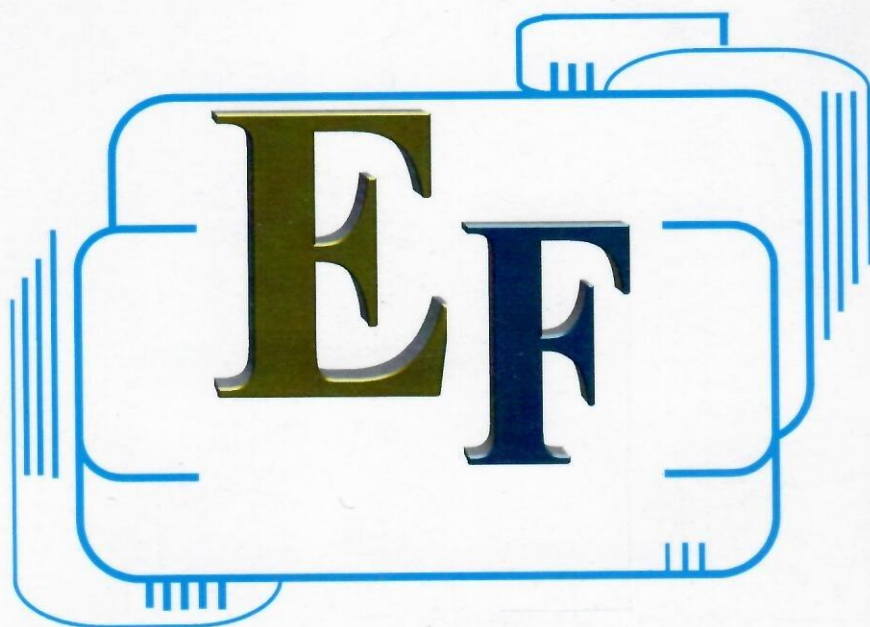


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**Integrative Approaches to
Nigeria**
Mahmud Pinga P

**Effect of Suggestion on
Muhammad Ali M**

**Funding and
Determinants of
Maiduguri, Borno
Myfriend Bulus K**

**Impact of Social
Screening and C
Nigeria**
*Oteikwu Solomon
Priston Soma Wil*

**Parental Support and
Achievement in
Education Zon
Dr. Muhammad
Yusuf Ibrahim³**

**School Plants in
Benue State of
James Duenya**

**Impact of COVID-19 on
Student Teachers
Babakura Mam
Ahmed Jime², K**

**Attitude Towards
Cell Disease and
Abdulfatah Haj
Yahya Musa N**

Contents

Integrative Approach to Funding Tertiary Educational Institutions in Nigeria

Muhamud Pinga PhD 1-17

Effect of Suggestopedia on Students' Speaking Skills in English Language

Muhammad Ali Mustapha¹; Dr. Mohammed Waziri Bularafa² 18-31

Funding and Scheduling of Sport Programmes as Administrative Determinants of Participation in Sport among Secondary School Students in Maiduguri, Borno State

Mufriend Bulus Kpame Ph.D; Oliver EFFIONG; Mukhtar M.A Ph.D 32-44

Impact of Social Stigmatization on Perceptions, Attitudes, and Acceptability of HIV Screening and Counselling among Expectant Mothers in Maiduguri Borno State Nigeria

Otesilwa Solomon¹; Hadiza Mohammed Aliyu²; Iwenya Chukwudi Honesty³; Priston Soma Williams⁴; Amarachukwu Anozie⁵; Ibrahim Medugu Isah⁶ 45-56

Parental Support and Socio-Economic Status as Predictors of Academic Achievement among Senior Secondary School Students in Bauchi Central Education Zone, Bauchi State. Nigeria

Dr. Muhammad Adamu Kwankwaso¹; Ummaru YUSHA'U²; Yusuf Ibrahim³ 57-73

School Plants and Students' Academic Performance in Public Universities in Benue State of Nigeria

James Duenya 74-86

Impact of Collaborative Teaching in Micro Teaching Class on Promoting Student Teachers' Motivation to Learn

Babakara Mamman¹, Habib M.A², Tahiru Zanna³, Kaumi Umara⁴; Ahmed Jime⁵, Khashiyat Abdulfattah⁶, 87-98

Attitude Towards Sickle Cell Voluntary Testing and Counselling on Sickle Cell Disease among Senior Secondary School Students in Kaduna State

Abdulfatah Hajara Aminu Ph.D.¹; Yusuf Bello²; Getso Ahmed Sani Ph.D.³; Yahuza Musa Mshelia⁴ 99-113

Relationship between Social Media Familiarity, Extent of Usage, and its Impact on Academic Achievement of Secondary School Students in Borno State, Nigeria
*Salisu Mamman¹, Habib M.A.², Ahmed Jime³, Kaltum Ali⁴,
 5. Tahiru Zanna⁷* 583-596

*Babakura Mamman¹, Habib M.A², Ahmed Jime³, Kaltum Ali⁴,
Khashiyah Abdulfattah⁵, Kaumi Umara⁶, Tahiru Zanna⁷*

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Abstract

Education is the factor that plays significant role in enhancing the development of acquisition of physical and economic growth. The educational system in Nigeria is in development of educational institutions. The paper discusses the role of government in the development of educational institutions. The paper discusses the role of government in the development of educational institutions. The paper discusses the role of government in the development of educational institutions.

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Impact of Collaborative Teaching in Micro Teaching Class on Promoting Student Teachers' Motivation to Learn

Abdullahi Usman¹, Habib M.A.², Tahiru Zanna³, Kaumi Umara⁴; Ahmed Jime⁵,
Khashiyat Abdulfattah⁶,

¹⁻⁶Department of Education University of Maiduguri
Maiduguri, Borno State.

The study examined the impact of collaborative teaching in micro teaching class on promoting student teachers' motivation to learn. The study involved the administration of the Motivation to Learn Questionnaire (MSLQ), developed by Pintrich (1999). Pre-test and post-test were administered to 130 student teachers of year three who were enrolled in micro teaching course at. A quasi-experimental research design was used in collecting and analyzing data in this study. Data were analyzed using Statistical Package for Social Sciences (SPSS). The findings revealed that there is significant difference between pre-test and post-test scores on student teachers' motivation to learn. This means that collaborative teaching in microteaching class has positive impact on prompting student teachers' motivation to learn. It is recommended that collaborative teaching should be used to manage the ever-growing population of Students, there is need to incorporate collaborative teaching in Teacher Education programmes and Teacher Educators should monitor student motivation in both first and second semester periods.

Keywords: Collaborative Teaching, Micro Teaching, Teacher Education, Motivation

Collaborative teaching is interchangeably used with team teaching or cooperative learning, it involves the coming together of educators working as a team to instruct, interact, and guide a group of students to achieve learning objectives (Panitz, 1999; Zhou, Xu, & Martinovic, 2017). Collaborative teaching usually occurs among professionals of diverse backgrounds who teach similar or dissimilar courses mainly operating within the same institution (Panitz, 1999). Nonetheless, teachers who share everything



in common may also wish to deploy collaborative teaching techniques to achieve instructional goals (Hargreaves & O'Connor, 2018). This may assist the team in providing multiple activities that involve the facilitation of learning through supervising students' activities to practical skills acquisition. This technique of teaching can be applied to all forms of classroom instructions. Moreover, achieving a successful implementation of collaborative teaching requires active and ongoing interactive support from educators involved in the team process. In addition, collaborative teaching serves as a feedback mechanism for educators to enhance their reflective teaching practice (Goddard, Goddard, Sook Kim, & Miller, 2015; Vangrieken, Dochy, Raes, & Kyndt, 2015).

One of the fundamental attributes of collaborative teaching is the careful application of planning, decision making, and critical thinking on the part of educators (Datnow & Hubbard, 2016). The designing, preparation, and development of lessons in this form of teaching requires special timing. Therefore, this entails that the team of educators who are willing to embark on collaborative teaching techniques are expected to set aside a schedule for adequate time in preparing and developing lessons and activities for students alike. Moreover, collaborative teaching deals with establishing strong partnerships among educators for the benefit of students. Thus, it will enhance both educators' professional skills and students' understanding of a concept (Datnow & Hubbard, 2016).

Several advantages are attributed to the collaborative teaching approach, it provides learners with the capacity of acquiring 21st-century learning skills that include collaboration, critical thinking, creativity, and communication skills (Germann, Richards, Koeller, & Schubert-Irstorza, 2016; Jacobson-Lundeberg, 2016). Educators across the globe have found collaborative teaching techniques to be beneficial to prospective teachers, it provides room to access multiple instructional techniques due to its versatility and collaboration of a variety of professionals coming together to achieve common educational goals (Reeves, Pun, & Chen, 2017). This form of teaching encourages mutual support in addressing student learning, it also provides opportunities for the students to master content and think critically. Similarly, collaborative teaching allows for the use of multiple teaching



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techniques in a single classroom instruction (Vangrieken et al., 2015). To achieve effective collaboration among educators, they require the requisite skills to practice and learn about established planning, interaction, collaboration, and decision making. This indicates that those responsible for the preparation of prospective teachers should devise means of collaboration while delivering classroom instruction.

Micro Teaching is considered to be one important component of teacher education programme that is widely used in teacher production in Nigeria. The concept of micro-teaching was coined at Stanford University in the 1960s as part of an experimental programme to enhance the effectiveness of teacher education programmes (Allen, Cooper, & Poliakoff, 1972). The course was introduced to train student teachers on the act of acquiring the requisite teaching skills at the micro-level before they proceed to the macro-level or attain conventional teaching skills. This requires that student teachers may involve in planning, teaching, reteach and the cycle of MT is effectively satisfied by assessors (Peer and Educators) (Ajayi, Alhassan, & Hashim, 2021). It has been observed that MT practice prepare student teachers for both teaching practice and the overall teaching profession (Olatunde-Aiyedun, 2021). However, the scope covered by this study cannot give the desired emphasis to Micro Teaching practice because student teachers went out for teaching practice exercises before Micro Teaching Practice. This has led to misgivings on the part of the student teachers. mostly, those student teachers who did not undergo the MT practice before attending it may cause professional setbacks to the education system. Therefore, to ameliorate the situation, the study devised an instructional means to remedy the situation. The study also examined impact of collaborative teaching techniques on student teachers' teaching skills (motivation to learn)

Teachers who are enrolled in a teacher training programme in Nigeria must undergo various methodological, psychological, teaching practice, micro-teaching practice, and other related educational courses both in teaching areas and main education programme to prepare them for the teaching profession (Ifinedo, Rikala, & Olatunde, 2020). Several studies focus on micro-teaching in Nigeria, the



majority of these study relates to classroom management and the process of acquiring Micro Teaching Skills. The current study aims to examine the impact of MT under collaborative teaching to enhance student teachers' motivation to learn in their subsequent teaching careers. Collaborative teaching was used in the study to manage the influx of students in Nigeria's teacher education programme.

In recent years, researchers and psychologists have increasingly paid attention to the impact of active teaching on student motivation (Loes, 2022). A substantial body of literature indicates active teaching activities to a student's motivation to learn. In relation to these scholarly inquiries, students' motivation to learn continues to attract attention in the field of education (Veesar and Khaskheli, 2019; Loes, 2022). Despite this research, there is a paucity of studies that investigate potential linkages between collaborative teaching on a micro teaching course in promoting student teachers' motivation to learn. Therefore, to close the pitfalls in the existing literature that primarily focuses on educators integrating collaborative teaching to promote students' teacher motivation to learn in their classroom instructions in the teacher education programme (Loes, 2022) as well as a growing number of studies that focus on student academic motivation in higher education (Veesar and Khaskheli, 2019), there is a dearth of contemporary studies that examine collaborative teaching to promote student teachers' motivation to learn. The present study examines the impact of collaborative teaching in a micro teaching course to enhance student teachers' motivation to learn. By implementing a collaborative teaching in a micro teaching course, it is expected that the research participants will be motivated to learn.

Methodology

The study used a quasi-experimental design with one group pretest and posttest. The participants in this study comprised 130 third-year student teachers from 30 level undergraduate students of the Department of Education who are enrolled in the Micro Teaching Course 2018 – 2019 session. The gender distribution in the study comprised 60 males and 70 females.



Table 1: Research Design

Group	Pretest	Treatment	Posttest
G	Q1	X	Q2

⇒ Q1 = Pretest

⇒ X = Teaching and Learning Activities in Micro Teaching Class based on Collaborative Teaching Approach

⇒ Q2 = Posttest

Procedure

The undergraduate students attend Micro Teaching Application after a session which is based on theory using flipped classrooms and collaborative learning by a group of Facilitators. The course was designed and taught first semester (Theory) and second semester (Application). Participants were assigned and mentored by the team of Facilitators on how to conduct the steps involved in the Micro Teaching application. Also, student teachers were grouped to share experiences gained in the cause of interacting with their peers. The process also involved the preparation of a Micro Lesson Plan that could assist the participants in implementing the activities. After achieving mastery on how to properly implement the act of Micro Teaching, the participants were asked to carry out the recording of MT for final production and assessment. Participants received feedback through facilitators assigned to their group and as well their peers whom they worked together in the group.

Micro Teaching Course

The micro-teaching course incorporated a problem solving, activity-based approach, project-based instruction, technology integration in which face to face, video learning and production of 5 to 15 minutes micro-teaching video was required by student teachers for final assessment. This course is one of the core courses approved by the National University Commission (NUC) benchmark for pre-service teachers. The focus of the course was teaching, planning, collaborating, and production of small videos in a micro-teaching clinic. In the context of this study, the research employed collaborative teaching by working as a team to discuss, correct, and guide to student teachers to achieve practical acquisition of



micro teaching skills. the art of micro teaching is to prepare student teachers to acquire the requisite teaching skills before they proceed to face the real teaching. the course was taught two semesters, it involves theoretical (semester one) and applications (semester). In this study, student teachers were subjected to both in which a questionnaire on motivation to learn was served before the commencement of the course (pre-test) and after the intervention (collaborative teaching), the same test was repeated (post-test). Throughout the course, the student teachers demonstrated their micro-teaching skills in several activities that focused simultaneously on what they could do to master the arts of teaching and learning before going out for teaching practice exercise and subsequently to obtain degree certificate in education for secondary school teachers in Nigeria.

Instrument

The instrument used in this study was the *Motivational Strategies for Learning Questionnaire (MSLQ)*, developed by Pintrich's (2006). The MSLQ was developed as a self-report instrument designed to assess undergraduate students' motivational orientation and their use of different learning strategies in higher institutions of learning. In this study, the scale for motivational strategy was adapted to suit the present study's needs. The instrument is widely used to measure motivation among learners, especially in the field of teaching and learning (McCann, 2015). The instrument was administered based on pretest and posttest.

Data Analysis

The study administered a motivational strategy questionnaire to collect pretest and posttest data to determine the means of the test. Before conducting the analysis, the raw data were subjected to SPSS to check for normality. The outcome of the test is found to be normally distributed. Therefore, this indicates that it is appropriate to use paired-sample t-test and ANOVA for the repeated measures using the SPSS platform.

Results

The results of student teachers' motivation to learn for the paired-sample t-test pretest and posttest are shown in table 1.



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Table 1: results of Student Teachers' Motivation to learn of Paired Sample t Test Sample for Pretest and Posttest

	N	Mean	Sd	Df	T	P
Pretest	130	23.36	4.83	105	5.322	.000
Posttest	130	25.18	3.47			

The results of the paired sample t-test indicated that there is a significant difference ($t=5.322, P = < .005$) between pretest and posttest of student teachers' motivation to learn. As seen in Table 1, the mean of student-teacher motivation to learn at pretest is 23.36, while the result of the posttest rose to 25.18. therefore, the finding of the study revealed that micro-teaching activities with the application of collaborative teaching have a significant impact on student teachers' motivation to learn. The difference in the performance of the mean score was 1.82. based on the result of the paired sample t-test, the intervention on collaborative teaching approach on micro-teaching course, the mean score of posttest is statistically different from the socres of the pre-test. The reason for the difference might not be disconnected with the feedback received during and after classroom engagements, while interaction with the facilitators, peers and also observation of presentation by the student teachers group members. This shows that the skills and motivational aspect gained by student teachers during micro-teaching activities has helped them gain the requisite knowledge on improving their motivation during teaching practice and beyond. This finding concurs with Nikou (2019) and Chookaew, Sittasarnyorn, Pratumsuwan, Sootkaneung, & Wongwatkit (2019) who found that students' using constructivist teaching approach enhances student teacher motivation.

Table 2: Results of Student Teachers' Motivation of Descriptive Statistics and ANOVA test of Pretest and Posttest based on Gender

	Group	N	Mean	Sd	M.Sq.	F	P
Pretest	Male	60	21.13	6.372	147.765	28.643	.000
	Female	70	23.05	7.423			
	Total	130	22.09	6.332			
Posttest	Male	60	24.98	7.567			
	Female	70	26.37	7.976			
	Total	130	25.68	6.556			



Based on the results in table 2, a significant difference was observed ($F = 20.407$, $p < .005$) among the student teachers' motivation to learn means of pretest and posttest scores for male and female. This shows that the practice of Micro Teaching using Collaborative Teaching has an impact on gender and it can positively impact their motivation to learn. The findings of the study concurred with (Özyurt, 2015, Chookaew et al., 2019). It has been observed that collaborative teaching served as a catalyst of providing the needed support to teacher education programmes and enhancing student teachers' motivation to learn. Furthermore, the findings aligned with Nikou (2019), assertions that stimulating learners' motivation to favour teaching can be achieved through well packaged instructional and pedagogical strategies. In a similar development, engaging in a team teaching to design a curriculum, course content, or delivery of instruction can greatly influence student teachers' motivation to learn and by extension, it may enhance their competencies (Nikou, 2019). The purpose of this study is to examine the impact of collaborative teaching in a microteaching class to promote student teachers' motivation to learn. The results of the study indicated that there is a significant difference between pretest and posttest scores of motivations to teach of student teachers who are enrolled on micro-teaching classes using collaborative teaching. The result of the present study showed that micro-teaching practice has a positive impact on student teachers' motivation to learn, this concurred with (Chookaew et al., 2019 and Nikou, 2019). Therefore, the findings of the present study suggest that engaging student teachers in rigorous collaborative teaching activities may enhance their motivation to learn, and it has a significant impact on the entire teacher education programme.

Conclusion

The study concludes that the application of collaborative teaching among teacher educators in a micro teaching class can positively enhance student teachers' motivation to learn. Furthermore, due to the growing number of population in the teacher education programme in the Sub-Saharan Africa, especially in Nigeria, there is a need to employ teaching strategy like collaborative teaching to attract the attention of prospective teachers' motivation to learn. Thus, the study suggests



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possible recommendations on how to improve the skills and abilities of students in
teacher education programme.

Recommendations

Based on the conclusions, the study recommends that:

motivation to learn

1. There is a need to encourage teacher educators to plan and implement micro-teaching in the pedagogical course like collaborative teaching to improve student teachers teaching competencies and motivation.
2. Teacher Educators should mentor student teachers in both the first and second phases of micro-teaching to improve their competencies and motivation.



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