

PERFORMANCE EVALUATION OF PRE-SERVICE TEACHERS OF ENGLISH AS PERCEIVED BY COOPERATING TEACHERS IN SELECTED SECONDARY SCHOOLS IN ONDO STATE

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Abstract: *Since the products of teacher training colleges and universities are what form the bulk of primary and secondary school teachers whom the attainment of educational objectives depends on, This study evaluated the performance of pre-service teachers of English from the lens of their cooperating teachers who serve as mentor - teachers in selected secondary schools in Ondo state, Nigeria. This study took into consideration the classroom and out-of-class rating of pre-service teachers of English by their cooperating teachers in terms of knowledge, pedagogy, communicative competence, relations, dedication and enthusiasm to duty. Sixty teachers of English and Literature-in-English in both junior and senior classes who have been serving as cooperating teachers for more than five years from fifteen public secondary schools in Akure North, Akure South and Ifedore Local Government areas of Ondo State were purposively selected for the study. Using questionnaire to retrieve information from the respondents, findings revealed that pre-service teachers of English were rated between good and fair by the cooperating teachers. Their perception of pre-service teachers of English was neither very high nor very low. Thus more efforts need to be put in place by teachers' training institutions to adequately improve the quality teachers especially in the aspect of language proficiency and communicative competence*

Keywords: Performance, Evaluation, pre-service teachers of English, Cooperating Teachers

INTRODUCTION

The role of a teacher in any educational institution cannot be overemphasized as teachers serve as the link between knowledge and students. Just as the students are an essential part of the school, the students are incomplete without the teacher. It is through the teacher that knowledge, skills, competencies, aptitude, etc., are transferred to the students who then receive the knowledge impacted for the betterment of themselves and the society in which they find themselves. According to Abe and Adu (2013), education is expected to be of high quality in order to produce sound and quality products that can contribute to the growth of the national economy, and the quality of education of a nation could be determined by the quality of her

teachers. In agreement, Adu (2013), Ofeimu and Kolawole (2017) note that the most important person in a school setting is the teacher and he is the pivot of the education process. The teacher is the most important person in the entire education programme and he can make or mar the best educational programme in the world. Thus, competent, devoted, and professionally qualified teachers are part of the essential foundation for a good education system.

In other words, the attainment of national objectives on education on the adequate preparation of students for the future depends largely on quality teachers. We may then agree with the national policy on education (1981, 1998 revised 2004) which states that no educational system can rise above the quality of its teachers. This means that

substantial improvement in teachers' ability to teach has a great impact on solving educational problems

Given the important role that teachers play in the school system, the delicacies of such profession and the increasing demands being placed on teachers to meet the needs of diverse students in the classroom; 'the world of teaching has become more complex' (Koross, 2016). It is thus very important to ensure that the quality of teachers graduating year after year from teacher training institutions possess the professional competencies necessary for them to play their roles as teachers effectively.

Teacher Education and the Relevance of Teaching Practice

Efforts have always been made by various educational institutions shuddered with the responsibility of teacher education programme across the country to produce well-groomed professional graduate teachers for primary, secondary schools and teacher training colleges. According to Ogonor and Badmus (2006), teacher education in Nigeria is done through Colleges of Education as well as the Faculty of Education in the university. Colleges of Education which awards Nigeria Certificate in Education (NCE) is a three-year teacher programme intended to train teachers for primary and junior secondary educational institutions while Nigerian universities offer a four-year programme for the Bachelor of Education degree which is the certificate required for employment as a teacher in the senior secondary school level (Federal Republic Nigeria, 1981, revised 1998, 2004 and 2013).

These tiers of teacher education institutions are responsible for producing teachers who are properly grounded in pedagogy and content as well as the ability to collaborate professionally in the work environment. In particular, the product of these institutions should be able to meet up with the rigorous academic demands of the classroom and teach academic courses of their areas of specialty throughout the range of secondary schools, teacher training colleges and other educational institutions. This, according to Ogonor and Badmus (2006) is the reason subjects in curriculum and teaching methods largely offered in the penultimate and final years of the Nigeria Certificate in Education (NCE) and Bachelor of Education (B.ED) Programme

were intended to prepare pre-service teacher of English in pedagogical skills and specific subjects

As part of measures to ensure that a teacher on trainee can meet up with the challenges of teaching, students (teacher on trainee) at the third and fourth year are always sent out to go on a compulsory supervised teaching practice usually for a specific period during which teachers-in-training are posted to schools to be expose to real teaching and put to practice all that he have learnt in the course of training. This activity is popularly known as Teaching Practice (T.P).

According to Cohen, Manion and Morrison (1996), since the establishment of training colleges in the middle and late 19th century, teaching practice in one form or another has remained an unchallenged essential element in the preparation of generations of teachers. Koross (2016) citing Ezewu (1994) indicates that the term "teaching practice" has been accepted almost universally and uncritically by all concerned with the preparation of teachers and its use has embraced all the learning experiences of pre-service teacher of English in schools.

This exercise is important in the life of a pre-service Teacher as an apprenticeship is to the technician, internship to the medical profession, and Court Attachment for the Lawyers. Teaching practice offers the opportunity to pre-service teacher of English to learn basic skills of teaching and put their newly acquired knowledge into actual practice. The exercise allows teacher-in-training to get familiar with educational ethics and the rules and regulations governing the practice of education as a professional career. Through this exposure, the ethics, the rules and regulations become internalized by the pre-service teacher of English through the process of interaction with the administrative and academic staff as well as the students in their schools of practice (Samuel, 2010)

According to Koross (2016), teaching practice enables pre-service teacher of English to understand the real world of teaching and let them know about problems and difficulties of teaching that may face them in the future. It also enables the pre-service Teacher transit from the role of students to the role of beginning teachers. This can serve predictive purposes, especially, concerning the actual performance of the trainees when finally engaged as permanent staff. Osuala (2004) established that teaching practice exposes the

trainee teacher to the realities of effective teaching and helps them to try out methods of teaching and gain practical classroom experience under experts

Teaching Practice is the most important experience in a teacher education programme which is designed to provide an opportunity to develop and evaluate aspiring teachers' competence in an actual classroom within school settings. Consequently, participants are allowed to demonstrate a clear understanding of best practices in different teaching methods to meet students' learning needs and classroom management skills. Relying on the partnership of competent, knowledgeable and caring cooperating teachers and host schools, Pre-service teacher of English assume the full range of duties of a teacher in real classrooms (Aglazor, 2017)

Cooperating Teachers and Pre-service Teachers of English

In the study of Aglazor (2017), it was asserted that the teaching practice exercise is the culminating point where the relationship among the three major players: university supervisor, host teacher, and aspiring teacher interface to determine the quality of experience the aspiring teaching will take away. It becomes the bedrock on which the aspiring teacher once certified and employed builds their professional identity. It is therefore, necessary that aspiring teachers are paired with competent, knowledgeable and concerned subject teachers to help them assume the full range of duties of a teacher during this hands-on training period.

It is expected that the pre-service Teacher is under the supervision of the Head Master/principal in the school which they are posted but quite often, the responsibility is delegated to a host teacher-subjects teachers who have equally vital influence in aspiring teachers' professional growth and development. to an extent, the success of the teaching practice exercise depends on the cooperative responsibility of the subject teacher, commonly referred to as 'cooperating teacher'. The cooperating teachers are expected to be responsible for the day-to-day supervision as well as hold sessions with trainees to help them resolve some of their problems related to the environment, students and even content (Shehu, 2007). The cooperating teacher who is usually higher in competence, experience and qualification plays the role of

guiding; advising and helping the pre-service teacher of English achieve the set goals of teacher education.

Considering the importance of teaching practice in achieving the set goals of teacher education, the success of the exercise in creating competent teachers that will teach in both primary and secondary schools is not far-fetched. This is essentially so in subjects of language development like the English language which form the basic means of communication in all teaching and learning processes. Therefore, there is a dire necessity for the exercise to successfully produce English teachers who are astute in content and pedagogical skills. This is because the need for competent and well-trained teachers in the English language is very crucial in improving the language proficiency and academic performance of students. The English language is studied as the second language and used as the medium of instruction and communication in all educational institutions in Nigeria. It is believed that a student whose language proficiency in English is good is likely to perform better than a student whose English language skills are weak. Thus, the important role the English language plays makes it a compulsory subject. Therefore, a great deal of professional competencies is expected from teachers or would-be-teachers who would seek to play their roles as English Language teachers effectively (Ahmodu, Shuaibu and Musa, 2015).

A competent pre-service teacher of English, capable of improving the language skills and communicative competence of students should be able to display the skills and the behavior expected of him. He must have had a sound knowledge of his subject matter, nature, interest and goals of learners, adequate knowledge of what to teach, how to teach it and able to provide and use appropriate, relevant and effective teaching aids. *More so, pre-service teacher of English must have a good command of English, interact competently with both teachers and students and serve as a good language model for the students.* All these would determine the rate of his effectiveness when he is eventually employed as a permanent teacher of English.

Evaluation of Pre-service teacher of English

The evaluation of pre-service teacher of English is usually done by the university supervisor

who visits the school to assess the pre-service Teacher's performance in teaching practice. The evaluation form used for the assessment incorporates several areas: - mastery of subject matter, relevance of the lesson plans, use of materials from previous lessons, communication skills, appropriate use of language, teaching skills and aids, questioning technique, teachers' personality, classroom management, mode of dressing and others. A study of these items indicates that the mode of evaluation is all-encompassing but it can be said that results produced from supervision evaluation is ineffective.

This is because the supervisor's time has to be shared among competing activities. Most supervisors, whether internal or external often appear to be against time. They want to see as many students as possible within a limited time. Eventually, the supervisor ends up spending only 10 to 15 minutes with a pre-service Teacher. Also, the actual number of visits per student is one to two times for a period of six to 12 months teaching practice exercise. Some are never supervised throughout the teaching practice exercise and would be made to do micro-teaching after the exercise is over. Teaching during these periods are under special preparation, such that the teaching observed is unlikely to reflect the usual teaching of the student. Such assessment so done cannot be possibly reliable (Money, 1990)

The researcher believes that the opinion of the cooperating teacher has not been adequately explored in the training of would-be-teachers. In much sense, the cooperating teachers are vital to the day-to-day professional guidance and evaluation of the pre-service teacher of English. The cooperating teacher knows the strength and weaknesses of the pre-service teacher of English. His advisory and supervisory responsibility to the pre-service teacher of English gives him the ability to listen to their problems, advice, mentor and assist them accordingly. The cooperating teacher is stationed in the same place as the pre-service Teacher and can thus easily come to the aid of the teacher trainee should he encounter any problem in the content, teaching or routine works. Since supervisors' visits are quite few and many come in the last week of the exercise, the rating of the cooperating teacher who provides needed support to pre-service teacher of English would go a long way to provide feedback; hence, the need for this study.

Students' Disposition as a Challenge to Effective Evaluation of T.P Exercise

It is worthy of note that most students nowadays put more effort in passing examinations than they do to gaining sound knowledge. Such students believe that as soon as you can score high grades, intellectuality doesn't count much. Hence, students treat almost every academic activity as an evaluative exercise and what *matters is the academic reward* (grade), not the knowledge gained. They tend to transfer this mentality into teaching practice exercise. The result is that, most pre-service teacher of English do not take the exercise seriously. They hardly appreciate the relevance and contribution of the exercise to their professional training

Pre-service teacher of English undergoing teaching practice are mainly concerned and interested in the evaluation (grade) aspect of the exercise. They often fail to see the importance of the exercise beyond the evaluative part. Observation shows that most student-teachers only show up in school because of the fear that a supervisor might stop by anytime and it could be terrible to meet their absence. Hence, majority carry out the exercise more to impress the supervisor by specially preparing and mastering how to put up good performance before and for the supervisor. They master the topic to be taught a forehand, get all necessary instructional materials ready as well as master the application of the teaching aids and usage of chalkboard. These are only done in a bid to obtain good grades. Once there is assurance that the supervisor may not come again or at least, will take some time for him to come back, many pre-service teachers of English relax their effort. Some simply choose to stay away from school, some pre-service teacher of English' enthusiasm decline and some choose to come late while some disregard school authorities

Judging by these observations, where the importance of the English language as a core subject is pronounced and the predictive value of teaching practice is somehow queried, it is essential to evaluate the performance of pre-service teachers of English in terms of knowledge, pedagogy, human relations and so on. Therefore, this study evaluates the performance of pre-service teachers of English as perceived from the lens of their

cooperating teachers who serve as mentor teachers in selected secondary schools. *This study took into consideration the classroom and out-of-class rating of pre-service teachers of English by their cooperating teachers in terms of knowledge, pedagogy, communicative competence, relations, dedication and enthusiasm to duty.* To access the performance of the students, the study sought to find answers to the following questions

- i. To what extent do pre-service teachers of English possess the knowledge of their subject matter?
- ii. Do pre-service teachers of English have competencies in methods and skills for meaningful teaching?
- iii. Do pre-service teachers of English display competence in both oral and written expressions?
- iv. How positive is the attitudes and disposition of the Pre-service teachers of English towards their duties?
- v. In what way do pre-service teachers of English contribute to social problems in the school?
- vi. Is there cordial relation *among* the pre-service teachers of English, teachers and students?

METHODOLOGY

Fifteen public secondary schools (Five public secondary schools in each of the local government) in Akure North, Akure South and Ifedore Local Government areas of Ondo State were chosen as the sampled population for the study. The local governments were used for the study because pre-service teachers of English are mostly deployed for teaching practice exercise in these local governments. Five public secondary schools in each of the local government are randomly selected for the study. Teachers of

English and Literature-in-English in both junior and senior classes in the selected secondary schools were subjects of the study. The reason for selecting the English and Literature-in-English teachers was that the study set to evaluate Students-Teachers whose discipline is English. Four teachers who have been serving as cooperating teachers for more than five years were purposively selected from each of the five sampled secondary schools in each local government, making a total of twenty respondents from each local government and sixty respondents in total.

The data were collected with the use of a questionnaire. The questionnaire used was adapted from an earlier questionnaire developed by Oboro (1990) for Pre-service teacher of English' Evaluation. Oboro's questionnaire was thoroughly modified so that the new questionnaire retained reflects the aims and objectives of the present study. The questions were directed purposively towards finding out specific pre-service Teacher behavior in terms of knowledge of the subject matter, ability to prepare, organize, teach, and evaluate students sufficiently and objectively, ability to relate and communicate well with staff and students as well as disposition to duties.

The instrument was validated by specialists in Education. Each specialist was asked to review the list of items and indicate whether the items were worded, comprehensive and applicable to the investigation. Modifications based on the corrections and suggestions were made. The reliability of the instrument was tested using the split-half statistical technique. In turn, a high reliability co-efficient of 0.84 was established.

RESULTS AND DISCUSSION

Research Question One: To what extent do pre-service teachers of English possess the knowledge of their subject matter?

Table 1

Items	Very Good	Good	Fair	Unsatisfactory
Sound knowledge of subject matter	6 (10%)	28 (46.7%)	21 (35%)	5(8.3%)
Adequacy and appropriateness of facts and information given to students	29 (48.3%)	19 (31.7%)	11(18.3%)	1 (1.7%)
Up-to-date on educational development	3 (5.0%)	21 (35.0%)	33(55.0%)	3(5.0%)
Being adaptive to new knowledge	21 (35%)	31 (51.7%)	81(13.3%)	-

Source: Authors

The Table 1 shows that 46.7% of the respondents indicated that the *pre-service teachers of English* have sound knowledge of their subject matter while 35% rated them as fair, 10% very good and 8.3% rated them as unsatisfactory. In addition, adequacy and appropriateness of facts and information given to students by pre-service teachers of English were rated very good by 48.3%. 31.7% as fair and only one person rated it as unsatisfactory. Respondents rated English Students-teachers' up-to-date accuracy on educational development as very good by only 5% while majority rated it in between 'good' and 'fair' with 35% and 55% respectively. 5% rated it as unsatisfactory. Being adaptive to new knowledge is high as 35% and 51.7% rated it as very good and good respectively. None rated it as unsatisfactory.

This study reveals that pre-service teacher of English have a good knowledge of their subject matter and do take to correction when being corrected by the cooperating teacher. As affirmed by Aina and Olanipekun (2015), teachers' knowledge of the specific subject matter is a good predictor of students' achievement because teachers with adequate content knowledge achieve a higher percentage of students' outcomes than teachers without such experience. Assigning students to a teacher with deeper content knowledge has a positive correlation with greater academic growth.

Research Question Two: Do pre-service teachers of English have competencies in methods and skills for meaningful teaching?

Table 2

Items	Very Good	Good	Fair	Unsatisfactory
Adequate illustration and pedagogical methods to ensure understanding and comprehension	13(21.7%)	41(68.3%)	6(10%)	-
Relevance, use and effectiveness of teaching aids	3(5%)	32(53.3%)	25(41.7%)	-
Recognition of individual Difference	-	36(60%)	24(40%)	-
Evaluation of learning outcomes	-	39(65%)	21(35%)	-
Classroom management	-	38(63.3%)	12(20%)	10(16.7%)

Source: Authors

On whether pre-service teachers of English have competencies in methods and skills for meaningful teaching, students' adequate illustration and pedagogical methods to ensure understanding

and comprehension were rated very good by 21.7% of the respondents. 68.3% as good and 10% as fair. Respondents rated relevancy, usage and effectiveness of teaching aids very good by 5%

while rated good and fair by 53.3% and 41.7% of the respondents respectively. Recognition of individual differences was only rated good and fair by 60% and 40% of the respondents respectively. Likewise, evaluation of learning outcome was rated good (65%) and fair (35%) by the respondents. None rated classroom management very good. 10 out of the respondents (16.7%) believe classroom management of trainees is unsatisfactory, 63.3% as good and 20% as fair.

Here, pre-service teacher of *English were mainly* rated good. This implies that pre-service teacher of English are equipped with competencies to impart knowledge to students. They possess the

right pedagogical skills to instill knowledge through classroom management was rated low. This is against the findings of Ogonor and Badmus (2006) whose study indicated that pre-service teacher of English lack adequate knowledge of subject matter and ability to remind pupils of previous knowledge, poor use of teaching aids, lack of class control, inadequate lesson plan presentation and inappropriate use of chalkboard.

Research Question Three: Does pre-service teachers of English display communicative competence?

Table 3

Items	Very Good	Good	Fair	Unsatisfactory
Communicative Skills	5 (8.3%)	12(20.0)	33(55%)	12(20%)
Display of confidence in English conversation	2(3.33%)	16 (26.7%)	35(58.3%)	7(11.7%)
Use of phonics and diction	1(1.7%)	9 (15%)	41(68.3%)	9(15%)
Maintaining correct use of English in written communication	(1.7%)	18(30%)	39(65%)	2(3.33%)

Source: Authors

The majority of the respondents rated pre-service teachers of English communicative competence fair. Confidence in English conversation was rated fair by 58.3%, use of phonics and diction was rated fair by 68.3% and maintaining correct use of English in written communication was rated fair by 65% of the respondents. This shows that English students teachers are rarely good language models for the students. They have a fair command of the language in both written and spoken English. According to Opoola and Fatiloro (2014), for students to attain an

academic peak, mastery of English language knowledge is important. Yet, the majority of second language learners are unable to demonstrate adequate mastery of linguistics knowledge. Hence, training colleges should make adequate efforts to improve the communicative competence of students so as not to infect the upcoming secondary school students.

Research Question Four: What is the attitudes and disposition of the pre-service teachers of English towards their duties?

Table 4

Items	Very Good	Good	Fair	Unsatisfactory
Available, committed and enthusiasm to work	9 (15%)	21 (35%)	26 (43.3%)	4 (6.7%)
Ability to Work with or without supervision	12 (20%)	37 (61.7%)	11 (18.3%)	-
Innovative, creative and organizational skills	6 (10%)	22 (36.7%)	31 (51.7%)	1 (1.7%)
Participation in co-curriculum activities	5 (8.3%)	25 (41.7%)	30 (50%)	-
Punctuality	10 (16.7%)	49 (81.7%)	1 (1.7%)	-

Source: Authors

Table 4 shows that 15% of the respondents rated availability, commitment and enthusiasm to work of pre-service teacher of English as very good, 35% rated them as good, and 43.3% rated them as bad while 6.7% rated them as unsatisfactory. No respondents rated students' ability to work with or without supervision as unsatisfactory. 20% rated them very good, 61.7% rated them as good and 18.3% as fair. Innovation, creativity and organizational skills of the students was rated very good by 10%, 36.7% as good, 51.7% as fair and 1.7% as unsatisfactory. 41.7% and 50% of the respondents rated students' participation in co-curriculum activities as good and fair respectively while 8.3% rated them as very good. Punctuality of students was rated as good by 81.7% and no respondent was unsatisfied with their punctuality. English is often taught in the morning before noon hours. This could explain why pre-service teachers of English are often punctual in school.

Teaching and learning go beyond the classroom and as such, it was revealed that pre-service teachers of English are committed to duties,

punctual and participate in co-curriculum activities. As highlighted by Aglazor (2017), one of the objectives of teaching practice according to National Universities Commission (NUC, 2007) Benchmark and National Commission for Colleges of Education (NCCE, 2015) is to provide pre-service teacher of English with an opportunity for further acquisition of professional skills, competencies, personal characteristics and experience for full-time teaching after graduation. Hence, it affords students many opportunities such as creativity, improvisation ability, independence in self, team work, positive approach to duty and so on. Ogonor, B. O., & Badmus, M. M. (2006) affirmed that pre-service teacher of English engaged in the planning of school time table, club activities, parents – teachers' activities and maintaining school discipline outside the classroom, contributing to staff meetings and directing students in the use of the school library, students' record-keeping, advisors and organization of examination

Research Question Five: In what way do pre-service teachers of English contribute to social problems in school?

Table 5

Items	Much	Often	Rarely	Never
Drunkenness	-	22 (36.7%)	29 (48.3%)	91 (15%)
Inappropriate dress	1(1.7%)	4 (6.7%)	48 (80%)	7 (11.7%)
Sexual harassment of staff and students	-	-	52 (86.7%)	8 (1.3%)
Encourage acts of indiscipline	-	2 (3.3%)	10 (16.7%)	48 (80%)
Absent from school without obtaining Permission from the principal or any designated authority	21 (35%)	19 (31.7%)	18 (30%)	2 (3.3%)

Source: Authors

Pre-service teachers of English do not contribute to social problems in any way as seen by the findings of the study. Findings show that students rarely engage in drunkenness, inappropriate dress, Sexual harassment of staff and students and any acts of indiscipline. However, unpermitted absence from designated authority was rated much and often by 66.7% of the respondents.

This implies that students do not take proper permission when they want to be absent from school. They are in the habit of AWOL. One of the major elements that enforce discipline among students in the school system is the teacher. The teacher acts as a disciplinarian and must himself be of good character. Ahmodu, Shuaibu and Musa (2015) asserted that under no circumstances should

a pre-service Teacher participate in condone or encourage acts of indiscipline in the school.

Research Question Six: Is there cordial relation between the pre-service teachers of English, teachers and students?

Table 6

Items	Very Good	Good	Fair	Unsatisfactory
Respects for students' integrity	20 (33.3%)	24 (40%)	15 (25%)	1 (1.7%)
Respect for staff and other constituted authority	24 (40%)	19 (31.7%)	17 (28.3%)	-
Great interpersonal skills	16 (26.6%)	23 (38.3%)	21 (35%)	-
Interact competently with both teachers and students	-	38 (63.3%)	21 (35%)	1 (1.7%)

Source: Authors

Finding out whether there is cordial relation among the pre-service teachers of English of English, teachers and students, respondents affirmed that teacher trainees have respect for students' integrity, staff and other constituted authority, maintain great interpersonal skills and competent interaction with both teachers and students. This revealed that there is cordial relation between the cooperating teachers and teachers on training. This is in agreement with the findings of Koross (2016), teaching practice helped Pre-service teacher of English to acquire those valuable personality attributes that are associated with an outstanding teacher and to perfectly use instructional materials when teaching. In addition, they indicated that they gained general experience in the teaching profession and got the opportunity to communicate and interact closely with learners and control the class effectively.

CONCLUSION

This study shows the performance evaluation of pre-service teachers of English which was rated between good and fair by the cooperating teachers. Their perception of pre-service teachers of English was neither very high nor very low. Thus more efforts need to be put in place by training colleges to adequately equip quality teachers especially in the aspect of communicative competence since they form the bulk of today's teachers in primary and secondary schools whom the attainment of educational objectives depends on. The study also reveals the need to include

cooperating teachers in the evaluation of students on training. The cooperating teachers should also have their assessment report that will be combined with that of the supervisor to determine the performance of the trainees. Though, out of favouritism and un-academic endearment, cooperating teachers should not hide the weakness of the pre-service teacher of English or be subjective in their evaluations. They can hold sessions to discuss with the trainees their weaknesses and strong points. Such cooperating teachers are not to pressurize, frustrate or condemn the trainee but understand the problem, accommodate and guide them to the best of their abilities. Cooperating teachers should not see pre-service teacher of English as relief teachers, who ended up taking full loads while they take back seats. This is the more reason trainees should be deployed to schools where there are specialist teachers who can actually perform the functions of cooperating teachers.

Moreover, the pre-service Teacher is better integrated into the teaching profession by practicing the teacher who is the cooperating teacher. They can better assess the students outside the classroom in terms of punctuality, regularity and active participation in routine works and extra curriculum activities. All these show that incorporating cooperating teachers into supervision and evaluation of trainee teachers is very essential. There should be conferences between supervisors and cooperating teachers wherever supervisors visit the schools. This will allow them to discuss their

problems and that of the pre-service teacher of English.

Furthermore, the number of visits by supervisors needs to be increased. It should not be scanty, at fixed times or regular intervals. It should be done in ways that are absolutely unpredictable for the students. Also, adequate time should be spent with each pre-service Teacher. The supervisor should not be harsh or judgmental but rather friendly and positive. These would ensure that students on training are always at their duty post, active, prepared and discharging their duties promptly. There should be punitive measures for defaulters which would serve as deterrents to others who might intend to take the exercise unserious.

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