



**JOURNAL OF RESEARCH AND
DEVELOPMENT IN EDUCATION**

(JORDE)

VOL. 6, NO.1, 2016

**AN OFFICIAL JOURNAL OF THE INSTITUTE OF EDUCATION
AND PROFESSIONAL DEVELOPMENT, UNIVERSITY
OF UYO, UYO AKWA IBOM STATE, NIGERIA.**

PRE-SERVICE TEACHERS' PREPARATION AND VALUE ORIENTATION FOR EFFECTIVE CURRICULUM DELIVERY

Theresa M. Udofia

Abstract

The invaluable role and contributions of teacher education to the development of individuals, society and a nation calls for stock taking in the training processes. This study x-rays the impact of training and steps necessary for the development of desirable values by pre-service teachers. To guide the study, three research questions were formulated and answered. The sample for the study consisted of 120 pre-service teachers drawn from 400 level education students in the Department of Teacher Education, University of Ibadan. Purposive sampling technique was used. The instrument for data collection was the Students' Value Oriented Questionnaire (SVOQ) with 50 items which was validated and used to collect data. The data generated were analysed using means and standard deviation. The results indicated that pre-service teachers agreed to the desirable values in motivating and enhancing curriculum delivery and that training had impact to a very great extent on the development of desired values. The result also revealed the possible steps that could be taken to effectively prepare the mind-set of pre-service teachers morally and physically for successful teaching career. Based on the findings, it was recommended that positive moral values should be encouraged during the training of the Pre-service teachers.

Keywords: Pre-service teachers, teacher preparation, value orientation, effective curriculum delivery.

Introduction

Teacher preparation in Nigeria is handled by Colleges of Education and Faculties of Education in Universities. It is the responsibilities of these citadels of learning to train, mold character and inculcate knowledge, skills, desirable values and attitudes in pre-service and in-service teachers through their different course offerings for effective achievement of the goals and objectives of teacher education. In Nigeria, the National Policy on Education had been reviewed to include the general improvement and encouragement both in character and knowledge so as to make teachers' preparation effective, relevant and robust. According to the Federal Republic of Nigeria (2013), National Policy on Education, the goals of teacher education among others are to produce highly motivated, conscientious and efficient classroom teachers for all levels of educational system as well as enhance teachers' commitment to the teaching profession. The policy focus demands a continuous and life-long process of imparting new techniques, knowledge, skills and values using efficient curriculum structure and holistic training to make pre-service teachers relevant in the teaching profession.

UNESCO (2015) defines teacher education as the policies and procedures designed to equip prospective and practicing teachers with knowledge, attitudes, behaviours and skills required to carry out their mandate. The curriculum of schools be it at the basic or higher level of education is to equip students with knowledge, skills, attitudes and values such as honesty, perseverance, objectivity, and team-spirit necessary for the individual to contribute meaningfully to the economy (Okebukola, 2008). In any formal education system therefore the teacher is crucial to effective implementation of the curriculum and so requires adequate preparation for better productivity.

Theresa M. Udofia lectures in the Department of Science Education, Faculty of Education, University of Uyo, Uyo.

According to Omojuwa (2007) the teacher is a critical resource for effective implementation and realization of the curriculum at the practical level of the classroom. Curriculum as defined by Ivowi (2008) is a tool designed for educating a person to change behavior, action and values. Hence, the pre-service teachers serve as catalyst to facilitate the effective implementation of the curriculum. This invariably demands that pre-service teachers ought to be holistically trained in knowledge, skills and values for effective delivery in the business.

Teacher preparation is defined by Oduolowu (2008) as preparation programme for prospective teachers who attend to obtain teaching certificate. The communiqué of the 1983 Bagada seminar on "Quantity and Quality of Nigeria Education" as cited by Oduolowu (2009) stressed that teachers are the main determinant of quality in education and if they are apathetic, uncommitted, uninspiring, lazy, unmotivated, immoral, and anti-social, the whole nation would be doomed. Besides teacher's instructional leadership role, the teacher exerts a lot of influence on the character formation and the process of socialization of the students within the learning environment (Oduolowu 2009). Similarly, Adesoji and Olatunbosun (2008) posited that teachers are role models whose behaviours can easily be mimicked by students, and so whatever values the teacher demonstrates before the students as behaviours could directly or indirectly influence students' moral values. Therefore, teacher's negative behavioral pattern can mar meaningful learning by the students no matter how effective the instructional delivery may be. Hence pre-service teachers need value orientation to expose them to the ethics of the profession.

In every society, a profession has acceptable values and ethics which are aimed at promoting human dignity and positive behavioral pattern for the benefit of the individuals, the profession and society at large. Value orientation in this study can be described as the process or activities through which pre-service teachers are exposed to the relevant and desirable values during training. As pointed out by Okebukola (2008) all teachers in colleges of education and university faculties of education should be exemplary in dressing and conduct but regretted that majority of the lecturers are poor role models for teacher trainees. Potential teachers with values as noted by Amosun and Ayo-Uaughan (2011) can only be found in institutions of learning that nurture and promote rationality. Teaching behavior is largely influenced by how teachers themselves were taught while in training. Adesoji and Olatunbosun (2008) opined that pre-service teachers maintain an orientation about teaching that is similar to what they were taught by the teachers and the programme. Meaning that effective teacher preparation with focus on knowledge, skills acquisition and character development is tantamount to producing quality teachers. Pre-service teachers, therefore, should not only pass stipulated courses on content knowledge but as a matter of urgent need exhibit a high level of personal conducts appropriate to teaching profession.

Values is viewed by Bolarin (2005) as traits, practices, acts, ideas, beliefs, attitudes and principles that a group or society consider as worthwhile, acceptable or right. Also, values according to Esu and Enu (2011) are ideas that guide or qualify individual's personal conduct, interaction, and involvement with others. Values can therefore be considered to be the acceptable social and scientific behaviors or skills that can positively influence behavior pattern of pre-service teachers for good job performance. Values are psychological traits that can be encouraged, acquired, shared and demonstrated by an individual. As noted by Opara (2008) an educated person is not only determined by the length of schooling, volume and quality of knowledge but also by the mindset and self comportment of the individual

There are however glaring evidences of social vices that show value-disconnect between teachers, students and the society. These are events, some very horrifying plaguing the schools and have demonstrated the necessity for universities and faculties of education to take serious concern about the preparation of pre-service teachers. Social vices such as youth restiveness, examination malpractice, kidnapping, corruption, cultism, cyber crimes, insurgency, militancy and political thuggery, rape among others could be traceable to the level of value orientation given to students at

home and school. Oche (2014) is of the opinion that a morally corrupt teacher could corrupt some good behaviors students have learnt from homes. Also, Tukur (2004) observed that an error in educating a child or an individual could become a perpetual and mortal error which could be dangerous to subsequent generations if not checked. It would be right therefore, to emphasize that pre-service teachers as future role models should be mentored and trained to be morally responsible.

Challenges of Teacher Education.

Teaching all over the world is a profession that demands a lot of resources and appropriate training of human resource in terms of knowledge, skills, attitude and values for effective implementation of educational programme. Pre-service education is the training provided to student-teachers to become professional teachers before they undertake any teaching employment. In other words teacher education can be described as a train the trainers programme and there is need for regular stock taking in the training processes. Studies have shown that teacher education programme in Nigeria is bedeviled with issues. For example, Okebukola (2008) identified lack of culture of peace and attitudinal reforms, lack of performance indicators, poor development of curriculum for enhanced relevance, and lack of courses for caring among others in teacher education curriculum. In another report, Okey (2012) reported of poor curriculum content delivery and low motivation which are linked to poor teacher preparation. Enumerating the daunting problems in teacher education institutions in the country, Moronkola, Adegbile and Moses (2004) noted moral decadence, poor funding, obsolete teaching materials, unfit teacher trainees and poor teaching practice exposure among others.

Also, UNESCO (2011) identified lack of capacity to articulate and sustain gender-sensitive teacher education practices and culture as one of the problems militating against teaching profession. An effective curriculum delivery should include gender equality as an outcome of teaching and learning process and teachers have been identified as key to promoting gender equality through courses in the curriculum and pedagogical approaches. Okey (2012) argued further that teacher training process is the foundation of quality and relevance of curriculum for Nigeria to meet the national goals and objectives of education. These challenges call for a re-think about teacher education with the focus of equipping pre-service teachers with adequate knowledge and values for effective job performance irrespective of gender. It is on this premise that this study investigated the impact of teacher training in inculcating desirable values in pre-service teachers for effective curriculum delivery.

Research Questions

1. What values are considered desirable for pre-service teachers to imbibe for effective curriculum delivery?
2. To what extent does training impact on pre-service teachers in developing desirable values for effective curriculum delivery?
3. What steps could be taken by faculty of education and the department to promote the development of desirable values orientation in pre-service teachers for effective curriculum delivery?

Research Method

The study was a descriptive survey study which employed ex-post facto design. The questionnaire titled 'Students Value Scale Questionnaire' (SVSQ) was used for collecting data. A total of 120, 400 level pre-service science teachers for 2014/2015 session in the Department of Teacher Education, University of Ibadan, Ibadan participated in the study. The University and the department were purposively selected as a Federal University of long standing and which has trained many science and non science teachers. The 400 level students were considered suitable for the study because it was assumed that they have been extensively exposed to different course offerings and lecturers both at the Department and Faculty levels.

A questionnaire titled 'Students' Value Oriented Questionnaire' (SVOQ) was developed to collect data on desired values by pre-service teachers. The (SVOQ) questionnaire consisted of three sections namely A, B and C. Section A contained 25 items on desirable values that pre-service teachers should imbibe. The response options were strongly agree, agree, disagree and strongly disagree with nominal values of 4,3,2,1 respectively. Section B contained 15 items which elicited information on the extent of impact of training on pre-service teacher's development of desirable values for effective curriculum delivery with the response options of Very Great Extent, Great Extent, Less Extent and Very Less Extent. Section C had 10 items on the steps that should be taken by the Faculty, Department and lecturers to promote the inculcation of desirable values to pre-service teachers during training. The response options were strongly agree, agree, disagree and strongly disagree with scores of as 4, 3, 2 and 1 respectively. The instrument was peer reviewed to ensure content and construct validity and was also subjected to reliability test using Cronbach Alpha method which yielded 0.83 considered high enough.

One hundred and twenty copies of the instrument were administered to respondents and a total of 103 copies were filled and returned. Data collected were analyzed using means and standard deviation. The interpretation of mean rating was based on the criteria thus: For section A and C, where an item had a mean value of 2.50 and above, it was regarded as agreed upon. For section B, the upper and lower limit of four point scale was applied as follows: 3.00-4.00 = very great extent; 2.50- 2.99 = great extent; 2.00- 2.49 = less extent; and 1.00- 1.99 = very less extent.

Results and Discussion of Findings

Research Question One

What values are considered desirable for pre-service teachers for effective curriculum delivery?

Table1: Desirable values for effective curriculum delivery among pre-service teachers N =103

S/N	Pre-Service Teachers Desirable Values	Mean	Std.	Decision.
1	Honesty in all dealings	3.66	.49	Agreed
2	Commitment to work	3.74	.45	Agreed
3	Showing respect to students and fellow staff	3.56	.53	Agreed
4	Exhibiting discipline in manner of carrying out duties	3.56	.63	Agreed
5	Fairness in treating students matters	3.58	.61	Agreed
6	Being hot-tempered while dealing with students	1.28	.56	Disagreed
7	Showing team-spirit in working	3.45	.60	Agreed
8	Always being neat and simple in dressing	3.55	.49	Agreed
9	Being authoritative in decision taking.	2.15	.90	Disagreed
10	Always punctual to class and other activities	3.66	.58	Agreed
11	Abusive in talking	1.20	.54	Disagreed
12	Always regular to work	3.63	.59	Agreed
13	Showing laissez-faire attitude over matters	1.72	.83	Disagreed
14	Always hard working to achieve desired goal	3.65	.53	Agreed
15	Mentoring others	3.66	.47	Agreed
16	Showing tolerance with students' matters	3.36	.70	Agreed
17	Being lazy about work	1.27	.62	Disagreed
18	Friendly with students and colleagues	3.28	.58	Agreed
19	Motivating students to learn	3.68	.52	Agreed
20	Being boastful about achievement	3.02	.67	Agreed
21	Humorous while teaching	3.72	.46	Agreed
22	Creative in teaching	3.42	.70	Agreed
23	Apathetic about students problems	1.23	.50	Disagreed
24	Using vulgar words when provoked	1.56	.78	Disagreed
25	Showing in- subordinate to constituted authority	1.59	.67	Disagreed

Data in Table 1 show that of the 25 items, 17 items (1,2,3,4,5,7,8,10,12,14,15,16,18,19,20,21,22) were agreed upon by respondents as desirable values for effective curriculum delivery by pre-service teachers while 8 items (6,9,11,13,17,23,24,25) were not agreed upon as desirable values for effective curriculum delivery. From the result, it is obvious that the majority of the values were desirable by Pre-service science teachers for effective curriculum delivery in the school system.

Research Question Two

To what extent does training impact on pre-service teachers in developing desirable values for effective curriculum delivery?

Table 2:

Extent of impact of training on pre-service science teacher's development of desirable values for effective curriculum delivery

S/N	Items of impact	Mean levels	Decision
1	I am committed to my studies because of the knowledge and values gained from lecturers.	3.29	VGE
2	I am always punctual to classes because my lecturers are time conscious and always punctual.	3.03	VGE
3	I speak politely to people now than before because of the impact of value decorum developed during my training	3.06	VGE
4	I have learnt to dress simple but neat from my lecturers' appearance and consistency.	2.71	GE
5	Honesty is my watch word because of positive value instructions during my training.	3.50	VGE
6	My training has impacted on me to make polite statements like "I'm sorry sir" when the situation warrants it for peace.	3.17	VGE
7	I respect other people's views when we are learning so I don't shout others down even on provocation.	3.48	VGE
8	I am motivated by my lecturers to be hard working by their hardworking attitude.	3.46	VGE
9	Training has helped me to develop team-spirit.	3.41	VGE
10	I am lazy when it comes to education courses because of unfriendly behavior of lecturers	1.66	VLE
11	Education courses have helped me to be self disciplined.	3.32	VGE
12	My course of specialization has infused the spirit of creativity in me	3.53	VGE
13	My education lecturers are my role models when it comes to team-spirit.	3.08	VGE
14	I am laissez- affaire about my behavior because no student has ever been rewarded for good behavior.	1.72	VLE
15	I am apathetic about others affair because of unfriendly attitude of lecturers towards students.	1.88	VLE

Data presented in Table 2 reveal that 11 out of 15 items of extent of impact of training on pre-service teachers in developing desirable values for effective curriculum delivery had mean value between 3.00 - 4.00 indicating very great extent of impact meaning that training great impact. One (1) item had mean value between 2.50 -2.99 while three (3) items (10, 14, 15) had mean value between 1.00-1.99 indicating less impact of training. Deduction from the analysis shows that training has impact to a very great extent on pre-service teachers in developing desirable values for effective curriculum delivery.

Research Question 3

What steps could be taken by faculty of education and the department to promote the development of desirable values orientation in pre-service teachers for effective curriculum delivery?

Table 3: Steps that could be taken by the Department and Faculty to promote values orientation in pre-service teachers

S/N	Items of Steps.	Mean	Std	Decision
1	Seminar should be organized on value development in the department at least once in every semester during the training period.	3.76	.60	agreed
2	Value and altitudinal development club s should be established for students in the department.	3.09	.87	agreed
3	The faculty should organize seminar for old and new students every semester on value development.	3.28	.83	agreed
4	During orientation exercise, pre service teachers should be exposed to appropriate behavioral patterns expected of a teacher.	3.35	.61	agreed
5	An award should be instituted in the department for students with value decorum.	3.65	.57	agreed
6	During students' registration in the department, guides on appropriate value conduct should be given.	2.79	.87	agreed
7	During students' week, a day should always be set aside for seminar to motivate students on positive value development.	2.71	.86	agreed
8	Lecturers emphasize desirable values during teaching so a s to encourage good behavior in education profession.	3.32	.65	agreed
9	The classroom atmosphere should be secured and friendly for development of right values during training.	3.68	.52	agreed
10	Right values should be learnt by examples and school should encourage it in teaching.	3.73	.46	agreed

Data in Table 3 show that all the 10 items of the for the steps faculties, departments as well as lecturers could take to promote values development by pre-service teachers had mean values above 2.50 cut off point. Inference from the analysis is that the steps could have a far reaching effect on the development of appropriate values by pre-service teachers effective curriculum delivery in the school system.

Discussion of Findings

Table 1 showed the pre service teachers desirable values to be effective in curriculum delivery. The findings revealed that, though institutions may be as pervasive with varying standards and quality from one nation to another, moral standards among teachers still form the foundation for achieving meaningful learning outcomes in terms of desirable changes in the behavior of students. The findings are in tandem with the assertion of Opara (2008) that an educated person is not only determined by the length of schooling, volume and quality of knowledge acquired but also by the mindset and morals of the individual. The findings also agree with the opinion of Osuji (1996) that teachers influence on the personal, social and productive lives of students is an outcome of their professional training.

The result in Table 2 showed the impact training has on the pre-service teachers' development of desirable values. This finding are in line with the statement of Adesoji and Olatunbosun (2008) that pre-service teachers maintain an orientation about teaching that is similar to what they were taught by thier teachers and the programme and whatever values the teacher demonstrates before the students as behaviours could directly or indirectly influence the students' moral values.

Also, the result in Table 3 revealed the steps that could be taken by departments, faculty and lecturers to enhance value orientation during the training of pre-service teachers. According to Okebukola (2008) the curriculum of schools whether at the basic or higher level of education is to equip students with knowledge, skills, attitudes and values such as honesty, perseverance, objectivity, and team-spirit necessary for the individual to contribute meaningfully to the economy. These observations underscore the importance of effective training of the pre service teachers to inculcate desirable values in pre-service teachers for effective curriculum delivery as no nation can rise above the quality of the teachers.

Conclusion

The high rate of negative moral values can be reversed if appropriate steps are taken by faculties, departments and other stakeholders to imbue desirable values in the mind-set of pre-service teachers during training at tertiary institutions. Lecturers role models qualities in exhibiting and sustaining observable behaviors like honesty, commitment, neatness, punctuality, creativity, team-spirit, being respectful among other values cannot be overstressed. By these, pre- teachers would be more meaningfully prepared in knowledge, skills and character to cope with the challenges and crises of modernization in the classroom.

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