

EFFECT OF STUDENT -TEACHER DISPOSITION IN QUALITY TEACHING AND LEARNING

By

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Abstract

The study addressed the Effect of Student-Teachers Disposition in Quality Teaching and Learning. The study highlighted the perceptions of 40 student-teachers abilities in positive or negative dispositions while teaching and learning was on. It was a survey and a questionnaire titled "Student-Teachers Disposition Perceptions" (S-TDQ) was used as well as a checklist. Student-teachers behavioral patterns in the class were analyzed with the above instruments and findings revealed that their teaching abilities were highly influenced by their dispositions with regards to their personal characteristics, pedagogical skills, social justice constructs and employability qualities. Insight from this study will enhance professional ethics of student-teachers through the aid of Faculty Heads who would imbibe among others effective use of Teachers Registration Council of Nigeria (TRCN) Handbook in their training programme for enhancement of ethical values in teaching profession.

It is globally accepted that education is a continuous venture. Therefore, education system needs quality successive educators to handover their batons to new generation of teachers, hence the essence of teacher education institutions. Student-

teachers or teacher candidates are persons under training in higher institutions of learning approved for teacher education. Adequate programme is planned to equip them with pedagogical skills, content knowledge expertise and ethical values in order to make them effective and efficient teachers. Wake and Bunn citing Cochran-Smith and Lyte (1999) posit that the forms of professional learning include: knowledge for practice, knowledge in practice and knowledge for practices. In other words, the student-teachers are prepared for practicum at college level, the derived knowledge in practice is applied as licensed and professional teachers and the knowledge for practice is applied in mentoring others, research, conferences and other purposes. Positive student-teachers dispositions are essential ingredients in their formation which will enable them to interact well with students and other members of the larger environment.

Disposition in this context is the temperamental makeup or habitual mood of an individual. It is a person's natural qualities which deal with expression of his mind, character and mood. Positive dispositions include cheerfulness, friendliness, humility, honesty, respect, activity, good communication, risk-taking, accommodation and having a sense of responsibility. Negative disposition include: irritability, boastfulness and unfriendliness. Although content knowledge and pedagogical skills are important in teaching and learning, yet teacher disposition can endear students or scare them from attending lessons. It is observed that good teaching is clearly aligned with appropriate dispositional skills (Schuster, Stooksberry and Bercaw 2010; Thornton, 2006; Wayda & Lunda, 2005) in Wake and Bunn (2016).

Eyengho in Offorma (2016) explained teacher education as providing professional education and specialized training to pre-service teachers who are interested in guiding young pupils/students to become future responsible and functional individuals. Disposition as defined by the Oxford English Dictionary is a person's natural qualities of mind and character; a calm, irritable, cheerful, boastful behavior and so on. Obih (2016) explained that ethics is a mental orientation and attitude disposition which induce members of a professional body to adopt controlled or regulated behavior in keeping certain principles, laws, rules and regulations approved by any social organization for proper conduct of its affairs. Therefore, disposition in teaching profession implies adopting selfless attitudes in doing what is morally good and avoiding what is morally bad. For instance, the teaching profession in Nigeria demands among others, impartial attitudes to students irrespective of their physical, mental, emotional, economic, social values or religious characteristic and good employer-employee relationship.

Disposition is a pattern of behavior exhibited frequently with the absence of coercion and constituting a habit of mind under some conscious and voluntary control, that is intentionally oriented to broad goals. Dispositions are active impulses, drive and behaviors. They represent characteristics that animate, motivate and direct abilities towards good and productive thinking (Ritchant, 2001) in Wake and Bunn (2016). Therefore dispositions are manifestation of internal thoughts and mood of a being.

Student-teachers who are being prepared to impart knowledge and skills on children have to be directed to enhance their positive dispositions and leave the negative ones. Without proper education, man will be a menace in the society.

Tarda (2012) explaining dispositions opined that human behavior is an outward expression of normal feelings and moral dispositions. These range of behaviors are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and/ or genetic. Though some universal values could be used as standard for morality, yet moral standards defer from one socio-cultural and geographical context to another. For instance, the mode of dressing that could be accepted by a religious group such as Muslims may not be acceptable by Christians. Therefore, acceptance of human behavior lies within a social control.

Some of the student-teachers disposition could fall under acceptable or unacceptable values but it is essential to note that their impact as role models influence students attitudes to friends, peers, parents and community at large and in future as agents of socialization. Good character moulding and academic excellence are partners and progress for sustainability of quality education.

However, it has been observed by faculty heads and lecturers that dispositions of some student-teachers are not ideal for teaching profession which demands ethical values for quality and enhanced productivity. Nwamuo (2016) opined that effective classroom management sustains orderly environment, increases academic learning and facilities, social and emotional growth and decreases negative behaviours. Student-teachers are expected to practice effective classroom management. The burden of the study is to ascertain the effect of student-teachers dispositions in teaching and learning.

Emotional and psychological wellbeing of the children depend on their environment such as home, school and immediate society (Ogbonna, 2013). Students watch their teachers whose tendencies form 50% of their instructional materials. A friendly, caring, creative and innovative student-teacher will have more access to the development of the pupils.

Student-teachers like other teachers are meant to interact with students with special needs whose understanding of lesson count much on teachers dispositions. Such pupils are with physical impairments, visual impaired, hearing impaired, mentally impaired, emotionally disturbed, speech impaired, and gifted and talented (FRN,2004). Student-teachers dispositions could affect pupils with dysfunctional parents, morally good or morally bad students and pupils of different social class.

On the other hand, students have behavioural challenges that could affect the dispositions of student-teachers in the class. These challenges include: restiveness, emotional instability, separated parents or no parents, rudeness, aggressiveness, disobedience, hunger, cultism, bullying, withdrawals perhaps caused by unhappiness or academic stress, etc. Student-teachers need the support of experienced qualified teachers and school guidance counselors to improve the situation. Student-teacher need to be empowered with innovations in teaching methods, create vision for cooperative learning,

democratic values, skill acquisition lessons to enhance friendship and expel punishment among students. Hence, Elechi and Ukwuaba (2012) posited that teacher education is a pre-planned articulated set of events and activities which are intended to help a teacher or student-teacher to acquire appropriate knowledge, skills, right type of attitudes, habits and competencies needed to be able enter teaching profession and to become a resourceful, effective and efficient teacher.

Adaji (2016) noted that mentorship is a significant aspect of student-teachers training. Without good teachers, the school system will collapse and the student-teachers need mentors for best practices. In addition to this, the Teacher Registration Council of Nigeria, (TRCN) instructed that professional code of conduct should direct members in order to control their relationship with students, fellow teachers parents and society at large (TRCN, 2005). Wake and Bunn (2016) citing Cosgrove and Carpenter, et al presented a review of research and found that some programs may be forming dispositions in terms of personality characteristics (energy, enthusiasm, creativity, extroversion, innovative, thinking). Whereas other programs may focus on social justice constructs (equity, fairness, differentiation, attitude to diversity). Still other programs may focus on pragmatic or citizenship behaviors for “employability qualities” (punctuality, attendance, communication, work ethics, ability to work with others) or on behaviors aligned with efficacy characteristic (e.g., flexibility, inquisitiveness, resourcefulness, open-mindedness. Disposition is simply a drive that promotes action in man and should be controlled. A study on effect of teacher candidate disposition carried out in University of Central Arkansas by Wake and Bunn (2016) indicated a relationship in performance.

Rejection of some student-teachers in their practicing schools because of their ineffectiveness and poor behavioural tendencies to their duties has been a great concern to some institutions of education. The researcher wants to carry out the same study in a Nigerian College of Education to identify variations if any.

Purpose of the Study

The main purpose of the study is to determine the relationship between Students-Teachers Disposition and its influence in quality teaching and learning. Specifically the study will determine:

1. The effect of personality characteristic dispositions of students-teachers in quality teaching and learning.
2. The perception of student-teachers of social justice in dealing with student.

Statement of the Problem

It has been alleged that some student-teachers are unfriendly, rude and insensitive to their duties in some schools. Some principals reject their postings in some school for the above reasons. For instance, the principal of Holy Ghost College, Owerri and Atta Girls’ Secondary School all in Owerri Education Zone rejected some student-

teacher posted to their school as they bitterly reported to one of the researchers who was incidentally a supervisor to these schools.

Nwamuo (2016) noted that the decisions and actions a teacher takes in the class can be the difference between peaceful productive and complete chaos. Student-teachers, the future professional teachers are expected to develop positive disposition for better personal interactions with the students so as to lessen classroom behavior problems and have quality education hence, the burden of the research.

Research Questions

Two research questions guided the study

1. How does the personality characteristics dispositions of student-teachers influence the pupils in their class?
2. How frequently does student-teachers concept of social justice affect the pupils they teach?

Methodology

The study is a survey design. The population consisted of hundred and fifty students from school of General education, AlvanIkoku Federal College of Education, Owerri. The sample was 40 students randomly selected from a population. Instrument for data collection included a questionnaire and a checklist. The questionnaire titled “student-teacher disposition questionnaire (S-TDQ) was used to ascertain the participants personal characteristics and social justice constructs while a checklist was used to rate the employability qualities. The respondents were members of the department of Educational Foundation and Administration, AlvanIkoku Federal College of Education, Owerri. The instruments were face and content validated by experts in measurement and evaluation. Data were analyzed using mean and calculated with Pearson Product moment correlation and the coefficient was found to be 0.79. Mean of 2.50 and above were accepted while those below 2.50 were rejected.

Research Question One

How does Personality Characteristics Disposition of Student-Teacher Influence the Pupils in the Class?

Table 1

S/n	Question	Σ	\bar{X}	Decision
1	Student-teachers are friendly	120	3.00	Accepted
2	Student-teachers are cheerful	110	2.75	Accepted
3	Student teachers are patient	90	2.25	Rejected
4	Student-teachers are creative	85	2.16	Rejected
5	Student-teachers have innovative thinking	88	2.20	Rejected
6	Student-teachers are careful	102	2.55	Accepted

7	Student-teachers have good communication skills	91	2.27	Reject
8	Student-teachers are honest	103	2.57	Accepted
9	Student-teachers have listening ears	78	1.95	Rejected
10	Student-teachers have emotional control	101	2.52	Accepted

Research Question Two

How Frequently does Student-Teachers Concept of Social Justice Traits Affect Pupils they Teach?

Table II

S/n	Question	Σ	\bar{X}	Decision
1	Student-teachers exhibit equity in the class	115	2.87	Accepted
2	Student-teachers avoid gender discrimination	102	2.55	Accepted
3	Student-teachers abhors confrontation /fighting	100	2.50	Accepted
4	Student-teachers discourages examination misconduct	80	2.00	Rejected
5	Student-teachers accepts good cultural values	118	2.95	Accepted
6	Student-teachers encourages good leadership among pupils	92	2.30	Rejected
7	Student-teachers sets pace on peace education	117	2.92	Accepted
8	Student-teachers encourages reconciliation	124	3.10	Accepted
9	Student-teachers encourages ethnicity	70	1.75	Rejected
10	Student-teachers reinforcement of student good responses in class	104	2.60	Accepted

Checklist used to Rate the Employability Traits of the Student-Teacher in Anticipation

S/n	Employability traits	Student-teachers scores
1	Obedience to authority	25
2	Punctuality	10
3	Good work ethics	17
4	Good communication	18
5	Spirit of cooperation/team work	15
6	Attendance to class	28
7	Resourcefulness	10
8	Role model to students	12
9	Constructive criticism	15
10	Enthusiasm	10
11	Cliquishness	12
12	Respect for school rules and policies	20
13	Class control	18
14	Time management skills	30
15	Good evaluation skills	23

16	Comportment	19
17	Content knowledge expertise	21
18	Neatness	17
19	Health	30
20	Record keeping	16

The observed scores are evidences of observed traits in the student-teachers.

Discussion of Findings

The study is based on the effect of student-teachers disposition in teaching and learning. Research question one indicated responses on personal characteristics of student-teachers and its influence on pupils are rated by respondents. For instance, table one items 1,2,8 had means of 3.00, 2.75, and 2.58 as evidence of friendliness, cheerfulness and honesty on the part of student-teachers. However, items 4,5 with means of 2.16 and 2.20 indicated that student-teachers were not really creative and innovative. In as much as the student-teachers are friendly and cheerful, they need to imbibe new methods in teaching such as discussion, than dependence on teachers voice (Ogbonna&Izuagba, 2017).

Table II showed evidence of certain social justice constructs exhibited by student-teachers. They encourage equity as shown on item 1 table II with a mean of 2.87. However, they do not encourage leadership among pupils and also encourage examination misconduct. These are shown in table II item 4 & 6 with mean scores of 2.00 and 2.30 respectively. Classroom leadership is an important phenomenon which assign students responsibilities like monitors. Examination misconduct devalues assessment and should be discouraged. (Nosiri, 2007).

A checklist was also used to identify the areas of strengths and weaknesses in the employability traits of the student-teachers. Checklist is applied to assess the existence or non-existence of a specific characteristic object or person. (Izuagba &Ogbonna, 2017).Through observation the respondents wanted to identify whether the student-teachers are materials for viable employment. For instance,, only 10 persons were rated to be punctual, 20 respected school policies and 30 had time management skills. They were poor in class control as it is indicated that only 18 persons could control their classes. Only ten of them were resourceful, which is an indication that they may not have good instructional materials. Record keeping was poor as indicated on the last item on the checklist that only 16 keep records. No nation can rise above the standard of its teachers.

Hence, Ihebereme & Ugochukwu (2015) pointed out that the mission of the Teachers Registration Council of Nigeria (TRCN) is to control and regulate teacher education, training, practice at all levels and sectors of the Nigeria Education system in order to match teacher quality, discipline, professionalism, reward and dignity with international standards. Therefore, the experienced and more qualified teachers have to

continue their work of supervising, monitoring and mentoring to the student-teachers to become qualified and professional teachers with right dispositions.

Conclusion

Student-teachers dispositions are very essential for absorption of their training as Educators and for imparting knowledge on pupils. Their knowledge of TRCN handbook should be enforced to enhance their professional development as well as their ethical behaviors.

Recommendations

1. Student-teachers should develop good ethical behaviors in order to improve the quality of teaching and learning.
2. Student-teacher should be more resourceful and punctual to their duties.
3. Teachers Registration Council of Nigeria handbook should be adequately used in teacher training instructions.

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