



**EFFECT OF TRAINING ON THE TEACHER, LEARNER BEHAVIOUR IN THE FACULTY OF EDUCATION  
OF EKITI STATE UNIVERSITY ADO-EKITI, NIGERIA**

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### Abstract

*The study investigated the effectiveness of a teaching method package in Ekiti State University, Ado-Ekiti, Nigeria. The Pretest posttest experimental research was used for the study. Pretest and post tests were baseline surveys. The first one was to find out teachers teach and how learners learn in samples of classroom teachings. The second survey tried to find out whether there had been changes in teaching and learning since the first baseline survey. The first and second survey which was 8 weeks, 40 undergraduates out of a population of 500 students teachers were selected, the study involved only 300 level early childhood education students of the Faculty of Education. Student teachers were randomly selected and assigned to two groups, the control and the experimental. Two instruments named the Learner classroom observation sheets and the teacher classroom observation sheets were used to measure the pretest and posttest learner and teacher behaviour. Subjects in the experimental group were exposed to treatment while those in the control group did not receive any treatment but allowed their normal lectures outside the venue of the treatment. The hypotheses were formulated: The hypotheses were tested at 0.05 level significance using Analysis of Covariance (ANCOVA). The findings of the study show that there were changes in the behaviour of teachers and the way learners learn. There was significant difference in the post test scores of learners and teachers in the experimental group compared with the control group. Those teachers in the experimental group taught better while the learners learn more. Based on the findings, it was recommended that teachers in the school system and teacher in training should be taught to do away with traditional teaching which is mostly "whole class method or class organization in classroom teaching which may not give room for much learners activity and which are not pupil or learner centered in approach.*

### Introduction

The methods used by educators in early childhood have been the focus of considerable academic debate throughout the last century. Central to this debate has been the role of the teacher in bringing about learning and the extent to which learning is fully child centered. Traditionally teacher direct learning process and student assume a receptive role in their education. With the advent of progressive education in the 19<sup>th</sup> century and the influence of psychologist, some educators have largely replaced traditional

curriculum approaches with "hands on" activities and group work, in which the child determine on his own what he wants to do in class. Theorist like John Dewey, Jean Piaget and Lev Vygotsky whose collective work learning "Student centered learning" means reversing the traditional teacher oriented understanding of the learning process and putting student at the center of the learning process. Maria Montessori was also an influence in "child centered base learning" where pre-school children learn through play. To most early childhood professionals, the role of play



contiguity is to learning process and is non-negotiable.

Some characteristics and behaviours are peculiar to teaching profession. The importance of teachers and the role they play in education cannot be over emphasized. Therefore, Teacher Education in Nigeria Constitutes the foundation of quality and relevance of education at all levels. The national policy on education cannot rise above the quality of its teachers. The teacher is known to be a professional instructor who methodically guide, direct, and lead learners with the intention of causing a relative change in their behavior.

The task of the teachers is essentially to give knowledge to train pupils in social, technical and academic skills and to guide the learning process so that pupils learn effectively.

Teacher is the guidance of the pupils learned activities in order for them to acquire the best from learning process and through experience. Teaching is a process which must involve the activity participation and involvement of the learner. The purpose of teaching is to direct or indirectly change the behaviour or tendencies in the pupils.

Good teaching must allow discovery, demonstration and expression of feeling. It is a mode by which pupils adapt to their environment as well as shape or reshape a child.

The importance of teaching methods in learning cannot be over emphasized. The strategy or method explains teacher behavior in the classroom. According to Obayan et al (1985) strategies are the why of the specific teachers, thus a teaching method is an achievement oriented activity. A method could be put between the learner and learning through which the teachers passes instruction. The learner is also activity involved like the teacher in the movement methods which are designated by different

names. Some methods call for intensive and greater teacher activities while others require more pupils' activities. Some methods arise from varying philosophical perception of how the learner should be approached and or how teaching should be done. The pattern of teacher behaviour in the classroom presents a very interesting discussion according to Marvin. As reported by Ajayi (2003) the origin of these patterns are traceable to patterns from tradition (i.e according to how the teacher was taught as a pupils. Pattern as suggested by philosophical pattern generated from needs, or conditions of the pre-school or commonly or those generated from scientific methods and strategies. All these categories determine all the methods available to the teacher in the classroom situation and hence condition his total behavior in the class.

Times are changing for early childhood education from the emphasis on delivering instruction and concurrent emphasis placed on child centered instruction to the importance of producing learning in child or student centered environment. The childhood education in Nigeria is moving away from teachers centered and lecture based paradigm to a model where learners are the focused, and where student are taught critical flowering skills, thus the role of the teacher is that of the facilitator, they support their pupils by attending to their intellectual growth and self-autonomy and supporting their ability to become more productive members of the society as life-long learner working toward the common good.

Change is not easy, however there is considerable pressure from within the school system to preserve the status quo, particularly from teacher, in many cases teachers teach as they were taught and resist change

Gardines (1998) observe that consequently many teachers still use the traditional lecture as their instructional strategy these



approaches to learning are highly consistent with the view of Tag (1995) who wrote that the new education paradigm 'create an environment that bring student to discover and construct knowledge for themselves. These approaches to learning is also consistent which the objective of the national policy on education and the new innovation in the educational system in Nigeria, according to Nigerian's National Policy on Education "access to quality education is the right of every Nigerian. Nigeria in one of the country committed to promoting education for all. In the new "knowledge society" in which Nigeria finds itself life long learning has become critical and crucial.

Teacher of most early childhood subjects serve to rely heavily on conventional method of teaching such as lecture method, dictation and note taking among others, which are not interactive. Unit recently, there has not been any systematic attention to update regularly the knowledge and pedagogical skills, of teachers in the light of changes in the curriculum, this neglect has, in turn affected the quality of teaching in school. It is in recognition of this that the federal government through the ministry of education, direction the institute to begin the re-training of junior secondary school teacher. The training workshop focused on the innovative technique of teaching the core subject. Primary education is referred to in the National Policy as the foundation upon which the rest of educational system is built. Proper implementation of any curriculum in the early childhood curriculum depends on the quality of the teachers. The need to update the knowledge of primary school teachers and those in the university undergoing early childhood education that are responsible for the implementation now or I future is paramount. The teaching package which could enable teachers and student to provide unique child centered experience t pupils in the

classroom at all times is important. This implies that teachers must be up-to-date and innovative.

Most teachers are blamed for not using child centered related strategies. This attitude is said to contribute to the ineffective teaching and learning of the subject. It should be noted that no single strategy can be applied in a child centered selected strategy, hence the use of multiple strategies in teaching. Various strategies such as inquiry, guided discovery, concept mapping, game, storytelling, discussion, role play and debate can be used. Recent sociopolitical and economic change in the world and within the nations has brought changes in educational goals. The schools are called not only to equip the learner with basic knowledge of subject matter, but also with higher cognitive skills, problem solving and thinking skills that allow self-development and continuous learning. The new approach is pupil or learners centered in which the teacher is a facilitator and his role has shifted from that of impacting knowledge. It is in the light of the above development that it becomes very necessary to investigate the effect of training on the teacher learner behaviour or pupils and teachers.

To provide teachers and student teachers with the intellectual and professional pedagogy adequate for their assessment and make them adaptable to any change, not only in the life of their country, but in the wider world there is need for their study.

Student centered learning allows student to actively participate in discovery learning process from autonomous view point. Student consume the entire class time constructing new understanding of the material being learned without been passive, but rather proactive. A variety of hands-on-activities are administered in order to promote successful learning.



Distinctive learning styles are encouraged in a student centered classroom. With the use of valuable learning skills, students are capable of achieving life-long learning goals, which can further enhance student motivation.

In teacher centered classroom, teachers are primary source for knowledge; therefore, the focus of learning is to gain information as it is provided to student. Also rote learning or memorization of teachers note or lecture was the norm a few decades ago. On the other hand students centered classroom are the norm, where active learning is strongly encourage. Students are now researching material pertinent to the success of their academic; knowledge production is now seen as a standard. The following reason provides the few example of why student centered should be integrated into curriculum: Student centered classroom strengthens student, motivate, promote peer communication, reduces disruptive behaviour, build student teacher relationship, promote discovery/active leaning responsibility for one's own leaning.

Student learning process are greatly enhanced when they are participate in deciding how they may demonstrate their competence in the body of knowledge or the, performance of skills, this may pedagogical implication enables the student to establish his or her unique learning objectives. This aspect of learning holds the learner accountable of knowledge production that he or she is capable of producing. In this stage of learning the teacher evaluate the learner by providing honest and timely feedback on individual progress. Building a rapport is an essential strategy that educators could utilize in order to gauge student growth in a student centered classroom. Though effective communication skill. The teacher is able to address student needs, interest and overall engagement in the learning material,

### **Purpose of the Study**

The Purpose of the study is to investigate effect of training on the teacher, learner behaviour in the faculty of education of Ekiti State University Ado-Ekiti, Nigeria

To guide this study, the following hypotheses were formulated

### **Hypotheses**

- (i) There is no significant difference in the post test score of those in the experimental and control group in regards to their teaching bahaviour;
- (ii) There is no significant difference in the post test score of those in the experimental and control group in regards to their leaning bahaviour

### **Methodology**

The study utilizes pretest and post pretest experimental research design. The pretest and post pretest were two base line surveys. The first one was to find out how teacher teach and how learners learn in sample of classroom teaching. The second survey tried to find out whether there had been changes in teaching and learning since the first base line survey between the first and second survey which was 8 weeks. 40 undergraduates out of about 500 student are selected the study involved 100 level early childhood education student of the Faculty of Education. Student teacher were randomly selected and assigned to two groups. The control and the experimental, two instruments named the teacher classroom observation sheets were used to measure the pretest and posttest learner and teacher's bahaviour.

Subject in the experimental groups were exposed to treatment while those in the control group did not received any treatment

### **Research instrument and materials**

The research instrument is the "ESSPIN" teaching and learning survey.



A survey manual for consultant, the learner observational sheet. The "ESSPIN" (educational sector support Programme in Nigeria) manual was prepared for use by consultant who participated in the survey of teaching and learning in 2009. The manual is also applicable for use in sample of schools in the five states covered by t ESSPPIN project in Jigawa, Kaduna, Kano, Kwara and Lagos. There were 380 schools in the sample.

#### **The Learner Classroom Observation Sheet**

The learner observation sheet has three sections: section A, B and C

Section A. this section deals with how the learner are organized for learning, section B deals with how the learner are talking while section deals with learner activities or what the learners are doing. At the top of both the learner and teacher observational sheets are spaces for the background characteristics of learners identity showing only the state, local government and school name, school number, school types and subject? The code of the school, type, was also indicate. Codes were given to nursery, primary, secondary and post-secondary schools.

#### **The Teacher Classroom Observational Sheet**

The teacher observational sheet has three sections. It indicates the following

1. How the class is organized by the teacher labeled A
2. How the teacher is talking labeled B
3. Teacher pedagogical activity or what the teacher is doing (labeled). C

Those things the research assistant are using for all called observational categories. The research instrument and materials used are those supplied by DFID project (2009) it is a valid and reliable instrument it was adopted for use in the present study.

#### **Procedure and Administration of Instrument and Survey**

Some of the research assistants, however a day was set aside for the revision of the former training so as to remind the resource persons what they have learnt concerning the issue of how to use both the learners and teacher observation sheet during the retraining. The following aspect of the program were touched., objectives of the training, current classroom practices and where do we want to go, the purpose of the survey and how it should be done, background theory concerned with the theory and how to understand the classroom observation instrument. A copy of the photocopied pages of the manual and the observation sheet were provided to the research assistants.

The research assistant were direct to find out how teachers teach and how learner learn in a sample of the 40 student teachers and also in the 40 pupils they taught before the application of the treatment, the first survey and second which has 8 weeks the treatment was applied

The respondent student teachers were taught the following.

#### **Implementation Consideration of Student Learning**

Student learns well in a democratic environment and these could be termed at teaching democratic living. According to James Hendrson, the three basic principles of democratic learning are subject learning. Student learns best from subject matter thoroughly fully presented.

Self-learning one must engage oneself in the generative process

Social learning empathy is wealth in this regard, social interaction with diverse there the target for generosity implement a student learning environment attention must be giving to many aspect of learning

What the child is curious about learning



Teaching strategies to accommodate individual needs, intellectual emotional student social needs collaboration, communication, peer approval?

**Result**

**Descriptive Analysis**

**Table 1:** showing the mean score and standard deviation of the learner and teacher behaviour at base line and post intervention

| Variable           | Group        | Pretest |     | Post test |     |
|--------------------|--------------|---------|-----|-----------|-----|
|                    |              | Mean    | S.D | Mean      | S.D |
| Learner Behaviour  | Experimental | 12.4    | 2.5 | 22.2      | 0.9 |
| Learner Behaviour  | Control      | 2       | 0   | 0         | 4   |
| Teachers Behaviour | Experimental | 11.3    | 2.5 | 11.5      | 1.6 |
| Teachers Behaviour | Control      | 9       | 4   | 5         | 5   |
| Teachers Behaviour | Experimental | 14.3    | 2.3 | 19.4      | 1.9 |
| Teachers Behaviour | Control      | 9       | 6   | 0         | 4   |
|                    |              | 13.8    | 1.0 | 14.8      | 2.4 |
|                    |              | 9       | 6   | 9         | 5   |

**Table 1:** showing, the means score and standard deviation of the learner's behaviour and teacher' behaviour. The posttest mean scores of the experimental groups of each of the variable are 22.30 and 19.40 while the control is 11.56 and 14.89.

**Hypotheses Testing**

**Hypothesis 1:** There is no significant different in the post test score of those in the experimental and control group in regard to their teaching behaviour

In testing this hypothesis, the mean score of those in the experimental was compare with that of the control group.

**Table 2:** Show the result of the analysis

Table 2, ANCOVA showing teachers behaviour in the experimental and control

| Source | SS         | Df | Ms      | F cal | F table | P |
|--------|------------|----|---------|-------|---------|---|
| Group  | 145,609    | 1  | 115.602 | 124   | 148     |   |
| Error  | 15394,094  | 2  | 7697.04 | 11.26 | 000     |   |
|        |            |    | 7       | 2     |         |   |
| Error  | 642447.103 | 3  | 683.480 |       |         |   |

|         |             |   |   |   |
|---------|-------------|---|---|---|
| Correct | 80143.102   | 7 | 3 | 9 |
| Total   | 15800550.00 | 4 | 0 | 0 |

The null hypothesis was rejected, hence there is a significant difference in the means score of the behaviour of those in the experimental and the control group.

**Hypothesis 2:** There is no significant difference in the post test score of those in the experimental an control group in regards to their learning behaviours.

In testing this hypothesis the means score of those in the experimental group were compared with the control group

**Table 3:** ANCOVA showing leaners' behaviours in the experimental and control group

| Source  | SS        | DF | MS      | F cal  | P |
|---------|-----------|----|---------|--------|---|
| Pretest | 1460.15   | 1  | 1460.15 | 162.02 |   |
| Group   | 1530.094  | 2  | 6.33    | 50     |   |
| Error   | 64242.47  | 37 | 480     | 84     |   |
| Correct | 70143.100 | 39 | 10.65   |        |   |
| Total   |           |    |         |        |   |

F = 16202, df/20, P< .05. The result shows that a significant difference exists between the scores of these expose to treatment packages and those in the control groups.

**Discussion**

Hypothesis one sought to find out if there would be a significant difference in the post tests are of those in the experimental and control group in regard for their teaching behaviour. The result shows there was a significant difference. This finding is supported by Marris (1972) who observe that the methods or the strategy used explains the teacher's bahaviour. Child centered makes leaners to be focused and students are taught critical flowering skills, while the teachers as a facilitator support their pupils by attending to their intellectual growth and self-autonomy and supporting their ability to become more productive members of the society as lifelong learners.

Hypothesis two sought to find out if there would be a significant



difference in the post test score of these in the environment and control group in regard to their learning behaviour. The result shows there was significant difference. This finding agrees with that Gardens (1998) who observed that student-centered classroom encourage active learning strengthen, students, motivates. Promotes peer communication, reduces destructive behaviour, builds student-teacher relationship, promotes discover/active learning behaviour and make one responsible for one's own learning. Furthermore student learning processes are greatly enhanced and the strategy enhances the student growth.

The difference in the post test score of those in the experiment and control group in regards to teaching and learning behaviour should be expected because student centered related strategy contribute to effective teaching and learning of the subject. It uses multiple strategies in teaching or multiple teaching methods which could equip the students with basic knowledge of the subject matter but also with higher cognitive skills, and thinking skills allows self-development and continuous learning. It also provides the teachers with intellectual and professional pedagogy adequate for their assessment and make centered strategy is difficult form the teacher centered classroom in which the teacher are the primary source for knowledge were only role learning of memorization of the teacher note of lecture is the norm.

#### Conclusion and Recommendation

Times are changing for early childhood education from the emphasis on the importance of delivering instructions emphasize place on child centered institution. The childhood education is moving from teacher centered and lecturer based paradigm to a model where the child is the focus and is taught critical skill to attend to their intellectual growth and self-autonomy. To become more productive and independent life-long learners' while teacher act as facilitators.

This creates an environment where learner learns well, teacher teaches well the implication of this finding the following recommendations are made;

1. Teaching Programme managers need to devote more efforts to the pupils.
2. The government the quality control manager should continuously monitor teacher's methods in schools to ensure child centered teaching

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