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Teachers' Competence in Lesson Preparation and Presentation in Nigeria Basic Schools

Ajayi P. O
Department of Curriculum Studies
Faculty of Education. Ekiti State University, Ado-Ekiti, Nigeria

Ajayi L, F.
Department of Curriculum Studies
Faculty of Education. Ekiti State University, Ado-Ekiti, Nigeria

Abstract

This study assessed the competence of Nigeria Basic School teachers in lesson preparation and presentation. The study employed a descriptive research design. Four research questions were raised and answered. The sample used for the study comprised 200 elementary school teachers chosen from twenty schools in Nigeria. Simple random sampling technique was used to choose the schools as well as the ten teachers per school used. A research instrument focusing on Teachers' Competence Level in Lesson Preparation and Presentation (TCLLPP) was used to generate data for the study. The results of the findings showed that elementary school teachers in Nigeria are deficient in the knowledge of adequate lesson preparation and presentation. High percentage of the teachers sampled had no adequate knowledge of essential features of lesson note preparation. Based on the findings, it was recommended that elementary school teachers in Nigeria should be given necessary and adequate in-service training on lesson note preparation and presentation

Keywords: Competence, Universal Basic Education, Lesson Note, Teachers, Students, Basic Schools

INTRODUCTION

Nigerian educational system is divided into categories. The first category is called Universal Basic Education (UBE). This comprised the former Primary Education and the Junior Secondary School education levels. This is referred to as Pre-High school Education. There is also Senior Secondary School education system which precede the series of tertiary educational systems established in Nigeria.

UBE runs for nine years with the first six years as the elementary school years while the remaining three years is the early part of Secondary School education called Junior Secondary School (JSS). Teachers that are expected to teach in this Basic Education schools according to the National policy on Education (FRN 2004) are expected to have at least Nigeria Certification on Education (NCE).

According to the National policy on Education (FRN 2004), the minimum teaching qualification in Nigeria is NCE. This stipulated bench mark for teaching qualification is due to the fact that no nation can rise above the quality of its teachers. In agreement with this fact, Ali (1992) had earlier opined that an education system is only as good as the teacher who operates it.

Teacher's competence in his job is a strong factor that determines the level of curriculum implementation and learning outcomes. According to Ojukwu (2012), the significant role that

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teachers play in the education process determines the level of educational development and national advancement. If the teacher is not competent in his duty, he will fail in producing citizens that would bring the expected advancement in a nation.

For a teacher to be effective in his duty, he must be competent in lesson note preparation and presentation. According to Ali (1992), effective teacher must have a basic command of his subject, he must be able to communicate his knowledge effectively to others. For effective communication to take place, there is the need for the teacher to have thorough knowledge of lesson note preparation and presentation. He must be able to identify and arrange all the essential features of a good lesson note and be able to the lesson note prepared for a targeted audience. This will enhance effective communication of the subject matter to the said audience. This fact was buttressed by Ojukwu (2012) when he stressed that teacher's competence is the ability and knowledge he has to discharge and impact to students while carrying out his responsibilities. It is expected that all teacher should have this attribute.

In Nigeria, lesson note preparation is a must for all teachers in elementary and post-elementary schools. This was incorporated into the teacher's training in various teachers' institutions in the country. The question then is, after some years of training in teachers' institutes, how well and how competent are the teachers in lesson note preparation and presentation in Nigeria classrooms?

STATEMENT OF THE PROBLEM

In spite of the training given to teachers at various teachers' institutes, the effects of teachers' competence seems not so much felt in schools. Most students seems not to properly understand their teachers and the concepts taught. Though schools in Nigeria are provided with necessary materials, conducive environment for teaching and learning and it was assumed that qualified teachers are employed to teach in schools as minimum qualification of those employed is NCE. Yet, most students in Basic Schools are finding it difficult to prove and practice what they were taught. The question then is: could there be any deficient in the medium of communication through materials used in Nigeria classrooms? This study was therefore out to investigate the competence of Basic School teacher in lesson note preparation and presentation

RESEARCH QUESTIONS

For the purpose of this study, the following research questions were raised and answered

1. what is the status of Basic school teachers in Nigeria?
2. what is the understanding level of Basic School teachers in some major lesson note features?
3. what is the percentage of Nigeria teachers with adequate knowledge of lesson note writing?
4. what is the competence level of lesson presentation among Basic School teachers?

RESEARCH DESIGN

The study employed descriptive research design of the survey type.

SAMPLE

200 Basic School teachers were chosen from 20 schools in Nigeria. The teachers were randomly selected and used for this study.

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INSTRUMENT

A research instrument titled Teachers' Competence Level in Lesson Preparation and Presentation (TCLLPP) was used for this study. The instrument was divided into three sections. Section A focused on teachers' demographic variables, section B was on major lesson note features while section C was on lesson note writing and statement of lesson presentation

VALIDITY AND RELIABILITY OF THE INSTRUMENT

Face, content and construct validity of the instrument were ensured. The reliability of the instrument was also obtained using test-retest method and the data obtained was subjected to Pearson Product Moment Correlation which gave the coefficient of 0.78

ADMINISTRATION OF THE INSTRUMENT

The administration of the instrument was carried out by the researcher and research assistants who were curriculum studies experts. The researcher alongside the assistants personally visited the schools used for the study. Teachers sampled were assembled in a hall and the instrument was distributed to them. Each teacher was asked to respond to the items in the instrument and at the same time prepare a lesson note to teach basic Science in junior Secondary School two (JSS 2). Their responses were thereafter collected and collated for data analysis.

RESULTS

Questions raised were answered using the data collected from the respondents.

1. what is the status of Basic School teachers in Nigeria.

Table 1.0: Percentage Analysis of Status of basic School teachers

Qualification	N	%	Experience /year	N	%
NCE	4	2.0	1 – 5	56	28.0
B.Sc (Ed)	33	16.5	6 – 10	91	45.5
B.Ed	61	30.5	11 – 20	43	21.5
NCE + B. Ed	102	51.0	Above 20	10	5.0
TOTAL	200	100.0		200	100.0

- *NCE - Nigeria Certificate in Education*
- *B. Sc. (Ed) – Bachelor of Science in Education*
- *B. Ed – Bachelor of Education*

Table 1.0 shows that 100.0 % teachers in Nigeria Basic Schools are trained and certified to teach at Basic School level. Also high percentage of them are having job experience above 5 years

Q2: what is the understanding level of Basic School teachers in some major lesson note features.

Features	F_u	P_u	N_u
Entry behaviour	39 (19.5)	61 (30.5)	100 (50.0)
Reference books	102 (51.0)	74 (37.0)	24 (12.0)
Instructional materials	53 (26.5)	65 (32.5)	82 (41.0)
Stated objectives	24 (12.0)	57 (28.5)	119 (59.5)
Presentation	28 (14.0)	34 (17.0)	138 (69.0)
Summary	89 (44.5)	111 (55.5)	-
Evaluation	90 (45.0)	12 (6.0)	98 (49.0)
Home work	132 (66.0)	78 (39.0)	-

FU - full understanding
PU - Partial understanding
NU - No understanding

From table 2.0, it was deduced that most teachers had little understanding of the features of a good lesson note. 50.0% of the teachers sampled had no understanding of what entry behavior is all about while 59.5% of them could not determine the appropriate objectives for the lesson. 69.0% had no understanding of the presentation written in the lesson note. High percentage of the teachers (49.0%) had problem in understanding the meaning of evaluation in lesson note writing.

1. what is the percentage of Nigeria teachers with adequate knowledge of lesson note writing?

Table 3.0: Percentage Analysis of Teachers with Adequate knowledge of lesson note writing

Condition	N	%
Full knowledge	32	16.0
Partial knowledge	168	84.0
No knowledge	-	-
TOTAL	200	100.0

Table 3.0 reveals that 84.0% of the teachers sampled had no knowledge of how a good and adequate lesson note should be written. They only had a casual idea of the to be prepaered by teachers but were not able to determine the purpose of each feature in the lesson note. Lesson notes written by high percentage of them were below standard.

2. what is the competence level of lesson presentation among Basic School teachers?

Table 4.0: Percentage Analysis of competence level of lesson presentation among Basic School teachers

Level	N	%
Excellent	46	32.0
Good	71	35.5
Fair	83	41.5
TOTAL	200	100.0

Table 4.0 showed that greater percentage (41.5%) could not clearly present the steps involve in lesson presentation. Their process of lesson presentation was grossly inadequate and inappropriate.

DISCUSSION

The findings revealed that all the teachers teaching in Nigeria Basic Schools (100.0%) have the required qualifications to teach. This was in accordance with the National policy on Education (FGN 2004) that stipulated that minimum qualification for teaching in Nigeria must not be less that NCE. Having qualified teachers in classrooms ws expected to enhance the teaching and learning process. It was expected that such teachers will have a good knowledge of lesson preparation and presentation.

From the findings, it also showed that most teachers (72.0%) had over 5years of teaching experience. The teachers' year of experiences was expected to have enhanced their lesson preparation and presentation because experience enhances performance.

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The findings further revealed that most teachers had no adequate knowledge of the essential features that should be considered in writing a good lesson note. 50.0% of the teachers sampled could not understand what what entry behavior stands for. 41.0% of them do not have a good grasp of the significance of instructional materials in lesson note preparation. 59.5% had no understanding of appropriate performance objectives for the lesson. When lesson notes are not properly prepared, lessons might not yield the expected outcomes.

The findings also revealed that most teachers had no correct interpretation of Evaluation after each lesson discharged. They only teach and care not about what was gained by the students and what learning outcome was achieved. The findings further showed that 84.0% of the teachers do not have full knowledge of lesson note writing. It means that they only write lesson notes for formality sake not minding the significance of the lesson notes to adequate and effective lesson discharged. Though the teaches were taught at the teachers' institutes, they were not dedicated to writing appropriate lesson note as they were taught.

Also from the findings, 41.5% of the teachers could not present a good, systematic and accurate lesson Presentation process. They had no knowledge of how to arrange the concepts to teach from simple to complex, from known to unknown. They made the teaching gradients too steep.

CONCLUSION

It was deduced from the findings that most teachers, though, had required teaching qualifications, they do not practice the profession appropriately. They handle the teaching job with levity. They do not put innovations in their practices. Preparation and presentation of lessons among Basic School teachers in Nigeria falls below expectation.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made;

1. Basic School teachers should be given regular seminars, workshops and in-service training to sensitize and refresh their memories on appropriate lesson preaparation and presentation.
2. Teachers' lesson notes should be checked and corrected regularly to bring improvement where necessary.
3. Courses and activities that will enhance retention and appropriate practice of the training given to students under teacher education should be inculcated into the teacher-training curriculum.

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