



Trainers' Attitude versus Practices: A Must for Revitalizing Pre-service Teacher Education in Nigeria

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ABSTRACT

The main aim of this study was to investigate teacher trainees' assessment of teacher trainers' attitude to work and teaching practices in Akwa Ibom State University, Akwa Ibom State. The study adopted descriptive survey research design. The population of the study consisted of 400 level students (198 science teacher trainees) in the Faculty of Education in the study area. Simple random Sampling was used for the study. The sample of 174 science teacher trainees drawn from the Faculty of Education was used. The research instruments developed, validated and used for the study were Questionnaire on Teacher Trainers' Attitude to Work QTTAW ($\alpha=0.96$) and Questionnaire on Teacher Trainers' Teaching practices QTTTP ($\alpha =0.79$). The data collected were analyzed using, Mean, Standard deviation, Frequency count, Independent t - test and Pearson Product Moment Correlation. The result obtained revealed that the nature of teacher trainers' attitude to work was not encouraging; the pattern of teacher trainers' teaching practices was fairly good, teacher trainers' attitude to work was negatively related to their teaching practices. There was no difference in the rating of male and female teacher trainees' of teacher trainers' attitude to work. Also, there was no significant influence of gender on teacher trainees' ratings of teacher trainers' attitude to work. It was also recommended among others that teacher trainers should improve on their attitude to work and teaching practices.

Keywords: Achievement, Basic Science and Technology, Feedback, Gender, Attitude, Teaching, Teaching Practices, Pre-Service Teacher Education

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1. INTRODUCTION

Teachers' training plays an important area of focus in any national developments. This is because teachers play a vital role in the upbringing of the future leaders in any nation. The method of training a trainee receives is very important as that is what the teacher will give out to the nation.



Teacher education aims at providing prospective teachers the opportunity to develop cognitive, affective and psychomotor competence which should be imbued in them with the qualities and capabilities of being teachers. The relevance of teacher education lies in the ability to produce academic, professional, sound, highly motivated, conscientious and dynamic breed of teachers who cultivate social life, adequate adaptability and positive national awareness to the changing educational conditions (BMAS, 2007). The training provides opportunity for the trainees to undergo a period of teaching practice. This enables the trainers to practice to the skills, pedagogy and knowledge acquired. The main objectives of teacher training include:

1. Imparting an adequate knowledge of the subject matter.
2. Equipping the prospective teachers with necessary pedagogic skills.
3. Enabling the teacher to acquire understanding of child psychology.
4. Developing proper attitudes towards teaching.
5. Developing self-confidence in the teachers.
6. Enabling teachers to make proper use of instructional facilities.
7. Enabling teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development.
8. Development of the ability to give direct satisfaction of parents from the achievement of children in terms of:
9. Proper habits of taking care of the body,
10. Proper attitudes reflected in the behavior of the children at home, in the school, in the streets, at the farms and fields etc.
11. Progress in the class.

Teaching practice plays an important role in pre-service teacher training. If the teaching practice is executed rightly and effectively, then it will assist in producing high quality professionally qualified teachers. Such teachers will be able to play active roles in the development of the teaching process, accommodate rapid educational changes and advancements in curricular and instructional activities. There is consensus from a number of Universities offering bachelor of education degree program that teaching practice sessions for teacher educators require frequent revisions and close scrutiny to ensure that its aims and objectives are achieved and that it is being carried out appropriately. The quality of education depends on the ability, hard work and dedication of the teacher. According to National Policy on Education (2010), cited in Rahman, Jumani, Akhter, Chisthi & Ajmal (2011). If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective, that “the teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level.

Teachers train the human capital essential for the development of a country and this is especially important in developing countries like Uganda (Kagoda & Itaaga, 2013). In light of the above roles of teachers in society it is important to evaluate the kind of education teacher trainees receive in teacher training colleges through their own assessment. The development of any country all over the world has continued to be intricately tied to educational development in which the teacher is the critical element (Ejima, 2012). Ejima (2012) further stated that the quality of a teacher depends on his or her preparation for professional role as a distinct practitioner.



The preparation of teachers in Nigeria is done through the Colleges of Education, the National Teachers Institute (NTI) and Faculties of Education in Nigeria Universities. The institutions meant for the preparation of teachers have teaching practice as a part of their training which is often earmarked for a specific period of time. A period where teachers-in-training are posted to schools to teach, demonstrate in practical terms the knowledge and skills they have acquired during training. Teaching practice is a situation where a student teacher is given the opportunity to try the act of teaching before actually getting into the real world of the teaching profession. Close monitoring, adequate pacing and classroom management as well as clarity of presentation, well-structured lessons and informative and encouraging feedback-known as key aspects of “direct instruction”- have generally been shown to have a positive impact on student achievement. This is not enough, however; while the teacher provides learning opportunities, these must be recognized and utilized by the student to be effective. Motivation, goals and outcomes have to be taken into account as well. The success of any educational reform depends upon the quality of teachers and in turn the quality of teachers depends to a large extent on the quality of teacher education and quality of teacher education mainly depends upon the teacher training institutions.

Education is a nation building activity and teachers are the pillars of the educational system. The role of teacher and education in the reconstruction of society need no fresh emphasis. The trio, the teacher, the educational system and the society have seldom come to terms about their respective deal both independent and mutual. Nowhere, have the expectations been of a deeper and wider nature than in the case of an educator. Again, nowhere have they been so little explicit and undefined as in the case of teachers. Training colleges have conceived of or imagined a certain perspective in the functioning and behavior of the teacher in a school. Teacher is building future citizens of the country. As she/he molds the children the country will be molded. From this point of view, a lot of responsibilities lie with the teacher to execute in day-to-day activities. But the teachers must be equipped for children education. They should develop necessary knowledge, skills, abilities and attitude to perform their duties effectively. It is in this context that education of teachers becomes most important in any country. It is so worthwhile to raise some issues in this regard and think of their solution. The teaching profession demands a clear set of goals, love of profession and obviously the more favorable attitude towards the profession.

The word attitude (from Latin, *aptus*) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct. Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Attitude is an important concept to understand human behavior. It is defined as a complex mental state involving beliefs and feelings. The attitude of teachers comes to the fore as they reflect upon the language that they use in teaching. Consciously or unconsciously, their attitudes play a crucial role in language's “growth or decay, restoration or destruction” (Baker 1988 cited in Bouzegaza, Alrasheed & Bouzegaza 2020). Studies have shown that attitudes to some extent influence work performance and commitment to tasks.



The process of a successful teaching and learning relationship always begins with the students being inspired to want to learn. This takes a teacher who is dedicated in understanding each child and his or he needs and adapting the teaching and lesson materials to suit the child's learning methods. However, when the teacher's attitude towards his work is that of indifference and nonchalance, it always shows on the child's performance. The teaching profession is one which is very sensitive as it involves centrally the shaping of minds. Which is why it is often described as a noble profession among few others.

However, recent times has shown that not everyone who goes into it for the right and noble reasons. Coupled with bad government, teachers are not given any priority or any of the preferential treatments that some other sectors like oil company worker and politicians get. They are owed months old salaries and in some dire cases years. There is hardly an academic session that goes smoothly without cases of industrial actions in form of strikes which always lasts for weeks and months. Teaching practices are considered essential to a teacher's work regimen, as they are used to develop pupils' knowledge and skills (Den Brok, Bergen, Stahl & Brekelmans 2004).

Some studies show that, in supporting pupils' cognitive development, teachers prefer to use teaching practices focused on memorising and applying previously learned knowledge, leaving the development of pupils' social skills in the background (Brackett, Reyes, Rivers, Elbertson & Salovey 2012; Uibu&Kikas2014). Teachers may also be too oriented to preparing pupils to succeed in academic tests (Fraser 2010), even though national teaching standards and curriculum suppose more versatile promotion of pupils' cognitive competencies, e.g. analytical, critical and creative thinking (Bietenbeck 2014).

However, social skills are considered a main factor in resolving problems and coping within the society (Buchanan, Gueldner, Tran & Merrell 2009; Huitt & Dawson 2011). To support pupils' social development, teachers should apply teaching practices that encourage cooperation and develop communication skills (Gillies & Boyle 2010; Muijs & Reynolds 2010). Following the contemporary concept of learning, teachers' choices of teaching practices (e.g. inter-pupil discussions, real-life applications) should form a system that supports pupils' cognitive and social development (Jennings & DiPrete 2010). Previous studies show that the practices teachers apply in their lessons may differ from those they claim to use (Fraser 2010; Teague, Anfara (Jnr), Wilson, Gains & Beavers 2012). However, little is known internationally about the teaching practices used by SBTEs, who perform two roles: first, teaching pupils, and second, supervising and setting an example of good teaching for student teachers during their school practice (Ambrosetti 2014; Sandvik, Solhaug, Lelonberg, Elstad & Christophersen 2019).

School Based Teacher Educator (SBTEs) provide examples of good teaching that student teachers can follow in their future work. It is particularly important that SBTEs select teaching practices and associated instructional goals (Uibu, Salo, Ligaste & Rasku-Puttonen 2017) that are in the best interest of their pupils. Gender segregation in the vocational orientation of adolescents has been well documented for decades in most Organisation for Economic Co-operation and Development (OECD) countries (OECD, 2006, 2012).



The persistence of gendered paths in career choices has recently been reflected in the current Global Gender Gap Report of the World Economic Forum (WEF), which states that on average men are underrepresented in the fields of education, health and welfare whereas women are underrepresented in the STEM fields (WEF, 2017).

Moreover, on the basis of the occupational aspirations of 15-year-old adolescents, the prognosis for change in gender-based disparities in occupational and academic choices suggests that gender segregation in the education and labor market will remain persistent (OECD, 2017). The persistence of horizontal gender segregation in educational and occupational fields contributes decisively to the spread of gender-stereotypic beliefs about a natural fit of women in careers in more expressive and human-centered fields and men in technical and math-intensive fields (Charles & Bradley, 2009).

The effect is that teachers lose interest in the core values of their jobs and since government is always unable to see the importance of the child's education, attention is not paid on the effect of this cycle which always ends in the teacher's lackadaisical attitude towards his or her job, on the student academic performances.

The image of the teacher has deteriorated over time according to Kafu (2010), teachers no longer enjoy the prestige that was in the past associated with the teaching profession. Information explosion and the new technologies have enabled educated persons to access information that had been exclusive for teachers.

As emphasized by studies on teacher policies (often focusing on primary and secondary education), teachers do not work in isolation; they are an integral part of much wider systems that influence their motivation, attitudes, effort and performance. Countries that seek a high quality and effective teaching force need to ensure that there is a sound overarching teacher policy; quality teacher management systems; and effective teacher professional development systems. The essence of this research was therefore to answer key questions relating to teacher trainees' assessment of teacher trainers' attitude to work and teaching practices in Akwalbom State University.

1.1 Statement of the Problem

The process of a successful teaching and learning relationship always begins with the students being inspired to want to learn. This takes a teacher who is dedicated in understanding each student and his or her weakness and the teaching and lesson materials to suit the student's learning methods. However, when the teacher's attitude towards his work is that of indifference and nonchalance, it always shows on the trainee performance.

Teaching profession is a mass occupation that deals with very many clients at the same time. Job satisfactions play a very important role in performance. Literature shows that a person with high level of satisfaction has positive attitude toward his job and therefore, good performance, while another who does not feel satisfied has negative attitude towards his job. Job satisfaction among teacher educators seems to be very low.



This is evidenced by low remuneration given to them which is not commensurate with the duties they expected to perform. As a consequence, teacher educators have taken up part time jobs (moonlighting) in others institutions thus compromising their teaching quality. Teacher educators are not adequately motivated towards their primary role which is to ensure that students become competent teachers. This arises from the reward system practiced by the university which values research more highly than teaching. The study therefore surveyed Teacher Trainees' Assessment of Teacher Trainers' Attitude to Work and Teaching Practices in Akwa Ibom State University.

1.2 Research Questions

1. What is the nature of teacher trainers' attitude to work in Akwa Ibom State University?
2. What is the pattern of teacher trainers' teaching practices in Akwa Ibom State University?

1.3 Hypotheses

The following null hypotheses were formulated and tested at 0.5 level of significance to guide the study.

There is no significant relationship between teacher trainers' attitudes to work and their teaching practices.

There is no significant influence of gender on teacher trainees' ratings of teacher trainers' attitude to work in Akwalbom State University

2. RESEARCH DESIGN

In this study, a descriptive survey design was adopted. This design was used to seek information on Teacher Trainees' Assessment of Teacher Trainers' Attitudes to Work and Teaching Practices in Akwa Ibom State University. This survey provides insight in the research problem that described the variable of interest. The descriptive survey was found appropriate because it provides useful and in-depth information to questions related to whom, what, when, why and how in relation to objectives of the study.

2.1 Population of the Study

The population of the study consisted of Faculty of Education 400 level students in Akwa Ibom State University in Mkpatt Enin Local Government Area of Akwa Ibom State.

2.2 Sample and Sampling Technique

Department of Science Education was purposively selected since this is the only department as at the time this study was conducted. The Department is also co-educational, that is both male and female trainees enrolled for teacher training programs. Simple random sampling technique based on Intact classes for all the education programs (Education Physics, Chemistry, Biology, Integrated science and mathematics) were used for the study. A total of one hundred and seventy four (174) student were used for the study.



2.3 Instrumentations

The instruments that were used for the study is titled Questionnaire on Teachers Trainers' Attitude to Work (QTTAW) and Questionnaire on Trainers' Teaching Practices (QTTTP). The instruments consisted of two sections namely: section A and B. Section A consisted of information about the teacher trainees such as gender, course of study, section B consisted of a Questionnaire on Teacher Trainers' Attitude to Work and 11- item 4 - point Likert scale while Questionnaire on Trainers' Teaching Practices was 10- item 2- point Likert scale. The Questionnaire were developed so that they can be used to assess the Teacher Trainers' Attitude to Work and Teaching Practices.

2.4 Validation of the Instrument

Three lecturers in the Department of Science Education. Akwa Ibom State University validated the instruments based on: (a) whether the content statements clearly indicate Trainers' Attitude to Work, and (b) Trainers' Teaching Practices.

2.5 Reliability of the Instrument

Reliability refers to the degree of consistency with which an instrument measures whatever it is supposed to be measuring. To ensure that the instruments measures consistently what is supposed to measure, a trial testing was carried on teacher trainees in another university in Akwa Ibom State that was not part of this study. The instrument was administered on 25 teacher trainees. The data collected were subjected to analysis using Cronbach alpha which yield reliability indices of 0.96 and 0.79 for QTTAW and QTTTP respectively.

2.6 Procedure of Data Collection

The researcher obtains the time schedule for faculty courses for all the 400 level students. The researcher informed the trainees about the exercise and then the instruments were administered to the trainees that were intact in classes, fifteen (15) minutes earlier before the lecturers comes in for the class.

3. METHOD OF DATA ANALYSIS

Data were analyzed using Mean, Standard Deviation and Frequency Count. Mean and Standard deviation were used for answering the research questions. Independent t-test and Pearson Product Moment Correlation were used to test the hypotheses.



4. RESULTS

Research Question 1: What is the nature of teacher trainers' attitudes to work in Akwalbom State University?

Table 1: Mean and Standard Deviation of Teacher Trainers' Attitudes to Work

S/N	STATEMENTS	MEAN	STD.D	DECISION
1.	Most of my trainers always come to school every day.	1.83	.683	Disagree
2.	My trainers show that they have passion for their work.	1.58	.690	Disagree
3.	My trainers find it difficult to attend to me whenever I need their advice.	1.72	.708	Disagree
4.	My trainers are research oriented.	1.69	.651	Disagree
5.	My trainers keep to their lecture time.	1.72	.642	Disagree
6.	I feel that most of my trainers lack pedagogical skills.	1.71	.669	Disagree
7.	Some of the trainers always abuse and embarrassed the trainees while teaching.	1.60	.728	Disagree
8.	Some trainers always give out handouts as they say openly that teaching the trainees is always a big stress to them.	2.80	.989	Agree
9.	My trainers' attitude to work discourages me to practice the profession after my education here.	2.82	.845	Agree
10.	My trainers work in harmony with each other in order to achieve a good working environment.	1.72	.621	Disagree
11.	I think that payment of my trainers' remuneration influences their attitude to work.	3.07	.790	Agree
Weighted Mean=2.02				

Table 1 shows the weighted mean score of 2.02 out of the maximum 4.00, which is lower than the standard mean of 2.50. This implies that the nature of teacher trainers' attitudes to work in Akwa Ibom State University was not encouraging (inappropriate).



Research Question 2: What is the pattern of teacher trainers' teaching practices in Akwa Ibom State University?

Table 2: Mean and Standard Deviation of Teacher Trainers' Teaching Practices

S/N	STATEMENTS	MEAN	STD.D	DECISION
1.	Teacher trainers always encourage the trainees to engage in higher order thinking in the classroom.	1.56	.509	Yes
2.	The trainers always interact with the trainees appropriately and encourage the trainees to interact with each other.	1.64	.492	Yes
3.	The trainers always clearly and accurately explain the procedures and content involved in the lesson.	1.64	.515	Yes
4.	Teacher trainers always respond appropriately to trainees – generated challenges.	1.42	.495	No
5.	Some of the teacher trainers do make learning activities seems useless.	1.55	.499	Yes
6.	The teacher trainers always assign challenging and difficult task to the trainees.	1.66	.498	Yes
7.	The trainers at times explain connection between present learning and later life.	1.63	.484	Yes
8.	The teacher trainers always connect learning task to the needs of the learners.	1.54	.510	Yes
9.	They consider the differences in backgrounds, experiences, and capacities of students in designing learning activities.	1.57	.507	Yes
10.	Some of the teacher trainers lack teaching pedagogy and skills.	1.47	.501	No
Weighted Mean=1.56				

Table 2 shows the weighted mean score of 1.56 out of the maximum 2, which is slightly higher than the standard mean of 1.50. This implies that the pattern of teacher trainers' teaching practices in Akwa Ibom State University was fairly good (slightly above average).



Hypothesis 1: There is no significant relationship between teacher trainers' attitudes to work and their teaching practices

Table 6: Pearson Product Moment Correlation (PPMC) of Relationship between Teacher Trainers' Attitude to Work and Teaching Practices in Akwalbom State University

Variables	Mean	Std. D	N	df	r	P-value	Remark
Trainers' Attitude to Work	22.28	4.594	174	172	-.062	.418	N.S
Teaching Practices	15.70	2.446					

*N.S. means Not Significant

Table 6 revealed that there was no significant relationship between teacher trainers' attitudes to work and their teaching practices ($r=-.062$; $P>.05$). Hence, hypothesis 1 was not rejected.

Hypothesis 2: There is no significant influence of gender on teacher trainees' ratings of teacher trainers' attitude to work in Akwalbom State University

Table 7: Independent t-test of Teacher Trainees' Ratings of Teacher Trainers' Attitudes to Work by Gender

Gender	Mean	Std. D	N	df	t	P-Value
Male	22.53	5.244	57	172	.489	.625
Female	22.16	4.261	117			

Table 7 showed that there was no significant influence of gender on teacher trainees' ratings of teacher trainers' attitude to work in Akwalbom State University ($t=.489$; $df=172$; $P>.05$). Hence, hypothesis 2 was not rejected.

5. DISCUSSION OF FINDINGS

The results in table 1 revealed that the nature of teacher trainers' attitude to work in Akwa Ibom State University was not encouraging. This result learnt credits to previous scholars (Malike, 2013), Omolara and Adebukola (2015) who conducted the research on teachers' attitude and reported negatively on the attitude of teachers. According to Carpenter, et al (2013), the attitude is consequently "part of who they are" and the expression of that attitude communicates important things about that person to others. This information can served as a positive or negative example to the trainees as the view their trainers as a model to emulate during the course of their professional



teaching training.

A positive attitude undoubtedly improves the chances of success. On the other hand, those which relate to the negative attitude can tend to create conflicts and tension with others.

The result in table 2 revealed also that the pattern of teacher trainers' teaching practices was fairly used (slightly good). This study was in line with Guzman (2018) who conducted a research and reported that the professors interviewed enjoy teaching, seek to develop good interpersonal relationships with their students, master the pedagogical aspects and specific contents of their subjects, teach with clarity, display peculiar manners of pedagogical thinking, are committed, responsible and carry out actions to facilitate their students' learning by applying different strategies, creating an atmosphere conducive to learning. The professors' teaching goals are achieving student learning and educating students, thus making their teaching practice effective.

One of the main challenges of university classroom teaching is achieving, significant, profound and complex student learning, in which the concepts taught are retained and not forgotten the next semester (Carlos, et al, 2015). The objective of good teaching practices is the encouragement of critical thinking. This contrast, with the limited teaching methods used by university professors in which lecturing is synonymous with teaching efficiency.

Result in table 3 shows that teachers trainers' attitude to work was negatively related to their teaching practices. In table 6, the result also shows that there was no significant relationship between teacher trainers' attitude to work and their teaching practices. Reporting from a different dimension, Bawah&Nisir (2021) conducted a research and reported that there was a positive relationship between general attitude of lecturers and performance of lecturers.

Lecturers' performance is the ability of the lecturer to impart the relevant knowledge and skills necessary using appropriate strategies and methods always over a period of time to enhance strategies and methods over a period of time to enhance students' learning and performance in class. All over, teacher trainers are celebrated as the most influential human resources in our terrestrial institution and the correlation between their attitudes to work and their teaching practices. The most important reason is not only to help teacher trainers improve on the attitude to work but also to assess how well are their teaching practices.

Result in table 4 shows that there was no difference in the rating of male and female teacher trainees' of teacher trainers' attitude to work. Also table 7 there was no significant difference on the influence of gender on teacher trainers' attitude to work. This finding was in line with Shakoor&Farrukh (2018) who conducted a research on gender and teacher attitudes and found that the attitude was not a favorable one. Agcam and Babanoglu (2016) reported that teachers with positive attitude toward their profession performs better in the teaching-learning process which in turn motivates them. These increases teachers participation in academic activities in their schools and enables them to communicate more effectively with colleagues, students and parents.



6. RECOMMENDATIONS

In view of the above findings, the researcher made the following recommendations:

1. Teacher trainers' should improve on their attitude to work and teaching practices.
2. Teacher trainers' should try their best to put quality efforts in the training of the teacher trainees because the trainees will also become trainers of leaders of tomorrow.
3. Quality Assurance section of the training institutions should wake up to their responsibilities in ensuring thorough supervision of academic staff and other personnel.
4. The training institutions should ensure that they provide development programs for the academic and non-academic staff for the development of favorable attitude to work and effective job performance.

7. CONCLUSION

The results obtained from this study showed that: The nature of teacher trainers' attitudes to work in Akwa Ibom State University was not encouraging (inappropriate). The pattern of teacher trainers' teaching practices in Akwa Ibom State University was fairly good (slightly above average). Teacher trainers' attitude to work was negatively related to their teaching practices. There was no difference in the ratings of male and female teacher trainees of teacher trainers' attitudes to work in Akwa Ibom State University. There was no significant relationship between teacher trainers' attitudes to work and their teaching practices. There was no significant influence of gender on teacher trainees' ratings of teacher trainers' attitude to work in Akwa Ibom state University. If quality and expected outcomes through science education would not be a mirage, teacher trainers' need to give a serious attention to their attitude to work and teaching practices.



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