**AN INSIGHT INTO THE PROBLEMS STUDENTS ENCOUNTER DURING TEACHING PRACTICE: A CASE STUDY OF STUDENTS OF COLLEGE OF EDUCATION EKIADOLOR-BENIN**

**Abstract**

The problem of students teachers during teaching practice lack of personal vigor, poor speaking habits, poor knowledge and skills, insufficient breath of knowledge, lack of interest, stress, poor financial, poor environment stressful supervisor, poor educational background of the students. The data collected were analyzed and interpreted. It was gathered from the analysis that teaching practice is a programme in all the college of education in Nigeria and of course, very necessary that before you graduate as students you must have undergone the exercise in the light of finding, recommendations were proffered in the hope that if carefully considered, and implemented by concerned individuals, they will help in reducing the problems of teaching practice in our higher institutions.

TABLE OF CONTENT

CHAPTER ONE

Introduction

Background of the study

Statement of the problem

Purpose of the study

Research questions

Scope of the study

Limitation

Significance of the study

Definition of terms

CHAPTER TWO

Literature review

CHAPTER THREE

Research design

Population of the study

Sample and sampling procedure

Research instrument

Validity and reliability of the instrument

Administration of questionnaire

Method of data analysis

CHAPTER FOUR

Analysis of data collection

CHAPTER FIVE

Summary

Recommendation

Conclusion

REFERENCES

QUESTIONNAIRE

**CHAPTER ONE**

**INTRODUCTION**

**BACKGROUND TO STUDY**

 This research investigation is on the problems students encounter during teaching practice, a case study of students of college of education Ekiadolor-Benin. Before I begin, I will define the term “teaching practice” teaching practice is defined as an educational programme aimed at providing students teachers an opportunity to put into practice their theoretical knowledge in real school life situation. It provides the students teachers the ground to acquire practical skills in the field. In most case this above aim is not achieved. This is why this project investigation because very necessary.

Education is yet the greatest power man has developed either for his continued progress or eventual destruction. Education is the only potential instrument for social reconstruction and other education is the founder of quality in the schools.

 Education is the only cornerstone for any nation and for some time a big industry in Nigeria. Teachers therefore have a role to play in the development of a nation especially in building up leaders and intellectuals of tomorrow who will sustain the nation’s development. Although Nigeria has succeeded in several ways to prepare teachers with various teaching qualifications along with opportunities for further training, this has not been reflected in the academic performance of students in primary and secondary school.

 Teaching is a profession just like law and medicine and it also happens to be one of the oldest professions in Nigeria, Unfortunately, it is the least developed in terms of standard of training and practice. This continues to be a source of concern to professionals and even to the governments. Moore (1989)

 According to the advanced learners’ dictionary (2014) a profession means occupation and special training like law, medicine and so on. Profession can also mean a calling or vocation where a performance requires the performer on an elaborate exposure to an esoteric theoretical knowledge acquired after many years of endeavors and moral study. A profession can be likened to a social club which is govern by a code of ethics, the most outstanding of which are expertise authority, responsibility, commitment, dedication, autonomy and emotional maturity. With the National Policy on Education (2004) the minimum teaching qualification in Nigerian institution of learning is National Certificate in Education (N.C.E)

 The training of teachers now becomes largely the responsibility of faculty of education in College Of Education Ekiadolor-Benin. Students go on six weeks teaching practice and come back with varied experiences. In other words, students experience problems in their teaching practice life. Hence the need to identify these problems and suggest possible solutions to them. Teaching practice occupies a key position in teacher education program. It is an integral part of the teacher education program which is geared towards preparation of new entrants into the teaching profession.

 According to Afolabi (1999), teaching practice exercise enables the student teachers to get acquainted with the practical knowledge of teaching and learning process including lesson plan preparation, presentation, class management, communication skills, evaluation and the required personality of professional teachers. Nwanekezi (2011) remarked that teaching practice is the name of the preparation of student-teacher for teaching by practical training.

 From the foregoing, it can be inferred that teaching practice is a school-based internship program with the main aim of introducing prospective teachers to teaching and its routine under the guidance of qualified professionals to develop skills, attitudes and competence in the profession. The exercise provides trainee the opportunity to utilize the various teaching methods in actual classroom conditions under constant supervision of competent and experienced teachers.

 Studies have also revealed some problems that bedeviled teaching practice exercise. For example; Ognor and Badmus (2006) lamented that teachers of partnership schools did not provide specific aid to student teachers to improve their teaching skills and strategies. Nakpodia (2011) remarked that the periods of six weeks is too short as it does not provide the student-teachers ample opportunity to effectively gain experience which the exercise is intended to encourage. The author remarked that some supervisors do not even have time to sit down and discuss their observations and comments with the student-teacher. The short discussion between the supervisor and the student-teacher just after the lesson which should afford the student-teacher the opportunity to appreciate his strength and weaknesses are often ignored because the supervisor is often in a haste to move on the next school.

STATEMENT OF PROBLEMS

 This is where we look into the reason why this case study is very necessary. In most cases the aim of the teaching practice programme is not achieved. This is due to some problems emanating from either the students, the environment of the unforeseen circumstances.

Student teachers face some problems during teaching practice (finance, material) for the goal of teaching to be achieved in Nigeria. It will be necessary for the ministry of Education at all levels of government or Faculties of Education to find solutions to the problem being faced by the student teachers during the teaching practice exercise. Such problems include lack of instructional materials, incentives, accommodation and office facilities for the student teachers heavy work load given to the student teachers, lack of cooperation from their practicing schools attitude of the pupils towards the student teachers and difficulty on the part of student teacher to manage his class effectively etc. the extent to which these problems are being addressed and recommendation made constitute the problem of study.

PURPOSE OF STUDY

The reason for the study is highlighted under these sub-headings. The objectivity of these research findings is to remove the identified problems such as the discovered problems so that the aims and objectives of teaching practice can be achieved.

SIGNIFICANCE OF STUDY

Significance of study means the importance of this case study, the importance of this study is to remove these problems so that teaching practice can be an interesting and deeply exercise resulting to bring out skills, efficiency and effectiveness of the students so as to reach the desire aim for education. This will result to the better future of the growing child through capable teachers. We will then be sure to achieve the nation’s aims and objectives for the society and the conutry at large.

RESEARCH QUESTIONS

For the purpose of the study, the following research questions were formulated.

1. Is teaching practice carried out in your school?

2. Is teaching practice important to the teacher education?

3. Should teaching practice be considered as a necessity for graduation in school?

4. Do you as a student’s teacher teach five days of the week?

5. Do students teacher go to school every day of the week?

6. Does the school you are posted to force you to each subjects outside your subject areas?

7. Is finance a problem during teaching practice?

8. Does school posted to provide you with necessary materials for teaching?

BASIC ASSUMPTION

This means self ideas. The condition that is expected to be fulfilled in this investigation, is that those who, in the nearest future and able to ands on this pieces of work and have the time and patience to go through it, will be able to assist students in their teaching preparation there are tenable and valid information which are expected to be useful in future.

SCOPE OF THE STUDY

 Scope for the study means the area that is going to be studied. This is the area the researcher is going to carry out the case study.

DEFINITION OF TERMS

Teaching: This is the act of impacting knowledge in a person.

Practice: This is the act of doing something to perfection.

Skill: Teaching or systematic way of doing thing.

Lesson note: This is the materials that help the teacher in the cause of teaching.

Handicap: Not being able to do things effectively.

Buoyant: Lacking something e.g. money, financially buoyant.

Training: This is the development of the ability to do things.

CHAPTER TWO

LITERATURE REVIEW

 This chapter was concerned with the review of related literature. This has been done under the following sub-headings:

 i. Concept of professionalism in education

 ii. Development of teacher education in Nigeria

 iii. History of tertiary teacher education programmes in Nigeria

 iv. Role of teaching practice in the training of graduate teachers.

 v. Studies on teaching practice in secondary schools

 Concept of professionalism in Education in Nigeria

 Education in Nigeria is overseen by the Ministry of education: Local authorities take responsibility for implementing policy for state controlled public education and state schools at regional levels. The education system is divided into: Kindergarten, Primary education, Secondary education and Tertiary education. Professionalism guarantees that ethics are imbibed, the rules of the game exist and are obeyed by all, clients get value for their money and efforts, public interest is protected, priority is given to nation building, and above all that the professionals are regarded with dignity and awe. The professions of law, medicine, Engineering, pharmacy, among others realized these secrets early enough and fully exploited them. Professionals equally possess power, prestige, high income, high social status and privileges, their members are elitist in behavior, and occupy an elevated position in the society. These professionals see themselves as belonging to the same profession. There are currently three national agencies with some responsibilities for the teaching profession. These agencies are the National Commission for Colleges of Education (NCCE) which coordinates and monitors teacher education in all colleges of education, the National Teachers' Institute (NTI) which provides in-service training programmes and the Teachers' Registration Council (TRC) which maintains a national register and code of conduct for teachers.

 Primary Education

 Primary school students are required to take a common entrance examination to qualify for admission into federal and state government secondary schools as well as private ones. Universal Basic Education UBE came as a replacement of the Universal Primary Education (UPE) and innovation to enhance the success of the first nine years of schooling, the UBE involves a 6 years of primary school education and 3years of the Junior Secondary Education culminating in 9years of uninterrupted schooling and transition from one class to another is automatic but determine through continuous assessment. This scheme is monitored by the Universal Basic Education Commission UBEC and has made it “free”, “compulsory”, and a right of every child. Therefore the UBEC law section 15 defines UBE as early childhood care and education. The law stipulates a 9-year formal schooling, adult acquisition programs and the education of special groups such as nomads, and migrants, girl child and women, Al-majiri, street children and disables people.

 Secondary Education

 Students spend six years in Secondary School that is 3years of JSS (Junior Secondary School) and 3years of SSS (Senior Secondary School). By Senior Secondary School class 2(SS2), Students are taking the GCE O’levels exam examination is not mandatory, but most students take it to prepare for the Senior Secondary Certificate Examination. The Senior Secondary School ends on the WASSCE (West African Senior School Certificate Examination). Junior Secondary School is free and compulsory. It leads to the BECE (Basic Education Certification Examination) which opens gate to Secondary School (“world data on Education” UNESCO-IBE 2011 (Retrieved 24 July 2004). SSS curriculum is based on 6 core subjects completed by 2 or 3 elective subjects. Core subject are : English, Mathematics, one major Nigerian Language; one elective out of biology, chemistry, physics or integrated science, one elective out of English Literature, history, geography or social studies, agricultural science or a vocational subject (“World data on Education” UNESCO-IBE 2011(Retrieved 24 July 2004). Students can also join after BECE (Basic Education Certificate Examination) a technical college. The curriculum also lasts three years and leads to a trade/craftsmanship certificate (“Vocational Education in Nigeria UNESCO-UNEVOC 2012, (Retrieved 24 July 2014)

 State-owned Secondary Schools are funded by each state government and are not comparable to the Federal Government Colleges. Teachers in state-owned institutions usually have a National Certificate of Education (NCE) or Bachelor’s degree.

 Some state-owned secondary schools are regarded as elite colleges because of the historically high educational standard and producing alumni who have prominent citizens in the various careers, these include; King’s College, Lagos and Queen’s College, Lagos. However the colleges ranking of these institutions have since dropped because of the arrival of some private institutions.

 Private Secondary Schools in Nigeria tend to be quite experience with average annual fees averaging from one hundred and sixty to three hundred and twenty thousand naira. These schools have smaller classes (appro. 20-30 students per class). Modern equipment and a better environment. most teachers in these institutions possesses at least a Bachelor’s degree in specific course area and are sent for workshops or short term programs on a regular basis ( U.S.Diplomatic Mission to Nigeria).

 Promotional Examinations

 With the introduction of 6-3-3-4 system of education in Nigeria; the recipient of the education would spend six years in primary school, 3years in Junior Secondary School, and 3years in Senior School, 4 years in Tertiary institution. The six years spent in primary school and the 3years spent in Junior Secondary School are merged to form the nine in the 9-3-4 system. Altogether, the students must spend a minimum period of six years in secondary school. During this period, students are expected to spend 3years in Junior Secondary School and 3years in Senior Secondary School (U.S.Diplomatic Mission to Nigeria).

 The General Certificate of Education Examination (GCE) was replaced by the Senior Secondary Certificate Examination (SSCE). The SSCE is conducted at the end of the Secondary School studies in May/June. The GCE is conducted in October/November as a supplement for those students who did not get the required credits from their SSCE results. The standards of the two examinations are basically the same. A body called West African Examination Council (WAEC) conducts both the SSCE and GCE. A maximum of nine and a minimum of seven subjects are registered for the examination by each student with Mathematics and English Language taking as compulsory ( U.S.Diplomatic Mission to Nigeria). A maximum of nine grades are assigned to each subject from: A1, B2, B3,(equivalent to distinctions; C4, C5, C6 (equivalent to credit grade); D7,E8 (just pass grade) F9(fail grade). Credit grade and above is considered academically adequate for entry into any university in Nigeria. In some study programs, many of the universities may require higher grades to get admission ( U.S.Diplomatic Mission to Nigeria)

 The Federal Government policy on Education is adhered to all secondary schools in Nigeria. Six years of elementary school is followed by six years of Secondary School. Senior Secondary School consists of the SS1, SS2,SS3 which is equivalent to the 10th, 11th, 12th grade. The Senior Secondary School Examination (SSCE) is taken out the end of the SS3. The West African Examination Council (WAEC) administers both exams. Three to six months after a student has taken the SSCE examination, they are issued an official transcript form their institution. This transcript is valid for 1year, after which an official transcript from the West African Examination Council is issued.

 National Examination Council is another examination body in Nigeria Senior Secondary School Examination (SSCE) in June/July. The body also administers General Certificate of Education examination (GCE) in December/January. The students often take both WAEC and NECO examinations in SS3 ( U.S.Diplomatic Mission to Nigeria)

 Tertiary Education

 The Government has majority control of university education. The country has a total number of 128 universities registered by Nigeria Universities Commission NUC among which Federal and State Government own 40 and 38 respectively while 50 universities are privately owned.

 First year entry requirements into most universities in Nigeria include: Minimum of SSCE/GCE ordinary level credits at maximum of two sittings; minimum cut off marks in Joint Matriculation Examination (JAMB) of 180 and above out of a maximum of 400 marks are required candidates with minimum merit pass in National Certificate of Education(NCE) National Diploma (ND) and other Advanced level Certificate minimum qualifications with minimum of 5 O/L credits are given direct entry into appropriate undergraduate degree programs ( U.S.Diplomatic Mission to Nigeria) Students normally enter university from age 18 onwards and study for an academic degree.

 First Generation Universities

 Five of these universities were established between 1948 and 1965, following the recommendation of the Ashby commission set up by the British Colonial Government to study the necessity of university education for Nigeria. These universities are fully funded by the federal government. They were established primarily to meet a need for qualified personnel in Nigeria and to set basic standards for university education. These universities have continued to play their roles for the production of qualified personnel and the provision of standards, which have helped to guide the subsequent University of Nsukka and the University of Ibadan. Second Generation Universities

 With the increasing population of qualified students for university education in Nigeria and the growing needs for scientific and technological developments, setting up more university become imperative. Between 1970 and 1985, 12 additional universities were established and located in various parts of the country: College Of Education Ekiadolor-Benin Kwara state.

 Third Generation Universities

 The need to establish universities to address special areas of technological and agricultural demand prompted the setting up of 10 additional universities between 1985 and 1999 (U.S.Diplomatic Mission to Nigeria)

Development of Teacher Education in Nigeria

 In the National Policy on Education, the Federal Republic of Nigeria (2004) also asserts that no nation can achieve economic, social, and technological progress and self-sufficiency with a good system of education to sustain its achievement.

 Fafunwa (1974) stressed the dependency of man power training and development on teachers. He argues that teacher education should basically relate to every phase of development in Nigeria. Teacher education in Nigeria is of three tiers. The first and second tiers of two and three years after secondary education are intended to train teachers for primary and junior secondary educational institutions. Nigerian universities offer a four year programme for the Bachelor of Education degree which is the certificate required for employment as a teacher in the senior secondary school level. (Federal Republic Nigeria, 1981, revised 1998 and 2004)

The Missionaries Efforts in the Development of Education in Nigeria

 The origin and development of teacher education can be traced to the beginning of western education in the country. The various church Mission such as Wesleyan Methodists, the Church Missionary Society, the Baptist, the Church of Scotland (Presbyterian) and the Roman Catholic were very active in Nigeria between 1842 and 1860. They contributed in no small measure to the development of teacher education. The Wesleyan Methodist missionary society opened as institution for the training of catechists and teachers in Ibadan in 1905 with four pupils by 1918 the number of pupils has risen to twenty and institution became known as Wesley College, Ibadan. The urgent need provide institution for training teachers and catechists was not limited to the western part of Nigeria mission in the Eastern part were providing informal training for this purpose through the apprenticeship system: homeless boys and children of converted village-heads lived with the missionaries and were taught to became pupils teachers and catechist a practice that was not uncommon in the west before and after the establishment of teacher training institutions. In the northern part of Nigeria, the training of teachers started with the establishment of the Nassarawa School by the government in 1909, under the leadership of Hanns Vischer, the director of education for northern Nigeria at that time.

The curriculum of the early training institutes combined theology with teaching methods as would be catechists would also have to teach some classes and those who were trained as teachers were also expected to serve as evangelists or catechists. Under such circumstances, the syllabus is comprised of the new testament criticism, christainfaith, school method and management,preach, theology, hygiens, geography,history,English,geometry arithmetic, local language, carpentry and missionary.

 However, none of the institution offered all the subjects, listed above due to the lack of trained tutors, funds or equipment.

 Students for the early teacher-training institutes were drawn from standard six. Before starting the two-year training course, they were expected to have served as pupils teachers for two years and to have passed the pupil teacher examinations and then to have acted as assistant teachers.

 In 1926, there were 13 teacher-training colleges with a total population of 290 men and 36 women with the founding of Yaba high college; diploma of education course was introduced. This catered for secondary school leavers who passed both the senior Cambridge school certificate examinations. Emphasis was laid on science teaching rather than art courses.

 In 1932, the Yaba Higher College started a three year course for teachers and by 1948, the total number teaching training colleges assisted by the government has risen to fifty-three with a student-teachers population of 3,026.

 According to Ajayi (1965), the missionaries devoted their attention initially to the development of elementary (primary) education in the country; this might be due to the little stipend the missions relied upon from their oversea headquarters (Ajayi 1965). Adeyinka(1971) remarks that the missionaries trained their teachers through the pupil-teacher system. In such a setting the missionary teacher kept the school in his premises and the pupils lived with him as a part of his family.

 Fajana (1978) added that those pupils whose ages are about 14years had to have passed the standard five examination. They were then recruited as teachers to receive one hour daily instruction from the head teacher on how to teach. The duration of the course was two years which they would sit for the pupil-teacher examination.

The Phelps- Stroke report and its implication on the development of teacher education in Nigeria

 There was a severe criticism of teacher training system of the missions by the Phelps stroke report of 1925. According to this report, the teacher training system was unsatisfactory; the pupil-teacher was over worked and under paid: the curriculum was poorly conceived. The supervisory system, according to Fafunwa (1974) was inadequate. The mission did not understand the purpose of African Education. In order to reorient ate and re-organize the teacher education system along the lines suggested by the Phelps-stroke report to redress the inadequacy of teacher education in the country, two types of teacher-training institutions were evolved.

 1. The Elementary Training College (ETC) for lower primary school teachers

 2. The Higher Elementary Training College (H.E.T.C)

 The Elementary Training College (ETC) courses lasted for two years and culminated in the award of Grade III Teacher’s Certificate while the H.E.T.C course also lasted for two years and led to the Grade II Teacher’s certificate. Any candidate willing to go E.T.C course would have served as a pupil-teacher for two years and on the successful completion of the Grade II course had to teach again for at least two years before proceeding to the Higher Elementary Training College for two years Grade II course.

The Ashby Commission report and its implication on the development on teacher education in Nigeria

 Before the Ashby Commission report, there was nothing like B.A(Ed), or B.Sc(Ed) or B.Ed in Nigeria. The few graduates were graduate in Arts or Science with (B.A or B.Sc. degree) some of them had also the post-Graduate Diploma in Education (P.G.D.E) of the university of London (Fafunwa 1974).

 One major event in the development of teacher education in Nigeria was the publication and subsequent implementation of the Ashby Commission report. While summarizing the facilities for post-secondary education in Nigeria, the Ashby Commission observed that there was “a gravely inadequate supply of trained and educated teachers” in Nigeria Secondary Grammar Schools, even when there was an increase in demand of more of this category of education institutions.

 With reference to teacher-education; the most relevant recommendation of the Ashby Commission was:

 a. The opening of more universities b. The institute of a Bachelor’s Degree in Education i.e B.A(ED), B.Sc(Ed) or B.Ed

c. The training of more teachers for the nation’s secondary schools

 The decade following the attainment of independence by Nigeria was one of rapid expansion of teacher education facilities. The decade ended with the production of another educational document namely, the report of the National Curriculum Conference of 1969 (Taiwo 1986). This document spelt at the objective and contents of all lead of education, including teacher education in Nigeria. The 1969 Curriculum Conference provided the basis for the National Policy on Education. The Federal Government of Nigeria (1981) revised 2004.

 The National Policy on Education opened a new page in the development of teacher training programmes in Nigeria. Adeyinka (1963) observed that with the introduction of 6-3-3-4 education system. There was the need for a new orientation of Secondary teachers and the students, that stated further that the student were faced with a new curriculum challenge that of acquiring the basic knowledge and for the teachers the skill to teach the new curriculum.

 National Policy on Education also state that all teachers in the nation’s educational institution from pre-primary to university would be professionally trained. The implication of this is that more Grade II Teacher’s College and more tertiary institutions would be established for the training of their teachers. This was what happened in the years following 1977 with considerable emphasis on the opening of tertiary institutions for the training of secondary school teachers’ in order to ensure that teacher education objectives are realized.

 Adeyinka (1988) stated that certain categories of educational institutions are changed with the responsibility of giving the required professional training for teachers there are:

 1. Grade II Teachers College

 2. Advanced Teachers College

 3. Colleges of Education

 4. Institute of Education

 5. National Teachers institute.

 Prior to this and in preparation for the UPE scheme, the federal government approved emergency teacher training programme which began in September 1974 (Adeyinka 1988) was meant to produce 163,000 additional teachers estimated for the scheme. To obtain the large number of teacher trainees, the government mounted for different teacher education programme for four different categories of school leavers. There were:

 History of Tertiary Teaching Programme

 According to Fabs Fafunwa (1991), the first teacher education training college was established by the church missionary society (C.M.S) in Abeokuta in 1859, and was known as “THE TRAINING INSTITUTION”. The school was moved to Lagos in 1867, when the European missionaries were expelled from Abeokuta.

 In 1896 it was moved to Oyo to become St’Andrew’s college, Oyo town. This college is now known as Saint Andrew’s college of education, Oyo, Oyo state. In 1962, Ransom –kuti and olunloyo colleges of education emerged from the first advanced teacher training colleges(ATCS) to prepare Nigeria Certificate in Education (NCE). Immediately after independence B.A (Education) and B.Sc. (Education) combined honors degree programs was introduced and it first launched by the university of Nigeria, Nsukka in September 1961, thus becoming the first university to start a new program of teacher education followed by University of Ibadan, 1963; Ahmadu Bello University, 1964; the university of Lagos, 1965; and university of Ife (new Obafemi Awolowo University, ile-ife), 1967. Teacher education in Nigeria may be either pre-service or in-service. Pre-service teacher education is provided by university faculties of education and schools of education in the polytechnics and in colleges of education while the in-service teacher education is provided by university Institutes of education and the National Teachers' Institute (NTI), Institute of Education In universities mount programmes of teacher education In form of postgraduate diploma In education, part-time degree in education for serving teachers, and various skill Improvement workshops. The National Teachers Institute provides In-service training in form of "pivotal" Grade II certificate training for teachers in some disadvantaged states and NCE part-time courses (PTTP),

 The professional bodies like the Nigerian Union of Teachers (NUT) and All Nigeria Conference of Principals of Secondary Schools (ANCOPSS) also contribute to In-service teacher education by organizing workshops and seminars for teachers geared at specific skill improvement. At the secondary and post-secondary levels there were about eight different qualifications that could earn one the teaching job. These included Ordinary National Diploma, Nigeria Certificate IN Education, Higher National Diploma, Bachelor’s Degree (without teacher education), Postgraduate Diploma in Education, Bachelor of Education, Master of Education and Doctorate Degree. During that era, teaching was not professionalized. It was an all-comer field. The teacher education curriculum was geared toward primary school teacher education only. That was the practice in existence between 1896 and 1970. At the graduate teacher education level, the quality is also assured by the National Universities Commission (NUC) by setting benchmark on academic standard in education and closely following it up with regular accreditation of courses at the universities.

 After Nigerian independence, the oldest university is 33 years older than European and American universities. University College of Ibadan was established on October 1 1960 due to criticism of university college of Ibadan there was need for establishment of other universities and this was done by following the recommendation of Ashby’s report, the establishment of university of Nigeria Nsukka, Ahmadu Bello University Zaria, the University of Ife, Ile Ife and the University of Lagos. University of Ibadan became independent and autonomous institution by university of Ibadan Act 1962, which received the Governor General’s assent on 27 December 1962. On November 1963, Alhaji the R.t Hon Sir Abubakar Tafawa Balewa, prime minister of the federal republic of Nigeria was installed Chancellor of the university with Dr. K.O. Dike, the vice chancellor, Dr. Nnamdi Azikiwe president of the republic became the visitor and Dr. O.Ikejiana the Pro-Chancellor and chairman of the university council of Ibadan.

 A university is constituted by an Act or Decree and in the case of state university by law or Edict ‘Corporate body’ consistency of:

 (1) Chancellor

 (2) Pro-Chancellor and Governing Council

 (3) Vice-Chancellor and Senate

 (4) Body called Congregation and defined

 (5) Body called Convocation and defined

 (6) Certain officers defined as Registrars, Bursar, Libran, and Deputy Vice-Chancellor

 (7) All graduate and Undergraduates

 (8) All other persons defined as mentors of the university (Taiwo C.O Nigerian education system 1980, 1981)

 The highest level of teaching in Nigeria is prepared in the universities. Students major in one or two teaching subjects. The period of study ranges from four years to two years for a Bachelor’s degree depending on entry qualifications. Student for the programme are recruited from the following sources:

 1. Holders of West African School Certificate WAEC with credit pass in a minimum relevant number of papers (in most cases 5 credit) passes including English language.

 2. Holders of GCE with passes in at least 5 papers including English Language

 3. Teacher’s Grade Two certificate holders with additional acceptable qualification

4. Holders of the NCE with passes at acceptable level (distinction credit or merit) in relevant paper

 In Nigeria universities, College Of Education Ekiadolor-Benin, it is Faculty of Education that prepares teachers to teach in secondary schools and teacher training colleges. The faculty of education is not independent of other faculties such as science, arts, social science etc. the trainee teachers from the faculty of education go to other faculty of education offering courses in their specialized subject areas to receive instruction.

 Studies on Teaching Practice in Secondary Schools

Teaching practice is a significant aspect of final year in faculty of education programs. In other words, teaching practice is an indispensable component of a proper teacher education program that is absolute essential that we cannot do without it, it thus plays a vital role in the making of a professional teacher. Its importance cannot be over emphasized.

 Teaching practice can also be described as the first opportunity for the student teacher to participate in activities involve in teaching in actual situations. It is also recognized as experience as of guided teaching in which the student teacher assumes increasing responsibility for directing a group of pupils over a specific period of time.

 It is the policy of each college or university that teaching practice be organized at specific periods within the student teachers preparation program.

 The duration of teaching practice with the require number of times depend on the various schools. The policy of most colleges is that the student should have professional knowledge before been sent into the field for work experience but how much of the course is to be covered and what parts of its students are require to take before going on teaching practice are decided by the coordinator. Teaching practice is a means of providing opportunities under the typical school conditions in selected co-operating schools, for student teachers to secure experience in observing and participating in all diverse educational activities of teacher in the school.

 Student teaching practice can also be explained as that phase of the pre-service education of teachers which the student teacher teaching practice and procedure under competent supervision

 In the classroom, the student has earn theoretically about general principles the diverse problems of the slow learners, the mentally retarded, problem child, the gifted child, or the academically talented

 It is during teaching practice that the student teacher actually meets with these different types of learners and works with them through well-organized and meaningful experience.

 Teaching practice is also a period of helping the student teacher to try out and work out more meaningful principles he has learnt whole in the college or training school

 Moore (1989) defines teaching as the action of a person to impart knowledge or skill to give instruction or the act or profession of a person who teaches. Bitcher (1966) also defines teaching as an effect to assist or shape growth. These definitions and the role that teachers perform imply that teacher needs to be concerned with all aspects of student development, physically, socially, emotional and cognitive. Therefore, teaching might be action of someone who was trying to assist others reach the fullest potentials in all aspects of development

 The goal of Faculty of Education is to produce qualified and competent teachers unlike secondary school in which academic competence many satisfy, the faculty of education objective demands not only knowledge but the experience of how to put the theory into practice training therefore, require knowledge of teaching practice.

 According to Onibokun; in Nigeria teaching practice take the form of a short time assignment to schools, although longer time attachment have being introduced in recent years. He says that short term attachment reproduce the type of classroom attachments which last for six weeks. These reproduce the breaking up of a mandate for period of teaching practice into little bits in such a way that students spend short period of time each year of study.

 According to Farrant (1964); the first type of teaching practice should be brief. It is best served by short visit of a real school called “observation” found in the observed schools.

 The second type of training practice experience requires a mere prolonged stay in class so that the student-teachers can put into practice method he has tested and evaluated as worthwhile. So that he can gain experience in dealing with teaching not as individual but as a continued living relationship between teacher and the pupils.

 Such experience should be obtained in a school as similar as possible to that in which the students will later teach. For this reason, this practice should not be in observed school and should be far a continuous period not less than two weeks. this allows him to see that real teaching is not series of lessons taught by a teacher but a growth of understanding development in the children lesson cannot be taught, they can only be learned, practice teaching is of no use if the student approach it uncritically. The tutor must be guided in this, making the students ask questions on steps, he might take when he fails to make progress. To be able to do this, he will have to see them overcome their difficulties. Teaching practice should be of the busiest time, not only for students but for supervisors also.

 Moore (1989) says that teachers play many roles, the first and most notable role performed by a teacher is that of instructional expert, the person who plans guides and evaluate learning.

 As teacher you must make decision to teach the intended learning. Student will expect you to have answers to questions about your subject and to multitude subjects.

 The second important job that a teacher has to do is to order and structure the learning. Included in this role and all the decisions and actions required to meet an order in the classroom

 Teachers must manage a classroom environment; therefore teachers are environmental engineers who organize the classroom space to fit their goals and maximize learning.

 The third job of a teacher is to be a counselor, although they may not be trained as counselor or psychologist, you should be sensitive observer of human behavior. You must be prepared to respond constructively when behavioral problems got in the way of student learning and development.

 Teachers must have good human relations skill and be prepared to communicate and work with these different factions on a day to day basis, sometimes under unpleasant circumstances

 According to Ore banjo (1982): some problems during teaching practice often centers on attendance subordination, professional misconduct and inadequate understanding of their roles and rights.

 According to him, student teachers often commit offences grouped under professional misconduct such as cheating or aiding and assisting usually in relation to examination questions, tests and awarding and recording of marks, immoral dealing with pupils without the permission from the headmaster, stealing or holding on to school property after teaching practice exercise.

 According to George Will (1991) finance is another problem for some of the student-teachers. They need money for transport, feeding and for typing their report about teaching practice experience.

 Most schools do not have enough space for sport and practical agriculture. As a result they study agriculture without practical aspect of it and because there are no fields, sports are not practiced as well. Student-teachers encounter some problems during teaching practice this includes; unfriendliness, some students looking down on them, some students’ inability to speak English language.

 According to the teaching practice moderator team report for 1992/93; the following were the observations;

 Problem of definition of objectives in concrete terms by student-teachers methodology adopted:

-Inability to relate concrete of what they are taught to pupils like experience.

-Knowing the names of student and relationship with them.

-Questioning skills, where questions wherever asked at all are regularly directed one or two particular pupils.

 The criteria against which student-teachers are to be assessed or evaluated are categorized into six major areas as listed and explained below;

i. Preparation: This is the lesson plan which is broken thus into statement of objectives, content, logicality and sequence, adequacy.

ii. Lesson plan: is a planned set of instruction that occurs during specified period of time.

iii Statement of objectives: Objectives are statement of the change in the behavior of the learners which will result from teaching. An objective of each lesson is in behavioral forms. That the learners are expected to acquire by the end of the lesson.

iv. Content: that which is made available to pupils for possible use. Content is therefore a compendium of facts, concepts, rules, principles and theories.

v. Logicality and sequence: are almost the same thing which refers to the placement of learning the subject matter and processes in such a way that development can occur in a sensible order.

vi Adequacy: implies right proportion of content; thus the essentials, facts, ideas, concepts, problems or principles should be contained in the lesson plan.

Presentation:

(a) Introduction: Is the first statement to be made by the student-teachers about the lesson to be taught.

(b) Development of the lesson: Implies the progression and transition between steps and logicality of presentation.

(c) Mastery of the subject matter: subject matter implies content.it has been remarked that teacher cannot communicate knowledge that he or she does not possess, the teacher must master his subject.

(d) Use of chalkboard: Implies orderliness or layout, legibility of writing and neatness, e.g. dividing the chalkboard into two or three vertical columns.

(e) Time management: Entails the appropriate of pacing the lesson. Time management therefore involves the distribution of time to the activities being carried out during the lesson.

(f) Questioning technique: Questioning technique therefore involves proper structuring of questions, distribution and variety of questions.

(g) Effective use of instructional material: Instructional material denotes anything which can help the achievement of learning objectives and which can transmit experience through any of the sense.

It implies the timing and quality of usage in illustrating the lesson.

(h) Class participation: Implies the degree of and active involvement of pupils opportunities provided for questions.

The student-teachers should involve the pupil in appropriate activities that lead to the achievement of the objectives.

(i) Summary or conclusion: This could be brief restatement of the key points of the lesson. The student-teacher is expected to recapitulate the highlight of the lesson with a view to enhancing the pupils understanding of what has been taught and learned.

 Class management: Successful teaching is dependence on effective class management. Class management is describe as the process by which a teacher gets his pupils to cooperate in directing actions towards achieving proper atmosphere in the classroom of learning.

 Class control: class control is necessary not only to avoid problems in the school but also to promote an effective learning environment. It is the process by which the teacher guides the behavior of his pupils for effective learning in the classroom.

 Class management: The subject matter and the pupil should be done by the student-teachers, the constructive relationship and the pleasure of working together.

Communication skills:

(i) Clarity of voice: That is audibility, modulation; the student-teacher should avoid the temptation to shout in an attempt to make him audible.

(ii) Appropriate use of language: The student-teacher should avoid ambiguity in his or her statement or explanation thus he or she should choose simple and appropriate words in communicating with the pupils.

 Evaluation: Is the process of finding out whether the lesson objectives have been attained. This contains:

a. suitability of assignment: this involves quality of questions or assigned work. Quality of correction and the relationship with stipulated objectives.

b. Attainment of stated objectives: refers to the mastery of particular skill or knowledge in specific areas. These involve determination whether the objectives stated for a given lesson have been achieved.

Teacher’s personality:

(a) Neatness or Dressing: This implies a student-teacher appearances and general neatness. A student-teacher should neither be sophisticated in appearance nor wretched in outlook.

(b) Comportment: These involve student-teachers conduct, tolerance, confidence and emotional stability. It is expected that a student-teacher should be enthuasitively or cheerful at all time.

 Prior to teaching practice all student have participated in a course in method of teaching, but unfortunately such courses too often tend to be very theoretical and do not always give the practical down to earth advice that is needed to deal with day-to-day problems which occur in teaching practice situations.

In the brief period a student-teacher engaged in practice teaching spends in a school, it is particularly difficult to establish relationship with students, with co-teachers, the vice principal and principal. Unlike the teacher on a permanent posting to school, the student-teacher, unless he or she is unusually dynamic and extrovert, it is untimely to establish close links with pupils and members of staff. This in itself can undue feelings of isolation which may affect the quality of subsequent teaching, however, if training is done on an “in service” basis teachers may be lucky enough to do most of their teaching in their familiar school environment.

 Supervision of practice teaching also presents problems both for the supervisor and the student teacher. The supervisors’ time-table may not allow sufficient time for evaluating students on teaching practice, particularly if the students are sent to remote areas.

 Supervisors may also have to evaluate students teaching subjects outside their specialized areas. For student-teachers, the visit of supervisors are often unheard out of the blue and it awkward times.

 Unfortunately, experienced supervision are not always available Younger members of staff, perhaps with the limited teaching experience and who have recently completed higher degree at home or abroad, are not always aware of what is expected of them as supervisors. The advice they give to student-teachers may later be contracted by another lecturer and the student-teacher can become confused.

Role of teaching practice in the training of graduating teachers

 The various planned institutional activities in which the student-teacher is engaged during teaching practice experience enable him to achieve in the following ways:

i. An opportunity to gain confidence: For the student-teacher who has never taught before, standing in front of a class for the first time can be quite a test of nerves.

ii. The chance to put theories into practice: Alexis Carrel wrote in 1978, that; the atmosphere of libraries, lecture rooms and laboratories is dangerous to those who shut themselves up in for too long. It separates us from reality like a far: while in college of university student-teachers will have learned all sorts of theories about how to teach.

iii. An opportunity to learn the skills and attitudes of competent and effective teacher: Teaching is a communication process and to communicate effectively one must possess certain skills e.g. speaking clearly, writing, facial expressions and gestures, attitudes towards pupils and the teaching profession.

iv. The chance to learn about children in real life: In all teacher training courses student-teachers study child development and educational psychology. Such courses attempt to describe, predict and help us to understand children’s behavior in all situations.

v. An opportunity to improve knowledge as subject matter: Whatever subjects a student-teacher study in training; he or she will never have understood them as well as after teaching for few years.

vi. The chance to gain from the benefits of constructive criticism: During the supervised teaching practice, student-teacher has a golden opportunity to improve their teaching. It is probably one of the few occasions in a teacher’s career when he or she will have the benefit of constructive criticism from others.

vii. An opportunity for self-evaluation and to discover teaching strength and weaknesses: Teaching practice offers student-teachers an opportunity for self-evaluation during the course of the whole exercise, as well as the supervisor’s evaluation during perhaps just one lesson.

viii. An opportunity for the teaching institution to evaluate itself: one very necessary reason for the student teaching practice is to give college, universities or training institution capabilities and indirectly partially evaluate its own training programs.

ix. To apply knowledge and skills acquired in teacher education course work

x. To demonstrate attitude consistent with good teaching.

xi. To apply multiple principles of learning and multiple teaching strategy.

xii. To develop knowledge and abilities in relation to each of these aspects.

xiii. To develop entry-level competence in the full range of teaching function.

**CHAPTER THREE**

**METHODOLOGY**

 The aim of this study was to investigate the problem encountered by student-teachers in faculty of education, College Of Education Ekiadolor-Benin during teaching practice program. This chapter deals with the procedures that are used to gather information during the research.

 Population:

The population of this study consisted of 400 level students in the Faculty of Education. To represent the general population 10 students from each of the 10 departments were selected

 Sample and sampling techniques:

 The sample of this study consisted of 100 students of the Faculty of Education, College Of Education Ekiadolor-Benin They had all gone on teaching practice exercise. Ten students were randomly selected from each department. The randomly selected departments in faculty of education as presented in appendix 2

Research instrument:

The research instrument for data collection for this study was a structured questionnaire that contained items designed to secure information on the problems encountered by faculty of education students in College Of Education Ekiadolor-Benin during teaching practice. The questionnaire is divided into two sections Section A and section B.s

Section ‘A’ concentrates on the demographic information of the respondent while Section ‘B’ contains information that is related to the variables of the study. The four (4) point scales are modified as thus:

Strongly Agreed (SA) - 4 points

Agreed (A) - 3 points

Disagreed (D) - 2 points

Strongly Agreed (SD) - 1 points

Validation of the instrument:

For the validity of the instrument, the researchers drew up the question and gave them to the supervisor to look through and make inputs. This was also given to a specialist in English language to remove all ambiguities and ensure the validity of the instrument .The questionnaire was administered to 10 respondents which were not part of the main study at the Faculty of Education College Of Education Ekiadolor-Benin with an interval of two weeks for a re-test of the study. Pearson Product Moment Correlation co-efficient formula were used. The correlation coefficient is 0.72r which shows the reliability of the instrument

Procedure for Data collection:

 The questionnaire formats were personally taken to the schools, these randomly selected students were invited to a classroom where they were given the questionnaire and the items on the questionnaire were carefully explained to them.

 The responses were then given the opportunity to respond to the items on the paper what each considers being his opinion on the questions rose. The filled questionnaire formats were then collected by the researcher and taken for analysis

Data Analysis techniques:

Data analysis would be carried out using simple frequency and percentage, chi-square test to test the hypotheses to analyze the research questions.

**CHAPTER FOUR**

**RESULTS**

 **Introduction**

 This chapter focuses on the analysis and interpretation of data collected from the questionnaire on problems encountered by Faculty of Education students in College Of Education Ekiadolor-Benin during teaching practice, hundred (100) questionnaires are administered with thirty-two items on each. The data are presented as the means of the results of analysis of students’ questionnaire in (Appendix II). , strongly agreed and agree were treated as positive opinion or attitude while disagree and strongly disagree were treated as negative opinions or attitude for easy administration of the research instrument.

**Results**

**Frequency Table**

 The table below contains the frequency and percentage distribution based on the gender of the respondents in Faculty of Education College Of Education Ekiadolor-Benin. With the percentage distribution; males 45% and females 55%. A total number of 100 respondents were sampled in this study.

|  |  |  |
| --- | --- | --- |
| **Gender** | Frequency | Percentage |
| Male | 45 | 45.0 |
| Female | 55 | 55.0 |
| Total | 100 | 100.0 |

**Research Questions:**

1. **Do Student-Teachers possess prerequisite knowledge of the exercise?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree(%) | Agree(%) | Disagree(%) | Strongly Disagree(%) |
| I | Student-teachers are allowed to register a prerequisite course | 49 | 47 | 4 | 0 |
| Ii | Student-teachers undergo observational exercise in assigned schools | 38 | 60 | 2 | 0 |
| Iii | Student-teachers participated in peer teaching exercise | 43 | 52 | 5 | 0 |
| Iv | Student-teachers actively participated in microteaching exercise | 43 | 53 | 3 | 1 |

 From table 1, based on question one, majority of the respondents agreed that student-teachers were allowed to register a prerequisite course with a percentage of 96% while 4% of the respondents disagreed with the assertion. Based on the second question, majority of the respondents concurred that student-teachers underwent observational exercise in assigned schools with percentage of 98% while 2% of the respondents disagreed with the assertion. Based on the third question, 95% of the respondents agreed with the assertion that student-teachers participated in peer teaching exercise while 5% of the respondents disagreed that student-teachers do not participated in peer teaching exercise; while based on the fourth question, 96% of the respondents was of the opinion that student-teachers actively participated in microteaching exercise while 4% of the respondent did not agree with the assertion. This implies that student-teachers possessed prerequisite knowledge about the teaching practice exercise in Faculty of Education, College Of Education Ekiadolor-Benin.

 **2. What sort of financial assistance is provided for the student-teachers?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree(%) | Agree(%) | Disagree(%) | Strongly Disagree(%) |
| I | Student-teachers did not have money to equip themselves |  38 |  55 |  6 | 0 |
| Ii | Student-teachers are unstable to secure accommodation close to their respective schools |  42 |  43 |  12 | 3 |
| Iii | Student-teachers need money to get required instructional materials |  40 |  58 |  1 | 1 |
| Iv | Student-teachers need financial assistance in terms of practical class e.g. sports, agric science etc. |  62 |  36 |  2 |  0 |

 From table 2, based on first question most of the respondents agreed that the student-teachers did not have money to equip themselves with percentage of 93% while 6% disagreed to this assertion. Based on the second question, majority of the respondents accepted the fact that student-teachers are unable to secure accommodation close to their respective schools with percentage of 86% while 15% disagreed to the assertion. Based on the third question, the highest population of the respondents agreed that student-teachers need money to get required instructional materials with percentage of 98% while 2% disagreed to this assertion. Based on the forth question, 98% of the respondents agreed that student-teachers needed financial assistance in terms of practical class e.g sports, agric science e.t.c while 2% did not agree to this assertion. This implies that there should be provision of financial assistance to the student-teachers during teaching practice exercise

 **3. How does the relationship between student-teachers and co-operating teachers affect teaching exercise?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree(%) | Agree(%) | Disagree(%) | Strongly Disagree(%) |
| I | Cooperating teachers fail to assist the student-teacher during the exercise | 27 | 47 | 23 | 3 |
| Ii | Cooperating teachers do not usually listen to the complain of the student-teacher | 40 | 33 | 17 | 10 |
| Iii | Cooperating teachers are hostile to student-teacher  | 25 | 47 | 17 | 11 |
| Iv | Cooperating teacher discourage the student-teachers from being an effective teacher | 37 | 30 | 17 | 16 |

 From the table 3, based on question one, majority of the respondent agreed that cooperating teachers failed to assist the student-teacher during the exercise with percentage of 74% while 26% disagreed with this assertion. Based on question two, 73% of the respondents were of the opinion that cooperating teachers do not usually listen to the complaint of the student-teacher while 27% disagreed to this assertion. Based on question three, most of the respondents agreed that cooperating teachers were hostile to student-teacher with percentage of 72% while 28% disagreed to this assertion. Based on question four, majority of the respondents agreed that cooperating teachers discouraged the student-teachers from being an effective teacher with percentage of 67% while 33% disagreed to this assertion. This implies that the relationship between the student-teachers and the cooperating teachers must be very effective during the teaching practice exercise

**4. What is the effect of the use of instructional materials on the classroom?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree(%) | Agree(%) | Disagree(%) | Strongly Disagree(%) |
| I | There is no enough instructional materials to be used by student-teachers during teaching practice | 31 | 61 | 5 | 3 |
| Ii | There is non-availability of books for lesson preparation | 43 | 41 | 14 | 2 |
| Iii | The use of instructional materials does help teaching | 43 | 55 | 2 | 0 |
| Iv | Teaching practice helps the pre-service teacher to be effective | 53 | 47 | 0 | 0 |

 From table 4, based on first question, highest population of the respondents agreed that there was no enough instructional material to be used by student-teachers during teaching practice with percentage of 92% while 8% disagreed to this assertion. Based on the second question, majority of the respondents agreed that there was a non-availability of books for lesson preparation with percentage of 84% while 16% disagreed to this assertion. Based on the third question, 98% of the respondents are of the opinion that the use of instructional materials does help teaching while 2% did not agree to this assertion. Based on the forth question, majority of the respondents agree that teaching practice helps the pre-service teacher to be effective with percentage of 100 while 0% disagreed to this assertion. This implies that the use of instructional materials in the classroom enhanced teaching during the teaching practice exercise.

**5. How prepared are the student-teachers when they been evaluated by their supervisor?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree(%) | Agree(%) | Disagree(%) | Strongly Disagree(%) |
| I | Student-teachers have problems with in preparing their lesson plan | 44 | 48 | 6 | 2 |
| Ii | Self-expression constitutes a major problem to the developing of the lesson | 38 | 54 | 7 | 1 |
| Iii | Student-teachers feel nervous and lose comportment | 42 | 49 | 9 | 0 |
| Iv | Student-teachers are unable to speak clearly and use the chalkboard effectively | 42 | 55 | 1 | 2 |

 From table 5, based on question 1, most of the respondents agreed that student-teachers had problem with in preparing their lesson plan with percentage of 92% while 8% did not agree to this assertion. Based on question 2, majority of the respondents agreed that self-expression constituted a major problem to the developing of the lesson with percentage of 92% while 8% disagreed to this assertion. From responses to question 3, majority of the respondents agree that student-teachers felt nervous and lose comportment with percentage of 91% while 9% did not agree to this assertion. Based on question 4, 97% of the respondents are of the opinion that student-teachers were unable to speak clearly and used the chalkboard effectively. This implies that the student-teachers are not well prepared when they are being evaluated by their supervisors or assessors

**6. What is the influence of the attitude of pupils toward teaching on teaching practice exercise?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree(%) | Agree(%) | Disagree(%) | Strongly Disagree(%) |
| I | Pupils think student-teacher are not capable of teaching them | 30 | 57 | 11 | 2 |
| Ii | Examination malpractice among the pupils affect the teaching practice exercise | 45 | 43 | 8 | 4 |
| Iii | Pupils disrespect their student-teachers | 37 | 53 | 7 | 3 |
| Iv | Ineffective class control and class management | 44 | 43 | 9 | 4 |

 From table 6, based on the first question, 87% of the respondents accepted the fact that pupils thought student-teachers were not capable of teaching them while 13% rejected the assertion. Based on the second question, majority of the respondents were of the opinion that examination malpractice among the pupils affected the teaching practice exercise with percentage of 88% while 12% did not agree to this assertion, Based on the third question, most of the respondents agreed that pupils disrespect their student-teachers with a percentage of 90% while 10% disagreed to this assertion. Based on the forth question, majority of the respondents agree that ineffective class control and class management affect the exercise with the percentage of 87% while 13% disagreed to this assertion. This implies that the non-challant attitude of pupils towards teaching had a great influence on the teaching practice exercise.

**7. What specific problems affect students teaching practice?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree(%) | Agree(%) | Disagree(%) | Strongly Disagree(%) |
| I | Diverse problems do affect my classroom | 31 | 61 | 7 | 1 |
| Ii | Inadequate supply of electricity in your classroom affect teaching | 44 | 42 | 9 | 5 |
| Iii | Inadequate water supply affect the teaching practice exercise | 30 | 53 | 12 | 5 |
| Iv | Presence of staff or supervisors create anxiety for the student-teacher | 55 | 41 | 2 | 2 |

 From table 7, based on question 1, highest population of the respondents agrees that diverse problems do affect their classroom with percentage of 92% while 8% did not agree to this assertion. Based on question 2, majority of the respondents agreed that inadequate supply of electricity in their classroom affected teaching with percentage 82% while 14% disagreed to this assertion. Based on question 3, majority of the respondents are of the opinion that inadequate water supply affected the teaching practice exercise with percentage of 83% while 17% disagreed to this assertion. Based on question 4, 96% of the respondents agreed that presence of staffs or supervisors created anxiety for the student-teachers while 4% disagreed to this assertion. This implies that diverse problems affected teaching during teaching practice exercise.

 **8. What is the relationship between duration of the teaching practice and the student success in it?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree (%) | Agree(%) | Disagree(%) | Strongly Disagree(%) |
| I | Student-teachers are unable to gain the required experience needed | 45 | 51 | 2 | 2 |
| Ii | The duration for the exercise should be extended | 42 | 49 | 9 | 0 |
| Iii | The period of the exercise should not affect the academic session | 46 | 45 | 9 | 0 |
| Iv | Supervisors should spend more time in explaining to student-teachers their lapses when they evaluate them | 59 | 41 | 0 | 0 |

 From table 8, based on the first question, 96% of the respondents were of the opinion that student-teachers were unable to gain the required experience needed while 4% did not agree with this assertion. Based on the second question, majority of the respondents agreed that the duration for the exercise should be extended with percentage of 91% while 9% disagreed to this assertion. Based on the third question, highest population of the respondents accept the fact that the period of the exercise should not affect the academic session with percentage of 91% while 9% of the respondents rejected the assertion. From response to question 4, most of the respondents were of the opinion that supervisors should spend more time in explaining to student-teachers their lapses when they evaluate them with percentage of 100 while 0% disagreed to this assertion. This implies that the relationship between duration of the teaching practice exercise and the student-teachers success in it is that, most respondents agreed that the period should be extended in order to give room for the prospective teachers to be more experienced as a qualified teacher.

**Chi-square statistical analysis**

**Research question:**

**1. Do Student-Teachers possess prerequisite knowledge of the exercise?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree | Agree | Disagree | Strongly Disagree | X2 | Df | X2t | Decision |
| I | Student-teachers are allowed to register a prerequisite course |  49 | 47 | 4 | 0 | 20.550 | 9 | 16.919 | H0 Rejected |
| Ii | Student-teachers undergo observational exercise in assigned schools | 38 | 60 | 2 | 0 |
| Iii | Student-teachers participated in peer teaching exercise | 43 | 52 | 5 | 0 |
| iV | Student-teachers actively participated in microteaching exercise | 43 | 53 | 3 | 1 |

Since the chi-square calculated value (20.550) is greater than chi-square table value (16.919) at degree of freedom 9 with alpha level of 0.05, the null hypothesis is hereby rejected while alternative accepted. This means that student-teachers possessed prerequisite knowledge of teaching practice exercise.

**2. What sort of financial assistance is provided for the student-teachers?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/sN |  | Strongly agree | Agree | Disagree | Strongly disagree | X2 | Df | X2t | Decision |
| I | Student-teachers did not have money to equip themselves | 38 | 55 | 6 | 0 |  18.880 | 9 |  16.919 | H0 Rejected |
| II | Student-teachers are unstable to secure accommodation close to their respective schools | 42 | 43 | 12 | 3 |
| III | Student-teachers need money to get required instructional materials | 40 | 58 | 1 | 1 |
| IV | Student-teachers need financial assistance in terms of practical class e.g. sports, agric science etc. | 62 | 36 | 2 | 0 |

Since the calculated value (18.880) is greater than the chi-square table value (16.919) at degrees of freedom 9 with alpha level of 0.05, the null hypothesis Ho is rejected while the alternative is accepted. it means that financial assistance should be made available to student-teachers on teaching practice.

**3. How does the relationship between student-teachers and co-operating teachers affect teaching exercise?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree | Agree | Disagree | Strongly Disagree | X2 | df | X2t | Decision |
| I | Cooperating teachers fail to assist the –student-teacher during the exercise | 27 | 47 | 23 | 3 |  37.543 | 9 |  16.919 |  H0 Rejected |
| II | Cooperating teachers do not usually listen to the complain of the student-teacher | 40 | 33 | 17 | 10 |
| III | Cooperating teachers are hostile to student-teacher | 25 | 47 | 17 | 11 |
| IV | Cooperating teacher discourage the student-teachers from being an effective teacher | 37 | 30 | 17 | 16 |

Since the chi-square calculated value (37.543) is greater than chi-square table value (16.919) at degrees of freedom 9 with alpha level of 0.05, the null hypothesis is hereby rejected while alternative accepted. This means that relationship between student-teachers and co-operating teachers affected teaching practice exercise there by hindering from gaining the required benefits of the exercise.

 **4. What is the effect of the use of instructional materials on the classroom?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree | Agree | Disagree | Strongly Disagree | X2 | df | X2t | Decision |
| I | There is no enough instructional materials to be used by student-teachers during teaching practice | 31 | 61 | 5 | 3 | 31.520 | 9 | 16.919 | H0 Rejected |
| II | There is non-availability of books for lesson preparation | 43 | 41 | 14 | 2 |
| III | The use of instructional materials does help teaching | 43 | 55 | 2 | 0 |
| IV | Teaching practice helps the pre-service teacher to be effective | 53 | 47 | 0 | 0 |

Since the chi-square calculated value (31.520) is greater than chi-square table value (16.919) at degree of freedom 9 with alpha level of 0.05, the null hypothesis is hereby rejected while alternative accepted. This means that instructional materials had effect on students during teaching practice exercise because it helped the learners to be able to see real objects giving them a more understanding to the concepts been thought by their teachers.

**5. How prepared are the student-teachers when they are been evaluated by their supervisor?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree | Agree | Disagree | Strongly Disagree | X2 | df | X2t | Decision |
| I | Student-teachers have problems with in preparing their lesson plan | 44 | 48 | 6 | 2 | 33.482 | 9 | 16.919 | H0 Rejected |
| II | Self-expression constitutes a major problem to the developing of the lesson | 38 | 54 | 7 | 1 |
| III | Student-teachers feel nervous and lose comportment | 42 | 49 | 9 | 0 |
| IV | Student-teachers are unable to speak clearly and use the chalkboard effectively | 42 | 55 | 1 | 2 |

 **6. What is the influence of the attitude of pupils towards teaching on teaching practice?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree | Agree | Disagree | Strongly Disagree | X2 | df | X2t | Decision |
| I | Pupils think student-teacher are not capable of teaching them | 30 | 57 | 11 | 2 | 73.401 | 9 | 16.919 | H0 Rejected |
| II | Examination malpractice among the pupils affect the teaching practice exercise | 45 | 43 | 8 | 4 |
| III | Pupils disrespect their student-teachers | 37 | 53 | 7 | 3 |
| IV | Ineffective class control and class management | 44 | 43 | 9 | 4 |

Since the chi-square calculated value (73.401) is greater than chi-square table value (16.919) at degree of freedom 9 with alpha level of 0.05, the null hypothesis is hereby rejected while alternative accepted. This means that attitude of pupils towards teaching affected the teaching practice exercise. Making it difficult for the student-teacher to gain experience required on class control and behavioral study of the pupils.

 **7. What specific problems affect students’ teaching practice?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree | Agree | Disagree | Strongly Disagree | X2 | df | X2t | Decision |
| I | Diverse problems do affect my classroom | 31 | 61 | 7 | 1 | 87.479 | 9 | 16.919 | H0 Rejected |
| II | Inadequate supply of electricity in your classroom affect teaching | 44 | 42 | 9 | 5 |
| III | Inadequate water supply affect the teaching practice exercise | 30 | 53 | 12 | 5 |
| IV | Presence of staff or supervisors create anxiety for the student-teacher | 55 | 41 | 2 | 2 |

 Since the calculated chi-square value is greater than the table value (16.919) at degree of freedoms 9 with alpha level of 0.05, the null hypothesis Ho is rejected while the alternative is accepted. This means that most of the problems affected students’ teaching practice

**8. What is the relationship between duration of the teaching practice and the student success in it?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N |  | Strongly Agree | Agree | Disagree | Strongly Disagree | X2 | df | X2t | Decision |
| I | Student-teachers are unable to gain the required experience needed | 45 | 51 | 2 | 2 | 18.382 | 9 | 16.919 | H0 Rejected |
| II | The duration for the exercise should be extended | 42 | 49 | 9 | 0 |
| III | The period of the exercise should not affect the academic session | 46 | 45 | 9 | 0 |
| IV | Supervisors should spend more time in explaining to student-teachers their lapses when they evaluate them | 59 | 41 | 0 | 0 |

Since the chi-square calculated value (18.382) is greater than chi-square table value (16.919) at degree of freedom 9 with alpha level of 0.05, the null hypothesis is hereby rejected while alternative accepted. This implies that there is no significant difference between the duration of the exercise and the student success. Student-teachers were unable to gain enough experienced to be a professional teacher.

**Summary of the findings**

1. The responses to the research questions show that the student-teachers are really faced with great challenges during teaching practice. Based on the research question student-teachers possession of pre-requisite knowledge 98% of the respondent supported these knowing fully well that the student as a prior knowledge of teaching practice exercise.

2. The problems faced by prospective teachers during teaching practice in the area of the financial assistance been rendered to them 99% of the respondent agreed that there is no financial assistant been provided for them by the school nor the government.

3. The duration of the teaching practice also pose a problem, the respondent supported the fact that the duration should be extended in order for them to gain the required experience needed as a qualified teacher.

 Furthermore, cooperating schools, cooperating teachers and their student also participated an active part in the problem faced by the student teachers based on the finding, the respondent were convinced that most cooperating schools were hostile to them and the attitude of the pupils also affected their training during the exercise.

**CHAPTER FIVE**

**DISCUSSION, CONCLUSION AND RECOMMENDATION**

Discussion

 This chapter deals with a presentation and discussion of data presented in chapter 4. The researcher investigate the problems which students on teaching practice do face, particularly in Faculty of Education in College Of Education Ekiadolor-Benin.

 Teaching practice is as important as a theoretical part of the Teacher Education. It should therefore be encouraged and modeled so as to achieve the aim for which it is set up which is to prepare student-teachers for full teaching profession in their life and assist the teaching profession in the various schools they may have chosen for themselves. In as much as the student-teachers will teach to ensure learning in their learners, student-teachers should therefore take the teaching practice more seriously as the learning pupils might be affiliated.

 The result of the investigation conducted revealed that some student-teachers were afraid to speak up in class; they saw the fear of facing the class a great problem. However this does not apply to all the student-teachers. Also the more the student-teacher go to the class the less their fear of facing the class manifested. Some of the problems are summarized below:

Financial Problem

 Another problem was that of finance during teaching practice, student-teacher had budgeted for their expenses during the exercise. In cases extra money will not be given by their parents to finance themselves during the teaching practice and this lead to incapability of making provision for instructional material. Insufficient fund for transportation also pose another problem.

Readiness to Teach

 The student-teacher’s attitude towards the programme is another problem some of the student-teachers believed that the time of teaching practice programme is a time of refreshment and so they put on non-challant attitude

School Authority’s Provision for Learning Material

 Part of the problem found was that of accommodation for student-teachers and many co-operating schools had no provision for teaching media in their school, their school, and this constituted ineffectiveness for student-teachers during teaching practice.

Poor Co-operation

 One of the problems was that of some co-operating teachers who exercise too much authority over the student-teachers and had been creating problems during teaching practice for them

Effects of Students Understanding

 The pupils in some of the co-operating schools are not co-operating with the student-teachers probably because they are underrated by the pupils and this attitude would not allow learning to take place

Conclusion

 The problems encountered by Faculty of Education Students in College Of Education Ekiadolor-Benin during Teaching have been enumerated in the previous chapters above. The problems which include: financial problem, transportation problem, hostile behavior of the co-operating teacher and sometimes co-operating schools, the pupils, accommodation problem, attitude of the assessors and the University Authorities. The government should provide enough funds through the university authority to help the students so that they can develop enthusiastic behavior to teaching and therefore develop the education of Nigeria. The staff; assessor should assist the student-teacher become a qualified teacher and also the co-operating teacher should render assistant to the student teachers so that they will see the beauty of their profession. Teaching profession is good and lucrative jobs that develop you and you will continue to develop in your life time. Always remember the saying “NO TEACHER NO NATION”

Recommendations

 Assessor’s (supervisor, staff and lecturer) View;

 Assessors’ presence during teaching practice increased confidence in some and creates anxiety to others and also made them perform less than their ability. Although some student-teachers disagree thinking they were confident enough and they could not loose comportment because of the presence of their assessor majority of them agreed to this. This has constituted a great problem. The assessor’s advice to this problem is that the student should see them as a normal person not to be afraid of them and they were willing to assist them in all ways to be a competence and qualified teacher

Co-operating School’s View;

 Partnership school-heads should be given proper orientation on the need to fully integrate the student-teachers during the internship exercise. Co-operating school which comprised of the school and co-operating teachers should co-operate with the student-teacher in order to ensure effective teaching and to make student-teachers feel at ease to teach. Also cooperating teachers should stop harassing the student-teacher in teaching and give them helping hand where necessary so as to ensure conducive teaching environment and make the programme more interesting.

University Authorities’ View;

 There should be proper orientation for student-teachers before going on teaching practice exercise. During this orientation exercise, micro-teaching could be organized for the student-teachers. This will make them gain enough confidence during the real exercise. That the university authority should give the student-teachers some financial support for their upkeep during the period of teaching practice. This will help ease their accommodation problem and as well reduce the rate at which students reject at will the school/places they are posted.

 University authorities should assist in the placement of student-teacher to schools so that the benefit of such exercise will be enjoyed by all neighboring schools as there always the tendency by the student to prefer other work. They should also make sure the time schedule of the program does not affect the normal timetable of the school.

 The duration of the programme should be extended more than the normal duration such that the student would be able to gain more experience

**REFRENCES**

Adekunle, M. O. (2000). The role of teaching practice in preparation of Social Studies teachers. Forum Academia. A multi-disciplinary journal of education. 2(1&2):81—92

Adesina, S. (2005) Growth without development: Nigeria's Educational Experience 1914 to 2004, Abeokuta, Educational Industries Nig. Ltd. Pp.152 -160

Adeyinka, A. A. (1971.). , The development of secondary grammar school education in the western slate of Nigeria 1908-1968. M.Ed. Dissertation University of Ibadan

Adeyinka, A. A. (1993) The Development of secondary education in Oyo, Ogun and Ondo States of Nigeria, 1908- 1980, Occasional publication Unilorin . Faculty of Education

Adeyinka, A. A. (1998); History of education in Nigeria Mimeograph

Afolabi.S.O(1999) The philosophy of supervision in education, Nigerian

EducationDigest iv &v(1):39-48.

Akindutire IO (2001). The teaching profession Lagos: Universal

Publishers.

Ayandele, E A. (1966). The missionary impact on modern Nigeria, 1914: A political and social analysis -Ibadan, history series 3 London: Longman.

Bharagava,A(2009),Teaching practice for student–teachers of B.Ed. programmes:issues,predicaments and suggestions.Turkish online journal of Distance Education 10(2):1-7.

Dr. O.B.E Adeniyi- Seminar on teaching practice (1982)

Farrant J.S (1948): Principle and Practice of Education. London Longman Group Limited

Fafunwa, A.B(1972) The purpose of teacher education in Nigeria

Fafunwa. A.B. (1974) History of education in Nigeria. London: George Alien &

Unwin Ltd.

Fajana, A. (1978), Education in Nigeria, 1847-1930: A historical analysis

Longman: Printing Pres

Federal Ministry of Education, (1990). Nigeria teachers, service manual-Lagos

Federal ministry of education

Gower, R. and S. Walters, (1983). Teaching Practice Handbook.

Heinemann Educational Books, Oxford

Idowu,A.I.(2000).Teaching practice exercise:An overview. A.I.Idowu,

S.O.Daramola, A.S.Olorundare, O.O. Obiyemi, N.Y.S. Ijaya

&K.Lafinhan(eds.) A guide to teaching practice Ilorin: Faculty of Education,

University of Ilorin.

Jekayinfa,A.A.;Yahaya,I.A.;Yusuf,A.U.;Oniye,A.O;OniyangiS.O.&Ibrahee

m, T.O.(2012).Lectures’ assessment of teaching practice

exercise in Nigerian universities, Journal of Education and practice 3(4):79

85

Kenneth.D.Moore (1989). Classroom Teaching Skill (A prime) New York

Lane AkersInc.

Morris, J. B. (1980). Evaluating the effectiveness of the university

supervisor of student teachers: Role of the coordinator of field

experience', in Peabody Journal of Education.57 148 - 151

Morrow:J. E. & Lara. J. M. (1983). Instructional problems of students

 teachers: Perceptions of student teachers, supervising teachers and college

supervisors. Action in Teacher Education . 5. 71 - 78

Nakpodia, E. D. (2011). Teacher and the student practice teaching

programme in Nigeria educational system. International Journal of

Educational Administration and policy studies. 2 (3): 33—39

National Policy on Education (1981, 2004 revised)

Nigerian teachers, avolaty version. Abuja, federal ministry of education

Nwanekezi, A. U.; Okoli, N. J. & Mezieobi, S. A. (2011). Attitude of

student-teachers towards teaching practice in the University of PortHarcourt,

River State, Nigeria. Journal of Emerging Trends in Educational Research

and Policy. Studies. 2(1): 41—46.

Ogonor, B. O. & Badmus, M. M. (2006). Reflective teaching practice among

student-teachers: The case in tertiary institutions in Nigeria

Olugbosi, C.M (1943) .The Nigerian Student Teachers Guide in Principle and

Practice of Education Ado Ekiti,Omolayo Standard Press and Bookshop.

 Onibokun Nigeria Teaching Practice Guide

Omosewo, E. O. (2000). Guideposts in teaching physics at the senior

secondary level.

Orebanjo (1982) The Problems during teaching practice

Pacesetter: Journal of Oyo State College of Education Vol. 13, No 1, July,

2006

Solaru, T. T. (1964) Teacher training in Nigeria. Ibadan; University Press

Taiwo; C.O (1980). The Nigerian education system-Past present & future,

lagos: Thomas Nelson (Nigeria) Ltd..

Teachers Registration Council of Nigeria (2010).

UBEC “About UBEC.Universal Basic Education Commission” (Retrieved

30August 2012).

U.S.Diploma Mission to Nigeria. This article incorporates text from this

source, which is the public domain.

“Vocational education in Nigeria” UNESCO-UNEVOC 2012, (Retrieved 24

July 2014)

“World data on Education” UNESCO-IBE 2011(Retrieved 24 July 2014)

^http://www.iscresearch.com/information/isc-news.aspx.

^http://www.iscresearch.com/