

# **An Investigation into Yoruba Language Pre-Service Teachers' Problems during Teaching Practice in Oyo Federal Constituency, Oyo State, Nigeria**

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## **Abstract**

The study investigated the problems faced by Yoruba language pre-service teachers during teaching practice. Survey research design was adopted for the study. A sample of fifty-two (52) Yoruba language student-teachers in selected junior secondary schools in Oyo Federal Constituency, Oyo was chosen through simple random sampling technique. The result revealed some problems faced by the students to include; poor accommodation, lack of provision for field trip or excursion for student-teachers, non-involvement of student-teachers in some school activities among others when mean value of 2.5 was used as the threshold. Also, mean score of problems during encountered by pre-service Yoruba language teachers during teaching practice in special schools (Mean = 38.72; SD = 2.98) is higher than that of pre-service Yoruba language teachers in regular schools (Mean = 25.21; SD = 2.41) and the mean score of problems being encountered by pre-service Yoruba language teachers during teaching practice in special schools (Mean = 38.72; SD = 2.98) is higher than that of pre-service Yoruba language teachers in regular schools (Mean = 25.21; SD = 2.41). Therefore, it was recommended that stipends should be provided for the student-teachers and stiff penalties should be applied to any student-teacher who failed to attend teaching practice orientation

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## **Introduction**

Teaching and teacher education are at the center of the educational enterprise. Teacher education refers to the policies, procedures and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviours and skills they require in performing their tasks effectively in the classroom, school and wider community. Teaching practice is a key component of the undergraduate teacher training programme. It occupies a pride of place in the process of professional training. Teaching practice is the practical aspect of teacher training. During the teaching practice, student-teachers find an opportunity to put into practice, attitude, values and skills. During teaching practice, student-teachers are like apprentices.

It is during this period that the student-teacher gets to translate the skills and theories learnt into reality through actual classroom teaching. It is also a period

when student-teachers are given opportunity to try the art of teaching before actually getting into the real world of teaching profession. In spite of the observed relevance and purpose of the teaching practice exercise in teacher preparatory programme, a number of challenges appear to hamper the optimum realization of its objectives of this laudable exercise.

There are a lot of literature on teaching practice, but not many of them address the problems pre-service teachers face during the exercise. Moreover, attention has not been given to the peculiarity of preservice Yoruba language teachers. In addition, supervisors usually discuss individual problems with the preservice teachers or groups supervised and there are not usually opportunities for preservice teachers to share experience on the problems they may encounter during the teaching practice exercise. Even the orientation programme recommended for pre-service teachers before embarking on teaching practice do not

usually address trust of the problems they are likely to face.

### **Statement of the Problem**

The teaching practice exercise is a way of providing an opportunity for pre-service teachers to put into practice all the knowledge, skills and others they have theoretically learnt in the lecture rooms. Supervision is a way of correcting and commending the pre-service teachers while on the field as both usually engage in charts for the purpose of making the latter improve on grey areas. Such may usually be on a supervisor-student-teacher (or at most supervisor-group basis) which does not allow all the teaching practice students to hear such observations. Moreover, researchers usually worked on general problems of pre-service teachers but this work is specific on the category of students which is Yoruba language pre-service teachers.

### **Purpose of the Study**

The purpose of this research is to carry out an investigation into Yoruba language pre-service teachers' problems during teaching practice in Oyo Federal Constituency. The specific objectives, however, are:

- i. To determine the problems being faced by Yoruba language pre-service teachers' during teaching practice;
- ii. To find out significant difference in problems being encountered during teaching practice between male and female Yoruba language pre-service teachers; and
- iii. To investigate significant difference in problems encountered during teaching practice by Yoruba language pre-service teachers in special and regular schools.

### **Research Question**

RQ: What are the problems faced by Yoruba language pre-service teachers' during teaching practice?

### **Hypotheses**

H<sub>01</sub>: There is no significant difference in problems encountered during teaching practice between male and female Yoruba language pre-service teachers.

H<sub>02</sub>: There is no significant difference in problems encountered during teaching practice by Yoruba language pre-service teachers in special and regular schools.

### **Significance of the Study**

This work provides insight into the problems which pre-service teachers face during teaching practice. By exploring Yoruba language pre-service teachers' problems during teaching practice, this work will be of significance to pre-service teachers by exposing them to the issue they are likely to encounter when they get into the field. This study provides the problems pre-service teachers face during teaching practice with a view to making teaching practice committee get acquainted with what it will deliver to prospective teachers during teaching practice orientation programmes. The results of this study will equally make the various college authorities appreciate more the relevance of conducting educative orientation programmes for prospective teachers and give it a pride of place through this study, the regulatory body of College of Education in Nigeria, the National Commission for Colleges of Education (NCCE), would appreciate the need to give teaching practice programme the importance it deserves.

This investigation would generate additional literature to the existing one on teaching practice, its problems and especially those relevant to Yoruba language pre-service teachers. Furthermore, this work would spur up further investigation into the gaps that might have been left due to its own scope

### **Scope of the Study**

The study covered all secondary schools (both junior and senior) in Oyo Federal Constituency, comprising of Oyo West, Oyo East, Atiba and Afijio Local Government Areas of Oyo State. This is a single-variable study, hence the dependent variable is pre-service Yoruba language teachers' perceptions of the problems they encounter during their teaching practice exercise. Participants were pre-service Yoruba language teachers of Federal College of Education (Special), Oyo that participated in the 2020/2021 teaching practice exercise.

### **Concept of Teaching and Teaching Practice**

Teaching is the process by which a person helps other people to learn. It is one of our most important

activities. Teaching helps people to gain the knowledge and attitudes they need to be responsible citizens, earn a living and lead a peaceful life. It also provides a chief mean of passing knowledge to the next generation (Encyclopedia, 1988: P/65).

Teaching practice is the name of the preparation of student-teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice/exercise of different activities of daily school life. According to Adesina, Daramola and Talabi (1989) teaching practice can be defined as a teacher education programme or activity which involves the student-teacher putting into practice his/her acquired theory of teaching under the genuine experience of the normal classroom situation. It is an opportunity for student-teachers to face the realities of their chosen career in terms of its demands, challenges and excitements.

It can also be as periods when student-teachers are aided to put into practice the theories and principles of education which they have learnt in the classroom as they teach (Ogonor and Badmus, 2006). Teaching practice exercise enables the students to be more familiar with variety of instructional materials and resources, evaluate and select those materials appropriate for the objectives in a teaching unit or lesson (Afolabi, 2000). He summed this up by stating that the positive side of the whole exercise of teaching practice is to give sense of accomplishment to student-teachers.

A number of terms such as practice teaching, student-teaching, teaching practice, field studies, infield experience, school-based experience or internship are used to refer to this activity (Taneja, 2000). The term practice teaching embraces all the learning experiences of student teachers in schools (Ashraf, 1999). The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies (Stones and Morris, 1977). The aim of the teaching practice exercise according to Ognor and Badmus (2006) are:

- To provide the teacher trainee some type of pre-service training which serves as an opportunity to be exposed to the realities of teaching and performance of professional activities.
- It provides opportunities for students to test theories learnt and ideas in the classroom as they come in contact for the first time with real life situations.
- It provides trainees the opportunity to utilize the various teaching methods in actual classrooms/school conditions under the constant supervision of competent and experienced teachers.
- It exposes student-teachers to professional activities, which are part of the teacher roles in schools.

#### **Issues and Problems in Teaching Practice Exercise**

There are a lot of challenges facing the student-teachers during their professional teaching practice. School placement is one of the problems. School placement is a critical part of Initial Teacher Education (ITE) and is designed to give student-teachers an opportunity to learn about teaching and learning, to gain practice and experience in teaching, to apply educational theory in a variety of teaching and learning situations and school contexts and to participate in school life in a way that is structured and supported (Griofa and Ruairc 2013). According to Griofa and Ruairc during school placement, student-teachers are mandatory to develop a range of knowledge, skills, competencies and professional dispositions which are critical to their professional identity. Parallel growth within individuals and personal identity is enhanced as student journey through the learning-to-teach process. It is through school placement that Higher Education Institutions (HELs) and schools identify student-teachers who are most suited to and competent in teaching.

Supervision is inevitable in any teaching practice exercise. It is where correction and motivation are given to student-teachers which in turn cause the lesson to be a success. Student-teachers build a firm and better base for their teaching experience from the feedback of supervision. Wenger (1998) reported that it is through the supervisory process that student-teachers begin to construct their personal knowledge and theories about teaching practice.

Most student-teachers affirmed that they undertook and are undertaking their practice in remote areas which are a far distance from the home College of education. The impact of the location of these schools on teaching practice is that those student teachers who complained about never being assessed by lecturers are those practicing from distant schools. Apart from lecturers not assessing student-teachers in distant schools, other potential dangers in these schools include a lack of human resources to train their student-teachers as expected by the programme. Some of these schools are understaffed and lack adequate infrastructure (Adebayo, 2020).

Mentors, also commonly called cooperating teachers, are generally considered to be more knowledgeable and are supposed to share that with student-teachers. But this does not mean that they too cannot learn about certain aspects of teaching from student-teachers. Of course, real teachers are lifelong learners. That is why mentors are supposed to create a rapport with students that will ease a two-way helping communication.

Mentors are supposed to oversee their student-teachers' daily activities, including assisting them to solve classroom situations when they arise, holding conferences with them and evaluating their performance over time (Haigh, 2001).

There are a lot of issues which pre-service teachers are exposed to during teaching practice, some of which are documented in literature. However, this study is intended to explore, discover and unveil more of these

in relation to Yoruba language pre-service teachers with a view to assisting pre-service teachers, college authorities, the National Commission for Colleges of Education and other stakeholders.

### Methodology

The study adopted the survey research design. All junior secondary schools (public and private) in Oyo Federal Constituency, Oyo and all Yoruba language final year students constituted the entire study population. A sample of fifty-two Yoruba language student-teachers observing their teaching practice in junior secondary schools in Oyo Federal constituency, selected through purposive sampling technique participated in the study. The researchers used close-ended questionnaire titled "Pre-Service Teachers' Perceptions of Teaching Practice Problems Scale ( $r=0.87$ )" as the instrument for data collection.

A total number of 60 copies of questionnaire were distributed to final year Yoruba language students upon their arrival from the teaching practice exercise. All the filled copies were retrieved. The research question in the study was answered through mean and standard deviation, while the two formulated null hypotheses were analysed through independent t-test. The hypotheses were tested at 0.05 level of significance.

### Findings

**Research Question:** What are the problems being faced by pre-service Yoruba language teachers' during teaching practice?

Table 1: Problems Faced by Pre-service Yoruba Language Teachers' during Teaching Practice

S/N	Categories/Items	X	Rank	Decision
1	Lecture periods on campus clashing with the students teaching practice exercise	3.63	2	Not a problem
2	Too much workload or responsibility for student-teachers in schools	2.84	9	Problem
3	Lack of co-operation from the subject teachers or school based supervisors	2.37	19	Not a problem
4	Lack of accommodation during the teaching practice programme	3.69	1	Problem

5	Rejection of student-teacher to schools posted	2.89	8	Problem
6	No allowances for student-teachers during teaching practice exercise	3.32	4	Problem
7	Poor relationship between student-teachers and school based teachers	2.39	17	Not a problem
8	Student-teachers were faced with poor learning environment and over-crowded classrooms	2.80	10	Problem
9	Time for the teaching practice exercise is short	2.54	14	Problem
10	Difficulty in planning lesson notes	2.12	20	Not a problem
11	Poor interpersonal relationship between faculty supervisor and student-teachers during supervision	2.94	7	Problem
12	Lack of respect for student-teachers in the schools posted	2.60	7	Problem
13	Student-teachers excluded from the staff meetings	2.79	11	Problem
14	Difficulty in managing students with different skills	2.63	12	Problem
15	Lack of instructional materials and resources in schools	3.11	5	Problem
16	Difficulty getting transport to school posted to	2.11	21	Not a problem
17	Lack of provision for field trip or excursion when necessary	3.33	3	Problem
18	Student-teachers are not formally introduced to permanent	2.35	18	Not a problem
19	Secondary school-students not receptive to student teachers	2.47	16	Not a problem
20	Inadequate teaching practice orientation before the commencement of teaching practice exercise	3.01	6	Problem
21	Teaching practice is a period of stress for student-teachers	2.51	15	Problem

Table 1 showed the results of the perceptions of pre-service Yoruba language teachers as regards the problems they face during teaching practice exercise. A mean value of 2.5 was used as the test mean (cut off

point). Any item with a mean of 2.5 and above was considered to be a serious problem faced by majority of the student-teachers. Hence by this set rule, item numbers 3, 7, 10, 16, 18 and 19 were considered not to be serious problem problems faced by majority of the pre-service Yoruba language teachers while the

remaining items with mean score above 2.5 were considered serious problems faced by majority of the pre-service Yoruba language teachers.

H<sub>01</sub>: There is no significant difference in problems faced by majority of the pre-service Yoruba language teachers.

**Table 2:** Difference in Problems being Encountered during Teaching Practice between Male and Female Pre-Service Yoruba Language Teachers

Variable	Gender	X	SD	N	df	t-Cal	Remark	Decision
Female Teaching Practice Reject Problems		24.62	2.5432	50	312	010	Sig	Reject H <sub>01</sub>
	Male	28.01	2.65	20				

**Difference is significant at p <.05**

Independent t-test to determine the significant difference in problems being encountered during teaching practice between male and female pre-service Yoruba language teachers in Oyo Federal Constituency. The result in Table 2 shows that there was significant difference. The mean score of pre-service Yoruba language Male Teachers (Mean =

28.01; SD =2.65) is greater than that of Pre-service Yoruba language Female Teachers (Mean = 24.62; SD = 2.54). This hypothesis was therefore rejected.

H<sub>01</sub>: There is no significant difference in problems being encountered during teaching practice by pre-service Yoruba language teachers in special and regular schools

**Table 3:** Difference in Problems being encountered during teaching practice by pre-service Yoruba language teachers in Special and Regular Schools

Variable	Gender	X	SD	N	df	t-Cal	Remark	Decision	
Special Teaching Practice reject Problems		38.72	2.98	2	50	203	.011	Sig	reject H <sub>01</sub>
	Regular	25.21	2.41	27	20				

**Difference is significant at p <.05**

Independent t-test to determine the significant difference in problems being encountered by pre-service Yoruba language teachers in Oyo Federal Constituency. The result in Table 2 shows that there was significant difference. The mean score of problems being encountered by pre-service Yoruba language teachers during teaching practice in special schools (Mean = 38.72; SD =2.98) is higher than that of pre-service Yoruba language teachers (Mean = 25.21; SD = 2.41). This hypothesis was also therefore rejected.

**Discussion of Findings**

Table 1 revealed that there are many problems faced by pre-service Yoruba language teachers during teaching practice. The problems include the following according to the research.

- Too much workload or responsibility for student-teachers in schools
- Lack of accommodation during the teaching practice programme
- Rejection of student-teacher to schools posted

- No allowances for student-teachers during teaching practice exercise
- Student-teachers were faced with poor learning environment
- Student-teachers are excluded from staff meetings
- Difficulty in managing students with difference skills among others. This assertion was also corroborated by the view of Afolabi (2000).

Furthermore, Table 2 showed that there is significance difference in problems being encountered during teaching practice between male and female pre-service Yoruba language teacher. Some of the male pre-service teachers are sometimes serous to the female counterparts. This is against the view of Taneja (2000) which says that male and female student-teachers encounter little problems during teaching-practice exercise.

In conclusion, Table 3 revealed that there is difference in problems being encountered during teaching practice by pre-service Yoruba language teachers in special and regular schools. Special school students may encounter problems of communication, inferiority complex and so on. This is in line with the view of Owens (2002).

### **Summary**

The study investigated the problems Yoruba language pre-service teachers face during teaching practice. Some of the problems include too much workload or responsibility for student-teachers, accommodation problems and involvement of too much stress among others as discussed in the analyses.

### **Conclusion**

In conclusion, the research showed the importance of teaching practice to pre-service teachers in Yoruba language and problems faced during the exercise. Some of the problems were discussed.

This research is associated with the effect of teaching practice on student-teachers in all ramifications. That is, academic, social and personality effects since the main idea that underlines the discussion of teaching practice is the truism that teaching skills are acquired and developed by both practice and reflection and that this process is continuous from the student teacher gaining their initiation, to the mature teacher setting

him/herself new and more sophisticated teaching objectives.

### **Recommendations**

On the basis of the discussion of results and general experience in the course of the study, the following recommendations are hereby made:

- Stipend should be provided to pre-service teachers on teaching practice
- The schools of practice should provide accommodation for student-teacher or subsidize their rents.
- Teaching practice schools management should be implored to take the students along in all the school activities.
- Yoruba language student-teachers should be encouraged to speak with the students in Yoruba language and expose them to the beauty of Yoruba language.
- Students who do not attend the teaching practice orientation programme should be sanctioned.

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