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Effective Teaching Practice Supervision: A Predictor of Teacher Trainees' Performance in Pedagogy

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Abstract

The quality of teachers prepared for basic education in Africa and other continents of the world is a consequence of the knowledge of content acquired and the pedagogy. Effective teaching practice supervision could determine the level of teacher trainees' performance in the art of teaching. The study investigated the differences in performance of teacher trainees who embarked on continuous Teaching Practice and Supervision – TP & S (of twelve weeks) and those of non-continuous teaching practice and supervision – TP & S (of six weeks in two installments). It equally examined whether there was a relationship or not in the performance of teacher trainees when they are team supervised and when they are not teamed supervised in

pedagogy. Five hundred (500) teacher trainees were randomly selected as samples from two (2) colleges of education owned by Lagos State Government of Nigeria. They are Adeniran Ogunsanya College of Education (AOCOED), Ijanikin and Michael Otedola College of Primary Education (MOCPED), Noforija-Epe. Their final assessment scores at the end of 2008/2009 teaching practice exercise were utilized. Using independent t-test statistic, it was found that those who embarked on continuous TP & S were able to perform significantly better than those who embarked on non-continuous TP & S. However, using Pearson Moment Correlation Analysis (r), there was a significant relationship in the performance of teacher trainees when they were team supervised and when they were not team supervised at all. It was suggested among others that if teacher trainees should go on continuous TP & S, they would be more skilled and thus develop competence and dexterity in pedagogy since practice makes perfection. Team supervision of pedagogy was also suggested so as to curb subjectivity and biases, even as teachers are prepared for basic education.

Key words: Teaching practice, supervision, team, teacher-trainees.

Introduction

The major purpose of supervision is for the improvement of instructional strategies. Teaching practice is a major aspect of professional preparation of teachers. It is, therefore, germane to ensure effective supervision of it, so as to prepare qualitative teachers for basic education. The quality of teachers prepared for basic education in Africa and other continents of the world is a consequence of the knowledge of content acquired and the pedagogy. In this connection, effective teaching practice supervision could determine the level of teacher trainees' performance in the art of teaching.

Any academic staff that partakes in the supervision of teaching practice must be professionally qualified. This is because it is only those who are teachers that should partake in the supervision of pre-service teachers on teaching practice. It was on this premise that Ogunneye (2007) asserted that no one should be allowed to assess a teaching skill which he knows nothing about. You cannot give what you do not possess.

Standard in teacher preparation for basic education can be set only when the teacher-trainees are groomed to become academically and pedagogically competent. Thus, efficiency in terms of performance is a function of the quality, quantity and efficiency of inputs, processes and outputs of teacher education. In this connection, Adegoke (2000) declared that the professional

education of teachers should generally consist of General Education; Academic (teaching subjects) preparation; professional studies of education; and teaching/professional practice.

Effective performance in a task is enhanced with constant and continuous practice. If teacher trainees will, with commitment stay long than they used to, instructional strategies will be improved. New techniques and approaches to a particular topic treatment will spring up. Performance in academics and professional growth shall manifest. It has been earlier revealed that pupils in regularly supervised schools performed better than those in irregularly supervised schools (Jegede 2005).

If teacher trainees embark on continuous teaching practice with regular supervision, there is the possibility of putting up enhanced performance. This invariably has positive impact on their professional calling and the generation of children they breed. It was in line with this that Okafor (2005) opined that the monitoring of classroom work and the assessment of the entire teaching learning environment should be a continuous exercise if the objective of enhancing instructional outcomes is to be achieved. In other words, if teaching practice is made to run a continuous one term (of 12 weeks plus) or even one year, the teacher trainees would become more professionally competent. Lawyers do not spend less than one year in the law school neither do the medical doctors spend less for internship.

Effective teaching practice, supervised by academically and pedagogically qualified teacher trainers is bound to bring up qualified, competent and professionally matured teacher-trainees. Ifeagwu (2000) argued that since teaching practice must first be undertaken to qualify as a professional teacher, it makes better the image of the profession as one that cannot be picked up by just anybody. It would no longer be for all comers.

An individual supervisor cannot claim to have the totality of knowledge in all fields in the basic education class. The fact remains that each subject in the basic classes (whether lower, middle or upper) has its own peculiarity in the area of content, instructional materials and of course, the pedagogy (Okure, Jegede, Akinde & Fabinu, 2006). Team supervision gives room for all aspects of instructions to be supervised. Akinola (2001) declares that such team supervision should be under the direction of a senior supervisor called the team leader.

There are feelings that when teacher-trainees are being supervised by a team of instructional supervisors, the trainees will tend to be panicking. Boldness may be eroded. This was why Ogunneye (2007) warned that supervisors should not constitute themselves as terrors to student- teachers who actually they are supposed to guide and counsel towards their professional growth.

From the foregoing, the performance may not be encouraging. That was why Jegede (2002) advised that the mood of teachers being prepared and environmental (school) conditions should be considered when making assessment of student-teachers. He stated that rurality of school environment can jeopardize the correct scoring of candidate / students on teaching practice.

Team supervision brings about objectivity and as such erodes biases and prejudices. It equally deprives the singularly supposed supervision from being tempted to the extent of assessing student teachers' lesson note in his office or at home. This was referred to as a show of professional misconduct (Ogunneye, 2007).

External moderators in most cases move as a team. This brings about objectivity. The individual in the team knows how to facilitate learning in his/her area of specialization. He/she knows how to design, produce, select and evaluate appropriate materials and methods in such special field as well as ensure effective utilization of techniques or strategies employed. That means a generalist supervisor of instruction in all subjects could be likened to a jack of all trade, master of none. When specialist of different fields work as a team, instructional strategies would truly be improved and academic performance enhanced and as the teacher trainees receive feed-back they equally improve.

This paper therefore examines how effective teaching practice supervision could determine the teacher trainees' performance in pedagogy. The study specifically asked the following:

- 1) Do teacher-trainees who embarked on continuous TP & S able to perform significantly better than those who embark on non-continuous TP & S?
- 2) Does significant relationship exist in the performance of teacher trainees when they were team supervised and when they were not team supervised?

Hypotheses

In the light of the above, the following hypotheses were generated and tested at 0.05 level of significance

- 1) There will be no significant difference in the performance of Teacher trainees who embarked on continuous teaching practice and supervision and those of non-continuous teaching practice and supervision.
- 2) There will be no significant relationship in the performance of teacher trainees when they were team supervised and when they were not team supervised.

Methodology

The descriptive research design was adopted. This was used in order to collect detailed and factual information that described existing phenomenon, identify problems and justify current practices for purposes of making future plans and decides correctly.

The population of the study comprised all NCE students in the two colleges of education owned by Lagos State Government, south west Nigeria. The final year students (300 Level) in the 2008/2009 session totaling 2890 make the population as they have just finished the 6 – unit Teaching Practice.

The sample consisted of 500 NCE III (final year) students: 213 (male) and 287 (female) who were selected using simple random sampling technique. There were 250 students selected from each of the two colleges (Adeniran Ogunsanya College of Education, Oto/Ijanikin and Michael Otedola College of Primary Education, Noforija - Epe) in Lagos State Nigeria.

A three part questionnaire – Teaching Practice and Supervision Type Questionnaire (TPSTQ) was employed. It was subjected to validity and reliability tests. A test-re-test reliability of 0.91 was obtained. Section A consists of items seeking information on the name of the college, school/faculty, gender and level of study. Section B had items seeking responses as to the mode of teaching practice and supervision (TP & S), etc. typology of supervision (team or non-team) conducted on respondents, etc. Section C was left for official use where the Deans, School of Education and the coordinators of Teaching Practice assisted in ascertaining whether the respondents were actually visited/supervised by external moderators, in team or not, the score/grade, etc.

Results

In order to test the two hypotheses, distribution was stated in percentages, the mean scores were subjected to t – test and correlation analysis respectively as stated in tables 1,2 and 3.

Table 1 shows that there were 220 respondents (44 %) that were team supervised while 280 (56 %) were not team supervised.

Table 2 reveals that those who embarked on continuous T.P and supervision (x) were able to perform significantly better than those who embarked on non continuous T.P and Supervision (y). This is because the mean score of x (x = 54.46) was greater than that of y (x= 44.46). The calculated t – value of 9.31 is greater than the critical t – value of 1.960 for a two – tailed test at 0.05 level of significance. Therefore H_0 is rejected.

Results from Table 3 shows that there is significant relationship in the performance of teacher trainees when they were team supervised and when they were not team – supervised at all. This is as a result of the calculated t – value of 2.41 which is greater than the critical t – value of 1.960.

The value of r (0.65) shows a strong relationship between the scores of the same group of teacher – trainees when they were team supervised and their scores when they were supervised independently by sole – supervisors. The H_0 is therefore rejected.

Discussion

Based on the result of this study, it was observed that continuous T.P and supervision bring about perfection and improvement in the pedagogy. This was in corroboration of what has been found that regularity and continuity of teaching and supervision enhance effectiveness in performance (Okafor, 2005 and Jegede, 2005). It further shows that if one is embarking in the art of teaching, idleness in the name of laziness should not be encouraged. The teacher should constantly keep on learning and imparting knowledge.

Team supervision has also been seen as giving room for all aspects of instructions to be supervised (Akinola, 2001). The teacher trainees will be opportuned to gain knowledge from a variety of experiences. Each member of the team distinguishes himself as a source of readily available information with a high degree of specialization or function (Anuforo, 2007; Jegede, 1999, Okafor, 2005 and Okure, et-al 2006).

Conclusion and Recommendations

In this study, effective teaching practice supervision as a predictor of teacher trainees' performance in pedagogy has been examined. It was found that those who embarked on continuous T.P and supervision (of twelve weeks) performed significantly better than those who embarked on non-continuous T.P and supervision (of six weeks of two installments). There was a strong relationship in the performance of teacher – trainees when they were team supervised and when they were supervised by individual supervisors singly.

In the light of the above, the investigators have observed that continuous professional practice for a relatively long period of time will breed competence and increased knowledge of the subject – matter. Expertise and dexterity in the exhibition of professional skills would constantly and increasingly be exhibited.

Teacher – trainees that embarked on six weeks of two installments were found to be repeating topics of subject(s) taught previously. Automatically, the same lesson notes might have been copied times without number and brought to the classroom to impart knowledge. This is an exhibition of lazy acts.

Supervisors of instruction are advised to be regular and without witch – hunting perform supervisory roles. Colleges should re-organize their institutional programmes for purpose of allowing relatively long period for teaching practice at a stretch.

Government and agencies like National Commission for Colleges of Education (NCCE) should implement a one year professional service/practice for teachers – in – training. This will enhance skills and dexterity in the teaching profession and improve basic education.

Regular personal development programmes should be embarked upon for purpose of capacity building. There should be periodic updating of knowledge. Those embarking on the duty of supervision should note that to prepare teacher for basic education the end result must be to improve instruction / pedagogy.

Finally, this study was carried out using samples from only two colleges of education in Lagos state, it is, therefore, suggested that more samples from more colleges of education in more states in Nigeria should be collected for ample generalization to be made.

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Table 1: Distribution of respondents by typology of supervision

Group	No of teacher trainees	%
Team supervised	220	44
Not – team supervised at all	280	56
Total	500	100

Table 2: T – test Analysis of the mode of Teaching Practice and Supervision (TP & S) and Teacher – Trainees Performance in Pedagogy

Group	N	– X	SD	df	Cal-t value	t-critical	Remark
Continuous T.P and Supervision (x)	250	54.45	11.12	498	9.31	1.960	*S
Non – continuous T.P and Supervision (y)	250	44.46	8.76				

*S: Significant at 0.05 level of significance

Table 3: Correlation Analysis of performance of teacher trainees when they were team – supervised and when not in pedagogy

Group	N	– X	df	r	t-cal	t- critical	Remark
When team - supervised	220	60	218	0.65	2.41	1.960	*S
When not team supervised	220	38					

r = 0.65 shows a strong relationship and significant at 0.05 level of significance