

Exposure to Teaching Practice and its Ability in Adopting Teaching Methodologies among Students of Education

Dare Williams Omotoyinbo Ph.D, Gbemisola Oluyinka Ojo

Department of Arts Education, Faculty of Education,
Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria

ABSTRACT

Supervisors on Teaching practice usually score students on Teaching Practice based on plan of the lesson, teaching aids, conduct of lesson, knowledge of subject matter, class management and teachers' personality. Numerous Researches are on these areas. Only few teaching practice endeavours and researches specifically, look into the methodologies applied by student teachers during teaching practice. This study therefore examines teaching practice and its ability in adopting teaching methodologies, exposure and experiences among students of Education during teaching practice. One Hundred and Fifty (150) student- teachers were selected through simple random sampling technique. Two instruments, Teaching- practice-exposure (TPE) and Adopting Teaching Methodologies (ATM) were used to collect data. The data collected were analysed using frequency counts and percentages. The findings reveal among others that there is significant relationship between Student-teachers' ability to use different teaching methods and exposure to teaching practice. Based on the findings, it is recommended that Government should intensify more efforts in the training of teachers in order to acquire higher qualification; and quality time should be set aside for Teaching Practice for effective teaching and learning in the classroom situation.

Keywords: Exposure, teaching practice, teaching, methodologies, experience

INTRODUCTION

Every profession has a period of apprenticeship or training. Teaching profession as a noble profession has a stage and time of apprenticeship which includes course work and teaching practice among others. These have been in existence in the National Development Teaching Practice Curriculum and its main importance is to assist potential teachers become professionals.

Teaching practice can be defined as a teaching education programme or activity which involves the would-be-teachers putting the required theory of teaching under the genuine experience of the normal classroom situation. Tola (2005) states teaching practice is an exercise that is carried out by all faculty of education in universities and NCE. It is in the 21st century and it is considered to be one of the most important aspects of pre-service teacher education (Haigh 2001). This concept has been handed down from the earliest days of development of training colleges. Today, it is considered a necessary and valuable activity for the qualification of an envisaged teacher.

Ezewu (1994), indicates that the 'teaching practice' has been accepted almost universally and uncritically by all concerned with preparation of teachers and its use has embraced all the learning experiences of student-teachers in school. Teaching practice has been adopted almost universally and uncritically by all concerned with preparation of teachers

and its use has embraced all the learning experiences of student-teachers in school.

Teaching practice can be dated back as far to the middle and late 19th century since the establishment of training colleges. (Cohen et al 1996). Samuel (2010) refers to teaching practice as the first model of teacher education, the master apprentice model in which the novice teacher learns best through behavioural model through imitating the experienced teacher. However, there are some reasons to justify the inclusion of teaching practice in the teacher education programmes. These reasons include teaching and learning being complete processes leading to the ability to apply different methodologies in different classroom situations. This calls for some basic skills and understanding.

The ability of student-teachers to adopt teaching methodologies is one of the acquired experiences in teaching practice as shared by Saphier Haley-Speca and Gower (2008) who view it as the ability to "identify and use appropriate instructional techniques, methods and resources". Okorie (1979) opines that knowledge is of little value in itself unless the person who possesses it can make it serve him well by knowing how to apply it to solve specific problems which confront him or her in the society in which he or she lives. Any knowledge acquired by individuals without practical use is of little value and cannot be called wisdom.

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Teaching methodologies emerged to build knowledge, develop skills and attitudes in classroom. Silva, G. (2019), opines that methodologies can be defined as the set of techniques that transform the learning environment and at the same time modifies the teacher's and students' role. Huberman (2000) indicates that there will be a time when teachers will have to adopt new teaching method because of how familiarized they have been with their activities in the classroom. There are different types of teaching methods, but can be categorized into four broad types. These are: teacher-centered methods, learner-centered methods, content-focused methods and interactive/participative methods. These will be discussed later in this paper.

CONCEPT OF TEACHERS' QUALITY

Teachers' quality focuses on their skills rather than on their morality or personality traits. The role of the teacher cannot be overemphasized in decision making and implementation in the school system. There is a prima-facie case for the concentration on teachers when discussing learners' efficiency and success in examinations and the administrators emphasize repeatedly on the roles that teachers play in the determination of school quality.

According to Omotoyinbo and Olaniyi (2019), teachers quality is the concept that embodies what the teacher does and can do in terms of their assigned-roles in the school and society. Related to the teacher quality, is teaching quality and it has been observed that one of the ways of determining the quality of teaching in schools is by looking at the immediate outcome of students performances (Sanders, 2000). Successful teaching depends on many factors, including the level of instructional materials, level of instructional resources available, staffing levels, continuing professional development and support from administrators and parents. The school and community are among the forces that shape teaching practice and students' learning.

INSTRUCTOR/TEACHER CENTERED METHODS

Here, the teacher casts on himself/herself the role of being a master of the subject matter. The teacher is looked upon by

the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are expository or lecture methods- which require little or no involvement of the learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught that such methods are called "closed-ended".

LEARNER-CENTERED METHODS

In learner-centered method, the teacher/instructor is both a teacher and a learner at the same time. In the words of Lawrence Stenhouse, the teacher plays a dual role as a learner as well "so that in his classroom, extends rather than constricts his intellectual horizons". The teacher also learns new things everyday which he/she didn't know in the process of teaching. The teacher, "becomes a resource rather than an authority". Examples of learner-centered methods are discussion method; discovery or inquiry based approach; and the Hill's model of learning through discussion.

CONTENT-FOCUSED METHODS

In this category of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. An example of a method which subordinates the interests of the teacher and learners to the content is the programmed learning approach.

INTERACTIVE/PARTICIPATIVE METHODS

The fourth category borrows a bit from the three other methods without necessarily laying emphasis unduly on either the learner, content or teacher. These methods are driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher. They require a participatory understanding of varied domains and factors.

Specific Teaching Methods

We can now consider a number of specific methods which can be drawn from the course of classroom instruction. It is however, important to note that the choice of any form of methods should be arbitrary, but needs to be governed by some criteria. At the same time each method is not fool-proof, but has its own advantages and disadvantages.

TEACHING METHODS AND THEIR APPLICATIONS

METHODS	USES	ADVANTAGES	DISADVANTAGES
THE LECTURE METHOD A formal or semi-formal discourse in which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships	1. To orient students. 2. To introduce a subject. 3. To give directions on procedures. 4. To present basic material. 5. To introduce a demonstration, discussion, or performance. 6. To illustrate application of rules, principles, or concepts. 7. To review, clarify, emphasise or summarise.	1. Saves time. 2. Permits flexibility. 3. Requires less rigid space requirement. 4. Permits adaptability. 5. Permits versatility. 6. Permits better centre over contact and sequence.	1. Involves one way communication. 2. Poses problems in skill teaching. 3. Encourages student passiveness. 4. Poses difficulty in gauging student reaction. 5. Require highly skilled instructors.
THE DISCUSSION METHOD A method in which group discussion techniques are used to reach instructional objectives.	1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure student participation.	1. Increase students interest 2. Increases students acceptance and commitments.	1. Require highly skilled instructor. 2. Requires preparation by student. 3. Limits content.

	<ol style="list-style-type: none"> 3. To emphasise main teaching points. 4. To supplement lectures, reading, or laboratory exercises. 5. To determine how well student understands concepts and principles. 6. To prepare students for application of theory of procedure. 	<ol style="list-style-type: none"> 3. Utilises student knowledge and experience. 4. Results in more permanent learning because of high degree of student participation. 	<ol style="list-style-type: none"> 4. Consumes time. 5. Restricts size of groups.
THE PROGRAMMED INSTRUCTION METHOD A method of self-instruction	<ol style="list-style-type: none"> 1. To provide remedial instruction. 2. To provide make-up instruction for late arrivals, absentees, or transients. 3. To maintain previously learned skills which are not performed frequently enough. 4. To provide retraining on equipment and procedures which have become obsolete. 5. To upgrade production. 6. To accelerate capable students. 7. To provide enough common background among students. 8. To provide the review and practice of knowledge and skills. 	<ol style="list-style-type: none"> 1. Reduce failure rate. 2. Improves end-of-course proficiency. 3. Saves time. 4. Provides for self instruction. 	<ol style="list-style-type: none"> 1. Require local or commercial preparation. 2. Requires lengthy programmer training. 3. Increases expenses. 4. Requires considerable lead time.
THE STUDY ASSIGNMENT METHOD A method in which the instructor assigns reading to books, periodicals, project or research papers or exercises for the practice.	<ol style="list-style-type: none"> 1. To orient students to a topic prior to classroom or Laboratory work. 2. To set the stage for a lecture demonstration or discussion. 3. To provide for or capitalise on individual differences in ability, background, or experience through differentiated assignments. 4. To provide for the review of material covered in class or to give practice. 5. To provide enrichment material. 	<ol style="list-style-type: none"> 1. Increase coverage of material. 2. Reduce classroom time. 3. Permits individual attention. 	<ol style="list-style-type: none"> 1. Require careful planning and follow up. 2. Poses evaluation problem. 3. Produce non-standard results.
THE TUTORIAL METHOD A method of instruction in which an instructor works directly with an individual student.	<ol style="list-style-type: none"> 1. To reach highly complicated skills operations or operations involving danger or expensive equipment. 2. To provide individualised remedial assistance. 	<ol style="list-style-type: none"> 1. Permits adaptive instruction. 2. Stimulates active participation. 3. Promotes safety. 	<ol style="list-style-type: none"> 1. Requires highly competent instructor. 2. Demands time and money.
THE SEMINAR METHOD A tutorial arrangement involving the instructor and groups, rather than instructor and individual.	<ol style="list-style-type: none"> 1. To provide general guidance for a group working on an advanced study or research project. 2. To exchange information on techniques and approaches being explored by members of a study or research group. 3. To develop new and imaginative solutions to problems under study by the group. 	<ol style="list-style-type: none"> 1. Provides motivation and report. 2. Stimulates active participation. 3. Permits adaptive instruction. 	<ol style="list-style-type: none"> 1. Requires highly competent instructor. 2. Poses evaluation problems. 3. Is more costly than most other methods.
THE DEMONSTRATION METHOD A method of instruction where the instructor by actually performing an operation or doing a job shows the students what to do, how to do it, and through explanations bring out why, where, and when it is done.	<ol style="list-style-type: none"> 1. To teach manipulative operations or procedures. 2. To teach troubleshooting. 3. To illustrate principles. 4. To teach operation or functioning of equipment. 5. To teach teamwork. 6. To set standards of workmanship. 7. To teach safety procedures. 	<ol style="list-style-type: none"> 1. Minimise damage and waste 2. Saves time 3. Can be presented to large groups. 	<ol style="list-style-type: none"> 1. Require careful preparation and rehearsal. 2. Requires special classroom arrangements.

THE THEDEMONSTRATION METHOD A method of instruction is required to perform under controlled conditions the operations, skills or movement being taught.	1. To teach manipulative operations or procedures. 2. To teach operation or functioning of equipment. 3. To teach team skills 4. To teach safety procedures.	1. Builds confidence. 2. Enable learning evaluation. 3. Reduces damages and waste. 4. Promotes safety.	1. Requires tools and equipment. 2. Requires large block. 3. Requires more instructors.
THE BUZZ GROUP	1. To develop and express imaginative ideas, opinions. 2. Stimulate thinking.	1. Help trainers to draw breath. 2. Gauge the mood by listening to some discussion. 3. Change pace of discussion. 4. Encourage participants to reflect what was learnt.	1. Unfamiliarity in use. 2. Time required. 3. Need for group leaders.
BRAINSTORING	1. Discover new ideas, thoughts and responses very quickly.	1. Leads to a very animated and energising session. 2. More reserved participants feel free to contribute.	1. It takes time particularly if it is a large group. 2. May consume a lot of material e.g. flipcharts or writing materials. 3. Requires high level facilitation skills.
ROLE PLAYS	1. Exploring and improving interviewing techniques and examining complexities and potential conflicts of groups. 2. To consolidate different lessons in one setting.	1. Good energizers. 2. Promotes empathy of trainees for other situation. 3. Encourages creativity in learning.	1. Participants might be reluctant. 2. May not work with trainees who do not know each other well.

Trainer's handbook- a 14-days teaching Methodology course (DED, 190 pages)

The adoption of teaching methodologies may be affected by the professionalism of the teacher, hence, the exposure to teaching practice under the supervision of the cooperating teacher, the supervisor in order to have put into practice the theory of teaching and learning that has been learnt in school to have experience in applying active methods.

Research questions

1. Does exposure to teaching practice lead to the ability of student-teachers in adoption of teaching methodologies?
2. Does using different teaching methodologies in class room setting lead to effective teaching?
3. Are stated objectives achieved by student-teachers during teaching practice through the use of teaching methodologies?

Methodology

This adopted descriptive survey research design that involved the description of teaching practice and its exposure to students and ability in using different teaching methodologies as a result of its exposure. It will investigate how exposure to teaching practice has enabled the ability of student-teachers in adopting teaching methodologies.

The population consists of all students in the faculty of education of Adekunle Ajasin University, Akungba-Akoko, Ondo State. A sample of one hundred and fifty (150) students were used for the study. Students were selected using stratified random sampling technique. The students were drawn from five departments of the faculty.

Stratified sampling was used to select five departments in the faculty. Stratification ensured an even distribution of subjects used in the study. Because of the large population sampling fraction in departments, the population was divided into stratum and was used to select the 150 students from the faculty.

Two instruments titled "Teaching Practice Exposure (TPE)" and "Adopting Teaching Methodologies (ATM)", are used to carry out this research. The Teaching Practice Exposure Questionnaire seeks information about the importance of teaching practice while Adopting teaching methodologies seeks information about the ability of adopting different teaching methodologies and its relation with exposure to teaching practice.

Percentage and Chi-Square analyses were used to answer the research questions.

Research question 1

Does exposure to teaching practice lead to ability of student-teachers in adoption teaching methodologies?

Table 1: Frequency and percentage summary on statements regarding if exposure to teaching practice leads to ability of student-teachers in adoption of teaching methodologies

Items	Response					
		SA	A	D	SD	Total
Teaching practice gives the privilege of using different methodology appropriately.	F	57	41	1	1	100
	%	57.0	41.0	1.0	1.0	100.0
Teaching practice exposes student-teachers to the use of methodologies in teaching which helped in achieving the stated objectives.	F	49	47	4	0	100
	%	49.0	47.0	4.0	0.0	100.0
Teaching practice exposes student-teachers to different natures of learners and hereby helping in choosing the appropriate method of teaching.	F	46	39	10	5	100
	%	46.0	39.0	10.0	1.0	100.0
Teaching practice has made student-teachers learn how to plan, prepare, and present their lesson topics.	F	65	31	3	1	100
	%	65.0	31.0	3.0	1.0	100.0
It awakens the spirit of creativity	F	50	43	3	4	100
	%	50.0	43.0	3.0	4.0	100.0
Averaged Total	F	53	38	5	4	100
	%	53.0	38.0	5.0	4.0	100.0

The result in Table 6 indicated that 98% of the respondents support the statement that Teaching practice gives the privilege of using different methodology appropriately, while 2% felt contrary. It was negated by few of the respondents (4%) that Teaching practice exposes student-teachers to the use of methodologies in teaching which helped in achieving the stated objectives, while 96% supported it. In a similar form, most of the respondents (85%) supported the statement that Teaching practice exposes student-teachers to different natures of learners and hereby helping in choosing the appropriate method of teaching, while 5% felt otherwise.

Further statements indicated that Teaching practice has made student-teachers learn how to plan, prepare, and present their lesson topics; this was with 96% affirmation, 4% negation. Lastly on this, it was observed that 93% of the respondents supported the view that the cost of maintaining the facilities is extremely high and as a result discourage its effective usage, while 7% negates.

Research Question 2

Does using different teaching methodologies in class room setting lead to effective teaching?

Table 2: Frequency and Percentage summary on statement regarding the effective usage of different teaching methodologies and effective teaching

Items	Response					
		SA	A	D	SD	Total
The use of teaching methods like story-telling, discussion, lecturing methods, play-away method, field trip etc in classroom enhances better understanding of the school learners.	F	66	30	3	1	100
	%	66.0	30.0	3.0	1.0	100.0
The use of teaching aids in different teaching methods distracts the learner's attention.	F	10	21	30	39	100
	%	10.0	21.0	30.0	39.0	100.0
Teaching aids sustain learners' interest till the end of the class.	F	43	46	9	2	100
	%	43.0	46.0	9.0	2.0	100.0
By the use of different teaching methods (eclectic approach), leads to effective teaching.	F	39	50	6	5	100
	%	39.0	50.0	6.0	5.0	100.0
Improvisation is not allows when the required teaching aid is not available.	F	16	22	22	40	100
	%	16.0	22.0	22.0	40.0	100.0
Averaged Total	F	41	37	10	12	100
	%	41.0	37.0	10.0	12.0	100.0

Testing the impact of monetary policies on CBN income inequality, Table 7 indicated that 96% of the respondents supports the statement he use of teaching aids in classroom enhances better understanding of the school learners, while 4% felt otherwise. It was also indicated that 369% negated the statement that Teaching aids distract the learner's attention, while 31% affirmed. It was also observed that most of the respondents (89%) supported the statement that Teaching aids sustain learners' interest till the end of the class, while 11% felt otherwise. Confirming the earlier results, it was opined by 89% of the respondents that by the use of teaching aids, stated objectives of the lesson are achieved, while only 11% felt contrary. Lastly in similar trend, most of the respondents (62%) do not agree that Improvisation is not allows when the required teaching aid is not available, while 38% of the respondents supports the view.

Research Question 3:

Does teaching practice exposure enhances the experience of student-teachers in real classroom setting?

Table 3: Frequency and Percentage summary on statement reading, if teaching practice has enhanced the experience of student-teachers in real classroom settings

Items	Response					
		SA	A	D	SD	Total
Teaching practice is a vital factor in preparing student-teachers for future teaching assignment.	F	73	25	2	0	100
	%	73.0	25.0	2.0	0.0	100.0
Teaching practice has helped in passing the teaching requirement to qualify as a teacher.	F	41	45	12	2	100
	%	41.0	45.0	12.0	2.0	100.0
Teaching practice has exposed student-teachers to prospect of teaching.	F	55	42	3	0	100
	%	55.0	42.0	3.0	0.0	100.0
Teaching practice has helped to acquire those valuable personality attributes that are associated with an outstanding teacher.	F	46	43	5	6	100
	%	46.0	43.0	5.0	6.0	100.0
Teaching practice should be removed from the curriculum.	F	17	10	12	61	100
	%	17.0	10.0	12.0	61.0	100.0
Averaged Total	F	41	37	10	12	100
	%	41.0	37.0	10.0	12.0	100.0

Table 3 indicated that 98% of the respondents support the statement that Teaching practice is a vital factor in preparing student-teachers for future teaching assignment, while 2% felt otherwise. It was also indicated that 86% affirmed the statement that Teaching practice has helped in passing the teaching requirement to qualify as a teacher, while 14% felt contrary. It was also observed that most of the respondents (97%) supported the statement that teaching practice has exposed student-teachers to prospect of teaching, while 3% felt otherwise. Confirming the earlier results, it was opined by 89% of the respondents that Teaching practice has helped to acquire those valuable personality attributes that are associated with an outstanding teacher, while only 11% felt contrary. Lastly in similar trend, most of the respondents (73%) do not agree that teaching practice should be removed from the curriculum, while 27% of the respondents support its removal.

Conclusion

Teaching practice has been found to be very beneficial in the course of this research work because, it provides an opportunity for the student-teachers to teach and increase their professional competence. The result showed that student-teachers benefited greatly by participating in teaching practice, because they were able to build proper confidence and competence in lesson preparation, they developed skills and ability to adopt different teaching methodologies and attitude of a teacher in different classroom settings during the exercise.. It was also revealed that their exposure to teaching practice enhances their experience of real classroom setting apart from the theoretical aspects introduced to them in their course of study in their institutions.

Recommendations

Based on the findings of this study, the following recommendations are made:

- A proper orientation should be carried out for student-teachers using efficient means of communication like; seminars, workshops, conferences and discussion; the cooperating teachers should however, reduce workload on student teachers.
- Faculties and colleges of education should organize teaching practice exercise very well so as to give the best professional practice to the student-teachers.
- Lecturers and teachers imparting knowledge should diversify in their methods of teaching while teaching so as to open the eyes of the students to different methods before their exposure to teaching practice so as to make it enjoyable and easier.

- The university should appeal to non-governmental organizations like the private sector, individuals, industries and other stakeholders to assist in supplementing educational materials and learning resources that would prepare the students better.
- Supervisors should endeavour to spend quality time with the students during the exercise to correct and guide them thoroughly.
- Government should encourage education institutions by assisting students teachers financially to spend more time for teaching practice, to properly equip student-teachers and prepare them for effective teaching and learning in the classroom situation.

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