Bachelor of Education Students' Perceptions on the Impact of Micro-teaching on their Teaching Practice Performance

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ABSTRACT

This study examined Bachelor of Education students' perceptions on the impact of Micro-teaching (MT) on their Teaching Practice (TP) performance in University of Kabianga, Kenya. Descriptive Survey research design was adopted in the study to collect data from a population comprising of 460 fourth year students in the 2020/2021 academic year in the School of Education, Arts and Social Sciences. A structured 16-item electronic questionnaire was designed by the researcher using google forms referred to as Impact of Micro-teaching on Teaching Practice Performance Questionnaire (IMTTPPQ) was used in data collection. Cronbach Alpha formula was used to obtain the co-efficient index of reliability of data collection instrument which yielded 0.82. Four research questions were raised to guide the study and two corresponding null hypotheses were formulated and tested at 0.05 level of significance. The electronic Questionnaire was shared via social media platforms and a total of 106 voluntary responses were received from the target population. The four research questions were analyzed using frequency distribution table, mean and standard deviation while t-test was used to compare means between the two groups and guide in making decisions on hypotheses testing. The two hypotheses of the study were accepted. The findings of the study revealed that Micro-teaching prepared the trainee teachers adequately for Teaching Practice and also motivated them in their teaching profession. Based on these findings, it was recommended that adequate attention should be given to the way Micro-teaching should be carried out in Schools of Education. More time should be allocated for Micro-teaching to enable trainee teachers to acquire required competencies to an acceptable level. During Micro-teaching any deficiencies observed during teaching should be corrected and students encouraged to re-plan and re-teach with an aim of acquiring required competencies before they are exposed to Teaching Practice.

Keywords: Micro-teaching, Teaching Practice Performance, Bachelor of Education Students perceptions

INTRODUCTION

The economic prosperity of a nation depends to a large extent on the effective development of its manpower resource (Fayas, 2011). The development of the required manpower resource involves acquisition of relevant competencies that are considered helpful for the desired growth. For a nation to succeed, investment in quality education of its citizens is inevitable. According to Grant (2017), education remains a powerful agent of change, and improves health and livelihoods, contributes to social stability and drives long-term economic growth of a nation. A growing nation relies heavily on well trained individuals who are ready to contribute to a nation's development. Teachers play a crucial role by increasing productivity and creativity of students and therefore, of future workers (Alkadimat, 2008).

According to Tooley and Connally (2016), educationists and policymakers are increasingly looking at

teacher professional learning as an important strategy for supporting the complex skills required by students to be prepared for further education and work in the 21st century. For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching that are helpful to learners in the 21st century. Effective Professional Development (PD) is inevitable in teachers learning and refining of pedagogies required in teaching these innovative skills (Tooley & Connally, 2016). To meet this demand, teachers should undergo rigorous hands-on training during their training programmes. This can best be achieved through effective training of prospective teachers in Micro-teaching and later Teaching Practice.

Effective teaching is a product of adequate preparation, effective practice and considerable experience, which starts from the Micro-teaching that lasts for one semester and later Teaching Practice for one school term equivalent to a period of three months. Teaching Practice (TP) is an integral component of teacher training. Salawu and Adeoye (2002) defines TP as a practical teaching activity in which the trainee teachers are given an opportunity in an actual school situation to demonstrate and improve their competencies in pedagogical skills over a given period of time. According Ajileye (2012), TP gives the trainee teachers an opportunity of putting into practice all the skills they have gained during their exposure to different kinds of principles and courses including Micro-teaching. It permits the application of theoretical aspects to practical. This is a continuation of transition from theory to practice in the teachers' professional development which begins from Micro-teaching.

According to Kuran (2009), Micro-teaching is especially important in the application of theory to practice in teaching. Micro-teaching lesson presentation is a valuable component of teacher education used to develop teaching skills of student teachers. It serves as an interlinking equilibrium between theory and practice for pre-service training of teachers. Micro-teaching is a training technique aimed at simplifying the complexities of normal classroom teaching. It is described as a scaled down teaching encounter in terms of class size and class time. Aggarwal (2006) opines that Micro-teaching is a training programme that aims at simplifying the complexities of the teaching process. Micro-teaching lessons are effective ways of training student teachers in teaching skills (Ping, 2013) and developing effective teaching strategies (Ismail, 2011).

In Micro-teaching, attention is focused on a specific teaching skill such as set induction and closure, questioning and reinforcement, use of examples and illustrations, stimulus variation and integration of skills (Suguna & Dongre, 2017). Micro-teaching lessons should be taught between five to ten minutes, in a reduced class size, with reduced tasks to be accomplished and skills to be employed, and student teachers should get feedback and re-teach after getting feedback (Banga, 2014). Pedagogical knowledge and skills can be imparted through an additionally structured and affordable teacher education programme (Chuanjun & Chunmei, 2011). Further, Ghanaguru, Nair and Yong (2013) assert that Micro-teaching as a tool is most effective to bridge the gap between theory and practice of teaching. Kimaro, Mhagama and Onyango (2021), argue that, making Micro-teaching compulsory in both the pre-service and in-service teacher training courses will enable teacher trainees to apply both theoretical knowledge and skills that they have been taught.

The concept of Micro-teaching is dated back to the 20th century, where Stanford University (SU) in the state of California of the United States of America (USA). The SU first applied the Micro-teaching concept to teach science and later used in other subjects over the years (Allen & Clark, 1967). Today Micro-teaching has become an integral component of the teacher education programme at various levels of training such as certificate, diploma, undergraduate and postgraduate (Sa'ad, Sabo & Abdullahi, 2015).

Micro-teaching plays a vital role in the teacher education program. Some of the roles include:

1. Enabling teacher trainees to teach their peers within a specified period of time so as to acquire varied skills of teaching before they are involved in the actual teaching practicum (Sa'ad, Sabo & Abdullahi,

2015).

2. It provides an opportunity for pre-service and in-service teachers to perceive one another's performance by analysing and reflecting on their peer's teaching experience (Akanbi & Usman, 2014) alongside their own experiences
3. It helps build up required pedagogical skills, create awareness and confidence among teacher trainees (Sonmez, 2012) at different levels of training
4. It raises the level of the teacher trainee's competencies, confidence, cooperation, teamwork in the teaching process (Reddy, 2019), making it possible for student teachers to deal with difficult situations (Mothofela, 2021) thus are able to cope in the world of work
5. Developing student teachers' professional skills when there is progression on student groupings (Mothofela, 2021) or peer groupings. According to Mothofela (2021), this can be done based on acquaintance groupings (may be large groups, such as cohort groupings) and then progress towards random groupings (which should be smaller groups) so as to enhance student progression groupings.

Teacher education has been given importance throughout the world as it provides training in certain skills. But whether to utilize these skills in practice depends on the professional values and the attitude of the concerned teacher. As a result of the evaluation of practice teaching programme and due to the great desires on the part of teacher educators, Micro-teaching developed in USA has been accepted throughout the world for equipping teachers with relevant competencies before proceeding for teaching Practice. In this study, an attempt has been made to study the perceptions of Bachelor of Education students on the impact of MT on TP performance in University of Kabianga.

Statement of the Problem

According to Killen and Steyn (2001) Teaching Practice sometimes becomes a demoralizing and a times a frightening experience as a result of anxiety of the trainee teachers. Consequently, Student teachers perform poorly during their Teaching Practice. Numerous efforts by Teacher Training Colleges and Faculties of Education in Kenyan Universities are geared towards improving this performance. One among these efforts is the use of Micro-teaching to help trainee teachers practice their teaching by teaching their peers in turns while still on campus before transiting to the actual work environment. The resultant effect of Micro-teaching is expected to give a positive correction on the deficiencies observed before proceeding for Teaching Practice. Frequent presentations done in Micro-teaching cycle of plan teach feedback-re-plan-re-teach-refeedback could help overcome this challenge of anxiety. A review of studies in Kenya shows that scant research has been done on the impact of Micro-teaching on Teaching Practice Performance especially the perceptions of students with respect to the confidence they acquire as a result of Micro-teaching presentations. It is with this in mind that this study intends to examine the impact of Micro-teaching in preparing Bachelor of Education (Arts & Science) trainee teachers in their Teaching Practice and consequently their teaching profession.

Purpose of the Study

To explore Bachelor of Education students' perceptions on the Impact of Micro-teaching on their Teaching Practice performance

Specific Objective of the Study

1. To investigate the perceptions of Bachelor of Education (Science) students on the impact of Micro-teaching on Teaching Practice Performance
2. To investigate the perceptions of Bachelor of Education (Arts) students on the impact of Micro-teaching on Teaching Practice Performance
3. To compare the perceptions of Bachelor of Education (Science) and Bachelor of Education (Arts)

students on the impact of Micro-teaching on Teaching Practice Performance
4. To find out the differences in students' perceptions between male and female students on the impact of Micro-teaching on Teaching Practice performance

Research Questions

The following research questions guided the study:

1. What are the perceptions of Bachelor of Education (Science) students on the impact of Micro-teaching on Teaching Practice performance?
2. What are the perceptions of Bachelor of Education (Arts) student on the impact of Micro-teaching on Teaching Practice performance?
3. Are there any differences in perceptions between Bachelor of Education (Science) and Bachelor of Education (Arts) students on the impact of Micro-teaching on Teaching Practice Performance?
4. Are there any gender differences in students' perceptions on the impact of Micro-teaching on Teaching Practice performance?

Hypothesis of the Study

$H_0$1: There is no statistically significant difference in Bachelor of Education (Science) and Bachelor of Education (Arts) students' perceptions on the impact of Micro-teaching on Teaching Practice performance

$H_0$2: There is no statistically significant gender difference in Bachelor of Education students' perceptions on the impact of Micro-teaching on Teaching Practice performance

RESEARCH DESIGN AND METHODOLOGY

Descriptive survey research design was adopted in the study to collect data from respondents guided by the two objectives of the study. The target population of the study comprised of all fourth year Bachelor of Education regular students who pursued Micro-teaching (CIM 360) in the 2020/2021 academic year and consequently underwent Teaching Practice (CIM 399) during the 2021/2022 academic year in University of Kabianga. This formed the sample size of 106 respondents for the study from accessible population of 406.

An electronic questionnaire designed by the researcher referred to as Impact of Micro-teaching on Teaching Practice Performance Questionnaire (IMTTPP) was used in data collection. This instrument was created with the help of google forms and shared via social media to obtain data voluntarily from willing respondents. The e Questionnaire contained 16 items on 5-point Likert scale requiring the respondents to give their honest opinion on how Micro-teaching was helpful to them in practicing and acquiring skills to help them to be competent teachers during their Teaching Practice.

The validity of the instrument was ensured by a close scrutiny by ICT experts and experts from the Department of Curriculum Instruction and Educational Media (CIEM). The instrument was piloted so as to determine its reliability by administering it to 20 respondents who are not part of the study population. The results of the pilot test gave a Cronbach Alpha coefficient of 0.82 and therefore found appropriate for use in data collection. The data collected electronically was analyzed using frequency distribution tables, mean and standard deviation with boundary limits as shown in Table 1.

Table 1: Boundary Limits for Students Responses

Response	Category	Point	Boundary Limit
Strongly Agree (SA)	Strong Positive Perception (SPP)	5	4.10-5.00

Agree (A)	Weak Positive Perception (WPP)	4	3.10-4.00
Disagree (D)	Weak negative Perception (WNP)	2	2.10-3.00
Strongly Disagree (SD)	Strong Negative Perception (SNP)	1	1.10-2.00

RESULTS AND DISCUSSION

Respondents' Demographic Characteristics

The first section of the electronic Questionnaire required respondents to provide information regarding their gender and the type of course they are pursuing.

Gender of the Respondents

The responses regarding gender from the trainee teachers were analyzed using frequencies and percentages. The results are as shown in Table 1.

Table 1: Table on Gender of the respondents

Characteristics	Frequency	Percent (%)
Male	53	50
Female	53	50
Total	106	100

The results from the table show that out of a total of 106 respondents, 53 were male while female was an equal number indicating a 50% representation of either gender.

Type of Education Course Pursued by the Respondents

This section of the questionnaire also required the respondents to indicate the nature of the Bachelor of Education course they are pursuing. The trainee teachers who were the target population were either pursuing science or arts in education. Table 2 shows the analyzed results of the findings.

Table 2: Table on the nature of Education Course pursued by the Respondents

Characteristics	Frequency	Percent (%)
Bachelor of Education (Arts)	64	60.4
Bachelor of Education (Science)	42	39.6
Total	**106**	**100**

The results from the table show that out of a total of 106 respondents 64 (60.4%) were Bachelor of Education (Arts) while 42 (39.6%) were students pursuing Bachelor of Education (Science).

Bachelor of Education (Arts) Students' Perception on the Impact of Micro-teaching on their Teaching Practice Performance

The first research question sought to determine the trainee teachers' perceptions on the impact of Micro-teaching on their Teaching Practice performance guided by the 5-point Likert Scale used in section 2 of the data collection instrument. The research findings on the perceptions of BEd (Arts) students were analyzed and presented in a frequency distribution table. Table 3 gives percentage frequencies and mean responses

received from the Bachelor of Education (Arts) students.

Table 3: Table of Mean Responses for Bachelor of Education (Arts) Students' Perception on the Impact of Micro-teaching on their Teaching Practice Performance

S/N	Statement	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Mean	Standard Deviation	Decision
1	MT helped me develop and manipulate teaching skills	0.00	0.00	0.00	20.3	79.70	4.8	0.41	SPP
2	MT helped me develop confidence in teaching	0.00	0.00	0.00	20.3	79.70	4.8	0.4	SPP
3	MT helped me overcome anxiety in teaching	0.00	0.00	4.7	20.3	75	4.7	0.55	SPP
4	MT trained me on the ability to control and manage a classroom	0.00	0.00	0.00	29.7	70.3	4.7	0.46	SPP
5	MT helped me in selecting appropriate instructional objectives	0.00	0.00	0.00	21.9	78.1	4.78	0.42	SPP
6	MT helped in improving my skills in asking questions	0.00	0.00	0.00	28.1	71.9	4.72	0.45	SPP
7	MT developed my ability in selecting appropriate teaching methods	0.00	0.00	1.6	29.7	68.8	4.67	0.51	SPP
8	MT improved my ability in selecting variety of teaching methods	0.00	0.00	1.6	26.6	71.9	4.7	0.49	SPP
9	MT helped me manage time effectively in class	0.00	0.00	6.3	23.4	70.3	4.64	0.6	SPP

10	MT helped me to move from one learning activity to another	0.00	0.00	4.7	31.3	64.1	4.59	0.58	SPP
11	MT helped me carry out lesson self-evaluation	29.7	9.4	1.6	0.00	0.00	3.23	1.69	WPP
12	MT helped me improve my skills on lesson preparation	32.8	4.7	4.7	20.3	37.5	3.25	1.75	WPP
13	MT helped me improve set induction skills during lesson introduction	35.9	4.7	1.6	20.3	37.5	3.19	1.79	WPP
14	MT helped me improve closure skills during lesson conclusion	31.3	4.7	1.6	18.8	43.8	3.39	1.77	WPP
	Average						**4.3**	**0.85**	**SPP**

IMTTPQ Maximum Score=5.00, N=64

The findings from Table 3 revealed that Micro-teaching effectively prepares B.Ed. (Arts) students by equipping them with the necessary skills to teach effectively during Teaching Practice with a mean of 4.30 implying Strong Positive Perception (SPP). It is evident from the decision made for the items 1-10 that there was a Strong Positive Perception (SPP) on the impact of MT on TP. The findings from the study indicated that the teacher trainees have a Strong Positive Perception (SPP) that Micro-teaching helped them to manipulate teaching skills, develop confidence in teaching, overcome anxiety and fear while teaching, control and manage learners effectively, choose appropriate lesson objectives and manage time effectively.

The findings in this study are in cognizance with the findings of Bakir (2014), Dar (2014) and Sa'ad, Sabo and Abdullahi (2015) where they asserted that MT assisted undergraduate agricultural education students to develop appropriate instructional skills, confidence, ability to overcome anxiety and fear while teaching, manage their classrooms effectively, select and prepare appropriate lesson content, manage time appropriately and communicate effectively during the teaching process. Mothofela (2021) established that the experiences acquired during MT helped the pre-service teachers gain insights on improving the instructional process during their teaching practice. However, a study conducted by Majoni (2017) on assessing the effectiveness of MT during teacher preparation showed that student teachers faced the challenge of managing their classrooms effectively during teaching practice because they were unfamiliar with the learners they were teaching and the students were not used to being taught by new teachers apart from their regular teachers. Study findings of Majoni (2017) are in tandem with a study done by Sari (2019) on analysis of perceived benefits of students' Micro-teaching to their teaching practicum class, showed that, micro teaching course paid least attention to the following skill of class room management along with lesson planning and time management. Supervisors should therefore grant sufficient time to these skills when conducting Micro-teaching lectures.

However, the responses for item 11-14 indicated a Weak Positive Perception (WPP). This implies that there is need to pay more attention to MT skills related to self-evaluation, lesson preparation, set-induction and

closure to enable learner improve their competence and confidence in teaching during Teaching Practice. Students' ability to conduct self-evaluation is made possible when students apply the skills they are taught during Micro-teaching (Dar, 2014). The finding in this study is in agreement with Dar's findings although presents a Weak Positive Perception (3.23), drawing attention to the course lecturers and supervisors to instill this skill the more. A further observation by Can (2009) indicated that students were inexperienced on how they would reflect on their teaching. This is because during Micro-teaching teacher trainees are usually not provided with an opportunity to comment on how they conducted their teaching but instead their peers and supervisor give the comments. This can be curbed by ensuring that number of student teachers per group is manageable for the course instructor/supervisor. It is prudent to first allow the student trainee to evaluate their teaching then give feedback from peers and the supervisor. This was also noted by Mothofela (2021) who pointed out that without reflections and feedback, micro lessons might not achieve their objective of helping student teachers develop the required professional skills. A study conducted by Albin and Shihomeka (2017) on Learning from students' experiences of Micro-teaching for numeracy education and learning support: A case study at University of Namibia, Southern Campus, indicated that majority of the students (70%) were of the opinion that they were able to deliver interesting introductions that made their peers to listen attentively. These findings concur with those of Sa'ad, Sabo and Abdullahi (2015). In this study, the skill set induction recorded a score (though a weak perception- WPP of 3.19) that is in support of Sa'ad et.al. (2015) and Albin and Shihomeka (2017) and closure (WPP 3.39).

The average (4.30) obtained from all the 14 items in section 2 of the questionnaire gave a Strong Positive Perception (SPP). This therefore implies that Micro-teaching was helpful in enhancing the performance of the teacher trainees during TP. The findings of this study support the view by Gocer (2016) who pointed out that Micro-teaching process helps in professional development of pre-service teachers through the feedback sessions with the exchange of ideas of the instructor and peers. The feedback received from the observers helps in improvement of trainee teachers' presentation skills since their awareness of the strengths and weaknesses are highlighted during feedback session (Akkus & Uner, 2017). The combination of feedback from peers, tutors and the presenter's personal observations inevitably help the trainee teachers consider their practices from an evaluative point of view for effective professional improvement (Gocer, 2016). MT tutors should devote their time in ensuring that the trainee teachers are proficient in all the Micro-teaching skills.

Bachelor of Education (Science) Students' Perception on the Impact of Micro-teaching on Teaching Practice Performance

The second research question sought to determine the trainee teachers' perceptions on the impact of Micro-teaching on Teaching Practice performance guided by the 5-point Likert Scale used in section 2 of the instrument used in data collection. The research findings on the perceptions of B. Ed (Science) students were analyzed and presented on a frequency distribution table. Table 4 gives percentage frequencies and means responses received from Bachelor of Education (Science) Students.

Table 4: Mean Responses for Bachelor of Education (Science) Students' Perception on the Impact Micro-teaching on Teaching Practice Performance

S/N	Statement	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %	Mean	Standard Deviation	Decision
1	MT helped me develop and properly manipulate teaching skills	0.00	0.00	0.00	14.3	85.7	4.86	0.35	SPP

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2	MT helped me develop confidence in teaching	0.00	0.00	0.00	11.9	88.1	4.88	0.32	SPP
3	MT helped me overcome anxiety and fear in teaching	0.00	0.00	2.4	28.6	69	4.67	0.53	SPP
4	MT trained me on the ability to control and manage a classroom	0.00	0.00	2.4	40.5	54.8	4.48	0.67	SPP
5	MT helped me in selecting appropriate instructional objectives	0.00	0.00	0.00	38.1	61.9	4.62	0.49	SPP
6	MT helped in improving my skills in asking questions	0.00	0.00	0.00	19	81	4.64	0.58	SPP
7	MT developed my ability of selecting appropriate teaching methods	0.00	2.4	2.4	26.2	69	4.62	0.66	SPP
8	MT improved my ability in selecting variety of teaching methods	0.00	0.00	1.6	26.6	71.9	4.7	0.49	SPP
9	MT helped me manage time effectively in class	0.00	0.00	4.8	26.2	69	4.83	0.38	SPP
10	MT helped me to move gradually from one learning activity to another	0.00	0.00	0.00	16.7	83.3	4.6	0.5	SPP
11	MT helped me to carry out my lesson self-evaluation correctly	0.00	0.00	0.00	40.5	59.5	2.83	1.74	WNP
12	MT helped me to improve my skills on lesson preparation	42.9	4.8	2.4	26.2	23.8	2.69	1.72	WNP

13	MT helped me improve my set induction skills during lesson introduction	47.6	2.4	2.4	28.6	19	2.95	1.75	WNP
14	MT helped me improve closure skills during lesson conclusion	45.2	0.00	0.00	26.2	28.6	2.93	1.81	WNP
	Average						**4.16**	**0.86**	**SPP**

IMTTPQ Maximum Score=5.00, N=42

The findings from Table 4 reveal that Micro-teaching effectively prepares B.Ed. (Science) students as well by equipping them with the necessary skills to teach effectively during Teaching Practice with a mean of 4.16 implying they have a Strong Positive Perception (SPP). This is evident from the decision made for the items 1-10 in Table 4 that there was a Strong Positive Perception (SPP) on the impact of MT on TP. However, the responses for item 11-14 indicated a Weak Negative Perception (WNP). This implies that there is need to pay more attention to MT skills related to self-evaluation, lesson preparation, set-induction and closure to enable learner improve their competence and confidence in teaching during Teaching Practice. The mean average of 4.16 obtained from all the 14 items gives a Strong Positive Perception (SPP). This therefore implies that Micro-teaching was helpful in preparing B.Ed. (Science) teacher trainees. These findings agree with the findings of a study by Takkac-Tulgar (2019), which showed the positive contributions of micro-teaching practices on the self-efficacy development of trainee teachers. Micro-teaching enables the trainee teachers to be capable of questioning and evaluating their own performances and be in a position to identify their strengths and weaknesses. Consequently, they are expected to develop a level of proficiency and competence regarding their profession of teaching.

Hypothesis 1

Hypothesis 1 of the study stated that there is no statistically significant difference in the mean scores of Bachelor of Education (Science) and Bachelor of Education (Arts) students' perceptions of the impact of Micro-teaching on Teaching Practice. The results of the analysis of the data collected are shown in Table 5.

Table 5: Table of Independent Samples t-test for Equality of Means between Bachelor of Education (Science) and Bachelor of Education (Arts) students' perceptions on the impact of MT on TP

Scale	Group	N	Mean	SD	df	t-value	p-value
Students' Perceptions on the Impact of MT on TP	Bachelor of Education (Science)	42	4.16	0.155	104	0.939	0.350(ns)
	Bachelor of Education (Arts)	64	4.3	0.16			

ns = not significant at p>0.05 alpha level; IMTTPP Maximum Mean Score = 5.000

The results in Table 5 shows that the mean scores of the students' perception on the Impact of MT on TP for

Bachelor of Education (Science) was (M=4.160, SD=0.155) while that of Bachelor of Education (Arts) students was (M=4.300, SD=0.160). Independent samples t-test analysis for equality of means between the two groups further shows that there was no significant difference in Students' Perceptions on the Impact of MT on TP between the Bachelor of Education (Science) and Bachelor of Education (Arts) students (t (104) =0.939, p>0.05). Thus, hypothesis 1 of the study was accepted. This implies that there is no statistically significant difference in the mean scores of Bachelor of Education (Science) and Bachelor of Education (Arts) students' perceptions of the impact of Micro-teaching on TP Performance.

Hypothesis 2

Hypothesis 2 of the study stated that there is no statistically significant gender difference in Bachelor of Education students' perceptions of the impact of Micro-teaching on their Teaching Practice Performance. The results of the analysis of data collected are shown in Table 6.

Table 6: Independent Samples t-test for Equality of Means between Male and Female trainee teachers on the Impact of MT on TP

Scale	Group	N	Mean	SD	Df	t-value	p-value
Students' Perceptions on the Impact of MT on TP	Male	53	4.28	0.152	104	0.62	0.537(ns)
	Female	53	4.14	0.152			

ns = not significant at 0.05 alpha level; IMTTPP Maximum Mean Score = 5.000

Independent Samples t-test results for Equality of Means between Male and Female trainee teachers on the Impact of MT on TP in Table 6 shows that there was no statistically significant gender difference in the means of students' perceptions on the impact of MT on TP (t (104) =0.620, p>0.05). Consequently, hypothesis 2 of the study was accepted. This implies that there is no statistically significant gender difference in Bachelor of Education students' perceptions of the impact of Micro-teaching on their Teaching Practice Performance. The findings of this study collaborates Markauskaite's (2006) study which concluded that female and male trainee teachers have similar self-learning experiences and therefore can equally perform well in their teaching after going through effective training during MT. However, a study by Braten and Stromso (2006) found significant gender differences in self-reported learning patterns of teacher trainees with regard to their Teaching Practice.

SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of Major Findings

1. Bachelor of Education (Arts) teacher trainees had a strong positive perception that Micro-teaching helped them properly manipulate teaching skills, develop confidence in teaching, overcome anxiety and fear while teaching, control and manage learners effectively, choose appropriate lesson objectives and manage time effectively. However, they showed a weak positive perception that Micro-teaching helped them carry out lesson self-evaluation, improve my skills on lesson preparation, set induction and closure.
2. Similarly, Bachelor of Education (Science) teacher trainees had a strong positive perception that Micro-teaching helped them properly manipulate teaching skills, develop confidence in teaching, overcome anxiety and fear while teaching, control and manage learners effectively, choose appropriate lesson objectives and manage time effectively. On the contrary, they had weak negative perception that Micro-teaching helped them carry out lesson self-evaluation; improve their skills on lesson preparation, set induction and closure.

3. There is no statistically significant difference in the mean scores of Bachelor of Education (Science) and Bachelor of Education (Arts) students' perceptions on the impact of Micro-teaching on their Teaching Practice performance.
4. There is no statistically significant gender difference in Bachelor of Education students' perceptions of the impact of Micro-teaching on their Teaching Practice Performance. This implies that gender has no influence on the trainee teachers' perceptions.

CONCLUSION

It is evident from the students' perception that Micro-teaching has a positive effect on the performance of the Bachelor of Education Student Teachers whether Arts or Science during TP. MT enhances their confidence in planning, teaching, time management, presentation skills and maintenance of professional records expected. MT can also be regarded as an effective practice in teacher training since it offers an atmosphere of gaining experience (Gocer, 2015), promoting self-reflection (Kavanoz & Yuksel, 2010), professional development (Savas, 2012) and the development of Teaching Practice skills (Coskun, 2016). MT also helped trainee teachers overcome anxiety and motivated them to become confident professionals in their respective areas of specialization or teaching subjects. The use of instructional materials prepared and used during Micro-teaching helped in enhancing their creativity and innovation and development of student teachers teaching skills. Consequently, the student teachers become competent professional teachers.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. The Instructors/lecturers of Micro-teaching should pay adequate attention to all the skills by effectively integrating theory and practice. This will adequately prepare the trainee teachers to be able to carry out their presentations effectively since this is a Practical Course.
2. Since Micro-teaching is relatively expensive in terms of the materials and resources required, adequate funds should be allocated by the university management to provide students with enough materials for preparation of teaching/learning aids to facilitate continuous development of the course in terms of infrastructure and modern equipment in Teacher Training Colleges and Faculties of Education in Kenyan Universities.
3. Time allocated for Micro-teaching should be increased so that supervisors adequately observe, constructively criticize and give encouraging comments to the trainee teachers before they are posted to respective schools for Teaching Practice.
4. The Course Coordinator should ensure that Micro-teaching supervisors meet to harmonize the assessment tool and agree on the best way to score the presentations objectively. Regular orientation programmes should be organized for both student teachers and supervisors on the tenets of Micro-teaching in order to achieve the goal of Micro-teaching and consequently Teaching Practice as part of teachers' training courses.
5. Trainee teachers should show commitment in this course, be enthusiastic and make an effort to develop themselves as professionals in the teaching by practicing their skills and styles of teaching, ensuring continuous improvement of their presentation skills and applying them effectively in their teaching. Supervisors should give serious attention to Micro-teaching and extend the same to their students so that they too give a serious attention.
6. Since feedback is an essential component in Micro-teaching, instructors should show examples of constructive feedback so that peers can present constructive feedback to presenters. As such there is need to video record Micro-teaching presentations to enable student teachers to see themselves while presenting and take note of the areas of their strengths and weaknesses in the art of teaching.
7. Micro-teaching Instructors should pay attention to the manner they present their feedback on

presentations. This should be done with an aim of create a relaxing and encouraging atmosphere for skills acquisition. They should be cognizant of the fact that negative comments and attitudes would damage the self-esteem and raise anxiety of not only the presenters but also other peers. This could adversely affect their professional development.

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