



Assessing Pedagogical Competence Performance of Pre-Service Business Educators in North East, Nigeria

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Abstract

The purpose of the study was to explore pedagogical competence performance of Pre-service Business Educators' (PBEs) in North East, Nigeria. The design for the study was a descriptive survey design. The area for the study covered all Federal Universities of Technology in North East Nigeria offering Business Education courses. The population of the study stood at 1064, when split, 491, 491 and 82 are PBEs', Cooperating Supervisors (CS) and University Supervisors (US) respectively. Stratified proportionate sampling technique was employed to arrive at 514 guided by Krejcie and Morgan table for determining sample size, which when split accounts for 216, 216 and 82 PBEs, CS and US respectively. One structured questionnaire, namely, Pedagogical Competence Performance Schedule Questionnaire (PCPSQ) used for data collection were adapted from three different authors. The PCPSQ contains 21, 21 and 18 items covering Instructional Design (ID), Classroom Management (CM) and Classroom Assessment Techniques (CAT) competences. Results obtained in the pilot tested questionnaire revealed Cronbach's alpha of PCPSQ to be 0.89. Data collected were analyzed using SPSS (Version 25). The findings of the study among others revealed a significant difference among the triad in two out of the three clusters, consisting of CM and CAT. Based on the findings, the study recommended among others a synergy be created between Universities and Ministries of Education, where workshops and seminars are carried out to availed those that are directly involved in teaching practice the skills in CM and CAT competences.

Keywords: Instructional Design, Classroom Management, Classroom Assessment Techniques

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Introduction

Building a nation to occupy its rightful place amongst the comity of nations requires a robust, quality and relevant education. To attain the goal of rightful place, a country must overcome the challenges posed by indices of living, for example political, economic, social, technological, legal and environmental challenges. To overcome these challenges to some extent, teachers were adjudged to be at the center stage, due to their ability in molding the behavior of individuals through inculcating the desired education that can make meaningful contribution towards ameliorating the challenges that may arise in the society at large (Kamamia *et al.*, 2014). Therefore, creation of place where teachers can be trained in order to

possess the desired skills that are adequate for the assignment they would face in future becomes a necessity. In view of that, teacher training institutes were established in Nigeria in order to equip pre-service teachers with subject matter of interest, as well as the abilities and skills of passing the subject matter unto learners. Subject matter has been adjudged to be knowledge based, while the competence to deliver the subject matter is the pedagogy (Shulman, 1986; Ijeh, 2013). Therefore, pedagogy has, for long been identified as a skill that must be learned and further used when the need arises by teachers (Vecaldo *et al.*, 2017). Thus, pedagogical competence has been described as having the influence and skills of causing change in the desired behavior of the

Bello, M. I., Egunsola, A. O. E. and Awak, R. S. learner through the use of professional knowledge acquired by the teacher in the course of studies (Koster *et al.*, 2005; Liakopoulou, 2011; Celik, 2011). Invariably, to become a fully trained and qualified teacher, a teacher must apart from the subject matter, acquire the professional rubrics of passing the subject matter that includes instructional design (ID); classroom management (CM); and classroom assessment techniques (CAT), which are referred to as pedagogical competence in this research.

The study adopted theory of performance [ToP] developed by Elger (2007). ToP was propounded with believe that humans are capable of extraordinary accomplishments worthy of producing performance at the highest level (Nyanza *et al.*, 2015). The theory revolves around six related foundational concepts as basis for explaining performance as well as performance improvement. The six related concepts of the framework are; perform, performer, level of performance, performer's mindset, immersion, and reflective practice. Perform refers to taking a complex series of action that incorporate a mix of skills and knowledge that helps in producing a valuable result. As performer, it refers to people that collaborates in order to improve performance. Level of performance determines the effectiveness of a performer. From the forgone, it can be asserted that, the first three foundational concepts that makes up the framework to the theory; comprising of perform, performer, level of performance are directly in consonance with what this research is intended to achieve. "Perform" as relates to teacher education has relevance to this study, as only skill and knowledge in the subject matter and pedagogy, which are the central fulcrum to the delivery of lessons by teachers. As for "performer", which has to do with people that collaborates in order to improve the systems, it is directly related to this study as US and CS usually work as a team in order to guide and mentor pre-service teachers as at when due, and as well as documenting the challenges faced during the teaching practice exercise for further improvement or consolidation on the subject matter and pedagogy. "Level of performance" determines the effectiveness of a performer,



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example the pre-service teacher's putting into use the pedagogical skills learnt into practice. As the adage goes, "performance is a journey not a destination". So, what the pre-service teacher does in terms of putting theories learnt into practice during teaching practice, and the strengths and weaknesses observed by their supervisors determines the end product. Invariably meaning, all triad (PBEs, US and CS) are to collaborate in order to improve the teaching learning system as a whole.

Despite the stride and achievement made over the years of producing future teachers with relevant competence in pedagogy, there was still an outcry from the schools of lack of putting techniques, methods, processes and approaches learnt by beginning teachers into practice (Álvarez, 2015; Kinyaduka, 2017). To make the matter worse, the rate of attrition among novice teachers has been increasing (Oliver, 2007; Sciuchetti & Yssel, 2019) over the years as reported by schools due to misbehaviors exhibited by learners. Then, what is the problem? This menace can be connected to the observation made by Harsch and Schroder (2009), who categorically stated that lack of synergy between teachers, schools, education policy makers and other relevant government organs brings about the gap existing between theory and practice, which therefore hinders the performance of the teachers.

Furthermore, Bello and Egunsola (2021) were of the view that, for any country to attain its goals in teacher education, collaboration must exist between and amongst the triad. This synergy when actualize can go a long way in unveiling the strengths and weaknesses in the teaching practicum, thereby improving educational system as a whole. For that reason, this paper is intended to specifically: (1) determine the level of PBEs' pedagogical competences in terms of ID, CM and CAT as assessed by themselves and their Supervisors; (2) determine the differences among mean opinions of the triad in the pedagogical clusters, consisting of ID, CM and CAT competences. In line with the set objectives, the following hypotheses were also formulated to guide the research:

1. There is no significant difference between the mean assessment of CS and US in the level of PBEs' ID, CM and CAT competences.
2. There is no significant difference among the mean assessment of PBEs', CS and US on the level of PBEs' ID, CM and CAT competences.

Review of Empirical Studies on Pedagogical Competence

Ramirez (2020) investigated the "Pre-Service Teachers' Perceived Level of Teaching Skills" using 96 Pre-service teachers. Using stratified sampling technique, the 96 pre-service teachers were spread across their specialization areas. Four independent variables, consisting of lesson planning; pedagogical skills; communication skills; and classroom management were assessed by the pre-service teachers themselves. Weighted and grand means statistical analysis were used to answer the four research questions. The results revealed pre-service teachers to have perceived themselves to be "very high" in all items under the four clusters. The findings of the study concluded that, future teachers need to realize that they have a huge responsibility in building strong and responsible citizens, so should always pay attention to whatever they are doing while on professional training.

Edeh and Olupayimo (2019) also investigated "Principals' Perception of Pre-service Business Studies Teachers' Preparation and Teaching Effectiveness in Teaching Practice in Ondo and Osun States, Nigeria" using a sample of 140 principals. Four independent variables, consisting of lesson note preparation, lesson presentation, classroom management and time management were investigated. In answering the research questions raised, weighted mean was used. The results of the study revealed Principals from the two states to have rates Pre-service Business Studies Teachers to be "effective" in all the four independent variables. The study concludes by recommending that, government should urgently provide all teaching aids and facilities to aid the effectiveness of business studies teachers in all secondary schools across the nation.



Onyefulu *et al.* (2019) conducted a research on "Assessing the Performance of Student Teachers in a Bachelor of Education Programmes at the University of Technology, Jamaica", with all the 88 student-teachers that participates in 2011/2012 teaching practice exercise. The study adopted ex-post factor research design. The data collected were analyzed using descriptive and inferential statistics. In testing the null hypothesis that dwelt on the difference in the performance of the student teachers from the three areas of specialization within the four domains, ANOVA was adopted. The study revealed a significant difference in two domains, namely, Lesson Preparation $F(2,85) = 6.488$, $p = 0.002$, and Lesson Delivery $F(2,85) = 9.856$, $p = 0.001$, respectively. Therefore, Tukey's post-hoc multiple comparison test was further used in order to determine which group makes the difference. The result from the Tukey's post-hoc revealed that, for Lesson Preparation, there was a statistically significant difference between the student teachers in the Business and Computing Studies and the Family and Consumer Studies. As for Lesson Delivery, the Tukey test also showed a statistically significant difference between Business and Computing Studies and the Industrial Studies student teachers. Therefore, the null hypothesis was rejected.

The findings among others revealed that, there is difference in the performance of the student teachers from the three areas of specialization in the four domains during the teaching practice exercise. The researchers believed that, findings of the study will make a significant contribution to the way student teachers are prepared for the teaching profession and how they are assessed by their university assessors. The authors recommended among others that, to minimize the difference in the grades awarded by assessors, efforts should be made to ensure that the two sets of assessors are observing and providing feedback that are consistent with the knowledge and training provided to the student teachers prior to the practicum.

Jessica and Marianne (2018) in a research titled "Student Teaching Assessment: An Analysis of University Supervisors and Cooperating

Teachers Perceptions of Pre-service Teaching Performance” was also reviewed. The research explores ex-post-factor research design using 121 students’ observational assessment forms jointly completed by both the supervisors. The observational form covers four areas including; Content Knowledge (stand-alone); Pedagogy (4 components); Professionalism (3 components); and Environments (2 components) – combined 10 items. From the results obtained, means for each area appear to be similar, indicating that the observations of the supervisors are within comparable overall. Ratings means in the four areas for cooperating teachers falls between 3.35-3.75, while that of university supervisors falls between 3.43- 3.95. This is an indication that, student-teachers are within “proficient” to “distinguished” range of performance. Two areas that were found to be closely rated by supervisors were in “Content Knowledge” and “Pedagogy” with a difference of means to be (0.11) and (0.07) respectively. On the other hand, the largest difference between the mean were found under Environment, precisely “Classroom Motivation and Management” and “Fosters Relationships” with a mean difference of (0.26). Conclusively, the mean differences for all other criteria falls between (0.15) to (0.23). These differences, therefore, warrant the researchers to further utilize the use of independent sample t-test in order to test the hypothesis of the study. The result revealed a significant difference in seven out the ten categories.

Vecaldo et al. (2017) conducted a research on the “Pedagogical Competence and Academic Performance of Pre-Service Elementary Teachers in Tuguegarao City, Philippines” using 308 respondents, when disaggregated, 154 each were pre-service teachers and cooperating teachers respectively. The study consists of seven clusters, and were measured from “very competent” to “very incompetent” using a four rating scale. The result as rated by pre-service teachers themselves revealed that, all items in the seven clusters to have been rated “Very Competent” in all the seven clusters. Thus, researchers attributed this to the intensive guidance and mentoring the pre-service teachers received during their teaching practicum period, which provides an avenue for



interplay of theories and practices, thus facilitating the fundamentals of teaching. Furthermore, the study also revealed a significant difference in five out of the seven clusters between the mean opinion of Pre-service Teachers and CS. From the mean scores as reported in the five clusters, cooperating teachers have a higher rating compared to the Pre-service teachers. This implies that the cooperating teachers have enormous trust and confidence that pre-service teachers can execute their roles and responsibilities adequately when the need arises.

Methodology

This study adopted the descriptive survey research design to explore the level of PBEs’ Pedagogical Competence as assessed by themselves and their supervisors. The population of the study was 1,064; comprising of three different categories of respondents. These include 491, 491 and 82 PBEs’, CS and US respectively. The population of CS is guided by the population of PBEs, with the understanding that, each PBE must have been assigned a supervisor at the host school to guide and mentor. Using Krejcie and Morgan (1970) table for determining sample size as a guide, 216 was drawn from the population of the PBEs’, therefore are of the same number as in the CS (216) sample. As for the US, all the 82 were used. Therefore, the total sample used for the study was 514 respondents. The instrument used for data collection was a questionnaire titled Pedagogical Competence Performance Schedule Questionnaire (PCPSQ). The instrument contains 60 items, when divided accounts for 21, 21 and 18 items covering ID, CM and CAT respectively. The PCPSQ was adapted from College of Education Temple University [CETU] (2019), Martin and Sass (2009) and Centre for the Enhancement of Learning and Teaching [CELT] (2020). Test-retest method was employed and the result obtained showed PCPSQ instrument to have a Cronbach’s Alpha of 0.89. The final instrument was administered by the researcher with the help of trained research assistants. Subsequently, 183, 142 and 68 administered instruments to PBEs’, CS and US were



hypotheses. All hypotheses formulated were tested at the 0.05 level of significance.

Results and Discussion

Research Question One: What is the level of PBEs pedagogical competence performance as assessed by themselves and their Supervisors?

Table 1: Overall Level of Pedagogical Competence of PBEs along its Different Components as Assessed by themselves and their Supervisors ($n^1 = 183$; $n^2 = 142$; $n^3 = 68$)

Pedagogical Competence	PBEs \bar{X}	CS \bar{X}	US \bar{X}	Overall	Remarks
ID	3.77	3.86	3.58	3.86	Competent
CM	3.71	3.89	3.66	3.89	Competent
CAT	3.72	3.80	3.64	3.80	Competent
Grand \bar{X}	3.73	3.85	3.63	3.85	Competent

Key: n^1 = Number of PBEs; n^2 = Number of CS; n^3 = Number of US

The results from Table 1 indicate the ranking of CS to be higher, followed by the ranking of PBEs, and then lastly ranking of the US. From the Table as it relates to CS with a grand mean of 3.85, CM was rank to have the highest mean (3.89), followed by ID with a mean (3.86) and lastly CAT with a mean (3.80). As for PBEs with a grand mean of 3.73, the result revealed ID to have the highest mean (3.77), followed by CAT with a mean of (3.72), then lastly CM with

a mean (3.71). As for US with a grand mean of 3.63, the results revealed CM to have the highest mean (3.66), followed by CAT with a mean (3.64), and then lastly ID with a mean (3.58).

Research Question Two: What is the difference among the mean opinion of PBEs, CS and US on the level of assessed PBEs' ID; CM; and CAT competences?

Table 2: Grand Mean Difference among the Triad

Clusters	PBEs ¹ Grand \bar{X}	CS ² Grand \bar{X}	US ³ Grand \bar{X}	Grand \bar{X} Diff (1 & 2)	Grand \bar{X} Diff (2 & 3)	Grand \bar{X} Diff (1 & 3)
ID	3.7723	3.8588	3.5826	0.09	0.28	0.19
CM	3.7119	3.8911	3.6632	0.18	0.23	0.05
CAT	3.7161	3.8036	3.6413	0.09	0.16	0.07

Means emanating from research questions one were subjected to further analysis in order to find the difference that exists between the mean opinions of the triad. From Table 2, mean opinion difference between PBEs' and CS revealed 0.09, 0.18 and 0.09 in ID, CM and CAT competences. As for between CS and US, results revealed 0.28, 0.23 and 0.16 to be difference on the assessed PBEs' ID, CM and CAT competences. Also revealed in the Table was the grand mean difference between PBEs' and US, which shows 0.19, 0.05 and 0.07 to be

the results of difference in ID, CM and CAT competences. Hence, further analysis was carried out to determine the significant differences observed in the mean opinions between and among the PBEs', CS and US on the level of their assessed ID, CM and CAT competences.

Hypothesis One: There is no significant difference between the mean opinions of CS and US in the level of assessed PBEs ID, CM and CAT competences.

**Table 3: t-test Analysis of the Means Difference between CS and US on Assessed PBEs ID, CM and CAT Competences**

Clusters	CS	US	\bar{X} Diff	T	p
ID	3.86	3.58	0.28	3.66	0.000**
CM	3.89	3.66	0.23	2.85	0.005**
CAT	3.80	3.64	0.16	2.03	0.044*

Note. * $p < 0.05$, ** $p < 0.01$

Independent sample t-test was used to find out the difference between the mean opinion of CS and US on the level of assessed PBEs' ID, CM and CAT competences. From Table 3, the result revealed the mean difference values between CS and US to be 0.28, 0.23 and 0.16 from their level of assessed PBEs' ID, CM and CAT competences. After further analysis, the results obtained inferred all the three null hypotheses to be rejected. Therefore, it can be concluded that, there is significant difference between the mean opinion of CS and US in the level of assessed PBEs' ID, CM and CAT

competences. This implies that gap exists between CS and US in the process deployed by each in guiding and mentoring the PBEs' towards demonstrating their abilities learnt, while undergoing their professional training, which gives room for correction where possible in ID, CM and CAT clusters.

Hypothesis Two: There is no significant difference among the mean opinions of PBEs, CS and US on the level of assessed ID, CM and CAT Competences.

Table 4: ANOVA Result of PBEs, CS and US on Assessed ID, CM and CAT Competences

Source	SS	Df	MS	F	Sig.
Instructional Design					
Between Groups	1.340	2	.670	2.212	.111
Within Groups	118.133	390	.303		
Total	119.473	392			
Classroom Management					
Between Groups	3.451	2	1.726	5.824	.003**
Within Groups	115.545	390	.296		
Total	118.996	392			
Classroom Assessment Techniques					
Between Groups	3.497	2	1.749	7.099	.001**
Within Groups	96.063	390	.246		
Total	99.560	392			

Note. * $p < 0.05$, ** $p < 0.01$

One-way analysis of variance (ANOVA) was used to calculate the difference among the mean opinions of PBEs', CS and US on the level of assessed ID, CM and CAT competences. From Table 4, a significant difference was found not to have exists among the triad in the ID cluster $F(2,390) = 2.212$, $p = 0.111$. Based on that, further analysis as it affects ID was deemed not necessary. But from the same Table 4, the result also revealed that, there were significant differences in two clusters, namely, Classroom Management F

$(2,390) = 5.824$, $p = 0.003$, and Classroom Assessment Techniques $F(2,390) = 7.099$, $p = 0.001$, respectively. The differences in the two clusters (CM and CAT) necessitate the need to conduct further analysis using Tukey Post Hoc comparison in order to find out among the triad the source of the difference.

The results after conducting Tukey Post Hoc revealed a statistically significant difference between CS and PBEs ($p = 0.010$), as well as CS and US ($p = 0.013$) for "CM". This is an indication that CS contributed more to the

Bello, M. I., Egunsola, A. O. E. and Awak, R. S. source of difference that exists in the CM competence of PBEs', which affects their performance during teaching practice. As for "CAT", Tukey Post Hoc result revealed a statistically significant difference to have exists between US and PBEs' ($p = 0.020$), as well as US and CS ($p = 0.001$). This is an indication that US contributed more to the source of difference that exists in the CAT competence of PBEs', which affects their performance during teaching practice.

Major Findings of the Study

The major findings of the study revealed that:

1. A significant difference to have existed between the mean ratings of the CS and US on all the three independent variables.
2. There is significant difference among the mean ratings of the triad on the level of assessed CM and CAT competences.
3. CS contributed more to the source of difference in CM, while US on the hand contributed more to the source of difference in CAT competences.

Discussion of Major Findings

The first finding of the study showed that, PBEs' are proficient in all the items under each of the three clusters; comprising of ID, CM and CAT competences as assessed by themselves. The result was in agreement with the findings of Vecaldo et al. (2017) and Ramirez (2020), in their various studies were able to elicit pre-service teachers level of performance of how prepared they are towards demonstrating and practicing the professional and ethical requirements of teaching profession. Pre-service teachers as assessed by themselves in the two studies were able to rates themselves to be proficient in all items. This confirmed that, the pre-service teachers have rated themselves to be proficient in all the items within the context of the two researches

The second finding of the study showed that, PBEs' are proficient in all the items under each of the three clusters; comprising of ID, CM and CAT competences as assessed by their Supervisors. The result was in agreement with the findings of Oluwatayo and Adebule (2012) and Edeh and Olupayimo (2012) who elicits



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pre-service teachers' level of performance as assessed by their supervisors on how prepared they are towards demonstrating and practicing the professional and ethical requirements of teaching profession. Oluwatayo and Adebule (2012) were able to report that, student-teachers are very good in plan of lesson; teaching aids devices; conduct of the lesson; knowledge of the subject matter; classroom management; and teachers personality clusters. Additionally, Edeh and Olupayimo (2019) also reported in their study that, Principals in secondary schools to have rates the Pre-service Business Studies teachers to be "effective" in all the four clusters of their study, thereby indicating them to be proficient in lesson notes preparation; lesson presentation; class management; and time management effectiveness of pre-service business studies teachers.

Another finding of the study revealed grand means differences emanating between and amongst the triad on the level of assessed PBEs' ID; CM; and CAT competences. Though differences occurred between and amongst the triad, but differences were found to be low, with the highest to be between CS and US in ID competence. On the other hand, the lowest was found to be between PT and US in CM competence. The findings of this study concurred with (Jessica and Marianne, 2018) who also reports differences in the ten items, spread across four clusters of the study; consisting of Content Knowledge (stand-alone); Pedagogy (4 components); Professionalism (3 components); and Environments (2 components) – combined 10 items. These differences were used as the basis for further analysis in order to unravel significant difference between CS and US.

Taking a clue from the differences that occurred from the preceding findings, Jessica and Marianne (2018) and Vecaldo et al. (2019) were able to report a significant difference between CS and US, as well as CS and PBEs' respectively. Portelance, Caron & Martineau, (2016) are of the view that, lack of representations of co-trainers seeing each other as colleagues and partner in progress tend to leads to divergent expectations, which may lead to conflict in guiding, supervising and mentoring of student-teachers. This they

suggest, if not checked and corrected will have effect on the performance of the student teacher during practicum, as well as teacher education in general. This is because, ID, CM; and CAT as concepts are building blocks upon which all that happened in a classroom context depends. Additionally, Lai (2005) in Ambrosetti and Dekkers (2010) are of the opinion that, for this difference to be overcome, norms of relationship, development and contextual features must be infused in the way student-teachers are being supervised. This is because, literature categorically indicates that, for learning to take place effectively and efficiently, students and teachers relationship is of paramount importance. But this attributes can only be achieved when student-teachers are monitored closely with interest during teaching practicum (Ambrosetti and Dekkers, 2010).

Furthermore, to actualize the mastery of subject matter and its passage, effective CM is paramount. But findings from the study seems not to favour the PBEs, as Tukey's post-hoc comparison glaringly revealed that CS contributed more to the source of difference existing in the CM cluster. This shows that, cooperating teachers are way behind in terms of their roles and responsibilities in guiding and mentoring the PBEs in actualizing their potentials of putting CM cluster learnt into practice while undergoing teaching practice. Walkington, 2005; Bray and Nettleton, 2006; Beres and Dixon, 2016 are of the view that, role of CS surpassed the role of US, because their roles revolved around assisting, befriending, guiding, advising and counselling during teaching practicum. In brief, it is expected at inception of the teaching practice exercise for CS to be at the driving wheel, while the student teacher observed actively the implicit nature of CM behaviours exhibited by the CS (Portelance et. al., 2016). Overtime, the student teacher receives the driving wheel, thereby being corrected and assisted on the spot of any abnormality observed by the CS (Hosley & Lovik-Powers, 2018).

Additionally, ascertaining what was planned and taught, with the aid of conducive environment revolves around abilities and skill deployed by teachers' during instruction, which provides feedback to them, so that adjustment



in instruction can be made in order to maximize student learning and understanding (Ugodulunwa, 2008; Dixon & Worrell, 2016). But findings from the study seems not to favour the PBEs, as the findings glaringly revealed that US contributed more to the source of difference that existed in the CAT cluster of PBEs. Additionally, Yusuf (2015) in his study further highlighted that the secondary school teachers indicated limited awareness of several innovative classroom assessment strategies. Education as it is is a cycle, in the sense that, most if not all secondary school teachers are products of universities. Invariably meaning, no meaningful strategies are put in place during professional training of teachers that dwelt solely on CAT. An indication that, universities are way behind in instilling this attribute during teachers' professional training, which pave way for lack of applying this required knowledge and skills of assessing learners on-the-spot by PBEs during teaching practice, as well as secondary school teachers' in general during teaching.

Conclusion

It can be concluded that, gap exists between methods deployed by supervisors in guiding and mentoring the PBEs during teaching practice exercise. Due to this gap, the study can conclude that, PBEs lack of competence in CM and CAT can be attributed to laxity observed in the differences that exists between CS and US.

Recommendations

The following recommendations are offered to address issues surrounding the PBEs application of pedagogical competence in particular and improvement of Teacher Education through the triad usage in general:

1. A synergy should be created in the form of partnership between Faculties of Education in the Universities and Ministries of Education, such that a common platform is created where workshops and seminars are carried out for all stakeholders in education sector, and to some extent for the supervisors annually. This synergy will go a long way in sensitizing the supervisors from both side of their roles and responsibilities in teaching practice



- Bello, M. I., Egunsola, A. O. E. and Awak, R. S. supervision, thereby improving their skills in assessing, guiding and mentoring PBEs. This will go a long in improving collaboration between and amongst the supervisors.
2. Since PBEs to some extent lack competence in pedagogy, more especially in CM and CAT, a need to introduce or reintroduce methods of teaching in various subject matter areas in business education should be upheld. This is because every subject matter has its particular way in implementing its methods, strategies in the delivery of its lesson. This will go a long way in improving abilities, skills and attitudes of pre-service teachers' pedagogical competencies from in-house.
 3. Mechanism should be put in place of ensuring that collaboration between supervisors and the triad as a whole is enhanced. This when actualize will go a long way in given a positive direction, guidance and mentorship, which is one of the essence of teaching practice. Upholding this recommendation will serve as an avenue of checkmating conflict in guidance, thereby reducing negative consequences in PBEs performance of pedagogical skills and abilities.

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