

# Assessment of English Language Preservice Teachers' Passion for Teaching and Interpersonal Relationship in Two Colleges of Education in Oyo State

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## Abstract

*This study assessed English Language preservice teachers' passion for teaching and interpersonal relationship in two colleges of education in Oyo State, Nigeria. The study adopted the survey research design. Two colleges of education: Emmanuel Alayande College of Education, Oyo and Federal College of Education (Special) Oyo, were purposively selected for having well organized microteaching programme. Twenty-five (25) 200 level English language pre-service teachers were randomly selected from each of the two selected colleges. In all, a total of fifty (50) English language pre-service teachers participated in the study. English Language Pre-Service Teachers' Passion for Teaching Questionnaire ( $r=0.86$ ) and English Language Pre-Service Teachers' Interpersonal Relationship Rating Scale ( $r=0.79$ ) were used for data collection.*

*Findings revealed that the level of English language pre-service teachers' passion for teaching is high (weighted mean=3.18) against the threshold of 2.50. Findings also revealed that the selected pre-service teachers have poor interpersonal relationship (weighted mean is 2.82 against the threshold of 3.0). Based on the finding it is recommended that colleges should admit preservice teachers who are passionate about being trained as teachers of English Language.*

**Keywords:** Microteaching, passion, interpersonal skill, English preservice teachers

## Introduction

Teachers preparation programmes in college of education entails equipping the student teachers with appropriate teaching skills. Micro teaching inculcates skills like set induction, verbal and non-verbal communication stimulus variation, planned repetition reinforcement, questionnaire closure and evaluation (NCCE2012).

Remesh (2013) sees micro-teaching as an efficient technique for learning effective teaching which provides teachers with an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. Micro-teaching involves planning, teaching, observing, and criticizing (Ismail, 2011). It can also include these five steps: teaching, feedback, re-planning, re-teaching, and re-feedback (Mahmud and Rawshon, 2013). In addition, a micro-teaching class also arranges the simulation to the pre-service teachers by combining the theory and practice and develops their confidence in teaching (Ismail, 2011).

EDU 213 (Theory) and EDU 224 (Practicum). The two courses are compulsory, any student teachers who does not perform well in them will not be able to go for teaching practice and such student will not be able to graduate.

Micro-teaching as an essential part of formal education training for teachers has its objectives which include enabling pre-service teachers gain confidence in teaching by mastering a

number of skills on a smaller group of students, providing pre-service teachers with enabling environment for practice-based teaching and through this instill some self-evaluative skills. More specifically, Audu and Agbo (2010: 200-201) submitted that micro-teaching objectives are to:

1. provide students with an opportunity to develop their understanding of concept of the teacher as a reflective practitioner in a controlled and secure environment;
2. continue the process of core skill acquisition through the process of guided planning, implementation and review of laboratory teaching practice case studies;
3. Motivate and instill confidence in the student teachers before they proceed on teaching practice in cooperative school;
4. introduce students to contemporary approaches to positive discipline and effective classroom management;
5. allow student engage in an initial period of guided school based teaching practice.

The objectives of micro-teaching reveal that it is a field or branch of teacher education essential for teachers in training because through it, they imbibe the qualities of effective teaching, avoid mistakes often made by teachers and equip themselves with adequate mastery skills and techniques of good teaching (Goodlad, 2010). From the foregoing, it has been established that the objectives of including

micro-teaching in the teacher preparation programme is to lay a good foundation for teaching skills and this, in essence, makes micro-teaching to be of great value to the entire spectrum of teacher preparation programme

Presenting the qualities of micro-teaching, Remesh (2013) maintains that micro-teaching emphasises three things: knowledge acquisition, skill acquisition and transfer of knowledge to learners. A teacher trainee in the process of micro-teaching should be able to engage in lesson planning, presentation and explanation, illustration with examples, reinforcement, stimulus variation, probing questions, classroom management and use of audio-visual aids. It is also noted by Bell (2007) that micro-teaching enhances communication development; problem-solving and critical thinking skills; develops the skills of the novice teacher; and compares effectiveness of variation of one micro-teaching with another. It is always good that a teacher trainee which is to engage in micro-teaching should be abreast of what is involved in preparing for it in order to achieve a successful outing.

As established earlier, the importance attached to micro-teaching in colleges of education at teacher preparation level is found in its having both theory and practicum. The two courses are compulsory as any student who does not perform well in them will not participate in teaching practice exercise and will not be able to graduate (NCCE, 2012). However, as important as micro-teaching is, and despite the fact that pre-service teachers have been introduced to Micro-teaching theory (EDU 213) earlier, it has been discovered that some pre-service teachers found it difficult performing well in it (Okorie, 1979; Ngada, 2001; Garba, 2018). In his study, Garba (2018) submitted that right from the introductory stage, some student teachers cannot demonstrate a sense of commitment in understanding the basic concept for micro-teaching contained in the teacher training curriculum of Colleges of Education titled Micro teaching theory and coded EDU 213 offered at NCE level.

Meanwhile, in an attempt to address this challenge, studies (Okorie, 1979; Ngada, 2001; Bell, 2007; Benton-Kupper, 2001; Huber and Ward, 2001; Mergler and Tangen, 2010; Peker, 2009, and Garba, 2018) have looked at the poor performance of student teachers and found poor content knowledge, poor pedagogical knowledge, low teaching self-efficacy beliefs, and anxiety as dominant factors being responsible for pre-service teachers' undesirable achievement in Micro-teaching practicum.

Meanwhile, none of the studies available to the researcher has looked into the English language pre-service teachers' personal factors of passion for teaching and interpersonal relationship as being responsible for their achievement in Micro-teaching Practicum. To advance the studies into pre-service teachers achievement in Micro-teaching Practicum, this study therefore considered English language pre-service teachers' variables of passion for teaching and interpersonal relationship in relation to their achievements in Micro-teaching.

Passion for teaching appears to be an important concept to consider in education because the teaching profession requires teachers to invest time, energy, and their hearts in their teaching (Day, 2004). Passion is not only what attracts and keeps teachers in the profession (Nias, 1996), it is also what makes them constantly search for more effective ways to reach their students and master their craft (Zehm and Kottler, 1993). Passion for teaching matters in that it motivates and inspires the teachers. Passion is a motivational factor that affects teacher performance. It drives the teachers for a better student accomplishment. Passionate teachers create an effective learning environment and increase learning potential of students. Passion leads to creativity; therefore, passionate teachers have the ability to think and produce new notions in an easy way. Passionate teachers are committed and dedicated to their schools and a good education achievement is an outcome of this commitment and dedication (Mart, 2013). Thus 'passion is not an option. It is essential to high-quality teaching' (Day, 2004, p.3).

Another important variable in this study is interpersonal relationship. It is axiomatic that teachers' good interpersonal relationship cannot be divorced from effective teaching-learning enterprise. In relation to this, Wubbels and Levy (1993) submitted that teaching is a very complex activity that is affected by the subject matter, the time available, the character of the teacher, the disposition of the learners, resources, and the likes. They further posited that a distinction can be made between the pedagogical, methodological perspective of teaching (which includes the selection and organisation of teaching materials, methods of instruction and assessment), and the interpersonal perspective, which focuses on the interpersonal relationship between teacher and student. The teacher needs to feel comfortable in his working place, which is the school, and more specifically the classroom. There are essential interpersonal relationships between the teacher and the students. Different teachers advocate different levels of control over their students.

According to Ejifugha (2011), interpersonal relationship is described as the social link between two or more persons. Most often, this link is based on the emotion of love or liking. In the words of Rungapadiachy (1999), interpersonal relationship is a skill needed in order to communicate effectively with another person or a group of people. Sharon and Simpson (2010) described interpersonal relationship as goal-directed behaviours used in face to face interactions in order to bring about a desired state of affairs. They therefore noted that to effectively communicate and interact with learners efficiently, teachers need good interpersonal relationship.

### Statement of the Problem

*Microteaching is a compulsory course in colleges of education in Nigeria, and it is a requirement for graduation. However, reports have shown that English Language preservice teachers perform poorly performance in this course on yearly basis. Previous studies focused largely on effective strategies of teaching microteaching without adequate attention to preservice teachers' passion for teaching and interpersonal relationship. This study, therefore, investigated English Language preservice teachers' passion for teaching and interpersonal relationship in two colleges of education in Oyo State, Nigeria.*

### Research Questions

The study provided answers to the following questions:

1. What is the level of English language pre-service teachers' passion for teaching?
2. What is the level of English language pre-service interpersonal relationship?

### Scope of the Study

This study investigated English language pre-service teachers' passion for teaching and interpersonal relationship. The study covered 200 level pre-service teachers from two selected Colleges of Education in Oyo State namely, Emmanuel Alayande College of Education, Oyo and Federal College of Education (special), Oyo.

### Significance of the Study

Findings from this study will reveal the extent to which passion for teaching and

interpersonal relationship can influence English language pre-service teachers' achievement in micro-teaching thereby identifying factors that can improve their micro-teaching skills. Also, this study is significant for pointing out another important factors to be worked upon by both the in-service and pre-service English language teachers for effective classroom practices. Also, findings from this study will reveal how passionate English language pre-service teachers are to teaching as well as the nature of their classroom interpersonal relationship. The outcome of this study will keep both the lecturers in-charge of Micro-teaching and the English language pre-service teachers aware of more teacher variables that can predict pre-service teachers' achievement in Micro-teaching. It will also provide a valuable feedback to the Management of Colleges of Education and other institutions of Teacher Education on other factors to be considered in improving pre-service teachers' micro-teaching skills.

### Methodology

This study adopted the survey research design.

The population of the study comprised all 200 level English language pre-service teachers in colleges of education in Oyo State, Nigeria. From the population, two colleges of education situated in Oyo Township namely: Emmanuel Alayande College of Education, Oyo and Federal College of Education (Special) Oyo, were purposively selected for having well organized microteaching programme. Twenty-five (25) 200 level English language pre-service teachers were randomly selected from each of the two selected Colleges of Education to participate in the study. In all, a total of fifty (50) English language pre-service teachers participated in the study.

### Results and Discussion of Findings

The findings drawn from the data analysis of this study and representation of student's gender analysis of each of research questions are discussed as followed;

**Research Question 1:** What is the level of English language pre-service teachers' passion for teaching?

**Table 1.1 Level of English Language Pre-service Teachers' Passion for Teaching**

S/N	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. D.
1.	I have passion for teaching.	25 (50)	21 (42)	4 (8)	-	3.42	.642
2.	Choosing to be a teacher is the best decision of my life.	20(40)	21(42)	8(16)	1(2)	3.20	.782
3.	I intentionally choose College of Education	12 (24)	21 (42)	13 (26)	4 (8)	2.82	.896
4.	I love teaching as a profession.	24 (48)	21 (42)	5 (10)	-	3.38	.667
5.	I am proud to be a teacher.	26 (52)	19 (38)	3 (6)	2 (4)	3.38	.780
6.	I believe values derive from teaching are more important than those of other professions.	24(48)	21(42)	5(10)	-	3.38	.667
7.	I desire to be well known in the teaching profession.	23 (46)	23 (46)	3 (6)	1 (2)	3.36	.693
8.	I will like to continue teaching irrespective of my economic needs.	18(36)	26(52)	5(10)	1(2)	3.22	.708
9.	I love teaching with enthusiasm.	22 (44)	24 (48)	4 (8)	-	3.36	.631
10.	I will like to impart knowledge, values and skills to learners.	32(64)	18(36)	-	-	3.64	.485
11.	I do read textbooks, and other materials on effective teaching.	20(40)	27(54)	2(4)	1(2)	3.32	.653
12.	I always try to emulate some model teachers.	24 (48)	24 (48)	2 (4)	-	3.44	.577
13.	I do try to put effective teaching knowledge being taught into practice to enhance my performance.	21(42)	24(48)	5(10)	-	3.32	.653
14.	I don't have passion for teaching profession.	-	5(10)	21(42)	24(48)	3.02	.958
15.	Choosing College of Education is a mistake.	17(34)	22(44)	5(10)	6(12)	3.00	.969
16.	I opted for College of Education as the last option.	14(28)	17(34)	10(20)	9(18)	2.72	1.070
17.	I don't have interest in teaching profession.	19(38)	19(38)	4(8)	8(16)	2.98	1.059
18.	I only chose to attend College of Education as a spring board to study another course.	14(28)	17(34)	14(28)	5(10)	2.80	.969
19.	I find it difficult to see myself as an effective teacher soon.	15(30)	22(44)	2(4)	11(22)	2.82	1.101
20.	My inability to face crowd makes me dislike teaching profession.	19(38)	16(32)	9(18)	6(12)	2.96	1.029
Standard Mean = 2.5; Weighted Mean = 3.18							

Values in parentheses are percentages

Table 1.1 revealed the results of the analysis of data collected on the level of English language pre-service teachers' passion for teaching in order of their mean score: I will like to impart knowledge, values and skills to learners (mean = 3.64), I always try to emulate some model teachers (mean = 3.44), I have passion for teaching (mean = 3.42), I love teaching as a profession (mean = 3.38), I am proud to be a teacher (mean = 3.38), I believe values derive from teaching are more important than those of other professions (mean = 3.38), I desire to be well known in the teaching profession (mean = 3.36), I love teaching with enthusiasm (mean = 3.36), I do read textbooks, and other materials on effective teaching (mean = 3.32), I do try to put effective teaching knowledge being taught into practice to enhance my performance (mean = 3.32), I will like to continue

teaching irrespective of my economic needs (mean = 3.22), Choosing to be a teacher is the best decision of my life (mean = 3.20), I don't have passion for teaching profession (mean = 3.02), Choosing College of Education is a mistake (mean = 3.00), I don't have interest in teaching profession (mean = 2.98), My inability to face crowd makes me dislike teaching profession (mean = 2.96), I intentionally choose College of Education (mean = 2.82), I find it difficult to see myself as an effective teacher soon (mean = 2.82), I only chose to attend College of Education as a spring board to study another course (mean = 2.80), I opted for College of Education as the last option (mean = 2.72).

The table gives the weighted mean of 3.18 out of the 5.00 maximum score that could be obtained which is higher than the standard mean of 2.5. Based

on the revealed weighted mean of 3.18, it could be deduced from this table that the level of English language pre-service teachers' passion for teaching is

high and good enough because the weighted mean is more than the standard mean.

**Research Question 2:** What is the level of English language pre-service teachers' interpersonal relationship?  
**Table 1.2: Level of English Language Pre-service Teachers' Interpersonal Relationship**

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	Mean	Std. D.
1.	He/she creates a friendly atmosphere in the classroom.	-	12 (24)	25 (50)	11 (22)	2 (4)	2.94	.793
2.	He/she makes the teaching interactive.	-	13 (26)	22 (44)	15 (30)	-	2.96	.755
3.	He/she explains the lesson with simple and clear language.	-	20 (40)	20 (40)	9 (18)	1 (2)	3.18	.800
4.	He/she feels comfortable and confident during the lesson.	-	20 (40)	23 (46)	4 (8)	13 (26)	3.20	.833
5.	He/she ensures that learners were engaged in relevant learning activities.	-	7 (14)	29 (58)	13 (26)	1 (2)	2.84	.681
6.	He/she actively solicits the ideas of students on content being taught.	-	8 (16)	23 (46)	15 (30)	4 (8)	2.70	.839
7.	He/she relates students' ideas on the content being taught.	-	6 (12)	20 (40)	22 (44)	2 (4)	2.60	.756
8.	He/she discusses and corrects students' misconceptions positively.	-	15 (30)	19 (38)	15 (30)	1 (2)	2.96	.832
9.	He/she handles students' disruptive behaviour appropriately.	-	22 (44)	21 (42)	7 (14)	-	3.30	.707
10.	He/she appears to be enjoying the teaching.	-	10 (20)	29 (58)	9 (18)	2 (4)	2.94	.740
11.	He/she is conscious of the needs and academic challenges of the students.	-	5 (10)	16 (32)	22 (44)	7 (14)	2.38	.855
12.	He/she exercises patience with the students.	-	3 (6)	17 (34)	23 (46)	7 (14)	2.32	.794
13.	He/she uses non-verbal signals (body language, facial expression and gestures) to arouse and sustain students' interest.	-	3 (6)	30 (60)	17 (34)	-	2.72	.573
14.	He/she occasionally uses witty statements in response to students' questions.	-	9 (18)	32 (64)	8 (16)	1 (2)	2.98	.654
15.	He/she is able to detect when students don't understand the lesson.	-	8 (16)	13 (26)	15 (30)	14 (28)	2.30	1.055
Standard Mean = 3.00; Weighted Mean = 2.82								

Values in parentheses are percentages

According to Table 4.2, the value of all items ranges from 2.30 to 3.30 which indicates that English language pre-service teachers' interpersonal relationship is moderately positive. Table 4.3 shows the results of the analysis of data collected on English language Pre-service teachers' interpersonal relationship in order of their magnitude: He/she handles students' disruptive behaviour appropriately (mean = 3.30, SD = .707), He/she feels comfortable and confident during the lesson (mean = 3.20, SD = .833), He/she explains the lesson with simple and clear language (mean = 3.18, SD = .800), He/she occasionally uses witty statements in response to students' questions (mean = 2.98, SD = .654), He/she

makes the teaching interactive (mean = 2.96, SD = .755), He/she discusses and corrects students' misconceptions positively (mean = 2.96, SD = .832), He/she creates a friendly atmosphere in the classroom (mean = 2.94, SD = .793), He/she appears to be enjoying the teaching (mean = 2.94, SD = .740), He/she ensures that learners were engaged in relevant learning activities (mean = 2.84, SD = .681), He/she uses non-verbal signals (body language, facial expression and gestures) to arouse and sustain students' interest (mean = 2.72, SD = .573), He/she actively solicits the ideas of students on content being taught (mean = 2.70, SD = .839), He/she relates students' ideas on the content being taught (mean =

2.60, SD = .756), He/she is conscious of the needs and academic challenges of the students (mean = 2.38, SD = .855), He/she exercises patience with the students (mean = 2.32, SD = .794), and lastly, He/she is able to detect when students don't understand the lesson (mean = 2.30, SD = 1.055).

Further analysis of the table reveals the weighted mean of 2.82 out of the maximum obtainable score of 5.00 which is higher than the standard mean of 3.0. From this, it can be submitted that the English language pre-service teachers have poor interpersonal relationship.

### Discussion of Findings

#### Level of English Language Pre-Service Teachers' Passion for Teaching and Interpersonal Relationship

The findings from this study revealed that the level of English language pre-service teachers' passion for teaching is good enough while their interpersonal relationship is poor. This implies that the sampled pre-service teachers possess poor teacher-students relationship. The findings invariably shows that a significant number of pre-service English language teachers have passion for teaching. This finding corroborates the works of Camacho, Becerra, Albarracin, Arciniegas, Cáceres, and Cote (2012) that analysed pre-service teachers' passion for teaching along with their teaching practicum and the main conclusions of these studies indicated that pre-service teachers are engaged with teaching based on their level of passion and make decisions on the spot based on their own personal vision of what can favour the educational situation. However, the finding negates the work of Nenty et al. (2015) in Malawi and the other one by Akuegwu, et al (2011) in Nigeria which pointed out that the level of pre-service teacher's passion for teaching is relatively low. The studies further stressed that some of the pre-service teachers do not pursue teaching out of their own will. They pursue teaching profession because they have failed to follow their desired careers and the reason being the high standards set for those careers. Other pre-service teachers perceive teaching as a springboard to other careers. They do not have interest from the heart to pursue teaching because they regard it as a low paying career. The findings of this present study cannot but negate that of Nenty et al. (2015) and Akuegwu, et al (2011) because this present study examined, specifically, pre-service English language teachers in Nigeria.

### Conclusion

The study investigated pre service teachers' passion for teaching and interpersonal relationship, it could be concluded that passion for teaching and interpersonal relationship are key in improving English language pre-service teachers' achievement in micro-teaching. This is because the study shows that the variables had positive relationship with pre-service teachers' achievement in micro-teaching. English language pre-service teachers' achievement in micro-teaching could therefore be improved by putting in place different mechanisms to set high standards for teaching profession in order to have good perception which in turn will enhance their passion for teaching and interpersonal relationship. Passion for teaching and interpersonal relationship cannot but influence pre-service teachers' achievement in micro-teaching because they are essential to high-quality teaching.

### Recommendations

Based on the findings of the study, the following recommendations were made:

1. Pre-service teachers should be made to participate actively in micro teaching practicum with individualized presentation to ascertain effective mastery of the required teaching skills.
2. There is need to introduce reform in the teacher preparation to impact pre-service teachers with needed passion for teaching and interpersonal relationship skills.
3. English language pre-service teachers should reflect on the level of their passion for teaching and interpersonal relationship skills and subsequently improve in them.
4. English language pre-service teachers should ensure there is a synergy between what they are being taught and their classroom practices.
5. English language pre-service teachers should endeavour to seek personal professional growth through their teachers and designated supervisors during micro-teaching practicum.
6. Also, the designated supervisors should not just evaluate but rather count it as part of their responsibilities to correct pre-service teachers' poor demonstration of any teaching skill.
7. To prevent the production of teachers with

poor passion for teaching and interpersonal relationship, Colleges of Education management should ensure that admission is being given to candidates with outstanding performance.

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