

# An Evaluation of Teaching Practice Performance among Regular and Sandwich Students in Ekiti State, Nigeria

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## Abstract

This study investigated the teaching practice performance between regular and sandwich student-teachers in Ekiti State. The population for the study comprised of student-teachers on teaching practice exercise undergoing NCE sandwich programme at the College of Education, Ikere Ekiti, Ikere Ekiti study Centre and NCE regular students of the College of Education, Ikere Ekiti. Random sampling technique was used to select 100 regular and 80 sandwich teachers. The data were collected and analysed using percentages and student t – test. Two hypotheses were raised and tested at 0.05 level of significance. The findings showed that there was significant difference in the performance of regular and sandwich teachers, but there was no significance different in the teaching practice preparatory level of regular and sandwich teachers

**Key notes:** Training, In-service, Pre-service, Teaching practice and Performance.

## INTRODUCTION

For any profession to survive there is the need for adequate training and retraining of the practitioners, the teaching profession inclusive. Teacher is seen as the character modifier. There is need for him to be creative and imaginative. As a result of this, teachers are expected to be intelligent and well qualified and must have pedagogical skills and desirable traits. According to Odun (1999) An effective teacher is one who consistently and regularly conducts a teaching and learning interaction to the satisfactory achievement of interest as well as the value of the interest groups based on professionally justifiable standards, ethics and ideas, with a measure of commendable creativity (page 29).

According to Adu and Familugba (2005) “teacher must assume the roles of a leader of learning, be friendly and act as counselor in his society. They do not only have a caring attitude but also know how to communicate such caring. That is why Osokoya, (1996) supports the view of Kinder and Schynant (1970) as forwarded by Adu and Familugba (2005): “the mediocre teacher tells, the good teacher inspires”.

As a result of the above statements, there is need for the teachers to undergo specific training before getting to the service and get him abreast of the changes in the societal needs. Teaching is seen as an art, a scientific process of letting a pupil or a learner to acquire new skills, knowledge and other capabilities. It is regarded as an art because it requires some leaning artistic skills or qualities as ability to talk and good voice of narration like an artist performing on stage.

According to Ugbede (1994), teaching is seen as “scientific process because teaching involves the systematic planning and programming of instruction and experience and the use of technological tools that will lead learners to acquire certain new and valuable skills, knowledge and competences both mental and physical” It is therefore a necessity for academic and professional qualification of teachers not to be over emphasized in effective teaching and learning process. Teaching shall not be done with a salary to be earned alone but it should be considered as profession and not just an ordinary job. Webster's International Dictionary (1966) regards a profession as a calling requiring specialized knowledge well often long and intensive academic preparation.

Since teaching is regarded as a profession, it needs to involve some methods of preparing those engaged. According to Amadike (2002) the preparation of teacher could be done formally or informally and could be in two methods.

Pre-service teachers are teachers to be that are being prepared and trained before qualifying as professional teachers. In-service teaching training is the method of training teachers whereby the preparing and training needed for qualified teachers are given after the teaching appointment, to keep them updated.

It is of a fact that teachers are held responsible for their students' success or failure. Current research in teacher education in USA puts illiteracy instructional practice at the top of the agenda as a critical curricular element in teacher education. According to the 2003 National Assessment of Education Progress (NAEP): 37 percent of four graders and 26 percent of eight graders cannot read at

basic level: This is part of the challenges for the teachers. Therefore it is the duty of the universities and the college in partnership with schools to improve both pre-service teacher education and professional development opportunities so that teachers are fully prepared to meet the challenges of low literacy levels in the nation's schools. The competency of teachers is therefore needed. This requires that pre-service teacher preparation programs should provide them with current research – based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels in teacher education, pre-service programmes must provide candidates with opportunities to economic research and research based practice pertaining to how students learn. According to Dutro and Morau (2003) teacher education pre-service programs must provide candidates with opportunities to meet up with the changes in societal needs. Likewise, the in – service programme is needed for those in the service. In order to empower their skills to meet the challenge of legislative mandates, beginning teacher must meet the requirements of the Federal No Child Left Behind (NCLB) of 2002 in an attempt to ensure all children received a high quality education. NCLB focuses on the development of early promising implementation mandates comprehensive scientific research based literacy programme as a means to teach to read. The teachers who are the implementers of the curricular prove they learned the skill in their pre-service preparation, but what of those that do not pass through teacher education before getting to teach in the classroom? Those teachers without teaching qualifications are regarded as novice educator.

According to Gisele and Mora (2005), schools and universities should walk hand in hand – novice educators should be supported by school/ university partnership that reinforces and provides rich opportunities for teaching practice which allows for cognitive teaching and apprenticeship, as well as mentorship and peer support links between pre-service and in – service training. These are critical to the support of beginning teacher and ultimately to the success of literacy learners in the classrooms. The link assists new teachers in learning to balance the requirement of using prescriptive programs while meeting the learning needs of children in schools.

Based on the above views, the purpose of this study is to investigate the relationship that exists between the teaching practice performance of pre-service and in-service teachers in Ekiti State.

### **Statement of the problem**

It is observed that the inexperience teachers are not effective in the classroom activities. Also, it seemed that those that are on the job do not prepare before going to the classes. The attitudes of some teachers towards the profession seem not to be encouraged. Those in training are not prepare to take on the job because there are better jobs in term of prestige as recognized by the society. Therefore, the researchers are set to evaluation teaching practice performance among regular and sandwich students in Ekiti State to see the level of seriousness attached to the job for which they are being trained.

### **Purpose of the Study**

The productivity level of teacher in service seemed not to be satisfactory. Observation showed that most of them took the job with the hand of levity. However, those in training seemed to be hardworking and committed to the service. The researchers therefore set to evaluate the differences in the teaching practice performance among regular and sandwich students in Ekiti State Nigeria.

### **Significant of the Study**

The researchers are of the view that this research work would serve as eye opener to the stake holders in Education. Those in the ministry of education would be able to identify the level of differences as a result it would help to improve the quality of teaching and learning in the classroom situation.

### **Research Objectives**

Based on the above statements, the objectives of the research work are to identify:

- (i) the teaching practice performance level of the regular teachers.
- (ii) the teaching practice performance level of the sandwich teachers
- (iii) the preparation levels of selected regular and sandwich teachers in Ekiti State,
- (iv) the significant difference that exists between the teaching practice performance of regular and sandwich teachers,

### **Research Questions**

Based on the above research objectives the following research questions were raised in the study.

- (a) What is the teaching practice performance level of the regular teachers?
- (b) What is the teaching practice performance level of the sandwich teachers?

- (c) Is there any significant difference between the preparation level of regular and sandwich teachers?
- (d) Is there any significant difference between teaching practice performance of the regular and sandwich teachers?

### Research Hypotheses

The following hypotheses were raised and tested:

H01: There is no significant difference between the preparation level of regular and sandwich teachers?

H02: There is no significant difference between the teaching practice performance of regular and sandwich students

### METHODOLOGY

This study was designed along the line of a descriptive survey. Adeyemi (2005) quoting Babbie, (1973) describes a survey as one that studies a situation as it is without any attempt to manipulate variables.

The population for the study comprised of student-teachers on teaching practice exercise undergoing NCE sandwich programme at the College of Education, Ikere- Ekiti, Ikere Ekiti study Centre and NCE regular students of the College of Education, Ikere Ekiti. Simple random sampling technique was used to select 100 students of the College of Education, as regular students while 80 sandwich teachers who did not pass through education were selected using purposive and simple random sampling techniques.

### Instrumentation

In carrying out this study, the assessment forms of teaching practice was used to evaluate the teacher-student interaction effectiveness of regular teachers undergoing NCE sandwich programme at the College of Education, Ikere- Ekiti, Ikere Ekiti study Centre and NCE regular students of the College of Education, Ikere Ekiti.

### Data Analysis

The assessment forms of teaching practice were collected and analyzed using both descriptive (percentages) and inferential statistics to test the acceptance or rejection of the formulated hypotheses at 0.05 level of significant. This is further shown below.

### Descriptive Analysis

**Research Questions:** What is the teaching practice performance level of regular students?

Table 1: Performance Level of Regular Teachers

	Range	FREQUENCY	%
Low	<2	25	25%
Moderate	= 3	47	47%
High	>3	28	28%

From table 1, it was found that 25% of the regular teachers teaching practice performance was below average while 47% performed at average level and 28% performed above average. It is therefore shown that regular teacher's performance was not satisfactory.

### Research Question 2:

What is the teaching practice performance level of sandwich teachers?

Table 2: The performance level of sandwich teachers

Levels	Range	FREQUENCY	%
Low	<2	06	7.5
Moderate	=3	25	31.25
High	>4	49	61.25

As reflected in table 2, the performance level of sandwich teachers were high. This is because only 7.5% of the 80 participants performed below average while 25 (31.25%) performed at moderate level (average). Also 61.25% performed above average.

## TESTING OF HYPOTHESES

### Hypothesis 1:

There is no significant difference between the teaching practice performance of regular and sandwich teachers.

Tables 3: **t-test of performance of regular and sandwich teachers**

Variables	N	X	S <sup>D</sup>	df	t-cal	t-table	Result
Regular Students	100	2.31	1.64	178	02.31	1.960	Significant
Sandwich Students	80	3.82	1.92				

$$P < 05$$

From the table 3 above it showed that t-calculated value of 2.3 was greater than t-table value of 1.960 at 0.05 level of significance. The hypothesis was rejected. This shown that there was significant difference between the teaching practice performance of regular and sandwich teachers.

### Hypothesis 2:

There is no significant difference between the preparatory level of regular and sandwich teachers.

Table 4: **t-test of preparatory level of regular and sandwich teachers.**

Variables	N	X	SD	df	t-cal	t-table	Result
Regular Students	100	2.64	142	178	0.364	1.960	Not Significant
Sandwich Students	80	3.91	1.71				

$$P > 05$$

Table 4 above shows that calculated level of 0.364 is than the t-table value of 1.960 of the 0.5 level of significant. The hypothesis is accepted, hence, there is no significant difference between the preparatory levels of regular and sandwich teachers during teaching practice.

## Discussion

Table 1 shows that 25 (25%) of the regular teachers performed very low; 47 (47%) of them performed average while only 28 (28%) pre-service teachers was of high performance. This shows that the performance level of the regular teachers was less satisfactory. That is why Spector (1999) recommends that regular teachers work with in service teachers to help them better apply newly learned teaching and assessment strategies. This he believes would help to improve the in-service teachers who are green in teaching system.

Table 2 above depicts that 49 (61.25%) of the sandwich teachers has high performance, 25 (31.25%) as average performance and only 6 (7.5%) as low performed. This indicates that sandwich teachers performed satisfactorily in teaching. This is encouraging because most of the sandwich teachers engage in the programme as a result of their realization of their limited knowledge in teaching. The findings of Akerson, McDuffie and Morrison (2003) confirmed the importance of both stream of teacher trainings on subject matter.

Hypothesis 1 revealed that there was significant difference between the performance of regular and sandwich teachers. This might be as a result of poor performance of regular teachers as indicated in the mean. According to Fuchs, Fuchs, Karo, Hamlet and Kalzarift (1999) prior to intervention, the regular teachers had very little understanding of performance assessment as indicated by low scores on the coding scheme. This might also be the reasons why Alkerson, McDuttie and Morrison (2003) submitted that “ the pre-service teachers included very few of the components necessary to a performance assessment test. Their examples tend to be short required single answers and did not provide opportunity for their students to generate ideas.

They went further to say that “none of the pre-service teachers require students to explain their work, nor to generate a written communication about their work” Also Borko and Putman (2000) found that substantive and sustained professional development was needed for teachers to effectively use and

realize the benefit for performance assessment approaches. Their research indicated that important features of their programme as stressed by Akerson et'al (2003) included "situating the change process in the actual teaching and learning context where the new ideas will be implemented. Fostering supportive learning communities of teachers as they learn about new approaches and as they attempt to make changes and providing staff development performance with specific expertise to facilitate change by introducing new ideas based on teachers"

Hypothesis 2 also revealed that there was no significant difference between the preparatory level of regular and sandwich teachers. That is probably because very teacher in training works for better result as a result of this individual belief that having efficient and effective preparation would determine their classroom performance. This is at variance to the view of Putman and Borko (2000) that only the preparation of regular teacher can be problematic. Spector (1999) recommends that having pre-service teachers work with skilled teachers to help them would improve their effectiveness and efficiency.

### **Conclusion**

Based on the results of the study, it was concluded that:

- (i) Sandwich teachers performed better in their teaching practice exercises than regular counterpart.
- (ii) Regular teachers' teaching practice performance was less satisfactory compared to their sandwich counterparts.
- (iii) There was significant difference in the performance of regular and sandwich teachers,
- (iv) There was no significant different between the preparatory level of regular teachers and the sandwich teachers.

### **Recommendations**

Based on the finding and conclusion of the study, the following recommendations were made:

- (i) Teachers in training should be well graded so that they would be able to face the future challenges of the teaching profession,
- (ii) Experience teachers should monitor and share experience with regular teachers during their teaching practice exercise.
- (iii) Both regular and sandwich teachers need to have positive perception about teaching as a profession.
- (iv) Government and school management should motivate regular and sandwich teachers in order to make them more productive.

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