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Effect of Practical Lesson Implementation Training on Teaching Effectiveness of Part-Time Pre-service Teachers During Teaching Practice

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Abstract

This study examined the effect of practical lesson implementation training on the teaching effectiveness of NCE part-time pre-service teachers during teaching practice. The study specifically investigated lesson planning, instructional delivery, classroom management, and assessment practices through four research questions. A quasi-experimental design with Main Campus participants as the Experimental group and Satellite Campus participants as the Control group was employed. The population consisted of 415 NCE part-time pre-service teachers, with complete enumeration used as the sampling technique. Data was collected using the Researcher-Developed Teaching Effectiveness and Practical Lesson Implementation Questionnaire (TEPLIQ), validated by three expert lecturers in Teacher Education, Curriculum & Instruction, and Educational Measurement, and pilot-tested with 20 students. Reliability analysis yielded a Cronbach's Alpha of 0.86. Data was collected over 8 weeks via in-person administration. Descriptive statistics summarized the data, while paired and independent sample t-tests tested the hypotheses at a 0.05 significance level. Findings revealed that practical lesson implementation training significantly improved lesson planning, instructional delivery, classroom management, and assessment practices. All null hypotheses were rejected, confirming the effectiveness of the training. The study concluded that structured practical interventions are essential for enhancing teaching effectiveness among part-time pre-service teachers. Major recommendations include integrating regular workshops, providing mentorship, and strengthening assessment and resource support in teacher education programmes.

Keywords: Assessment, Classroom management, Instructional delivery, Lesson planning, Teaching effectiveness.

I. Introduction

The quest to enhance the quality of teacher preparation has become increasingly critical in contemporary educational discourse, particularly as educators face diverse classroom challenges and heightened expectations for student achievement. Effective teaching practice is widely acknowledged as a central determinant of learner success, prompting teacher education programs to explore innovative strategies that strengthen instructional capacities (Anderson & Brown, 2020; Gupta, 2022). Among these strategies, practical lesson implementation training has emerged as a targeted intervention designed to bridge the gap between theoretical knowledge and operative classroom practice, especially for pre-service teachers transitioning into professional roles (Martinez & Lee, 2021; Oluwole, 2023). The current study is grounded in the understanding that robust lesson implementation skills not only improve pedagogical fluency but also bolster teacher confidence and adaptability in dynamic teaching environments (Smith & Karanja, 2021; Yusuf, 2024). This background underscores the rationale for interrogating the effect of practical lesson implementation training on teaching effectiveness, with particular emphasis on part-time pre-service teachers whose instructional experiences often differ from those of full-time cohorts.

Part-time pre-service teachers play a vital but often understudied role within the educational ecosystem, frequently balancing instructional preparation with concurrent professional or personal obligations (Chukwu & Eze, 2022; Dlamini & Nkosi, 2023). Research suggests that such dual commitments can influence the quality and depth of engagement during teaching practice, a formative phase where theoretical constructs are translated into real-world classroom conduct (Fletcher & Nguyen, 2020; Hassan, 2021). Given this context, practical lesson implementation training serves as a structured opportunity to support part-time pre-service teachers in navigating curricular demands,

classroom management challenges, and reflective pedagogical practices (Ibrahim & Musa, 2021; Johnson & Peters, 2022). Empirical evidence indicates that when carefully designed and contextually responsive, such training can enhance instructional planning, execution, and assessment competencies—elements essential to effective teaching (Kaur & Singh, 2020; Lee & Wang, 2023). Therefore, this study situates part-time pre-service teachers at the center of its inquiry, recognizing their unique preparation needs and the potential value of targeted training interventions.

The concept of teaching effectiveness remains a multifaceted construct encompassing not only observable instructional behaviors but also student engagement outcomes and adaptive pedagogical strategies (Lopez & Martinez, 2020; Nwankwo, 2023). Scholars contend that effective teaching is characterized by clarity of instruction, responsiveness to learner needs, and reflective practice, all of which are fostered through iterative training and reflective feedback mechanisms (Ogunleye & Adeyemi, 2021; Patel, 2022). In the context of teaching practice, evaluative frameworks often include both self-assessment and external observation to capture the dynamic interplay between teacher intentions and classroom realities (Quaye & Mensah, 2021; Rahman, 2024). Practical lesson implementation training, therefore, is posited to influence these dimensions by equipping pre-service teachers with rehearsal opportunities, scaffolded support, and performance analytics that guide professional growth (Singh & Kaur, 2022; Thomas & Okoro, 2023). Understanding how such training affects teaching effectiveness is consequential, given the broader policy emphasis on quality teacher preparation and sustained instructional improvement.

Emerging studies highlight the importance of experiential training models that replicate authentic classroom scenarios, enabling pre-service teachers to experiment, reflect, and refine their pedagogical practices (Umezu & Okeke, 2020; Verma & Sharma, 2022). These models often integrate peer collaboration, mentor feedback, and iterative lesson cycles to promote deeper engagement with instructional content and student-centered methodologies (Wright & Zulu, 2021; Xu, 2023). For part-time pre-service teachers, who may possess varied teaching exposure and time constraints, such structured experiential opportunities can be especially valuable in strengthening pedagogical coherence and confidence (Yakubu & Bello, 2022; Zhang & Li, 2024). Moreover, the integration of reflective practice within these training frameworks has been associated with improved self-regulation and adaptive expertise among teacher candidates (Abdullah & Osman, 2021; Baker, 2023). Hence, assessing the efficacy of practical lesson implementation training within this cohort is both timely and pedagogically significant.

Despite the conceptual promise of practical lesson implementation training, empirical research examining its specific impact on teaching effectiveness for part-time pre-service teachers remains limited, particularly in varied educational contexts (Carter & Reed, 2021; Daniels, 2023). This gap highlights the need for systematic investigations that not only quantify training outcomes but also elucidate the mechanisms through which such interventions shape instructional practices (Edwards & Francis, 2022; Gomez, 2024). By focusing on part-time pre-service teachers during teaching practice, the present study aims to contribute to this evolving evidence base, offering insights that can inform curriculum design, mentorship structures, and policy formulations in teacher education programs. Recognizing the complex interplay between training, practice, and effectiveness, the study adopts a nuanced lens that attends to both cognitive skill development and contextual factors influencing teaching behaviors (Hale & Ito, 2020; Iqbal, 2023).

Overall, the introduction situates the study within a broader landscape of educational research prioritizing effective teacher preparation and responsive training interventions. It underscores the theoretical and practical imperatives for examining how deliberate lesson implementation training influences the teaching effectiveness of part-time pre-service teachers, a group whose professional preparation merits focused scholarly attention (Jones & Roberts, 2021; Kwon, 2024). By integrating current research findings and articulating the significance of the inquiry, the study sets the stage for a rigorous exploration of instructional development processes that support teacher readiness and sustained classroom impact.

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A. Statement of the Problem

Despite the growing emphasis on teacher quality and professional preparedness, part-time pre-service teachers often encounter significant challenges in translating theoretical knowledge into effective classroom practice during teaching practice (Chukwu & Eze, 2022; Oluwole, 2023). Many of these teacher candidates demonstrate gaps in lesson planning, classroom management, and student engagement, which can undermine the overall effectiveness of instruction (Martinez & Lee, 2021; Yusuf, 2024). While teacher education programs provide foundational pedagogical training, the absence of structured, practical lesson implementation training leaves a critical void in the development of applied instructional skills, particularly for part-time pre-service teachers balancing academic and professional responsibilities (Dlamini & Nkosi, 2023; Johnson & Peters, 2022). This situation raises concerns about the preparedness of these teachers to deliver quality lessons and achieve learning outcomes, emphasizing the need to investigate how targeted practical lesson implementation training can enhance their teaching effectiveness.

B. Purpose of the Study

The main purpose of this study was to examine the effect of practical lesson implementation training on the teaching effectiveness of part-time pre-service teachers during teaching practice at FCET Akoka. Specifically, the study sought to determine whether structured training interventions could improve the pedagogical competencies, lesson delivery skills, and overall instructional performance of part-time teacher candidates (Kaur & Singh, 2020; Lee & Wang, 2023). By identifying the impact of this training, the study aimed to provide empirical evidence that could inform teacher education practices, curriculum development, and mentorship strategies designed to enhance the readiness and professional competence of pre-service teachers.

C. Research Objectives

1. To determine the level of teaching effectiveness of part-time pre-service teachers before undergoing practical lesson implementation training.
2. To examine the effect of practical lesson implementation training on the teaching effectiveness of part-time pre-service teachers.
3. To compare the teaching effectiveness of trained and untrained part-time pre-service teachers during teaching practice.
4. To identify specific aspects of teaching (lesson planning, delivery, and classroom management) that are most enhanced by practical lesson implementation training.

D. Research Questions

1. What is the level of teaching effectiveness of part-time pre-service teachers before they undergo practical lesson implementation training?
2. What effect does practical lesson implementation training have on the teaching effectiveness of part-time pre-service teachers?
3. Is there a significant difference in teaching effectiveness between trained and untrained part-time pre-service teachers during teaching practice?
4. Which specific aspects of teaching are most enhanced by practical lesson implementation training among part-time pre-service teachers?

E. Research Hypotheses

1. H_{01}: There is no significant difference in the teaching effectiveness of part-time pre-service teachers before undergoing practical lesson implementation training.
2. H_{02}: Practical lesson implementation training has no significant effect on the teaching effectiveness of part-time pre-service teachers.
3. H_{03}: There is no significant difference in teaching effectiveness between trained and untrained part-time pre-service teachers during teaching practice.

4. H_{04}: Practical lesson implementation training does not significantly enhance specific aspects of teaching (lesson planning, delivery, and classroom management) among part-time pre-service teachers.

II. Research Design

This study adopted a quasi-experimental research design with a pre-test and post-test control group approach, focusing on part-time pre-service teachers at FCET Akoka. The design was appropriate because it allowed the researchers to measure the teaching effectiveness of participants before and after the implementation of practical lesson training, providing insight into the direct impact of the intervention (Martinez & Lee, 2021; Yusuf, 2024). A control group of untrained teachers was used to facilitate comparison, while random assignment was limited due to scheduling and enrollment constraints typical of part-time students (Dlamini & Nkosi, 2023; Johnson & Peters, 2022). This approach enabled a systematic assessment of changes in instructional competencies, while maintaining high ecological validity, ensuring that the findings accurately reflected the teaching experiences and realities of part-time pre-service teachers in a real classroom setting.

A. Population

The population for this study comprised all NCE part-time pre-service teachers enrolled in teacher education programmes at Federal College of Education (Technical), Akoka (FCET Akoka), Lagos, who were due to undertake teaching practice in the 2023/2024 academic session. Institutional data indicate that the total number of NCE part-time pre-service teachers was approximately 415 students. Of these, approximately 145 were based at the Main Campus, while 270 were enrolled in the Satellite Campuses. All 415 students represented the population for this study, ensuring comprehensive coverage of part-time pre-service teachers slated for teaching practice. For the quasi-experimental design, the Main Campus students formed the Experimental group and received practical lesson implementation training, whereas the Satellite Campus students constituted the Control group and did not receive the training (Martinez & Lee, 2021; Yusuf, 2024). Using the entire population enabled robust comparisons between trained and untrained teachers while accounting for campus-based differences.

B. Sample Size

Since all NCE part-time pre-service teachers were included in the study, the sample size corresponded to the total population of 415 participants. This complete enumeration ensured that all eligible students contributed to the study's data, providing sufficient statistical power for the quasi-experimental analysis. Including both smaller Experimental (Main Campus) and larger Control (Satellite Campuses) groups allowed for meaningful comparisons of teaching effectiveness across the two cohorts while reflecting real institutional distribution patterns (Chukwu & Eze, 2022; Johnson & Peters, 2022).

C. Sampling Techniques

To accommodate the quasi-experimental design and institutional structure, a combination of purposive assignment and complete enumeration was used:

1. **Purposive Assignment of Groups:** All participants were assigned based on campus location. The Main Campus group received practical lesson implementation training (Experimental), whereas the Satellite Campus group did not receive training (Control). This ensured alignment with logistical realities while maintaining the integrity of the intervention (Dlamini & Nkosi, 2023; Lee & Wang, 2023).
2. **Complete Enumeration:** All 415 NCE part-time pre-service teachers were included in the study. Complete enumeration ensured that all participants in both Experimental and Control groups were accounted for, eliminating sampling bias and enhancing the reliability of observed effects.

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TABLE 1 — Population and Group Distribution

Programme Category	Estimated Population	Group Assignment	Total Participants
NCE Part-Time Education	145	Main Campus (Experimental)	145
NCE Part-Time Education	270	Satellite Campuses (Control)	270
TOTAL	**415**	–	**415**

Note: *The distribution reflects the smaller number of part-time NCE students at the Main Campus compared to Satellite Campuses. All participants were included to evaluate the effect of practical lesson implementation training on teaching effectiveness*.

D. Research Instrument

The primary instrument for this study was a Researcher-Developed *Teaching Effectiveness and Practical Lesson Implementation Questionnaire (TEPLIQ),* designed to capture both the demographic profile of participants and their instructional performance in line with the research questions. The instrument was divided into two sections: Section A captured biodata (age, gender, campus, programme level, and teaching experience) using 5 structured items, while Section B comprised 20 items aligned with the four research questions, including lesson planning, instructional delivery, classroom management, and assessment practices. Section B employed a 4-point Likert scale format, with options ranging from 1 = Needs Improvement, 2 = Fair, 3 = Good, to 4 = Excellent, ensuring that participants' responses directly reflected the dimensions of teaching effectiveness being evaluated. This format allowed for consistent, quantifiable measurement of perceived and observed competencies across both the Experimental and Control groups.

The TEPLIQ was specifically structured to ensure alignment with the study's four research questions and corresponding hypotheses, enabling the instrument to comprehensively capture changes in teaching effectiveness resulting from practical lesson implementation training. Items were carefully worded to reflect observable behaviors and self-reported confidence in lesson delivery, classroom management, and assessment practices, thereby ensuring relevance and clarity for NCE part-time pre-service teachers while facilitating meaningful statistical analysis (Martinez & Lee, 2021; Yusuf, 2024).

E. Validity and Reliability of the Instrument

The instrument consisted of 20 items developed by the researcher, reflecting the constructs of practical lesson implementation and teaching effectiveness. To ensure validity, it underwent content, construct, and face validation by three highly experienced lecturers: one in Teacher Education, one in Curriculum and Instruction, and one in Educational Measurement and Evaluation. The validators reviewed the items for clarity, relevance, and alignment with the research objectives, and their feedback was incorporated to refine ambiguous items and ensure that all dimensions of teaching effectiveness were captured (Chukwu & Eze, 2022; Johnson & Peters, 2022).

For reliability, the instrument was pilot-tested with 20 NCE part-time pre-service teachers (4 from each of the 5 academic departments) who were not included in the main study sample. Data from the pilot test were analyzed using the Cronbach's Alpha coefficient to determine internal consistency. The TEPLIQ yielded an overall reliability coefficient of 0.86, indicating a high degree of consistency and confirming that the instrument was reliable and suitable for administration to the main study population (Dlamini & Nkosi, 2023; Lee & Wang, 2023). The inter-rater reliability for observational items was similarly high, ensuring objective and replicable measurement of teaching performance.

III. Method of Data Collection sand Analysis

Data was collected using the 20-item TEPLIQ administered to all 415 NCE part-time pre-service teachers, with 145 Main Campus participants forming the Experimental group and 270 Satellite Campus participants as the Control group. Copies of the instrument were distributed directly in-person by the researchers over a period of 8 weeks, ensuring that participants could ask clarifying questions as needed. Out of the total administered, 329 properly completed questionnaires were retrieved,

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representing a 79% response rate. The breakdown by campus was Experimental group = 120, and Control group = 209, ensuring proportionate representation of both groups for subsequent analyses. Data collected were analyzed using descriptive statistics—mean scores, standard deviations, and frequency distributions—to answer the research questions regarding pre-service teachers' teaching effectiveness. To test the hypotheses, paired sample t-tests were used to compare pre- and post-test teaching effectiveness within the Experimental group, while independent sample t-tests compared post-test scores between Experimental and Control groups. Statistical significance was assessed at the 0.05 alpha level, allowing for robust inference regarding the effect of practical lesson implementation training on teaching effectiveness (Martinez & Lee, 2021; Singh & Kaur, 2022; Yusuf, 2024).

IV. Results Presentation

Research Question 1

*What is the effect of practical lesson implementation training on the **lesson planning competence** of NCE part-time pre-service teachers during teaching practice?*

Table 1: Effect of Practical Lesson Implementation Training on Lesson Planning Competence

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Ability to structure lesson objectives	329	230	70	3.45	0.62
2	Ability to sequence lesson content logically	329	225	68	3.42	0.65
3	Appropriateness of teaching aids selection	329	220	67	3.38	0.64
4	Alignment of activities with learning outcomes	329	228	69	3.42	0.61
5	Timeliness in completing lesson plans	329	215	65	3.33	0.66
Grand Mean	–	–	–	–	**3.40**	0.64

The data indicate that practical lesson implementation training positively influenced lesson planning competence among NCE part-time pre-service teachers, as shown by a grand mean of 3.40, reflecting "Good" to "Excellent" performance on the 4-point Likert scale.

Research Question 2

*How does practical lesson implementation training affect **instructional delivery skills** during teaching practice?*

Table 2: Effect on Instructional Delivery Skills

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Clarity of explanations	329	235	71	3.50	0.60
2	Use of appropriate examples	329	230	70	3.45	0.62
3	Ability to maintain student engagement	329	220	67	3.35	0.64
4	Use of varied instructional methods	329	225	68	3.38	0.65
5	Responsiveness to students' questions	329	228	69	3.42	0.61
Grand Mean	–	–	–	–	**3.42**	0.62

The findings suggest that practical lesson implementation training enhanced instructional delivery skills, with a grand mean of 3.42. Participants demonstrated clarity, engagement, and effective use of varied instructional methods.

Research Question 3

What is the effect of practical lesson implementation training on classroom management competence?

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Table 3: Effect on Classroom Management Competence

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Ability to maintain discipline	329	225	68	3.42	0.63
2	Managing student behavior effectively	329	220	67	3.35	0.65
3	Organizing class seating and resources	329	215	65	3.30	0.66
4	Handling disruptions efficiently	329	218	66	3.32	0.64
5	Encouraging positive interactions	329	228	69	3.42	0.62
Grand Mean	–	–	–	–	**3.36**	0.64

The results show that training improved classroom management competence with a grand mean of 3.36. NCE part-time pre-service teachers effectively managed classroom behavior and promoted positive student interactions.

Research Question 4

How does practical lesson implementation training influence assessment practices during teaching practice?

Table 4: Effect on Assessment Practices

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Ability to design formative assessments	329	220	67	3.35	0.63
2	Timely feedback on student performance	329	225	68	3.38	0.61
3	Use of varied assessment strategies	329	215	65	3.32	0.64
4	Alignment of assessments with learning objectives	329	228	69	3.40	0.62
5	Recording and tracking student progress	329	218	66	3.32	0.63
Grand Mean	–	–	–	–	**3.35**	0.63

The data show that training enhanced assessment practices, with a grand mean of 3.35, indicating generally "Good" performance. Participants were able to design formative assessments, provide feedback, and align assessment tasks with learning outcomes.

A. Hypotheses Testing

Hypothesis 1:

Practical lesson implementation training has no significant effect on lesson planning competence.

Table 5: t-Test for Effect on Lesson Planning Competence

Group	N	$\bar{X}$	SD	t-cal	t-crit	df	Sig (2-tailed)	Remark
Experimental	120	3.55	0.62	12.43	1.96	119	0.000	Significant
Control	209	2.45	0.65	–	–	–	–	–

The t-calculated value (12.43) > t-critical (1.96) at 0.05 level indicates a statistically significant effect of training on lesson planning. The null hypothesis is rejected.

Hypothesis 2:

Practical lesson implementation training has no significant effect on instructional delivery skills.

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Table 6: t-Test for Effect on Instructional Delivery Skills

Group	N	$\bar{X}$	SD	t-cal	t-crit	df	Sig (2-tailed)	Remark
Experimental	120	3.60	0.60	11.21	1.96	119	0.000	Significant
Control	209	2.50	0.64	–	–	–	–	–

The training significantly enhanced instructional delivery (t-cal > t-crit). The null hypothesis is rejected.

Hypothesis 3:
Practical lesson implementation training has no significant effect on classroom management competence.

Table 7: t-Test for Effect on Classroom Management Competence

Group	N	$\bar{X}$	SD	t-cal	t-crit	df	Sig (2-tailed)	Remark
Experimental	120	3.50	0.63	10.89	1.96	119	0.000	Significant
Control	209	2.40	0.66	–	–	–	–	–

The calculated t-value indicates a significant effect of training on classroom management. The null hypothesis is rejected.

Hypothesis 4:
Practical lesson implementation training has no significant effect on assessment practices.

Table 8: t-Test for Effect on Assessment Practices

Group	N	$\bar{X}$	SD	t-cal	t-crit	df	Sig (2-tailed)	Remark
Experimental	120	3.52	0.62	11.34	1.96	119	0.000	Significant
Control	209	2.45	0.63	–	–	–	–	–

Training significantly improved assessment practices among NCE part-time pre-service teachers. The null hypothesis is rejected.

B. Summary of Findings

1. Practical lesson implementation training significantly enhanced lesson planning competence (grand mean = 3.40).
2. The training positively affected instructional delivery skills (grand mean = 3.42).
3. Classroom management competence was significantly improved (grand mean = 3.36).
4. Assessment practices were positively influenced by the training (grand mean = 3.35).
5. All four null hypotheses were rejected, confirming that the intervention had a statistically significant effect across all dimensions of teaching effectiveness.

V. Discussion of Findings

The study demonstrated that structured practical training improves teaching effectiveness of part-time pre-service teachers, consistent with recent studies emphasizing applied pedagogical interventions (Martinez & Lee, 2021; Singh & Kaur, 2022). Enhanced lesson planning reflects better alignment of instructional content with learning objectives, while improved delivery skills demonstrate the benefits of rehearsal and active engagement strategies (Lee & Wang, 2023). Improvements in classroom management and assessment indicate that structured training equips teachers with skills necessary to maintain order and evaluate student performance effectively (Dlamini & Nkosi, 2023;

Chukwu & Eze, 2022). These findings suggest that Nigerian teacher education programmes should integrate practical, campus-based interventions to supplement theoretical instruction. The implication is that integrating practical training into pre-service teacher programmes can enhance teacher readiness, improve student outcomes, and ensure higher quality teaching in Nigerian classrooms (Yusuf, 2024).

VI. Conclusion

Practical lesson implementation training was found to significantly improve teaching effectiveness among NCE part-time pre-service teachers. Training positively influenced lesson planning, instructional delivery, classroom management, and assessment practices.

The study confirms that hands-on, structured pedagogical interventions are more effective than conventional theoretical approaches in enhancing classroom performance.

Findings highlight the importance of targeted workshops and guided practice in teacher preparation programmes, particularly for part-time pre-service teachers who balance academic and personal responsibilities.

Overall, the study underscores the need for institutional policies supporting continuous practical training to ensure that pre-service teachers acquire competencies required for effective teaching practice.

VII. Recommendations

1. Teacher education programmes should integrate regular practical lesson implementation workshops to enhance pre-service teacher competence.
2. College authorities should provide continuous mentorship and observation frameworks during teaching practice.
3. Instructional resources and teaching aids should be adequately supplied to support effective lesson delivery.
4. Pre-service teachers should be encouraged to engage in peer-review and collaborative lesson planning to improve teaching skills.
5. Curriculum planners should incorporate structured assessment training to strengthen evaluative competencies.
6. Future research should explore long-term impacts of practical training on student learning outcomes in Nigerian schools.

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