

TEACHING PRACTICE AND ITS EFFECTIVENESS IN TEACHERS TRAINING CURRICULUM

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Abstract

This study examined teaching practice and its effectiveness in teachers training curriculum. It was a research design of survey type. Respondents consisted of 200 Undergraduates. A self-developed questionnaire titled “Teaching Practice and Teacher’s Training (TPTT) “was used for data collection.

The findings revealed that there is a significant correlation between lecturers supervision and student performance. The findings revealed that there was no significant difference between teaching performance of male and female student-teachers. Finally, the findings revealed that there was a difference between teaching performance of 300-Level and 400-Level student-teachers.

The study concluded that teaching practice has great effect on the teacher profession output and the curriculum.

It was therefore recommended amongst others that Lecturers should be trained to be objective rather than be subjective in supervision and grading. Both male and female teachers-in-training should be encouraged to put on seriousness during teaching practice.

Introduction

Teaching practise is one of the most important problems of teacher training. It is a practice that will expose the student-teachers to the practical aspect of teaching and enable them practice theoretical skills they attain through the classroom activities with their lecturers.

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**Related declarations are provided in the final section of this article.

Any student undertaking a professional course in the field of education is bound to go through teaching practise. That is where the student-teachers professional training programme comes in where they are introduced to the real school and classroom situation that they may be permitted to employ their mastery in the actions of teaching. The teaching practise is designed in such a way that it gives the student-teachers the chance to practise in theories that are relevant to the principles and practise of education that the learners have studied. It is a basic professional requirement as well, otherwise, the student-teacher does not stand to qualify as a teacher. This then leads to the fact that it should be accorded due attention and its goals to teacher training achieved. Not only should the student-teacher be subject to the process of teaching practise, but teaching practise subject to the student-teacher in order to make sure that its goals and objectives are not thwarted. Even the student-teacher is regarded as part of the school system thus, must take part in the entire teaching operations within the school system up to the end of the exercise.

The teaching practise makes the student teacher become exposed to the real school/ classroom setting where he gets some practical work with the art of teaching, and also become accustomed or acclimatised with the social conditions of the institution. They should, however, participate in every teaching process within the school system, however, the primary concern is to deliver valuable educative information to the students in any manner necessary before they learn. This study has been implicated with the effect of teaching practise on student teacher in all the implications. That is, academic, social and personality effects. Because the fact that teaching skills are acquired and developed in practise and reflection is the feeling that is central to the critique of the teaching practise and that the process is an ongoing one, as the student-teacher receives his or her initiation and the mature teacher sets a new and more complex teaching objective.

The teaching practise in the undergraduate level follows a period of two terms of a period of six weeks each during which the students are expected to be involved in all the school life aspects that include teaching, testing, examination, academic societies and co-curricular activities. However, the six criteria during the teaching in this research also involve, plan of the lesson, the teaching aids/ devices, lesson conduct, subject matter knowledge, classes management and personality of the teacher. As anticipated the teaching performance can be rated as poor, fair, good, very good or excellent according to the commitment by the individual towards the exercise.

Basically, the student teachers will be expected to structure their lessons with this. Flexibility is grounded on quality planning and provides the teacher with the frame and safety (Pollard, 2021). The lesson plan includes the building of clear and attainable learning outcomes, organize the contents and technological dialect of instruction. Learning objectives can be defined as a statement of what the teacher desires that the students learn with regards to skills, knowledge and understanding. Learning objectives are the most important planning resources of the teacher since without clear and concise objectives, which are linked to particular activities, the teacher does not have much ground upon which to set the purpose of a task to the learner or assess the performance of learners (Pollard, 2021). It is noted however that too many goals per lesson are likely to fail the teacher in narrowing down to the primary learning that should be achieved. Better said, the lesson content is supposed to be organized in a chronological order to provide the instructional steps that must be followed by the teacher so that nothing is omitted in the lesson.

It is true beyond doubt that every subject has its technical jargon which is entangled in the process of thinking, speaking and writing. As a matter of fact, Wells (2024) notes that students learn through the language and explain their comprehension about subject matter through language. The student-teachers then have the responsibility to apply the appropriate terminologies to their lesson plans so as to instill new pattern of thinking and comprehension to their students. The teaching aids literature has acknowledged that the effective implementation of relevant and quality teaching aids by the teachers can facilitate the advancement of their perceptive talents hence stimulating their interest, reducing anxiety, and boredom (Abdullahi, 2022).

Indeed, the experience shows that students of the present age can hardly feel comfortable to learn concepts in abstract. When instructions are given in tangible materials, i.e. charts, models, scientific equipment, video and audio cassettes, radio, television, projectors, multimedia information and communication technology (ICT) resources among others, chances are that they will enjoy learning. These various media are paths of enriching and deepening the lesson and making inaccessible the first hand experiences that may help each student to observe and indirectly experience other environment. The student-teachers are supposed to be in a position to identify and apply the most effective teaching aids to illustrate and clarify the objectives of the lesson to ensure that the learners could understand the importance of every concept.

Even the perception of teaching is that changes in students should be positive (Ryan and Couver, 2022). The ability to teach, however, is innate in individuals that is what should be trained and practised. The assumption is that a teacher can be at his or her best when he or she can pass the knowledge acquired over the years and create a positive change in behaviour of the learners. But it asks so much of the attention of a teacher to teach meaningfully that an element which is essential to the teaching-learning process will not be lost. Concisely, the behaviour of any motivating lesson will involve relevant, relevant and creative introduction, structured presentation that is interesting and inspiring to the students as well as explanation of the learning objectives to the students. It involves also the application of language and dictations that are respectful among the learners, even distribution of quality questions that challenge or arouse curiosity of the learners. In addition, the lesson will require the active involvement of students. This means that teaching and learning must be more learner-oriented and less instructor-based (Seweje, 2023) in a way that the learners would be able to tackle their problems more interestingly, and discuss various concepts and build a lot of confidence, the skills and competence to deliver satisfactorily in the subjects. Moreover, the lesson will probably be enjoyable in the amount of teaching techniques (demonstration, discussion, and a practical activity), effectively, the use of chalk or magnetic board to illustrate the ideas, significant evaluation of the achievement of the learners, summary of the lesson and the post-lesson activities.

Alexander, Rose, and Woodhead (2022) say that the subject matter knowledge is an essential component in any part of the teaching process: in planning, assessing and diagnosing, task setting, questioning, explaining and giving feedback.

To be more specific, Shulman (2023) differentiates three categories of subject matter, that is, content knowledge, meaning knowledge of the subject that the teacher possesses, pedagogic content knowledge, meaning knowledge of how to use content knowledge to teach, and curriculum knowledge, which refers to knowledge of curriculum structures and materials, and ways to use them in classroom contexts effectively. As is to be anticipated, the teachers ought to make judgements on how to impart knowledge, concepts, skills and orientations on whether the objectives of the lesson will be actualized. Watt (2020) suggests that there seems to be a certain consensus regarding the fact that when educators are well versed in the material matter of interest, chances of helping learners to generate experience that actually generates learning are very high.

Adelman and Taylor (2022) agree that classroom management efficiency also means classroom organisation in such a way that facilitates effective classroom management, classroom problem observation, good behaviour rewarding, negative behaviour rewarding, establishing clear learning goals, showing individual interest in students, portraying assertive actions by an instructor, high-need-student understanding.

Indeed, as Ferguson (2021) points out, the teachers are in a position to control the classroom, explain complex concepts, make the students work hard and think hard, teach the lesson in a manner that would capture their attention, debate their ideas with them and help them to connect the lessons with the other ones in the classroom, the students are likely to attend more and learn in a more holistic manner. This is intuitive to the fact that students can hardly learn in an unconducted and disorganised classroom. It is only indirectly that teachers of other species will be expected to follow the golden rules of managing the classroom to achieve the objectives of the lesson, and that high levels of discipline be instilled to the teaching-learning process.

In the educational research (Erdle, Murray and Rushton, 2023), personality or self-identity of the teacher is one of the most related topics to the classroom discipline and effective teaching. Essentially, it is always confined to the fact that the personality of the teacher is only bound to create good learning or to ruin a good only planned lesson. Along with exaggeration, there are also high possibilities that a teacher who portrays himself or herself admirably in the classroom, is confident enough to project and assert self, enthusiastic during lessons, is emotionally stable in all circumstances and is and will be amiably mannered when communicating with the learners and is eager to learn, may leave positive imprints to the minds of the learners and consequently inspire them to learn and achieve satisfactorily.

Kappan (2021) Good teachers never think negatively of their students no matter their background and conditions. He/she is a seasoned educator and is aware of how students respond to success by subsequent success. Nevertheless, care, mutual respect and well-placed optimism are not everything that teaching is. It involves knowledge and practical skills, ability to make informed judgements, and balance between pressure and challenge, practise and creativity, interest and effort and an appreciation of children learning and development.

Oyekan (2000) suggests that teaching is a noble profession; one that requires maximum level of responsibility. It is a creative, psychologically exciting and satisfying practice and, therefore, the barriers to joining the profession should be equally stringent. Effective

practitioners can make teaching appear simple and still they have mastered their competent and have refined them through training, practising, evaluation and even their colleagues.

The essential role of education in productive human existence is the stronger basis of our collective confidence in sustainable development and armor. Nigeria is a country that is endowed with both human resources and national resources that can be utilized as building material to form an awesome and virile nation. With the high potential of active citizenry with great fertile land, water, and mineral resources, Nigeria has sufficient potentials in development projects of adequate political leadership and flourishing economy. The government is bound to tap into the pooling power and perception of the current professions that are blessed with the most valuable in the society.

Colorful economy and an equilibrium of polity including instructional ability that would relieve the weariness of teaching and joyful learning and clarity of mind will allow teachers to become a viable agent of sustainable quality education and flourishing community able to enhance the higher accomplishment of students in activities in the class-room. Finally, teacher quality would definitely be enhanced which would introduce quality assurance to the teaching career.

Statement of the Problem

It is depressing that student-teachers in most cases are failing to pursue the objectives of teaching practise in teaching practise curriculum of teacher training in Nigeria even though there are so many benefits embedded in the teaching practise. The process of teaching practise is sometimes a demoralizing and sometimes a very intimidating affair. These experiences as the student teacher have made me realize that majority of the students who have undertaken the teaching practise believe it to be mainly an evaluative programme that will only give them a grade and do not bother that they too are supposed to go out to the field and practice. This rendered it that the student-teacher a bid must perform a good task in front of the supervisor to get good grades necessitate presentation and application of teaching aids, chalkboard, diagrams and sketches and reverse is almost inevitable when not in supervision.

It has also come out that students-teachers in the first stage of the exercise are highly energized though after few days progress, one realizes that the student-teachers soften in approach and no longer seem to be eager to do their best any more. Their reason is that they have survived the torture of teaching practise, but they go to such pains to make it so much more of a

burden than a profitable enterprise. It now becomes, how ready (mentally) are they to apply any of what they have been taught, when they take up full-time teaching, with the full knowledge that it was in lieu of academic reward that they worked hard in front of the supervisor. On the contrary, teaching practise is expected to help them to evolve teaching habits so that teaching process becomes part of them. Any challenges and threats to teaching profession need to be detected and tackled with a high level of confidence as additional connections with other professional bodies in the country are established.

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

HO1: Lecturers supervision and student performance are not significantly correlated.

HO2: Male and female student-teachers do not differ significantly in the teaching performance.

HO3: No significant difference exists in the performance of teaching 300-Level and 400-Level student-teachers.

Methodology

The research design used in this study was a descriptive survey research. The sample was all undergraduates in tertiary institution in Ondo State. The study sample was comprised of 200 undergraduates in Ondo State. A self-administered questionnaire titled Teaching Practise and Teaching Curriculum was used in the collection of data. 200 questionnaires were given and returned. Questionnaire draught was revised to ensure that ambiguous ones and irrelevant items were eliminated to make the study successful. The coefficient of reliability was 0.63. Inferential statistics were used to analyse the data obtained on the study.

Results and Discussion

Research Hypothesis One: Lecturers supervision and student performance are not significantly correlated.

Table 1: Test of correlation between lecturers supervision and student performance

Variable	N	Mean	Std. Deviation	Df	t-cal	p-value
Lecturer supervision	61	3.00	.183	198	1.77	0.000

Student performance	39	3.05	.250			
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Table 1 indicated t-calculated of 1.85 that is higher than the tabulated value. Thus, the null hypothesis is rejected. This means that lecturers supervision and student performance had a strong relationship.

Research Hypothesis Two: Male and female student-teachers do not differ significantly in the teaching performance.

Table 2: Test of difference between teaching performance of male and female student-teachers.

Performance	N	Mean	Std. Deviation	Df	t-cal	p-value
Male	61	3.00	.183	98	1.44	1.764
Female	39	3.05	.250			

Table 2 showed that t-calculated 1.764 is larger than the tabulated value. Thus, the hypothesis is accepted. This means that no significant difference was seen in the performance of male and female student-teachers in teaching.

Research Hypothesis Three: HO3: No significant difference exists in the performance of teaching 300-Level and 400-Level student-teachers.

Table 3: Test of difference between teaching performance of 300-Level and 400-Level student-teachers.

Variable	N	Mean	Std. Deviation	Df	t-cal	p-value
300L	61	3.00	.183	98	0.89	0.000
400L	39	3.05	.250			

Table 3 showed t-calculated of 1.85 which is greater than the tabulated value. Therefore, the hypothesis is rejected. This implies that there was a difference between teaching performance of 300-Level and 400-Level student-teachers.

Discussion of findings

The hypothesis one results revealed that lecturer supervision and student performance have a significant correlation. This is in line with Ehindero (2024) Teaching one of the most influential jobs in the world. In their day to day work, teachers can and do wield huge differences in the lives of the children. Directly, through the curriculum taught, indirectly, through their

behaviour, attitude, values, their relationships with and interest in pupils. Besides, Oyekan (2000) asserts that the teaching profession is noble and should be approached with utmost responsibility. It is a creative, demanding and satisfying career and thus the demands to join the profession should be demanding as well. Skilled practises can convince that teaching is simple but they have developed their competent and perfected them with training, experience, judgement and education of the other workers.

The second hypothesis was determined not to exist in any significant difference in the performance between male and female student-teachers in the teaching context. This is according to Tricart (2020), Education is the backbone of any society. Any nation playing with education is, therefore, definitely sitting on a keg of gunpowder and this definitely is bound to explode. Learning requires the teacher as the prime actor in the pursuit of accomplishing education goals in a particular country. Some of the basic tools that give this a reality in producing productive citizens are effective teaching and pleasant learning. A successful teacher is a synthesis of the professional roles and attributes of the teachers that are multi-dimensional. The moment a good teacher brings his/her best and aspirations of a better society on his/her teaching, he/ she would be an uncommon sensitive professional who would consistently count him/herself as the one the educational success or failures of his/her cared children.

The three findings of hypothesis revealed that there was a difference in the performance of 300-Level and 400-Level student-teachers. This agrees with Kappan (2021) Good teachers never give up hope on what their students can achieve despite their origins or circumstances. They know how pupils respond to their achievement leading to success. Teaching is not only nurturing, mutual respect and well-directed optimism. It involves knowledge and practical skills, capacity to make informed decisions as well as dealing with pressure and challenges, practising and being creative, demonstrating interest and work as well as understanding how children learn and develop.

Conclusion

The researchers concluded that teaching practise immensely influences the output of teacher profession and the curriculum. One of the most significant things in teacher education is teaching practise. It is a practise that is meant to introduce the student-teachers to the real side of teaching profession and also to allow the student-teachers practise the theoretical knowledge that they have learned in the classroom with their lecturers.

Recommendations

1. The lecturers are to be trained to be objective instead of subjective in the supervision and grading.
2. Male and female teachers-in-training are supposed to be encouraged to wear seriousness in teaching practise.
3. The 400L students are expected to act as role models to 300L that are only doing teaching practise as a first year.

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