

**COMPARATIVE ANALYSIS OF PERFORMANCE OF GEOGRAPHY PRE-SERVICE
TEACHERS IN MICRO - TEACHING AND TEACHING - PRACTICE IN COLLEGE OF
EDUCATION, WAKA-BIU, BORNO STATE, NIGERIA**

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Abstract

This study examined the comparative analysis of the performance of pre-service Geography teachers in micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria. The study was motivated by concerns that teaching skills developed during micro-teaching may not always translate effectively into actual classroom practice. Specifically, the study compared pre-service teachers' performance in five dimensions: teacher preparation, teacher presentation, classroom management, teacher personality, and teacher expression. An ex-post facto research design was adopted. The population of the study comprised 361 pre-service Geography teachers from two academic cohorts, and a census sampling technique was used to include the entire population. Data were collected using a structured proforma adapted from the National Commission for Colleges of Education (NCCE) Teaching Practice Assessment Form. The instrument was validated by experts and tested for reliability using inter-rater reliability, yielding a coefficient of 0.802. Data were analyzed using mean, standard deviation, and paired sample t-test at 0.05 level of significance. The findings revealed significant differences in the performance of pre-service Geography teachers in teacher preparation, teacher presentation, classroom management, teacher personality, and teacher expression during micro-teaching and teaching practice. The study concluded that although micro-teaching plays a significant role in developing teaching competencies, teaching practice provides a more realistic classroom context that further strengthens and shapes these skills. It was recommended that teacher education institutions should strengthen the integration between micro-teaching and teaching practice through increased practical exposure, mentoring, and continuous feedback to improve teacher preparation outcomes.

Keywords: Micro-teaching, teaching practice, pre-service teachers, Geography education, teacher performance.

Introduction

Teacher education programmes are central to educational quality and national development because they prepare competent teachers with the knowledge, skills, values, and attitudes required for effective classroom practice. Contemporary literature describes teacher education as a structured professional process that combines academic preparation, pedagogical training, and social development to equip pre-service teachers for classroom responsibilities and long-term professional growth (Darling-Hammond et al., 2020; OECD, 2023). In Nigeria, agencies such as the National Commission for Colleges of Education (NCCE) and the National Teachers' Institute (NTI) regulate teacher preparation with emphasis on both pre-service and in-service training to ensure professional competence throughout teachers' careers (NCCE, 2014; UNESCO, 2022). Research further shows that subject knowledge alone is not sufficient for effective teaching unless supported by strong pedagogical knowledge and classroom skills (Shulman, 2021; Coe et al., 2020).

Recent reforms in teacher education increasingly emphasize experiential and practice-based learning approaches rather than purely theoretical instruction. One of the most widely used strategies in teacher preparation is micro-teaching, which provides pre-service teachers with the opportunity to practice teaching skills in a controlled setting through lesson rehearsal, observation, feedback, and reflection before entering real classrooms (Darling-Hammond et al., 2020; OECD, 2023). Micro-teaching has been found to improve lesson planning, instructional delivery, classroom management, communication skills, assessment techniques, and reflective practice among pre-service teachers (Iliasova et al., 2025; Kimaro et al., 2021). In Nigeria, studies also confirm that micro-teaching strengthens student-teachers' teaching competence and contributes positively to teaching practice performance (Babalola, 2024; Bistu & Mangvwat, 2024).

Teaching practice is another major component of teacher education. It provides pre-service teachers with real classroom experience where they apply the knowledge and skills acquired through coursework and micro-teaching in authentic school environments. During teaching practice, student-teachers engage in lesson planning, classroom instruction, learner assessment, classroom management, and interaction with learners and mentors. This practical exposure bridges the gap between theory and practice while promoting professional identity, instructional competence, and self-confidence (Heinz, 2024; UNESCO, 2023; Satmaz et al., 2026). It is also considered the most realistic stage for assessing how effectively student-teachers transfer skills acquired during training into actual classroom situations.

Despite the acknowledged value of micro-teaching, evidence suggests that performance demonstrated in simulated teaching settings does not always transfer directly into real classroom teaching. Studies show that while micro-teaching improves general teaching competence, the controlled nature of the exercise including short lesson duration, peer audiences, and reduced classroom complexity may not fully reflect the realities

of actual classroom teaching (Presnilla-Espada, 2014; Yuliani, 2018). This creates a need to compare performance in micro-teaching and teaching practice across specific dimensions of teaching performance, especially among geography pre-service teachers.

This study examined five key dimensions of teaching performance among pre-service Geography teachers: teacher preparation, teacher presentation, classroom management, teacher personality, and teacher expression. Teacher preparation involves stating lesson objectives clearly, organizing content logically, selecting suitable teaching methods, and preparing instructional materials. It is considered essential for effective teaching because it promotes confidence, lesson coherence, and achievement of instructional goals (Mahuta, 2009; Oyekan, 2015). Although micro-teaching has been shown to improve lesson planning skills, performance during teaching practice is often influenced by practical classroom challenges such as limited resources, workload, and time constraints (Remesh, 2013; Akanbi & Usman, 2014). Teacher presentation includes lesson introduction, content delivery, subject mastery, questioning, learner motivation, and use of instructional materials, all of which improve learner understanding and participation (Ajileye, 2012). While micro-teaching helps build presentation skills and confidence, teaching practice requires greater adaptability in handling diverse learners and sustaining learner attention (Afemikhe & Egbon, 2011; Olatoye & Afuwape, 2014).

Classroom management refers to the ability to maintain discipline, organize the learning environment, establish routines, and create a supportive classroom atmosphere. It remains vital for effective teaching because it ensures productive interaction and maximizes instructional time (Emmer & Sabornie, 2020; Evertson & Weinstein, 2023). Micro-teaching introduces student-teachers to basic classroom control techniques, whereas teaching practice exposes them to more complex realities such as large class sizes, learner diversity, and behavioural demands (Bistu & Mangvwat, 2024; Ibrahim, 2025). Teacher personality includes professional appearance, neatness, confidence, enthusiasm, emotional stability, voice quality, and teaching disposition, all of which influence classroom climate and learner motivation. Studies show that confident and emotionally stable teachers are more effective in classroom interaction (Gablinske, 2019; Kim & Kim, 2020), while teaching practice further develops these traits through interaction with learners and school environments (Winters, 2022; Richter et al., 2023).

Teacher expression involves verbal and non-verbal communication skills such as clarity of speech, tone, pacing, gestures, eye contact, facial expression, and questioning techniques, which are important for learner comprehension and classroom engagement (Hattie, 2023; Richards, 2021). Micro-teaching provides opportunities to practice these communication skills with feedback, while teaching practice strengthens their application in real classrooms with diverse learners. Strong teacher expression has been identified as especially important in concept-based subjects such as Geography (Barberos et al., 2019; Krajňáková,

2024). Despite the importance of these five dimensions, previous studies have mostly examined micro-teaching and teaching practice separately, with limited comparative evidence, especially in Nigeria and within Geography education. This study therefore addresses that gap by comparing the performance of Geography pre-service teachers in micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, with the aim of improving geography teacher preparation and teacher education programmes in Nigeria.

Statement of the Problem

The quality of education in any society largely depends on the quality and competence of its teachers. In Nigeria, Colleges of Education are mandated to produce professionally competent teachers through structured programmes that combine theoretical instruction with practical teaching experiences (Adewole & Daraniro, 2025; Ambili, 2013). Micro-teaching and teaching practice are two critical components of this training process, designed to equip pre-service teachers with essential teaching skills before they enter the profession (Bistu & Mangvwat, 2024).

Despite the importance of micro-teaching as a preparatory stage for teaching practice, concerns have been raised by teacher educators and supervisors regarding the effectiveness of this linkage. Observations during teaching practice exercises in many Nigerian Colleges of Education suggest that some pre-service teachers still exhibit weaknesses in lesson preparation, presentation, classroom management, teacher personality, and expression, even after completing micro-teaching sessions (Dada, 2014). This raises questions about whether skills practiced in micro-teaching adequately translate into improved performance during teaching practice.

Furthermore, geography as a subject requires specialized pedagogical skills due to its abstract concepts, use of maps and instructional materials, and the need for effective communication and classroom control. However, limited empirical studies have comparatively examined the performance of geography pre-service teachers in micro-teaching and teaching practice, particularly within the context of the College of Education, Waka-Biu, Borno State (Bistu & Mangvwat, 2024; Adewole & Daraniro, 2025).

This gap in knowledge necessitates a comparative analysis to determine whether significant differences exist in the performance of geography pre-service teachers across these two training stages. Addressing this problem will provide evidence-based insights into the effectiveness of current teacher preparation practices and inform improvements in teacher education programmes.

Purpose of the Study

The study investigated the comparative analysis of performance of pre – service Geography teachers in micro- teaching and in teaching practice in College of Education Waka - Biu, Borno state, Nigeria. Specifically, the study sought to:

1. determine the difference in the performance of pre-service Geography teachers in teacher preparation during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.
2. determine the difference in the performance of pre-service Geography teachers in teacher presentation during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.
3. assess the difference in the performance of pre-service Geography teachers in classroom management during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.
4. find out the difference in the performance of pre-service Geography teachers in teacher personality during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.
5. determine the difference in the performance of pre-service Geography teachers in teacher expression during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What difference exists in the performance of pre-service teachers in teacher preparation during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria?
2. What is the difference between the performance of pre-service teachers in teacher presentation during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria?
3. What difference exists in the performance of pre-service teachers in classroom management during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria?

4. What is the difference between the performance of pre-service teachers in teacher personality during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria?
5. What difference exists in the performance of pre-service teachers in teacher expression during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance:

H₀₁: There is no significant difference in the performance of pre-service Geography teachers in teacher preparation during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

H₀₂: There is no significant difference in the performance of pre-service Geography teachers in teacher presentation during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

H₀₃: There is no significant difference in the performance of pre-service Geography teachers in classroom management during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

H₀₄: There is no significant difference in the performance of pre-service Geography teachers in teacher personality during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

H₀₅: There is no significant difference in the performance of pre-service Geography teachers in teacher expression during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

Review of Related Literature

The literature reviewed shows that teacher education is fundamental to the development of competent teachers and effective classroom practice. Teacher preparation programmes combine theory and practical experience to equip pre-service teachers with the professional knowledge, pedagogical skills, and attitudes needed for teaching (Darling-Hammond et al., 2020; OECD, 2023). Within this framework, micro-teaching and teaching practice remain important components of teacher education.

Studies indicate that micro-teaching helps pre-service teachers develop core teaching competencies such as lesson planning, instructional delivery, classroom management, communication, and reflective practice through guided practice and feedback (Arsal, 2015; Kimaro et al., 2021). Teaching practice complements this by providing real classroom experience where student-teachers apply these skills in authentic school settings under supervision (Heinz, 2024; Satmaz et al., 2026).

The review further identified five important dimensions for assessing teaching performance: teacher preparation, teacher presentation, classroom management, teacher personality, and teacher expression. These dimensions significantly influence teaching effectiveness and learner achievement (Emmer & Sabornie, 2020; Hattie, 2023). Although evidence suggests that micro-teaching improves these skills, several studies reveal that performance in simulated teaching does not always fully translate into actual classroom practice due to classroom complexity and contextual challenges (Presnilla-Espada, 2014; Yuliani, 2018).

Empirical studies generally report a positive relationship between micro-teaching and teaching practice performance. However, few studies have directly compared student-teachers' performance in both settings using the identified dimensions, particularly among Geography pre-service teachers in Colleges of Education in Nigeria. This gap justifies the present study, which compares the performance of Geography pre-service teachers in micro-teaching and teaching practice in College of Education, Waka-Biu, Borno State.

Methodology

This study adopted an ex-post facto research design to compare the performance of Geography pre-service teachers in micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria. The study was conducted in the College of Education, Waka-Biu, Borno State, and involved a population of 361 pre-service Geography teachers drawn from two cohorts: 133 students from the 2022/2023–2023/2024 sessions and 228 students from the 2023/2024–2024/2025 sessions. A census sampling technique was employed, therefore the entire population constituted the sample of the study. Data were collected using a structured proforma adapted from the National Commission for Colleges of Education (NCCE) Teaching Practice Assessment Form for recording students' raw scores in micro-teaching and teaching practice. The instrument assessed performance across five domains: teacher preparation, teacher presentation, classroom management, communication skills (teacher expression), and teacher personality. The instrument was validated through expert review by specialists in Curriculum and Instruction and Physics Education, while reliability was established using the inter-rater reliability method, which yielded a Pearson Product-Moment Correlation Coefficient of $r = 0.802$, indicating high reliability.

Data were obtained from official departmental records of students' assessment scores in micro-teaching and teaching practice, verified for completeness, converted to a standardized 100-point scale, and analyzed using Statistical Package for the Social Sciences (SPSS) version 23. Descriptive statistics of mean and standard deviation were used to answer the research questions, while paired sample t-test was used to test the hypotheses at 0.05 level of significance.

Results and Discussion

Research Question 1

What difference exists in the performance of pre-service teachers in teacher preparation during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria?

Table 1: Mean Difference in the Performance of Pre-service Teachers in Teacher Preparation during Micro-Teaching and Teaching Practice in College of Education Waka – Biu, Borno State

		N	Mean	S. D	Mean Difference
Pair 1	Teacher Preparation during Micro-teaching	361	78.80	14.32	
	Teacher Preparation during Teaching Practice	361	85.80	12.58	-7.00

Table 1 shows the mean difference in the performance of pre-service teachers in teacher preparation during micro-teaching and teaching practice. The result indicates that pre-service teachers recorded a mean score of 78.80 (SD = 14.32) during micro-teaching, while a higher mean score of 85.80 (SD = 12.58) was obtained during teaching practice. The mean difference of -7.00 reveals an improvement in teacher preparation during teaching practice compared to micro-teaching.

Research Question 2

What is the difference between the performance of pre-service teachers in teacher presentation during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria?

Table 2: Mean Difference in the Performance of Pre-service Teachers in Teacher Presentation during Micro-Teaching and Teaching Practice in College of Education Waka – Biu, Borno State

		N	Mean	S. D	Mean Difference
Pair 1	Teacher Presentation during Micro-teaching	361	81.50	11.14	-8.26

Teacher Presentation during Teaching Practice	361	89.76	9.28
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As presented in Table 2, the mean performance score of pre-service teachers in teacher presentation during micro-teaching was 81.50 (SD = 11.14), whereas a higher mean score of 89.76 (SD = 9.28) was recorded during teaching practice. The mean difference of –8.26 indicates a notable improvement in presentation skills during teaching practice.

Research Question 3

What difference exists in the performance of pre-service teachers in classroom management during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria?

Table 3: Mean Difference in the Performance of Pre-service Teachers in Classroom Management during Micro-Teaching and Teaching Practice in College of Education Waka – Biu, Borno State

	N	Mean	S. D	Mean Difference
Pair 1 Classroom management during Micro-teaching	361	72.48	12.30	-10.91
Classroom management during Teaching Practice	361	83.39	12.25	

Table 3 reveals that pre-service teachers obtained a mean score of 72.48 (SD = 12.30) in classroom management during micro-teaching, while their mean score increased to 83.39 (SD = 12.25) during teaching practice. The mean difference of –10.91 shows a substantial improvement in classroom management skills during teaching practice.

Research Question 4

What is the difference between the performance of pre-service teachers in teacher personality during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria?

Table 4: Mean Difference in the Performance of Pre-service Teachers in Teacher Personality during Micro-Teaching and Teaching Practice in College of Education Waka – Biu, Borno State

	N	Mean	S. D	Mean Difference
Pair 1 Teacher personality during Micro-teaching	361	74.99	11.18	-9.75
Teacher personality during Teaching Practice	361	84.74	11.13	

Results in Table 4 indicate that the mean score for teacher personality during micro-teaching was 74.99 (SD = 11.18), while a higher mean score of 84.74 (SD = 11.13) was obtained during teaching practice. The mean difference of –9.75 demonstrates that pre-service teachers exhibited improved professional disposition, confidence, enthusiasm, and appearance during teaching practice. This improvement may be attributed to increased self-awareness and adaptation to professional teaching roles in real school environments.

Research Question 5

What difference exists in the performance of pre-service teachers in teacher expression during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria?

Table 5: Mean Difference in the Performance of Pre-service Teachers in Teacher Expression during Micro-Teaching and Teaching Practice in College of Education Waka – Biu, Borno State

	N	Mean	S. D	Mean Difference
Teacher expression during Micro-teaching	361	71.33	11.84	
Teacher expression during Teaching Practice	361	85.67	11.84	-14.34

Table 5 shows that pre-service teachers recorded a mean score of 71.33 (SD = 11.84) in teacher expression during micro-teaching, while a significantly higher mean score of 85.67 (SD = 11.84) was obtained during teaching practice. The mean difference of –14.34, which is the highest among all dimensions, indicates a marked improvement in teachers’ verbal expression, clarity of speech, and communication skills during teaching practice. This suggests that interaction with real learners enhanced the expressive abilities of pre-service teachers more effectively than the simulated micro-teaching sessions.

H₀₁: There is no significant difference in the performance of pre-service Geography teachers in teacher preparation during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

Table 6: Summary of Paired Sample test of Significant Difference in the Performance of Pre-service teachers in Teacher Preparation During Micro-Teaching and Teaching Practice in College of Education Waka – Biu, Borno State

Variable (n = 361)	Mean	S. D	Correlation	Sig.	t-value	Df	p-value	Remark
Pair 1 Teacher Preparation during Micro-teaching	78.80	14.32	.981	0.000	-42.068	360	.000	H ₀₁ rejected

Teacher Preparation during 85.80 12.58
Teaching Practice

Table 6 presents the paired sample t-test result on the difference in the performance of pre-service Geography teachers in teacher preparation during micro-teaching and teaching practice. The result shows that the mean score for teacher preparation during micro-teaching was 78.80 (SD = 14.32), while the mean score during teaching practice was higher at 85.80 (SD = 12.58). The paired sample t-test yielded a t-value of -42.068 at 360 degrees of freedom, with a p-value of .000, which is less than the 0.05 level of significance. Therefore, the null hypothesis (H_{01}) was rejected. This implies that there is a statistically significant difference in the teacher preparation performance of pre-service Geography teachers between micro-teaching and teaching practice, with better performance recorded during teaching practice.

H₀₂: There is no significant difference in the performance of pre-service Geography teachers in teacher presentation during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

Table 7: Summary of Paired Sample test of Significant Difference in the Performance of Pre-service teachers in Teacher Presentation During Micro-Teaching and Teaching Practice in College of Education Waka – Biu, Borno State

Variable (n = 361)	Mean	S. D	Correlation	Sig.	t-value	Df	p-value	Remark
Pair 1 Teacher Presentation during Micro-teaching	81.50	11.14	.977	.000	-54.785	360	.000	H ₀₂ rejected
Teacher Presentation during Teaching Practice	89.76	9.28						

The result of the paired sample t-test for Hypothesis Two is presented in Table 7. The results indicate that pre-service Geography teachers had a mean score of 81.50 (SD = 11.14) in teacher presentation during micro-teaching, compared to a higher mean score of 89.76 (SD = 9.28) during teaching practice. The calculated t-value of -54.785 with 360 degrees of freedom and a p-value of .000 shows that the difference is statistically significant at the 0.05 level. Consequently, the null hypothesis (H_{02}) was rejected. This result suggests that pre-service teachers demonstrated significantly improved presentation skills during teaching practice compared to micro-teaching.

H₀₃: There is no significant difference in the performance of pre-service Geography teachers in classroom management during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

Table 8: Summary of Paired Sample test of Significant Difference in the Performance of Pre-service teachers in Teacher Classroom Management During Micro-Teaching and Teaching Practice in College of Education Waka – Biu, Borno State

Variable (n = 361)	Mean	S. D	Correlatio	Sig.	t-value	Df	p-value	Remark
			n					
Pair 1 Classroom management during Micro-teaching	72.48	12.30						
Classroom management during Teaching Practice	83.39	12.25	.994	.000	-160.281	360	.000	H ₀₃ rejected

Table 8 shows the paired sample t-test result for classroom management skills during micro-teaching and teaching practice. The mean score for classroom management during micro-teaching was 72.48 (SD = 12.30), while a higher mean score of 83.39 (SD = 12.25) was obtained during teaching practice. The test produced a t-value of -160.281 at 360 degrees of freedom, with a p-value of .000, indicating a statistically significant difference. Since the p-value is less than 0.05, the null hypothesis (H₀₃) was rejected. This finding reveals that pre-service Geography teachers managed classrooms more effectively during teaching practice than during micro-teaching.

H₀₄: There is no significant difference in the performance of pre-service Geography teachers in teacher personality during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

Table 9: Summary of Paired Sample test of Significant Difference in the Performance of Pre-service teachers in Teacher Personality During Micro-Teaching and Teaching Practice in College of Education Waka – Biu, Borno State

Variable (n = 361)	Mean	S. D	Correlatio	Sig.	t-value	Df	p-value	Remark
			n					

Pair 1	Teacher personality								
	during	Micro-74.99	11.18						
	teaching			.975	.000	-73.655	360	.000	H ₀₄
	Teacher personality								rejected
	during	Teaching84.74	11.13						
	Practice								

As shown in Table 9, the mean score for teacher personality during micro-teaching was 74.99 (SD = 11.18), while the mean score during teaching practice increased to 84.74 (SD = 11.13). The paired sample t-test result yielded a t-value of -73.655 , with 360 degrees of freedom and a p-value of $.000$. This result is statistically significant at the 0.05 level, leading to the rejection of the null hypothesis (H_{04}). This means that there is significant difference in the performance of pre-service Geography teachers in teacher personality during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

H₀₅: There is no significant difference in the performance of pre-service Geography teachers in teacher expression during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

Table 10: Summary of Paired Sample test of Significant Difference in the Performance of Pre-service teachers in Teacher Expression During Micro-Teaching and Teaching Practice in College of Education Waka – Biu, Borno State

Variable (n = 361)	Mean	S. D	Correlatio	Sig.	t-value	Df	p-value	Remark
			n					
Pair 1	Teacher expression	71.33	11.84					
	during Micro-teaching			.999	.000	-576.187	360	.000
	Teacher expression	85.67	11.84					H ₀₅
	during Teaching Practice							rejected

The paired sample t-test result for teacher expression is presented in Table 10. The results reveal that pre-service Geography teachers recorded a mean score of 71.33 (SD = 11.84) during micro-teaching and a substantially higher mean score of 85.67 (SD = 11.84) during teaching practice. The analysis produced a t-value of -576.187 at 360 degrees of freedom, with a p-value of $.000$, which is statistically significant. As a result, the null hypothesis (H_{05}) was rejected. This means that there is significant difference in the

performance of pre-service Geography teachers in teacher expression during micro-teaching and teaching practice at the College of Education, Waka-Biu, Borno State, Nigeria.

Discussion of Findings

The study found a significant difference in the performance of pre-service Geography teachers in teacher preparation during micro-teaching and teaching practice. This finding agrees with Audu (2023), Ibrahim and Mohammed (2022), and Yakubu (2021), but disagrees with Adeyemi and Ojo (2024), who reported no significant difference.

The finding also revealed a significant difference in teacher presentation between micro-teaching and actual teaching practice. This agrees with Okorie (2024), Sadiq and Lawal (2022), and Ogunleye and Adeleke (2025), but disagrees with Ibrahim et al. (2023).

Similarly, the study found a significant difference in classroom management performance between micro-teaching and teaching practice. This agrees with Bello (2023), Abdulrahman and Sulaiman (2022), and Chukwuemeka and Eze (2024), but disagrees with Adeoye and Alabi (2023).

The finding on teacher personality showed a significant difference between both teaching contexts. This agrees with Bello (2023), Audu (2023), and Al Kharousi et al. (2025), but disagrees with Ibrahim, Musa, and Abdullahi (2023).

Finally, the study revealed a significant difference in teacher expression during micro-teaching and teaching practice. This agrees with Okorie (2024) and Sadiq and Lawal (2022), but disagrees with Ibrahim, Musa, and Abdullahi (2023).

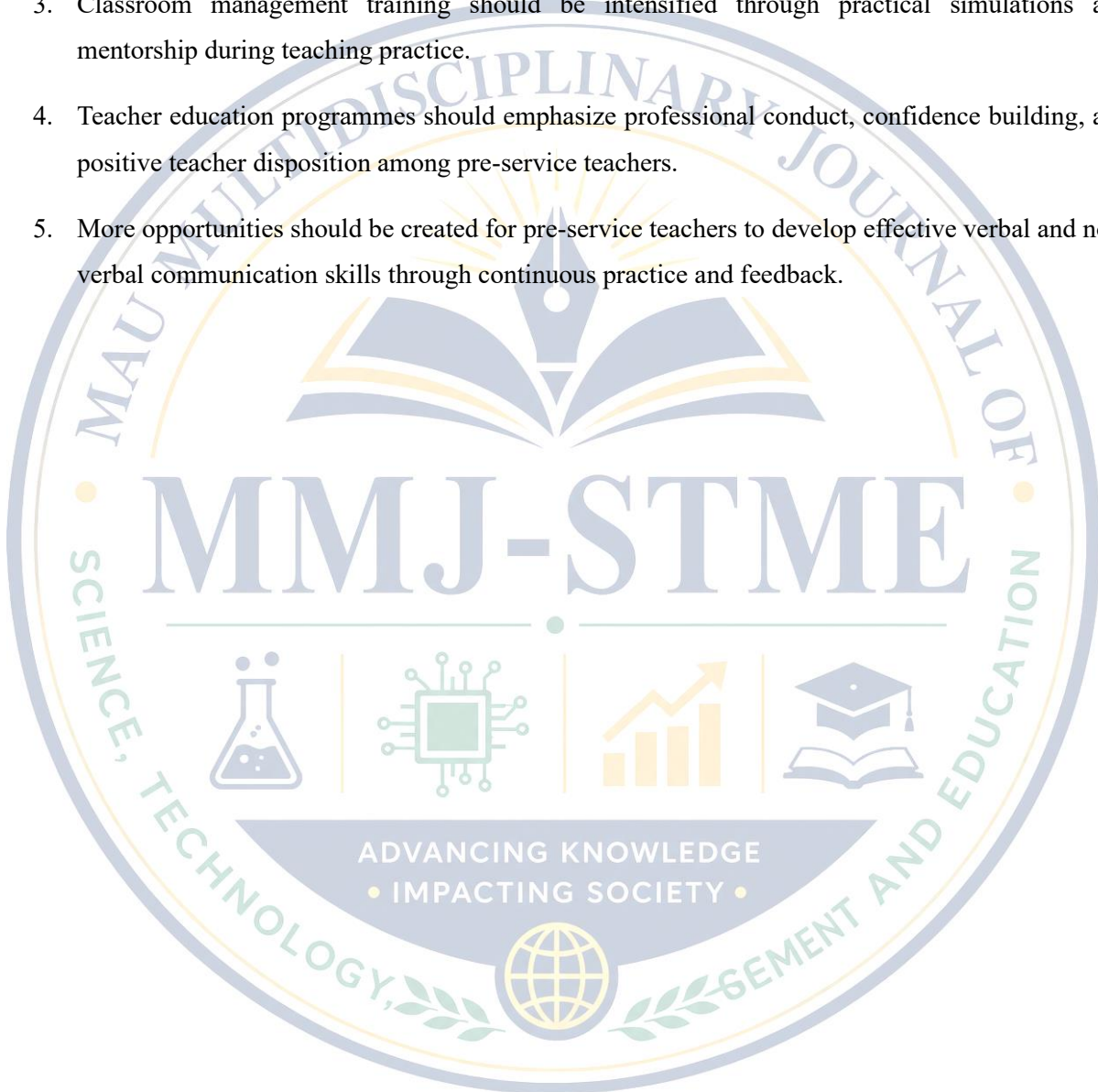
Conclusion

The study concluded that pre-service Geography teachers performed differently in micro-teaching and actual teaching practice across all five dimensions assessed. This shows that although micro-teaching helps develop teaching skills, actual classroom practice provides a different environment that further shapes and tests those skills. Therefore, both micro-teaching and teaching practice are important for effective teacher preparation.

Recommendations

The following recommendations were made based on the findings of the study.

1. Teacher educators should provide more practical training on lesson planning and preparation to strengthen pre-service teachers' readiness for actual classroom teaching.
2. Regular supervised practice sessions should be organized to improve pre-service teachers' lesson presentation skills before teaching practice.
3. Classroom management training should be intensified through practical simulations and mentorship during teaching practice.
4. Teacher education programmes should emphasize professional conduct, confidence building, and positive teacher disposition among pre-service teachers.
5. More opportunities should be created for pre-service teachers to develop effective verbal and non-verbal communication skills through continuous practice and feedback.



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