

A B S T R A C T

This study is an attempt to empirically justify the hypothesis or proposal that micro-teaching positively influences teaching practice achievement. In an attempt to validate this we designed our research in such a way as to:-

1. facilitate comparisons of performance between our three groups, the experimental, the observation and the control

and

2. to gauge the possible influences of other variables on the teaching practice performances of our groups.

The research instruments we employed were the 't' test, the one way analysis of variance and the use of a multi-correlational index. These offered, we felt, the best means to gather and analyse our data.

Finally, our findings were not as positive as we would have wished them to have been, although in certain ways our on-going project (the research methods) did perhaps initiate behavioural changes in the participants. During our concluding remarks the reasons for our largely negative results are fully aired. We can only hope that at least the study would have provided interested others with data so that further research in the area could be pursued.