

IMPACT OF TEACHING PRACTICE ON STUDENTS' TEACHING EFFECTIVENESS IN SECONDARY SCHOOLS IN BENUE STATE, NIGERIA.**IVAGHER EZEKIEL DONDO PhD**

Department of Educational Foundations, Benue State University, Makurdi.

&

HELEN ELENA AGADA

Department of Educational Foundations, Benue State University, Makurdi

&

GBOUGH, SAMUEL AONDOWASE

Department of Educational Foundations, Benue State University, Makurdi

&

AGUGU, DANIEL ILIAMKONDO

Department of Educational Foundations, Benue State University, Makurdi

Abstract

This study investigated the impact of teaching practice on students' teaching effectiveness in secondary schools in Benue State. Two research questions and two hypotheses guided the study. Descriptive survey design was adopted for the study. The population of the study comprised 5170 teachers in 297 grant-aided secondary schools in Benue State. A sample of 310 teachers was used for the study. A-10 item structured questionnaire developed by the researcher titled "Impact of teaching Practice Questionnaire (IIFQ)" was used for data collection. Descriptive statistics of mean and standard deviation were used to answer research questions while the chi-square (χ^2) test of goodness of fit was used to test the hypotheses at.05 level of significance. The result of the study was that teaching practice has significant impact on students' lesson planning and lesson note preparation in secondary schools in Benue State. Based on the findings of the study, it was recommended among others that teaching practice coordinators should design schedules which stipulate that each subject should be assessed by a specialist in that area and demand reports from supervisors and students on findings and feedback in each lesson assessed. This will help to encourage students' teachers on the aspect of lesson planning.

Keyword: Teaching practice, students' teaching effectiveness, lesson planning and lesson note preparation

Introduction

Education is very important for every nation of the world. It is important because the transmission of cultural heritage and technological advancement of any nation depends on it. In recognition of the importance of education, every nation including Nigeria earmarks on a huge budgetary allocations for it yearly (Nwosu, 2008). Similarly, parents and guardians spend huge amounts of money yearly to finance their children/ward's education. They see the education of their children or wards as a worthwhile investment for future social and economic security of their families. Parents and guardians usually expect accountability from the schools to which they pay huge school fees for the education of their children. In other words, the school proprietors have to justify the money they collect from parents as school fees by ensuring that effective teaching and learning take place in their schools, otherwise, they may risk low patronage as parents may withdraw their children to better schools. To account for the school fees collected and to maintain appreciable number of students in their schools, the school proprietors strive to provide enabling environment for effective teaching and learning to thrive. School managers on the other hand from time to time absorb final year education students who are posted from their respective schools for teaching practice to help complement the efforts of the school teachers.

Teachers and the environment they teach in can indeed make a difference. Conceptual models now include different dimensions of the educational environment, such as teaching practice, school climate and resources and look for interactions among them to categorize effective schools (Isac, DaCosta, Araújo, Calvo & Albergaria-Almeida, 2015). One of the main aims of teaching is to enhance student learning and the outcomes of such learning. Research findings consistently show that teachers and teaching practices are the main factors influencing student achievement among those that educational policies could influence (Creemers & Kyriakides, 2008).

Teaching practice popularly abbreviated as ‘‘TP’’ is a process of putting in action (rather than theory) the ways or methods of imparting knowledge for a period of time by a student under the skilful guidance of a professional teacher or regular teacher, with the aim of improving their skills. Teaching practice can also be referred to as practical learning on task with the able guidance of an expert in the area of study (Adzongo, Shir & Hembah, 2016). Oyekan (2000) sees teaching practice as an activity by which the student-teachers are given an opportunity in equal school situations to demonstrate and improve training in pedagogical skills over a period of time. According to Adzongo, Shir and Hembah (2016) student-teachers who go for teaching practice are exposed to field experiences, internship or practices as a component part of training. Teaching practice is generally mandatory for every student-teacher it is also a prerequisite for the award of teacher’s certificates or diplomas. It used to be the first opportunity given to a student-teacher to participate in activities involved in teaching normal and actual situations before the introduction of micro teaching. This opportunity to teach under a typical school condition in a selected cooperating school helps the student-teacher in securing experience in observing and participating actively in all diverse educational activities of teachers in the school. Teaching practice as the name implies is necessary but a ‘‘scare’’ for would be teachers (aspiring teachers). It is a stage through which an education student must pass through before he/she qualifies as a teacher. It can also be referred to as practicalizing what is being learnt theoretically (Adzongo, Shir & Hembah, 2016).

Oyekan in Adzongo, Shir & Hembah (2016, p. 92) summarize the objectives of teaching practice as follows: (a) inculcating in the student-teachers the basic teaching skills and ethics which facilitate the teaching-learning process (b) providing the student-teachers an opportunity to imbibe practical classroom life experiences (c) exposing the student-teachers to the dynamic social life system of the school as they interact with the learners and staff (d)

use physical facilities and participating co-curricular activities (e) identifying their strengths and weaknesses in lesson presentation while thinking on possible means to improve their teaching capabilities (f) inculcating the ability to use instructional materials to explain and illustrate basic concepts and process for greater understanding (g) developing healthy relationships towards the learners, community and members of the teaching profession (h) enhancing the supervisory capacity of the co-operating teachers (i) facilitating exchange of innovative educational ideas between the students-teachers training institutions and the cooperating schools (j) providing an avenue for the student-teachers and their supervisors to translate theory into practical and (k) exposing the weakness in teacher training programmes to the educators for prompt correction and improvement. These objectives stated are geared towards enhancing effective teaching of the student-teacher.

Effective teaching is a term synonymous with teaching effectiveness and is defined by Afe (2003) as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students. It is also defined by Vogt (2004) as the ability of instruction to inspire students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students. According to Evans (2006) teaching effectiveness is a measure of the extent of realization of the instructional objectives. It is a net growth in intellectual aptitude and skills as measured by students' achievements.

Postlethwaite (2007) enumerated factors that enhance effective teaching and learning to include: teacher-variables, environment/family-variables and school-variables. Of all these factors, the ones that are touted to exert most influence on the learning outcome is the "teacher-variables" as the teacher is the ultimate implementer of the curriculum (Postlethwaite, 2007). One of the teacher-variables which contributes immensely to enhance

students' academic achievement is the teaching (teacher) effectiveness. Student-teachers who are trained and posted to various schools seem to be more effective in various areas such as: lesson planning, lesson note preparation, the use of teaching methods, the use of instructional materials and classroom management.

Lesson planning is an aspect that seems very important in enhancing student-teacher effectiveness in teaching as observed by the researcher in the study area. A lesson plan is a clear, orderly and systematically planned procedure of teaching methods, teaching facts and teaching materials which a teacher has prepared for use in the teaching of a lesson in order to achieve stated objectives (Yawe, 2016). Good lesson planning is essential to the process of teaching and learning. A student-teacher who is well prepared is on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. As a new teacher he or she is committed to spending the necessary time in this endeavour. It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence (Dunne & Wraggg, 2009).

The effectiveness of teaching by teaching practice students may also be enhanced by lesson note. This is because, through lesson note, a more detailed plan of what a student-teacher is to deliver is done to enable students copy during or after the lesson (Yawe, 2016). A lesson note is the largest stage of lesson preparation. It provides programme for the lesson and usually short and the teacher is able to read it at a glance. A lesson note may be regarded as the framework of the activities of the teacher and the pupils during the lesson. It is usually drawn for every lesson which at times may last for two or more lesson periods (Adzongo, Shir & Hembah, 2016). In secondary schools today, most teachers hardly prepare notes for teaching the students. Some teachers believe that as soon as the teacher knows what to teach and the teaching techniques to adopt, he does not need to bother about lesson preparation.

Strictly speaking, your knowledge of the subject- matter to be taught is necessary but not a sufficient condition for effective teaching. A student of teaching practice may be in a better position to know the importance as well as the technique of preparing lesson notes for students at this secondary level of education. This is because, they seem to be undergoing such practices in school.

Students who are on teaching practice usually undergo certain training that pertains to aspect of discipline. This implies that they may be better prepared to practicalize what they have been taught and as they would be assessed by their supervisors. This seems to spur their minds better off in learning the practical aspect of classroom management and doing so for a better assessment. The above scenario seem not exceptional to secondary schools in the study area hence the idea behind the issue of teaching practice for students seem very crucial to enhancing effective teaching and learning. It is against this background that the researcher has deemed it necessary to investigate impact of teaching practice on students' teaching effectiveness in secondary schools in Benue State with particular focus on lesson planning, lesson note preparation.

Statement of the Problem

The issue of teaching practice has been a subject of discussions in secondary schools today in Benue State. There have been series of discussion from relevant educational stakeholders such as government, school administrators, and permanent teachers among others on the issue of teaching effectiveness of teaching practice students. The stakeholders are concerned over irregularities noticed by teaching practice teachers in secondary schools which seem to have negative or positive influence on lesson planning and lesson note preparation. Other areas of effectiveness speculated are: discipline of students, taking of students' attendance, attending to class and teaching well, taking students very well in co-

curricular activities, conducting good assessment, marking of students' scripts and giving of proper feedback to students.

The researchers are thus wondering what could be responsible for these irregularities in teaching effectiveness in the areas mentioned above. Could it be a reflection of the institutional, instructional, structural qualities? Or could it be that principals are supervising the teachers well, or such teachers are properly disciplined or motivated and encouraged? This study sets out to critically investigate the status-quo in Benue State of Nigeria where undergraduate students of universities studying education courses and PGDE students are regularly sent for teaching practice in their last year. The problem of this study stated in a question form therefore is: In what ways does teaching practice impact on students' teaching effectiveness in secondary schools in Benue State?

Purpose of the Study

The purpose of this study is to investigate the impact of teaching practice on students' teaching effectiveness in secondary schools in Benue State. Specifically, the study sought to:

1. find out the impact of teaching practice on students' lesson planning in secondary schools in Benue State.
2. examine the impact of teaching practice on students' lesson note preparation in secondary schools.

Research Questions

The study was guided by the following research questions.

1. What is the impact of teaching practice on students' lesson planning in secondary schools in Benue State?
2. How does teaching practice impact on students' lesson note preparation in secondary schools?

Hypotheses

The following hypotheses were formulated and tested at .05 level of significance.

- Ho₁. Teaching practice has no significant impact on students' lesson planning in secondary schools in Benue State.
- Ho₂. Teaching practice has no significant impact on students' lesson note preparation in secondary schools.

Methodology

The study employed descriptive survey design. Descriptive survey research design according to (Orodho, 2005) is the design that gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and determining the relationship that exists between specific events. The design is also appropriate for this study because, it studies a situation in their natural settings without manipulation of variables. The study was carried out in Benue State which comprises 23 local government areas namely: Ado, Agatu, Apa, Buruku, Gboko, Guma Gwer, Gwer-West, Katisna-Ala, Konshisha, Kwande, Logo, Makurdi, Obi, Ogbadibo, Ohimini, Oju, Okpokwu, Otukpo, Tarka, Ukum, Ushongo and Vandeikya Local Government. The population of the study comprised 5170 teachers in 297 grant-aided secondary schools in Benue State. A sample of 310 teachers was used for the study. Simple random sampling technique was used for selection of the sample. A 10-item structured questionnaire developed by the researcher titled Impact of teaching Practice Questionnaire (IIFQ) was used for data collection. The questionnaire was validated by three experts, two in Educational Management and one in Measurement and Evaluation all from the Faculty of Education, Benue State University, Makurdi. A pilot study was conducted on 20 teachers in secondary schools in Benue State that were not part of the sample for the study and a reliability coefficient of 0.81 was obtained which proved that the instrument was reliable for usage. This is according to Emaikwu (2010) assertion that the reliability of 0.60 and above is considered adequate to use an instrument for field study. The data collected was analyzed using simple descriptive statistics of mean and standard deviation to answer the two research questions. A mean cut-off point of 2.50 was used for decision making. The boundary limits of a mean response of 1.00-1.49 was considered Strongly Disagree (SD), 1.50-2.49 to be Disagree (D), 2.50-3.49 to be Agree (A) and 3.50-4.00 to be Strongly Agree (SA). The hypotheses were tested using chi-square (χ^2) test of goodness of fit at .05 level of significance. The decision was that, if the calculated (χ^2) value was greater than the p-value, the null hypothesis was rejected and the alternative hypothesis accepted and vice versa.

Results and Findings

This section presented and discussed the results of the study.

Research Question One

What is the impact of teaching practice on students’ lesson planning in secondary schools in Benue State?

Table 1: Mean Ratings and Standard Deviations of the Respondents on the Impact of Teaching Practice on Students’ Lesson Planning in Secondary Schools in Benue State

Item No	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
1	A student-teacher who undergoes teaching practice knows how to prepare a lesson plan based on the level of the students.	156	119	27	37	3.38	0.81	Agree
2	Students’ teachers are better committed to the development of interesting lesson plan through teaching practice.	182	121	17	19	3.35	0.92	Agree
3	Lack of teaching practice results to ineffective lesson planning by a teacher.	144	157	21	17	3.39	0.97	Agree
4	Teaching practice is not the best means of knowing how to prepare an effective lesson plan.	178	123	15	23	3.25	0.89	Agree
5	Without teaching practice, a student teacher may not know the most important component of a lesson plan.	165	133	19	22	3.33	0.86	Agree
Cluster Mean						3.34	0.89	Agree

Data on Table 1 showed that the mean rating for items 1-5 is 3.38, 3.35, 3.39, 3.25, and 3.33 respectively with the corresponding standard deviations of 0.81, 0.92, 0.97, 0.89 and 0.86. The standard deviations are small which shows that there is homogeneity in respondents’ responses for the items raised. Based on the decision rule, it means that respondents agreed with all the items in the cluster which mean scores were above the cut-off point of 2.50. The cluster mean of 3.34 was also found to be above the cut-off point of 2.50. This implies that teaching practice impact on students’ lesson planning in secondary schools in Benue State, Nigeria.

Research Question Two:

How does teaching practice impact on students’ lesson note preparation in secondary schools?

Table 2: Mean Ratings and Standard Deviation of the Respondents on the Impact of Teaching Practice on Students’ Lesson Note Preparation in Secondary Schools

Item No	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
6	A student-teacher on teaching practice is in a better position to know the importance as well as the technique of preparing lesson notes.	189	105	24	21	3.21	0.89	Agree
7	Without teaching practice, student teachers still know how to prepare lesson notes.	201	110	9	19	3.31	0.77	Agree
8	A student teacher knows the right way to prepare a lesson note for a particular subject through teaching practice.	168	143	15	13	3.30	0.91	Agree
9	It is through teaching practice that student teachers know how to copy lesson note on the chalk board.	156	161	10	12	3.26	0.88	Agree
10	Teaching practice exposes a student teacher to preparation of lesson note based on the level of the learner.	198	117	16	8	3.17	0.98	Agree
Cluster Mean						3.25	0.89	Agree

Table 2 indicated that the mean ratings for items 3.21, 3.31, 3.30, 3.26 and 3.17 respectively with the corresponding standard deviations of 0.89, 0.77, 0.91, 0.88 and 0.98. The standard deviations are small which shows that there is homogeneity in respondents’ responses for the items raised. Based on the decision rule, it means that respondents accepted all the items in the cluster which mean scores were above the cut-off point of 2.50. The cluster mean of 3.41 was also found to be above the cut-off point of 2.50. This implies that teaching practice impact on students’ lesson note preparation in secondary schools.

Hypotheses Testing

Hypotheses One:

Teaching practice has no significant impact on students’ lesson planning in secondary schools in Benue State.

Table 3: Chi-square test of the Impact of teaching Practice on Students’ Lesson Planning in Secondary Schools in Benue State, Nigeria

Opinion s	Observed N	Expected N	Residual	Level of Sig.	df	χ^2 -cal	P-value	Decision
SD	23	77.5	-54.5	.05	3	182.23	0.00	Sig. Rejected Ho ₁
D	21	77.5	-56.5					
A	103	77.5	25.5					
SA	163	77.5	85.5					
Total	310							

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.5.

Table 3 revealed that $\chi^2=182.23$ at $df=3$ and $p=0.00$. Since p -value of $0.00 < .05$ at 3 degree of freedom, the null hypothesis which states that democratic leadership style of administrators has no significant impact on staff performance in tertiary institutions for sustainable development of Benue state, Nigeria is therefore, rejected. This implies that teaching practice has significant impact on students’ lesson planning in secondary schools in Benue State.

Hypotheses 4:

Teaching practice has no significant impact on students’ lesson note preparation in secondary schools.

Table 4: Chi-Square test of the Impact of Teaching Practice on Students’ Lesson Note Preparation in Secondary Schools

Opinions	Observed N	Expected N	Residual	Level of Sig.	df	χ^2 -cal	P-value	Decision
SD	24	77.5	-53.5	.05	3	158.39	0.00	Sig. Rejected Ho ₂
D	22	77.5	-55.5					
A	118	77.5	40.5					
SA	146	77.5	68.5					
Total	310							

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.5.

Table 4 revealed that $\chi^2=158.39$ at $df=3$ and $p=0.00$. Since p -value of $0.00 < .05$ at 3 degree of freedom, the null hypothesis which states that transactional leadership style of administrators has no significant impact on staff performance in tertiary institutions for sustainable development of Benue state, Nigeria is therefore, rejected. This implies that teaching practice has significant impact on students' lesson note preparation in secondary schools.

Discussion of Findings

The first finding of the study indicated that teaching practice has significant impact on students' lesson planning in secondary schools in Benue State, Nigeria. The result agrees with the opinion of Yawe (2016) who states that good lesson planning is essential to the process of teaching and learning. A student-teacher who is well prepared is on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. Moreso, the finding of the study relates with Dunne and Wragg (2009) who posits that as a new teacher he or she is committed to spending the necessary time in this endeavour. It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence.

The second finding of this study revealed that teaching practice has significant impact on students' lesson note preparation in secondary schools. This finding corroborate with Adzongo, Shir and Hembah (2016) who maintain that, a lesson note is the largest stage of lesson preparation. It provides programme for the lesson and usually short and the teacher is able to read it at a glance. A lesson note may be regarded as the framework of the activities of the teacher and the pupils during the lesson. It is usually drawn for every lesson which at times may last for two or more lesson periods. The finding also agrees with Yawe (2016) who notes that the effectiveness of teaching by teaching practice students may also be enhanced by lesson note. This is because, through lesson note, a more detailed plan of what a student-teacher is to deliver is done to enable students copy during or after the lesson.

Conclusion

Based on the results of the study, it was concluded that teaching practice has significant impact on students' lesson planning and lesson notes in secondary schools in Benue State, Nigeria.

Recommendations

Based on the findings of this study, it was recommended as follows;

1. Teaching practice coordinators should design schedules which stipulate that each subject should be assessed by a specialist in that area and demand reports from supervisors and students on findings and feedback in each lesson assessed. This will help to encourage students' teachers on the aspect of lesson planning.
2. School administrators should also cultivate the attitude of frequently supervising the students' teachers to ensure that they adopt the use of lesson notes preparation in teaching students at that level.

References

- Adzongo, P.H., Shir, J.N. & Hembah, D.B. (2016). A pedagogical approach to basic issues in pre-primary and primary education in Nigeria. Makurdi: Power Computers & Communications.
- Afe, J. O. (2003). Teacher effectiveness: Imperative for implementing universal basic education in Nigeria. *Journal of Nigeria Academy of Education*, 1(1)1-9.
- Creemers, B. P., & Kyriakides, L. (2006). Critical analysis of the current approaches to modelling educational effectiveness: The importance of establishing a dynamic model. *School Effectiveness and School Improvement*, 17(3), 347-366.
- Dunne, R. & Wragg, T. (2009). *Effective Teaching*. Retrieved on April 5, 2012 from <http://honolulu.hawaii.edu>.
- Evans, E. D. (2006). *Transition to teaching*. New York. Holt, Rinehart and Winston.
- Isac, M.M., DaCosta, P.D., Araújo, L., Calvo, E.S. & Albergaria-Almeida, P. (2015). *Teaching practices in primary and secondary schools in Europe: insights from large-scale assessments in education*. Teaching Practices in TALIS.
- Martin, M. D., Mullis, I. V. S., Gregory, K. D., Hoyle, C., & Shen, C. (2000). *Effective schools in science and mathematics*. International Study Centre, Boston College: Chestnut Hill, MA .
- Nwosu, C. (2008). Budget 2009: Nigeria proposes N2.87tn. Retrieved May 19, 2010, from <http://www.haaba.com/news/2008/12/03/272-216382/Budget2009-nigeria-proposes-n2.87tn>.
- Oyekan, S. O. (2000). *Foundation of teachers' education*. Okitipupa: Egunola Printers Limited.
- Postlethwaite, T. N. (2007). Evaluating teacher competence through the use of performance assessment task: An overview. *Journal of Personnel Evaluation in Education*, 5(1), 121-132.
- Vogt, W. (2004). Developing a teacher evaluation system. *Spectrum*, 2(1), 41-46.
- Yawe, A.A. (2016). General principles and methods of teaching II. A manuscript. Benue State University, Makurdi.