



Microteaching in Nigerian Teacher Education: Challenges, Enablers, and Implications for Preservice Teachers' Preparation

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Abstract

Teacher preparation is central to improving educational quality, particularly in countries where teacher training systems face structural and institutional constraints. This study synthesises existing literature to identify the major challenges and enabling factors influencing the implementation of microteaching in Nigerian teacher education. A narrative review design was employed. The initial search yielded 35 papers. Ten peer-reviewed studies and grey literature published between 2019 and 2024 were included in this review after being identified from databases including PubMed, Scopus, Medline, and Google Scholar. The selected studies were analysed thematically to identify recurring patterns related to the role of microteaching, technological integration, implementation barriers, improvement strategies, and their contribution to professional identity formation and quality assurance. Microteaching improves preservice teachers' instructional competence, confidence, classroom management skills, and overall professional development through repeated practice and structured feedback. Technology-supported approaches, including video recording and social media platforms, enhance reflection, engagement, and self-assessment among preservice teachers. Systemic barriers, such as inadequate infrastructure, a lack of microteaching laboratories, limited time allocation, large class sizes, weak supervision and mentorship, and low technological capacity, constrain the effective implementation of microteaching. Therefore, institutional support should be strengthened through improved infrastructure, enhanced supervision, and integration of technology to optimise the effectiveness of microteaching in teacher education.

Keywords: Microteaching, preservice teachers, teacher education, technology integration, professional development, Nigeria

Introduction

Teachers are considered the bedrock of educational strength. Thus, this makes teacher preparation a major component of an effective education system (Chimbutane et al., 2026). Teacher education is the professional education required to equip upcoming teachers with the knowledge, attitude, behaviour, and skills they need to be effective in working in the classroom, school, and community (Acheampomaa, 2019). Teacher education is divided into two main categories - initial teacher training (pre-service training) and teacher development (in-service training) (Acheampomaa, 2019). Pre-service training is expected to equip teachers with the required pedagogical knowledge and practical classroom skills (Susilowati et al., 2026). Microteaching was introduced into educational program as a structured strategy to break down complex teaching skills into components that are manageable to improve teaching

practice and instructional skills in a controlled environment (Iliasova et al., 2025).

Microteaching was introduced by Dwight W. Allen in the 1960's. It simplified teaching into short sessions to practice, receive constructive feedback, improve instructional strategies, boost confidence, and encourage introspective engagement (Iliasova et al., 2025). Microteaching is often characterised by small class sizes, short lesson durations, structured observation, feedback, and reteaching. The process is grouped into three phases, namely the knowledge acquisition phase (Pre-active Phase), the skill acquisition phase (active Phase), and the transfer to real classroom phase (Post-active Phase) (Swain, 2025). In addition, microteaching phases follow a cyclical pattern of planning, teaching, observing, replanning, and re-teaching, all of which help improve teaching skills (Swain, 2025).

Despite the benefits of microteaching, its implementation and utilisation are still hindered by several challenges, especially in low- and middle-income countries. For example, a Pakistani study identified large class sizes, short time for microteaching practice, a lack of standard facilities such as a microteaching laboratory, and a lack of clear instruction and insufficient supervision as common challenges that plagued the use of microteaching (Malik et al., 2025). Similarly, a South African identified that microteaching in many institutions was constrained by limited ICT infrastructure, differences between artificial microteaching and real classroom settings, limited opportunities to repeat online teaching practice, disruptions due to presentation of lesson rationale during the sessions, and difficulty in adapting to the microteaching tools and platform (De Almeida & Weber, 2025). These barriers may cause preservice teachers to focus on acquiring theoretical knowledge, resulting in teachers who are skilled in pedagogical theory but cannot transfer it to real classroom settings.

Nigeria faces significant challenges with preservice teacher education, which could negatively impact the implementation and utilisation of microteaching as a tool to improve their training outcomes. According to Unimna et al. (2024) reported that microteaching in Nigerian institution is affected by subpar infrastructures and microteaching laboratories, lack of digital equipment needed for microteaching due to high cost, limited time allocation for microteaching, inability of peers to replicate the behaviour of real students, poor ICT/computer knowledge among preservice teacher, limited number of qualified microteaching professionals, frequent power outage and poor attitude of students to the microteaching exercise. It is evident that through microteaching, teaching skills are improved through practice, but its usefulness is restricted by the systemic challenges that Nigerian higher institutions face. It is therefore important to overcome these barriers to help teachers acquire not only the theoretical but also the practical skills they need to succeed in real classroom settings.

Methods

The review used a detailed search of peer-reviewed papers and grey literature on microteaching in Nigeria. Studies were obtained from databases such as PubMed, Scopus, Medline and Google Scholar. The study strategy combines manual citation in online

databases with the use of specific search terms and Boolean operators to improve search results. The search yielded 35 papers. Also, inclusion and exclusion criteria were used to ensure that the relevance and quality of the studies were reviewed. All studies included focused on microteaching in teacher education, conducted in Nigeria and published between 2019 and 2024, which helped ensure the use of recent evidence. In addition, both empirical studies and Important grey literatures where considered. Studies were excluded if conducted in other African countries and did not focus on microteaching. Also, studies conducted before 2019 were excluded. For this review, a narrative review design was used because it is appropriate for evidence synthesis and also because it provides a broad interpretative understanding of microteaching. Thus, this approach allows for the interpretation of findings from diverse sources and facilitates the identification of patterns and gaps in the literature

Subsequently, thematic analysis was conducted to organise and synthesis these findings. Studies were grouped into five main themes based on their similarity and relevance: the importance of microteaching in teacher education; the integration of technology and innovative approaches in microteaching; the challenges facing microteaching implementation; strategies for improving microteaching in teacher education; the role of microteaching in identity formation; and quality assurance.

Results

The study synthesises 10 papers on microteaching in Nigeria, and it resulted in five main themes which are: the importance of microteaching in teacher education, integration of technology and innovative approaches in microteaching, challenges facing microteaching implementation, strategies for improving microteaching in teacher education, the role of microteaching in identity formation, and quality assurance. Each theme was represented by subthemes that highlighted how microteaching contributes to the development of teaching skills, the integration of technology and innovative pedagogical approaches, the barriers to implementation, the strategies and institutional practices that improve teacher preparation, professional identity formation, and quality assurance in teacher education (Table 1).



Table 1: Summary of Study Characteristics of Included Studies

Title	Authors	State	Methods	Relevant Findings
Micro-teaching and teaching practice: a predictor of physics teacher trainee's performance	Bada and Akinbobola (2022)	Ondo State	Quantitative method (Ex post facto research design)	Results from this paper found that microteaching improves preservice teachers' skills and performance through practice, and video-based feedback, which enhances self-assessment. However, this is constrained by poor supervision, inconsistent assessment and harsh feedback
Micro-teaching skills and Science Student Teachers' micro-teaching achievement in Kaduna State College of Education, Gidan Waya	Bulus (2020)	Kaduna State	Quantitative method (Quasi-experimental design)	This paper reports that microteaching improves teaching competencies, learning, confidence, and assessment performance through techniques such as questioning, reinforcement, and stimulus variation. Preservice teachers' growth is hindered by limited time and short lesson duration
Modelling the science teacher identity through the enhanced microteaching among pre-service science teachers in public colleges of education in southwestern Nigeria	Ige et al. (2024)	Southwestern states	Mixed method	This paper found that microteaching supports teacher identity formation through reflective practice, feedback and interactive engagement. In addition, innovative strategies enhance professional identity formation and learning outcomes
Comparative performance of undergraduate students in microteaching using Telegram and WhatsApp in collaborative learning settings	Mohammed et al. (2024)	Gombe state	Quantitative method	This paper found that students who used social media platforms such as WhatsApp and Telegram had better knowledge retention and engagement than those who did not.
Relationship between social studies students' performance in micro teaching and teaching practice in Colleges of Education in Kogi State, Nigeria	Okeowo (2023)	Kogi State	Quantitative method	The paper reports that micro-teaching equips student teachers with classroom skills such as the use of instructional materials, classroom control, chalkboard management, stimulus variation and questioning



				skills, in preparation for teaching practice
Impact of micro-teaching on teaching practice performance of business education students in Federal College of Education, Abeokuta	Olusanya, 2020	Ogun State	Quantitative method	This paper identified that microteaching builds teaching skills, confidence, classroom management and professional conduct through practice and feedback, but insufficient time limits the effectiveness of microteaching.
Influence of micro-teaching on student performance in teaching practice exercise in Orumba South L.G.A Anambra State	Onah et al., 2023	Anambra State	Quantitative method	This study identified that participation in microteaching improves teaching practice performance. Furthermore, quality feedback enhances confidence, but poor supervision, favouritism, and harsh feedback hinder outcomes
Demonstration-based flipped classroom and its effect in science education students' learning outcome in microteaching in Anyigba	Haruna et al., 2023	Kogi State	Quantitative method	This paper identified that innovative strategies, such as flipped classrooms, improve learning outcomes and teaching performance
Pre-service teachers' experiences with the supervisors in the university of Calabar, Nigeria	Tom, 2019	Cross-River State	Quantitative method (descriptive survey research design)	This paper establishes that delayed feedback, unclear assessment criteria, large class sizes, and destructive feedback undermine the effectiveness of microteaching
Micro-teaching as a tool for improving quality and sustainable educational development in Nigeria	Ibrahim, 2019	Gombe State	Quantitative method	This paper found that technological integration improves self-evaluation, feedback, and knowledge retention, whereas a lack of training, poor guidance, and overreliance on theory hinder the acquisition of teaching skills

Importance of Microteaching in Teacher Education

Teacher-Centred Pedagogy: Evidence from one of the review studies by Olusanya (2020) shows that microteaching done in a controlled environment builds teachers' confidence, improves classroom management skills, and fosters a professional

classroom tone before their induction into teaching. Although other studies in the review noted that constructive criticism from peers and supervisors, and repeated opportunities to practice teaching, improved preservice teacher teaching skills in real classrooms, it was constrained by insufficient practice time, limited resources, and the lack of human peers in the

simulated classrooms (Bada & Akinbobola, 2022; Mohammed et al., 2024). Consequently, microteaching programmes must provide ample time for practice, improve the reteach cycle, and develop links between mock practice and real classroom settings to maximise the development of required teaching skills.

Improvement of Teaching Practice Performance:

The review findings suggest that the teaching skills acquired during microteaching determine how the teachers perform in real classrooms (Bada & Akinbobola, 2022). In addition, another study in this review noted that microteaching also equips preservice teachers with classroom knowledge of classroom control, questioning techniques, chalkboard management, and the use of teaching materials (Okeowo, 2023). While Onah et al. (2023) stated that student teachers who consistently attended microteaching sessions, prepared lesson notes in advance, accepted corrections, and cooperated with their supervisors were more likely to succeed in real-world settings than their peers who did not. However, the barriers to improving teachers' performance include harsh feedback, favouritism, limited institutional resources, student-teachers' resistance to correction, and poor supervision of the microteaching process. Therefore, these challenges should be addressed to optimise the gains of microteaching.

Confidence Building and Professional Development:

Two of the included studies in the review noted that practising microteaching in a controlled environment helps student teachers develop classroom management skills, overcome stage fright, and improve communication between teachers and students in real-life classrooms. The study by Olusanya (2020) stated that frequent use of instructional materials and public speaking before supervisors and colleagues aids the development of professional identity and conduct. Moreover, Bulus (2020) reported that exposure to activities such as set induction, stimulus variation, reinforcement, and questioning, as well as learning from lecturers and peers, helps student-teachers quickly internalise teaching lessons and ethical conduct. In addition to this, reteaching and feedback enable student-teachers to identify their strengths and weaknesses (Bulus, 2020; Olusanya, 2020).

Integration of Technology and Innovative Approaches in Microteaching

Use of Social Media Platforms for Microteaching:

The review findings note the use of social media platforms such as Telegram and WhatsApp to augment microteaching, especially in resource-limited settings. Ibrahim (2019) stated that it helps improve student knowledge retention and

engagement by helping preservice teachers overcome barriers such as a lack of microteaching laboratories, overcrowded classrooms, and insufficient time for every student to present and take assessments. These platforms support teamwork and simulate peer observation and feedback, which are crucial in microteaching, thereby easing the transfer of multimedia content among preservice teachers.

Video Recording and Technology-Enhanced Microteaching:

Two of the review studies noted that microteaching outcomes are improved by video recordings and enhanced technology, which encourage fair self-assessment, peer critique, and structured feedback among student-teachers (Bada & Akinbobola, 2022; Okeowo, 2023). Findings from the review stated that student-teachers who had access to video-based feedback performed better during teaching practice than those who did not have access (Ibrahim, 2019). Recorded demonstrations also helped students observe skilled teaching in real time, bridging the gap between theory and practice before they begin teaching (Ibrahim, 2019). However, microteaching still lacks the complexity of real classroom settings; therefore, it should integrate video recording and playback as standard practice to improve the quality of feedback and preservice teachers' preparation for real classrooms.

Innovative teaching strategies: Findings from a study by Ige et al. (2024) report that preservice teachers' identity is influenced by the structure and practice of microteaching activities such as lesson planning and preparation, presentation skills, and classroom management. Other strategies that improve the development of student-teacher identity include introspective practice, constructive feedback, and physical and technology-mediated discussion. Another study by Haruna et al. (2023) reports that moving instructional content outside the classroom and reserving classroom time for interactive activities, rather than following traditional teaching methods, also improves learning outcomes for preservice teachers. Before the implementation of innovative teaching approaches, student teachers had

Challenges Facing Microteaching Implementation

Lack of Facilities and Infrastructure: The review findings suggest that the lack of adequate classrooms and microteaching laboratories, as well as sufficient devices in the laboratory to accommodate the large number of student-teachers, are barriers to effective integration of microteaching into teacher education (Mohammed et al., 2024). Thus, it is important to build laboratories with sufficient devices to accommodate large class sizes, and to introduce mobile devices and social media platforms to address these infrastructural gaps.

Time Constraints and Large Class Size: The findings from the review reported that insufficient time allocation for microteaching hinders students from refining teaching skills and completing the full microteaching cycle of planning, teaching, feedback, and reteaching. Furthermore, small class size, divided into peer groups, creates an artificial teaching environment that does not reflect a real classroom setting, hindering adequate preparation (Olusanya, 2020). While Bulus (2020) reports that small class size and short lesson duration are features of microteaching, they limit the development of some skills required of student teachers. This highlights the need to address challenges to ensure that student-teachers benefit sufficiently from microteaching.

Inadequate Training and Lack of Qualified Facilitators: The review findings highlight that teacher training education that focuses solely on theoretical instruction rather than practical experiences infused with theory may hinder preservice teachers from developing the psychomotor skills needed to translate theoretical knowledge to classroom practice. Also, there is a need for student-teachers to receive guidance during demonstration and skill observation to improve their comprehension and assimilation of the process (Ibrahim, 2019). In addition, another study found that efficient microteaching assessments and teaching practice performance assessments may be hindered by inconsistencies in facilitation and grading criteria, leading to variation in evaluation standards and a reduction in the effectiveness of microteaching as a tool for improving and evaluating teachers' instructional skills (Bada & Akinbobola, 2022). These challenges suggest that microteaching efficiency may be affected by the availability of skilled facilitators.

Lack of Effective Mentoring and Supervision: Evidence from a study by Onah et al. (2023) shows that ineffective mentoring and supervision pose challenges in the integration of microteaching into teachers' education, as the type of supervision preservice teachers receive may undermine the efficiency of microteaching. Sometimes, supervisors may arrive late to training sessions, limiting coverage of key areas. Even when the lecturers are present, they may provide generalised feedback not tailored to the errors of each student-teacher. Similarly, a study by Tom (2019) reported that supervision was insufficient due to limited time with supervisors, delayed feedback, unclear assessment criteria, a large number of student teachers per supervisor, and destructive feedback. Together, these findings highlight that the supervision function of microteaching should be strengthened to improve microteaching efficiency.

Strategies for Improving Microteaching in Teacher Education

Provision of Adequate Facilities and Resources:

Findings from this review suggest that the provision of adequate resources and facilities is foundational in improving the effectiveness of microteaching. The availability of resources, such as video recording equipment, during the observation and assessment stage is important, as microteaching relies on them. In addition, there is a need for a structured learning environment that supports the full microteaching phases, such as the lecturer demonstration, emphasising the need to provide institutions with adequate facilities (Ibrahim, 2019)

Use of Technology and Digital Tools: Evidence from the review reports that digital devices, such as video recording, help students to self-evaluate and review their teaching during the assessment phase. In the same vein, the use of social media platforms improves trainee-teacher participation, feedback receipt, and learning outcomes (Ibrahim, 2019). The findings from Mohammed et al. (2024) emphasise the need to strengthen technology-supported learning as a strategy to improve microteaching in teacher education.

Strengthening Mentorship and Feedback Systems:

Findings from two studies suggest that strong mentorship and supervision are important in improving microteaching. The experiences gained through microteaching positively improve student-teachers' performance in real classrooms (Bada & Akinbobola, 2022). In addition to this, many student-teachers lacked clarity on the grading criteria, indicating the need for student-teachers to be made aware of these criteria (Tom, 2020). These findings underscore the need for rigorous supervision, skill-oriented feedback, and clear evaluation criteria.

Curriculum improvement and Professional Training:

Evidence from a study by Haruna et al. (2023) show that the traditional lecture approach did not meet the diverse learning needs of student-teachers and leaving them unprepared for classroom practice. Also, student-teachers who were taught microteaching using the demonstration-based flipped classroom package had higher assessment scores than their peers who did not. Another study identified that face-to-face discussion, face-to-screen discussions, asynchronous and synchronous feedback, and ICT integration are important strategies required to improve training curriculum and professional training (Ige et al., 2024). These findings suggest that curriculum improvement in preservice teachers' education requires innovative approaches

Roles of Microteaching in Identity Formation and Quality Assurance

Teacher Identity Formation: Findings from the suggest that microteaching offers student-teachers the opportunity to translate theoretical knowledge into practice in small, simulated classrooms within a short time through the teach-and-reteach cycle. This cycle enhances identity formation by enabling trainee teachers to take up the role of a teacher and develop the dispositions, behaviours, and professional views associated with teaching. Microteaching is also enhanced by reflective practice and constructive feedback, which positively impacts student-teachers' identity formation (Ige et al., 2024). While Tom (2020) found that microteaching improves identity formation, not only through teaching practice but also through teachers' engagement with all the professional teaching responsibilities. Also, constructive and timely feedback, clear grading criteria, and high-quality supervision are central to preservice teachers' identity development.

Quality Assurance in Teacher Education: Evidence from the review found that the self-correcting function of microteaching ensures that quality issues are addressed by providing students the opportunity to analyse, evaluate, and improve their teaching weaknesses before classroom practice (Onah et al., 2023). Furthermore, another study reports that receiving continuous feedback is the most important component in the microteaching cycle, with quality being refined continuously rather than after a single teaching attempt (Haruna et al., 2023). However, poor supervision and a lack of feedback tools constrain the effectiveness of microteaching. Thus, it is important to provide adequate resources and innovative teaching strategies to maintain high-quality learning outcomes.

Discussion

The findings from this review, based on the reviewed articles, revealed that microteaching improves preservice teachers' teaching proficiency, professional expertise, confidence, and classroom preparation. This is in line with previous studies, which found that microteaching has an effect on classroom management, teaching skills, communication, lesson planning, self-assessment, and introspective practice in teachers' education (Iliasova et al., 2025). Findings from a study by Susilowati et al. (2026) reinforce that microteaching helps students teach in artificial environments and self-assess their performance, preparing them for real classroom activities. In addition, Swain (2025) reports that preservice teachers gain knowledge, self-confidence, and critical thinking when they engage in

microteaching. These findings underscore the importance of microteaching in preparing teachers to be classroom-ready.

The findings from the second theme show that microteaching improves student teachers' knowledge retention, self-assessment, professional identity, and classroom readiness through technology and innovative approaches such as social media platforms, video recording, and creative teaching recordings. This agrees with findings from a previous study, which established that the use of modern microteaching laboratories is linked with better teaching skills than the use of traditional microteaching approaches (Bukar & Umar, 2023). Etesike et al. (2024) found that introducing digital technology into teacher training narrows the gap between theoretical preparation and classroom demands, as well as providing student-teachers with an engaging learning environment. Findings from this theme highlight the importance of integrating technology and new strategies into microteaching to improve preservice teachers' classroom readiness and the development of professional identity.

The third theme showed that the implementation of microteaching faces interrelated challenges that undermine its effectiveness. The challenges include inadequate facilities and infrastructure, insufficient time allocated to microteaching activities, large class sizes, insufficient lecturer training, and poor supervision. This is consistent with findings from another study that reported inadequate instructional materials, poor staff training, poor feedback mechanisms, poor curriculum design, and a lack of video-based reflection as barriers to the implementation of microteaching (Babalola et al., 2024). Similarly, Unimna et al. (2024) reported that most Nigerian training institutions lack the facilities needed for effective microteaching. For example, practical activities are conducted in ordinary classrooms that lack reliable power supply, qualified facilitators, and artificial peer-group teaching, which prevent student teachers from experiencing the real nature of classroom settings. The findings indicate that the challenges facing microteaching are systemic rather than isolated and require coordinated action to address them.

Findings from this theme suggest that improving microteaching requires a set of strategies, including adequate facilities, the integration of technology and digital tools, strengthening feedback, curriculum reform, and ongoing professional development. This agrees with a prior study that found that although some institutions have conducive microteaching laboratories, the equipment was outdated, the laboratories lacked experienced

technicians/instructors, and constant power supply (Dilibi, 2024). Another study identified that feedback and reflection are the basis for long-term sustainability of technology-driven classrooms (Ogunseemi et al., 2026). Together, these studies establish the urgent need to address these challenges to enhance the implementation and optimal use of microteaching and improve preservice teachers' classroom readiness.

Our study found that microteaching is foundational to student-teacher identity formation and quality assurance. The teach-and-reteach cycle in microteaching helped students develop and assume the identity of teachers, with the feedback phase being the most suitable method of continually refining teaching practice. These findings are in line with a study that reported structured practice, quality supervision, and constructive feedback as strategies to build preservice teachers' confidence, pedagogical skills, and professional identity, and aid long-term sustenance of microteaching (Kumari & Anuradha, 2020; Akor et al., 2024). The studies also report that quality supervision and continuous feedback strengthen quality assurance by creating opportunities for reflection and improvement in a controlled practice environment. Although microteaching can support identity formation and teaching quality, its effectiveness depends on the nature of supervision, the quality of feedback, and institutional support.

Limitation of the review

The study provides insights into microteaching and the challenges hampering its implementation and utilization in Nigeria. The review synthesised only ten articles published between 2019 and 2024, which may not fully show microteaching practices nationwide. The study used a narrative review design and thematic analysis to synthesise literature. Although it allows conceptual interpretation of evidence, it does not involve the statistical aggregation of studies, as in systematic reviews or meta-analyses, and this may introduce bias into the development of themes. The study obtained data from selected databases, and the findings may depend on the scope, design, and quality of the included studies rather than on empirical data. Studies not in the database or captured in it may have been omitted. Findings synthesised in this study reflect microteaching practices conducted in a simulated environment, and they may not capture the impact of microteaching in real-life classroom settings. Future research could adopt systematic reviews to provide stronger evidence on how microteaching influences teacher performance in real-life classrooms.

Conclusion

This study shows that microteaching is a key part of teacher education, especially in bridging the gap between theoretical knowledge and classroom practice. Results from all the reviewed papers indicate that microteaching improves teaching skills, instructional performance, and professional development, especially when supported by feedback, reflective practices, and technology-driven approaches. However, the effectiveness of microteaching is hindered by systemic barriers such as inadequate facilities, time limitations, large class sizes, and weak supervision systems. Therefore, these findings suggest that optimising microteaching requires deliberate institutional investment in resources, structured supervision and innovative pedagogical strategies to maximise its impact on teacher preparation.

Ethical clearance

This study utilized only findings from published articles and did not include primary data collection, human participants, or identifiable personal information. Therefore, the study did not require ethical approval. All the included studies were assumed to have obtained ethical approval, as stated in the various publications.

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Conflict of interest

The authors declare that there was no conflict of interest.

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