

USE OF FLIPPED CLASSROOM INSTRUCTIONAL METHOD FOR THE IMPLEMENTATION OF PRE-SERVICE TEACHERS' MICROTEACHING COURSE IN PUBLIC UNIVERSITIES IN ANAMBRA STATE, NIGERIA

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Abstract

The study investigated the use of flipped classroom instructional method for the implementation of Pre-service teachers' microteaching course in public universities in Anambra State. Two research questions guided the study. Descriptive survey research design was adopted. The population of the study comprised 318 lecturers from the faculties of Education in the two public universities in Anambra State. The sample size for the study was 60 lecturers obtained from two out of the 13 departments in the Faculties of Education in the two public universities using multi-stage sampling of purposive and simple random techniques. Questionnaires titled "Use of Flipped Classroom Instructional Method for Implementation of Pre-Service Teachers' Microteaching Course in Public Universities (UFCIMIPSTMTC)" was used as instrument for data collection. The instrument was constructed by the researcher, which was structured on a four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) for research question one and Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) for research question two. The instrument was validated by three experts. The reliability of the instrument was obtained using Cronbach Alpha, which yielded the coefficient value of 0.82. Data obtained were analysed using mean. The findings of the study revealed that flipped classroom instructional method is used in the implementation of pre-service teachers' microteaching course in public universities, but to a low extent. It further revealed that the flipped classroom instructional method has a lot of benefits in the implementation of pre-service teachers' microteaching course in public universities. It was recommended among others that faculty of Education lecturers in particular and other lecturers in general should be encouraged to adopt the use of flipped classroom instructional method in teaching the students for effective instructional delivery.

Keywords: Flipped classroom instructional method, Pre-service teachers, Microteaching, Implementation and Public universities.

Introduction

Teaching is an important activity, which involves passing of knowledge, skills, values and attitudes by the teacher towards shaping and developing of individuals for the

achievement of educational and societal goals. Peters in Bayekent (2024) defined teaching as the transmission of knowledge, skills or models of conduct for the development of the learner's critical thinking and ethical reasoning. Teaching is an important profession. It requires well trained teachers capable of establishing the needs, interest and general ability of the learners through fostering of knowledge and critical thinking. The teacher is the focal element of the educative process. He needs to be trained professionally in both the theory and practice of education at a College of Education or in the Faculty of Education in a University to facilitate learning and empower students to become well rounded individuals. The quality of teachers in any society determines the extent of individual and societal growth. This becomes imperative for the Faculty of Education, where would-be-teachers are trained to become professional teachers to expose them to the core education courses that are capable of providing them with the essential skills and competencies needed for the profession.

Microteaching is one of the core education courses offered by all Education students. It is a teacher training technique course for learning and practicing teaching skills needed for readiness and competence for effective instructional delivery in the teaching field. According to Ikwuka, Agu, Eze and Akudolu (2021), microteaching is a compulsory course in all teacher training institutions that equip students with the essential competencies required in the teaching profession. The objective of teaching microteaching in the university is to enable the students to learn, assimilate new teaching skills and enhance their teaching competency. Despite this, the researchers as pre-service teachers' educators in the Faculty of Education in the University had observed during teaching practice supervision that majority of pre-service teachers lack essential level of competence and pedagogical knowledge to demonstrate the pedagogical skills taught to

them during their microteaching theory and practicum in their assigned practicing schools.

Pre-service teachers are students, who are currently enrolled in a teacher education, undergoing training and education either in a College of Education or Faculty of Education in the University to become teachers, but have not officially started teaching. They are indeed the would-be or future teachers in the teaching profession. Atar & Bagci (2019) disclosed that pre-service teachers are students who pursue a relevant degree in order to become a teacher in future. The primary objective of training pre-service teachers as outlined in the National Policy on Education (FRN, 2004) is to produce efficient and committed classroom teachers capable of effective teaching at all levels of education. Consequently, proper training of pre-service teachers is essential for the good of education system and the society at large so as to produce competent individuals whose performances will be indispensable for both human and national development.

Moreover, the usual conventional lecture method seems to be the contributory factor to student inability to demonstrate some degrees of proficiency during classroom exposure. According to Dania (2014), conventional lecture method is teacher-directed, which has the capability of making students easily lose interest, have shallow understanding and less retention of the lesson contents as they listen with little or no contribution. Nebo (2020) asserted that even though, the method is useful in delivering a large amount of information to a large number of students at the same time within a short period of time, it is still ineffective as it fails to acknowledge the uniqueness of learners' individuality as well as its inability to engage students actively in the learning process, which is the key to positive learning outcome. Ambili (2013) with an air of finality asserted that any method which is not student-centred is not adequate for teaching pre-service teachers as it leaves them ill-prepared for the realities of teaching in this ever-

changing society. Consequent upon this, pre-service teachers need to be well prepared and equipped towards teaching competence through the use of technology-enhanced learner-centered methods; as modern-day students are technophiles who are conversant with technology and enthusiastic with learning that has to do with manipulation of digital devices.

Regarding this, for pre-service teachers to live up to expectation as per teaching profession, their instructional delivery could be through the application of different technology-enhanced learner-centered teaching methods that are capable of equipping students with the twenty-first century skills such as critical thinking, problem-solving, communication, collaboration, creativity and technology skills needed for the growing challenges of the world. In view of this and of the pivotal role played by teachers in education system and society at large, digitalization of pre-service teachers' mode of instructional delivery in line with global trend becomes a priority. This could be done through the use of flipped classroom instructional method (FCIM). Flipped classroom is one of the blended learning that involves the use of the combination of online instruction (often using pre-recorded videos and accessed using digital devices) and face-to-face learning (using active learning activities such as critical-thinking, problem-solving, discussion and collaboration) to leverage teaching to students. Digital devices that can be used to access the online learning are computers, laptops, android mobile phones, ipads and tablets, while active learning activities that can be applied during face-to-face learning are discussion, critical-thinking, brain-storming, debating, problem-solving and collaboration (Ikwuka & Okoye, 2021).

Furthermore, the use of flipped classroom has digitalized instructional process at all levels of education more especially at higher education level. Majority of the teachers and students have the digital devices with which they can use for the implementation of

flipped classroom instructional method. Teachers could be made to use digital devices for pre-recording the contents of the lesson and for uploading to the students via online. Students could equally be made to use digital devices for downloading the uploaded lesson video and for watching and studying it. The students could further be made to discuss their opinions and ideas from the uploaded lesson video with their peers using active learning activities under the guidance of the teacher. Currently, technology has become so prevalent with the digital devices and other educational technologies becoming more and more available. The use of flipped classroom instructional method provides ample opportunity for students to gain better understanding of how technology and generated ideas can be used in the real world of teaching. In other words, pre-service teachers' digital competences and pedagogical skills for using flipped classroom instructional method need to be developed. This could be done by frequently teaching them with flipped classroom instructional method for effectiveness and efficiency in the teaching field.

Many researchers had carried out researches on the use of flipped classroom in teaching and learning at various levels of education. For instance, Azubike (2022) investigated on the extent of use of flipped classroom in teaching Business subjects in public secondary schools in Onitsha Education Zone of Anambra State. The findings of the study revealed that flipped classroom is used in teaching business subjects in secondary schools to a low extent. Agbo (2022) assessed the use of flipped classroom model in enhancing critical thinking skills among Nigerian students. The findings of the study revealed that flipped classroom enhanced students' critical thinking skills. Furthermore, Lee & David (2022) examined the use of flipped classroom instruction in higher education setting: Students' perspectives. The findings of the study revealed that flipped classroom encourages collaboration, motivation, allows students learning at their

own pace, increases classroom interaction and promotes independent learning. Finally, Sonmez (2020) investigated on using flipped classroom model for developing speaking skills: An integrative review research. The findings of the study revealed that flipped classroom model enhances students' speaking skills.

However, judging by the aforementioned researches, none of the researches ascertained if flipped classroom instructional method could be used for implementation of pre-service teachers' microteaching course in public universities. Based on this, the researcher sought to investigate the use of flipped classroom instructional method for the implementation of pre-service teachers' microteaching course in public universities in Anambra State, Nigeria. It is in this view that the following research questions were raised to guide the study: Specifically, the study sought to determine the:

1. Use of flipped classroom instructional method for the implementation of pre-service teachers' microteaching course in public universities in Anambra State.
2. Benefits of using flipped classroom instructional method for the implementation of pre-service teachers' microteaching course in public universities in Anambra State.

Research Questions

1. To what extent is flipped classroom instructional method used for the implementation of pre-service teachers' microteaching course in public universities in Anambra State.
2. What are the benefits of using flipped classroom instructional method for the implementation of pre-service teachers' microteaching course in public universities in Anambra State?

Method

The study adopted survey research design. This design was deemed appropriate for this study because according to Nworgu (2015), survey research design is a type of design in which a group of people or items is studied by collecting and, analyzing data from only a few people or item considered to be representative of the entire group. Two research questions guided the study. The population of the study comprised all the 318 lecturers from the Faculties of Education in the two public Universities in Anambra State. The sample size for the study comprised 60 lecturers obtained from two out of the 13 departments in the Faculties of Education in the two public Universities. Multi-stage sampling technique was used to draw the sample from the population. From the two Faculties of Education, two departments were drawn through purposive sampling technique. All the 25 lecturers in one department were used while 35 lecturers were drawn from the other department through simple random sampling technique, which gave rise to a total sample size of 60 lecturers. The questionnaire titled “Use of Flipped classroom Instructional Method for the Implementation of Pre-service Teachers’ Microteaching Course in Public Universities (UFCIMIPSTMTC)” was used as instrument for data collection. The instrument was constructed by the researchers, which was structured on a four point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) to answer research question one and Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to answer research question two. The instrument was validated by three experts. The reliability of the instrument was ascertained using Cronbach alpha method, which yielded the coefficient of 0.82. Data collected was analysed using mean. The cut-off point for accepting mean score was put at 2.50, with the decision rule that any weighted mean score from 2.50 and above was

interpreted as high extent and agreed while weighted mean score below 2.50 were interpreted as low extent and disagreed respectively.

Results

Table 1: Mean Rating of Respondents on the Extent to which Flipped Classroom Instructional Method is used for Implementation of Pre-service Teachers' Microteaching Course in Public Universities in Anambra State

S/N	I use flipped classroom instructional method by:	Mean	Remark
1	Giving students pre-recorded video lesson materials to study before coming to class	2.4	LE
2	Asking students questions at the beginning of the class to ascertain the extent of their understanding of the pre-recorded video lesson materials	2.4	LE
3	Assigning the students in small groups during learning	1.4	LE
4	Assigning students in groups to practice the skills learnt from the recorded video.	2.4	LE
5	Allowing students to present what they understand from group discussion to their peers.	2.1	LE
6	Giving students opportunity to watch their performances from recorded video after each presentation during practicum.	1.3	LE
7	Providing opportunity for peer assessment after watching each individual presentation during practicum.	2.0	HE
Mean of Means		2.0	LE

Data in Table 1 show that items 1, 2, 3, 4, 5 and 6 have mean scores below the cut-off mean of 2.50. This indicates that the respondents agree that the listed items are being used to a low extent in the implementation of pre-service teachers' microteaching course in public universities. On the contrary, item 7 has mean score above the cut-off mean of 2.50. This shows that the respondents are of the view that they give students some written exercises after each lesson to assess their understanding of the content of the lesson. The mean of means of 2.0 shows that flipped classroom instructional method is used to a low

extent in the implementation of pre-service teachers' microteaching course in public Universities in Anambra State, Nigeria.

Table 2: Mean Rating of Respondents on the Benefits of using Flipped Classroom Instructional Method for the Implementation of Pre-service Teachers' Microteaching Course in Public Universities in Anambra State

S/N	The use of flipped classroom instructional method:	Mean	Remark
1	Allows students to learn at their own pace and time leading to active participation in the class	3.5	Agree
2	Allows students to watch their performances after each presentation during practicum	3.6	Agree
3	Provides opportunity for peer assessment thereby leading to improvement	3.3	Agree
4	Makes students to gain knowledge and understanding by themselves	3.3	Agree
5	Allows students to interact with one another during face-to-face learning	3.4	Agree
6	Improves students' confidence level towards retention	3.4	Agree
7	Allows students to learn and master the teaching skills	3.2	Agree
8	Makes teaching and learning more effective	3.5	Agree
9	Allows teachers more time to personalise instruction for students	3.2	Agree
Mean of Means		3.04	Agree

Data in Table 2 show that all the items have mean scores above the cut-off mean of 2.50. This indicates that the respondents agree that all the listed items are benefits of using flipped classroom instructional method for the implementation of pre-service teachers' microteaching course in public Universities. The mean of means of 3.04 indicates that the use of flipped classroom instructional method is beneficial for implementation of pre-service teachers' microteaching course in public universities in Anambra State, Nigeria.

Discussion

Use of Flipped Classroom Instructional Method for the Implementation of Pre-Service Teachers' Microteaching Course in Public Universities in Anambra State

The findings of the study revealed that flipped classroom instructional method is used to a low extent in the implementation of pre-service teachers' microteaching course in public universities in Anambra State. This could be as a result of the fact that majority of the lecturers teaching pre-service teachers are not computer literate to consider the use of flipped classroom instructional method a necessity for microteaching instructional delivery. In addition, lecturers often preferred the conventional lecture means of implementing pre-service teachers' microteaching course, which made them apathetic towards the use of flipped classroom instructional method. Moreover, the low usage of flipped classroom instructional method could also be traceable to lack of ICT skill development programme and training workshops for university lecturers to up-date their ICT knowledge and improve the quality and effectiveness of their teaching. The finding of the present study is in agreement with the findings of Azubike (2022) that flipped classroom is used in teaching business subjects in secondary schools to a low extent.

Use of Flipped Classroom Instructional Method is Beneficial for Implementation of Pre-Service Teachers' Microteaching Course in Public Universities in Anambra State

The findings of the study revealed that flipped classroom instructional method is beneficial for implementation of pre-service teachers' microteaching course in public universities in Anambra State. This may not be far from the fact that the use of flipped classroom involves the use of online learning where students gain knowledge and understanding by themselves as well as the use of face-to-face learning, where they discuss the ideas, they obtained from online learning for more internalisation and

assimilation through active learning activities with their peers and teacher. Students learn, understand and retain more of what they were taught when they learn at their own pace, assess themselves and collaborate with one another. The findings of the present study is in line with the findings of Sonmez (2020), Lee & David (2022) and Agbo (2022) that flipped classroom enhances students' communication and collaborative skills as well as develops their critical-thinking and problem-solving skills.

Conclusion

Based on the findings of the study, it was concluded that flipped classroom instructional method is used in the implementation of pre-service teachers' microteaching course in public universities in Anambra State, but to a low extent. In addition, flipped classroom has a lot of benefits in the implementation of pre-service teachers' microteaching course, which will not only digitalize instructional process and enhance the development of students' higher and lower abilities but will also help in developing other employability skills needed for effective functioning in this contemporary teaching profession.

Recommendations

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

1. Faculty of Education lecturers in particular and other lecturers in general should be encouraged to adopt the use of flipped classroom instructional method in teaching the students, so as awaken their creativity and innovations for effective instructional delivery.
2. The Federal Government in collaboration with the school administrators should organise training workshops, conferences, symposium skill development and even re-orientation programme for faculty of Education lecturers and other university

lecturers in general on how to use of flipped classroom instructional method in the instructional process.

3. The school administrators should as a matter of urgency encourage and sponsor university lecturers to acquire ICT skills and also provide them with Laptop computers for constant practice of the skills and classroom effectiveness.
4. Federal and State Government in collaboration with the university administrators should equip Microteaching laboratory in particular and other laboratories in the school in general with functional and adequate ICT resources for effective implementation of flipped classroom during instructional process.

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