

Impact of Teaching Skills and Training on Teaching Practice Quality in Colleges of Educations in Katsina State

By
Mamman Halliru Bakori

Bawa Dahiru Muhammad

Umar Mamman

&
Ismail Ado Funtua

Isa Kaita College of Education (IKCOE), Dutsin-Ma.
Katsina State

Abstract

The study was conducted to determine the impact of eight teaching skills training on teaching practice performance of student-teachers in two public Colleges of Education in Katsina state. The design of the study was quasi-experimental employing of two independent samples control and experimental groups with pretest and posttest. To establish a baseline, a pretest on lesson preparation and delivery was conducted for 405 students from five similar Schools of both Colleges. Results of the pretest were subjected to ANOVA analysis whose outcome indicated existence of significant difference. Schaffer's post hoc test was used to take out 195 students from two Schools whose results were significantly different. The remaining 210 NCE II students from the other three Schools of the two Colleges participated in the study. One hundred and eighteen students (comprising 80 males and 38 females) and 92 students (made up of 67 males and 25 females) were randomly assigned to College A and College B as experimental and control subjects. The study was conducted within a period of 2 years. Student-teachers in College A were trained in eight teaching skills that include; set induction, questioning skills, effective use of examples and illustrations, use of chalk board, verbal and non-verbal reinforcements, use of relevant teaching materials, improvisation of instructional materials and closure skills. The training lasted through second semester of NCE II prior to the commencement of teaching practice in first semester of NCE III. Student-teachers in College B received conventional training in the NCE programme. Harmonized Teaching Practice Assessment Form was used to assess student-teachers' teaching practice performance. Data collected were analysed using t-test statistic. The results revealed student-teachers in experimental group outperformed their counterparts in control group, teaching practice performance with regard to gender was neutral in the treatment group and female student-teachers outperformed males across groups.

Keywords: *Teaching Skills, Teacher Training Programme, Active Learner Approach.*

Introduction

The wisdom in the age long aphorism that no nation or educational system can rise above the quality of its teachers is self-evident and clearly demonstrates the role of teachers and teacher education programmes in national development. Competent teachers are the basic elements

needed to improve students' achievement as qualitative teaching is believed to have the capacity to positively and optimally influence students' learning. Even though multiplicity of factors directly impacts on learning, teacher effectiveness is at the centre of learner success.

Teachers have direct sustained interaction with students, considerable control over what is taught, mediate the climate for learning and are known to make tangible difference in students' achievement. Well-prepared teachers and high-quality teaching are vital, as quality of teachers not only matter in students' achievement but an important factor in improving student learning and achievement. Despite the prime place teachers occupy in the business of education delivery, teaching is viewed as an ad hoc profession that anyone should go into as a result of being unemployed or under-employed and a haven of incompetent personnel. In the view of **El-Rufai (2017)** unqualified teachers entered the system because the recruitment of teachers was politicized where senior politicians and bureaucrats saw teaching as a dumping ground for their thugs, supporters and other unqualified persons. Teachers were employed without adherence to standards, no examinations or interviews were conducted to assess the quality of recruits, but rather political patronage, nepotism and corruption became the yardstick. The view is in agreement with Akintola (2020) who observed that teaching is inundated by charlatans and circumstantial personnel with pre-service training of only a few months, weeks or even none.

Teaching skills are defined as a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly. The eight (8) teaching skills student-teachers were trained in this study comprised; set induction (using a thought-provoking statement, interesting fact, or an audio-visual stimulus at the beginning of a lesson to gain learners' attention), questioning skills (to stimulate learning, provoke learners' to think, clear ideas, stir the imagination, and invitation to act), effective use of examples and illustrations (for the purpose of making an idea or concept clear), use of chalk board (writing and organizing board legibly), verbal and non-verbal reinforcements (forms of communication that increases the frequency of the behavior just performed), use of relevant teaching materials (to make lessons interesting, easy and allow learners to have practical experiences), improvisation of instructional materials (developing the ability to take existing pieces and put them together in a new combination for a purpose) and closure skills (finishing up a lesson in a way that helps learners process new knowledge in a meaningful way, deepen understanding and organize their learning). These skills are needed to ensure competency in teaching, make the class interesting, enable the teacher to develop confidence in teaching, avoid confusion and enable the teacher understand individual differences in learning (Current Nursing, 2020). Nantwi and Amponsaa (2019) in an intervention for 3-year Diploma in Basic Education programme in Offinso College of Education (Ghana) on teaching with instructional resources reported urgent need for Colleges of Education to teach instructional resources development to enable student teachers appreciate classroom use of instructional resources and encourage creative improvisation of instructional resources for teaching effectiveness. Similarly, Tok (2020) in a study to determine student teachers' problems regarding teaching skills reported that student teachers experienced in the process of practice teaching problems of: planning, subject matter knowledge, using instructional materials, motivation, communication, and time management and behavior management skills. There is abundant and growing concern about the weak quality of teacher training programmes that produce graduates with poor content knowledge and little classroom management skills to be effective in lesson delivery. According to Otukogbe (2018) in Nigeria teacher education is still heavily theory focused as against practice based. A typical student teacher undertaking an NCE or undergraduate degree in education spends little time in the classroom teaching and learning about the art and science of teaching than s/he spends in lecture rooms learning about education theories.

Teaching practice is part and parcel of teacher education programmes around the world. Teaching practice is an internship period where student teachers perform some roles such as teaching (Otukogbe, 2018). According to Pachina (2019) on-campus preparation for teaching,

known as 'microteaching' was developed by Stanford University in the 1960s in the United States to help address some of the practical problems of teacher preparation and practice of general pedagogical skills such as the writing of lesson plans, statement of appropriate lesson objectives, lesson delivery, timing of activities, and the use of teaching and learning resources. Even though the findings of Bulus (2020) in a study on 'Effects of Teaching Skills on Arts Student-teachers' Micro-Teaching Achievement in Kaduna State College of Education, Gidan Waya, Kaduna State' revealed that teaching skills have no significant effect on science student teachers' achievement in micro-teaching. This finding concurs with Alade, Aletan and Kuku (2015). All the same there is basis for optimism. For some researchers reported that students of experimental group outperformed their counterparts of control group (Akalin & Sucuogulu, 2015; Koura & Zahran, 2017). Reporting similarly, Arokia (2021) in a study on 'Improved pedagogical practices strengthens the performance of student teachers by a blended learning approach' reported that there were significant differences at 0.05 level in the mean scores of the test in favor of the experimental group. The findings also pointed out that there were statistically significant differences at 0.05 level in the participants' pedagogical performance level before and after implementing the Blended learning method of teaching.

Also, Saud (2021) who did a study on 'The Impact of the Seven Principles of Good Practice as a Teaching Technique on EFL Student-Teachers' Performance' revealed that there was statistically significant difference between the mean scores of the experimental group trained by seven principles of good practice and that of the control group. The study is rejected the null hypothesis of the study based on the result of the t-test of two independent samples. Corroborating, Wefky and Yousef (2021) who studied 'The Impact of Using Reflective Teaching Approach on Developing Teaching Skills of Primary Science Student Teachers' revealed that this approach was effective on developing the overall teaching skills of elementary education student science teachers. It is also effective on the following teaching skills: lesson-planning, introduction, use of new materials, classroom management, and evaluating their teaching and learning process. Furthermore, Adekunle and Olufinminyi (2022) who researched on 'Micro-Teaching and Teaching Practice: A Predictor of Physics Teacher Trainee's Performance' reported a moderate positive relationship between the performance of physics teacher trainees in microteaching and teaching practice. This study concludes that micro-teaching viably predicted student's performance in teaching practice.

According to Newman (2018) gender refers to the role of a male or female in society, or an individual's concept of themselves. In the view of Chidi (2020) gender identity is an inherent sense that people have about who they are based on the interaction of their biological traits, developmental effects, and environmental conditions. This might be masculine, feminine, a combination of the two, in between, or neither. In subjects like language arts and art, girls receive more teacher interaction than boys because these subjects are considered "feminine" while in courses like advanced mathematics, science, and engineering male students are deemed to have an edge. Nurjanah, Suryadi, Abdulhaq and Budimansyah (2019) conducted a study on 'Gender-Sensitive Effect of Problem-Based Learning on Student Performance in Indonesian Teacher College Classes' found that the students in the experimental group performed better and more equalized than those in the other group. This is to assist the teacher colleges to teach their student-teachers to design and practice more engaging classes where boys and girls are given equal chances to foster their potentials to the fullest. Also, Khadudu and Simiyu (2021) in a study on 'The Student Teachers' Perception of Teaching Practice among Male and Female Student Teachers in North Rift Region of Kenya' reported that Gender of student teachers affects their attitude towards teaching practice. The study established that female students have a more positive attitude towards teaching profession as opposed to their male counterparts. Still on gender, Ayodele and Olufemi (2012) reported gender and previous

teaching experience had no significant effect on student-teachers' teaching practice performance; Kim (2017) observed that male teachers were more hireable than their female counterparts, Hansen and Quintero (2018) submitted that preponderance of female teachers imposes norms of learning appropriate for girls and El-Madi, Said and Friesen (2019) averred that female teachers provided better lesson delivery. It was thought to be a rewarding adventure to explore if student teachers' teaching practice performance will be neutral or gender sensitive in response to treatment and across treatment and control groups. Problem of the study is then considered.

Statement of the Problem

There are numerous challenges that relate to the quality of education trainee teachers receive in various colleges of education and universities in the country. They include instances in which a lecturer handles hundreds of teacher- trainees at NCE or undergraduate level in a single cohort, in addition to the same lecturer being expected to deliver more than one course unit or module, supervising many NCE or post graduate students' projects/thesis as well as undertaking other administrative duties. Others include; inadequate funding, inadequate infrastructural facilities, unstable academic calendar, corruption in management of resources and employment of staff not on merit, insecurity of life and resources, government's neglect of the education sector in budgetary allocation and fund allocation, *insufficient ICT resources and lack of connectivity and general uncondusive learning environment among others*. In order to improve the quality of teaching, particularly by newly qualified teachers, there is need to increase the classroom experience that student-teachers gain while undergoing their teacher training to a minimum of forty percent (40%) of their programmes; this will provide student teachers the opportunities to link the theoretical knowledge they acquired in their various lecture rooms with practice, making them to become better informed education practitioners. To address similar problems and improve teacher trainees' classroom practices in real schools in Ghana, "In-In-Out" model was introduced (Adu-Yeboah & Yaw Kwaah 2018). To strike a good balance between theory and practice by reducing the trainees' residential programme from 3 to 2 years ("In-In") and increasing their practical teaching experience from two blocks of 4-week practicum to 1 year ("Out"). This study was conceived to add value to pre-service teacher preparation programme.

Objectives of the Study

The purpose of this study is to assess the impact of teaching skills training on student-teachers' performance in teaching practice in public colleges of education in Katsina state, Nigeria. The study is guided by the following objectives:

- i. Find out the impact of teaching skills training on student-teachers' performance in teaching practice in public colleges of education in Katsina state, Nigeria.
- ii. Investigate the gender friendliness of teaching skills training on student-teachers' performance in teaching practice in public colleges of education in Katsina state, Nigeria.
- iii. To ascertain existence of gender differences in teaching practice performance of student-teachers' across treatment and control groups in colleges of education in Katsina state.

Research Questions

This study sets out to find the impact of teaching skills training on student-teachers' performance in teaching practice in public colleges of education in Katsina state, Nigeria. The study posed the following questions for answers:

- i. What is the difference in the mean teaching practice performance scores of student teachers who received training on eight teaching skills compared with their counterparts who received no such training?
- ii. Is there difference in the mean teaching practice performance scores of male and female student teachers who received training on eight teaching skills?
- iii. Does gender difference exist in the mean teaching practice performance scores of student-teachers across treatment and control Colleges?

Null Hypotheses

This study aims to find the impact of teaching skills training on student-teachers' performance in teaching practice in public colleges of education in Katsina state, Nigeria. The following null hypotheses were formulated for testing at $p \leq 0.05$.

H₀₁: There is no significant difference between the mean teaching practice performance scores of student teachers who received training on eight teaching skills as compared with their counterparts who did not receive the training.

H₀₂: There is no significant difference between the mean teaching practice performance scores of male and female student teachers who received training on eight teaching skills.

H₀₃: There is no significant difference between the mean teaching practice performance scores of student-teachers across treatment and control Colleges regarding gender.

Significance of the Study

Acquisition of teaching skills is vital to make student-teachers effective while presenting their lessons in the classrooms. If the eight skills of teaching are used in lesson presentation, the student-teacher will involve the learners and make lesson active and participatory. It is hoped that the findings will guide teacher-educators and trainers to give emphasis on skills acquisition that will make student-teachers resourceful while practicing teaching in internship and later as professionals.

Methodology

The design of the study was quasi-experimental non-randomised independent samples employing pretest and posttest. The design was chosen as intact groups from both Colleges were used in the study. The population of the study was made up of 987 NCE II student teachers qualified to go for teaching practice from Isa Kaita College of Education (IKCOE), Dutsin-Ma and Federal College of Education (FCE), Katsina. Out of this number, 405 student teachers from five (out of seven) similar Schools of both Colleges were randomly selected by stratified random sampling technique across the five school the study was conducted. To establish a baseline, a pretest on lesson preparation and delivery was conducted for 405 student teachers from the five Schools. Results of the pretest were subjected to ANOVA analysis whose outcome indicated existence of significant difference. Schaffer's post hoc test was used to take out 195 students from two Schools whose results were significantly different. The remaining 210 student teachers from the other three Schools of the two Colleges eventually participated in the study. One hundred and eighteen (118) students (comprising 80 males and 38 females) and 92 students (made up of 67 males and 25 females) intact groups from IKCOE, Dutsin-Ma and FCE, Katsina were randomly assigned to Colleges A and B as experimental and control subjects.

The study was conducted within a period of 2 years. Student-teachers in College A were trained in eight teaching skills that include; set induction, questioning skills, effective use of examples and illustrations, use of chalk board, verbal and non-verbal reinforcements, use of relevant

teaching materials, improvisation of instructional materials and closure skills. The training lasted through second semester of NCE II prior to the commencement of teaching practice in first semester of NCE III. The training was conducted by the leading researcher and the other three researchers. It is required in the two colleges that a student teacher must pass Micro teaching theory course/practicum and either has none or a carryover of less than 5 courses to qualify for participation in teaching practice. In the first semester of NCE III, experimental along with the control group were engaged in teaching practice exercise for a period of sixteen weeks. Harmonized Teaching Practice Assessment Form (that captures items of assessment in the two colleges) was used to assess student-teachers' teaching practice performance. The assessment form was pilot tested using 30 student teachers in the two schools not sampled for the study in IKCOE, Dutsin-Ma in two trials with two weeks interval. The data generated was inputted in Pearson Product Moment Correlation Coefficient calculator for the determination of the reliability of the of data collection instrument. Its calculation yielded a value $r = 0.72$. Items assessed include; lesson plan, lesson presentation, teaching skills, communication skills, classroom management and control, evaluation, teacher's personality and conclusion. The lead researcher, the other three researchers and ten teacher educators followed student teachers (in experimental and control groups) to their teaching practice schools and assessed their teaching practice performance on seven different occasions. Three assessments were done by the host school totalling ten and average was calculated. The assessment was done out of maximum score of 50 points and the data generated was appropriately recorded, entered in Microsoft Excel and analysed using Statistical Package for Social Sciences version 20 through the use of independent samples t-test statistic.

Data Analysis and Results

The study's findings derived from answering research questions and testing hypotheses through the analysis of teaching practice performance scores of 210 student-teachers who eventually were sampled.

Research Question 1: What is the difference in the mean teaching practice performance scores of student-teachers who received training on eight teaching skills compared with their counterparts who received no such training?

Descriptive statistics of mean and standard deviation was used to answer research questions

Table 1: Teaching Practice Performance Scores Based on Experimental and Control Group

Group	N	Mean	SD	Standard Error of the Mean	Mean Difference
Experimental	118	31.71	2.495	0.197	2.73
Control	92	28.98	2.844	0.201	
Total	210	60.69	5.339	0.398	

Table 1 shows the means and standard deviations of student-teachers' teaching practice performance scores by experimental and control groups. The result shows student-teachers in experimental group had a mean score of 31.71 and standard deviation of 2.495 while those in control group had a mean score of 28.98 and standard deviation of 2.844. The mean difference in teaching practice performance scores was 2.73 higher for student-teachers in experimental group. To ascertain the statistical significance of the difference, independent t-test statistic analysis was carried out.

H₀₁: There is no significant difference between the mean teaching practice performance scores of student teachers who received training on eight teaching skills as compared with their counterparts who did not receive the training.

Table 2: Independent t-test Analysis of Student-teachers' Teaching Practice Scores for Experimental and control Groups

Group	N	Mean	S.D	T	DF	P	Decision
Experimental	118	31.71	2.495	7.408	208	.000	Sig
Control	92	28.98	2.844				
Total	210						

Significant at $P \leq 0.05$ significance level

Table 2 shows that, calculated p-value (.000) is less than the set p-value (0.05), the null hypothesis is therefore rejected and it is concluded that, there is significant difference between the mean teaching practice performance scores of student teachers who received training on eight teaching skills as compared to their counterparts who did not receive the training.

Research Question 2: Is there difference in the mean teaching practice performance scores of male and female student-teachers who received training on eight teaching skills?

Again, descriptive statistics of mean and standard deviation was used to answer the second research question

Table 3: Teaching Practice Performance Scores Based on Gender in Experimental Group

Group	N	Mean	SD	Standard Error of the Mean	Mean Difference
Male	80	32.00	2.639	0.189	0.89
Female	38	31.11	2.064	0.257	
Total	118	63.11	4.703	0.446	

Table 3 shows the means and standard deviations of student-teachers' teaching practice performance scores by gender. The result shows male student-teachers had a mean score of 32.00 and standard deviation of 2.639 while their female counterparts had a mean score of 31.11 and standard deviation of 2.064. The mean difference in teaching practice performance scores was 0.89 slightly in favour of male student-teachers. To ascertain the statistical significance of the difference, independent samples t-test statistic analysis was carried out.

H₀₂: There is no significant difference between the mean teaching practice performance scores of male and female student teachers who received training on eight teaching skills.

Table 4: Independent t-test Analysis of Means of Male and Female Student-teachers' Teaching Practice Performance in experimental group

Group	N	Mean	S.D	T	DF	P	Decision
Male	80	32.00	2.639	1.839	116	.069	Not Sig.
Female	38	31.11	2.064				
Total	118						

Not significant at $P \leq 0.05$ significance level

Table 4 shows that, calculated p-value (.069) is greater than the set p-value (0.05), the null hypothesis was therefore retained and it was concluded that, there was no significant difference between the mean teaching practice performance scores of male and female student-teachers who received training on eight teaching skills.

Research Question 3:

Here also, descriptive statistics of mean and standard deviation was used to answer the third research question

Table 5: Teaching Practice Performance Scores Based on Gender in Experimental and Control Groups

Group	N	Mean	SD	Standard Error of the Mean	Mean Difference
Male	147	27.97	2.234	0.175	- 3.24
Female	63	31.21	2.064	0.213	
Total	210	59.18	4.298	0.388	

Table 5 shows the means and standard deviations of student-teachers’ teaching practice performance scores by gender across experimental and control groups. The result shows male student-teachers had a mean score of 27.97 and standard deviation of 2.234 while their female counterparts had a mean score of 31.21 and standard deviation of 2.064. The mean difference in their teaching practice performance scores is - 3.24 in favour of female student-teachers. To ascertain the statistical significance of the difference, independent samples t-test statistic analysis was carried out.

H₀₃: There is no significant difference between the mean teaching practice performance scores of male and female student-teachers across treatment and control groups.

Table 6: Independent t-test analysis of Means of Male and Female Student-teachers’ Performance in Teaching Practice across Experimental and Control Groups

Group	N	Mean	S.D	t	DF	P	Decision
Male	147	27.97	2.639	-2.763	208	.006	Sig.
Female	63	31.21	2.912				
Total	210						

Significant at $P \leq 0.05$ significance level

Table 6 shows that, calculated p-value (.006) is less than the set p-value (0.05), the null hypothesis was therefore rejected and it was concluded that, there was significant difference between the mean teaching practice performance scores of male and female student-teachers across treatment and control groups and the difference is in favour of female student-teachers. This result indicates that the training given was instrumental in closing teaching practice performance gap based on gender in experimental group.

Summary of Findings

Following tests of hypotheses, the study found as follows:

- i. There was significant difference between the mean teaching practice performance scores of student-teachers who received training on eight teaching skills as compared with their counterparts who received no training with the former favoured.
- ii. There was no significant difference between the mean teaching practice performance scores of male and female student-teachers who received training on eight teaching skills.
- iii. There was significant difference between the mean teaching practice performance scores of male and female student-teachers across treatment and control groups and the difference was in favour of female student-teachers.

Discussion of Results

The study was conducted to determine the impact of eight teaching skills training on teaching practice performance of student-teachers in two public Colleges of Education in Katsina state. Table 2 shows significant difference between the mean teaching practice performance scores of student teachers who received training on eight teaching skills as compared with their counterparts who did not receive the training with student teachers in the treatment group gaining advantage. The result concurs with the findings of Akalin and Sucuoglu (2015) who

investigated the effects of classroom management intervention based on teacher training and performance feedback on outcomes of student teachers and reported performance feedback was found to have positive effects on teacher-use of target classroom management skills. It was also found that the intervention increased the preventive classroom management skills and classroom behaviours of teachers. Regarding the outcome on learners, the intervention program increased academic engagement and positive behaviours, while decreasing negative behaviours.

Table 4 shows no significant difference between the mean teaching practice performance scores of male and female student teachers who received training on eight teaching skills. It can be concluded that the training engendered gender friendly practice. The outcome concurs with Ayodele and Olufemi (2012) who assessed teaching performance of 222 student-teachers posted to various secondary schools in Ekiti State for a six-week teaching practice and found that gender and previous teaching experience had no significant influence on teaching performance of the student-teachers. Similarly, the finding is in agreement with Alade, Aletan and Kuku (2015) in a study on appraisal of student-teacher's attitude toward teaching profession across teacher training institutions (two Colleges of Education in Nigeria awarding Nigerian Certificate in Education; two Faculties of Education in Universities awarding Bachelor of Education; and two Post Graduate Schools in Universities offering Post Graduate Diplomas and Masters in Education) in Lagos state, Nigeria reported no significant difference in the attitude of teachers in training in the three categories of teacher training institutes and also no significant gender difference in the attitude of student teachers towards teaching in the three categories of teacher training institutes towards teaching profession. However, El-Emadi, Said and Friesen (2019) in a study on teaching style differences between male and female science teachers in Qatari schools: possible impact on student achievement made through 105 classroom observations (39 males and 66 females) selected from 50 different public schools found that Female teachers provided better delivery during theory classes, whereas male teachers demonstrated better performance in laboratory-based classes.

Table 6 shows significant difference between the mean teaching practice performance scores of male and female student teachers across treatment and control colleges and the difference is in favour of female student teachers. The outcome partially agrees with El-Emadi, Said and Friesen (2019) that Female teachers provided better delivery during theory classes. Little wonder then that Hansen and Quintero (2018) decried the plethora of female teachers in U S K – 12 classrooms (that have 75 percent female teachers for a student body that is evenly split by gender) and expressed fear that the female-dominated teacher workforce imposes norms of learning and behaviour on all students that are developmentally appropriate for girls but implicitly disadvantage for boys. Reporting alternate outcome, Kim (2017) in a study that explored the effects of gendered traits and teacher gender on perceptions of elementary educators involving participants (N = 246) who were randomly assigned to view websites that varied gendered traits (communal, agentic, neutral) and teacher gender reported men were significantly less hireable than women, indicating a backlash against men who seek employment in traditionally feminine fields.

Conclusion

The study was on the impact of the eight skills training on teaching practice performance of student teachers in public colleges of education in Katsina State, Nigeria. It revealed that there was significant difference between the performances of the experimental group and the group that was not trained in the skills, no significant difference in teaching practice performance

between gender in the experimental group and significant difference in teaching practice performance between genders across groups. Thus, the training on the use of the eight skills of teaching enhanced delivery of lessons among students for better learning outcome.

RECOMMENDATIONS

In the light of the outcome of the study, the following recommendations are offered:

1. Teacher educators in colleges of the study in particular and teacher training institutions in general ought to incorporate the use of the eight skills of teaching during micro teaching classes with student teachers to enhance better learning outcomes of teaching practice exercise.
2. Teacher educators are required to encourage student teachers to use relevant instructional materials while delivering their lessons in order to promote participation and active learning among pupils/students.
3. As part of efforts to enrich teaching practice exercise, colleges of education need to reintroduce school observation visit, in which trainees are expected to make visits to basic schools of their choice to observe the teaching practices of experienced teachers and other school-related activities in preparation for and before commencement of teaching practice.
4. The Continuing Professional Development Course (CPDC) mounted by the Colleges need to train teacher educators on new approaches and methodologies of teaching and should serve as a platform where these skills could be transmitted to academic staff and eventually trickle down to student teachers.
5. Teaching practice should be thoroughly monitored by supervisors (through adequate attention to student teachers in pre-teaching, in class observation and post teaching sessions) to ensure total compliance with the principles guiding the exercise.
6. As female student teachers were found to outperform their male counterparts across groups, popularization of eight skills training among student teachers is bound to narrow the gap as the training was discovered to be gender friendly.

References

- Adekunle, A. B. & Olufinminyi, A. A. (2022) Micro-Teaching and Teaching Practice: A Predictor of Physics Teacher Trainee's Performance in *Indonesian Journal of Science and Mathematics Education* vol. (5) 1 @ <https://doi.org/10.24042/ijsme.v5i1.10411>, accessed on 13/12/22
- Adu-Yeboah, C. and Yaw Kwaah, C. (2018). Preparing Teacher Trainees for Field Experience: Lessons From the On-Campus Practical Experience in Colleges of Education in Ghana, @ <https://www.sciencedaily.comdoi: 10.1177/2158244018807619>, accessed on 14/03/21
- Akalin, S. & Sucuoglu, B. (2015). Effects of Classroom Management Intervention Based on Teacher Training and Performance Feedback on Outcomes of Teacher-Student Dyads in inclusive Classrooms @ <https://files.eric.ed.gov/fulltext/EJ1067425.pdf>, accessed on 20/03/21
- Akintola, O. (2020.) Professional Competence of Nigerian Teachers: the bane and bounty for educational development, <https://www.researchgate.net/publication/342947317>, accessed on 13/02/21
- Alade, O. M.; Aletan, S. O. & Kuku, O. O. (2015). Appraisal of Student-Teacher's Attitude Toward Teaching Profession across Teacher Training Institutions in Lagos State, Nigeria, in *Journal of Contemporary Research* vol. (12) 1, @ <https://www.ajol.info/index.php/lwati/article/view/158250>, accessed on 14/03/21
- Arokia, J. M. (2021). Improved pedagogical practices strengthens the performance of student teachers by a blended learning approach in *Journal of social Science and humanities*, vol. (32) 4: pp. 38 - 49 @ <https://doi.org/10.1016/j.ssaho.2021.100199>, accessed on 21/12/22
- Ayodele, J.O. & Olufemi, S.A. (2012). An Assessment of Student Teachers' Teaching Practice Performance in Ekiti State, @ <https://files.eric.ed.gov/fulltext/EJ1067071.pdf>, accessed on 01/02/21
- Bulus, H. (2020) "Effect of teaching skills on arts student teachers' micro-teaching achievement in Kaduna State College of Education, Gidan Waya" JEAPP Online Journal : Vol. 1: Issue 1, Article 011, @ <https://www.academia.edu/45049863/>, accessed on 20/12/22
- Chidi, K. N. (2020). How Gender Disparities Affect Classroom Learning @ <http://www.ascd.org/ascd-express/vol15/num22/> accessed on 03/03/21
- Current Nursing (2020). Teaching Skills @ https://www.currentnursing.com/nursing_education/teaching_skills.html, accessed on 12/03/21
- El-Emadi, A. A.; Said, Z. & Friesen, H. L. (2019). Teaching Style Differences between Male and Female Science Teachers in Qatari Schools: Possible Impact on Student Achievement, in *EURASIA Journal of Mathematics, Science and Technology Education* 15(12) @ <https://www.ejmste.com/download/teaching-style-differences>, accessed on 14/03/21
- El-Rufai, N. A. (2017). INTERVIEW: Why Kaduna needs \$350 million World Bank loan, must replace 22,000 unqualified teachers, Premium Times Nov. 4 2017 @ <https://www.premiumtimesng.com/news/headlines/248306-interview-accessed> on 12/03/21

- Hansen, M. & Quintero, D. (2018). How gender diversity among the teacher workforce affects student learning @ <https://www.brookings.edu/blog/brown-center-chalkboard/2018/07/10/>, accessed on 12/03/21
- Khadudu, B. F. & Simiyu, A. M. (2021). The Student Teachers' Perception of Teaching Practice among Male and Female Student Teachers in North Rift Region of Kenya in *EPR International Journal of Multidisciplinary Research (IJMR)* vol. (7) 7 @ DOI: 10.36713/epra2013, accessed on 19/12/22
- Kim, Y. (2017). The Effect of Teacher Gender and Gendered Traits on Perceptions of Elementary School Teachers in *Journal of Research in Education*, Vol. 27 (1) @ <https://files.eric.ed.gov/fulltext/EJ1142365.pdf> accessed on 11/02/21
- Koura, A. A, & Zahran, F. A. (2017). The Impact of Using Reflective Teaching Approach on Developing Teaching Skills of Primary Science Student Teachers in *Journal of Language Teaching and Research*, Vol. (8) 4: pp. 704-714, @ <http://dx.doi.org/10.17507/jltr.0804.09>, accessed on 11/12/22
- Nantwi, W.K & Amponsaa, N.O (2019). Professional Skills Development in Teacher Education: Equipping Student- Teachers to Produce and Employ Instructional Resources for Teaching Practice @ <https://www.researchgate.net/publication/334480238>, accessed on 12/03/21
- Newman, T. (2018). Sex and gender: What is the difference? @ <https://www.medicalnewstoday.com/articles/232363.php> accessed 11/03/21
- Nurjanah, N.; Suryadi, A.; ,Abdulhaq, I. & Budimansyah, D. (2019)' Bulus, H. (2020) "Effect of teaching skills on arts student teachers' micro-teaching achievement, @ <http://cejsh.icm.edu.pl/cejsh/contributor/cf65e22349a6597461b04a0ea0611039>, accessed on 20/12/22
- Otukogbe, A. (2018). Teacher education and quality of teaching in Nigeria @<https://edusounds.com.ng/teacher-education-quality-teaching-nigeria/>, accessed on 23/03/21
- Saud, S. A. (2021). The Impact of the Seven Principles of Good Practice as a Teaching Technique on EFL Student –Teachers' Performance: "سوسن سعود عزيز". *Journal of the College of Education for Women*, vol. (32) no: pp. 38-49, @ doi:10.36231/coedw.v32i4.1, accessed on 13/12/22
- Tok, S. (2020). The problems of teacher candidates about teaching skills during teaching Practice @ <https://www.researchgate.net/publication/275538725>, accessed on 12/02/21
- Pachina, E. (2019). Why Are Teaching Skills Important? @ <https://www.teflcourse.net/blog/why-teaching-skills-are-important-ittt-tefl-blog/>, accessed on 12/02/21
- Wefky, E. A. & Yousef, K. A. (2021). The Impact of Using Reflective Teaching Approach on Developing Teaching Skills of Primary Science Student Teachers in *The Online Journal of New Horizons in Education*, Vol. (3) 2 @ <https://www.tojned.net/journals/tojned/articles/v03i02/v03i02-07.pdf>