

REVIEW OF GLITCHES ENCOUNTERED BY YOUNG PRESERVICE TEACHERS OF EARLY CHILDHOOD EDUCATION ON TEACHING PRACTICE IN KADUNA STATE

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Abstract

Teaching Practice (TP) is an important aspect of the student-teacher professional training programme which provides Early Childhood Education (ECE) preservice caregivers the opportunity to acquire necessary professional skills in teaching young children before obtaining the Nigerian Certificate in Education (NCE). Descriptive survey research design was adopted for the study. The target population of the study consisted of fifty-three pre-service caregivers on TP in the 2022/2023 session in ECE Department in Kaduna State College of Education, Gidan Waya, in which forty pre-service caregivers were sampled for the study. A designed questionnaire titled Problems Faced by Pre-service Caregivers and Students on Teaching Practice Questionnaire (PFPCSTPQ)”, served as data gathering tool. The data collected was sorted out and calculated using descriptive statistic. Findings of the study showed personal problems, are the most prevalent pre-service caregivers face on teaching practice, followed by supervision problems, then school related problems. The researchers recommended that pre-service caregivers should be provided with on-hands production of instructional materials so that they could improves using our local materials where cooperating schools do not have and also collaborating schools should help provide enabling environment that will reduce glitches encountered by these young student teachers on teaching practice.

Keyword: Glitches, Teaching Practice, Early Childhood Education, Pre-service Caregiver.

Introduction

Teaching Practice (TP) at NCE level is a core course and is also compulsory for pre-service teachers that are in Early Childhood Education (ECE) department in Kaduna State College of Education (KSCOE). It is an aspect of the student teacher professional training programme during which they are exposed to actual school and classroom situation in order for them to develop skills on the process of teaching and care for the child (Oluwafemi, 2010). TP is an important aspect of Teacher Education that provides student teachers opportunity to acquire the necessary professional skills through practical experience. Ogonor and Badmus (2006) explained that TP is time in which student teachers are trained to put into practice the themes and principles of education they have learnt in the classroom, as they teach students in the partnership schools. Therefore, the ECE pre-service caregivers and teachers at the NCE, in KSCOE, Gidan Waya are not exceptional.

The ECE pre-service caregivers and teachers are specially trained caregivers and teachers to provide care and teach children in early years (0-5) a period that is crucial for the development of an individual. These caregivers, who are also teachers, are expected at the end of their NCE, to identify and teach on the nutritional, social, emotional, cognitive, physical and health needs of the child. They should be able

to display and also apply the knowledge and competencies acquired in appropriate situations (Federal Republic of Nigeria, 2012). After two years of exposure to contents of the curriculum and school observation, ECE caregivers and teachers are posted for their practical experiences in ECE Centers, in their first semester, NCE 300 level. There could be a deviation from this norm due to the student personal problems of not willing to teach at the ECE Centers or inadequate teachers in co-operating schools as they go for the actual exercise.

Chibuzor (2014) explained that some responsibilities of the pre-service caregivers and teachers during teaching practice include: organizing and supervising extracurricular activities, including indoor and outdoor games and plays, administrative relationship, furthering and supervising extracurricular activities, supervising classroom programme to ensure orderliness and professional staff growth. Students are likely to face problems of trying to acquaint themselves with some of these responsibilities in their various schools. Also, some of the problems may emanate from their teaching practice supervisors who are their Lecturers from the college, in carrying out their responsibilities. Some of the college supervisors' responsibilities should include taking time to observe the development of the lesson as planned by the pre-service teacher, with the view of providing support; making sure that observations and corrections are effected in subsequent visits; providing link between the pre-service caregiver and teachers, and the trained classroom teachers and also school administration on complain(s) or observations raised by students and making a valid assessment and award of score or evaluation of students.

A study by Ogonor and Badmus (2006) examined effective teaching practice among student teachers in the University of Benin, Nigeria during the 2002/2003 session. They found pressure of time, inability of school authorities to provide required basic materials and non-performance of the role of mentoring by staff of partnership schools as some constraints and personal problems that could confront students. Chibuzor (2014) revealed that availability or adequate facilities like laboratories for basic science activities; playground for play or recess time and physical development; and spacious classroom for adequate use of different classroom sitting arrangement for effective play and learning activities as factors that will make the performance of pre-service teachers effective or ineffective during teaching practice.

Again, it is the expectations for effective mentorship that the cooperation of the principal and staff of participating school is needed if the student caregiver and teacher on teaching practice is to succeed. They are to pay attention on their supervisory role of ensuring that the right orientation is provided to the students for adequate training in the teaching profession.

Furthermore, time and duration of student on TP should not be less than eight weeks or more (Bayero, 2018). This fact of time pressure was supported by Ogonor and Badmus (2006) as one of the major problem students' teachers in the University faced while on teaching practice. In the case of students at the NCE level, the whole first semester of 300 level is for TP and during the period, the National Commission for College of Education (NCCE) in the Curriculum implementation framework for NCE (2012, P. 20) stipulated that:

“Institutions should assign to student teachers in ECE and PED supervisors based on their areas of specialization. This is to ensure that the supervision on these specialized students is focused, well-informed and based on the supervisor' spractical professional skills and knowledge”.

This stand of the NCCE should be adhered to achieve a good level in Vygotsky's “Zone of Proximal Development (ZPD)” from their mastery zone (Santrock, 2011). Thus, the thrust of this study is an appraisal of problems faced by ECE caregivers and teachers, in KSCOE, Gidan Waya while on teaching

practice. It is hopeful that findings of the study would be helpful to the prospective student teachers that will be engaging in practical experience. Also, the lecturers in ECE and other lecturers that will be going on teaching practice could benefit from the study. Besides, the college administration and co-operating schools might tend to use the findings as feedback on problems students face while on teaching practice, with the hope of providing solutions for subsequent student trainees that will be posted to their schools.

Purpose of the Study

The aim of the present study is to determine the glitches face by pre-service teachers in their teaching practice experiences. Thus, specifically, the following are the objectives of the study:

- To identify those problems that are identified as personal and are associated to student caregivers or teachers during their teaching practice;
- To determine pre-service student caregivers and teachers’ problems resulting from the supervisor and caregivers; and
- To ascertain problems of the pre-service teachers resulting from the practicing school.

Research Questions

- Again, the following research questions were raised for the study:
- What are the main problems identified as personal and are associated to pre-service caregivers and teachers during their teaching practice?
 - What are the main supervision problems pre-service caregivers and teachers face during their teaching practice experience?
 - What are the main problems related to co-operating school that pre-service caregivers and teachers face during their teaching practice.

Methodology

A descriptive survey research design was adopted for the study. The population of the study consisted of pre-service caregivers and teachers in Kaduna State College of Education, Gidan Waya. Pre-service caregivers on TP in the 2022/2023 session in ECE Department were fifty-three (53) from which a sample of forty (40) pre-service caregivers were randomly sampled. Also, five (5) public ECE centres were selected as the co-operating school in Gidan Waya and Kafanchan towns. Researcher designed questionnaire “Problems Faced by Pre-service Caregivers and Students on Teaching Practice Questionnaire (PFPCSTPQ)”, consisting five (5) items each on personal problems of pre-service caregivers and students on teaching practice as identified by their supervision problems faced by pre-service teachers on teaching practice and problems with the co-operating school which were encountered by the pre-service caregivers and teachers. The instrument was validated by an expert in Educational Psychology and Measurement and evaluation units of the University of Jos. The instrument was subjected to split-half correlation to obtain internal consistency reliability; a reliability value of 0.78 was obtained using the product moment correlation analysis. The value was considered good enough to justify the use of the instrument to collect data for the study. The data collected was analyzed using descriptive and inferential statistics. The frequency counts and percentages were used to answer the research questions. Chi-square statistics was used to describe the relationships while t-test, to ascertain the differences within variable of the study.

Results

The research questions were answered and hypotheses generally were tested in this section. The results and analysis are presented in table 1-3 below.

Research Question One: What are the main problems identified as personal and are associated to pre-service caregivers and teachers during their teaching practice?

Table 1: Personal Problems

Problems	SA	A	D	SD	TOT	%
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A. Personal						
Inadequate/ineffective use of teaching aids	6	7	1	-	14	35.00
No good orientation on teaching practice	2	3	3	1	9	22.50
Difficulty in managing and control of classroom	5	4	-	1	10	25.00
Problems of planning the lesson	2	2	-	-	4	10.00
Poor method of teaching	2	1	-	-	3	7.50
Total	17	17	4	2	40	100
	(42.50%)	(42.50%)	(10.90%)	(5%)		

Table 1. Highlight the main problems identified as personal and are faced by caregivers and teachers during the teaching practice in Kaduna State. These include inadequate/ineffective used of teaching aids, with 14 (35.00%) of the 40 respondents indicated as the most problem faced by them; followed by difficulty in managing and control of classroom with 10 (25%) respondents while the least problem was that of our method of teaching with 3 (7.50%) respondents. Therefore, the responses on table1 revealed that of the 40 student caregivers and teachers' respondents, 34 (85%) identified as problems that were personal and as being faced by them while on teaching practice while 6 (15%) did not.

Research Question Two: What are the main supervision problems pre-service caregivers and teachers face during their teaching practice experience?

Table 2: Supervision Problems

Problems	SA	A	D	SD	TOT	%
A. Supervisors						
Inferiority complex caused by supervisor during supervision	3	3	1	1	8	20.00
Unfriendly nature or approach of supervisors	4	6	-	-	10	25.00
Interruption caused by the supervisor during lesson	4	5	-	-	9	22.50
Manner of correction by the supervisor during lesson	2	1	3	1	7	17.50
Comments of supervisors after the lesson supervision	1	1	3	1	6	15.00
Total	14	16	7	3	40	100
	(35%)	(40%)	(17.50%)	(7.50%)		

Again, of the 40 student's caregiver and teachers' respondents, 10 (25%) revealed that unfriendly nature or approach of supervisors was the first main problem; followed by interruption caused by supervisors during with 9 (22.50%) respondents; and the least problem was comments of supervisors after the supervision with 6 (15.00%) respondents. Hence, of the 40-student caregiver and teachers' respondents, 30 (75%) responded that problems they face during their teaching practice is related to supervision, while 10 (25%) respondents did not see it as a problem.

Research Question Three: What are the main problems related to co-operating school that pre-service caregivers and teachers face during their teaching practice.

Table 3: Co-operating School Problems

Problems	SA	A	D	SD	TOT	%
C. Co-operating School Problems						
Attitudes of pupils towards the pre-service teachers	1	1	2	1	5	12.50
Lack of incentives	3	3	1	-	7	17.50
Lack of cooperation from experience teachers	3	4	1	-	8	20.00
Problems of accommodation	4	3	1	1	9	22.50
Inadequate teaching/play facilities	5	6	-	-	11	27.50
Total	16	17	5	2	40	100
	(40%)	(42.50%)	(12.50%)	(5%)		

Also, Table 3 indicates that of the 40 respondents, 11 (27.50) responded that the first main problem they face while on their teaching practice is that of inadequate teaching and play facilities; followed by problems of accommodation, 9 (22.50%) responded; and the least is attitudes of pupils towards the pre-service caregivers and teacher respondents, 33 (82.50%) indicated that they face co-operating school related problems while 7(17.5%) of the respondent do not face such problems. Generally, of the 40 respondents, 80.83% of them revealed that the main problem posed pre-service caregivers and teachers are personal, supervision and cooperating schools.

Discussion

Findings of the study showed the most prevalent problems face by pre-service caregivers and teachers on teaching practice is personal, followed by supervision problems, then school related problems. This is in line with the findings of Ogonor & Badmus, (2006) which stated that personal problems, pressure of time, inability of school authorities to provide required basic materials and non-performance of the role of mentoring by staff of partnership schools as some constraints that confront students. In addition, Chibuzor (2014) was of the view that availability or adequate facilities like laboratories for basic science activities; playground for play or recess time and physical development; and spacious classroom for adequate use of different classroom sitting arrangement for effective play and learning activities as factors that will make the performance of pre-service teachers effective or ineffective during teaching practice.

Other reasons as opined by Bayero, (2018) as one of the major problem faced by students' teachers is time and duration of student on TP which should not be less than eight weeks or more. This fact of time pressure was supported by Ogonor and Badmus (2006) as one of the major problem students' teachers in the University faced while on teaching practice. In the case of students at the NCE level, the whole first semester of 300 level is for TP but yet some are still encounter problems during teaching practice. This could be due to lack of adequate time to prepare for their new roles and environment they found themselves or inadequate orientation and micro teaching while in the college and support from the partner schools. These provide simulation for students of what they may encounter in the classroom while on teaching practice. Supervisors are to help these students overcome some of these problems as they go on their supervision and evaluation visits. They should help discuss some of these problems with the school administration and staff to provide conducive environment and support to the students. Moreover, cooperating schools should make concerted efforts to help the pre-service trainees on teaching practice in their schools; this is to promote the teaching profession as well as make these students love teaching as a profession.

Conclusion

The study revealed that pre-service caregivers and teachers face problems while on teaching practice. The types of problems identified are personal, supervision and school related problems. The task at hand is for the College of Education Gidan Waya to provide programmes, appropriate orientation and micro-teaching to these students and as stipulated by NCCE, that specialist supervisors be assigned to help provide critical friendship support on evaluation visits. The schools should also provide necessary co-operation for pre-service caregivers to experience stimulation of actual teaching after graduation. Efforts to ameliorate the problems found among pre-service caregivers and teachers in Kaduna State are worth it and should be given the full support from all quarters.\

Recommendations

Teaching practice is tri-dimensional involving the College that supervises for feedback, the cooperating school that has the mandate of mentorship and promoting the profession, as well as the pre-service trainees who are to put to practice contents taught and gained from what is obtains in the teaching profession. All stake holders in the teaching practice should ensure they play their part religiously to

support the students to succeed. The following recommendations are proffered:

Students especially those in NCE, should be provided with on-hands production of instructional materials so that they could improve using our local materials where cooperating schools do not have.

Students should be taught on classroom management and control during their micro-teaching sessions. This is to deal with the problem during actual teaching as found in this study.

Supervisors should be given proper orientation on their roles as critical friends not bosses while on supervision visits.

Schools should improvise, using less costly local and indigenous materials, for play and other activities in their facilities.

The college should observe strictly the norm by NCCE for specialist lecturer of ECE, PED and other subjects' area to be sent to supervise students in such specialized programmes

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