

ASSESSMENT OF PRE-SERVICE TEACHERS' PERCEPTION OF THE USE OF MICROTEACHING BLOG-BASED PACKAGE IN TRAINING TEACHING SKILLS IN COLLEGES OF EDUCATION IN LAGOS STATE

BY

**Idris Babajide Babalola: Department of Arts Education, University of Lagos, Akoka, Nigeria;
E-mail: babalolidris70@gmail.com**

**Prof. Ayotunde Adebayo: Department of Arts Education, University of Lagos, Akoka, Nigeria; E-mail:
ayotunde.adebayo1@gmail.com**

&

Prof. L. L. Adedeji: Department of Arts Education, University of Lagos, Akoka, Nigeria

Abstract

The study investigated pre-service teachers' perception on a developed and validated a Blog-Based Microteaching Practicum Package (BMPP). Two research questions and one hypothesis guided the study. Descriptive survey research designs was used in the study. 500 Year II pre-service teachers were sampled from 2,780 pre-service teachers across three the Colleges of Education in Lagos State. One validated instrument titled "Users' Perception Questionnaire (UPQ)" was used to collect data from the respondents. The data obtained were analysed using mean, standard deviation, and Pearson's Moment Correlation Co-efficient at 0.05 level of significance. The results revealed that pre-service teacher have good perception of the use of Blog-Based Microteaching Practicum Package (BMPP) in micro-teaching practicum class; and there is positive relationship between pre-service teachers' perception of the BMPP and their performance in micro-teaching practicum in Colleges of Education in Lagos State. This study recommended that the National Commission for Colleges of Education needs to review the minimum standard of micro-teaching to include integration of technological applications such as BMPP in the training of pre-service teachers; and government should organise seminars, conferences and workshops for teacher trainers which will focus on training the trainee on the integration of technology such as BMPP into classroom teaching and learning.

Keywords: *Blog-Based Package, Microteaching Practicum, Microteaching skills, Perception, Pre-Service Teachers*

Introduction

Teacher education is the process of providing potential teachers with the skills and knowledge necessary to teach effectively in classroom. According to United Nations Educational, Scientific and Cultural Organizations - UNESCO (2023), increasing the quality and standard of education is a matter of concern in education and priorities for all nations. Hence, training pre-service teachers can be concluded to be the coordinating point for every nations' educational development as the quality of teachers will directly impact on the quality of educational services rendered by a country to her populace. Training of pre-service teachers is a pseudo-scientific and practice-oriented exercise which emphasizes vocationalism as well as help to cultivate professional development of Trainee. It is a pivot upon which the syllogism of pre-professional development relies upon. This is especially valid for teacher education programme as effective delivery by a teacher is directly dependent upon the quantity and quality of practical training that the trainee is exposed to during the pre-service period. Microteaching has proven to be an evidence-based strategy and an important innovation in teacher education programme, it enhances the quality of trainee teachers. The process of training pre-service teachers can simply be viewed as a cordial relationships among the teacher trainer, trainee teachers and teaching skills.

In order to attain the goals of Teacher Training Colleges, microteaching must be accorded the necessary recognition. It is a course in teacher education programme which occupies a key place in training pre-service teachers in attaining the required teaching skills. It plays a significant role in the implementation of the curriculum and educational policies of Colleges of Education. It constitutes a springboard to nation building of

the entire educational system as well as train trainee who eventually becomes professional teacher who will effectively discharge and display all qualities of the profession. It is unarguably the most essential course in teacher education programme. An ideal microteaching practicum session has taken many forms. Its early configurations were very formal and complex. Real students (typically four or five) were placed in rotation of teaching station in microteaching clinic. Pre-service teachers would teach an initial five to ten minutes, single element lesson that will be critiqued by a Supervisor. The pre-service teacher would have a brief time to revise the lesson and then re-teach the same lesson to a different group. In later years, these sessions were videotaped. Videotaping micro-teaching lessons became the optimal practice because it allows pre-service teachers to view their own performances.

In Nigeria, a microteaching group is formed among the pre-service teachers; while members of the group train independent of their colleague and the teacher trainer. A day is fixed with the teacher trainer in which a member of the group is made to teach representing the teaching performance of the entire members of the group. The teacher trainer who is more concerned about scores in turn moves to the next group representative and this is done all through, thereby, eliminating individuals demonstrating acquired skill. Nigeria practice of microteaching has been bedeviled with several challenges. According to Abifarin (2021), inadequate number of experts, inadequate teaching materials, poor government attention on the teaching profession and also poor design of the contents in the minimum standard of microteaching as some of the challenges militating against the effective practice of microteaching in Nigeria and these challenges have eroded basic requirements of microteaching like teach-reteach element, video-taping of microteaching session, standard feedback instrument, and development through attention on teaching skills.

Teaching skills can be referred to as sets of activities that are designed and performed to produce change in trainee teachers' behaviour. According to Choeda and Kinley (2020), teaching skills are set of interrelated components of teaching behaviour for the realization of specific instructional objectives. It is seen as sets of professional module that is meant to develop the pedagogical knowledge and skills of the pre-service teachers. Apart from the poor practice of microteaching practicum, the training of pre-service teachers in Colleges of Education does not integrate the use of Information and Communication Technology (ICT); this practice is in contradiction of the present need of the teaching profession; According to Salisu (2020), one critical pillar required by teaching profession is developing teaching abilities and skills around ICT, so that Trainees can be equipped with the required skills, content and knowledge of the 21st century.

Blog is a personal website that helps an individual or a team of few people to publish their content on the internet for many others to read, Blog is a child of technology, unlike many other forms of publications that has a classical and modern forms, blogs cannot be thought of without the wired world" that is today's World Wide-Web. John Barger coined the term "weblog" in 1997. A weblog is essentially a web page "logging" hyperlinks to websites which a web-surfer finds interesting. A weblog is a type of website, usually maintained by an individual with regular entries of commentary, description of contents and materials such as graphics or video, a typical blog combines text, images, and links to other blogs. The ability of users or readers to leave comments in an interactive format is an important part of blogs. A blog which is written about content of the curriculum and purposefully meant to teach and learn is known as "edublog". The collection of different blogs is known as "edublogsphere" while teachers who blogs are known as "Edubloggers". The benefits of using blog as a trained package compared to other means include: improved performance, increased access, convenience and flexibility to learners, low-cost, mobile-phone compatibility, ability to combine text, video, graphics and pictures, among others.

The need to introduce low cost technology to improve training sessions in microteaching can no longer be argued. It is required to bring about uniformity in training across institutions. It will also help strengthen weakling modifications that have been adopted by teacher training schools; while it will give institutions with no

modification a pedal on which can be ridden upon for effectiveness in the training of pre-service teachers. Technology has been integrated in the training of all professionals and pre-professionals in their respective professional fields today; hence, the place of technologically-enhanced package cannot be undermined. There is no profession without an iota of technological package to help not only in the practice but also in the acquisition of the required skills for the profession.

Perception involves the way one sees a particular phenomenon. The notion of perception as a driver of usage or attitude towards a phenomenon makes this concept an important aspect to managing effective usage of a particular phenomenon. Abifarin (2023) asserted that the way learners perceive a package, strategy or method of teaching is critical in their usage or attitude towards the subject matter. Onaolapo, (2023) inferred that perception is a uniquely individualized experience, one can only draw from what is known to oneself. Colleges of Education is saddled with the responsibility of providing training and re-training of teachers who are knowledgeable in both the subject area and pedagogy. Colleges of Education are mandated to give quality training to pre-service teachers, who when they graduate will teach at the basic level comprising both primary and junior secondary schools. However, in view of the affiliation with the university to run degree programmes, many Colleges of Education equally train pre-service teachers who upon graduation will teach at the Senior Secondary School level. Teachers constitute a major determinant of the quality of education. Falola, (2023) posited that teacher training and trainees are pace setters for every sector of the national economy. In Colleges of Education, as highlighted by National Commission for Colleges of Education, pre-service teachers are trained around three principal pillars which are content – knowledge development, teaching skill enhancement and policy of education exposure. Content knowledge development courses are those that are hinged on pre-service teachers' effectiveness in the content or subject area in which they specialize in. Content in primary or secondary school subjects is the focus in this context because this level of education is the central focus of trainee for pre-service teachers in Colleges of Education.

Developing a package for teaching skills of pre-service teachers in Colleges of Education is not enough to improve pre-service teachers' teaching skills. Assessment of the perception of pre-service teachers is critical as it will guide developers on the effectiveness of the developed package. Hence, this paper assessed the perception of pre-service teachers in Colleges of Education to a developed Microteaching Blog-based package for acquisition of teaching skills.

Statement of Problem

There is a great concern about the practice of microteaching practicum in Colleges of Education. It does not only fails to follow the teach-reteach procedures expected of the course; but also fails to adapt Information and Communication Technology (ICT) package into it. This has led to the ripple effect of training pre-service teachers with inability to integrate Information and Communication Technology (ICT) in their classroom practices. Several efforts has been made to address this prevailing challenge and one of such effort is the development of a Microteaching Blog-based package and deploying it in training pre-service teachers in acquiring teaching skills in Colleges of Education. This paper therefore assessed the perception of pre-service teachers on the use of the Blog-based package for acquisition of teaching skills.

Purpose of the Study

The main purpose of the study was to assess pre-service teachers' perception on the use of a developed microteaching blog-based package for acquisition of teaching skills. Specifically, the objectives of the study are:

1. ascertain pre-service teachers' perception of the Blog-based Microteaching Practicum Package (BMPP) for training in microteaching practicum class; and
2. examine the relationship between pre-service teachers perception of Blog-based Microteaching Practicum Package (BMPP) and their performance in microteaching practicum in Colleges of Education in Lagos State.

Research Questions

The following research questions guided the study:

1. What is the perception of pre-service teachers on the use of the Blog-based Microteaching Practicum Package (BMPP) in microteaching practicum class?
2. What relationship exists between pre-service teachers' perception of the Blog-based Microteaching Practicum Package (BMPP) and their performance in teaching skills in Colleges of Education in Lagos State?

Research Hypothesis

1. There is no significant relationship between pre-service teachers' perception of Blog-based Microteaching Practicum Package (BMPP) and their performance in teaching skills in Colleges of Education in Lagos State.

Methodology

Descriptive survey research design was used to collect data on the perception of pre-service teachers to the use of the package, data collected on the perception is correlated against their performance in teaching skills. The study population comprised of 835 Pre-service Teachers in year II in Federal College of Education (Technical) Akoka, 1,342 Pre-service Teachers in year II in Lagos State University of Education, National Certificate in Education Programme, Ijanikin (formerly Adeniran Ogunsanya College of Education, Ijanikin) and 102 in year II in Pre-service Teachers in St. Augustine College of Education, Akoka in Lagos State. The year II pre-service teachers were used as target population because they are the level offering micro-teaching at College of Education. Simple random sampling technique was used to select five hundred (500) pre-service teachers across the three participating Colleges of Education. User's Perception Questionnaire (UPQ) was developed and validated for use in the study. It was used to gather data and information from users about their perception of the Blog-based Microteaching Practicum Package (BMPP) in training pre-service teachers in micro-teaching practicum. In addition, the results from the Microteaching Practicum Observation Schedule were obtained and used to measure the performance of the respondents. The data obtained were analysed using frequency, mean, standard deviation, and Pearson's Moment Correlation Co-efficient at 0.05 level of significance.

Results

Research Question 1: What is the perception of pre-service teachers on the use of Blog-Based Microteaching Practicum Package (BMPP) in micro-teaching practicum class?

Table 1: Pre-service teachers' perception on the use of Blog-based Microteaching Practicum Package (N=210)

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
1	BMPP increases chances of achieving instructional objectives set out in a micro-lesson.	148	61	1	0	3.70	0.47	Strongly Agreed
		70.5%	29.0%	0.5%	0.0%			
2	Using BMPP allows teacher trainer to accomplish the instructional task more easily.	149	61	0	0	3.71	0.46	Strongly Agreed
		71.0%	29.0%	0.0%	0.0%			
3	BMPP could increases teacher trainer's productivity in instructional settings	148	62	0	0	3.70	0.46	Strongly Agreed
		70.5%	29.5%	0.0%	0.0%			
4	I prefer to practice teaching skills with this blog and with a teacher trainer as the facilitator.	200	9	1	0	3.95	0.24	Strongly Agreed
		95.2%	4.3%	0.5%	0.0%			
5	Training on teaching skills with BMPP is more preferable	148	62	0	0	3.70	0.46	Strongly Agreed
		70.5%	29.5%	0.0%	0.0%			
6	The activities provided in BMPP is more effective compared to normal classroom instruction.	149	61	0	0	3.71	0.46	Strongly Agreed
		71.0%	29.0%	0.0%	0.0%			
7	I will suggest to my friends to use	149	61	0	0	3.71	0.46	Strongly Agreed

	BMPP to practice teaching skills	71.0%	29.0%	0.0%	0.0%			
8	I prefer the use of this instructional method than normal classroom instruction.	200	9	1	0	3.95	0.24	Strongly Agreed
		95.2%	4.3%	0.5%	0.0%			
Grand Mean						3.77	0.41	Strongly Agreed

Source: Field Survey, 2023

Scales: SA=Strongly Agreed ($x \leq 4$), A= Agreed ($x \leq 3$), Disagreed ($x \leq 2$), SD=Strongly Disagreed ($x \leq 1$)

Table 1 shows the perception of pre-service teachers on the use of Blog-Based Microteaching Practicum Package (BMPP) in micro-teaching practicum class. The individual mean of the eight items showed that the respondent strongly agreed that BMPP increases chances of achieving instructional objectives set out in a micro-lesson; using BMPP allows teacher trainer to accomplish the instructional task more easily; BMPP could increases teacher trainer's productivity in instructional settings; they prefer to practice teaching skills with this blog and with a teacher trainer as the facilitator; training on teaching skills with BMPP is more preferable; the activities provided in BMPP is more effective compared to normal classroom instruction; they will suggest to their friends to use BMPP to practice teaching skills; and they prefer the use of this instructional method than normal classroom instruction. Based on these results, it can be inferred that the pre-service teachers have good perception of the use of Blog-Based Microteaching Practicum Package (BMPP) in micro-teaching practicum class.

Research Question 2: What relationship exists between pre-service teachers' perception of the Blog-Based Microteaching Practicum Package (BMPP) and their performance in micro-teaching practicum in Colleges of Education in Lagos State?

Table 2: Relationship between pre-service teachers' perception of BMPP and performance in micro-teaching practicum

		Pre-service teachers' perception of BMPP	Pre-service teachers' performance in micro-teaching practicum
Pre-service teachers' perception of BMPP	Pearson Correlation	1	.675**
	Sig. (2-tailed)		.000
	N	210	210
Pre-service teachers' performance in micro-teaching practicum	Pearson Correlation	.675**	1
	Sig. (2-tailed)	.000	
	N	210	210

**. Correlation is significant at the 0.05 level (2-tailed).

Table 2 reveals that the calculated "r" value of 0.675 is positive and significant. Hence, there is positive relationship between pre-service teachers' perception of the Blog-based Microteaching Practicum Package (BMPP) and their performance in micro-teaching practicum in Colleges of Education in Lagos State.

Test of Hypothesis

Research Hypothesis 1: There is no significant relationship between pre-service teachers' perception of the Blog-based Microteaching Practicum Package (BMPP) and their performance in micro-teaching practicum in Colleges of Education in Lagos State.

Table 3: Relationship between pre-service teachers' perception of the BMPP and their performance in micro-teaching practicum in Colleges of Education in Lagos State

		Pre-service teachers' perception of BMPP	Pre-service teachers' performance in micro-teaching practicum
Pre-service teachers' perception of BMPP	Pearson Correlation	1	.675**
	Sig. (2-tailed)		.000
	N	210	210
Pre-service teachers' performance in micro-teaching practicum	Pearson Correlation	.675**	1
	Sig. (2-tailed)	.000	
	N	210	210

****.** Correlation is significant at the 0.05 level (2-tailed).

Table 3 reveals that the calculated “r” value of 0.675 is significant since the returned p-value of 0.000 is less than the criterion level of significance of 0.05. Hence, the null hypothesis which stated that “There is no significant relationship between pre-service teachers’ perception of the Blog-based Microteaching Practicum Package (BMPP) and their performance in micro-teaching practicum in Colleges of Education in Lagos State.” was rejected. This implies that there is significant relationship between pre-service teachers’ perception of the Blog-based Microteaching Practicum Package (BMPP) and their performance in micro-teaching practicum in Colleges of Education in Lagos State.

Discussion of Findings

This study found that the pre-service teachers have good perception of the use of Blog-Based Microteaching Practicum Package (BMPP) in micro-teaching practicum class. This may be why Deng and Yuen (2011) in their reports on Blog-based training in teacher education argued that blogs foster a community of practice, enhancing peer interaction and self-directed learning. This relates to the finding of this study indicated that the perception level of pre-service teachers trained using the intervention strategy increases greatly. The use of BMPP has provided opportunity for pre-service teachers to air their views, demonstrate and investigate ideas. Corroborating the finding of this study, Manca and Ranieri (2016) reported that while some pre-service teachers appreciate the flexibility and peer support offered by blogs, others struggle with technological challenges and a lack of guidance. In addition, positive perceptions generally correlate with enhanced teaching confidence and skill acquisition (Manca & Ranieri, 2016).

This paper revealed that there is positive and significant relationship between pre-service teachers’ perception of the Blog-based Microteaching Practicum Package (BMPP) and their performance in micro-teaching practicum in Colleges of Education in Lagos State. In line with this finding, Su and Zou (2020) reported that pre-service teachers who engaged with blog-based reflection demonstrated better lesson delivery, critical thinking, and classroom interaction skills compared to those using traditional methods. Also, Lee and Kim (2022) found that regular use of blogs for reflective practice correlates with improved teaching performance, particularly in lesson structuring and students’ engagement; and concluded that Blogs serve as repositories for continuous feedback, fostering self-assessment and professional growth among pre-service teachers.

Conclusion

The integration of blog-based platforms into micro-teaching practices presents a promising avenue for enhancing teaching skills and performance among pre-service teachers. Thus, the importance of training pre-service teachers via weblog as an instructional strategy for better acquisition of teaching skills cannot be underestimated. It can therefore be concluded that there is a positive relationship between pre-service teachers’ perception of the package and their performance in teaching skills.

Recommendations

The following recommendations are based on the findings of the study:

1. National Commission for Colleges of Education needs to review the minimum standard of micro-teaching to include integration of technological applications such as BMPP in the training of pre-service teachers. This is essential as pre-service teachers trained with this standard will be able to cope with the 21st century demands of the profession.
2. Government should organise seminars, conferences and workshops for teacher trainers which will focus on training the trainee on the integration of technology such as BMPP into classroom teaching and learning.

References

- Abifarín, M. S. (2021). Media integration in teacher training programme, *Akoka Journal of Education*, 5(1), 23-32.
- Choeda, L. M. & Kinley, S. U. (2020). *Measuring, assessing and reporting teaching skills microteaching of Pre-service teachers*. New Jersey: Prentice-Hall, Englewood Cliffs.
- Deng, L., & Yuen, A. H. K. (2011). Towards a framework for educational affordances of blogs. *Computers & Education*, 56(2), 441–451.
- Falola, G. J. (2023). Effects of self-efficacy and goal-orientation on teacher training programme, *Journal of Technical Education*. 4(1), 50-62.
- Lee, H., & Kim, J. (2022). Blog-based reflective practices in teacher education: Enhancing teaching performance, *International Journal of Educational Research*, 111(1), 102–108.
- Manca, S., & Ranieri, M. (2016). Facebook and the others. The use of social networking sites for teaching and learning in higher education: A comparative analysis; *Journal of Computer Assisted Learning*, 32(5), 394–405.
- National Commission for Colleges of Education (2018). *Revised minimum standard*. Abuja: Authour.
- Onaolapo, O. H. (2018). *Microteaching: Perspective and history*. Lagos: Onad Publications.
- Salisu, S. O. (2020). Micorteaching as a vehicle of teacher training: Its pros and cons, *Journal of school of postgraduate studies, Osun*, 39(3), 142-143.
- Su, Y., & Zou, D. (2020). Exploring the effect of blog-based reflective practice on pre-service teachers' teaching skills, *Journal of Educational Technology & Society*, 23(2), 120–132.