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Integrated Pedagogical Approaches for a Productive Teacher Education

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Introduction

The context of teacher education and the roles of teachers require ever-increasing flexibility. This flexibility encompasses all areas of curriculum development, implementation and evaluation. Teaching is a challenge that requires long hours of work and preparation and, above all, skill in planning and in the classroom (Moore 2001). Thus, inadequate teacher preparation programmes result in the majority of teachers' inability to demonstrate adequate knowledge and understanding of the structure, function and the development of their disciplines. Therefore, an effective teacher education programme is a prerequisite for a reliable education, which leads to a good level of confidence for both the teachers and their students consequent upon which learning is coordinated effectively and professionally, while problems inherent in the teacher education are rectified and solved. A productive teacher can be professionally described as an effective and skillful teacher that influences learners to learn at their own pace (Muijs and Reynolds 2001). Pedagogy is very crucial to teacher education development in every nation. Teacher education is very germane to the technological development of every nation and, without proper methodology, professionals will not be able to positively interpret new development in the field of education. To achieve this, a paradigm shift from the traditional 'transmission' approach to one which is more complex, interactive and evolving is required (Muijs and Reynolds 2001).

Productive teacher education has to do with a range of different jobs, namely: develop the potential of student teachers; serve as role models to them; help transform education and through it society; and, encourage self-confidence and creativity. To achieve all these, Oladapo (2007) in her study discovered that

instructors that are flexible in choosing the approach to use for teaching achieve better than those that are rigid on a teaching approach. The study also indicates that teachers' emotional relationship with learners also plays a significant role in determining teaching/learning effectiveness.

Buttressing this view, Akinpelu (2002) posits that instructors can only achieve better effectiveness in teaching/learning activities when they make learning democratic and relate with learners positively and emotionally. Thus, there is need for improved and integrated approaches that would empower student teachers to develop appropriate attitudes to their job. However, for better training of teachers and meaningful productivity, there are four principal areas that need to be addressed. These are: improving the general educational background of the student teachers; improving their knowledge and understanding of the subjects they are to teach; understanding children and learning; and, developing practical skills and competencies. Even though all these are supposed to be holistically emphasized in the curriculum of the student teachers, the student teachers are drilled more in the subject matter than the methods.

Effective teacher education needs diverse repertoires that are not restricted to a few practices; as against the earlier argument intended to prove the superiority of one approach over another – for example, inductive versus deductive teaching or the lecture approach versus discussion approach. Apart from the fact that the result of all these debates was inconsistent, they were futile and misdirected because no one approach was found to be consistently superior to any other. Training of teachers in universities and colleges of education must be balanced because teachers' productivity will depend on their training background as student teachers. All these requirements are interwoven and must be taken as a composite whole. The pedagogy must be proportionately balanced with the teaching subjects, practical skills and emotional competence. Student teachers need to be adequately exposed to this professional preparatory training. This then calls for an integrated pedagogical and andragogical approach that will make learning truly self-determined and skill-based.

Unfortunately, in most developing nations, there is proliferation of teachers because teaching is not professionalized; and so, anybody that has passed through the secondary school is allowed to teach, depending on his level of education. The resultant effect is that most of such auxiliary teachers use traditional methods they were taught or which they read in books haphazardly, thus leaving pupils in perpetual confusion and less productive. So, there is need for fundamental changes in the curriculum of teacher education where teachers in training would be exposed to different current ideas, innovations and curriculum development in the field of education. In the same vein, auxiliary teachers already in the system should be introduced to current discourse in the field. This is because demands on teachers continue to grow and become more diverse, and their own education too needs to reflect this.

Be that as it may, teacher education in most countries, especially developing nations, gives an impression of rethinking and restructuring of the curriculum to improve on the traditional method that teacher training students are dogmatically exposed to.

Pedagogical Approaches to Teaching

Pedagogy literarily means ‘the art and science of teaching children’. Students are treated as passive and dependent individuals. A pedagogical model is a content model concerned with the transmission of information and skills. Specifically, pedagogy is aimed at transmitting knowledge to learners who are presumed not to have the means or ability to learn on their own. It is characterized by a relationship of dependency between teacher and learner, where the latter is mostly passive and he is taught by, or learns from, the former. Pedagogy is very crucial to teacher education development in every nation. Teacher education is very germane to the technological development of every nation and, without proper methodology, professionals will not be able to positively interpret new developments in the field of education. To achieve this, a paradigm shift from the traditional ‘transmission’ approach to one which is more complex, interactive and evolving is required (Muijs and Reynolds 2001).

Pedagogy assumes that the learner lacks relevant knowledge and experience and is incapable of determining his learning or educational agenda. As such, the agenda is to be set by the teacher or educational institution. So, the teacher unilaterally decides what is to be learnt and how it is to be learnt (Knowles 1984). This educational agenda, according to Brookfield (1986) is based on subjects sequenced in terms of level of difficulty and the skill level of the learner. Even though it could probably be effective and appropriate, given certain educational goals, participants, settings and subject-matter, it cannot address every individual’s learning desires and needs.

Pedagogical approaches to teaching can be broadly divided into two, namely: (a) direct instruction/whole-class teaching; and, (b) reflective approaches. Most teachers were taught using these traditional approaches. So, they are used to them and many are still attached to them even now. This is affecting negatively the productivity of many teachers and student teachers. The direct teaching approach essentially is a teacher-centred approach where the teacher is the boss and he is regarded as ‘all-in-all’ by the learners. Mostly, it includes teaching techniques like the lecture method and whole-class teaching techniques. The reflective approach, on the other hand, improves on the former by allowing the learners to reflect on teaching activities and contribute their own quota to classroom discourse. It includes approaches like the discussion technique, questioning and project techniques, library method, etc.

Direct Instruction/Whole-Class Teaching

This is one of the most widely used methods of teaching the world over (Muijs and Reynolds 2001). Direct instruction is also known as active teaching or whole-class teaching. Essentially, direct instruction is a teaching style in which the teacher is actively engaged in bringing the content of the lesson to students by teaching the whole class collectively and directly. This method has been employed in schools for a very long time. The method emphasizes the content of the subject matter more than the place of the students to be taught. In other words, it is teacher-centred and the teacher is regarded as a master, an all-in-all and a boss. He gives out instructions to students on the subject-matter, allows students to work on the instructions after explaining it to them, and sits in his office to mark the responses of the students. The students are usually expected to be subjected and obedient to the teacher's instruction and the teacher can do and undo with the content of subject-matter.

Researchers have shown that the behaviours of teachers using this method in the classroom have direct effect on the students' outcomes, such as, rate of assimilation during teaching, level of interactions among students and teachers as well as test and examination scores. In a research conducted by Rosenshine, as quoted by Muijs and Reynolds (2001), it was discovered that the impacts of the teachers using this method vary depending on their level of effectiveness in the class. So, students of effective teachers that spend significantly more time in the class are likely to perform better in the specific areas of learning earlier identified than students of ineffective teachers that spend less period of time with their students. Thus, Fitzparrick in Muijs and Reynolds (2001) discovered that teachers that have the attitude of spending more time with their students engage students more productively in the classrooms and this account for more productivity of students. He then suggested that such behaviours should be taught so as to make teachers using such method more productive and relevant to their environment.

Similarly, Mortimore (1988) identified significant positive effective behaviours of teachers as: frequent questioning, structured session of teaching, use of higher-order questions and statements, involvement of students restricting sessions to a single area of work, and the proportion of time utilized in communicating with the whole class. However, they discovered in their study that teachers communicating with the whole class at the same time were more effective than those communicating with students individually because students performed better in the evaluation of their work in the former than the latter. Even though the outcome of the research conducted by Muijs and Reynolds (1999) supported the above finding, Creemers' (1994) finding was not in support of it. On the whole, it has been discovered through research that actively teaching the whole class is more effective than letting individual students work on their own during most of the lesson. In spite of the effectiveness of this approach to teaching, it is not necessarily the best strategy to use in all circumstances.

Reflective Approach

The discussion of this approach will be based on the 'Reflective Teaching Model'. According to Moore (2001), this model was publicized by Cruickshank. This model prepares the student teachers to be self-monitoring individuals. Unlike the traditional methods of training that are directive in nature, the reflective approach entails that student teachers train in skills that will encourage self-analysis of teaching episodes, reflection and focusing on events rather than on personalities, and systematic observation for patterns and trends of teaching and learning behaviour. Reflective teaching suggests that teachers must inquire into students' experiences and build an empirical understanding of learners and a capacity to analyze what occurs in classrooms and in the lives of their students (Vaidya 1997). Reflective teaching will empower student teachers to adapt their teaching to focus on inquiry and problem-solving activities that change the orientation from static teaching to dynamic teaching. It can therefore be explained that reflective teachers are positive to changes and are always ready to learn all they can about teaching from theory and practice. So, they teach and reflect on teaching. Thus, the reflective teaching model will empower student teachers to deliberate on their teaching.

Schon (1987), in his own discussion on the reflective teaching model, points out that it requires careful planning, where the student teacher is expected to 'reflect-in-practice' and also 'reflect-on-practice', especially in the area of classroom teaching and learning. The model equally entails that the student teacher be sensitive to the diversity of students' needs, takes into consideration learners' family backgrounds, their intellect, self-esteem, emotions and self-worth. This will really encourage the learners to be more active and ready to participate meaningfully in the teaching/learning experience. Reflective teaching makes the teacher avoid dogmatism or routine approaches in his teaching; rather, the teacher adapts his teaching to the day-to-day activities of the learners and always seeks learners' satisfaction in his lesson delivery. He sets out to achieve all these by engaging learners in their lessons and encouraging them to assume responsibility for their own learning. The reflective model makes the teacher adapt subject matter to the individual needs of learners so that they formulate their own rules, principles and philosophies for better classroom practices.

Andragogical Approach

Andragogy is the art and science of teaching adults and of adult learning in a climate where the learner is given primary consideration. As specified by the exponent of the approach (Knowles 1970), andragogical approach to learning includes both technical and interpersonal characteristics; and so, it is based on some assumptions. The first assumption suggests that as a person matures, he moves from a dependent personality towards a self-directed human being. So

teachers/facilitators consequently have responsibility to assist learners in this movement towards self-directedness. The second assumption is that every learner has an ever-increasing reservoir of experiences, which serve as an important resource to be encouraged and utilized extensively by the teacher/facilitator. The third assumption is based on adults' readiness to learn and this really helps learners to cope with real-life tasks or problems. As we mature, our readiness to learn becomes increasingly oriented to the various social roles in our lives and to the developmental tasks found within these roles. An adult learner sees education as a means to develop increased competence, which is Knowles' fourth assumption. Time perspective also changes from one of postponed application to immediate application of knowledge, and the orientation towards learning moves from subject-centredness to problem-centredness.

As teachers/facilitators, our role therefore is to provide learning opportunities which focus on real-life tasks and problems that are immediately applicable to learners. These assumptions were a significant shift from the traditional or pedagogical-focused education of the time; it is learner-centred as opposed to the teacher-centredness of pedagogy. The main goal of this approach is the self-actualization of the learner and the role of the teacher is to assist learners develop their full potential to reach their learning goals and objectives.

Despite its uniqueness, some still see andragogy as being inadequate and inaccurate. Because voluntariness is one of the cornerstones of andragogical assumptions, there is need to specify the degree of the voluntariness when it is used for children. It will be more appropriate to the highly motivated learner than the less motivated ones who are likely to prefer a teacher-centred approach (Rachel 1987). Rachel then suggests an integrated approach where both pedagogical and andragogical approaches would be used, depending on the goals, objectives, environment and level of motivation of the learners.

Integrated Pedagogical and Andragogical Approaches as a Framework for Teacher Education

This framework is known in education as the 'Quality Teaching in Public Schools'. The core business of the profession of teaching is pedagogy. Gore (2001) identified pedagogy as the core of the teacher education enterprise that has implications for 'the what' (the curricula) and 'the how' (the pedagogy). Pedagogy focuses attention on the processes through which knowledge is constructed, produced and critiqued. Thus, pedagogy maintains that how one teaches is inseparable from what one teaches, from what and how one assesses and from how one learns.

The educational scene is evolving rapidly in response to societal developments. Education has traditionally been seen as a pedagogic relationship between the teacher and the learner. It was always the teacher who decided what the learner

needed to know and, indeed, how the knowledge and the skills should be taught. In the past thirty years or so, there has been quite a revolution in education through research into how people learn, and resulting from that, further work on how teaching could and should be provided. Andragogy (Knowles 1970) provided many useful approaches for educational methodology and, indeed, has been accepted almost universally. The principles of adult learning that were derived from it transformed face-to-face teaching and provided a rationale for effective education based on the notion of self-directedness.

There is, however, another revolution taking place in educational circles that appears to go a step beyond andragogy, to a new set of principles and practices that may have application across the whole spectrum of the education and learning lifespan. It is the Integrated Pedagogical and Andragogical Approach. This approach recognizes the changing world in which we live; a world in which information is readily and easily accessible; where change is so rapid that traditional approaches of training and education are totally inadequate, and discipline-based knowledge is inappropriate to prepare for living in modern communities and workplaces. Learning is increasingly aligned with what we do; modern organizational structures require flexible learning practices; and there is need for immediacy of learning. In response to this environment, there have emerged some innovative approaches that address the deficiency of the pedagogical and andragogical methods. In essence, the integrated pedagogical and andragogical approach adopts the philosophy, practices and assumptions of both pedagogy and andragogy.

The thrust that underscores these approaches is a desire to go beyond the simple acquisition of skills and knowledge as a learning experience. This approach emphasizes, in the learner, more holistic development of an independent capacity – the capacity for questioning one's values and assumptions and critical role of the system-environment interface (Stephenson 1993). Integrated pedagogical and andragogical approaches centre around the study of self-determined learning and draw together some of the ideas presented in both approaches to learning. It is also an attempt to challenge some ideas about teaching and learning that still prevail in teacher-centred learning and the need for 'knowledge sharing' rather than 'knowledge hoarding' (Stephenson 1993.) Integrated pedagogical and andragogical approaches look to the future in which knowing how to learn will be a fundamental skill, given the pace of innovation and the changing structure of communities and the work-place.

The findings of the research conducted by Delahaye, Limerick and Hearn (1994) indicated that learning could be two-dimensional, utilizing both pedagogical and andragogical principles at the same time. By this, Delahaye et al (1994) had injected the findings of their research into the work of Stuart and Holmes (1982) and formed a model of four stages of learning. Stage 1 in the learning model

represents the interpretation of pedagogy orientation model; stage 2 describes that of andragogy learning orientation; stage 3 may be visualized as a partial stage where students prefer pedagogical as well as andragogical orientation to study; and stage 4 may be best visualized as only involving the learner without the assistance of a teacher or facilitator (Choy and Delahaye 2003).

A study conducted by Choy and Delahaye (2002) has also indicated that the orthogonal relationship between pedagogy and andragogy grants new learning orientations and instructional strategies, especially in the online learning area. Findings of the study revealed that among the 266 young people aged 17-24 that were enrolled in a programme, the youth preferred pedagogical as well as andragogical approaches. In a similar research conducted by the same researchers in 2003, they discovered that youths (aged 18- 24) were surface learners with low readiness for self-directed learning but preferring a combination of structured and unstructured learning. They suggest that youth learners are at stage 2 in the four stages of learning development.

Even though Knudson (1980) is not against integrating pedagogy and andragogy, he suggested a term 'humanatology' that would reintegrate the assumptions of both approaches for better understanding. According to Knudson, humanatology is a 'holistic' approach that puts learning into its own perspective. Essentially, the concept of humanatology takes into account the development of the whole human being from birth to death. Knudson concluded that both the pedagogical and andragogical approaches have something to offer; they complement each other and are equally necessary for effective teaching/learning transactions. This is very relevant to the eclectic approach that will be discussed later.

Theories

This work is based on two important theories, namely, Creativity Theory and Eclectic Theory.

Creativity Theory

The Theory of Creativity could be deduced from Dewey's principle of teaching (Starko 2001) and it involves five main logical steps, namely: (a) feeling and nursing a difficulty; (b) locating and defining the difficulty; (c) identifying and considering possible solutions to the difficulty; (d) weighing the consequences of these solutions; and (e) accepting one of the solutions to the difficulty. Thus, the creativity approach to teaching goes beyond mere regimented methods of teaching. It includes in the training of student teachers activities that would empower them to be inquisitive and ready to ask questions as well as proffering solutions to teaching/learning transactions. It would empower the student teachers not to be dogmatic but proactive and alert all the time. Problem-solving activities would make the student teachers sensitive to their environment and ready to take educational risks.

Perkins (1988) asserts that creativity makes one original and relevant. So, problem-solving activities would make the teacher produce novel and creative results that would make learning relevant, appropriate and durable. This description is broad and general. Even though the critiques of Perkins were of the opinion that the novelty of a method of teaching would depend on the originality of the creativity and what is new in an environment might not be so in another environment; yet it creates a sense of discovery in the mind of teachers. Besides, problem-solving theory empowers learners to be unique; and it is individualistic. Thus, from Perkins' viewpoint, creativity in teaching brings about a new idea peculiar to the innovator (teacher) and the learner. It encourages teachers not to be dogmatic but always proactive and sensitive to his environment.

The problem-solving model of creativity also emphasizes the appropriateness and relevance of creativity to the teaching-learning transactions. However, the appropriateness of any creative act is determined by the cultural context in which the creativity is based. So, as intelligence is viewed differently in various cultures, so do the vehicles and focus of creativity vary from culture to culture and across time, and each culture and discipline sets standards for creative activities (Starko 2001). This suggests that creativity in teaching must take into consideration the day-to-day activities of the learners; it must actually address the individual and collective needs of the learners and the entire society.

The Eclectic Theory

The Eclectic Approach is the type of teaching method that encompasses all the available teaching approaches that are valuable to the teacher. The main aim of the teacher using this approach is to achieve maximum benefits from these approaches at his disposal, according to the special needs and resources of the learners (Stern 1998). This approach was proposed as a reaction to the provision of teaching approaches in the 1970s and 1980s and it makes the teacher current and always alert. The teacher is expected to know and be conversant with as many approaches as possible and be able to use them appropriately. Thus, this approach is learner-centred since the teacher attempts to use diligently all his knowledge about different approaches and techniques to successfully explain a subject-matter to a learner in order to affect the domains of the learner at a given time in the teaching-learning process.

Essentially, the eclectic approach allows teachers to diversify knowledge and be able to meet the needs of the learners. Apart from the fact that the approach allows the teacher to adapt to any teaching situation, it equally allows the teacher to be flexible and versatile, thus sustaining the interest of the learner for a long time. The eclectic approach challenges both the learner and the teacher. This approach develops the creativity in both the teacher and the learner, thus

broadening their knowledge and empowering them to be more productive. All possible approaches can be integrated into this approach. This approach is very appropriate for teaching adults and children alike.

Critical Issue

The importance of training and competence of teachers in the Nigerian teacher training institutions cannot be over-emphasized because not all graduates of teacher education programmes eventually become great or productive teachers. Critiques of teaching quality consistently point a finger at teacher education, implying that if only teacher preparation was improved, then there would be better teaching. Teacher educators quite rightly identify all kinds of external factors that undermine their best efforts, such as poor funding of teacher education, class sizes larger than the average in secondary schools, and the socializing effects of school cultures. But most teacher educators will also accept that there are weaknesses and spaces for reform within their programmes and that the countless reviews of teacher education have made some reasonable observations and recommendations. The long history of reform in teacher education is indicative of teacher educators' own commitment to the seemingly never-ending quest for the preparation of better teachers. Nevertheless, and despite these initiatives, most teacher educators would acknowledge that there is a long way to go in ensuring that graduates become great (or at least good) teachers. Some of the challenges facing teacher education have been relatively weak knowledge base and the paradigmatic differences that have led to weak socialization effects, and to fragmentation and lack of coherence.

There is increasing awareness on the need for better pedagogical approaches for teacher education and training. From all indications, student teachers need to be exposed to more approaches than the traditional one of directive or whole-class approach to teaching that is currently prevalent in most of our teacher training colleges. Even though the concern for integrated approaches to training is increasing, many are still living in the past; thus, restricting themselves to the old curricula and rendering student teachers unproductive. This chapter explores the assumptions of both pedagogical and andragogical approaches as a framework with the potential for enhancing the quality of teacher education and the quality of teaching subsequently produced by graduates.

Methodology

The study adopted the descriptive survey design. This method is considered suitable because it permits one to use all data collected through questionnaire and personal interview to describe the available approaches used in training student teachers in faculties and colleges of education in Nigeria. The researcher did not manipulate the variables.

Even though nearly all the universities in Nigeria offer education courses, three federal universities and three state colleges of education in the south-west Nigeria were used for the study. The institutions used were first-generation universities in Nigeria and state colleges of education which have existed for over twenty years. These institutions were used because of their peculiar mode of admission. Apart from the fact that it is mandatory for them to admit students from all the tribes in Nigeria on quota system, they are also cosmopolitan and nearly all the tribes in Nigeria are represented in these cities where the institutions are. South-west Nigeria is equally the commercial nerve centre of Nigeria (Lagos) and it has one of the biggest towns in West Africa (Ibadan). All these give south-west Nigeria an upper hand in educational and commercial development in Nigeria. Thus, it is easy to generalize the result of the study from these universities and colleges of education. south-west Nigeria comprises the Yoruba-speaking states of Oyo, Ogun, Ondo, Osun, Lagos and Ekiti. The study used the following universities: University of Ibadan, Obafemi Awolowo University, and University of Lagos, while the colleges of education used were Lagos State College of Education, Osun State College of Education and Oyo State College of Education.

The population of this study was made up of academic staff members and students in the south-west Nigerian faculties of education and colleges of education.

Stratified random sampling technique was used to select the subjects for the study. This technique was adopted in order to obtain an adequate representative sample of the universities and colleges of education involved in the study. Stratified random sampling technique was used to draw the sample of the subjects from these universities and colleges of education involved in the study. A total of 600 subjects (50 lecturers and 50 students from each of the three universities; 50 lecturers and 50 students from each of the colleges of education) were randomly selected as the sample size for the study. So, the sample had equal representation of subjects from the universities and colleges of education and this is considered adequate enough to determine the approaches used by lecturers to train student teachers in south-west Nigerian universities and colleges of education.

A researcher-constructed questionnaire captioned 'Integrated Pedagogical Approaches for a Productive Teacher Education' was used for the study. The questionnaire comprised Sections A, B, C, D and E. Section A of the questionnaire assessed the bio-graphic data of the subjects like age, status (whether student or academic staff), sex, etc. Section B consists of 10 items and was designed to identify general approaches available to lecturers of student teachers in faculties of education in Nigerian universities and colleges of education. Section C, on the other hand, was to assess the directive (whole-class) approach to learning. It was to identify how many of the academic staff use the method in the universities and colleges of education, for how long they had been using it and why they prefer it to other approaches. It was also to find out whether these lecturers were

aware of other approaches or not. On the whole, eight questions were raised in this section. Section D consists of 10 items that assessed the level of awareness of lecturers about the 'Reflective Approach' to teaching-learning transactions in Nigerian universities and colleges of education. Finally, Section E sought information on what could be done to improve approaches to teaching-learning transactions in these institutions for better productivity of Nigerian student teachers. In all, seven questions were raised in Section E. Generally, the respondents were to rate the responses using a four Likert scale: Agree, Strongly Agree, Disagree and Strongly Disagree.

Experts in research methodology in Arts and Social Sciences Department of the Faculty of Education, University of Lagos, vetted and approved the content validity of the instrument. Reliability of the research was obtained through a field study in a test, re-test procedure, and the correlation coefficient ranged between 0.71 and 0.75 and this confirms the reliability of the instruments.

The researcher administered the instrument through the help of some research assistants (PhD students). Prior to this, the researcher had already sought the permission of the universities through their heads of department. The instrument (questionnaire) was administered to the students and the academic staff in these universities and colleges of education. The researcher had earlier sought the subjects' cooperation for truthful and unbiased responses. They were equally assured by the researcher of the confidentiality of their responses. Percentages were used in analyzing the data.

Result

The major findings of the study are divided into four parts. The first part established the general approaches available to student teachers' lecturers in faculties of education in Nigerian universities and state colleges of education. The second part established the approach commonly used by lecturers and reasons for their choices. The third part is on reflective approach, while the fourth identified the need for better integrated and eclectic approaches for training student teachers for productivity.

The analysis of the response of the teachers and the students indicates different approaches that are available for teaching student teachers in faculties of education in Nigerian universities and state colleges of education. The mean percentages of the available approaches are the following:

- Students are taught directly and collectively in the class – Direct Teaching (DT) 90.2%;
- Students are attended to individually in the class – Reflective Teaching (RF) 36%;

Table 18.1: Different Approaches Available

S/N	Questionnaire Items	Teachers' Response		Students' Response		Mean Agree % Disagree %
		Agree %	Disagree %	Agree %	Disagree %	
1	Students were taught directly and collectively in the class – Direct Teaching (DT) approach	257 (85.7)	43 (14.3)	284 (94.7)	16 (5.3)	90.2 9.8
2	Students are attended to individually in the class (DI)	201 (67)	99 (33)	17 (5.7)	283 (94.3)	36.3 63.7
3	Students were allowed to ask questions at any stage of the class (andragogy)	15 (5)	285 (95)	8 (2.7)	292 (97.3)	3.9 96.1
4	Students were allowed to make suggestions to teaching-learning transactions.	11 (3.7)	289 (96.3)	49 (16.3)	251 (83.7)	10 90
5	Students' views and personalities were respected by teachers	188 (62.7)	112 (37.3)	7 (2.3)	293 (97.7)	32.5 67.5
6	Teachers spend more time with students (reflective)	145 (48.3)	155 (51.7)	178 (59.3)	122 (40.7)	53.8 46.2
7	Teacher-student relationship should end in the class (DI)	289 (96.3)	11 (3.7)	3 (1)	297 (99)	48.7 51.3
8	Teachers should be more concerned with the delivery of the subject-matter rather than methods	205 (68.3)	95 (31.7)	221 (73.7)	79 (26.3)	71 29
9	Teachers need different approaches to teaching rather than lecture or direct teaching alone	195 (65)	105 (35)	176 (58.7)	124 (41.3)	61.9 38.1

Table 18.2: Direct Teaching (Pedagogical) Approach

S/N	Questionnaire Items	Teachers' Response		Students' Response		Mean	
		Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
10	Direct teaching is an age-long approach preferred by many lecturers and students	271 (90.3)	29 (9.7)	253 (84.3)	47 (15.7)	87.3	12.7
11	Direct teaching approach is used by many because it saves time	287 (95.7)	13 (4.3)	158 (52.7)	142 (47.3)	74.2	25.8
12	Direct teaching enables one to cover more contents	293 (97.7)	7 (2.3)	112 (37.3)	188 (63.7)	67.5	32.5
13	Many lecturers were trained with this approach and they need to pass it to students	148 (49.3)	152 (50.7)	197 (65.7)	103 (34.3)	57.5	42.5
14	The approach is preferred by many because it is not energy sapping	247 (82.3)	53 (17.7)	151 (50.3)	149 (49.7)	66.3	33.7
15	The approach does not require new skills	33(11)	267 (89)	131 (43.7)	169 (56.3)	27.4	72.6
16	The approach will enable students to respect teachers	236 (78.7)	64 (21.3)	228 (76)	72 (24)	77.3	22.7

Table 18.3: Reflective Approach

S/N	Questionnaire Items	Teachers' Response		Students' Response		Mean	
		Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
17	Reflective approach allows the teacher to individualize his teaching and allow students to internalize the subject-matter and demonstrate it	267 (89)	3 (11)	276 (92)	24 (8)	90.5	9.5
18	Reflective approach slows down teachers in achieving their goals and objectives	211 (70.3)	89 (29.7)	148 (29.3)	152 (50.7)	59.8	40.2
19	It is used sparingly in our teacher training colleges	294 (98)	6 (2)	291 (97)	9(3)	97.5	2.5
20	It allows students to be skillful but boastful	213 (71)	87 (29)	124 (41.3)	176 (68.7)	56.2	43.8
21	It can divert students' attention away from the subject-matter	198 (66)	102 (34)	85 (28.3)	215 (71.7)	47.2	52.8

- Students are allowed to ask questions at any stage of the class – Andragogy 3.9%;
- Student are allowed to make suggestions to teaching/learning transaction in the class – Andragogy 10%;
- Students' views and ideas are respected by teachers – RF 32.5%;
- Teachers spend more time with their students – Andragogy 53.8%;
- Teachers-student relationship should end in the class – DT 48.7%;
- Teachers are more concerned with the delivery of the subject-matter than approaches 71%; and
- Teachers use many approaches to deliver a lecture 61.9%.

The analysis of Table 1 indicates that even though the respondents indicated that there are more than direct teaching approaches available to lecturers of the student teachers; many of them are not utilizing other approaches to the fullest. One can only infer that teachers are not usually prepared for more than an approach for a teaching-learning transaction. This disagrees with Moore's (2001) view that teaching is a challenge that requires skills in planning and classroom. Also, the fact that the student-teacher relationship always ends in the classroom (48.7%) indicates that teachers are far from their students and there is little rapport between them and the learners. This goes against the creativity theory of Starko (2001) and Knowles' (1970) andragogical principle of teaching that emphasize the fact that, for a teacher to be effective, he needs to be creative; and creativity can only be achieved when the teacher takes into consideration the day-to-day activities of the learners and addresses their individual and collective needs through effective and meaningful rapport. One can then infer that the teachers of our student teachers are not limited in approaches to learning but because they are not creative enough, they are unable to fully utilize the available approaches.

The analysis of the responses of teachers and students on directive teaching as a pedagogical approach, as presented in Table 2, indicates the following:

- Direct teaching is an age-long approach preferred by many lecturers and students 87.3%;
- Direct teaching is used by many because it saves time 74%;
- Direct teaching enables one to cover more contents 67.5%;
- Many lecturers were trained with this approach and they need to pass it to students 57.5%;
- The approach is preferred by many because it is not energy sapping 66.3%;
- The approach does not require new skills 27.4%; and
- The approach will enable students to respect teachers 77.3%.

This result confirmed Muijs and Reynolds (2001) view that this approach has been employed in schools for a long time and it essentially emphasizes the content of the subject-matter more than the place of the students to be taught. Even though the approach is teacher-centred, researchers agreed that the behaviours of the teachers using this approach have direct effect on the learning outcome of the learners. According to the findings, the approach could have positive effects on learners whose teachers spend more time in the class and individualize their teaching and vice versa (Mortimore 1988; Rosenshine in Muijs and Reynolds 2001; Akinpelu 2002 and Oladapo 2007). Unfortunately, the result of the previous table clearly shows that most of the teachers spend less time with their students (46.2%) and teacher-student relationship ends in the class.

Responses to the questions in Section D in Table 3 indicate the following;

- Reflective approach allows the teacher to individualize his teaching; and allows students to internalize the subject-matter and demonstrate it 90.5%;
- Reflective approach slows down teachers' achievement of their goals and objectives 59.8%;
- It is used sparingly in our teacher training colleges because it is energy sapping 97.5%;
- It allows students to be skillful and boastful 56.2%; and
- It can divert students' attention away from the subject-matter 47.2%.

This analysis indicates that the reflective approach is sparingly used in our teacher training colleges. Even though the stakeholders (teachers and students) believe that it gives room for teachers to individualize their teaching (90.5%), they believe that it slows down teachers in achieving their goals and diverts students away from the subject-matter. The result of the response of the stakeholders disagrees with Moore's (2001) discovery that this approach, when used by teachers, makes learners self-monitoring, self-analytical and self-focused because it trains learners to be focused on inquiry and problem-solving activities. In the same vein, the finding that the approach diverts learners away from the subject-matter disagreed with the view of Schon (1987) that the reflective approach makes teachers sensitive to learners' needs and relate teaching to the day-to-day activities of the learners, thus making them responsible for their own learning.

The result of the responses on the need for eclectic and integrated approaches to teaching-learning activities in our teacher training colleges is as presented in Table 4, which indicates the following:

- There is need to make our approaches to teaching student teachers integrative 82.2%;
- Teachers of student teachers should be exposed to current approaches and training to be able to use the use the approaches appropriately 89%;

- Student teachers should not be limited to only one teaching approach 99.2% ;
- Reduction in students-teacher ratio will allow teachers to adopt varieties of approaches to teaching 75.5%;
- There is need for teachers to interact with students in order to establish healthy rapport and better productivity 92.7%; and
- Student teachers should constantly be exposed to better creative and eclectic approaches to teaching 91.8%.

The outcome of the analysis of Table 4 throws more light on the need for integrated pedagogical and andragogical approach for better and productive teachers of student teachers in our faculties and colleges of education. Some are new, while some only corroborate the existing study initially reviewed in the literature. The need for integrated approaches for teaching student teachers and more exposure of teachers to current training on current approaches corroborate the new integrated pedagogical and andragogical strategy provided by Knowles (1970) and Gore (2001). This new strategy was provided by the authors for the teachers to be more productive in the face of new educational development that is evolving the world over.

The finding that student teachers should not be limited to only one teaching approach but should adopt different approaches supports Stephenson (1993) view that the eclectic approach is more holistic in developing independent capacity of students for learning.

In the same vein, the study suggested that there is need to interact with student teachers to establish healthy rapport and better productivity. This suggestion supports Hase and Davis' (1999) view that the integrated pedagogical and andragogical approach encourage 'knowledge sharing' rather than 'knowledge hoarding' that the traditional approach usually encourages. Also, the suggestion that student teachers should constantly be exposed to eclectic and creative approaches is in support of Stern (1998) and Perkins (1988) that suggested that eclectic approaches will enable teachers to achieve maximum benefits from different approaches, while the creative approach will empower teachers to be original, relevant and productive.

Conclusion

From the outcome of this study, it is clear that the 'Direct Teaching' or 'Whole-Class Teaching' approach is the most common approach used by teacher trainers in our faculties and colleges of education. This has been having negative effects on the productivity of teachers; and the fact that many teachers believe that it is better for achieving goals and objectives in teaching subjects quickly makes it more prevalent in teacher training institutions, thus affecting the educational standard and level of productivity of the teachers in the society. There is need for more eclectic approaches.

Recommendations

Based on the findings and subsequent conclusion, the following recommendations were made:

1. There is need for the integrated pedagogical and andragogical approach (strategy) for teaching student teachers in our faculties and colleges of education. This could be introduced to teachers of student teachers gradually but in an emphatic way through constant training and exposure.
2. Teachers of student teachers should establish meaningful rapport with the learners and endeavour not to be distant from them. This will enable the former to establish not only the educational needs of the latter but also how to solve their problems collectively.
3. There is need for teachers to be more concerned with how their students learn rather than how much of the subject-matter to cover in a short time without much productivity.
4. It is time to expose teachers of student teachers to eclectic and creative approaches to teaching (rather than only direct teaching approach) to empower them to become better and more productive teachers after training.

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