching in helping to manage classroom behaviours.

4.2.2.3 Sub-Theme: Teacher’s Relationship

In order to examine the relationship between the TTs and the learners in the classroom, the TTs were asked questions about the personal relationship between the TTs and pupils. The questions tend to find out how TTs relationship with the pupils in the classroom helped the participants in managing pupils’ behaviour to create a good classroom learning environment. Prevailing themes in the participants’ responses concerning the personal relationship between the TTs and pupils include effective communication, personal interest in learners as well as respecting and accepting pupils’ opinion when taking a decision.

Effective Communication: All the participants responded that good relationship between them and their students helped them in creating good environment for learning, see table 4.20.

Table 4.20 Interview Excerpt17

Question 6a and c: Do you think that good relationship between you and your students helped you in creating a good environment for learning, and how do you do that?	
<i>"By having conversations with them, playing with them, showing feeling to them (as a caregiver I have to show them feeling like a mother for them to know that you are interested in their affairs in the classroom."</i>	SANK
<i>"I do it in many ways. Sometimes through greetings, if they greet me in the morning, I will ask them how they are doing, hope you had good night sleep, how is everyone in the house; mummy and daddy; by playing with them."</i>	DAMA
<i>"Joke with them, play with them or debating with them (for example, I can say is it good for a teacher to beat students?) Some will say YES, and some will say NO. Through this debate, I can create a good relationship between them and me."</i>	PIJO
<i>"By bringing them together and giving them group work. When you give something to work on in the group, in the process of their discussions and conversations, they will make friends who also contribute to their learning fast."</i>	ADAB

The TTs recognised the importance of good relationship between them and their students in creating a good environment for learning. TTs used good communication involving greetings, asking about family members and jokes to create a good relationship in the classroom.

For example, in order to create a good relationship between the students and TTs in the classroom, it could be inferred from the interview that different methods were adopted by the TTs such as playing, chatting and telling stories with the students. They also used greeting as a way of creating good rapport with the students. Moreover, the TTs noted that debating, listening and attending to students' complaints were also methods through which they

maintain a good relationship with their students. They believed that by attending to the students' complaints, they were able to solve the students' problem, and students were always happy with them.

Having a personal interest in pupils' life: The keywords in the participants' responses on how good relationship between them and their students helped them in creating a good environment for learning include attention, interest, learning difficulty, advice, concentration and guide as in table 4.21.

Table 4.21 Interview Excerpt 18

Question 6b: Why do you think that good relationship between you and your students helped you in creating a good environment for learning?	
<i>"Because if you are in good relationship with your students, anytime, they are having problems they will not be afraid or shy to come to, and that is effective in learning."</i>	RUBU
<i>"It will make you closer to them so that you get the opportunity to advise them so that they will focus on their studies and note the students that are having difficulty in learning."</i>	ABEL
<i>"The students will like to tell you their problems because of closeness. You will know their problem when something is wrong with them."</i>	MAHU
<i>"Because being in good relationship with the students is also part of learning because without good relationship learning will not take place successfully."</i>	ADAB

TTs believed that teachers' interest in learners would motivate the learners by telling the teachers about their problems. The participants acknowledged that the teacher's interest in the pupils' well-being could assist the teacher in getting information that could help in guiding and advising them where necessary for them to behave well.

The participants, for instance, believed that having a personal interest in their pupils could help in motivating pupils to pay attention in the class. They noted that students were always free to express themselves to the teachers who paid them attention, thereby making the pupils engage and concentrate on learning activities. Besides, the TTs stated that when learners are free to express themselves as a result of the good relationship they have with their teacher, the teacher will be in a position to access the pupils' learning progress and difficulties to guide and advise them properly.

Respecting and Accepting Pupils' Opinion

Respecting Pupils' Views: All the participants claimed that they respect and value their pupils' views, see table 4.22. From the interview, it was found that TTs respect and value their students' views as a way of appreciating or rewarding their contributions in order to encourage them to make classroom learning effective. Surprisingly, a participant saw respecting and valuing pupils' views beyond the classroom environment to the future world of work. He noted that he was once like those pupils before, and one day those pupils will be in a position to teach others, hence respecting and valuing students' views became necessary.

Table 4.22 Interview Excerpt 19

Question 6f, g and h: Do you respect and value their views and how do you respect and value their views	
<i>"I value student's views because they find it difficult to express themselves sometimes, and whenever they do, I should be able to appreciate it because they tried a lot."</i>	SUAB
<i>"Because every individual has something to say and the contribution of the students will move the group forward. I will make use of their opinions and put it to practice and in doing that am respecting their views."</i>	RUBU
<i>"I value and respect their views because at times when I give them class work, they will say uncle homework and I will give them homework, or they will say</i>	DAMA

<i>uncle you gave us class work, but you didn't give us homework, and I will do so."</i>	
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TTs recognised the importance of respecting pupils' view by accepting the pupils' contribution and putting them into practice. They also recognised that showing feelings could be sign of respecting their view for the pupils to show good behaviour.

For example, the participants claimed that they respect and value their pupils' views by accepting their opinions and putting them into practice. Also, one participant stated that when he was feeling his pupils' problems and pains, he was respecting and valuing their views. However, it was observed that nearly half of the TTs interviewed were unable to tell how they respect and value their students' view.

Accepting Pupils' Opinions: Almost all the participants claimed that they involve their pupils in deciding what will happen in their classes, see table 4.23. Although there seem to be limitations on the extent to which pupils should be involved in the classroom decision making, it was found from the participants' responses that reasons for involving pupils in decision making in the class include good relationships, getting opinion, finding areas of needs, effective learning, behaviour management, discouraging disobedience and fighting.

One of the participants noted that involving pupils in decision making was dependent on the class and level of pupils involved. She said that it is not good to involve nursery pupils in decision making because of their age. Another participant explained that involving pupils in decision making will make pupils engage in bad behaviour such as disrespect to teachers and their parents as well as fighting among themselves. However, majority of the participants believed that involving pupils in decision making helped them in creating a good relationship with their pupils as well as getting the pupils' opinion.

Table 4.23 Interview Excerpt 20

Question 6d and e: Do you involve your students in decision making in the class and why do you do so

<i>"I do so to have a good relationship with them and to hear their opinion."</i>	ADAB
<i>"To get their areas of needs and lacks in terms of academic performance."</i>	SANK
<i>"So that learning will be effective."</i>	DAMA
<i>"Because I don't want them to disobey their teachers and their parents. If they decide for themselves, one day they will do what you don't expect. For example, if their fellow student fights them, they supposed to report to me so that I will make my decision for what I am going to do, but if they make their decision, it may cause fighting."</i>	ALAH
<i>"This depends on the class you teach. I don't think it is good for nursery classes because of their level of understanding."</i>	DAKE
<i>"So that they will know the level of behaviour you want them and the implication of what you want to make. I don't want them to be involved in any bad thing."</i>	HUBA

The TTs thought that involving pupils in decision making could make the pupils to participate actively in the class, thereby making classroom learning very effective. Also, involving pupils in decision making was seen as a way to make the pupils aware of what was being expected of them as well as knowing implications of their actions.

The participants recognised classroom rules, teacher's relationship with the pupils and teacher's effectiveness as elements in managing classroom behaviour.

4.2.3 Theme 3: Learning Management

Instructional or learning management is an integral part of classroom management that is associated with teachers' learning aims, goals and methodologies in order to engage learners effectively in the classroom. To find out TTs' instructional management practices, they were

interviewed based on lesson structure, monitoring progress and use of instructional resources as shown in the figure 3 below.

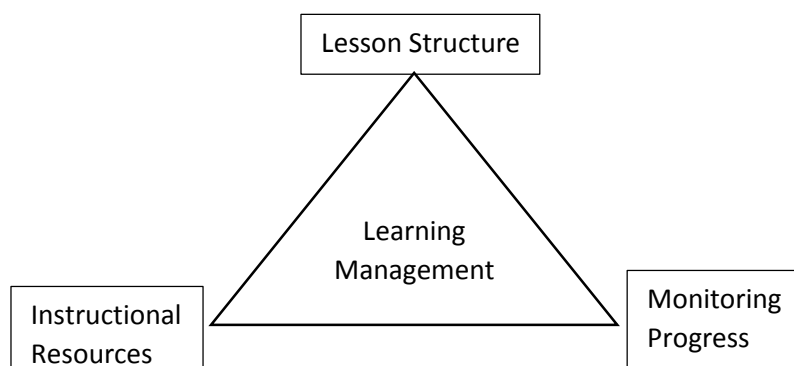


Figure 4.3 Learning management

4.2.3.1 Sub Theme: Lesson Structure

The participants' lesson structure was examined under time and transition sub-headings.

Use of Time: TTs reported that for them to manage their instructional tasks very well, they were conscious of time allotted for every learning activity. Hence they have to introduce the next activity accordingly, see table 4.24. The participants believed that proper use of time requires a suitable teaching method, which is very important in instructional management. They adopted appropriate teaching methods that were suitable for the learners' level in every learning activity.

Table 4.24 Interview Excerpt 21

Question 7a: Please, can you tell me how you manage your learning/instructional tasks (example; progressing from one lesson or activities to another)?	
<i>"I go according to the time given to me for a particular task."</i>	ADAB
<i>"I take note of the time. I teach three subjects, and once the time for one of the subject is over, I always make sure that students do not waste time in getting ready for the next subject."</i>	VIUF

<i>"I use play method. Because if you are teaching children and you don't use that method they will be tired, but if you introduce play method the lesson they will always be eager to listen"</i>	DAMA
Question 7b: What do you always bear in mind as you transit (move) from one learning activities to another?	
<i>"I bear in mind that they will take a little time to know that the previous activity is over so I will also take a little time to observe if they notice the changing."</i>	SUAB
<i>"I always want them to get what I am teaching them because if they get tired, they will not be able to get what I am teaching. I also consider time in changing class activities. For example, when I want to enter a new subject, I always give them little time to relax or ease themselves before we continue to avoid interrupting the lesson halfway."</i>	DAMA
<i>"I bear it in mind that by the end of the lesson before moving to another one, the pupils would have got the message that I passed to them."</i>	ADAB

The participants recognized that in their management of learning, time management was important. They recognized that as teachers they needed to allocate sufficient time to cover all of the learning intentions but they also recognized that pupils needed time to learn. For example, the participants noted that when moving from one activity to another, they always bear time and lesson objectives in mind. The participants recognised that giving pupils some time to adjust was necessary to avoid interruption during the next instructional activity. Within this time for adjustment, the pupils could use it drink water, urinate, tidy up their desk and any other thing necessary before the start of next activity in order to minimise unwanted movement or behaviour when teaching is going on. Also, they consider achieving lesson objectives very important before moving to the next activity so that pupils will be able to apply whatever they learnt in their daily lives.

Transition: When moving from one learning activity to another, the TTs claimed that they always expected the pupils to become organised and pay attention, see table 4.25. The word ‘organise’ was generally used by almost all the participants in responding to the question. They believed that as they were changing from one activity to another, the pupils had to get themselves organised for the next activity. They noted that giving students little time was very important in order for them to put away all materials used for the activity that ended and bring out the necessary materials for the next activity. Also, they stated that they needed their students’ attention at the time of activity transition so that the pupils would be able to do what they were asked to do.

When further asked why they thought that allowing pupils to get organised was important, the participants claimed that it was necessary to get full class concentration in a learning activity, achieve lesson objectives and getting pupils refreshed before beginning next activity. They believed that getting them organised was a means of getting them refreshed in order for them to remain focused on the next activity.

Table 4.25 Interview Excerpt 22

Question 7c: When you are planning for transition, what do you expect students to be doing as you move from one activity to another?	
<i>“In the process of transition, I expect them to follow suit depending on what am transiting to. If I am transiting from writing a note to explanations, I expect them to close their books and listing to my explanations.”</i>	INAB
<i>“I will like the students to prepare along with me. For example, if I am moving to another subject, I will tell them it is time for another subject so that they will close all their books for that subject and bring the one for the next subject.”</i>	ADAB
<i>“I expect them to do what I ask them to do (for example, reading, writing, singing). I want them to bring their attention to me to what I am teaching them”</i>	ALAH

Question 7d: Why do you think this would support learning in the classroom?	
<i>"It will help because as far as they are following my steps they will not be left behind and for the note, the time for writing is over; they will have the full concentration to my explanation. They will not be distracted by copying notes."</i>	INAB
<i>"Because if they are not silent and they are making noise, their mind will be somewhere else, and they will not focus on the next activity."</i>	VIUF
<i>"Because if their mind is with me they will be able to get what I am going to deliver and my objectives will be achieved."</i>	SANK
<i>"I think it will support learning because what I taught them before (the previous lesson) will be in their mind before the next lesson. For example, if I finish the English language and start mathematics immediately without resting, they will not understand because the English language will still be in their mind. But if they rest, their mind will be free for the new lesson."</i>	MAHU

TTs described their expectations for students to pay attention to the teacher. They recognised the importance of giving pupils some time to adjust themselves before moving into the next lesson. The TTs also acknowledged the importance of ensuring that pupils pay attention. They suggested a very practical reason that pupils would follow the instructions but also so that students will be ready to 'have their mind on the activity –ready to think'.

4.2.3.2 Sub-Theme: Monitoring Learning Activities

The potentials of learning activity cannot be fully harnessed if the activity was not properly monitored. Monitoring of pupil's activities regularly helps the teacher to prevent inappropriate behaviour from occurring, so that the teacher can deliver the lesson without hindrances. From the TTs' responses, the three important elements in monitoring pupils' learning activities were experiences of microteaching, seat arrangement and group work.

Experiences of Microteaching: Responding to the question, the TTs claimed that they had confidence that they would monitor the pupils' learning well before they start the teaching practice due to the experience acquired from the microteaching course, see table 4.26. It was gathered from the participants that corrections which they received from both microteaching theory and practice equipped them with all necessary skills for carrying out classroom activities.

The participants believed that microteaching influenced them in the areas of lesson note preparation, and choosing appropriate teaching methods for the instruction which could be identified as factors relating to monitoring pupils learning activities. Participants stated that microteaching experience influenced their thinking by guiding them in all the actions they took during the teaching practice. Moreover, keeping good records and classroom management were some of the areas in which microteaching influenced their thought. More so, personality issues such as good dressing was mentioned as an aspect where microteaching has a significant influence in their teaching profession.

Moreover, microteaching influenced them concerning their skills in answering pupils' questions and classroom control, which could be strategies for monitoring pupils' learning activities.

Table 4.26 Interview Excerpt 23

Question 8a & b: Did you have confidence that you would monitor your students' learning well before you start your teaching practice? If yes, why?	
<i>"Because of what I pass through during my microteaching training, both the practical and theory that gave me confidence because I was equipped with whatever I will pass to them."</i>	INAB
<i>"Because before the microteaching am not confident to stand in the class, but with microteaching training, I have confidence now to do so."</i>	ADAB

<i>"Because of my microteaching experience. The kind of training we have, we were trained for one year as a facilitator for us to go out and teach the younger ones."</i>	VIUF
Question 8e & f: Please, can you tell me how microteaching influence your thinking?	
"I think it influences my thinking because if students ask questions, I would like to answer the student."	MAHU
"Yes: because it prepares me for the teaching practice, especially in terms of chalkboard management, checking students' work, classroom control like making sure I attend to every student."	SANK
<i>"It helps me because I use to assist some of them who cannot write very well by holding their hands to write or draw. I check their notebooks too."</i>	USAM
Yes. It influences my teaching in the class in a way that I know how to organise the topic, and the lesson is going to teach and appropriate instructional materials that I am going to use for the topic."	SUAB
"It helps me because before I don't know how to record scheme of work, the register and lesson plan but as I went to teaching practice I was able to do them perfectly due to microteaching training."	VIUF

TTs recognised that microteaching influenced them on how they monitor pupils' learning in the classroom through questions, record keeping, reparation and presentation of lessons. They recognised that microteaching trained them to become facilitators in the class.

Seating Arrangement: Seating arrangement is an important factor that influences the proper monitoring of students within the classroom. Good seating arrangement gives the teacher the opportunity to move closer to pupils during learning activities. The interview showed that going round and eye-contact were the common methods TTs used in monitoring the pupils' learning in the classroom during teaching practice. This according to them helped in stopping

the pupils from exhibiting bad behaviour and to made them pay attention to learning activities, see table 4.27. Moreover, good seating arrangement helped them to move around to detect problem areas being encountered by the learners and find solutions to such problems. However, almost half of the participants interviewed choose going round as a means of monitoring learners' learning activities, but none of them consider or mention their pupils' seating arrangement as an enabling factor that facilitates the going round during teaching.

Table 4.27 Interview Excerpt 24

Question 8c: Please, can you tell me how you monitor them during your class teaching?	
<i>"For example, if I am writing the note on the board, after I finish writing, while they are writing, I will be going round seat by seat inspecting their books to see what they are writing, inspecting their notes to see if there are mistakes so that I will correct the mistakes."</i>	INAB
<i>"I use to go round seat by seat and those sitting on the ground; I check them one after the other"</i>	USAM
<i>"While the lesson is going on, I will observe with my eyes. For example, if I am reciting alphabets, I will be checking those seating at the back that is not following, I also go round to see them."</i>	ADAB
<i>"I monitor them by asking questions. By this, I will know the performance of the students what he or she can do."</i>	VIUF
<i>"Sometimes, the students may be playing with a sharp object. When I am going round, I will tell then that it is not good to be playing with such items, to make them stop fighting with each other"</i>	PIJO

TT believed that going around, eye contact and questioning were important in detecting pupils learning problems. TTs do not recognise the importance of good seating in moving around for monitoring pupils' learning in the classroom.

Group work: Allowing learners to work in groups in the classroom is a kind of participatory process through which they could construct knowledge with their peers. Through this approach, teachers could monitor the individual or group learning progress. In answering the question of allowing pupils to work in a group, the majority of the participants alleged that they allowed the pupils to work in a group to encourage full participation in learning activities, see table 4.28. They stated that pupils did pick interest when they were working in a group because they were discussing with their peers and friends. They also noted that group work gives pupils an opportunity for sharing experiences. Moreover, the participants believed that giving group work helped them in monitoring students' learning through which they were able to detect learning difficulties. However, two participants stated that large numbers, age and distractions were factors that militated against giving the pupil's group work in the classroom. They believed that the pupils were too young and giving them group work at that age will cause distraction because each of them will like to talk at the same time.

Table 4.28 Interview Excerpt 25

Question 8g & h: Did you give students opportunity to work in group, and why did you do so?	
<i>"For example, when we are reciting, I always ask them to recite in rows according to their seats. This row will recite and stop at a particular point, and another group will start from that point, and so on. To make sure that they are learning what I am teaching them."</i>	ADAB
<i>"By grouping them 4 or 5 in a group because I believe in that. Because children always have peer group at home and they are co-operating in that peer group. So also in the school, if I group them, they will understand, and if there is someone who cannot speak in the class or to the teacher, he or</i>	USAM

<i>she can be free to speak in that group, and the participation helps them in social interactions."</i>	
<i>"To motivate them in picking interest in the lesson because some of them may not pick interest in the lesson, but when you group them, they will pick interest due to discursion with their friends. For example; when they are discussing with their peers, someone may say I don't know this, and his friend will say do it this way. With that, they will pick an interest."</i>	VIUF
<i>"Because I should know the group that is passing more than the other and learn more than the others. To get their learning difficulties and learning level. And to make them serious. They will be challenging themselves in reading or writing because they want the teacher to say that they are the best in the class or that they are the most brilliant students in the class."</i>	ALAH
<i>"Because of their age, they are too small. If I allow them to work in a group, it will cause noise or distraction to them, so everybody works individually."</i>	RUBU
<i>"Throughout my stay there, the nature of my subject never permit me to do so because of the population."</i>	INAB

TTs acknowledged the importance of group work in the classroom so that pupils could pick interest, share experiences and participate fully in the learning activity. The participants also noted that group work could allow them to monitor progress and also find areas of difficulties in pupils' learning. Some TTs noted that they could not give the pupils group work due to numbers and age of the children.

4.2.3.3: Use of Instructional Materials

Instructional materials do not only serve as instruments for learning or sources of knowledge; they also make classroom activities more successful. This section seeks answers from the participants as regards to What, How and Why questions of instructional materials. Consequent upon this, the questions were designed to get information from the participants regarding the type of instructional materials they used during teaching, how they allocate such materials, and why they use such materials.

Type of Instructional Materials: All the participants claimed that they used classroom learning materials during teaching as shown in table 4.29. The participants used resource materials such as charts and diagrams drawn on cardboard papers as well as counters such as stones, oranges and sticks during teaching practice. Other materials used for teaching by the participants are colours, textbooks, flashcards and building blocks.

Table 4.29 Interview Excerpt 26

Question 9b: Can you tell me the type of materials that you use in your class?	
"I use a real object like shapes, design cards, textbooks, sharp objects, colours, sketch on the cardboard papers depending on the students and topic I am teaching."	SUAB
"I use flashcards, colours, cardboard papers, stones, building blocks because they help to impact knowledge drawings."	USAM
Question 9d: Did you use the same materials all the time and why?	
<i>"When you are using the same materials all the time, they will not pick interest like people, but when you change it, they will pick interest because they will like to see it and know what we are going to do with it."</i>	VIUF
<i>"If I move from one topic to another that will necessitate whatever instructional materials that I will use"</i>	INAB
<i>"Because there are instructional materials that you can bring and show them in the class, and there are those that you can take them outside and show them or you can take them for the excursion so that they can see it physically."</i>	MAHU

<i>"Because in mathematics it is not the subject we use to change learning materials always because it involves mostly addition and subtraction of numbers at their level"</i>	DAMA
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TTs used different types of instructional materials such as shapes, design cards, textbooks, and sharp objects to make learning interesting. They also considered the nature of the topic and pupils before deciding on the materials to use for teaching. The participants claimed that they used different resource material for different topics during the teaching practice. The TTs believed that using different material gave the learners the opportunity of picking interest in learning activities. The participants noted that learners became active whenever new resource materials were brought for teaching. However, one of the TTs used the same resource materials all the time due to the nature of the subject and age of her pupils. She stated that teaching mathematics at nursery level involved only addition and subtraction; hence, she used to counter all the time.

Allocation of Learning Materials: The TTs used various methods in making the resource materials available to the learners. Such methods included raising the materials, showing the materials round or placing them on the chalkboard so that all the learners would see the materials as shown in table 4.30. Moreover, materials that required practical application such as stone, stick, colours or shapes, the participants reported that such materials were usually placed on the learners' desks so that each learner could have access to them. One of the participants stated that he used to show learners sample of the material and asked them to provide it by themselves. He believed that asking the learners to make such materials available would avail the learners of the opportunity to understand the purpose of using such materials. However, large numbers was seen as an important factor inhibiting TTs from using instructional materials in the classroom as pointed out by one of the participants.

Table 4.30 Interview Excerpt 27

Question 9c: How do you allocate or make them available to students?

<i>"I mount it on the chalkboard for them to see depending on the size of the diagram. If the diagram is small, I will go round and show them one after the other. I also choose to mount it on the board so that they can see it very clearly."</i>	INAB
<i>"I do place it on the board, but for flashcard, I go round to show them the flashcard. So that they will know that this is really what we are talking about and will make them remember easily."</i>	ADAB
<i>"I use to raising it so that even the students at the back can see it very well, in terms of the sand I use to pass it around for them to see, touch and feel it."</i>	VIUF
<i>"I use to show them the example so that they will see what I ask them to bring. And it will make them easy to understand."</i>	ALAH
<i>"I couldn't allocate it to them because of the time and population of the students in the class, but I try as much as possible to make sure that everyone sees what I am using to teach."</i>	SUAB

TTs recognised the importance of using instructional materials and made them available to pupils by placing them on a chalkboard, raising them and showing them around. Although TTs recognised the importance of instructional materials and monitoring of pupils learning, but claimed that large class size hindered some of them from using appropriate instructional materials.

4.3 Summary

The chapter presented both the statistical data collected from the administration of the questionnaire instrument and findings collected through the semi-structured interviews. It was found that microteaching courses gave trainee teachers teaching experience and they were able to carry out daily routine activities when on their school-based placement. Without microteaching training, novice teachers would find it difficult in their early career. Moreover, microteaching experience helped the participants in managing and overcoming classroom problems.

TTs recognised the importance of rules, teacher's quality and teacher-student relationship in managing students' behaviour in the classroom. Although time and large class numbers were obstacles in the performance of their work, trainee teachers acknowledged that structuring of lessons, monitoring learners' learning activities and using appropriate instructional materials could have positive impact on students' learning.

Chapter Five

Discussion

5.0. Introduction

Chapter four presented findings from both quantitative and qualitative phase of data on the usefulness of microteaching, behaviour management, and learning management themes. The discussions in this chapter take further look at both the quantitative and qualitative findings and present a critical appraisal of it about other research in the field. The discussions were based on the following themes as mentioned above.

5.1. Theme 1 Usefulness of Microteaching

Survey data (4.1.1, questions 1-4) - which attempt to provide an answer to the research question one - suggest that trainee teachers (TT) in this study considered the microteaching element of the programme to be useful. The participants believed that microteaching was interesting and that what they had learnt had been helpful to their classroom practice when on school-based placement. Reflection on microteaching was noted as a positive element, and the benefit of microteaching could be inferred from the questionnaire results that almost all students agreed that microteaching 'was an important course for me'. However, the questionnaire data did not provide many insights into what students were thinking or how they made use of learning from the microteaching module.

Also, some insight into the perceived benefits of microteaching was gathered through the semi-structured interview in 4.2.1. During the interviews with TTs, several themes emerged under the usefulness heading. These were: relevance, resource utilisation and lesson presentation, classroom practice, microteaching experience, pupils' behaviour and pupils' learning.

5.1.1 Relevance

In the context of usefulness, the participants made specific reference to the influence of the microteaching programme on their attributes. They suggest that microteaching was relevant and that they used what they had learnt in the classroom. They specifically identify the

development of self-confidence about their presence and the development of teaching skills. DAKE, for example, suggests that microteaching helped him to *“manage our class, and how to take students along”*,

There was an emphasis on confidence that might be considered to be a foundational personal attribute of the teachers. Speaking well, managing the classroom and taking pupils along suggest the relevance of microteaching to TTs who may be apprehensive about starting teaching in the classroom. In this study, the participants’ perception of microteaching was that it was useful for their development as teachers in order to engage pupils (take students along) because they were ready to focus pupils’ attention on learning activities.

These interview responses help to show why TTs considered microteaching to be useful. Their responses shed some light on the different stages of development and therefore, the differing needs of students on their journey to becoming effective classroom teachers. This finding corroborates evidence from previous research that microteaching train TTs to be confident in transforming the subject matter and pedagogical content knowledge into practice (Remesh, 2013; Bilen, 2015; Basturk, 2016; Tariq & Shah, 2025; Kazeem, et al, 2025). Teachers who are engaging with the basic aspects of teaching - such as confidence to present themselves with the composure and self-assurance that will engender the respect of their pupils - may not be able to gain some of the higher-order competencies that are suggested by the statement ‘taking students along’ that their tutors would hope the microteaching programme could engender.

5.1.2 Resource utilisation and lesson presentation

In the context of usefulness, the participants made specific reference to the influence of the microteaching programme on their classroom practice. In particular, they commented on the use of resources and the presentation of a lesson to engage pupils in learning activities while responding to the question.

The participants’ comments could suggest that they were thinking about the importance of resources to support visual communication in attracting and holding pupils’ attention during a lesson. Also, some TTs were able to articulate the ‘theory to practice’ links. For example, SANK suggested that *“Both theory and a practical part. From the practical part is the way I*

present my lesson in the classroom while the theory part is the way I present my lesson plan and lesson notes". He made links between his planning and lesson preparation, although no specific example was given to illustrate what he meant.

Microteaching had helped some TTs grasp the importance of engaging pupils. One TT comment that *"if you don't engage them, the trouble ones will be doing another thing"*. This suggests that his focus was on the more pragmatic task of avoiding or limiting disruptive behaviour rather than on promoting learning though it could be suggested that minimising disruptive behaviour is a necessary first step to securing an atmosphere that is conducive to learning.

These examples illustrate what the students had observed in their school-based placement and reflected on the usefulness of the microteaching module in support of their learning. The students would appear to have made use of the module in different ways in engaging learners and these may reflect their different levels of development. The results agree with the previous reports in the literature that microteaching trains the trainees on how to manipulate variables related to teaching which could enable them to be effective classroom managers (Okanlawon, 2014; Billen, 2015; Tariq and Shah, 2025).

5.1.3 Classroom practice

From the participants' perspective of the usefulness of microteaching, they made specific reference to the impact of the microteaching programme on their routine activities in the classroom. In response to the question, the TTs made particular reference to the use of appropriate teaching methods and good communication to engage learners as aspects of professional skills that microteaching impacted on them.

The usefulness of microteaching could be seen in its influence on the TTs' behaviour for adopting different teaching methods in their classroom practice. DAKE commented that he could *"use different methods"*. The participants recognised the importance of using different teaching methods, although some were not specific as to what, when and how to use a given method. One participant, HUBA specifically pointed out the use of a particular method to make learning meaningful, although the comment could suggest a shallow understanding of the reason for using different teaching methods. For example, he *"used the play-away*

method” but could not make a connection between the ‘play away’ method and level of learners he used the method with or his reason behind choosing this method.

However, it could be argued that teachers who use play-away method could easily engage and communicate with the learner appropriately. SUAB commented that *“I can speak loud, they will hear me and focus their attention”*. The TTs attributed their ability to communicate well in the classroom during teaching practice to the influence of microteaching training. The act of speaking loud could be insignificant to learning, though it is an indicator of a teacher’s good level of communication. It could be argued that the teacher’s good communication is a solution to learners’ inattentiveness as exemplified by SUAB in the interview.

Also INAB commented that *“but when you engage them, they will know that your attention is with them”*. He believed that teachers who engage pupils in learning could have the opportunity of getting their attention, although no explanation was made as to how to connect engagement and attention. It could be argued that getting learners to focus attention on teacher’s teaching could be a way of engaging them in learning.

Looking at attention and engagement as commented by some participants, one may ask: Do learners’ focusing and paying attention indicate that they are learning? It could be necessary steps to learning, though, it could be argued that some learners could focus and pay attention out of fear to make the teacher think that they are learning. One participant, VIUF, commented that *“boldness and confidence that I have made me organise and engage them”*. She was able to articulate the ‘engagement to learning’ links. That could be a good connection between learners’ engagement and classroom learning. She commented that microteaching course trained her on how to engage the learner for them to learn.

Findings suggest that appropriate teaching methods allow learners to engage and focus their attention on learning activities. It would appear that TTs reflected on microteaching in their classroom practice in different ways. Although, Kilic (2010) and Gambari (2024) argued that microteaching was aimed at equipping TTs with skills of drawing learners’ attention, choosing appropriate teaching methods and learner activities, TTs’ responses in this study could not suggest demonstration of good level observance in their classroom practice. It could be

argued that TTs may not have gained an appropriate understanding of classroom practice through their teacher education.

5.1.4 Feedback

TTs in this study believed that the microteaching course, especially the experience of feedback they received from their tutors and peers during the microteaching training was helpful, although their understanding and perceptions in this regard differ. They attributed their teaching performance during school-based placement to microteaching feedback experiences. The participants' comments suggest that correction of mistakes during training as an element of microteaching feedback contributed to their good teaching when on school-based placement.

Microteaching feedback allows the trainee teachers (TTs) to construct and re-construct their knowledge to gain confidence that could be considered necessary for classroom teaching. If one considers the comment "It grooms me" made by DAKE, it could be argued that the usefulness of microteaching to participants in this study was that its feedback prepared them for teaching. Similarly, some comments like that of DAMA - "*have the advantage to manage my teaching*" - and DAZA - "*to test the ability of the pupils*" - suggest that feedback from microteaching tutors contributes to TTs' classroom practice in terms of managing learning purposefully. Septiani (2024), Sa'ad et al. (2015) and Golightly (2010) reports indicate that microteaching feedback is useful in improving TTs teaching skills.

However, ABEL saw the benefit of microteaching feedback beyond knowledge acquisition, time management or mistake corrections to that of creativity. He made a connection between microteaching feedback and learning something new, which could be linked to "*asking and answering questions*" as noted by MAHU. It could be suggested from the interview, that TTs' success in teaching practice was largely due to feedback from the microteaching course. Sipayung et al (2024), Basturk (2015) and Bilen (2014) have underscored the importance of microteaching feedback and stressed that microteaching feedback allows TTs to develop themselves to the desired level.

The finding from this interview is in contrast with the previous studies that feedback help TTs in correcting their mistake to find an alternative of teaching with examples and explanation

to help learners out of their confused state (Septiani, 2024; Al Darwish and Sadeqi, 2016; Sun, 2014; Mergler and Tangen, 2010). There was no evidence in the interviews that TTs had taken the next step which would be to generalise about the benefits of feedback to indicate that they too would take opportunities to use feedback in their classroom teaching. Allen and Ryan (1969) considered feedback as an important factor of microteaching for improving teaching and learning in the classroom. Considering the constructivist theory of learning, finding from this study shows that TTs in this study has not demonstrated evidence of improving their students learning in much the same way as their tutors' feedback improved the TTs' learning.

5.1.5 Pupils' Behaviour

In the context of the usefulness of microteaching for managing pupil's behaviour, the participants' made specific reference to the impact of microteaching programme on their personal qualities. The participants' responses suggest that the microteaching experience was useful because they applied what they learnt in the classroom.

The microteaching course was useful in helping the TTs to develop the skills of monitoring and addressing pupils' disruptive activities. USAM's comment *"when I control the bad behaviour there will be absolute silence in the class, and they will be able to understand what am teaching"* could suggest a higher level of understanding of behaviour management with a focus on pupils' learning rather than teachers' control of bad behaviour. Although he was more interested in pupils' learning, he acknowledged that learning could not take place in an unfriendly environment, which was in line with DAMA's comment *"that the students are not doing any other thing apart from what you are teaching them"*. Both USAM and DAMA's comments suggest TTs' good understanding of the danger of improper behaviour, which could also arise from unorganised seating. Septiani (2024) and Mergler & Tangen (2010) researches indicate that microteaching was useful to TTs in managing students' behaviour. It could be argued that bad behaviours such as distractions could affect the classroom environment when the classroom is not well organised, and the pupils are not well arranged.

Managing students' behaviour includes making them happy. ALAH commented that *"sing for them first so that they will concentrate and pay attention"*. He applied microteaching

experience by using songs to make the pupils happy so that they could concentrate on his teaching. This suggests that singing songs to get learners' attention and interest in learning activities could be an important element in managing learners' behaviour in the classroom. This is at variance with Flower et al (2017) some teachers are underprepared for the management of their classroom which were resulting in ineffective teaching and learning. However, some participants, such as VIUF commented that *"to attend and judge the complaints from the students to avoid creating bad behaviour"*. She acknowledged that the microteaching course helped her in judging and attending to pupils' complaints. Although VIUF did not explain the impact of judging and attending to pupils' complaints on pupils' learning, the response could suggest that teacher's prompt and impartial judgement to pupils' issues could create the proper environment for learning.

The TTs' responses suggest what they had claimed to have practised in their teaching practice and reflected on concerning the usefulness of the microteaching course supported their training. Although Basturk and Tastepe (2015) reported that TTs found it annoying getting their pupils under control during microteaching, this study found that TTs were concerned about distractions and controlling disruptive behaviours. It could be argued that TTs in this study made use of the microteaching course in different ways in making sure that pupils received their lessons in a calm, quiet and conducive classroom environment.

5.1.6 Pupils' Learning

Responding to the question concerning classroom learning, TTs commented that reflecting on the microteaching course was what helped them to manage pupils' learning. They acknowledged the influence of the microteaching course to the development of their classroom learning management skills such as monitoring pupils' progress, having good communication with pupils, using resource materials appropriately as well as adopting good teaching methods.

Some participants like SUAB commented that *"feedback I received from my supervisor during microteaching enable me to concentrate on how to find areas of difficulties of pupils"*. His comment suggests that the elements of microteaching course such as feedback from both the tutors and peers played an important role in their ability to monitor learners' learning

progress. In this case, it could be argued that his focus was mainly on the realistic duty of paying attention and finding learners' learning difficulties for him to promote learning. Researchers (Mokone, & Setlalentoa, 2024; Remesh, 2013; Cohen et al. 2010) commented on the importance of feedback. They argued that microteaching feedback has the potential to facilitate TTs' development of classroom teaching that could help in monitoring learners' learning progress. It could be argued that monitoring students' learning could be a very important step to teaching and learning if the teacher is working towards meeting individual learners' learning need, although the participant did not state specifically modalities adopted in focusing and observing the learners.

On the other hand, there were comments about communicating properly with the learners for them to learn properly about managing learners' classroom learning. For example, VIUF commented that *"during my microteaching, any word you did not pronounce well your friends and classmates will be laughing at you"*. She acknowledged the embarrassment of her peers for improper use of words during microteaching practice. However, she was committed to linking communication and learning as well as learning difficulties. It could be argued that proper use of words to communicate effectively with learners as well as focusing on the pupils' learning difficulties could assist teachers in managing classroom learning. Commenting on the importance of microteaching, Sipayung, et al, (2024) and Liu & Li's (2016) report uphold that microteaching trains TTs on communicating and regulating classroom activities.

The use of instructional materials to make learning meaningful was also identified as another advantage of the microteaching course. For example, DAMA commented on *"how to use instructional materials"* for easy understanding of the lesson. Although, not stated in the interview, it could be suggested that DAMA was thinking about using commercial instructional materials or teacher-generated visual representations to make the explanation easy so that pupils will learn from the lesson. Using instructional materials to make pupils learn could be associated with the teacher's experience and knowledge of the subject matter. Linking the teacher's experience and teaching, ADAB commented that *"help the teacher to have teaching experience to help the pupils"*. He noted that through the microteaching course, they were able to acquire teaching experiences that help them in engaging learners in learning activities in the classroom. It could be argued that teachers that have good

knowledge of the subject to teach could use appropriate teaching materials to engage learners and also make them understand the lesson easily.

In this study, the participants' comments suggest the usefulness of the microteaching course in equipping them with teaching experience so that they could have the opportunity to make students learn. Elements of Kazeem, et al, (2025), Al Darwish and Sadeqi's (2016), Sun's (2014), Okanlawon's (2014) and Saban and Coklar's (2013) work about the usefulness of microteaching in managing classroom learning are each present in the TTs' responses. This could suggest that TTs acquired first-hand teaching experience from the microteaching course that enabled them to apply different strategies for them to help pupils learn when on school-based placement. It could be argued that microteaching was useful in developing TTs' proficiency in reinforcing learning in the classroom

5.2. Theme 2 Behaviour Management

Reviewing the questionnaire data (4.1.2: Questions 5 – 18) to get an answer to thesis question number two, it could be inferred from the responses that TTs in this study believed that microteaching training equipped them with necessary skills useful in managing pupils' behaviour in the classroom. The practices and approaches adopted by the TTs were grouped under rules, teacher organisation and teacher's relationship sub-headings. The results showed that TTs made rules and communicated such rules to the pupils either by words of mouth or writing on the blackboard and constantly reminding them. Also, the TTs, when on school-based placement, used both reward and punishment to ensure that pupils exhibit an acceptable level of behaviour in the classroom, although few of the TTs do not use punishment.

About teacher organisation, it could be inferred from the survey data that almost all the TTs agreed that a teacher need to be well organised and to prepare their lessons in advance. Also, almost all TTs used clear instructions in class work.

As regard to the teachers' relationship with pupils, it could be suggested from the questionnaire findings that almost all the TTs agree that pupils' contributions and emotions were very important when making decisions about their learning. Although the majority of

the TTs agreed that they involved the pupils in deciding their learning, the survey shows that few of the TTs do not involve the pupils in the decision-making process in the classroom.

However, the interview was conducted in other to get deeper insight regarding the level of agreement with the TTs answer in the questionnaire about research question number two. During the interviews with students, several sub-themes emerged under the behaviour management theme, and this is to be discussed under the sub-headings as mentioned above.

5.2.1 Rules

Making Rules: In the context of behaviour management, the participants commented on the impact of the microteaching programme on their individual qualities. When the TTs were asked if they have or make rules for their students, their responses suggest that microteaching experience assisted them in making relevant rules which they applied in the classroom in order get acceptable behaviour from the pupils.

The TTs' responses suggest that they make rules on fighting, eating, noise making, playing, sleeping, harassment, and littering the environment. Probing further into rules, they were asked why they make these rules. Findings suggest that TTs made different rules in order to get good behaviours and attention from the pupils.

Microteaching training influenced the TTs' skills that enabled them to make various classroom rules that were helpful in managing classroom behaviours effectively. For example, USAM's comment *"so that they will listen carefully"* and INAB's comment on *"discipline aspect"* suggest that TTs recognised the importance of making various rules so that pupils could avoid disruptive behaviour and pay attention to learning activities in the classroom. Linking classroom rules with classroom behaviour, researchers (Ubah, 2025; Ormrod et al., 2017 and Hart, 2010) opined that classroom rules assisted in decreasing undesirable behaviours in the classroom, such as noisemaking or chorus answers. One participant's comment, DAMA *"I don't want anybody to give me answer anyhow, they must raise their hands, and I will select the person to give me the answer"* suggested that the TT recognised the importance of orderliness and emotional control in managing behaviour in an ideal classroom situation (Figure 5.1d).

Also, there was a recognition that class rules could make pupils concentrate. For example, SANK commented on the need *“for them to concentrate”*. Nevertheless, getting pupils’ attention is a good step to good behaviour. It could be argued that some pupils may decide to pay attention to teachers’ lesson due to fear and yet not fully engaged in the lesson. It could be that pupils pay attention to respect the teacher if one takes MAHU’s comment *“students should know what I like or hate”* into consideration.

The effective use of classroom rules is often a feature of conducive learning environments. Majority of the TTs made rules in the classroom to compel pupils to listen to the lesson. Although pupils may pay attention, it could be argued that the idea of making classroom rules may create anxiety and fear, thereby making the pupils uncomfortable with the teacher and the lesson. Learners could be paying attention to avoid falling out with the teacher, or to get the teacher’s favour but not interested in the lesson. However, the participants’ responses like INAB’s comment *“it will deter others from doing bad things”* could suggest that classroom rules are meant to discipline erring pupils and stop other pupils from exhibiting such bad behaviour. Researchers (Gambari, 2024; Gocer, 2016; Austin & Omomia, 2014; Kilic, 2010 and Kosnik & Beck, 2009) drew attention to opportunities for pupils to behave appropriately in the classroom and comment on the opportunities microteaching provides for TTs to experiment with a range of classroom rules for the maintenance of classroom order and control. In this study, some TTs’ perception of classroom rules was that it was useful for making the pupils behave responsibly.

Communicating the Rules: About communicating classroom rules, it could be inferred from the interview finding that TTs communicate classroom rules to pupils in different ways. TTs, through reflection on microteaching experiences, made the classroom rules known to the pupils in various ways. One TT commented that *“I use to tell them; sometimes, I will write it on the board for them to copy and always remind them”* and another TT commented that *“I demonstrate to them this is how I will do the person who disturbs”*. The comments could suggest that TTs recognised the influence of pupils’ age and parents’ awareness of the rules before adopting any method to use in communicating the rules. This is reflected in using demonstration and writing on the chalkboard for pupils to copy, which could be easily accessed by the parents. In highlighting the importance of communicating classroom rules about behaviour management, Burden (2025), Ayebo & Assuah (2017) and Lock & Babkie

(2006) advocated announcing and writing the rules on the class chalkboard as effective ways to get them aware and remember the rules to help in preventing disruptive behaviour.

However, the demonstration method of communicating the classroom rules could be argued to be a child-friendly approach and a means of creating a conducive classroom environment. It could be argued that teachers who adopt this method of communicating classroom rules are likely to gain pupils' interest, which could be considered as a step towards getting good behaviours from the pupils. On the other hand, the findings suggest that TTs do not value and accept the pupils' opinion in making and communicating the rules while on school-based placement. Previous research results suggests that students could feel valued, safe and secured when they are involved in making classroom rules (Iriyani, et al, 2025; Harts, 2010; Okai et al., 2005)

Consistency with the Rules: In the context of classroom rules, TTs commented on the consistency of application and observation of classroom rules in managing classroom behaviour. They commented specifically on teachers' maintaining a stand, non-discriminating and applying the rules to everyone.

One TT, DAZA's comment "*I apply it to every student*" suggests that whatever rule that was applied to one student could be applied to all students in the class. The TTs' approach to enforcement of rules could be seen as an approach for treating all learners equally irrespective of their relationship with the teacher. However, it could also be argued that being too strict or rigid in the use of classroom rules could instill fear on students that could have negative effects on pupils' behaviour. The importance of consistency in the application of classroom rules has been highlighted in the literature. Teachers who are consistent with their classroom rules have a better chance of taking proper control of classroom situation (Burden, 2025; Ayebo and Assuah, 2017; Adeyemo, 2012; Omoteso and Semudara, 2011; Simonsen et al. 2008 and Baker, 2005).

Rules are commonly linked to a perceived successful classroom behaviour management. It could be argued that for some students, the microteaching programme has provided them with opportunities to develop skills in making classroom rules that could help them in the classroom behaviour management. This study revealed the demonstration of an impartial

approach by the TTs in dealing with the classroom rules. It could be suggested that the teacher's impartiality in the enforcement of classroom rules could help in creating and maintaining a good relationship between the teacher and students. Moreover, it could be suggested that communicating and enforcing rules equally could result in the students having confidence in teacher's approach to their issues which could be a good step towards creating and sustaining good behaviours in the classroom.

Reward and Punishment: As regard to classroom rules, TTs referred to reward and punishment about behaviour management in the classroom.

Reward: TTs interviewed for this research almost unanimously accepted using reward when on school-based placement. The responses to the question suggest that TTs appeared to have used different types of reward. For example, INAB commented that *"I give them pencils, erasers or money"*.

The use of rewards proficiently is often a feature of acceptable classroom behaviours. One TT comment *"it will encourage them and other ones to put more effort"*. Good classroom behaviour or other practices are usually associated with positive reinforcement of classroom rules. Almafahir, & Wahid (2024) Martin and Sass (2010) and Okai et al (2005) stressed the importance of rewards that are planned to manage students' behaviour. Reupert and Woodcock (2010) and Simonsen et al. (2008) describe the opportunities for pupils to put more effort into behaving properly to get a reward in return and comment the opportunities for teachers to maintain class rule through an effective reward system. There are other indicators that microteaching has provided TTs requisite skills in using the reward as a good approach for managing classroom behaviours. Elements of Kilic's (2010) research relating to reward (praise and encouragement) are present in the TTs' responses.

This study revealed how TTs used rewards (praise and encouragement) to enforce class rules that could prevent negative behaviours in the classroom. It was inferred from the interview that using rewards encourage and motivate pupils to do better and also ginger up and challenge other pupils who do not get reward to double their effort to get the reward next time. This could suggest that teachers who use reward accordingly are likely to be able to get pupils' interest, create a good relationship and induce competitive environment for learning.

It is suggested by the statement *“they will perform well”* which the teachers hope could influence classroom environment. The pride of getting rewards could make the pupils learn and obey classroom rules. TTs should be aware of this in order to get a good understanding of how and when to use the reward.

Punishment: In Nigeria like elsewhere in the world, punishment is being used by classroom teachers at a various point for various reasons, but most researchers shy away from discussing punishment as an element in managing classroom behaviour due to its controversial nature. Although Reupert and Woodcock (2010) commented that TTs believed that the use of punishment in managing classroom behaviour was ineffective, TTs in this study believed that using various types of punishment for managing classroom behaviour when on school-based placement was effective. One TT, RUBU commented *“punishing a child he will not repeat what he did tomorrow and other students will learn their lesson from it.”*

The use of punishment in the classroom skillfully is often a feature of a disciplined classroom environment. The TTs’ comments suggest an emphasis on discipline that could be considered to be a means of avoiding distraction in the classroom. ADAB commented that *“for them to understand that what they are doing is not right”*. Although it could be argued that punishing a child could instil fears on other children, it could affect their full participation in the class activities. For example, punishing a child for not paying attention or as a corrective measure - as commented by SUAB - *“if they did not pay attention to the lesson”* could result in the child’s unwillingness to make further responses. Nevertheless, the microteaching course in Nigeria would appear to have introduced the TTs to practice that are research-based punishment skills that are linked to classroom behaviour management.

It would appear that most TTs adopt similar types of punishment such as standing up, raising of hands, kneeling, forced-sleeping on the desk, picking up litters and fun denial in their classroom. They specifically highlighted the importance of using punishment in the class and commented that punishment was used to correct mistakes, stop pupils’ bad behaviour, deter other pupils, make pupils put attention in learning activities, inculcate respect, and to stop bullying. Hart’s (2010) and Atici’s (2007) reports draw attention to the importance of punishment about classroom management and commented that punishment should be connected to preventive strategies which could promote pupils’ self-discipline and positive

classroom environment. Haneku and POBBI (2017), Austin and Omomia (2014) and Omoteso and Semudara (2011) stress the importance of punishment that was intended to minimising disruptive behaviour, getting pupils to work together as well as creating and sustaining a good learning environment.

The use of punishment in the classroom provides an opportunity for the child to learn what he/she supposed to learn. However, some participants believed that punishing a child could be an infringement of that child's right. That response suggests the psychological implications of punishing a child could make the child bully other children. It could be argued that a child who is used to punishment such as frogging and hitting could turn to be aggressive and exhibit behaviours irrelevant to learners' circumstances such as *"bully among themselves, teachers and everywhere"* as commented by ABEL. Moreover, the point could also be made that punishing a child could result to what researchers (Lubis, et al (2022) and Haneku and Pobbi (2017) referred to as a highly stressful condition that could lead to child's refusal to attend classes or withdrawal from the school.

Nevertheless, it could be argued that for some TTs, the microteaching training has provided them with opportunities to develop the skill of punishment. They recognised that pupils who are disciplined are unlikely to be disruptive in class, although, it was found that TTs could not associate the punishment with the pupils' learning. This could be that the TTs did not have adequate training as it relates to punishment.

5.2.2. Teacher Organisation

Describing 'effective classroom teacher,' the TTs in this study believed that the microteaching module was useful in helping them to become effective in managing pupil behaviour. As regards behaviour management, the participants talk about teacher organisation as an important factor in their classroom practice. During the interviews, they specifically commented on the teachers' preparation and presentation of lesson, instructional materials, and clear instructions as the areas of concern.

Preparation and presentation of the lesson: Review of the TTs' interview responses suggest that they recognised the preparation of lessons in advance and good lesson presentation as indices of a well-organised teacher. These characteristics could support the management of

learners' behaviour in the classroom. The participants particularly commented on teaching with confidence, adopting appropriate teaching methods, decorum (principled, friendliness and tolerance), punctuality, and a good level of communication.

As an example, DAMA commented *"if he or she prepares the lesson before going to the class"* and another participant, SUAB comment *"person that has a good principle guiding him on how to conduct his class and other activities in the school"*. Both DAMA and SUAB are focusing on teacher's conduct and teaching. It could be that both DAMA and SUAB are thinking about good teaching that might achieve and sustain learners' interest in the classroom. Another participant, ABEL commented *"always take actions against improper behaviour; students always like his teaching"*. He made an insightful comment regarding lesson preparation and presentation. His response suggests the ability of a well-organised teacher in getting pupils to be well behaved within the classroom.

The TTs' comments suggest that microteaching is influencing their behaviour, and it could be argued that through their tutor, they are being provided with links to the research literature which illustrate good practice. Ormrod et al. (2010, pp351) research indicate that teachers are expected to "exhibit behaviours relevant to learners' circumstances". TTs are demonstrating that they recognised the importance of personal characteristics and behaviour that they describe in terms of modesty and decorum and professional skills which made them to apply learner-centred approaches. Similarly, there are other indicators that microteaching has provided a link to the relevant evidence-based teaching (Sullivan, & Iscan, 2024; Saban & Coklar, 2013; Atici, 2007; Lock & Babkie, 2006). From the interview reports, it was evident that elements of physical appearance, preparation and presentation were each present in the student teachers' responses. Microteaching would appear to have introduced the TTs to practices and approaches that are research-based.

Use of Instructional Materials: Analysis of interview responses suggests that the use of instructional materials is an important quality of an effective teacher which could assist engaging the learners actively as well as reducing unwanted practices from the pupils. One TT commented *"it will make the students learn very well. It will give them the interest to listen and pay attention to the lesson"* The skillful use of instructional materials is often a feature of an effective learning environment.

Descriptions of successful classrooms or other learning environment are commonly linked to a perceived level of student engagement. Lock and Babkie (2006) highlight the importance of lessons that are planned to grab pupils' attention. Moreover, Deocampo, (2024) and Saban & Coklar (2013) draw attention to opportunities for pupils to be actively involved in their learning and commented on the opportunities microteaching provided for TTs to experiment with a range of instructional materials and benefits of teaching materials. In this study, some TTs' perception of microteaching was that it was useful for their development as a teacher to manage pupil behaviour because they were alert to the pupils' attention and actively engaged them in their learning.

It could be argued that for some students, the microteaching programme has provided them with opportunities to develop a comprehensive view of behaviour management. They recognised that students actively engaged in learning are unlikely to be disruptive in class.

Effective classroom presence and clear instructions: In the context of teacher organisation, TTs referred to giving effective and clear instructions as teacher's characteristics that could help achieve proper classroom behaviour. For example, ADAB's comment *"if you are not audible enough in the class, the students will find it very difficult to learn, and they will find your lesson not interested"* and DAMA's comment *"delivering effective lesson"* suggest that audibility, effective lesson delivery and tolerance are the teacher's attributes that could influence behaviour in the classroom. It could be argued that promoting learning by passing clear information as well as giving interesting lessons to the learners could help in minimising disruptive behaviour.

The TTs found microteaching to be useful in training them to be audible and clear while giving instructions, which helped them in getting a good level of behaviour which were conducive for learning. Sullivan & Iscan, (2024) and Kilic (2010) identifies clear content presentation as an element of teachers' quality, which could make pupils actively engaged in the lesson rather than engaging in unwanted behaviour.

TTs were of the view that good knowledge of the subject and adoption of the appropriate methods of teaching were attributed to microteaching training, which helped the TTs to deliver effective lessons that impact positively on the learners. It could be argued that

effective lesson delivery is one of the teachers' attributes acquired through microteaching that help in minimising unruly behaviour in the classroom. Effective lesson delivery is commonly associated with classroom order. Highlighting the importance of effective lesson delivery in relation to behaviour management, Lock & Babkie (2006), Adeyemo (2012), Korkut (2017) and Majola, et al, (2024) advocate the use of jokes and short stories and the use of pupils' names as effective ways to gain attention and interest so as to draw them into the lesson and at the same time reduce the volume of unhelpful noise in the classroom.

Tolerance towards pupils' inappropriate behaviour is a teacher's attribute regarded as an important feature of an effective learning environment. For example, RUBU comment "*you have to tolerate everything*". Tolerating pupils' behaviour is a good step in getting pupils to learn and behave well. RUBU's comment above may seem to be suggesting that the teachers should accept any level of bad behaviour. This may not be his intention.

Nevertheless, it could be argued that during lesson delivery, tolerating pupils' behaviour (such as asking questions, answering questions and suggesting an idea) is a way of creating a good relationship with the pupils which could make the pupils have confidence in the teacher. Bilen's (2014) study highlight the importance of microteaching in training the TTs to be patient towards learners in the class to get learners' interest in the learning activities. Bilen's focus on patience is perhaps more appropriate and insightful than RUBU's use of the word 'tolerating'.

The TTs' responses could suggest that teacher organisation could depend on the teachers' clarity, method of lesson delivery and appropriate responses to pupils. These findings correspond with the previous research reports of evidence-based practices of teacher's behaviour in maintaining the order that will bring purposeful learning (Adeyemo, 2012; Atici, 2007; Emmer and Stough, 2001). This could point that the teachers' organisation would appear to be a good step in getting a good level of behaviour from the pupils and therefore minimise bad behaviour in the classroom. Ajimuse, et al, (2024) and Wiseman and Hunt (2014) report that teachers who are organised could have higher student achievements than those teachers who could not exhibit this quality.

5.2.3. Teacher's Relationship

Analysis of interview data established that TTs believed that teachers' relationship with the learners is one of the teacher's attributes that would foster good classroom behaviour. The TTs specifically commented on good communication, personal interest in learners, respecting and accepting pupils' opinion in decision making.

Good communication: In the context of teachers' relationship, TTs talk about the influence of effective communication in managing classroom behaviour when on school-based placement. They specifically commented on communicating with pupils through storytelling, playing, greeting and chatting as means of creating a good relationship with the pupils. One TT comment "*Joke with them and play with them*". The TTs believed that microteaching has developed their communication skills in using storytelling, playing, greeting and chatting that are necessary for creating good relationship in the classroom. It could be suggested that teachers communicating with pupils through playing, chatting and telling stories in a friendly manner are features of showing feelings and care to the pupils in order for the pupils to minimise disruptive behaviour. Sullivan, & Iscan, (2024), Korkut, (2017) and Atici (2007) stresses the importance of teacher's good relationship with the pupils using good communication in managing students' behaviour in the classroom

Some TTs talk about communicating with pupils by greeting as a way of creating a good relationship with pupils. For example, DAMA comment "*how is everyone in the house; mummy and daddy*". He recognised greeting as a good communication method that expresses a good relationship between the teacher and pupils. Burden, (2025), Atici (2007) and Burden's (2001) work indicates that friendly social interaction such as greeting and enquiring about family members could support learners' active engagement in learning activities. It could be suggested that teacher's cordial greetings with the learners could have a positive influence on the teacher-pupil relationship, which could be a necessary step in securing an acceptable level of behaviour in the classroom.

These instances exemplify various methods of communication the TTs learnt from microteaching, which they reflected on and employed in managing classroom behaviour during their school-based placement. Highlighting the importance of teacher's relationship

about behaviour management Adeyemo (2012) and Simonsen et al. (2008) advocate the use of good communication as effective ways to gain pupils' attention. It would appear that TTs have made use of the communication skill they acquired from microteaching in different ways to bring a good level of behaviour in the classroom. These may have reflected in their different ways of using communication skill to secure friendly environment in order to promote classroom learning.

Interest in learners: Teacher's interest in pupils' affairs could help in building and maintaining appropriate classroom behaviour. The participants commented on learning difficulty, advice, guide and attention. The participants' comments, for example, MAHU's response "*students will like to tell you their problems because of closeness*" suggests that teachers' interest in pupils' affairs could allow pupils to disclose their problems. It could be suggested that teachers who know and understand the pupil's problem could be in a better position to give pupils a chance to demonstrate their learning through advice and guidance. In highlighting the importance of teacher's interest in pupils about behaviour management, Lubis, et al (2022) and Erwin (2003) advocated accommodating pupils' interest and making them feel safe and loved as effective ways to manage classroom behaviours. It could be argued that the teacher's interest in knowing and solving pupils' problem might encourage and motivate pupils in attending learning activities.

On the other hand, RUBU's comment "*they will not be afraid or shy to come to, and that is effective in learning*" was on more pupils' learning through teacher's interest in pupils' well-being. Her comment seems to suggest that there would be effective learning when teachers are interested in pupils' affairs. In discussing the importance of teacher-pupils' relationship in managing classroom behaviour, Portia & Mpho (2024), Gocer (2016) and Newcomer (2009) emphasised the need for paying attention to pupils' well-being that could make the pupils exhibit a good level of behaviour necessary for learning.

Given pupils advice was also commented on by the TTs during the interview. One participant, ABEL commented "*get the opportunity to advise them*". He pointed to pupils' focusing on their studies due to advice received from the teacher. He also recognised the importance of teacher's interest in pupils' well-being by giving the pupils advice that would enable them to overcome their learning difficulties.

Findings suggest that TTs' interest in the well-being of their pupils gave them the opportunity of knowing and giving attention to pupils' problems. It could be argued that identifying and solving pupils' problems could contribute to a positive classroom climate that would lead to a decrease in pupils' negative attitudes in the classroom. Highlighting the importance of teacher's relationship about behaviour management, Jones (2022), Ormrod et al. (2017), Miller & Pedro (2006) and Glasser (1998) advocate a supportive and caring attitude that could minimise learners' negative behaviour in the classroom.

Respecting Learners' View: All the participants claimed to have respected pupils' opinion, although responses suggest that majority of TTs in this study appear not to understand how they respected pupils' views. Only a few of them were able to articulate appreciation and to put this into use as way respecting pupils' opinions.

Micro-teaching influenced the TT's relationship with the pupils in such a way that they appreciates the pupils' view. For example, SUAB suggest that *"I should be able to appreciate it"*. Although the method of appreciation such as praise, reinforcement or sign of approval as commented on by SUAB was not stated, it could be suggested that he was thinking about appreciating the pupils' contributing efforts in other for the pupils to feel comfortable participating in learning activities. It could be argued that the teacher's appreciation of pupil's contribution could create a friendly relationship and consequently making pupils behave properly.

Another participant, RUBU commented *"put it to practice"* as a way of respecting pupils' view. Her comment suggests putting the pupils' contributions into practice as a step towards respecting pupils' views, although illustration was not given as how pupils' contributions can be put into practice. The response demonstrates an understanding of how TTs respect pupils' view, which could be fundamental in creating and maintaining appropriate classroom behaviour.

The above examples suggest that some TTs encouraged pupils' input by appreciating and practicing their views, although the majority of TTs in this study could not explain how they respected pupils' views in the classroom. Highlighting the importance of teacher's relationship about behaviour management, Korpershoek et al (2022), Okanlawon (2014),

Martin and Sass (2010), Kilic (2010) and De Jong (2005) advocate embracing, encouraging, praising and quick response to pupils' ideas as features of good relationship necessary for preventing bad behaviours and maintenance of classroom order.

Accepting Learners' Opinion: Almost all the participants claimed to have accepted the pupils' contributions which created good relationship that ushered in good behaviours from the pupils. The TTs' comments suggest that respecting and accepting learners' opinion by the teachers is a step to securing a friendly classroom environment. For example, ADAB comment *"to have a good relationship"*. It could be argued that successful classrooms could be linked to a friendly classroom environment where pupils feel being accommodated, free and safe. Moreover, one could argue that teachers that create a friendly classroom environment stand a better chance of finding out pupils' problems through their contributions. Cruz et al. (2016) and John (2013) draw attention to giving learners an active role in deciding what they learn which could help the learners in self-determination that could assist in reducing disruptive behaviours and increase academic progress.

Also, DAMA's comment *"learning will be effective"* could seem to be suggesting that the teacher's acceptance of pupils' contributions towards their learning activities could make learning effective. It could be argued that the teacher's acceptance of pupils' ideas was characterised by love and trust that could create a mutual understanding in the classroom. Highlighting the importance of respecting and accepting pupils' opinion to behaviour management, Haneku and Pobbi (2017) support giving the pupils opportunity to make contributions in the class to make the class interactive and as such managing the pupils will become easier.

On the other hand, very few TTs have a contrary opinion regarding accepting pupils' opinion. For example, ALAH commented *"If they decide for themselves, one day they will do what you don't expect"*. In this case, he was thinking about pupils making a decision rather than pupils contributing to decision making. This could point to TTs' lack of understanding of respecting and accepting pupils' view. It could be suggested that some TTs were not well informed about allowing pupils to make contributions in learning activities during their microteaching training as such and they couldn't adopt such skill when on school-based placement.

These examples suggest what the TTs had learned in the microteaching course, reflected on and practised managing learners' behaviour in the classroom when on school-based placement. Elements of Lyons (2024), John's (2013), Erwin's (2003) and Glasser's (1998) work in relation to teacher's behaviour and relationship with the students are each present in the student responses though some of these are not specifically explained. Glasser argued that proper understanding of learners' behaviour through the adoption of the best practices in behaviour management could assist teacher change their classroom into an environment where students will want to behave responsibly, respectfully and then learn progressively. Findings suggest that TTs appear to have made use of behaviour management skills they learnt while on training in different ways such as making rules, teacher's organisation and teacher's relationship with pupils although explanations could not be given in some cases regarding the involvement of these elements in managing pupils' behaviour in the classroom. This could suggest a shallow understanding of managing learners' behaviours in the classroom. The result of this study suggests that TTs could not demonstrate proficiency in behaviour management as earlier reported the Okanlawon (2014) study.

5.3. Theme 3: Learning Management

In response to research question number three, questionnaire data (4.1.3: questions 19-30) suggests that participants in this study considered the microteaching experience to be useful in managing classroom learning when on school-based placement. They found the programme interesting and believed that what they had learnt had been helpful to them concerning lesson structure, monitoring pupils' learning progress and using instructional materials in the classroom.

About the lesson structure, it could be deduced from the questionnaire findings that TTs structure the learning activities such that they do not waste time when transiting to the next learning activity. Findings also show that TTs made sure pupils removed all the previous learning materials and brought in new ones without wasting much time.

As regards monitoring learning progress, results indicate that TTs monitor pupils' learning activities through moving around or standing in front of the class. Although most TTs assist

pupils in doing their work, only a few do not allow pupils to work in a group for monitoring purposes.

About the use of instructional materials, it could be inferred from the questionnaire findings that almost all TTs used appropriate instructional materials and gave pupils equal opportunity to access them.

The interview with TTs gave more insight into what they thought they must have done regarding lesson structure, monitoring learning progress and use of instructional materials.

5.3.1. Lesson Structure

Review of the interview data could confirm that TTs structure learning activities such that it made learning effective. The participants specifically commented on time and transition concerning managing learning in the classroom. The interviews gave some insight into the TTs' understanding of the value of time management.

Use of Time: In the context of lesson structure, TTs made specific reference to time, which includes time for relaxation and time for learning in the classroom. The TTs were conscious of time learning activity; as such, they made sure that activity time was not wasted. For example, ADAB commented *"I go according to the time"* and also VIUF *"I always make sure that students do not waste time in getting ready"*. In both VIUF and ADAB's responses, the TTs' focus was more on the realistic task of avoiding wasting time for the next learning activity. It could be that they were thinking about giving the pupils time to remove learning materials for the previous activity and bring in materials for the next activity, although this was not specifically stated in the interview. It could be argued that they had a functional view of time management.

Although the TTs do not want lesson time to be wasted, they gave pupils little time to get themselves organised before starting new learning activity. One TT, DAMA commented *"give them little time to relax or ease themselves"*. DAMA recognised the relevance of giving pupils a short time before starting a new lesson. The comment suggests a link between time to relax and paying attention during the lesson. The comment could suggest that teachers who gave pupils a short time to relax before starting the next learning could get pupils to engage actively

during the lesson. Moreover, it could be argued that giving pupils little time to relax before moving to the next learning activity could help in minimising disruptive behaviours during the lesson.

The TTs' perception of lesson structure was that giving learners a short time to relax in between learning activities could help the pupils to overcome the tension of the previous lesson and engage fully on the current learning activity. Elements of Dube's (2020), Okanlawon's (2014), Saban & Coklar's (2013) and Kilic's (2010) works about the use of time are each present in the participants' responses. Although some TTs do not offer any explanation regarding time to change to the next learning activity, it would appear that TTs were conscious about time management, which could be a necessary step to learning management. It could be argued that some students had a pupil centered view of time management especially one that focused on the mental wellbeing.

Transition: About lesson structure, TTs talked about the importance of allowing the pupils to get organised as well as following the instructions while moving from one activity to another. They pointed to the benefit of getting organised and taking instructions on learning management. For example, INAB commented *"close their books and listening to my explanations."* In INAB's comment, the emphasis was on attention to the lesson. The comment may seem to be suggesting that pupils should follow the teacher's instructions (rules), although this may not be his intention. Also, it could be argued that drawing pupils' attention to a lesson requires the teacher to make the pupils go according to instructions to make learning more effective. It could also be argued that making pupils go according to instructions could help to minimise disruptive behaviour during the next lesson. The comment above could also suggest that the TT's focus was on the pupil's attention rather than engaging and securing a pupil's interest, which would promote learning.

Some TTs commented on allowing pupils to relax and get organised to avoid distraction. For example, MAHU commented *"if they rest, their mind will be free for the new lesson"*. In this case, the focus was on learning. The comment could be that by giving pupils a short time to relax could help to minimise pupils' movement in the next lesson. Getting pupils organised before starting a new lesson could make the lesson interesting, effective and free from

distraction, although the amount of time and how it will affect the new lesson was not stated in the interview.

The TTs' perception of transition was that of allowing the pupils get organised and making sure pupils follow the instructions when moving from one learning activity to another in order for them to get pupils' attention and interest. Korpershoek, et al (2022) and Savran & Cakiroglu's (2004) research draws attention to the importance of the effective transition to instructional management. It could be suggested from this finding that teachers could prevent off-task behaviours, make lessons interesting and effective by making sure that pupils get themselves organised and at the same time, follow the teacher's instructions.

The above examples suggest that microteaching is impacting the TTs' attributes. And it could also be suggested that microteaching course provided them the skills for structuring lessons through the use of time and effective transition which demonstrate good practice. Zaripova (2025), Piwowar et al. (2013) and Reupert & Woodcock's (2010) reports draw attention to opportunity for pupils to be actively involved in learning activities and comment on the opportunities microteaching provides for TTs to maximize lesson time and effective transition from one learning activity to another.

5.3.2 Monitoring Learning Progress

Analysis of interview data highlighted that TTs believed that monitoring pupils' learning activities were important in the classroom. They specifically talked about acquired microteaching experiences as a teachers' attribute that helped them in monitoring pupils' learning when on school-based placement. They also talked about the importance of seating arrangement and group work factors in monitoring pupils' academic work. These examples could demonstrate what the participants had done in their school-based placement and reflected on concerning monitoring student's' learning in the classroom.

Microteaching Experiences: The TTs' perception of monitoring pupils' progress was largely due to microteaching training which was believed to be useful for their development as teachers who were able to monitor pupils' learning progress and actively engage them in their learning. For example, USAM commented "*I use to assist some of them who cannot write very well*". Microteaching theory and the practical programme provided the TTs with the

opportunities to develop self-confidence in monitoring pupils' academic progress. Also, INAB said, *"I was equipped with whatever I will pass to them"*.

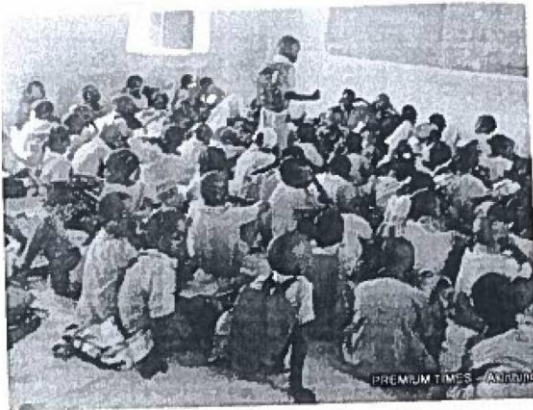
These responses could suggest that the TT was reflexive about the microteaching in the teacher training programme when on school-based placement. It could also be argued that classroom learning could not be effectively managed if the teacher does not possess the attribute to monitor the pupils academically.

The comments also may seem to be suggesting that the microteaching training teachers received could assist teachers in going around and helping the pupils during class work, although this may not be their intention. Descriptions of successful classrooms are commonly linked to a teacher's ability to monitor pupils' learning progress. Septiani (2024), Al Darwish & Sadeqi (2016), Sun (2014), Merler & Tangen (2010) and Golightly (2010) drew attention to opportunities for helping pupils to be actively involved in their learning and comment on the opportunities microteaching provides for TTs for finding alternative methods and explanation in order to help learners out of their confused state.

Seat-by-Seat Checking: In the context of monitoring classroom learning, TTs referred to pupils' seating arrangement as an important factor in monitoring classroom learning. TTs commented on going around, asking questions and eye contact as a common means through which they check and inspect pupils' learning activities. For example, INAB responded *"I will be going round seat by seat inspecting their books to see what they are writing, inspecting their notes to see if there are mistakes so that I will correct the mistakes."* And VIUF also said *"I monitor them by asking questions. By this, I will know the performance of the students."* INAB and VIUF'S comments may seem to be suggesting that the teachers should be going around, asking questions and correcting pupils one-by-one.

Classes in Nigeria typically have a large number of pupils in the class and small amount of time for each learning activity which may make it difficult for the TTs quoted above to fulfil their expectations (see Appendix XX, figure 4a as an example of typical government school classroom in an area in Nigeria). This may not be their intention, although it could be argued that the system of going around, asking questions, checking and correcting their work could help the pupils in getting instant corrections from the teacher which could be considered to

be a necessary factor in promoting classroom learning. It could be that good seating arrangements (Figure 5.1b) that could be seen in some classrooms in Nigeria gave them the opportunity of moving around and making corrections where necessary. Alternatively, it may be that the TTs here are projecting onto the classroom an ideal situation (Figure c) that they have learnt about in theory. In reality, there may be a disconnect between theory and practice that the TT is unwilling to recognise.



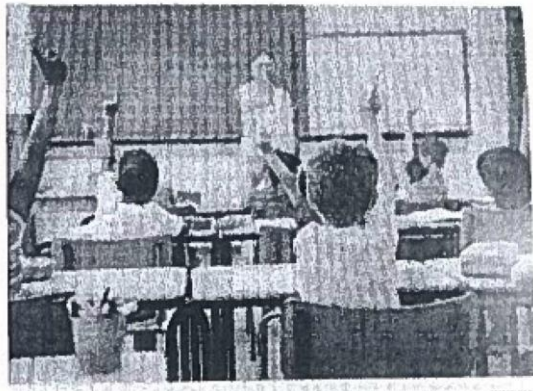
a) Overcrowded/pathetic Nigerian classroom



c) A good seating in a Nigerian classroom



b) An ideal classroom



d) Raising hand to answer questions

Figure 5.1 Classroom situations

There was also a focus on monitoring pupils' learning activities by using the eye contact method as commented by ADAB "*I will observe with my eyes*". The response suggests an emphasis on detecting pupils who are inattentive and uninteresting in the lesson through eye contact rather than detecting learning difficulty. Nevertheless, it could be argued that eye contact could assist in minimising disruptive behaviours as well as reducing the effects of going around, useful time which the teacher should invest in learning activities.

Monitoring of class work seat-by-seat is an evidence of good seating arrangement demonstrated the participants in this study. It could be argued that good seating arrangements could help the teacher in accessing each pupil either by eye contact or by going around to offer a solution to learners with learning difficulty. Seat-by-seat monitoring of learning activities has been linked to teachers' lesson management. Korkut's (2017); Lui and Li's (2016); Newcomer's (2009), and Doyle's (2006) works highlights the importance good seating arrangements to allow for proper monitoring of pupils such as checking pupils' work and giving attention to pupils calling for teacher's help. The focus on seating arrangement is proper and insightful when considering monitoring of pupils' work. Monitoring pupils' learning by going around could be viewed as an important feature of effective classroom learning. Korpershoek et al (2022) and Reupert & Woodcock's (2010) study has drawn attention to opportunities for monitoring pupils learning and comment that such opportunities could help detect initial problems and to provide corrections before it gets to the disruptive classroom environment.

Group work: The TTs believed that group work is an important and useful element for monitoring pupils' learning in the classroom. They specifically commented on learning, picking interest and learning difficulties. The TTs' comment suggests the influence of microteaching on their attribute; hence, a focus on individual learning through group work. For example, VIUF commented *"To motivate them in picking interest in the lesson ... due to discussion with their friends"*.

VIUF's comment could suggest the TT's interest in monitoring pupils' learning by giving them group work to make the weak and uninterested students learn from their peers. Monitoring learning activities through group work are commonly linked to effective learning management. Cruz et al. (2016) highlighted the importance of group work in monitoring learning and commented that learners listen and pay more attention to each other during group work to able to answer the teacher's questions correctly.

Another important feature of group work in monitoring classroom learning identified by the TTs, as remarked on by ALAH, was pupils' learning difficulties and competitions among group members. He comments *"to get their learning difficulties and learning level ... challenging themselves in reading"*. The comment suggests giving pupils a kind of autonomy as well as

recognising the importance of competition among pupils in the classroom that could be considered a veritable tool for encouraging pupils to learn. ALAH's comment may seem to be suggesting that group work gives teachers the opportunity of identifying pupils' learning problem and also make pupils put more effort in learning activities so that they can attract either a teacher's reward or recognition when they show higher achievement. Sun (2014) highlighted on the importance of group work on pupils and commented that group work gives pupils the opportunity of being at the centre of their learning while teachers would serve as facilitators and support providers.

However, some TTs could not monitor pupils' learning progress through group work due to large numbers. For example, INAB's comment that "*my subject never permits me to do so because of the population*" indicates that it was not possible for the TT to give group work to the pupils due to a large number of pupils in the classroom (Figure 5.1a). It could be argued that large class size affects teacher's monitoring of learning in the classroom, and this could have an adverse effect, especially on pupils who are having learning difficulties.

Nevertheless, these examples illustrate how TTs used group work in monitoring their pupils' learning. It could be argued that for some TTs, the microteaching programme has provided them with opportunities to develop a comprehensive view of monitoring pupils' learning progress. They recognise that pupils actively engaged in learning when teachers are monitoring them. Although Basturk (2016) commented that TTs were not efficient in giving attention to group work during teaching, Zaripova (2025) and Newcomer (2009) found that microteaching assisted in developing TTs' skill of assigning group work to the pupils in the classroom. The responses of the participants in this study suggest that TTs in Nigeria gave attention to group work for students when they were on teaching practice. Point could be made that the group work method of teaching might help in encouraging and motivating learners in classroom activities, which could be necessary for improving learning. Considering the importance of group learning in the constructivist learning approach, it could be argued that the more the TTs' knowledge and skills on group study are developed, the more they will make students learn effectively.

5.3.3 Use of Instructional Materials

Review of the interview data could confirm that TTs used instructional materials in order to make learning effective. The TTs specifically commented on the types and allocation of instructional materials

Type of Instructional Materials: The skillful use of instructional materials is a demonstration of effective teaching where pupils could have opportunity to learn and construct meanings by exploring a variety of learning materials. The comments from the TTs suggest that they used different types of teaching materials when on school-based placement. For example, USAM commented *"I use flashcards, colours, cardboard papers, stones, building blocks"* and SUAB also comment *"depending on the students and topic"*. These responses suggest that TTs used instructional materials that are appropriate to the topic, type and nature of the learners. It could be argued that teachers who use instructional materials effectively could make classroom teaching 'learner-centered' activity. Similarly, the TT acknowledged that using varieties of instructional materials could make pupils have an interest in the lesson. One TT, VIUF, commented *"when you change it, they will pick interest"*. The comment suggests that using different types of instructional materials for different topics could make pupils pay more attention to the learning activity especially young children who will be eager to see and understand the uses of such material. The challenge for the TTs in their classroom is to motivate and engage learners actively in the learning activity within and outside the classroom.

There was a comment about using the instructional materials from outside the classroom. For example, MAHU commented *"there are those that you can take them outside and show them"*. MAHU's comment suggests that teaching pupils with real learning materials in their real-life situations could make learning meaningful, attractive and engaging rather than using the resemblance of such materials. Although the time and cost of exploring real-life learning materials were not stated in the interview, it could be argued that using what Kilic (2010' pp93) referred to as "examples from real life" could aid pupils' remembering as well as linking the classroom learning to everyday life.

Effective teaching and learning are commonly linked to appropriate learning materials. Apriani, et al (2025) and Sun (2014) highlights the importance of learning materials in managing classroom learning and commented that using appropriate learning materials could make learning to be student-centered where the teacher will serve as facilitator and support provider during the learning activity. Similarly, elements of Akulue, et al (2025), Anayatin, & Quines (2025), Cruz et al. (2016) and Carnahan et al.'s (2009) reports relating to teaching materials are present in the TTs' responses. Evidence that TTs used teaching materials to facilitate pupils' learning as well as helping the pupils to overcome some learning difficulties demonstrate the influence of microteaching in TTs' attributes.

Allocation of Learning Materials: In the context of instructional materials, providing the instructional materials is necessary step and making them available for the pupils to manipulate/use is a further step towards effective utilisation of instructional materials in the classroom. The TTs made instructional materials available to students in various ways which could be attributed to the positive effect of microteaching. For example, INAB commented *"I mount it on the chalkboard for them to see depending ... I will go round and show them one after the other"*

The comment from INAB identifies two methods of making the instructional materials available to pupils such as showing the materials to pupils one-by-one or mounting on the chalkboard depending on the type of material. Although TTs thought that mounting the instructional materials on the chalkboard could give the pupils the opportunity of seeing the materials clearly, it could be argued that allowing the pupils to see, feel, touch and manipulate the materials could serve a better purpose in learning. This could give the pupils a better chance of identifying the features of such learning materials to construct meaning for such a learning activity. Roland, et al (2025), Kinfisoye, et al (2025) and Kilic (2010) draw attention to opportunities for pupils to be actively involved in their learning and comment that teachers who use instructional materials appropriately could make their teaching more learner-centered teaching. Also, INAB mentioned on the 'size of learning material' as a factor determining the method to be used in making the material available to the learners. It could be that INAB was thinking about the effect of large class and seating arrangement in terms of the time it would take to show the materials to the pupils one-by-one. Nevertheless, the

comment above suggests that clarity of the instructional materials could arouse pupils' interest and attention, thereby making learning more effective.

However, instructional materials could be more effective in teaching when pupils were asked to bring the materials themselves, although there is no trace of such report from previous researchers. One TT, ALAH commented "*show them the example so that they will see what I ask them to bring*". His comment suggests that pupils could easily understand the instructional materials they brought by themselves more than the materials provided by the teacher. This could suggest that he was thinking of involving the learners on the issues relating to their learning, although this may not be his intention. Bilen's (2015) and Sa'ad et al.'s (2015) research draw attention to classroom instruction commented that microteaching positively affected TTs' competence relating to the use of instructional materials to make learning effective. The point could be made involving the pupils in the provision of learning materials could give the parents the opportunity of assessing and making suggestions regarding the instructional material which could be a step towards encouraging the pupils in learning beyond the classroom.

On the other hand, some TTs commented on their inability to allocate learning materials to pupils individually. For example, SUAB, "*I couldn't allocate it to them because of the population of the students in the class*", suggests that some TTs do not use instructional materials when on school-based placement due to large class size (Figure 5.1a). It could be argued that large class size could hinder pupils from getting a clear understanding of learning activities involving the use of instructional materials because some pupils in the class might not be able to see and use the learning material.

Nevertheless, the TTs demonstrated good skills in allotting and using appropriate instructional materials to engage and allow pupils to construct meanings themselves. It could be argued that teaching using appropriate instructional materials might not only engage the learners; it could also help to improve their critical thinking dispositions, which could be a necessary step towards the construction of meanings. Diri, & Udo (2025) and Kilic (2010) highlights the importance of learning materials that are planned to engage pupils and commented that concepts are better learned when pupils are exposed to examples than hearing them. Similarly, McClune (2017) commented that learners could experience

opportunities by using instructional materials that would enable them to develop and consolidate their critical reasoning. There are other indicators that microteaching has provided the TTs with the skill of supporting their teaching with examples and exposing learners to such examples. Elements of Sa'ad et al.'s (2015) and Ismail's (2011) work about selecting appropriate instructional materials are each present in the student responses.

The results of this research show that TTs demonstrated good understanding of instructional management. Microteaching would appear to have introduced the TTs to practice and approaches (elements) that are research-based relating to instructional management. Among the research-based practice and approaches adopted by TTs that could allow learners to participate actively in line with the constructivist learning theory include structuring their lesson, monitoring students' learning progress and using varieties of instructional materials. Evidence of responses from TTs in this study are present in the literature that was reviewed.

5.4. Conclusion

This chapter discussed the results of both stages of data collection: the analysis of quantitative data (stage one) and the analysis of qualitative data (stage two). Results from stage one reveal that microteaching was useful to TTs and they applied what they learnt to the classroom. Findings from the quantitative data show that self-confidence, resource utilisation, lesson presentation, teaching methods, communication, monitoring classroom, and feedback arose from the data as important components of microteaching. Behaviour and lesson management also featured as the usefulness of microteaching because they were able to apply microteaching experience in the classroom.

Results from the qualitative data revealed that TTs adopted best practices in their classroom practice when on school-based placement. The best practice (microteaching elements) that featured include: establishing rules, communicating the rules, consistency with the rules, reward and punishment, preparation and presentation of lesson, clear instructions, communication, personal interest in pupils, respecting and accepting pupils' opinion, use of time, transition, monitoring, group work, use of instructional materials, and allocation of learning materials. It was argued that teachers' classroom practice includes managing both

behaviour and learning, which could require adopting good practices to perform effectively as a teacher.

Chapter Six

Conclusion

6.0 Introduction

This chapter presents the conclusion of the present study. The chapter revisits the purpose of this research, research questions, method of data collection and analysis. It also includes the summary of the main findings, the implications of these findings, the limitations of the study and recommendations for further research.

6.1 Overview of the research

Trainee teachers (TTs) have the responsibility of creating and maintaining a conducive classroom learning environment to achieve learning objectives. Like elsewhere in the world a microteaching course which offers TTs the opportunity of learning and practicing teaching skills has become an integral part of the teacher education programme in Nigeria (Sa'ad et al., 2015). Although some studies show that TTs blamed teacher education programme for their poor performance in the classroom-, research conducted by Godek (2016), Wang et al (2024) and Sakuma & Ohashi (2025) suggest the usefulness of microteaching in improving trainee teachers' confidence in classroom.

Teacher education uses the microteaching course to prepare TTs for what to teach and how to teach it. In other words, microteaching prepares the TTs on how to put theory into practice

through training on best practices to adopt to make the classroom learning effective (Bilen, 2014; Godek, 2016; Tariq & Shah, 2025).

This study, therefore, explored student teachers' perception and experiences of the microteaching element that relates to pupils' behaviour and teachers' instruction in Nigeria to obtain clear data on how microteaching experiences assist student teachers in managing behaviour and instruction in the classroom. The question was:

What elements of pre-service teacher education curriculum in Nigeria that focuses on behaviour and instruction management are considered to influence trainee teachers' classroom practice?

The main research question was broken down into three parts to obtain clear data on trainee teachers' microteaching experiences. These are:

- What are the student teachers' perception of microteaching experiences?
- What elements of microteaching relating to pupil behaviour are linked to students' classroom practice?
- What elements of microteaching relating to managing lesson instruction are linked to students' classroom practice?

The study involved the final year trainee teachers in the college of education in Nigeria. The data was gathered from 100 respondents using a questionnaire instrument and 15 participants using semi-structured interviews. The data collected using questionnaire instruments were analysed using descriptive statistics involving percentage and mean, while data from the semi-structured interviews were analysed using phenomenological methods of analysing qualitative data. The following themes were generated from the analysis of both quantitative and qualitative data:

- Usefulness of Microteaching
- Behaviour Management
- Lesson Management

6.2 Summary of Findings and analysis

6.2.1 Usefulness of Microteaching

Under the broad heading of ‘usefulness’, analysis of the data has identified several positive characteristics of the microteaching curriculum and experience as well as the associated outcomes as perceived by students in Nigeria.

The Microteaching programme was considered to be:

- Important – Promoting professional qualities about communication
- Relevant – Addressing basic student needs about the personal attributes of a teacher
- Valuable – Developing professional competence about the use of resources
- Empowering – Asserting trainee teachers’ responsibility for shaping the learning environment

This study revealed that the microteaching course was relevant to all the participants. Development of self-confidence to stand and speak in front of the class was the confirmation of the relevance of microteaching. The development of self-confidence allows the participants the opportunity of engaging and taking learners along during the school-based placement. This also draws attention to those personal attributes of a teacher that might sometimes be described as ‘presence or authority’.

This study found that microteaching was valuable to all the TTs. It was a key driver in developing and enhancing the skills of resource utilisation and lesson presentation. TTs affirmed that microteaching course was an excellent technique and avenue to learn and practice how to use chalkboard and other learning materials to engage learners.

The importance of microteaching to the trainee teachers’ classroom practice was raised. Routine activities such as good communication, appropriate teaching methods, getting learners’ attention and engaging learners were generally acknowledged by researchers as the professional skills acquired through microteaching. Though, some TTs in this study could not give examples of appropriate routine activities adopted and practised such as group work when on school-based placement.

Although the TTs stated that feedback from tutors and peers during microteaching helped them learn what to teach and how to teach, the study revealed that trainee teachers could not utilise the benefits of microteaching feedback in their classroom practice. The constructivist approach and Glasser Choice hold that feedback is an important method of helping learners out of their confused state by giving them another chance. One important benefit of feedback is to look for alternative teaching methods and explanations that could help to improve teaching and learning. This was lacking from the TTs' examples. The inability of TTs to link microteaching and the classroom could be described as a lack of transferability of or a discontinuity in 'practical learning'.

Analysis of the data would also suggest that as an outcome of the microteaching programme trainee teachers felt empowered to address key elements of professional practice, in particular, to manage the pupils' behaviour and learning.

Good behaviour was a persistent issue throughout the interviews. TTs learned that good behaviour in the classroom is the foundation of a teacher's classroom practice. Trainee teachers affirmed that the microteaching course was useful for equipping them with the experience of how to control students' behaviour. This study revealed that TTs reflected on microteaching training in order to get a good level of behaviour from the students when on school-based placement.

The importance of managing students' learning was a key component of professional teachers' duty, which the TTs learned from microteaching. The TTs affirmed that monitoring students' work, communicating well in the class, using appropriate resource materials and teaching methods were due to microteaching experiences. This study found microteaching to be useful in the teacher education programme to equip trainees with the learning management skills.

Also, the analysis identifies a possible weakness in the microteaching curriculum and experience in Nigeria. The microteaching programme is considered to lack continuity of experiential learning. The feedback that was intended to stimulate a change of practice does not easily cross the teachers' college-to-school barrier.

6.2.2 Elements of microteaching relating to managing classroom behaviour

Under the broad heading of 'managing behaviour', analysis of the data has identified several positive characteristics of the microteaching curriculum and experience in Nigeria.

Analysis has identified these characteristics and the associated outcomes that students perceive.

The microteaching programme about behaviour management is perceived to be:

- Rules-based – Advocating good communication and consistency about behaviour management
- Relational – Promoting interest in and respect for students about behaviour management

This study found that TTs made relevant rules in the classroom to get acceptable behaviour from the students when on school-based placement. The TTs acknowledged that making rules in the class helped them in maintaining classroom order and control. It was also found that TTs communicated the rules to the students orally and in writing and constantly reminded them of the rules. The TTs affirmed that being consistent with the rules resulted in students having confidence in them, which helped in maintaining a good learning environment.

This study also found that TTs affirmed that reward and punishment were the means by which they encourage and motivate the students to exhibit good behaviour. Although the TTs used the reward to make students pay attention, no link was made to show how the TTs used the reward to make the students abide by the classroom rules.

However, TTs used different types of punishment when on school-based placement to discipline students as well as making the students to respect them in the classroom. This study revealed that TTs could not make a connection between the rules they made and the punishment which they used in the class. Also, the TTs could not state how they used the punishment to effect and encourage students' learning. This could be because TTs were not informed by their tutors or the programme does not allow them to learn how to connect reward and punishment with classroom rules.

The importance of teacher's cordial relationship with the students was acknowledged as an important factor in managing classroom behaviour. This study revealed that good interaction with students, interest in student's affairs, respecting and accepting student's opinions helped the TT to make the classroom conducive for learning when on school-based placement. Although Glasser had emphasised the need for teachers to solicit pupils input in decision making to establish effective learning environment, there was a misunderstanding between respecting and accepting pupil's opinions. Some of the TTs could not solicit pupils' input into decision making.

6.2.3 Elements of microteaching relating to learning management

Under the broad heading of 'management of learning', analysis of the data has identified several positive characteristics of the microteaching curriculum and experience in Nigeria.

Analysis has identified these characteristics and the associated outcomes that students perceive.

The microteaching programme, about lesson management, is perceived to promote:

- Organisation- Raising awareness of the importance of preparation and presentation
- Structuring – Using time and managing transitions effectively
- Monitoring –Gathering information about individuals to identify barriers to learning
- Resourcing – Introducing appropriate resources and instructional materials and methods

A well-organised teacher was perceived by the TTs to be one who prepares and presents the lesson appropriately. The findings of this study show that TTs acknowledged the use of appropriate instructional materials and the giving of clear instructions on work to be done as good qualities of a well-organised teacher. Preparation of lessons before going to the class and the use of appropriate instructional methods were perceived as good conduct for the well-organised teacher. This study revealed other qualities of a well-organised teacher to be clarity, good relationship/tolerance with students, dedication to work, monitoring students' performance. These were noted as key elements in classroom learning.

The TTs engaged the pupils by using appropriate instructional materials to maintain a good learning environment. This study found that TTs used instructional materials to make students practice and construct meanings by themselves in line with the constructivist learning and Glasser Choice theories.

Structuring learning activities encompass an element of time management. It also includes managing transition from one activity to another. The need to use the time allotted to every learning activity purposefully was perceived as an element of good learning management during the interviews with the TTs. This study revealed that TTs made judicious use of time for the learning activities, giving pupils some time to adjust when changing from one learning activity to another.

Effective classroom learning involves a smooth transition from one learning activity to another. It was found that when transiting to the next learning activity, TTs made sure that students followed the instructions. This could allow the pupils to engage, understand and make meaning of their learning according to constructivist learning theory. TTs affirmed that learners getting organised before the next activity and following instructions were elements of transition that enhances classroom learning.

This study highlighted that microteaching experience was the basis for the TTs' ability to monitor students' learning progress when on school-based placement. The study found that TTs used various methods such as eye contact, going around and group work, which they learned from microteaching in order to monitor the students' learning progress in the classroom. Although group work and checking pupils' work have been recognised by the constructivists and Glasser Choice as ways of making learners participate actively in learning, some TTs could not move around or give pupils group work due to large class sizes.

The positive result of this research was that TTs used appropriate instructional materials and were able to assign them to the students for learning in the classroom. The TTs believed that using good instructional materials for teaching gives students the opportunity of practicing and making meanings on their own. This has been the major concern for the constructivist. This study revealed that TTs used various kinds of resource materials during teaching to make students relate learning to their daily lives. Although some TTs could not allocate the learning

materials to pupils due to the large class size and this issue could be detrimental to pupils' learning.

6.2.4 Researcher observations

Usefulness: Analysis of the findings would suggest that microteaching training has contributed positively to trainee teachers' classroom practice. Examples of TTs' reports would support their claims that microteaching changed their orientations. The TTs' recognition of developing professional competence about the use of resources, good communications, creating and maintaining a good learning environment would appear to be satisfactory evidence of the usefulness of microteaching training.

However, the analysis would also suggest that TTs could have made more meaningful interactions with their peers and tutors if they have had more time to practice during microteaching training. This could be that the microteaching programme does not give them enough time or that class/group of TTs is too large, making it difficult for any of them to have enough time to practice. Moreover, the analysis could suggest that TTs could not demonstrate that they utilised the feedback from their peers and tutors during microteaching in their various classrooms when on school-based placement. This could suggest that the underlying reasoning underpinning microteaching feedback in helping learners out of their learning difficulties were not realised. In this respect, either the microteaching programme or the tutors teaching the course do not make the TTs understand the importance of feedback in classroom learning.

Behaviour management: Behaviour management is an important task of classroom teachers. Analysis of the findings would suggest that the microteaching programme has addressed fundamental elements of effective behaviour management in the classroom. TTs' behaviour management was reflective of microteaching experience. The trainees made rules to gain class control and make learners exhibit a good level of behaviour in the classroom. Although it could be seen that the TTs used reward and punishment to enforce classroom rules, they could not demonstrate that they made the connection between rules and reward or punishment in order to help the pupils improve their behaviour. In relation to the value of good behaviour management, theory and practice appear to be well connected as evidenced

by the rules based classroom that TTs report. However, their appreciation of the underlying reasoning underpinning the communication and application of rules in support of learning is less secure. In this respect, the microteaching programme may be falling short of expectations. This calls for the TTs' tutor's attention, and also, TTs could be made to understand the need to inform parents about the importance of classroom rules for their children

Moreover, microteaching empowered the TTs in the knowledge of respect for learners and interest in learners' well-being. This research draws the attention of teacher trainers to the need to make trainees aware of the importance of involving learners in decision making in the classroom. This could make learners feel safe, accommodated and encourage them to participate actively in classroom activities.

Management of learning: Analysis of the findings would suggest that TTs experience of the microteaching programme has alerted them to the fundamental elements of a teacher's behaviour that contribute to the effective management of learning. Examples of self-reported practice would support TTs' claims. Their grasp of the importance of adequate advanced preparation before a lesson, effective time management during the lesson and the need to monitor the individual's progress following the lesson, would appear to be satisfactory. This would be in line with the core expectations for the microteaching programme in relation to the management of learning.

However, the analysis would also suggest that some of the conditions TTs experience in the classroom hinder their application of core ideas grasped in the microteaching programme. It may be that in this respect, the microteaching programme does not adequately prepare TTs for the reality of the classroom experience. Trainee teachers could function more effectively if they were allowed to teach a class of average of 35/40 pupils to enable them access learners so that one to one conversations were possible. It would also be advantageous if teachers were able to attend to individual learner's learning needs and give group work tasks to allow pupils to work with their peers.

Some of the participants did not understand the importance of good classroom arrangement, such as seating and structures in monitoring pupils' learning activities. It could be that

attention was not given to it during microteaching training or that the trainees couldn't apply the experience in the classroom.

Although TTs recognised the importance of using appropriate teaching methods, some were not able to adequately explain the reasoning that underpinned their intentions. There is a need within the microteaching programme to stress the learner-centred method to enable learners to participate actively in learning. Also, the proper use of learning materials could allow learners to engage in learning as well as relating classroom learning to real-life situations.

Some of the anticipated benefits of microteaching may not be fully realised in the transition from theory to classroom practice.

6.3 Limitations

This study recognises the limitation in generalising its findings based on the small sample size. Due to the small number of participants for the quantitative phase ($n = 100$), the results of this study should not be generalised to the larger population of student teachers in Nigeria. However, findings from this study might serve as a pointer in guiding future studies.

The trainee teachers that participated in this study had just resumed after many months of staying at home due to academic staff strike and they were having a 'crash' programme to cover-up what was lost. It was quite difficult for them to free up time to attend these interviews. As a result, their responses at interview might have been affected.

The sample was effectively self-selected from those trainee teachers who declared their interest to participate in the interviews. The selection was made through a purposive sampling approach rather than random selection. This might have some influence on the results of this research.

Opportunity to observe trainee teachers in the classroom context would have been a valuable addition to the data. Though it would have been difficult to gain access to classrooms, and while this was the focus of further study, it was beyond the scope of this study. Similarly, direct observation of microteaching in the University context was also beyond the scope of this study.

6.4 The impact of this study

Given the scope of the results and the conclusions that may be extracted from this study, the results from this study could have implications for teacher educators, educational administrators and teacher education policymakers. Hence, the results may usefully inform teacher educators, educational administrators and teacher education policymakers.

6.4.1 Implications for teacher educators and recommendation

The future of every country is dependent on the quality of education given to citizens. Teacher education in Nigeria uses microteaching as means of equipping the TTs with skills to become effective in the profession.

- This study found that TTs in Nigeria like elsewhere in the world learned the practices which they applied in the classrooms from the microteaching course. Although the TTs affirmed the influence of microteaching in their classroom practice, but detailed explanation could not be given for such practices. The classroom comprises learners from various background with different learning needs. Teachers need to be aware of these differences to enable them apply best classroom practices to meet individual students' learning needs. This study recommends that teacher trainers need to expose the trainee teachers to the reasons for and importance of good communication and appropriate teaching methods in the classroom. This will go a long way in helping the trainees teach to the ability, knowledge and level of individual learners in the classroom.
- TTs acknowledge the influence of feedback received from their tutors and peers during microteaching on the classroom practice when on school-based placement. Feedback is an important element in making learners learn from their mistakes. Although feedback from microteaching helps TTs in performing their classroom obligations, TTs in this study could not use the corrective feedback to involve their students in learning activities. This study recommends that teacher trainers need to inculcate in trainees the attitude of giving feedback to pupils by emphasising on the capacity of feedback to improve pupils' learning. TTs should be made to understand that through feedback, pupils could see and correct their mistakes. If TTs do not have a good experience of feedback they will not make effective use of it in the classroom

- Moreover, instead of failing the pupils, TTs could use feedback to help learners improve and adjust in various areas of learning difficulties according to the Glasser Choice theory. In the constructivist view, learning could be more effective when learners are allowed to contribute to learning and making meanings from the learning activities. Learners could have had more opportunity to learn if the TTs had used feedback experiences from the microteaching course in the classroom when on school-based placement.
- The management of students' behaviour and learning activities by the TTs when on school-based placement was found to be influenced by microteaching training experience. Learning could be more effective when teachers make the classroom environment conducive. The findings revealed that TTs in this study could not demonstrate that they managed learners' behaviour effectively when on school-based placement. In the absence of examples and illustrations from the classroom practice, it is difficult to avoid the conclusion that some of the trainees' comments are more theoretical than practical.

In terms of managing classroom behaviour, trainee teachers in this study affirmed that classroom rules, reward and punishment were real elements in managing classroom behaviour, although they made the rules solely without seeking pupils' contributions.

- Involving students or even the parents in making classroom rules could have given the pupils a sense of belonging and respect for the rules they contributed to making rather than 'feelings of fear' about the rules made by the teacher (Glasser, 1998). This study recommends that during TTs' microteaching training, teacher trainers should consider emphasising the need to involve the pupils in making classroom rules.
- Moreover, the use of punishment in the classroom in Nigeria has been viewed as a corrective measure. Although some TTs in this study used various forms of punishment in the classroom, those punishments were not linked to the classroom rules. Also, some TTs could not show that they explained the importance or consequences of punishment to the pupils. In as much as students were not involved in making classroom rules and at the same time the teacher's punishment of them was neither explained nor linked to the classroom rules, pupils might see punishment as an act of wickedness or an infringement of their rights. TTs, while on training could

be encouraged to apply learning from the microteaching programme and recognise the importance of explaining punishment given to the pupils and at the same time, link the punishment to those classroom rules already made.

- On the issue of accepting and respecting the students' opinion, some TTs in this study have a limited understanding that accepting and respecting pupils' opinion is just allowing the pupils to decide by themselves. Accepting and respecting pupils' opinion has implications for classroom learning. Pupils could feel free to contribute to learning activities if they are confident that the teacher would not use their contributions against them. Constructivists opposed the idea of putting learners at the receiving end of the learning process. They argued that allowing learners to contribute to the learning process could make learning worthwhile. This study considers it necessary to inculcate in the TTs the skill of accepting and respecting learners' contribution and, importantly, encouraging learners to make contribution in the classroom. This will go a long way towards making learners participate actively in the learning process.
- Microteaching is a course of study for training and equipping the TTs with principles of teaching through a 'teach-feedback-reteach' process. It is a process whereby the TT is allowed to teach after which the TT will receive feedback to make necessary corrections if any, and reteach where necessary. Findings from this study revealed that some TTs received feedback from their trainers/lecturers with insults. This study recommends that teacher trainers should perform their training responsibilities in line with the ethics of the teaching profession. The idea of correcting TT with insults could create anxiety and tension within the trainee teachers, and as a result, some of them could be teaching with fear. There should be good interactions and relationships between the trainer and trainee so that the objective of microteaching could be achieved.

6.4.2 Implications for administrators, teacher education policymakers and recommendation

- The findings from this study indicate that microteaching course is a useful and powerful approach to learning teaching skills and enriching due to its feedback technique. Teacher education programmers would be properly advised to assess the level to which TTs are satisfied with the microteaching training about the teaching

skills. Although the findings in this study suggest that TTs are completing the microteaching course with confidence and satisfaction, there were complaints about inadequate time for the TTs to exhibit their teaching skills during microteaching training. This study found that the time given to the TTs to practise during microteaching practical was too short largely due to the number of TTs scheduled to practise at a given period. This study recommends that the college administrators and government should look into the admission policy to enable the trainers to have a reasonable number of TTs to supervise at a given period. Moreover, a good admission policy should allow the TTs to have enough time to practice their teaching skills during microteaching.

- The interview result of this study showed that classrooms, where the student teachers did their teaching practice were overpopulated. The overpopulated classrooms hinder the TTs in this study from giving the pupils group work as well as making every learner see and use learning materials. In other words, the over-populated classrooms affected the TTs' use and allocation of instructional materials to pupils as well as the proper monitoring of pupils learning activities during the school-based placement. Group work, instructional materials and monitoring of student learning progress are the major elements for enhancing self-motivated and self-directed learning in which learners take an active role in the learning process or in constructing their understanding. This study recommends that schools and ministries of education should look into the over-populated classrooms to bring the number of pupils to an appropriate standard size to enable the TTs to give the pupils effective teaching in line with constructivists approach to learning.
- The idea of correcting TTs with insults could hurt learning to teach. This study draws attention to the need to promote best practices among teacher trainers and if possible, introduce a code of practice to ensure that TTs learn and practice the teaching skills in a friendly learning environment.

6.5 Suggestions for further research

- Further studies could be conducted in more teacher education institutions in Nigeria to give more meaning to the results of this research

- The results from this study were based on what the TTs claimed to have done when on school-based placement. Further studies could be conducted when the TTs are on the school-based placement. This could help get first-hand information regarding 'best practises' the TTs are adopting in the classrooms.
- Further study could be done to observe microteaching in the university.
- In the review of literature for this study, a clear lack of research related to TTs' perception and experiences of a microteaching element relating to pupils' behaviour and teachers' instruction in Nigeria. The lack of research practice in this area to build a good empirical base for the profession is a concern. Teacher educators would be better placed while actively engaged in research intended to further the knowledge base of teacher education practitioners.

6.6 Conclusion

This research has given a detailed analysis of the study intended to explore trainee teachers' perception and experiences of a microteaching element that relates to pupils' behaviour and teachers' instruction in Nigeria. The study was based on the constructivist learning theory and Glasser Choice's theory framework. Glasser believed that learners should take an active part in understanding and constructing their knowledge through participation, observation, interpretation and processing.

The results of this study indicated that the input of microteaching in the teacher education programme is good. The course was affirmed to be useful to the TTs in classroom practice when on school-based placement. The microteaching course was perceived to be useful as it allowed the TTs to be trained on classroom best practices which they adopted during the teaching practice exercise.

During the qualitative phase of this research, it was found that the TTs in this study adopt classroom practices which they learned from the microteaching course. Some of the best practices adopted by the TTs include: establishing rules, communicating the rules, consistency with the rules, reward and punishment, preparation and presentation of lesson, use and allocation instructional materials, communication, effective and clear instructions, teacher

relationship, accepting and respecting students' contributions, feedback, use of time, transition, monitoring learning, seating arrangement and group work.

The findings from this research revealed that TTs in this study adopt classroom best practices that are applicable in other parts of the world when they were on school-based placement. The findings also indicated that the TTs in this study were not too effective in using feedback skill to assist pupils in learning. Moreover, skills for using rules and rewards as well as accepting learners' contributions were not effectively demonstrated by the TTs during the interviews. This finding raises a particular issue for the (generally good) teacher education programme in Nigeria.

The findings revealed that short periods designated for TTs to learn teaching skills during microteaching training might hurt trainee teachers' ability to perfect their teaching skills. This study also found that large class sizes in TTs' schools of primary assignment affected the TTs' intention of adopting classroom practices such as group work, allocation of learning materials, and monitoring students' work. In view of the large class size, trainee teachers' capacity to develop prerequisite knowledge to function as professional teachers will be affected.

From the results of this study, it could be suggested that microteaching is a strong technique in the teacher education programme for training and equipping the trainee teachers with teaching skills in order for them to function effectively in the classroom in Nigeria. Considering the lack of demonstration of feedback skill and poor demonstration of rules and rewards system, one might agree with Olaitan (1983) that Nigeria's teacher education problem could be that of professional and technical competencies.

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APPENDIX: 1

RESEARCH INSTRUMENT: QUESTIONNAIRE

INSTRUCTION: This questionnaire is designed to examine the pre-service teachers' perception microteaching and classroom management in Nigeria. Please you are therefore requested to provide useful information that may assist in improvement pre-service teachers' practical skill training that would enhance classroom practice. Please, read each question carefully and answer accurately as you can by ticking only a box out of the five boxes. But if you make a mistake while ticking a box, kindly cross out your error and tick the correct box.

It would be appreciated if you answer all the questions, but if you feel that there are questions that you cannot answer, you are free to leave them. Please, be informed that no individual can be identified because your answers will be combined with other trainee's answers to make a total.

Thank you for agreeing to take part in this survey by completing the questionnaire.

Sex: Male ☐ Female ☐

Thinking about your views on microteaching course you received, to what extent do you agree with the following statement?	Strongly agree 1	Agree 2	Neither agree nor disagree 3	Disagree 4	Strongly disagree 5
1. I was interested in the things I learn in microteaching					
2. Microteaching helped me in classroom practice					
3. I received feedback regularly on my performance					
4. Microteaching was an important course to me					

Thinking about your classroom management during teaching practice, to what extent do you agree with the following statement?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5. I established and maintained class rules.					

6. I announced the rules to the class during the first week of class.					
7. I wrote the rules on the chalkboard and constantly reminded them about it.					
8. I used reward.					
9. I used punishment					
10. I believe the teacher needs to be well organised.					
11. I prepare my lesson materials in advance.					
12. I gave clear instructions about the work to be done.					
13. I gave report (feedback) to students regularly.					
14. I believe student's emotions must always be considered fully legitimate and valid.					
15. I believe student's contribution must be valued in decision making process.					
16. I involve students in making decisions.					
17. I show respect and care for students as people.					
18. I value students' ideas and comments during class.					

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
19. I structure the learning experience.					
20. I make sure little time is lost getting organised for the next activity.					

21. I make sure students put away used materials before the next activity.					
22. I make sure students keep to time for each activity.					
23. I continuously monitor students' learning activities.					
24. I always stand in front during student class work.					
25. I assist students with their class work.					
26. I allow students to work together in group.					
27. I know best how to allocate learning materials and supplies to optimize learning.					
28. I always use teaching materials.					
29. I make sure every student has equal time and access to teaching materials.					
30. I use appropriate teaching materials.					

APPENDI: 2

RESEARCH INSTRUMENT (Semi-Structured Interview)

Demographic information: (A) Please can you tell me your name? (B) Are you male or female?

Protocol for a Semi-Structured Interview

Please, I would like to thank you for agreeing to assist me willingly by participating in both paper questionnaire and semi-structured interview. I would also want to know if you have any questions you wish me to answer before we start. I want also to remind you that your participation in this interview is totally voluntary and that you may wish to withdraw your participation at any time.

Semi-Structured Interview

Microteaching Experience

1.
 - a. Did you think that what you were learning in the micro-teaching course was mostly relevant or mostly irrelevant to your classroom practice (**experience**)?
 - b. Why do you think that what you were learning in the micro-teaching course was most relevant or most irrelevant to your classroom practice (experience)?
 - c. Can you tell me how you apply/**use** microteaching training experience during your teaching practice (i.e. how microteaching assisted you during your teaching practice)?
2.
 - a. Which aspects (**elements**) of the micro teaching course do you think were most helpful in the classroom practice (**teaching and learning**)?
 - b. How do microteaching help you in managing your classroom?
 - c. How did feedback you received during microteaching training **help/contribute** to your classroom teaching?
3.
 - a. Did you find microteaching course useful or not in managing students' behaviour and learning in your classroom?
 - b. Please, can you explain how microteaching course help you in managing student's behaviour?
 - c. How did the microteaching course help you in managing student's learning?

Behaviour Management

4.
 - a. As a classroom teacher, do you have or make rules for your students? If **Yes**,

- b. Why did you make these rules?
 - c. How do you communicate the rules to your students?
 - d. Are you consistent with the rules?
 - e. If so, can you tell me how?
 - f. Do you use reward and what type of reward do you use?
 - g. Can you tell me why you use reward?
 - h. Do you use punishment and what type of punishment do you use?
 - i. Please, can you tell me why you use punishment?
- 5
- a. How would you describe an effective (**well-organised**) classroom teacher?
 - b. Do you see yourself as an effective (**organised**) classroom teacher?
 - c. If Yes, in what way?
 - d. Which characteristics of an effective teacher are important for helping the teacher manage the classroom behaviour?
 - e. What are the characteristics of an effective (**well –organised**) teacher that are important for helping their pupils learn?
- 6
- a. Do you think that good relationship between you and your students helped you in creating good environment for learning?
 - b. Why do you think that good relationship between you and your students helped you in creating a good environment for learning?
 - c. How did you create that relationship?
 - d. Do you involve your students in making decision in the class?
 - e. Why do you do so?
 - f. Do you respect and value your students' views?
 - g. Why?
 - h. Can you tell me how you respect and value their views?

Lesson Management

- 7
- a. Please, can you tell me how you manage your **learning/instructional** activities (example; progressing from one lesson or activities to another)?
 - b. What do always bear in mind as you transit (move) from one learning activity to another?
 - c. When you are planning for transition, what do you expect students to be doing as you move from one activity to another?
 - d. Why do you think this would support learning in the classroom?
- 8
- a. Did you have confidence that you would monitor your students learning well before you start your teaching practice? If **Yes**,
 - b. Why?
 - c. Please, can you tell me how you monitor your students during your class teaching?
 - d. Did micro-teaching influence your thinking? If so,
 - e. Please, can you tell me how microteaching influence your thinking?
 - f. Did you give students opportunity to work in group?

- g. Why do you do so?
- 9
 - a. Do you use classroom learning materials? If **Yes**,
 - b. Can you tell me the type of materials that you use in your class?
 - c. How do you allocate or make them available to students?
 - d. Do you use the same materials all the time?
 - e. Why?
- 10 Are there any other observations you have with regard to microteaching training and your classroom experiences?

APPENDIX 3

INFORMATION LETTER FOR THE COLLEGE PROVOST

STUDENT TEACHERS' PERCEPTION OF MICROTEACHING EXPERIENCES IN ENCOURAGING LEARNERS' PARTICIPATION IN THE CLASSROOM IN NIGERIA

Dear Sir/Madam

I am Daniel Eyisi, a PhD research student in the Department of Education, Faculty of Arts and Humanities, Selinus University Italy. I am a Nigerian teacher trainer from Anambra State. My PhD research focuses on Student Teachers' Perception of Microteaching Experiences in Encouraging Learners' Participation in The Classroom in Nigeria. Encouraging learners' participation in the classroom is a primary concern of both trainee and experienced teachers. Research would suggest that what is described in the teacher education curriculum in Nigeria as 'microteaching' has been found to be useful in improving trainee teacher's classroom management skill.

The aim of the study is to investigate student teacher's perception of microteaching training and the impact that it had on their class and lesson management during teaching practice. Students who had completed the microteaching course and school placement would be invited to take part in the study. Those who agree to participate will be asked to complete a questionnaire and interview which would be conducted by me on the college site at a time and place that was convenient for the students. Students' participation in the study will be voluntary and a student may withdraw from the study at any time. There are no negative consequences for any student who choose to withdraw form a study, however, data that has been analysed and anonymised could not, at that stage, be withdrawn from the study. The data collected will be used as the basis for a doctoral thesis.

Data will be anonymous and neither the college nor individual students will be named in the study.

I am at this point seeking consent to conduct the study in your institution. This would involve making contact with students and seeking their agreement to participate in the study via the course lecturer.

It would be highly appreciated if you indicate your approval by signing the attached form please.

If you have any queries or comments, please feel free to contact at any time through this email: eyisidaniel@yahoo.com or phone 08130069069

Yours sincerely

Daniel Eyisi

APPENDIX 4

INFORMATION LETTER FOR THE STUDENT TEACHERS

STUDENT TEACHERS' PERCEPTION OF MICROTEACHING EXPERIENCES IN ENCOURAGING LEARNERS' PARTICIPATION IN THE CLASSROOM IN NIGERIA

Dear Student

I am Daniel Eyisi, a PhD research student in the Department of Education, Faculty of Arts and Humanities, Selinus University Italy. I am a Nigerian teacher trainer. My PhD research focuses on Student Teachers' Perception of Microteaching Experiences in Encouraging Learners' Participation in the Classroom in Nigeria. Encouraging Learners' Participation in the Classroom or classroom management is one of the primary concerns of both trainee and experienced teachers and microteaching has been found to be useful in improving trainee teacher's classroom management skill. Therefore, I want to explore from student teachers' perspective the aspect of pre-service teacher education curriculum (in Nigeria) that focuses on class and lesson management and are considered to influence trainee teacher's classroom practice. Examples of the classroom practice include activities such as monitoring seatwork, allocating and using materials, giving instructions, giving feedback, etc.

The study will be conducted with trainee teachers who have completed both the microteaching course and a period of school placement. Participants will be asked to complete a paper-based questionnaire designed to explore your perceptions of the microteaching training related to classroom management that assisted you in the classroom during teaching practice. The questionnaire will be followed with interviews, conducted by the researcher with a number of participants. Interviews will be audio recorded. Interviews will primarily focus on your school experience. The questionnaire and interview will be conducted on the college site and together these should last 1 hour. The purpose of this letter is to invite you to participate in the above study.

Participation in the study is voluntary and you may withdraw from the study at any time. Withdrawal will not affect your relationship with your tutors, your institution, the researcher or the Selinus University. All data records will be anonymous and will be held securely. Data will be held for 5 years before being erased.

There are no negative consequences for any student who chooses to withdraw from a study however, if a participant should wish to withdraw from the study it will not be possible to remove from the data set anonymous data or data that has already been analysed and collated.

The data collected will be used as the basis for a PhD thesis. Permission to conduct the study in the college has been given by the Provost of the college. Data will be anonymous and neither the college nor individual students will be named in the study. All the information you provided will be used only for my report.

I am at this point seeking your consent to participate in the study described above.

You can give your consent to participating in all or part of the study by signing and returning the attached consent form to me.

If you have any question or need further explanations, please feel free to contact me at any time through this email: eyisidaniel@yahoo.com or phone 08130069069.

Thank you

Daniel Eyisi

APPENDIX 5

Consent Letter for the Student Teachers (Questionnaire Respondent and Individual Interview)

Student Teachers' Perception of Microteaching Experiences in Encouraging Learners' Participation in the Classroom.

I, the undersigned, confirm that I have read and understood the information for the above study. I have had the opportunity to consider the information, ask questions and have these answered satisfactorily.

I understand that the letter is asking me to participate in the research as a questionnaire respondent and as an individual interviewee to be conducted in my college.

I understand that participation in the research is voluntary, that I am free to withdraw my consent at any time and that anonymised data cannot be removed from the data set.

I understand that all the information gathered will be kept strictly confidential. I also understand that my name and the name of my college will not be mentioned in any report arising from the research.

I understand that the research will be published in the form of a PhD Thesis and or any resulting publications/presentation.

I **AGREE** to take part in the above research as a **questionnaire respondent** **Yes / No**

I **AGREE** to take part in the above research as an **interviewee** **Yes / No**

I **AGREE** to an audio recording of the interview **Yes / No**

Signature:

Date:

(Name)

