



## **Assessing Teacher Trainees' Views Concerning Video-Recorded Microteaching Sessions Using TETFund Micro Media Laboratory in Colleges of Education in Southeast of Nigeria (Case Study of Anambra and Imo States)**

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### **ABSTRACT**

*This research work was carried out to assess Teacher Trainees' views concerning Video-Recorded Microteaching sessions using TETFund Micro Media Laboratory in Colleges of Education in Southeast of Nigeria. It examined the effect of video-recorded microteaching sessions on teaching and learning in the region. Also, it verified if various colleges of education had put such in practice through assessment of TETFund Micro Media Teaching Laboratory, how effective it has been in the area of teaching and learning using Anambra and Imo states as case studies. The targeted populations were teachers and students in Nwafor Orizu College of Education, Nsugbe Anambra State and Alvan Ikoku College of Education, Owerri. The sample used in the study comprised of 200 teachers and 800 students selected from the educational zone. The study adopted descriptive survey method, also quantitative and qualitative analyses design were used, in which a validated 5 item questionnaire termed 'Assessing Teacher Trainees' views Regarding Video-Recorded Microteaching Session' (ATTVRVMS) was developed in line with the research questions, and used to extract information from categories of the population; lecturers, students and school management. The Statistical Model of Impact Measuring, a combination of multivariate regression methods and statistical inference was applied in analyzing data generated from the study. Findings from the study revealed that the institutions lacked knowledgeable laboratory technologist, modern cameras for recording, digital monitors, acoustically treated studio and adequate power supply. The researcher therefore urged TETFund to quickly look into the findings and react positively on the recommendations.*

**Key words:** TETFund Intervention, Microteaching, Colleges of Education, Video-recording.

### **Introduction**

Learning is an activity that starts at birth and can be expected to continue for a lifetime in classrooms and training centres, effective learning takes place in a well organized way. Facilities and personnel are employed to provide and education designed for classroom learning, which aims to prepare all the students to work and participate in the society which the live.

Video as a media in education comes as the invention of educational technology. They are termed as instructional video. They are created for use in classrooms or in other educational settings such as micro media laboratory. They are usually evaluated for language use, conflict and length and many of them are packaged as multimedia resources that include students' workbooks, teacher's guides, video transcripts and audio tapes. Agommuoh and Nzewi. (2003) reported that video-recorded microteaching session has the qualities of providing a semi-permanent, complete and audio's visual record of microteaching.

Erickson (1995), and Osokoya (2007), highlight at college level the advantages of video-recorded microteaching strategy over the traditional method.

Empirical studies in Nigeria involving video-recorded microteaching strategy have been given little or low attention; hence, reducing the quality of would be teachers after graduation. (Salawu 1999, Aiyelagbe, 1998, Ajeyi-Dopemu 1985, Aremu 1992, Ibode, 2004). With the widespread of technology in many fields of life, the traditional methods of microteaching could be considered as non-effective methods in teaching and learning process. In the conventional methods, the students rely mainly on their textbooks and the teacher is the only source of correction. This study attempt to assess teacher trainees' views concerning video-recorded microteaching sessions using TETFund micro media laboratory in colleges of education in southeast of Nigeria. Literature has also established that video-recorded microteaching has greatly improved the performance of teachers' trainees with special needs. (Okwo, 1994, Mitchell, 1994, Aremu, 1992).

## TETFund Intervention

TETFund AS an Intervention Agency

The Tertiary Education Trust Fund (TETFund) was established as an Intervention Agency under the Education Tax Act No. 7 of 1993. Tertiary Education Trust Fund (Establishment, Etc) Act, 2011 repeals the Education Tax Act Cap. E4, laws of the Federation of Nigeria, 2004 and Education Tax Fund Act No. 17, 2003 and establishes the Tertiary Education Trust Fund charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. To enable the TETFund achieve the above objectives, TETFund Act, 2011 imposes a 2 percent (2%) Education Tax on the assessable profit of all registered companies in Nigeria.

The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education [www.ccsenet.org/jds](http://www.ccsenet.org/jds) Journal of Sustainable Development Vol. 7, No. 4; 2014 194 Tax. The fund administers the tax imposed by the Act and disburses the amount to tertiary educational institutions at Federal and State levels. It also monitors the projects executed with the funds allocated to the beneficiaries.

The mandate of the fund as provided in section 7 (1) (a) to (e) of the TETFund Act, 2011 is to administer and disburse the amount in the fund to Federal and State tertiary educational institutions, specifically for the provision and maintenance of the following:

- 1) Essential physical infrastructure for teaching and learning;
- 2) Instructional material and equipment;
- 3) Research and publication;
- 4) Academic Staff Training and Development;
- 5) Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions (<http://tETFund.gov.ng>, Saturday, February 1, 2014).

From the above, it would have been clear that TETFund cardinal objective was to generate additional income to support tertiary education, provide scholarship and grants for the needy but promising students, attempting not only to strengthen and diversify the economic base of higher institutions in Nigeria but also redirecting their resources towards improving the productivity and quality of higher education.

From the 1980s and beyond, the decay of all tiers of education was monumental. Facilities had almost collapsed, teachers and [lecturers](#) morale was at its lowest. Enabling environment for conducive teaching and learning was absent. The administration of President, [Ibrahim Babangida](#) mindful of the reality of the situation took measures to arrest the rot. In December 1990 the Federal Government constituted the Commission on the Review of Higher Education in Nigeria (the Gray Longe Commission) to review the post-independence Nigerian Higher Education after Lord Ashby's Commission of 1959. The Longe Commission recommended among others the funding of higher education through earmarked tax to be borne by companies operating in Nigeria. An implementation committee under the chairmanship of Professor Olu O. Akinkugbe was constituted to implement Grey Longe's Commission report recommendations also an Agreement was signed between the Federal Government and ASUU on the 3rd September 1992 on funding of [universities](#). In January 1993, the Education Tax Act No7 of 1993 was promulgated alongside other education-related Decrees. The Decree imposed a 2% tax on the assessable profits of all companies in Nigeria. This was a homegrown solution to address issues of funding to rehabilitate decaying infrastructure, restore the lost glory of education and confidence in the system as well as consolidate the gains thereto; build the capacity of teachers and lecturers; teacher development; development of prototype designs; etc. The Education Tax Act of No7 of 1993 mandated the Fund to operate as an Intervention Fund to all levels of public education (Federal, State and Local). This mandate was faithfully discharged between 1999 to May 2011 when the ET Act was repealed and replaced by the Tertiary Education Trust Fund Act, due to lapses and challenges in operating the Education Trust Fund. These lapses and challenges include:

- The ETF was overburdened and overstretched and could only render palliative support to all levels of public educational institutions in Nigeria;
- Duplication of functions and mandate of other Agencies set up after the ETF, such as [Universal Basic Education](#) (UBE) and [Millennium Development Goals](#) (MDGs);
- The decay, rot and dilapidation of facilities issues in the tertiary education continued to be irritating as Funds are only thinly spread.

The Tertiary Education Trust Fund was originally established as **Education Trust Fund (ETF)** by Act No 7 of 1993 as amended by Act No 40 of 1998 (now repealed and replaced with Tertiary Education Trust Fund Act 2011). It is an intervention agency set up to provide supplementary support to all levels of public tertiary institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of Tertiary Education in Nigeria. The main source of income available to the Fund is the two per cent education tax paid from the assessable profit of companies registered in Nigeria. The [Federal Inland Revenue Services](#) (FIRS) assesses collects the tax on behalf of the Fund. The funds are disbursed for the general improvement of education in federal and state tertiary educations specifically for the provision or maintenance of:

- Essential physical infrastructure for teaching and learning;
- Institutional material and equipment;
- Research and publications;

- Academic staff training and development, and;
- Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement and maintenance of standards in higher educational institutions.

The fund is managed by an eleven-member board with members drawn from the six [geopolitical](#) zones of the country as well as representative of the [Federal Ministry of Education](#), [Federal Ministry of Finance](#) and the [Federal Inland Revenue Services](#). The board has the following responsibilities as stated in the act:

- Monitoring and ensuring collection of Tax by the Federal Inland Revenue Services and ensure transfer to the Fund;
- Manage and disburse the Tax;
- Liaise with appropriate ministries and bodies responsible for the collection or safekeeping of the Tax;
- Receive request and approve admit table projects after due consideration;
- Endure disbursement to various public tertiary education institutions in Nigeria;
- Monitor and evaluate the execution of projects;
- Invest funds in appropriate and safe securities;
- Update the Federal Government on its activities and progress through annual audited reports among the states of the Federation in case of regular intervention;
- Review progress and suggest improvement within the provisions of the Act;
- Do such other things that are necessary or incidental to the objective of the Fund under these Acts or as may be assigned by the Federal Government;
- Make any issue guidelines, from time to time, to all beneficiaries on disbursement of monies from the Fund on the use of monies received from the Fund;
- Generally to regulate the administration, application and disbursement of monies from the Fund under this Act.

The Board of Trustees shall administer, manage and disburse the tax imposed by this Act based on:

1. Funding of all public tertiary educational institutions
  2. Equality among the six geo-political zones of the Federal in case of special intervention
  3. Equality among the states of the Federation in case of regular intervention
- The distribution shall be on the ratio of 2:1:1 as between Universities, Polytechnics and the College of Education.
  - The BOT shall have the power to give due consideration to the peculiarities of each geo-political zones in the disbursement and management of the Tax imposed by this Act between the various levels of tertiary education.

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## Microteaching

Microteaching is a training concept which can be applied at various pre-service and in-service stages in the professional development of teachers. Microteaching provides teachers with a practice setting for instruction in which normal complexities on the classroom are reduced and in which the teacher receives a great deal of feedback on his performance. It is a process which allows instructors to improve their teaching performance through constant practice of teaching skills which can be easily transferred to the normal classroom lesson. McAleese (2006), defines microteaching as a system of controlled practice that makes it possible to concentrate on specific teacher behavior and to practice teaching under a controlled condition. Microteaching can also be seen as a scaled-down teaching encounter designed to develop new skills and refine old ones (McKnight, 1971 and Brown, 1975). Microteaching can be seen as a situation where opportunity is provided for a trainee or a group of trainees to present something to another trainee or a group of trainees and then take a look at what has been presented. There are eight (8) major skills expected to be mastered by the teachers' trainees during microteaching session namely: Set Induction, Use of Examples, Stimulus Variation, Planned Repetition, Verbal and Non Verbal Communication, Questioning, Reinforcement and Closure. To minimize the complexities of the normal teaching encounter, several dimensions are limited. The length of the lesson is reduced, and the scope of the lesson is narrowed. In microteaching, the teacher instructs only a few students, 6 – 10, instead of the normal 30 – 50 in classroom.

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## Micro Media Laboratory

Ofoefuna (2021), educational technology centres have become important arm of our national educational practice. Its organization dates back to decades ago, but that has been done under different nomenclatures. Facilities are “sine qua non” in the teaching and learning process for the effective and meaningful utilization of media in any school setting. Meanwhile, there are many factors to be considered for the adequate use of these facilities via: spatial, thermal, visual among others. Also, these facilities require regular and constant revitalization and modernization so as not to be obsolete. More so, these facilities need to be updated in line with the global technological advancement so as to make them Information and Communication Technology (ICT) compliant.

Micro Media Centre is a place, or an environment or educational resources centre where a wide variety of educational or instructional media or materials, media services and facilities are provided to facilitate, teaching and learning process and in fact, to enhance the achievement of the instructional objectives. Teachers and learners use these media services and facilities to foster, enrich, stimulate and enhance instructional activities. The centre encourages and provides an enabling environment for the users to acquire some fundamental skills and basic knowledge in designing, planning, producing and utilizing various types of educational media. A well-equipped media centre with proper and adequate organization and management will surely provide much more services and facilities than a conventional library.

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## Colleges of Education

Colleges of Education in Nigeria have played a vital role in our national development, especially in the education sector. The teaching function of colleges of education in Nigeria for instance, has contributed immensely to national development particularly in the development of middle-level manpower for the nation’s primary and junior secondary schools. Over the years, colleges of education have produced a large number of non-graduate professional (NCE) teachers that teach in our primary and junior secondary schools, thus alleviating the manpower problems of the nation at those levels.

These teachers have also laid the foundation of whatever formal education that is received later in life by that now appear in different forms as accountants, teachers, lawyers, economists, engineer, doctors, agriculturalists, architects, etc. The idea of these people put into productive use has enhanced the nation’s development.

Colleges of Education in Nigeria have plan waded into the task area of producing professionally trained teachers for our vocational and technical secondary schools in order to meet the nation’s requirements for technological take-off as provided in the National Policy on Education (1981). Another aspect of the role of Colleges of Education in national development according to (Nwankwo 1988) is their ability to adapt quickly to the educational needs of their immediate environment. Pre-occupation with universal academic, cultures, scholarships, research and international acceptability often inhibit Nigerian universities from responding promptly and appropriately to the local needs and demands. Standing at the middle as they are, Colleges of Education are often called upon to mount flexible programmes that can be tailored to the urgent requirements of the primary and junior secondary schools.

Another contribution of Colleges of Education to national development is in the structural integration of Nigeria. Through public lectures, seminars, workshops, conference, inter-collegiate sports competition and the implementation of their curriculum, especially in General Studies Courses like Citizenship Education, they have raised the level of national unity, and national consciousness, sense of oneness, common citizenship and common purpose amongst Nigerians, thus enhancing the development of the nation. In addition, they provide in-service courses, extra-mural classes and sandwich programmes to raise the literacy level of the members of the communities around them. Another vital area of their contribution to national development is in the area of research. Their research results enable the educational planners to formulate appropriate education policies for the nation’s development.

Finally, they have assisted in national development by providing compulsory and agricultural extension services to the communities around them. The consultancy services boost the economic activities of the communities around them, while the agricultural extension services enhance the improvement of agriculture and thus, the national economy.

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## Video-Recorder

This is one of the new entrants into the Nigerian education system. It was initially invented for journalism and entertainment. But the eclectic nature of educational system has made it to find its way into the educational system (Ofoefuna, 2021).

It has three component parts: the video camera, the video player and the monitor. Three signals go from the camera to the tape, they are: the audio, the video and the synchronizing pulse signal. Normally, the recordings are done by professionals to get a good film. The video films of any particular topic in any particular subject area could be prepared. In the utilization of this newer media, the teacher previews the film to be sure of the content, the sequence and appropriateness. During the lesson, all the teacher does is to slot the video film into the player. The students then observe the lesson going on, on the monitor.

This technique is being used in micro teaching practicum in many of the nation’s colleges of education. Ofoefuna (2021) citing (Evans, 1973) points out that the videotape recorder is a dramatic development in the CCTV. This gives us the means of recording sound and vision and instantly replaying the material.

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## Statement of the Problem/Justification

Traditional methods of microteaching sessions are no longer responding to the needs of students nor increase their cognitive progress. Major stakeholders in education believe that using the traditional ways in microteaching is the main reason of the backwardness of many teachers' trainee. Many scholars in the field of EduTech believed that using video-recorded microteaching will promote academic achievement and connect students with real life; encourages and motivates them to prepare and communicate in the class. Hardly can one see students in colleges of education from the south eastern Nigeria competes with their counterparts from Europe in the area of effective teaching and learning. Majority of the lecturers are novice to Video-recorded Microteaching Sessions (VMS), thus affecting teaching and learning process.

Therefore, the researcher decided to investigate this issue and apply it in the colleges of education in south eastern part of Nigeria. The researcher as an Educational Technology lecturer noticed massive decline in the skills of learners understanding the facilitator, learning zeal and their academic achievement. It is, therefore, worthy to assess teacher trainees' view regarding video-recorded microteaching sessions using TETFund Micro Media Teaching Laboratory in colleges of education in southeast of Nigeria rather than the traditional microteaching methods.

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## Research Questions

The following research questions would guide the study:

1. What are the effects of video-recorded microteaching session on the performance of teachers' trainees?
2. What are the benefits of video-recorded microteaching session?
3. What are the factors limiting the use of video-recorded microteaching session?

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## Objectives of the Study

1. To evaluate the assessment of Teacher Trainees' views concerning video-recorded microteaching sessions using TETFund Micro Media Laboratory in colleges of education in Southeast of Nigeria;
2. To evaluate the nature of the assessment of video-recorded microteaching sessions on teaching and learning process in the Southeast of Nigeria.

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## Research Methodology

The study will adopt a descriptive survey design and will be carried out in colleges of education in Anambra and Imo States. The population of the study will comprise both lecturers and students in Anambra and Imo State. One thousand two hundred (1000) respondents (800 students and 200 lecturers) will randomly be selected across two eastern states in Nigeria; Anambra and Imo States. Two sources of data collection would be used in this study in order to answer the research questions. The instrument will be administered to the students and lecturers with the help of three research assistants who are postgraduate from each of the participating schools. They will be briefed on the administration procedure. A validated questionnaire titled assessing teacher trainees' views concerning video-recorded microteaching sessions using TETFund micro media laboratory in colleges of education (ATTVRVMS), (for students and lecturers) designed by the researchers, and constructed in a 4-point Likert scale format will also be administered. The reliability of the questionnaire would also be established before use. The Statistical Model of Impact Measuring, a combination of multivariate regression methods and statistical inference would be used in analyzing data generated from the study. Data analysis will be carried out on MS Excel, SPSS 17. Survey design was used in order to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared. A survey research is one in which a group of respondents are studied by collecting and analyzing data from items considered to be representative of the entire group (Akuezilo, 2013).

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## Data Presentation and Analysis

The data presented below were gathered during field work:

**Table 1 Video-recorded microteaching session is commonly used in colleges of education in southeast Nigeria**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	10.0	10.0	10.0
agree	4	8.0	8.0	18.0
undecided	5	10.0	10.0	28.0
disagree	10	20.0	20.0	48.0
strongly disagree	26	52.0	52.0	100.0
Total	50	100.0	100.0	

Source: field survey, October, 2023.

**Table 1** shows the responses of respondents that video-recorded microteaching session is commonly used in colleges of education in southeast Nigeria.

5 of the respondents representing 10.0percent strongly agree that video-recorded microteaching session is commonly used in colleges of education in southeast Nigeria. 4 of the respondents representing 8.0percent agree that video-recorded microteaching session is commonly used in colleges of education in southeast Nigeria. 5 of them representing 10.0percent were undecided. 10 of the respondents representing 20.0percent disagree video-recorded microteaching session is commonly used in colleges of education in southeast Nigeria, while the remaining 26 of the respondents representing 52.0percent disagree that video-recorded microteaching session is commonly used in colleges of education in southeast Nigeria.

Based on the analysis above it can be deduced that video-recorded microteaching session is not common in colleges of education in southeast Nigeria.

**Table 2 Video-recorded microteaching session enhances output of teachers' trainees**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	15	30.0	30.0	30.0
agree	16	32.0	32.0	62.0
undecided	9	18.0	18.0	80.0
disagree	5	10.0	10.0	90.0
strongly disagree	5	10.0	10.0	100.0
Total	50	100.0	100.0	

Source: field survey, October, 2023.

**Table 2** shows the responses of respondents that video-recorded microteaching session enhances output of teachers' trainees.

15 of the respondents representing 30.0 percent strongly agree that video-recorded microteaching session enhances output of teachers' trainees. 16 of the respondents representing 32.0 percent agree that video-recorded microteaching session enhances output of teachers' trainees. 9 respondents representing 18.0 percent were undecided. 5 of the respondents representing 10.0 percent disagree that video-recorded microteaching session enhances output of teachers' trainees, while the remaining 5 of the respondents representing 10.0 percent strongly disagree that video-recorded microteaching session enhances output of teachers' trainees.

Based on the analysis above it can be deduced that video-recorded microteaching session enhances output of teachers' trainees. This is because the responses of the teachers' trainee were in the affirmative.

**Table 3 Teachers' trainee concentrate more while using video-recorded microteaching session rather than the traditional session**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	35	70.0	70.0	70.0
agree	10	20.0	20.0	90.0
undecided	3	6.0	6.0	96.0
disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Source: field survey, October, 2023.

**Table 3** shows the responses of respondents that teachers' trainee concentrate more while using video-recorded microteaching session rather than the traditional session.

35 of the respondents representing 70.0 percent strongly agree that teachers' trainee concentrate more while using video-recorded microteaching session rather than the traditional session. 10 of the respondents representing 20.0 percent agree that teachers' trainee concentrate more while using video-recorded microteaching session rather than the traditional session. 3 respondents representing 6 percent were undecided while the remaining 2 of the respondents representing 4.0 percent disagree that teachers' trainee concentrate more while using video-recorded microteaching session rather than the traditional session.

Based on the analysis above it can be deduced that teachers' trainee concentrate more while using video-recorded microteaching session rather than the traditional session. This is because the responses of the teachers' trainee were in the affirmative.

**Table 4 Video-recorded microteaching materials are too expensive.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	20	40.0	40.0	40.0
agree	15	30.0	30.0	70.0
disagree	10	20.0	20.0	90.0
strongly disagree	5	10.0	10.0	100.0
Total	50	100.0	100.0	

Source: field survey, October, 2023.

**Table 4** shows the responses of respondents that video-recorded microteaching materials are too expensive to afford.

20 of the respondents representing 40.0 percent strongly agree that video-recorded microteaching materials are too expensive to afford. 15 of the respondents representing 30.0 percent agree that video-recorded microteaching materials are too expensive to afford. 10 of the respondents representing 20.0 percent disagree that video-recorded microteaching materials are too expensive to afford while the remaining 5 of the respondents representing 10.0 percent strongly disagree that video-recorded microteaching materials are too expensive to afford.

Based on the analysis above it can be deduced that video-recorded microteaching materials are too expensive to afford. This is because the responses of the teachers were in the affirmative.

**Table 5 There is a relationship between video-recorded microteaching session and performance of teachers' trainees**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	19	38.0	38.0	38.0
agree	20	40.0	40.0	78.0
undecided	1	2.0	2.0	80.0
disagree	2	4.0	4.0	84.0
strongly disagree	8	16.0	16.0	100.0
Total	50	100.0	100.0	

Source: field survey, October, 2023.

**Table 5** shows the responses of respondents that there is a relationship between video-recorded microteaching session and performance of teachers' trainees.

19 of the respondents representing 38.0 percent strongly agree that there is a relationship between video-recorded microteaching session and performance of teachers' trainees. 20 of the respondents representing 40.0 percent agree that there is a relationship between video-recorded microteaching session and performance of teachers' trainees. 1 respondent representing 2.0 percent was undecided. 2 of the respondents representing 4.0 percent disagree that there is a relationship between video-recorded microteaching session and performance of teachers' trainees, while the remaining 8 of the respondents representing 16.0 percent strongly disagree that there is a relationship between video-recorded microteaching session and performance of teachers' trainees.

Based on the analysis above it can be deduced that there is a relationship between video-recorded microteaching session and performance of teachers' trainees. This is because the responses of the teachers' trainees were in the affirmative.

## Summary of Major Findings

Based on the analysis of the data, the following findings were made:

1. Majority of the teachers' trainees are yet to know the importance of microteaching
2. Though schools visited has Micro media laboratory, with good structures but with obsolete equipment
3. The Micro Media section of the schools lacked experienced and well exposed laboratory technicians. Hence the reason for teachers' trainees low or lack of interest in microteaching session.
4. Most of the micro media session visited lacked constant power supply and the environments looks rejected.
5. Most of the instructors assigned to train the teachers' trainees know little or nothing about microteaching and handling of the multimedia equipment.

## Conclusion

The study has been able to assess teacher trainees' views concerning video-recorded microteaching sessions using TETFund micro media laboratory in colleges of education in southeast of Nigeria. Findings have revealed that there are well structured micro media laboratories in the affected schools put in place by TETFund. The most outstanding characteristics of any research are that it must contribute something significant to the growth of the area covered. The study hinted that knowledge is constructed through a form of different processes. It is clear that lack of adequate and extensive awareness of the purpose of microteaching has led to its criticism. There is urgent need for serious campaign/awareness on the significance/importance of video-recorded microteaching session which the teachers' trainees can rely on for self-correction and retraining.

## Recommendations

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

1. Parts/portions of the microteaching laboratory should be treated acoustically for effective sound recording.
2. Constant/steady power supply (solar power) should be made available for the microteaching laboratory.
3. Advanced digital cameras should be made available for quality recording. Also, smart/android phones can be used for recording during microteaching session for easy onward transmission to the teachers' trainees.



4. Routine training and retraining should be organized for the laboratory technologist.
5. Teachers and Students should be made to know the relevant/important of recording microteaching session.
6. TETFund should do routine inspection on the institution microteaching laboratories.

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