

## IMPLEMENTATION OF ROLE-PLAY TEACHING METHOD FOR PRE-SERVICE TEACHERS' CURRICULUM INSTRUCTIONAL DELIVERY IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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### Abstract

The study explored the implementation of role-play method for pre-service teachers' curriculum instructional delivery in tertiary institutions in Anambra State. Two research questions guided the study. Descriptive survey research design was adopted. The population of the study consists of 168 lecturers from two departments in the State College of Education and two departments from Faculty of Education in the university. The sample size for the study was 90 lecturers obtained from the selected institutions using multi-stage sampling of purposive and simple random techniques. The instrument for data collection was researchers' developed questionnaire titled 'IRPMPTCID' Implementation of Role-play method for Pre-service Teachers' Curriculum Instructional Delivery. The instrument was structured on a two point rating scale of Adequate (A), and Inadequate (IA) for research question one and four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) for research question two. The instrument was validated by three experts. The reliability of the instrument was obtained using Kuder Richardson 20 (KR-20) and Cronbach Alpha, which yielded coefficient value of 0.82. The statistical measure used for data analysis was Frequency, Percentage and Mean. The findings of the study revealed that the implementation of role-play method for pre-service teachers' instructional delivery is adequate. It further established that there are numerous benefits that would be derived from the use of role-play method. Based on the findings, it was recommended among others that College of Education along with Faculty of Education lecturers in the universities should be empowered to adopt the use of role-play instructional method in teaching pre-service teachers for proper acquisition of basic teaching skills needed for individual effectiveness and development in the teaching profession.

**Keywords:** Role-play, Implementation, Pre-service teachers, Curriculum Instructional Delivery, and Tertiary institutions.

### Introduction

The world is rapidly undergoing various positive and negative transformations in all aspects of life particularly in education, knowledge expansion and explosion in order to meet with the demands of the time. With this development, it has become necessarily

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important that teachers at various levels of education must be properly and adequately equipped for the arduous task. Days are gone when the axiom that ‘teachers are born’ stands. Those, who desire to become and work as professional teachers nowadays must get prepared for rigorous training for excellent and effective discharge of the duties associated with the profession. These groups of individuals are regarded as pre-service teachers. Pre-service teachers are therefore, students, who are undergoing a degree programme or certification to become teachers; but have not practically begun the teaching job. Amankwah, Oti- Agyen and Sam (2017) disclosed that pre-service teachers are persons, who are currently undertaking a professional teacher program in any teacher training College or University and whose contribution will academically determine the success level of the upcoming generation. This implies that for teaching work to be effectively discharged, pre- service teachers should be sufficiently trained as no one gives what one does not have. The teaching skills must be acquired for successful implementation and delivery of classroom activities of teaching and learning.

Basically, Colleges of Education and Faculty of Education in the Universities are known for the training of pre-service teachers. These institutions are designed and equipped with both human and physical resources to professionally train teachers with pedagogical skills and methods for effective functionality and transmission of curriculum content in different areas of specialization. Curriculum generally is all the learning experiences and intended learning outcomes systematically organized and guided by the school through the reconstruction of knowledge for cognitive, affective and psychomotor development of the learner for individual functionality in the society. Consequent upon this, it is the basic duty of teachers to deliver the content of the lesson to the students in the classroom by translating curriculum objectives into actionable lesson plans as well as employing appropriate teaching methods in doing this among others. Regarding this,

Barabasch and Watt-Malcolm (2013) avowed that teachers are one of the most important factors in achieving teaching and learning effectiveness and that pre-service education has a pivotal role to play in preparing teachers in not only possessing the skills, but also in sustaining their chances of surviving with the demands of the profession especially in accurate curriculum instructional delivery.

Curriculum delivery for pre-service teachers should therefore gear towards equipping student-teachers with the skills, knowledge and abilities to effectively discharge professional duties in the classroom. The question then remains whether these institutions are actually inculcating to the pre-service teachers the required skills for effective delivery of the lesson content. The answer may not be in the affirmative as Adedeji and Oyebade (2015) in conjunction with some other education stakeholders such as school administrators and supervisors of Education Boards lamented on the inability of many pre-service teachers to deliver lesson contents with professionalism; thus affecting the academic achievement of students in various subject areas in schools. Also, the researcher as a University teacher in the Faculty of Education had observed during supervision assignments of pre-service teachers with dismay the ineffectiveness of pre-service teachers to explore the pedagogical skill taught to them during their teaching practice exercise in the assigned schools. This has brought about an increased concern on all education stake holders on how to improve the situation on ground because adequate implementation of curriculum content provides the foundation for solidified teaching and learning activities for the achievement of academic success. In view of this, Mokena (2017) had suggested that pre-service teachers need practical experience such as field studies, infield experiences, school-based experience and internship during the training period to gain sufficient experience for the job as teaching is a complex activity which requires practical exposure in the field. The government through its various agencies of

Education such as TETFund (Tertiary Education Trust Fund, 2022) has made much effort in supporting tertiary institutions with material resources that will enable College/University graduates of education to gain requisite practical experience for optimal performance in various disciplines and areas of study, but much has not been achieved. This issue of pre-service teachers' ineffectiveness in professionally applying pedagogical skills at the required stage of their practical exposure in the field of work, need to be properly examined. The unraveled truth however, may be that student-teachers may not have been exposed to adequate practical experience of their future profession during the course of study probably because of the teaching methods employed by lecturers in teaching, which most often is the traditional lecture method of teaching that is majorly a teacher centered method.

Traditional lecture method of teaching has been much widely in use for decades in the teaching profession at almost all the levels of education due to its advantage in covering wide area of study to a large number of students within a limited period of time. However, its major disadvantage especially to students is the failure to expose the students to the practical aspect of the study in line with the demands of professionalism in work areas and other life challenges. Udenwa and Akudolu (2022) noted that lack of practical exposure of students in class activities due to continuous use of traditional lecture method of teaching affects students' acquisition of much needed communication and life skills for adequate functionality in life and work places. This suggests that pre-service teachers, who are teachers to be must as a matter of necessity be theoretically equipped with knowledge and practically embellished with pedagogical skills to meet up with the challenges of the modern technological world. This may be achieved when institutions of higher learning begin to employ more learner centered method such as

role-play method in teaching pre-service teachers in order to bridge the gap between theory and practice in the classroom

Role-play method is an activity packed method of teaching which exposes learners to practical aspect of study in managed environment of the classroom by practicing the theoretical aspect of the content of the study as in real life situation. Krebt (2017) explained that it is a method which allows students to explore realistic situations by interacting with one another in a controlled way in order to develop experience in a supported environment. Role-play Instructional method according to Udenwa and Akudolu (2022) is an interactive method of teaching where students become active participants in their learning for acquisition of skills that will enable them to become functional members of the society. The major advantage of role-play method is in exposing students to practicality in what they are taught, hence, equipping students for future life endeavours, which basically hinges on one's performance and functionality. It is obvious that without adequate mastery of the basic skills of the rudiments of teaching, pre-service teachers may continue to wallow in incapability in discharging their duties. Doyle (2020) emphasized on the need for trainees to master skills required for effective performance in their areas of specialization through training, schooling or practice for achievement of competency in the work place. Besides, the Federal Republic of Nigeria in the National Policy on Education (2013) had earlier made it clear that functional education requires equipping individuals with adequate skills for maximum performance and meaningful contribution to societal development in work places. Consequent upon this, pre-service teachers must be taught the fundamental skills of teaching with practical engagement as a sine qua non for effective discharge of duties in the teaching profession. Bada and Jita (2023) recommended that pre-service teachers should be professionally enhanced during the teacher training period, by ensuring that pre-service teachers acquire

and master the necessary teaching skills required for effective performance in the delivery of curriculum contents in the classroom. This could be achieved by exposing student-teachers to professional task during their training stage with the use of role-play method prior to the teaching practice exercise, where they will be examined, corrected and evaluated in the field before graduation.

Many researchers had made efforts to establish the implementation of the use of role-play method at different levels of education. The studies include Jannah, Salija and Basri (2020) on the implementation of role-play approach in teaching speaking and found out that the students were not only motivated and enthusiastic in learning, but also successfully learnt the art of speaking. In addition, the study carried out by Altun (2015) on using-role play activities to develop speaking skill established that practical exposure of students to real situational exposure in the classroom assist to bridge the gap between theory and practice and as such boosts learning and understanding because students have to perform some specific roles in the act. Again, the study conducted by Hidayati and Pardjono (2018) on the implementation of role-play in education of pre-service vocational teacher revealed that students' exposure to practical experience using role-play method enabled the student to take responsibilities of their learning by taking up character roles within predefined and often realistic roles. Also, Westrup and Plander (2013) in an earlier study on role-play as a pedagogical approach to prepare students for practice discovered that role-playing has proved to be a better teaching alternative in preparing teachers for professionalism as it allows them to practice newly-developed skills in seemingly real situations. Chan (2013) confirmed this assertion by disclosing from the findings of his study that role-playing is a useful strategy in higher education especially in problem solving learning. However, despite these efforts and findings by different researchers, the problem of pre-service teachers' ineffectiveness to

professionally apply pedagogical skills at the required stage of their practical exposure in the field of work still persists. This persistent failure of pre-service teachers to show competence in adequately applying pedagogical skills in the discharge of professional duties as indicated in the teaching practice exercise supervision has continued to cast aspersion on the depth and nature of their training. Consequently, there is need for further investigations to unravel the reason for the elusiveness of this particular plight. Based on this premise, the researcher dredged into this study to determine the adequacy of implementation of role-play teaching method for pre-service teachers' curriculum instructional delivery in tertiary institutions in Anambra State.

### **Research Questions**

1. What is the adequacy of implementation of role-play method for pre service teachers' curriculum instructional delivery in tertiary institutions in Anambra State?
2. What are the derivative benefits of implementation of role-play method for pre-service teachers' curriculum instructional delivery in tertiary institutions in Anambra State?

### **Methods**

Descriptive survey research design was used for the study. The design was based on the assertion of Osuala (2014) that descriptive survey identifies the present conditions, prevailing needs as well as provides information for making sound decisions. Two research questions guided the study. The population of the study consisted of 168 lecturers in two public tertiary institutions made up of one Federal University and one State College of Education in the State. The choice of the population was to ensure a balanced representation of institutions saddled with the responsibility of training teachers in the State. The sample of the study comprised 90 lecturers drawn from two departments

each in the two selected tertiary institutions through a multi-stage sampling procedure of purposive and simple random sampling. Purposive sampling technique was used to select two institutions out of four tertiary institutions responsible for teacher education in the state. Simple random sampling was used to select 45 lecturers each from the selected departments and institutions. The instrument for data collection was researchers' self-developed questionnaire titled 'IRPMPTCID' Implementation of Role play method for Pre-service teachers' Curriculum Instructional Delivery structured on a two point rating scale of Adequate (A) and Inadequate (IA) to answer research question one and four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to answer research question two. The instrument was validated by three experts in the field; two from the Department of Educational Foundation, Faculty of Education, Nnamdi Azikiwe University, Awka and one from Nwafor Orizu College of Education, Nsugbe. The reliability of the instrument was ascertained using Kuder Richardson 20 (KR-20) and Cronbach Alpha, which yielded a reliability index of 0.81 and was considered acceptable to the researcher. Data collected was analyzed using descriptive statistics of frequency, percentage and mean. The aggregate percentage and weighted mean score of 50% and 2.50 was used as cut-off point for RQ 1 and RQ 2 respectively. The decision rule was that any aggregate percentage score of 50% and above for RQ 1 and weighted mean score of 2.50 and above for RQ 2 was regarded as adequate and agreed respectively; while aggregate percentage below 50% and weighted mean below 2.50 was considered as inadequate and disagreed respectively.

## Results

**Table 1: Percentage Rating of Respondents on adequacy in implementation of role play method for pre-service teachers' curriculum instructional delivery in tertiary institutions in Anambra State**

S/N	These role-play method activities are adequate in teaching pre-service teachers	Adequate			Inadequate		
		Freq.	%	Decision	Freq.	%	Decision
1	Assigning roles on topics to be taught to students to practice before the main class activities	60	67	A	30	33	-
2	Allowing students to practice teaching their assigned roles in the class under the guidance of the teacher	56	62	A	34	38	-
3	Assigning the students in small groups with specific roles to play in the teaching activities of each lesson	52	58	A	38	42	-
4	Allowing students to take responsibility of their own learning by practicing the teaching skills they have learnt during class activities	67	74	A	23	26	-
5	Giving students the opportunity to act teaching abstract topics after general discussion by the teacher	34	38	-	56	62	IA
6	Providing opportunity for feedback after each individual presentation in the whole class discussion.	68	76	A	22	24	-
7	Simulating a real life situation in the classroom based on the content of the lesson	53	59	A	37	41	-
Aggregate Percentage		62		38			

Data in Table 1 show that items 1, 2, 3, 4 and 6 and 7 have aggregate percentage score of 62%, that is above the cut-off percentage of 50%. This revealed that respondents are of the view that the listed role-play activities are adequate for implementation of role-play method for pre-service teachers' curriculum instructional delivery in tertiary institutions. However, item 5 has aggregate percentage score of 38% below the cut-off

percentage of 50% indicating that respondents believe that making the students to act abstract topics in the classroom even after general class discussion may not be an adequate role-play activity for pre-service teachers' curriculum instructional delivery. The mean of means of 62% indicates that implementation of role-play method of teaching is adequate for pre-service teachers' curriculum instructional delivery in tertiary institutions.

**Table 2: Mean Rating of Respondents on the derivative benefits of implementation of role-play method for pre-service teachers' curriculum instructional delivery in tertiary institutions in Anambra State**

S/N	The derivative benefits of using role-play teaching method in tertiary institutions include:	Mean	Remark
1	It will promote memory and retention ability	2.83	Agree
2	Using role play teaching method will enable pre service teachers to acquire basic teaching skills	2.96	Agree
3	It will bridge the gap between theory and practice through exposure to what obtains in real life situation in the classroom	3.06	Agree
4	It will make students to become independent as would-be professional teachers	3.00	Agree
5	Using role play method in teaching pre service teachers will enhance their problem solving skills	3.08	Agree
6	It will boost their communication skill	2.87	Agree
7	Simulating a real life situation through the use of role play method will build up self-confidence for pre service teachers	3.28	Agree
8	It will deepen student-teachers' understanding of fundamental teaching concepts	2.44	Disagree
9	It will sharpen students' imaginations	2.88	Agree
10	It will make pre service teachers to become more dynamic teachers	2.82	Agree
	<b>Mean of Means</b>	<b>2.92</b>	<b>Agree</b>

Data in Table 2 disclosed that items 1, 2, 3, 4, 5, 6, 7, 9 and 10 have mean scores above the cut-off mean of 2.50. This indicates that the respondents agree that all the listed items are benefits that will be derived from implementation of role-play method for pre-service teachers' curriculum instructional delivery in tertiary institutions. On the other hand, respondents disagreed with item 8 with mean score below the cut-off mean of 2.50.

This shows that respondents are of the view that fundamental teaching concepts should be mainly taught by seasoned lecturers for pre-service teachers to enable them grasp the basic teaching concepts properly for further internalization with steady practice in the field of work. The mean of means of 2.92 indicates that there are numerous benefits to be derived from the implementation of role-play method for pre-service teachers' curriculum instructional delivery in tertiary institutions.

## **Discussion**

### **The Implementation of Role-play method for Pre-service Teachers' Curriculum Instructional Delivery in Tertiary institutions**

The findings of the study disclosed that the implementation of role-play method for pre-service teachers' instructional delivery is adequate in tertiary institutions. This finding may have resulted from the fact that many education stake holders especially lecturers, who are professionals in the field have realized that the continuous use of traditional lecture method has not yielded the expected result as shown in the field performance of pre-service teachers; and as such most lecturers have started considering an alternative mode of instructional delivery to redeem the situation. Also, some lecturers and other education stakeholders may have out of professional experience seen that practical engagement of students and trainees in class and work activities boosts acquisition of skill for optimum performance. Again, the preferred adequacy of the implementation of role-play method for teaching pre-service teachers may have emanated from the angle of its potential in making students to take responsibilities of their learning as well as in making them to become independent learners for more productivity in the field of education. The finding of the current study is in tandem with the finding of Hidayati and Pardjono (2018) that students' exposure to practical experience using role-play method is adequate and enabled the students to take responsibilities of their learning

by taking up character roles within predefined and often realistic roles, which improved performance.

### **The Derivative Benefits of Implementation of Role-play Method for Curriculum Instructional Delivery of Pre-service Teachers in Tertiary Institutions**

The findings of the study revealed that there are lots of benefits to be derived from the implementation of role-play method for pre-service teachers' curriculum instructional delivery in tertiary institutions. This finding may have been connected to the accruing benefits perceived from the practical involvement of trainees and in-service persons from different establishments and organizations performing assigned duties with confidence, effectiveness, enthusiasm and ease because they have mastered or are mastering the basic skill of the profession during the course of study. In fact, it is a common saying that 'practice makes perfect', which could be the simple reason for the combination of theoretical and practical aspects of work by many organization in training their students. The findings of the current study corresponds with the findings of Jannah, Salija and Basri (2020) that the implementation of role-play method not only motivated the student to learn but also makes them confident, enthusiastic and successful in learning. Also, Chan (2013) had earlier confirmed this assertion by disclosing from the findings of his study that role-play method is a useful strategy in higher education especially in problem solving areas.

### **Conclusion**

Based on the findings of the study, it was concluded that the implementation of role-play method is adequate for pre-service teachers' curriculum instructional delivery in tertiary institutions. Furthermore, the study established that there are numerous benefits to be derived from the implementation of role-play method for pre-service teachers' curriculum instructional delivery in tertiary institutions, which ranges from acquisition of

basic teaching skills, boosting of communication skill and becoming enthusiastic, dynamic and independent teachers for individual development and sustainability in the profession as well as for the general advancement of the society.

### **Recommendations**

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

1. The Federal Government in conjunction with education stakeholders should encourage lecturers in tertiary institutions through provisions of human and material resources to adopt the use of role-play method as a matter of necessity for pre-service teachers' curriculum instructional delivery in order to forestall ineffectiveness in the teaching profession, which is the bedrock of societal development.
2. Lecturers in the Colleges of Education and Faculty of Education lecturers in the Universities should be empowered with periodic workshops, seminars and training to meet up with the requirements of utilizing role-play method in teaching the student-teachers for more solidified learning that will equip them professionally in meeting up with the demands of teaching profession.

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