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Yoruba Preservice Teacher's Experiences in Osun State: Challenges and Potential Solutions

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Abstract

The performance of preservice teachers during their teaching practice is a crucial determinant of their future success in the classroom. However, various factors influence this performance, including support from supervisors, access to resources, and effective supervision. Despite the importance of these factors, there is limited research focused on the specific challenges preservice teachers face and the solutions that can be implemented to address these challenges. This study aimed to explore the performance, experiences, challenges, and potential solutions for preservice teachers in Nigeria. The study employed a mixed-methods approach, combining surveys and interviews to collect data from preservice teachers in selected institutions. The findings revealed that the level of support from supervisors, feedback on teaching methods, and training

programs had a significant positive impact on preservice teachers' performance. Challenges such as classroom discipline, inadequate teaching resources, and language barriers were prevalent, impacting their overall effectiveness. Solutions such as increased supervision, better access to resources, and additional training on classroom management were recommended to address these issues. The study concludes that preservice teachers require more structured and supportive supervision, better access to teaching resources, and enhanced skill development opportunities to improve their performance. Further research should focus on exploring the long-term impact of these solutions and investigating the role of technology in supporting preservice teacher development.

Keywords: Challenges, Education, Experiences, Potential Solutions, Preservice Teachers, Yoruba Teachers

Introduction

Teaching practice is an integral component of teacher education programs worldwide, providing preservice teachers with an opportunity to apply theoretical knowledge in real classroom settings. It bridges the gap between theoretical knowledge and practical application, allowing student teachers to develop essential skills such as lesson planning, classroom management, and instructional delivery (Abedi, 2023; Kilag & Sasan, 2023; Osokoya, 2010; Phillips & Condy, 2023) ^[1, 10, 16, 17]. Despite its importance, teaching practice often presents various challenges, particularly for preservice teachers in developing contexts. In Nigeria, teaching practice is mandatory for teacher trainees and is designed to ensure that they gain practical experience before certification. However, Yoruba preservice teachers in Osun State face unique challenges, including classroom management difficulties, insufficient institutional support, and inadequate resources (Olayode *et al.*, 2023) ^[13]. These issues often hinder their ability to perform effectively and gain meaningful teaching experience. For instance, Bjørndal (2024) ^[5] highlighted that systemic issues in teacher education, such as resource limitations and poor supervision, adversely affect the teaching practice experience.

The supervision of preservice teachers plays a crucial role in shaping their performance during teaching practice. Effective supervision provides guidance, feedback, and support, which are essential for professional development (Gordon, 2020; Komalasari *et al.*, 2020; Varol *et al.*, 2024) ^[9, 11, 19]. However, studies have shown that supervision in many Nigerian institutions is often irregular or ineffective, leaving student teachers inadequately supported (Boachie, 2024; Oluwakemi & Olusola, 2023) ^[7, 15]. This lack of effective supervision may lead to suboptimal performance and diminished confidence among preservice teachers (Binuomote *et al.*, 2024) ^[6]; Shomoye *et al.*, 2024). Furthermore, the experiences of preservice teachers

during their teaching practice are varied and deeply impactful. Positive experiences, such as peer support and constructive feedback, can boost confidence and skill acquisition. Conversely, challenges such as language barriers and insufficient classroom resources can impede professional growth. According to Mwangi (2024) [12], the socio-cultural context of teaching practice significantly influences the experiences of preservice teachers, particularly in rural and underserved areas. Given these challenges, it is essential to identify solutions that can enhance the teaching practice experience for Yoruba preservice teachers. Strategies such as improved resource allocation, regular and effective supervision, and targeted training in classroom management have been proposed to address these issues (Damoah & Omodan, 2023) [8]. This study seeks to explore the experiences of Yoruba preservice teachers in Osun State, examining the challenges they face, the determinants of their performance, and the potential solutions to improve their teaching practice outcomes.

Yoruba preservice teachers in Osun State face significant challenges during their teaching practice, including classroom management difficulties, insufficient institutional support, and inadequate resources. These challenges negatively impact their performance and professional development, highlighting the need for effective supervision, improved resources, and targeted solutions to enhance their teaching practice experience. This study aims to examine the challenges faced by Yoruba preservice teachers during their teaching practice in Osun State, focusing on issues such as classroom management, resource availability, and institutional support. It seeks to assess the factors influencing their performance in teaching practice schools, explore their experiences, and investigate the role of supervision in shaping their professional development. Ultimately, the study strives to identify practical solutions to enhance the teaching practice experience for preservice teachers. This study is significant as it sheds light on the unique challenges encountered by Yoruba preservice teachers, providing insights into the factors that influence their performance during teaching practice. The findings will benefit teacher training institutions, policymakers, and educational administrators by informing strategies to improve teaching practice programs. By addressing these challenges, the study contributes to the development of competent and confident teachers, thereby enhancing the quality of education in Osun State and beyond.

The study by Oludare (2023) [14] evaluates the Pre-service English Language Teacher Preparation Programme (ELTPP) in public universities in southwestern Nigeria. Despite good content knowledge, communication skills, classroom management, and lesson preparation by graduates, deficiencies in human and material resources were identified. Lecturers and students had positive perceptions of the programme, but inadequate resources impacted its effectiveness. The study recommends addressing these deficiencies by improving resource availability to enhance the quality of ELTPP and ensure better performance of graduates in their teaching practice. Similarly, the study by Abiodun & Abiodun (2022) [2] examined the challenges faced by Yoruba language pre-service teachers during teaching practice. Using a survey design, the study found issues like poor accommodation, lack of field trip provisions, and limited involvement in school activities. Results showed that challenges were more pronounced in

special schools than in regular schools. The study recommended providing stipends and enforcing penalties for missed orientation.

Adigun (2023) [3] examined pre-service teachers' sense of efficacy for inclusive education programs in Lesotho and Nigeria using the social cognitive theory. The study involved 392 participants and employed the Teachers' Sense of Efficacy Scale (TSES) for data collection. Findings revealed that Lesotho pre-service teachers had higher efficacy in student engagement and instructional strategies, while Nigerian teachers excelled in classroom management. Gender differences influenced efficacy in specific subscales. The study concludes that enhancing pre-service teachers' efficacy is crucial for successful inclusive education programs and recommends appropriate interventions. Ayanwale *et al.* (2024) [4] conducted a quantitative study to evaluate AI literacy among 529 pre-service teachers in a Nigerian university. Using structural equation modelling, the study explored various aspects of AI literacy, revealing that a strong understanding of AI predicts positive outcomes in AI use, detection, ethics, creation, and problem-solving. However, no correlation was found between AI knowledge and emotion regulation. The research highlights the importance of AI knowledge in shaping AI literacy and offers insights for improving AI education in teacher preparation programs.

Research Questions

The study seeks to answer the following research questions:

1. What challenges do Yoruba preservice teachers face during teaching practice?
2. What are the key determinants of Yoruba preservice teachers' performance?
3. What experiences do Yoruba preservice teachers encounter during their preservice exercise?
4. How does supervision impact the performance of Yoruba preservice teachers?
5. What potential solutions can address the challenges faced by Yoruba preservice teachers?

Methodology

This study adopted a descriptive survey design to investigate the challenges and experiences of Yoruba preservice teachers during their teaching practice. This approach was chosen because it effectively describes the characteristics of the population under study, focusing on the "what" rather than the "why" of the research problem.

Population and Sample

The population comprised all Yoruba preservice teachers in Osun State engaged in teaching practice. A purposive sampling method was used to select three schools from six local government areas (LGAs) in the Osun Central Senatorial District. The total sample size was 1,100 student teachers, ensuring adequate representation across schools and LGAs.

Research Instrument

Data were collected using a structured questionnaire divided into two sections:

- **Section A:** Gathered demographic information, such as gender, age, year of study, subject specialisation, and LGA of teaching practice.
- **Section B:** Contained 20 items assessing challenges,

determinants of performance, experiences, and supervision during teaching practice, using a 4-point Likert scale: Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), and Strongly Disagree (SD = 1).

Data Collection

Questionnaires were administered to student teachers during their teaching practice sessions in the selected schools. Data collection was completed over four weeks, ensuring a high response rate.

Data Analysis

Data from Section A (demographic information) were analysed using simple percentages. Responses from Section B were analysed using the using a 4-point Likert scale to determine significant relationships between the variables. Results were presented in tables and interpreted to address the research questions.

This methodological approach ensured comprehensive data collection and analysis, allowing for valid and reliable findings.

Results and Discussion

Table 1: Demographic Information of Respondents

Demographic Variable	Category	Frequency (n = 1100)	Percentage (%)
Gender	Male	462	42.00
	Female	638	58.00
Age Range	18–21 years	519	47.18
	22–25 years	457	41.55
	26–30 years	96	8.73
	31 years and above	28	2.55
Year of Study	300 Level	1100	100.00
	400 Level	0	0.00
Subject Specialization	English / Yoruba	397	36.09
	French / Yoruba	83	7.55
	Economics / Yoruba	289	26.27
	Yoruba / Social Studies	331	30.09
LGA of Teaching Practice	Ila LGA	236	21.45
	Olorunda LGA	308	28.00
	Irepodun LGA	153	13.91
	Ilesa West LGA	192	17.45
	Ifedayo LGA	64	5.82
	Odo-Otin LGA	147	13.36

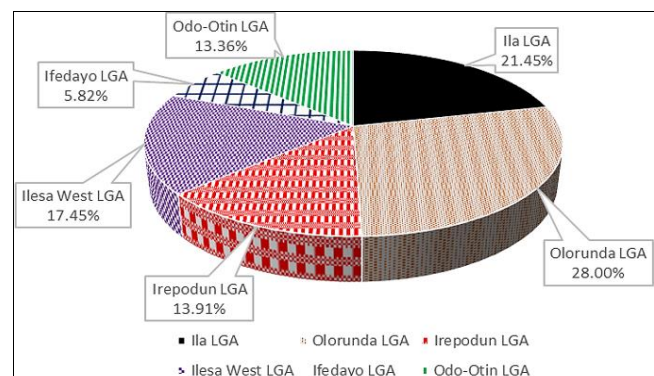


Fig 1: Distribution of Local Government Areas (LGAs) by Percentage Contribution

The demographic characteristics of the 1,100 participants, as illustrated in Table 1, provide important information. The gender distribution consists of 462 males and 638 females, with females being the majority. The majority of

respondents (519) fell within the age range of 18–21 years, with 457 aged 22–25 years, 96 aged 26–30 years, and 28 who were 31 years or older. All participants were students at the 300 level, guaranteeing consistency, with no involvement from 400-level students. Concerning subject specialization, 397 participants studied English/Yoruba, 331 focused on Yoruba/Social Studies, 289 concentrated on Economics/Yoruba, and 83 chose French/Yoruba. The teaching practice locations were distributed among six Local Government Areas (LGAs), with Olorunda having the largest number of respondents (308), followed by Ila (236), Ilesa West (192), Irepodun (153), Odo-Otin (147), and Ifedayo (64). Fig 1 depicts the percentage distribution among the LGAs, with Olorunda LGA making up 28.00%, Ila LGA comprising 21.45%, Ilesa West at 17.45%, Irepodun at 13.91%, Odo-Otin at 13.36%, and Ifedayo at 5.82%. This information emphasizes the demographic and geographical distribution of the study.

Table 2: Challenges Faced by Yoruba Preservice Teachers During Teaching Practice

Challenges	SA	A	D	SD
Managing classroom discipline	233	382	287	198
Insufficient support from staff	362	413	206	119
Language barriers	21	46	535	498
Difficulty preparing lesson plans	38	65	511	486
Inadequate teaching resources	146	174	412	368

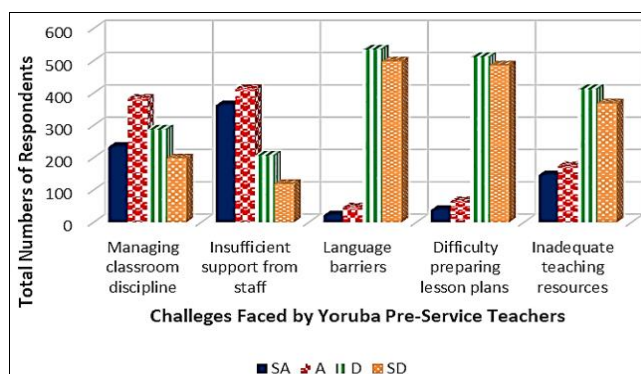


Fig 2: Chart of Challenges Faced by Yoruba Preservice Teachers During Teaching Practice

Table 2 outlines the difficulties encountered by Yoruba pre-service teachers while engaged in their teaching practice. The primary difficulties included handling classroom discipline and a lack of adequate support from staff, with a large percentage of respondents in agreement (55.91% and 70.39%, respectively). Conversely, challenges related to language barriers and the preparation of lesson plans were not as pronounced, with most respondents indicating disagreement. Insufficient teaching resources appeared as a moderate obstacle. These results emphasize the necessity for targeted interventions to tackle these challenges and provide improved support for pre-service teachers. Fig 2 illustrates the difficulties encountered by Yoruba pre-service teachers, highlighting the quantity of respondents who strongly agreed (SA), agreed (A), disagreed (D), and strongly disagreed (SD) with every challenge. The most significant figures are noted in handling classroom discipline and lack of support from staff, highlighting these as primary issues. Language barriers, challenges in creating lesson plans, and insufficient teaching materials, although significant, were relatively less frequently identified as critical problems.

Table 3: Analysis of Preservice Teachers' Performance, Experiences, Challenges, and Solutions

Category	Item	SA (%)	A (%)	D (%)	SD (%)
Determinants of Performance	Level of support from supervisor	28.27% (311)	48.45% (533)	15.64% (172)	7.64% (84)
	Feedback helped improve methods	54.36% (598)	39.27% (432)	3.82% (42)	2.55% (28)
	Implementation of training methods	34.09% (375)	53.82% (592)	9.45% (104)	2.64% (29)
	Student behavior affected performance	35.27% (388)	40.82% (449)	15.18% (167)	8.73% (96)
	Confidence level was high	25.73% (283)	56.55% (622)	9.18% (101)	8.55% (94)
Experiences and Supervision	Positive teaching practice experience	40.27% (443)	43.09% (474)	14.91% (164)	1.73% (19)
	Regular and effective supervision	24.27% (267)	35.00% (385)	38.27% (421)	2.45% (27)
	Skill development during teaching	7.73% (85)	15.36% (169)	35.82% (394)	41.09% (452)
	Adequate guidance from institution	36.64% (403)	49.00% (549)	8.73% (96)	4.73% (52)
	Peer support contributed positively	48.00% (528)	43.73% (481)	6.64% (73)	1.64% (18)
Challenges	Managing classroom discipline	21.18% (233)	34.73% (382)	26.09% (287)	18.00% (198)
	Insufficient support from staff	32.91% (362)	37.48% (413)	18.73% (206)	10.82% (119)
	Language barriers	1.91% (21)	4.18% (46)	48.77% (535)	45.27% (498)
	Difficulty preparing lesson plans	3.45% (38)	5.91% (65)	46.46% (511)	44.09% (486)
	Inadequate teaching resources	13.27% (146)	15.82% (174)	37.45% (412)	33.45% (368)
Potential Solutions	Access to teaching resources	34.64% (381)	57.64% (634)	4.27% (47)	3.45% (38)
	More frequent supervision	15.82% (174)	19.00% (209)	36.18% (398)	29.00% (319)
	Better communication between institutions	48.09% (529)	44.73% (492)	5.91% (65)	1.27% (14)
	Additional training on classroom management	41.45% (456)	52.00% (582)	3.45% (38)	2.18% (24)
	Allowing more time for teaching practice	47.55% (523)	45.18% (498)	5.27% (58)	1.91% (21)

Table 3 provides an in-depth analysis of various aspects related to the performance, experiences, challenges, and solutions encountered by preservice teachers during their teaching practice. First, it is evident that support from supervisors plays a crucial role in enhancing teaching effectiveness, with over 48% of respondents indicating that receiving adequate support positively influences their performance. This highlights the importance of structured supervision and mentorship during teaching practice. Feedback from mentors or peers is another essential factor, with more than 54% of participants acknowledging its role in improving teaching methods and boosting confidence. Experience and supervision also proved to be key elements, as a majority of preservice teachers (43.09%) reported a positive teaching practice experience, emphasizing the value of quality supervision and guidance from institutions. Peer support was another significant factor, with 43.73% of respondents valuing the support they receive from their peers. Challenges related to classroom management were noted by about 34.73% of participants, indicating that discipline, language barriers, and inadequate resources remain prominent obstacles to effective teaching. These findings suggest that more focus on providing appropriate resources, better training, and more regular supervision are necessary to help preservice teachers overcome these challenges. Potential solutions such as improved access to teaching resources (57.64%), more frequent supervision (36.18%), and additional training in classroom management (52%) were seen as essential strategies to support teachers during their teaching practice. These findings point to the need for a more supportive environment and enhanced training for preservice teachers to improve their effectiveness and overall performance during teaching practice.

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Conclusion

The study provides a thorough examination of preservice teachers' performance, experiences, challenges, and potential solutions during their teaching practice. The

findings highlight that the level of support from supervisors, the quality of feedback, and the implementation of training methods significantly influence preservice teachers' success. Positive experiences were closely linked to adequate supervision, peer support, and skill development, all of which contributed to higher performance levels. However, challenges such as managing classroom discipline, insufficient support from staff, language barriers, and limited teaching resources were found to affect preservice teachers' overall performance. These challenges underscore the importance of strengthening support systems within teacher education programs. The study also revealed that preservice teachers would benefit from more frequent supervision, greater access to teaching resources, and better communication between institutions. To address these concerns and improve the quality of teacher preparation, several recommendations are proposed. First, institutions should enhance support and supervision by providing regular, constructive feedback to help preservice teachers refine their teaching methods and build confidence. Additionally, offering more comprehensive training in classroom management and lesson planning would help preservice teachers navigate common challenges effectively. Furthermore, it is crucial to improve access to teaching resources to better equip preservice teachers for their classroom responsibilities. Promoting peer collaboration can also create a supportive learning environment that allows teachers to share strategies and tackle challenges together. Finally, policymakers should incorporate these insights into teacher education curricula to ensure that preservice teachers are well-equipped with the skills and resources they need to succeed in their teaching practice and beyond. Addressing these areas will ultimately result in better-prepared educators, leading to improved educational outcomes for students.

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