



Would-be teachers' initial practical classroom management expositions on micro-teaching performances in selected Nigerian South Eastern Public Universities

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Abstract

The experimental study was done in 5 selected south-eastern Nigerian public universities with educational programmes. It had 2 purposes: (1) To compare the mean-scores of pre-tests and post-tests of the would-be teachers in the area and (2) To compare the mean-scores of the male and female would-be teachers that participated. The population was 8665 (mixed sex). It comprised 200-level-would-be-teachers from education faculties. Sample was 382, selected using: Yaro-Yamane formula, random and purposive sampling techniques. Two research questions and 2 null hypotheses guided the study. The 382 enthusiastic students were divided into 2 equal groups (A=Control and B=Experiment) and separated to avoid interference and 4 professional teachers were informed and hired to avoid bias. Group 'B' was numbered, pre-tested, just as 'A' but only exposed to initial practical classroom management skills to certain acceptable and satisfactory level before dismissal. Group 'A' was not exposed to the skills but subjected to post-test just as 'B' after pre-test within 2 Weeks. During data collection, the test scores (test re-test scores) were used. However, during validation, 100 students (200-level-would-be-teachers) from non-selected universities in the area were used and divided into 2 as done above. Validation was done by 4 experts (2 in measurement & evaluation, and 2 in educational management & planning). The reliability indices were; (1) t-values (4.1423, 5.1680, 6.1265 and 8.2920). (2) t-values were (6.1300, 6.1975, 8.1532 and 9.3068). Methods of data analyses were: t-test, and ANOVA with SPSS. Results showed that: there were positive mean differences with table (1) t-values (25.633, 27.962, 33.884 and 78.782) and table (2) t-values (26.372, 26.570, 28.266 and 29.601). The researchers concluded that for the university systems with educational programmes to produce world-class educational graduates who can favourably meet the educational and leadership needs of the country, the concerned lecturers must have a change of teaching strategy and expose the 200level educational students to initial practical classroom management skills before projecting them for micro-teaching exercise prior to teaching practices in the universities. Finally, the recommendation was that the university managements should have a monitoring committee for ensuring that the task is dully executed.

Key Words: would-be teachers, Classroom management, initial practical classroom management expositions of would-be teachers, micro-teaching performances and South Eastern Public Universities.

Introduction

In the school systems particularly, the universities, teaching is a career and a systematic process of imparting skills/ competences as well as acquiring knowledge in a particular field for the development of man and society. Teaching deals with human mental, social, physiological and psychological elements, leading to developments in the three learning domains such as: cognitive, affective and psychomotor. It is tedious, labour intensive but has no immediate benefits. In teaching, the professional teacher is the pivot of the educational process, facilitator of all the learning contents, trainer and the classroom manager. A classroom manager is a trained professional in education, certified, employed and assigned to teach a group of individuals in a given school for realization of educational goals. The term means 'a teacher'. Teachers are nation-builders. They translate educational theories into practice and programmes into actions for achievement of predetermined goals. Education unlocks the door to modernization and sustainable development but it is the teacher that holds the key to the door. Importance of teachers' cannot be over emphasized. By virtue of the teacher's appointment after training and the assignment to-teach-a-class, the professional has been saddled with the authority for classroom management. It sounds hard that some of the university teachers still use lecture method to teach in the universities and most times, overlook practical classroom management in controlling students' disruptive attitudes. Ihechu & Ugwuoji (2019) affirmed that, "*the method employed by lecturers could have given rise to such drastic failure over the years*". It showed that such teachers do neither help the students', parents, university management nor the society since they can hardly exercise the authority for classroom management. In recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development (Federal Republic of Nigeria, 2014: Section 5B:92).

Classroom management can be defined as a systematic process of planning, organizing, communicating, directing, controlling supervising, reporting and coordination of all available human and material resources for realization of predetermined lesson objectives in a school's classroom. Chidobi & Eze (2019) viewed *classroom management as "an essential aspect of successful teaching"*. By implication, without classroom management, the teacher's effort to maximize classroom learning opportunity for all the students at a time, is in shamble. Empirical evidence suggests that for effective classroom management in which parents' and students' expectations are met, teachers must provide satisfactory and efficient classroom management (Otolehi, Nnadozie & Asian, 2019). It implied that practical classroom management fosters students' learning engagements and achievement of learning outcomes. It is a powerful and indispensable tool for effective teaching process and every would-be teacher of the modern time, needs it in the course of training.

Would-be teachers mean teachers-in-the-making. They are undergraduate students of faculty of education who undergo processes of becoming teachers at the end of the programmes in the universities. Currently, some of the fundamental skills and criteria for would-be teachers in Nigerian universities include: (1) Bio-data with evidences of successful completion of pre-tertiary education with minimum of 5credit passes including English and Mathematics in not less than 2 sittings. (2) Evidence of written successfully Joint Admission and Matriculation Board Examination with the required cut-off mark of 180 out of 400. (3) Willingness to complete successfully the 4-year education discipline in the university with course-works, assignments/quizzes and examinations.(4) Willingness to indulge in all faculty and university training programmes (attendance to lectures, micro-teaching teaching practices and national youth service corps) when due with appropriate sanctions. (5) Tendency to maintain excellence and integrity after admission in character and learning in the universities until the graduation day. These fundamentals also serve as guides. Usually, in the course of training, the would-be teachers are taught the pedagogies with emphases on the subject matter, instructional materials/ their uses, comportment, appearance, lesson plan/notes, and introduction to classroom management.

They are taught theoretically for knowledge impartation and at 200-level, they underwent micro-teaching exercise in the university for Teaching Practice (TP).

Micro-teaching is a mini-arrangement of practical teaching processes, designed to enable would-be teachers to apply teaching skills and pedagogies learned in the course of their studies in the university. In Nigerian universities, micro-teaching is the initial practical classroom expositions of the would-be teachers (in education-field of study). In the exercise, each of them is expected to 'act' as a 'teacher', in a mini-classroom comprising familiar faces (class mates) with a subject-topic, etc and is supervised by the assigned lecturer(s). The would-be teachers display practical teaching with classroom management skills while the supervisor(s) observe, peruse lesson materials, assess, score-performances and record. At times, the exercise is played with recorded devices by the supervisor(s), for them to watch mistakes-made after assessments; and for the supervisor(s) to give corrections where necessary and encourage good practices. The assessment is carefully done. Angelo as cited in Oguoma, Unamba and Ibe (2019),

assessment involves making our expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.

During the exercise, the supervisor(s) are prohibited from taking any of the mistakes-made personally but must observe them formally. At the end, the successful ones are recommended for Teaching Practice (TP) and were posted when due. While the unsuccessful ones repeat it until higher performances are achieved, followed by posting in the upper year.

However, the inability to expose the would-be teachers first-to initial practical classroom management skills before exposing them for micro-teaching is a major concern. Most times, the lecturers have practical classroom management proficiency assumption for the students and expect higher micro-teaching-performance-scores from them towards teaching practices. Teaching practice is a teaching exercise and training done by would-be teachers outside the university but in any choice of pre-tertiary schools recommended by the university through the Dean of the faculty. At the stage of TP, the would-be teachers might have developed the requisite teaching skills/ competences except perfection in the field. The difference is that, teaching practice is done in primary/ secondary school with new faces, place and monitored by the principal/head-teacher but supervised by the assigned lecturer(s). In micro-teaching, classmates (familiar faces and environment) are used and it is done within the university.

Unfortunately, before the commencement of micro-teaching in the universities, majority of the students only had the theoretical knowledge of pedagogies and skills required as impacted by the lecturers but cannot demonstrate or apply them. Consequently, during the exercise, many of the students find it difficult to teach and apply classroom management skills in the micro-teaching process, thereby performing poorly. Studies suggested that most students are weak in probability content at all levels because they have weak foundations in problem solving and difficulties in understanding abstract contents (Garfield, 2012; Salau, 2011). This implied that the theoretical knowledge of the skills acquired in the course of training were insufficient for excellent micro-teaching performances. Some of them failed to use the instructional materials, only to unrap them at the end, as evidence that they came with such. Some others started and finished without applying the skills or having reference to lesson plan/ note, and deviated completely without achieving lesson objectives. A good number of them could not cope up easily owing to the challenge of exposition to the initial practical classroom management skills in teaching processes.

At this juncture, it is necessary to understand that perfection in teaching gave rise to excellent educational performances and practices. Excellent educational practices refer to generally acceptable human-oriented academic outcomes, expositions and responsibilities that can attract people and popularize the concerned personnel members through teaching and learning activities (Onwudinjo, 2020). Practice strengthens the bond of perfection of the trainee in a profession. Without the initial practical skills/competences, etc., the would-be teachers cannot confidently prove that they have acquired skills in the three different learning domains. Oyekanmi (2017) found that “*students perform better when they were actively involved in the learning process*”. The need for initial practical classroom management expositions of would-be teachers’ for excellent micro-teaching performances, gave rise to this topic. The purposes of the study were: (1) To compare the means of the pre-test and post-test scores of the would-be teachers in the selected south-eastern Nigerian public universities. (2) To compare the mean-scores of the male and female would-be teachers that participated in the study for the selected south-eastern Nigerian public universities.

Methods

The design was experimental and was done in 5 selected south-eastern Nigerian public universities with educational programmes. The population was 8665 (mixed sex). It comprised 200-level-would-be-teachers from education faculties. Sample was 382, selected using: Yaro-Yamane formula, random and purposive sampling techniques. Two research questions and 2 null hypotheses guided the study. The 382 enthusiastic students were divided into 2 equal groups (A=Control and B=Experiment) and separated to avoid interference and 4 professional teachers were informed and hired to avoid bias. Group ‘B’ was numbered, pre-tested, just as ‘A’ but only exposed to initial practical classroom management skills to certain acceptable and satisfactory level before dismissal. Group ‘A’ was not exposed to the skills but subjected to post-test just as ‘B’ after pre-test within 2 Weeks. During data collection, the test scores (test re-test scores) were used. However, during validation, 100 students (200-level-would-be-teachers) from non-selected universities in the area were used and divided into 2 as done above. Validation was done by 4 experts (2 in measurement & evaluation, and 2 in educational management & planning). The reliability indices were; (1) t-values (4.1423, 5.1680, 6.1265 and 8.2920). (2) t-values were (6.1300, 6.1975, 8.1532 and 9.3068). Methods of data analyses were: t-test, and ANOVA with SPSS.

Results

Table 1a&b. The t-values of the pre-test and post-test scores of the would-be teachers

(a) One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
Control pretest	191	3.6492	1.96750	.14236		
Experimental pretest	191	3.2670	1.61471	.11684		
Control post test	191	4.2880	1.74893	.12655		
Experimental posttest	191	10.2251	1.79373	.12979		

(b) One-Sample Test						
t-Critical = 1.96						
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Control pretest	25.633	190	.000	3.64921	3.3684	3.9300
Experimental pretest	27.962	190	.000	3.26702	3.0366	3.4975
Control post test	33.884	190	.000	4.28796	4.0383	4.5376
Experimental posttest	78.782	190	.000	10.22513	9.9691	10.4811

(1) Table 1(b) above showed values of mean differences of the would-be teacher-participants as these figures (3.64921 and 3.26702 against 4.28796 and 10.22513) and t-values (25.633, 27.962, 33.884 and 78.782) and

were > the t-critical at ($P < 0.05$). This showed that the conventional knowledge prior to micro-teaching exposition were not sufficient for their excellent performances without the initial practical classroom management skills. The first null hypothesis formulated was rejected and its alternative accepted.

Table 2(a&b) The t-values for male and female would-be teachers and their statistics

(a)One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Male pre-test scores	178	3.4663	1.75360	.13144
Female pre-test scores	204	3.4559	1.85775	.13007
Male post-test scores	178	7.3427	3.46581	.25977
Female post-test scores	204	7.2010	3.47458	.24327

(b)One-Sample Test						
t-critical = 1.96						
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Male pre-test scores	26.372	177	.000	3.46629	3.2069	3.7257
Female pre-test scores	26.570	203	.000	3.45588	3.1994	3.7123
Male post-test scores	28.266	177	.000	7.34270	6.8300	7.8553
Female post-test scores	29.601	203	.000	7.20098	6.7213	7.6806

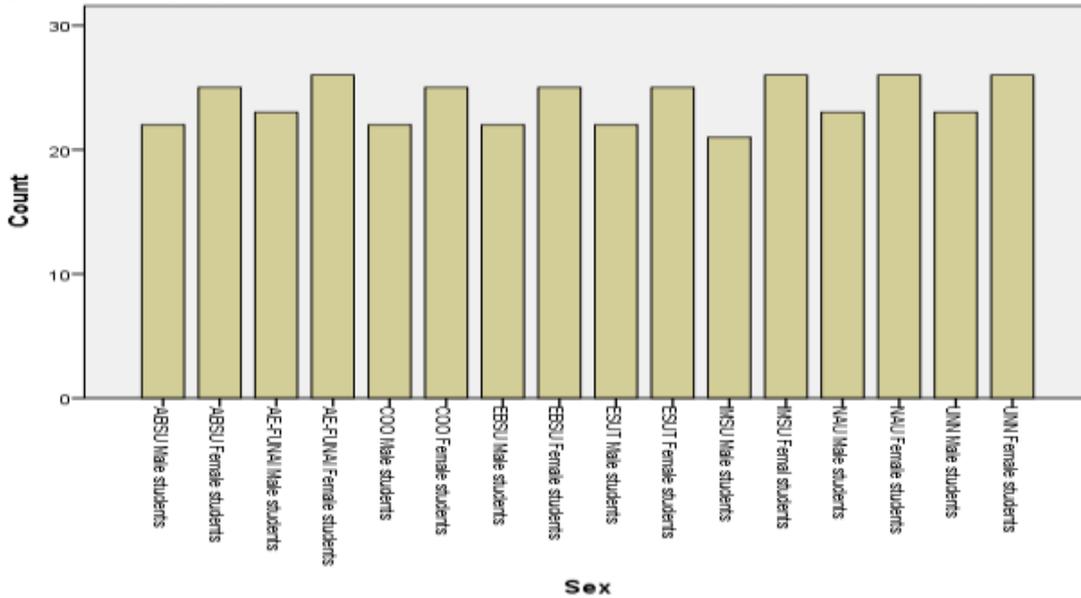
Table 2(b) above revealed these mean-differences (3.46629 & 3.45588 against 7.34270 and 7.20098). Also, it is shown in the t-values as shown and they were greater than the t-critical at ($P < 0.05$). The second null hypothesis formulated was rejected and its alternative accepted.

3. One way ANOVA table for all the pre-tests and post-test scores of the would-be teacher-participants in the study

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	311.483	12	25.957	10.262	.000
Within Groups	933.346	369	2.529		
Total	1244.830	381			

The ANOVA table above revealed the generality of the pre-test and the post-test scores. The F-value calculated was 10.262. So, the null hypotheses formulated were rejected and their alternatives accepted at an alpha level of 0.05,

Figure 1. Bar graph of the selected universities for the study and the study sex



The above bar graph showed the sex of the study as selected from the south eastern universities with educational programmes y axis

Figure 2. The pie chart of the selected universities and the sample sizes selected

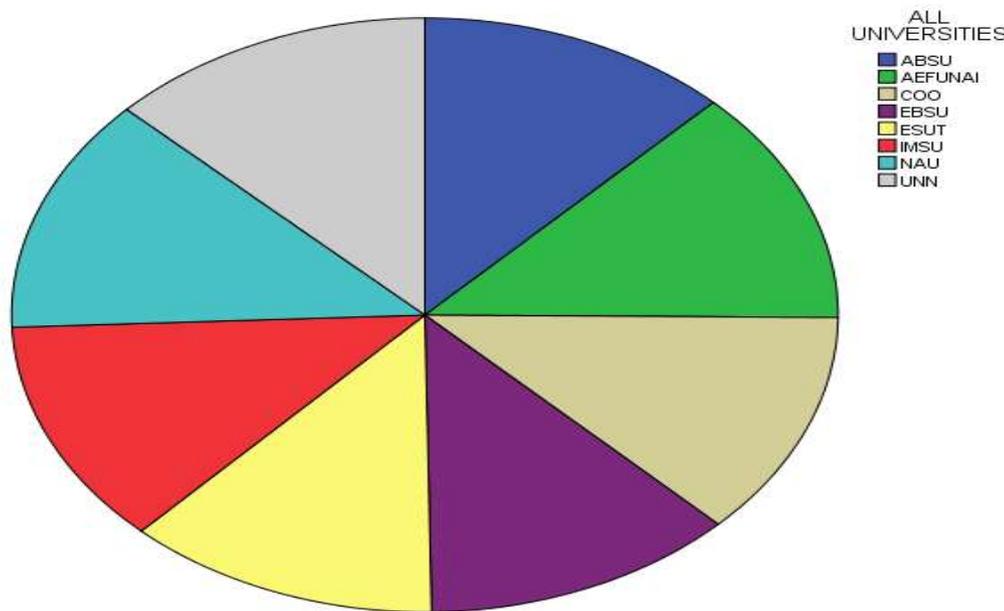


Figure two above showed that the federal universities with faculties of education selected had 51.994⁰ mixed-sex students while state universities had 49.872⁰ mixed-sex students.

Discussion

The findings of hypothesis one revealed that there were mean differences between the pre-test and post-test scores of the would-be teachers that participated in the study. By implication, the performance scores of the would-be teachers exposed to the initial practical classroom management skills were better than those who were not exposed to the skills. Educational systems, particularly universities with educational programmes, need to embrace changes in order to equip future teachers with adequate educational competences. The continuity of dynamicity of the society has affected education. Currently, modern society’s education has moved towards advancing changes in educational contents, management, methods/techniques, and processes. There is urgent need to debase this conventional/ old system of training in education to encompass practical

classroom management for competences. Olugbemi (2019) traced it and added, “*that education focuses more on the teachers and their books as information oracles who spread knowledge to learners using the same method year in and year out*”. Only the interested teachers can be appointed supervisors and all the learners allowed ample freedom to manage and conduct the activities by themselves. It helps to eradicate unnecessary challenges in teaching and learning. Chiemeka-Unogu (2018) affirmed that “*participation in training and development enable teachers to develop the knowledge and skills needed to address teachers’ work and students’ learning challenges*”. This pointed out that future teaching strength hinged on practical training.

The hypothesis two revealed positive mean differences too. It was in agreement with findings of Ihechu and Ugwuoji (2019) that studied mean-differences between male and female students taught research methods in education practically with power-point and lecture method and found that male students’ mean achievement score was higher than their female counterparts. In this study, the mean achievement score of the male would-be teachers in the selected universities in the area was higher than the score of the female counterparts.

Conclusion

The researchers concluded that for the university systems with educational programmes to produce world-class educational graduates who can favourably meet the educational and leadership needs of the country, the concerned lecturers must change teaching strategy and expose the would-be teachers to initial practical classroom management skills before projecting them for micro-teaching exercise prior to teaching practices in the universities. The researchers recommended that, the university managements should have a monitoring committee for ensuring that the task is dully executed. Finally, the universities should embrace changes in order to equip future teachers with adequate educational competences.

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