

**THE ROLE OF TEACHING PRACTICE ON THE STUDENTS PREPARATION ON  
TEACHER'S EDUCATION**

**(A CASE STUDY OF COLLEGE OF EDUCATION, OMU-IJEBU, OGUN STATE)**

**BY**

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## **CERTIFICATION**

This is to certify that this project was written by **SOLOMON ESTHER OMOLEWA** with Matriculation Number **17012102087** in the School of Education of Tai Solarin College of Education, Omu-Ijebu, under my supervision.

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## **DEDICATION**

I dedicate this research work to the Almighty God and to my supportive, lovely, caring and determine parents Mr. & Mrs. Solomon, for their prayer and bringing me to into this world and giving me the opportunity to go to school upon all the challenges.

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I give all the glory and honor to the highest God, the Omnipotent, the Omniscience, the Ancient of days, the Lion of the Judah, King of Glory, my Protector, my Sufficient God, the one who was, who is and who will forever be. I now concord to the adage says everything that has beginning will surely have an end.

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## **Abstract**

*This study was set to examine the role of teaching practice on the students' preparation for teacher education. The research employs descriptive survey method for the study. The population of the study was gotten from the final year student across the five schools in the college of education. The survey was conducted in Tai Solarin College of Education Omu Ijebu. There are about 5 schools in the college of education. The respondents were selected through a stratified random sampling technique from the 5 different schools. The schools were School of Education, School of Arts and Social Science, School of Languages, School of Science, School of Vocational and Technical Education. The major instrument used was questionnaire tagged: The role of teaching practice on student's preparation for teacher education. The data will be collected and analyzed using both descriptive and inferential statistics. Teaching practice has been found to be very beneficial in the course of this research work because, it provides an opportunity for the trainee teachers to teach and increase their professional competence. The result showed that trainee teachers benefited greatly in participating in teaching practice because they were able to build proper confidence and competence in lesson preparation and developed skills and attitude of a teacher during the exercise. In view of the conclusions drawn from the study, it would be recommended that reform efforts in teacher training institutions should incorporate efforts to adequately involve the teachers of partnership schools (organizing workshop on mentoring for them) so that student teachers can be provided suitable environment (particularly material and mentor support) to learn the rudiments of teaching.*



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 BACKGROUND TO THE STUDY**

According to Dewey, he sees education as help in the formation of fundamental attitude of imagination, desires and thinking, which is strictly correlated with culture in its inclusiveness. In other words, education can be seen as an instrument of transformation in the society which every nation has a strong believe in the effectiveness of education as a powerful instrument for national development. Therefore, education entails teaching and learning for teaching and learning to take place there must be teachers and the learners to be taught. So, the effective teaching can be done by a trained person called the teacher.

In our society today, teaching is been handled properly by trained people (teachers) who are educationally and morally trained these people called teachers perform their job effectively, they make sure that they come to school before the students or pupils arrives the teacher also establishes the role of hosting the students/pupils into the classroom, get them sited and starting the days work. During teaching, the teacher try as much as possible to interest the pupils in the subject he/she teaches and this undoubtedly increase the desire or motivation on the part of the students to struggle harder. Planning the teaching also helps the teacher to organize himself properly, explanation of topic; simplify things for easier understanding by pupils.

The manner in which a teacher addresses a class reflects an attitude and conveys a message not only through what is said but also through how it is said. Before speaking to the class he makes sure that attention is gained by getting pupils stop playing and listen carefully. The teacher develops good personal relationship with his/her pupils be fostering mutual trust and respect. The teacher does this effectively by been aware of each child as an individual and be sensitive to the mood of the class as a whole. The awareness of individual differences begins with the essential task of learning names and putting them accurately to faces.

Having knowledge of different method of teaching and knowing which one to use and when he is able to teach his students effectively. The teacher make it his duty to create a classroom, environment that foster the educational development of his pupils and make the environment reflect his personality and concern and appreciation he holds for his pupils/students venture. This is done by making the classroom clean and neat. With those aforementioned

reasons the researcher was prompt to ask why is it that these personnel called teachers are so skilful in carrying out their jobs, were they born to be teachers?. It was later discovered by the researcher that for a person to become a teacher he has to be trained to acquire these skills during the training they have to go for three months teaching practice where skill are acquired. Therefore the researcher is carrying out this study to discover the role of teaching practice on the student preparation for teacher education.

## **1.2 STATEMENT OF PROBLEM**

Teaching practice is a significant aspect of students preparation for teacher education, good teaching practice is a key influence on student learning a desired outcome and primary goal of teaching. Although, Teaching Practice is envisaged to prepare students for maximum practical and professional training in the field of education by offering them with an experience through participation and observation under the auspices of the institutions to which students are attached but the roles of teaching practice on students cannot be limited to this alone. Therefore, the problem of ineffectiveness of students as been the major concerns of teachers after their graduation, also the students are been faced with challenges of facing the reality of teaching after getting into the teaching line and students also find it difficult to know whether they have acquired the skills needed in teaching during teaching practice.

## **1.3 OBJECTIVES OF STUDY**

The general objective of the study is to examine the role of teaching practice on the students preparation for teacher education. A case study of college of Education, Omu Ijebu Specifically, the study will:

- i. Determine the roles of teaching practice on the student,
- ii. To know the extent at which teaching practice prepare the student for teacher education,
- iii. To examine the factors that determines students competency in teaching after teaching practice?
- iv. Determine the goals of teaching practice on student towards teacher education?
- v. Describe the constraints of teaching practice on students towards teacher education?

## **1.5 HYPOTHESIS OF THE STUDY**

The following hypotheses stated in null form will be tested for the purpose of the study:

H<sub>01</sub>: There is no significant difference between students who undergoes teaching practice and students who did not undergoes teaching practice before teacher education.

## **1.6 RESEARCH QUESTIONS**

This investigation will be guided by the following research questions:

- i. To what extent does teaching practice prepare the student for teacher education?
- ii. What are the factors that determines students competency in teaching after teaching practice?
- iii. What are the constraints of teaching practice on students towards teacher education?

## **1.7 SIGNIFICANCE OF THE STUDY**

This study examined the role of teaching practice on the student preparation for teacher education, a case study of Tai Solarin College of Education, Omu Ijebu.

This research work will be of importance to curriculum planners and designers, government, teachers, parents, and students preparing for teacher education. The result of the research may highlight the need for the government and the school management to encourage the incoming students preparing for teacher education to participate on the exercise.

The findings of this research will also assist educational administrators in monitoring institutions of teacher education so that the activities for the teacher are enhanced.

## **1.8 SCOPE OF THE STUDY**

This study will be restricted to Tai Solarin College of Education, Omu Ijebu because every student is expected to participate in the teaching practice exercise before graduation.

## **1.9 DEFINITION OF TERMS**

**Teaching:** This is an act of imparting knowledge to a learner.

**Practice:** This is an act of doing what one have learnt.

**Teaching Practice:** This is commonly called an opportunity for the students teacher to put into practice all the knowledge and theories in child and adolescent psychology, learning theories, guidance and counseling, classroom management, educational administration, planning and

supervision, curriculum development, test measurement and evaluation, instructional technology, micro teaching etc.

**Socio norm:** Value that are accepted by the general society.

**Exercise:** The process of teaching practice

**In-coming Students:** Those people that are yet to gain admission into higher institution.

**Expose:** Make known Institution: A place of teaching and learning

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 TEACHER EDUCATION**

This according to Tola (2005) stated that teacher education has to do with the education teachers receive for the betterment of the whole educational system. He went further to say that professional for effective teaching in teaching profession. The Federal Government of Nigeria agreed that NCE should be the minimum qualification for teaching at the primary schools level. The Government clearly stated in the National Policy on Education (2004) that the purpose of teacher education includes:

1. To produce highly motivated, conscientious efficient classroom teachers for all level of our educational system.
2. To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
3. To encourage further the spirit of inquiry and creativity in teachers.
4. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any dangling situation not only in the life of their country but in the wider world.

In order to achieve the above teacher education objectives, the institutions that have been mandated by the government to train teachers for the betterment of teacher education and nation are the following:

- i. Grade II Teacher College
- ii. Advanced Teacher College
- iii. Institute of Education
- iv. College of Education
- v. National Teacher Institutes
- vi. Teachers Centres
- vii. Faculty of Education

Education in Nigeria as a nation is an instrument per excellence for effecting national development; it has witnessed active participation by non-governmental agencies; communities and individuals as well as international agency. It is therefore desirable for the nation to spell out

in clear and unequivocal terms the philosophy and objectives that bring about its investment in education.

Educators and policymakers agree that teacher quality has more impact on student achievement than any other identifiable factor (What Matters Most: Teaching for America's Future, National Commission on Teaching and America's Future, 1996). Teacher quality matters more than curriculum and more than physical environment. It even matters more than the amount of resources available, the quality of school leadership, and the school climate, which have all been shown to be important factors in achievement (Darling-Hammond, 2000, 2006). Yet improving teacher quality is one of the most challenging goals of education reform. In order to achieve the goal of ensuring high quality teachers in all schools, policymakers have begun to scrutinize teacher preparation, assuming some programs must do a better job of preparing teachers than others and that some practices are more likely to lead to higher quality teacher performance in the classroom. Researchers have examined various factors as influences on teacher quality, including the characteristics of those who select teaching as a career, but there is no consensus about what pathway, what type of preparation, and what features of preparation programs impact teachers' ability to promote student learning, especially in the context of high needs urban schools. Like other big cities, Philadelphia struggles to attract and retain high quality teachers, especially in "hard-to-staff," low-performing schools where few veterans teach and where teacher turnover rates are high. As a consequence of factors such as seniority, veteran teachers tend to migrate to higher-performing schools, leaving positions in low-performing schools to new teachers. The burden on new teachers to manage students in such schools, often lacking stable leadership and a strong teacher community, highlights the challenge teacher preparation programs face as they attempt to prepare graduates to succeed in urban settings. With good intentions, many teacher preparation programs continue to produce graduates who meet state qualifications but many of whom do not persist in the profession for more than a few years (Podolsky, Kini, Bishop, & Darling-Hammond, 2016; Carver-Thomas & Darling Hammond, 2017).

In response to these conditions and with the assumptions of policymakers in mind, we set out to investigate whether there are substantives differences across programs that prepare teachers who work in Philadelphia schools and whether such differences have linkages to later success in the classroom. While state education agencies control much of the curriculum content

for teacher preparation programs as well as the type and extent of field experiences, schools of education work to create signature pedagogies that they believe optimally position their graduates for effective classroom practice. Typically, however, internal program development for teacher education is based on new research and theory regarding how students learn and the best ways to teach them, not on evidence of their graduates' performance in classrooms. Schools of education also respond to the changing policy landscape affecting curriculum and assessment, such as the national push to implement Common Core standards and the adoption by many states of a standardized teacher certification process requiring mastery of certain types of teacher tasks. In this context, we were interested in designing a study to learn more about how graduates perform in classrooms, how they adapt to their roles, and the extent to which they influence student achievement. We anticipated that knowledge about their graduates' performance in the field could help teacher preparation programs to take on the challenges posed by complex and often under-resourced urban environments. We also anticipated such knowledge would assist the urban school leaders in their quest to hire teachers most likely to succeed and remain in their schools.

## **2.2 TEACHING PRACTICE OF CONDUCT**

Following the policy formulated by National Commission for Colleges of Education (NCCE) which allows formulation of teaching practice committee to coordinate, organize supervise and monitor the whole teaching practice which helps in national development. Emmanuel (2004) observes that codes of conducts are rules or norms governing the student teachers on teaching practice for effective teaching. This can help the teachers implement the teacher education curriculum better for national development. The teaching practice codes of conducts are as follows: The minimum period for teaching being twelve weeks, it is mandatory that the student teacher maintains a regular attendance at the school of posting during the entire period to justify the three or six credit hours assigned the teaching practice. Student teachers should also practice punctually at the school of posting. The required teaching load for each, student teacher is minimum of 10 periods per week and a maximum of 18 periods per week. The student teacher should endeavor to develop a professional interest in used few of each pupil in the classroom specifically; the student teacher should make positive efforts towards a personal and sympathetic understanding of the problems of individual pupil in the classroom. Where the

solution to any such problem goes beyond the control of the student teacher, the resident supervisor of the school be consulted without delay.

In the case of irregularities such as bereavement, the student teacher should make a written report to the school resident supervisor and the college teaching practice coordinator. The student teacher should have a positive and healthy attitude towards the principal of the school of posting under no circumstances should the school principal be inadvertently damaged: the resident supervisor should be informed immediately and with apologies. Pupils/student misconducts, which require disciplinary measures, should be reported to the resident supervisor. On no account should student teacher administer disciplinary measure themselves. Student teachers will do well to show decorum in all their dealing with the authority and staff of the school of posting and supervising staff of the college. In order to expose the student teacher to the total school environment. Student Teachers should identify themselves with and participate in all activities of the school of posting such as assemblies, game sports, club and societies during teaching practice. In the case of doubt the student teacher should consult the resident supervisor of the school of posting in matters relating to the school of posting and from the office of the provost through the chairman, teaching practice committee in matters which pertain to the college. Mbah (2000) observes that student teachers must follow and observe the rules and regulations governing teaching practice for the betterment of the teachers and the school. Paul (2005) summarizes the rules governing student teacher on teaching practice as follows: He shall compulsorily attend and actively participate in teaching practice orientation organized by the college prior to the exercise. He shall speak of and act towards his students with respect and dignity. He shall set good example worthy of emulation by his student. He shall recognize and respect the authority of the principal accepting official responsibilities, which may be delegated to him. He shall be loyal to the school and the college. He shall try hard to live within his means to avoid financial embarrassment. He is therefore strongly advised to learn how to manage these resources well. He shall respect himself, the principal and his colleagues especially in the presence of the students. He shall be punctual to school. He shall do nothing to bring shame or dishonor to himself. He shall keep up to date all relevant school records. The student teachers shall not be absent from the school of posting without obtaining permission from the principal or any designated authority. He shall participate actively in co-curriculum activities. He shall not undertake activities which are unrelated to normal school duties during school hours. He shall



not conduct classes for his students within or outside school hours a fee no matter how little. He shall not belong to organization which undermine national interest and detrimental to the progress of the school and safety of other member of the school community. He shall avoid administering corporal punishment on students, except when authorized by the principal. In making examination scripts he should be fair to all students. He shall not take any form alcohol drink during school hours or smoke in classroom or any student assembly He shall not participate in condone or encourage acts of indiscipline the school. On no account shall a student-teacher impose his political, religious or any form of belief on his students. It is unethical for a student-teacher to offer any form of qualification to his students in order to secure their cooperation when supervisor is being expected. No student - teacher should succumb to attempt by a supervisor to defraud him in order to gain undeserved or fictitious marks, has the right to insist on being effectively supervised his assessment by supervisor. The above-mentioned can bring about the growth and development of both education and the society as a whole. The whole programme is out to change the nation positively.

### **2.3 THE IMPORTANCE OF TEACHING PRACTICE IN TEACHER EDUCATION**

Koli (2000) observes that teaching practice is a very important segment of teacher education. Students have been taught some principles concerning method of teaching, the learning environment and principles underlying children's growth and development. Teaching practice affords them the opportunity of practicalizing these theories and learns from them on actuality. Teachers are expected to be creative and resourceful. Teaching practice provides students opportunity to be resourceful through improvisation from the local environment. By being practically involved in the teaching-learning environment, students are able to detect their strength and weaknesses and aspire to overcome these weaknesses before the commencement of supervision. Their involvement with both permanent and practicing teachers as well as the pupils provides them with a standard for evaluating the viability of teaching profession. It also helps them to adjust quickly to the environment they find themselves. This has to do with cognitive, effective and psychomotor domains of the learners, which can help in the general growth of the nation.

Several studies have been conducted on student-teachers' performance and their attitudes in teaching practice internationally, and a few research on how professional primary school teachers teach and assess the Creative and Performing Arts disciplines in Botswana. The results

indicate that teachers have difficulties in teaching and assessing these disciplines and hence the study was taken to investigate the extent to which teachers were prepared during their training, with special focus on teaching practice aspect. The review of the literature indicates that there are no studies that have been conducted regarding the effectiveness of teaching practice in preparing student-teachers to implement Creative and Performing Arts curriculum in Botswana therefore, literature is been limited to the general experiences in teaching practice.

Marais and Meier (2004) note that “the term teaching practice represents the range of experiences to which student teachers are exposed when they work in classrooms and schools.” It is an integral component of teacher training and refers to students’ placements to schools to practice lesson planning, classroom organization and most importantly classroom teaching. It is an essential part of effective professional training. Kiggundu and Nayimuli (2009) view it as a form of work-integrated learning that is described as a period of time when students are working in the relevant industry to receive specific in-service training in order to apply theory in practice”. Thus, it is time spent by student-teachers in schools to gain practical teaching experience. The Tlokweng College of Education teaching practice handbook (2011) defines teaching practice as “the practicum, field experience or internship”. Different authors have shared their experiences on the rationale of teaching practice. According to [www.btc.uob.edu.bh/Academic](http://www.btc.uob.edu.bh/Academic) (Retrieved 6, February, 2013) the purpose of teaching practice is to prepare student-teachers for their careers as teachers by incorporating them completely into the school atmosphere so that they feel as if they are part of the school to think and meditate on the practical reality of teaching. It also pushes to encourage student-teachers to be creative and to develop their abilities as a professional teacher.

Sharing the same sentiment, Ngidi and Sibaya (2003) and Marais and Meier (2004) explain that teaching practice grants student-teachers experience in the actual teaching and learning environment therefore, it is an important component of becoming a teacher. In addition, the University of Botswana which is the Colleges of Education affiliate, has the Faculty of Education Teaching Practice for Post Graduate Diploma in Education (PGDE) students annually and its handbook stipulates the rationale for teaching practice which tally with those of the colleges of Education. These include: enhancing student-teachers’ career potentials and breadth of experiences, clarifying and inter-relating important areas of knowledge in the practical context of developing and nurturing work-related skills, fostering collaboration of all stakeholders in a

way that contributes towards the quality teacher preparation, bringing together different supervisors and their varied skills to facilitate the provision of high quality supervision and mentoring and enabling student-teachers to critically examine both educational theory and practice within the appropriate contemporary educational framework of Botswana and equipping student-teachers with sufficient knowledge and skills so as to enable them to meaningfully extend their professional role to education and human resource development in Botswana (University of Botswana Faculty of Education handbook, 2011). Perry (2004) shares his experience on TP that, “although student-teachers gain specialized knowledge from class lectures, teaching practice adds value to this knowledge when students come into contact with the real classroom situation. He believes that it is during teaching practice that knowledge is affirmed. Of the same view, the University of Botswana Faculty of Education handbook (2011) contends that teaching practice forms an essential component of all the teacher education programs offered in the faculty. Thus, teachers’ preparation in Colleges of Education needs to be of quality in all the subjects they are trained for, in order for them to provide quality Education to learners. It is during teaching practice that student-teachers should practice what they learnt in classrooms to prepare for their teaching profession. As aforementioned, student-teachers also perceive teaching as their preparation for the teaching profession and “as a result, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their teaching practice” (Manion, Keith, Morrison and Cohen, 2003 and Perry, 2004, cited in Kiggundu and Nayimuli, 2009). However, it can frustrate students if they are not well prepared to handle subjects they are expected to teach. These challenges, if not addressed, may affect student-teachers’ performance during teaching practice and may in the long run affect their perception of the teaching profession (Quick & Sieborger, 2005).

Adagba (2005) stressed that, this exercise provides opportunity to beginning teachers to become socialized into the profession. Ajoku (2003) asserted that, performance during practice teaching provide some basis for predicting the future success of the teacher outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education programmed. Edem (2003) confirmed that, during practice teaching, working with students in schools provide a high degree of emotional involvement of a mostly positive nature. Students teachers feel themselves grow through experience and they begin to link to a culture of teaching. Murray (2007) asserted that, during practice teaching, they feel engage,

challenged and even empowered. Amaewhule (1993) reaffirmed that, practical teaching experience is undertaken by students in faculty of education in Universities and Colleges. Imart (2003) reaffirmed that, it is an essential aspect of teacher education because it prepares teachers for their future teaching roles and assignment. The main agents who implement educational policies has to be properly organized and teaching practice also helps in this function (Hyon, 1999). Osuala (2004) concluded that, teaching practice expose the trainee teacher to the realities of effective teaching and help them to try out methods of teaching and gain practical classroom experience under expect supervision. Wellington (2006) explained that, during the teaching practice, the trainee teachers are sent out from the University and College to primary, secondary, commercial, comprehensive and technical schools to teach for a period of time as a part of their training. According to Andabai (2011), during this practice a student is supervised and evaluated not only by a supervisor allotted to him but also by a group of other lectures who supervises him as a team as well as a staff of the school in which he is teaching. Akpomi (2001) argued that, the need for this different evaluation is to make sure that he is properly corrected and graded. Itejere (1998) stressed that, teaching practice is the most vital part of trainee teacher's career training, this is because it is during this practice that the trainee teachers applies the methods, even the philosophy of education which he was taught theoretically in the classroom. He now realizes this professional responsibility as a teacher and starts to learn how to manage the younger ones who will be left under his control and care.

Edem (2003) also stressed that, teaching practice is a period in teachers in the teacher training institutions and universities are made to undergo a period of internship or apprenticeship within the school system. Just like they would be engineers going for industrial training to gain practical experience of what the job is all about, the trainee medical doctor goes through clinical studies and horsemanship. (Ihekwoaba, 2005). According to Haddad (1994), the teachers are exposing to a period of supervised teaching; this is in line with educational theories which associate learning with doing. For a real teacher to emerge, he must acquire the necessary skill from a master craftsman who is usually an educational. According to Emerole (2000) teaching practice embraces all the learning experiences of student teachers in schools. Ashraf (1999), the term practice teaching is an experience of guided teaching in which the trainee teacher assumes increased responsibility for directing the learning of a group for over a period of time Imart 2003 confirmed that, also the term practice teaching has three major connotations the practicing of

teaching skills and acquisition of the role of a teacher, the whole range of experiences and practical aspects of the course as distinct from theoretical studies practice teaching is the name of the preparation of student teachers for teaching by practical training. Andabai (2011) posits that, it is the practical use of teaching principles, teaching techniques and practical training/practical exercise of different activities of daily school life. Hassan (2000) asserted that, it is a period which provides opportunities under typical school conditions in selected cooperating schools for trainee teachers to secure experience in observing and participating activity in diverse educational activities of teaching in the school.

## **2.4 PROBLEMS OF TEACHING PRACTICE**

Generally speaking, no programme is problem free. Teaching practice as a teacher education programme faces a lot of problems. Among other problems are over population of students, instructional materials, manpower that is trained teachers, improvisation, problem of resident supervision, good supervisors, to assess the studentteachers the negative altitudes of the students and financial problem which makes the college To post student within Zaria like the case of Federal (College of Education (FCE) Zaria. Instructional materials and teaching learning. Where they are not available the learning cannot be effective in nature. Teaching process therefore requires good use of teaching and this according to John (2006) can aid the react of the student during examination. Besides, quality lecturer should be used in assessing the student teachers on teaching practice. This can help the student teacher to perform well in teaching practice and full teaching after graduation, it will as well assist in nation building which is main objectives of teacher education. David (2001) observes that good libraries are needed in our schools for effective teaching and learning. This can help the graduate assist in nation building; individual should contribute in one way or the other in nation building. The growth of any nation depends on the effectiveness of the curriculum of that nation. Education system of whatever nation should aim at the whole development. This is because education which teaching practice is inclusive is the good instrument for national development. Teaching practice curriculum has five major themes. They are: -integration, relevance, balance, functionality and instruction. The aim of the curriculum is to produce teachers for effective leaching in the nation for the betterment of the same nation.

## **2.5 TEACHING PRACTICE SUPERVISION AND NATION BUILDING**

During teaching practice exercise, the student teachers are not abandoned in the cooperating schools. They are watched over in approved professional ways by professionally component, experienced and practicing teachers for national development. The central objectives of teaching practice supervision are developing the prospective teachers to acquire and develop practical skills attitudes and insights, which will characterize them as teachers. The goal is to ensure that their teaching is effective. Teaching practice supervision should therefore be seen and treated as a continuation of the training of the student teachers in the field, largely by their own teachers who are now referred to as supervisors. Shehu (2007) observes that assigned two specific functions to teaching practice supervisors. They are: - Assessment function and Support function In education system particularly, teaching assessment means making judgment based on what is observed all awarding marks accordingly. In Nigeria, the National Commission for Colleges of Education (NCCE) has prescribed six broad teaching behaviors activities which supervisors should assess as the student teacher is teaching. They are:

- i. Lesson plan
- ii. Lesson presentation
- iii. Classroom control
- iv. Communication skill
- v. Lesson evaluation
- vi. Teacher's personality

Mkpandiok (2006) observed that, for the past 15 years, scholars have embarked on extensive research in order to adopt teaching techniques to tackle the issues of the differences among individual learners with regard to the social and institutional contexts of teaching in higher education. According to Sipek (1988), and in recent time the theories and methods of research on teaching in terms of understanding and how academics experience teaching. In the light of this, the work of Okorie (1986) has been an improvement on earlier studies as well as noting the lack of research on the associated intention or motives of teachers. The authors have investigated the extent to which university teachers conceptualized teaching in different ways (Koko, 2002). Practice teaching occupies a key position in the programmed of teacher education, it is a culminating experience in teacher preparation (Nnamdi, 2000).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Design of the Study**

The descriptive survey research method will be use for the study. Bowling (1999) revealed that survey research enables the collection of detailed and factual information.

#### **3.2 Population of the Study**

The population of the study will be gotten from the final year student across the five schools in the college of education.

#### **3.3 Sample and Sampling Techniques**

The survey will be conducted in Tai Solarin College of Education Omu-Ijebu. There are about 5 schools in the college of education. The respondents will be selected through a stratified random sampling technique from the 5 different schools. The schools are School of Education, School of Arts and Social Science, School of Languages, School of Science, School of Vocational and Technical Education. A stratified sampling technique will be used in choosing the respondent for this study.

**Table 3.1: For 5% respondents extracted using sample and sampling techniques**

<b>Study area</b>	<b>No of schools in the college</b>	<b>No of sampled schools</b>	<b>Name of sampled hospitals</b>	<b>Number of Students Per School</b>	<b>Selecting 20% of student in each school</b>
TASCE	5	5	School of education	20	20%
			School of art and social sciences	20	20%
			School of science	20	20%
			Schools languages	20	20%
			School of vocational and technical education	20	20%
Total				100	100%

### **3.4 Instrument for Data Collection**

The major instrument used will be questionnaire tagged: The role of teaching practice on student's preparation for teacher education. The questionnaire will be divided into four parts. The first part is demographic characteristics of the respondents.

The second parts of the questionnaire consist of the roles of teaching practice on the student,

The third section will consider the extent at which teaching practice prepare the student for teacher education and determine the factors that determines students competency in teaching after teaching practice. And lastly the last section will consider the constraints of teaching practice on students towards teacher education.

The item in each part of the questionnaire will be structured in a way that would enable respondents to pick alternative answer by marking a tick ( ) against their choice of responses. The questionnaire will include both close and open ended questions.

### **3.5 Validity of Research Instrument**

The instrument will be validated using face validity. This will be done majorly by the supervisor. The questionnaire will be properly structured by the researcher and the supervisor and ensure that the questions were relevant for the study, measures the correct variables.

### **3.6 Reliability of Research Instrument**

To enabled the researcher to test the reliability of the instruments and also to familiarize herself with administration of the instrument. Split-half technique of reliability testing was employed, where the test items will be divided in to two halves, each half will be scored independently of the other with items of the two halves matched on content and difficulty.

### **3.7 Administration of the Instrument**

The instrument will personally be administered by the researcher to the respondent and will be collected by the researcher after it has been filled by the respondents. The questionnaire will be distributed to both the male and female students.

### **3.8 Method of Data Collection**

Data will be obtained from primary and secondary sources. Primary data will be collected with aid of structured questionnaire designed to achieve the objectives of the study. The secondary sources of data will be sourced from past related research reports, text books and information from government establishments.



### **3.9 Method of Data Analysis**

The data will be collected and analyzed using both descriptive and inferential statistics. Descriptive analysis such as percentage and frequency counts will be used to describe all the study objectives while inferential statistical will be used to analyze the stated hypotheses.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### 4.1 Introduction

The study was on the role of teaching practice on the student's preparation for teacher education a case study of Tai Solarin College of Education.

Frequencies tables and percentage were used to analyze personal data of the pupils. Percentage frequencies and mean were used to answer the research questions, while t-test was used in the test of the null hypotheses at 0.05 levels of significance. In this analysis t-test is less than or equal to t-critical the null hypothesis was retained. This implies that there is no significant relationship between the two variables, on the other hand when t-test value was greater than the t-critical value, null hypothesis was rejected. Implying a significant relationship exist between the variables. Section four presents the summary and discussion of the findings. Analyses of Bio-data of the respondents are as presented below.

#### 4.2 Demographic Distribution of Respondents

**Table 4.1 to 4.5. 4.1 Bio-Data of Variables of Respondents**

**Table 4:1 Distribution of students by their Age**

Age	Frequency	Percentage
15-20years	21	21.0%
21-25years	1	1.0%
26-30years	36	36.0%
31-35years	20	20.0%
40 and above	22	22.0%
Total:	100	100

Source: field survey 2021

Analysis of respondents based on their age range is as presented in Table 4.1.

From the Table (36%) children student range between 26 to 30 years, while 22.0% children ranges 40 and above, 20% years are within age range of 31-35 years, while 21% are between 15 – 20 and 1% are within the age range of 21 – 25%, this implies that the student are in their active and productive age.

**Table 4.2: Distribution of Pupils by their Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	49	48%
Female	51	52%
Total:	100	100

Source: field survey 2020

From the Table, 51 (52%) of the students were female, while male were 49 representing 48% of the students used in the study. This implies that majority of the students were female.

**Table 4.3: Distribution of respondent base on level of education**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Primary education	0	0.0%
Secondary education	0	0.0%
Tertiary education	100	100%
Total:	100	100

Source: field survey 2020

Table 4.3 above shows that all the students gathered for the study are all in higher institution as it is stated in the methodology that all the final year students will be used as the respondent of the study.

### 4.3 Analysis

**Table 4.4 TEACHING PRACTICE AND STUDENT**

Variables	SA	A	SD	D	TOTAL
Teaching practice has made me to decide whether or not to take to teaching as a profession.	62	24	12	2	100
Teaching practice developed in me the interest of working with children of school age.	25	49	19	7	100
There is an opportunity of trying out ideas and theories in a practical classroom situation	36	31	23	10	100
One has the opportunity of communicating and interacting closely and sympathetically with children of school age.	29	39	21	11	100
Teaching practice has made me to master professional skills.	28	33	27	12	100
Teaching practice has made me to learn how to plan, prepare and present their lesson topics.	32	39	22	7	100
<b>FACTORS AFFECTING STUDENT ON TEACHING PRACTICE</b>					
Teaching practice has exposed one to the problems and prospects of the teaching progression.	42	44	6	8	100
Teaching practice helped me in understanding of the principles of child development and growth.	29	36	28	7	100
Teaching practice helped me to broaden their knowledge of the subject matter	44	30	17	9	100
Teaching practice has helped me to perfectly use instructional materials when teaching.	36	36	20	8	100
Teaching practice act as a resource centre to the	25	44	24	7	100

school.					
I adequately control my classroom with assistance.	31	31	22	16	100
Teaching practice has made me to observe the different features of school curriculum at work and how each contributes to learning	22	34	31	13	100
Teaching practice has helped me to be familiar with school records and the complex set of rules and regulations.	50	37	10	3	100
Teaching practice has helped me to pass the teaching requirement to quality as teachers.	28	40	17	15	100

Source: field survey 2021

The table above reveals that teaching practice plays a vital role in teacher education, the student response made it clear that teaching will help to know how to communicate with student, the student also made it clear in this research that teaching practice can also make someone to decide whether to take teaching has a profession or not. Furthermore, teaching practice will give the student the opportunity of communicating and interacting closely and sympathetically with children of school age also teaching practice will create a room for students' teachers to master professional skills.

**TABLE 4.4: ROLES OF TEACHING PRACTICE ON STUDENTS TEACHING SKILLS**

S/N	VARIABLES	SA	A	SD	D	TOTAL
1	Teaching practice has helped me to acquire those valuable personality attribute associated with outstanding teacher.	50	40	9	1	100
2	Teaching practice has helped me to gain valuable insight into him with regard to assessing his suitability for the teaching profession	28	53	14	5	100
3	I see teaching practice as a vital factor in preparing	33	29	32	6	100

	student for future teaching assignment.					
5	I develop my own way of working effectively with children and colleagues.	28	41	19	12	100
6	Teaching practices has made me to gain general experience in academic profession.	40	43	10	7	100
7	Teaching practice has given me the opportunity to relate their studies to their future careers.	38	34	17	11	100
8	Teaching practice has helped me to pass the teaching requirement to quality as teachers.	31	43	16	10	100
9	Teaching practice has made me to master professional skills.	31	31	30	8	100
10	Teaching practice helped me to broaden their knowledge of the subject matter	49	39	10	2	100

Source: field survey 2021

From table 4.5 we can see that, out of 100 responses collected from the respondents, question 1, 2, 3, 6, 7, 8, 9, 10, items where Strongly agreed and Agreed are above the cutoff point of strongly disagree and disagree, which the respondents agree to the research questions. Therefore, from this analysis we can conclude that trainee teachers derive great benefit in participating in the teaching practice exercise.

**TABLE 4.5: CONSTRAINTS OF TEACHING PRACTICE ON STUDENTS DURING PREPARATION FOR TEACHER EDUCATION**

S/N	VARIABLES	SA	A	SD	D	TOTAL
1	Teaching practice has given me the opportunity to relate their studies to their future careers.	49	34	13	4	100
2	Some schools reject me.	20	49	22	9	100
3	Permanent teachers are not friendly	30	34	24	12	100
4	In some school teaching staff hoard professional advice from me.	26	36	27	11	100
5	I face accommodation problems in places I was posted to.	28	31	25	16	100
6	Some schools lack instructional materials for effective teaching	28	39	25	8	100

7	In some cases, I was not given subject in the area of study to teach and so could not perform.	33	39	20	8	100
8	I met some rudely behaved student.	20	34	33	13	100
9	School students do not respect me	22	19	36	23	100
10	I lack good professional relationship between the student and members of the school staff.	20	28	24	28	100

Source: field survey 2021

Table 4.6 indicates that in all the items above which the respondents gave, it shows that teaching practice is important in preparing students for teacher education but they were faced with some many problems in the course of the teaching practice, such as lack of accommodation, inability of some schools to provide instructional materials, schools rejecting student teachers etc. Therefore, from this analysis it indicates that, trainee teachers face challenges in their place of training.

## MODEL

<b>Variables</b>	<b>No. of Items</b>	<b>No. of testing</b>	<b>X</b>	<b>SD</b>	<b>R</b>
Socio economic status	14	1 <sup>st</sup>	23.57	4.40	
		2 <sup>nd</sup>	23.79	4.55	92
Level of involvement in child labour		1 <sup>st</sup>	55.55	22.70	98
	30	2 <sup>nd</sup>	53.83	22.47	

Source: field survey 2020

## RESULT OF ANALYSIS OF VARIABLE OF THE INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS OF STUDENTS INVOLVEMENT IN CHILD LABOUR AND EXPLOITATION

Groups	N	X	SD
High	29	33.31	6.45
Medium	164	46.12	20.70
Low	160	63.23	16.82
Total	353	52.82	2076

Source of variation	sum of square	df	Ms	F
Between schools (groups)	35738.90	2	17869.45	53.93
Within schools (groups)	115972.20	350	331.35	
<b>Total</b>	<b>151711.10</b>	<b>352</b>		

Significant at  $P \leq 0.05$  level

### 4.4 Discussion of Findings

From the Table (36%) children student range between 26 to 30 years, while 22.0% children ranges 40 and above, 20% years are within age range of 31-35 years, while 21% are between 15 – 20 and 1% are within the age range of 21 – 25%, this implies that the student are in their active and productive age.

From the Table 4.2 shows that 51 (52%) of the students were female, while male were 49 representing 48% of the students used in the study. This implies that majority of the students were female.

Table 4.3 shows that all the students gathered for the study are all in higher institution as it is stated in the methodology that all the final year students will be used as the respondent of the study.



The table 4.4 reveals that teaching practice plays a vital role in teacher education, the student response made it clear that teaching will help to know how to communicate with student, the student also made it clear in this research that teaching practice can also make someone to decide whether to take teaching has a profession or not. Furthermore, teaching practice will give the student the opportunity of communicating and interacting closely and sympathetically with children of school age also teaching practice will create a room for student's teachers to master professional skills.

From table 4.5 we can see that, out of 100 responses collected from the respondents, question 1, 2, 3, 6, 7, 8, 9, 10, items where Strongly agreed and Agreed are above the cutoff point of strongly disagree and disagree, which the respondents agree to the research questions. Therefore, from this analysis we can conclude that trainee teachers derive great benefit in participating in the teaching practice exercise.

Table 4.6 indicates that in all the items above which the respondents gave, it shows that teaching practice is important in preparing students for teacher education but they were faced with some many problems in the course of the teaching practice, such as lack of accommodation, inability of some schools to provide instructional materials, schools rejecting student teachers etc. Therefore, from this analysis it indicates that, trainee teachers face challenges in their place of training.

From all the interpretations it shows that teaching practice plays a significant roles in preparing student for teacher education but faced with many challenges and also students were not motivated towards teaching practice even the schools were the training will take place the student find it difficult to acquire a space and the cooperative teachers do nothing whenever the student teachers are on ground. It is of no doubt that without teaching practice there is place for student to carry out whatever they learn to know whether they are competent or not.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 SUMMARY OF RESEARCH**

The study was on the role of teaching practice on the student's preparation for teacher education a case study of Tai Solarin College of Education, The study was conducted in Tai Solarin College of Education. Tai Solarin College of Education, established as the first tertiary institution in Ogun State in 1978 as "Ogun State College of Education" then, took off with an initial students' intake of 187 for the Nigeria Certificate in Education (NCE). The College was re-named after the late Dr. Tai Solarin who died on 27th July, 1994 by the State Government for his laudable contributions to the development of education in Nigeria. The College was initially sited at Ijagun, via Ijebu-Ode but now relocated to its present site in Omu-Ijebu, Ogun State.

The College of Education, then known as Ogun State College of Education, was established in 1978 by then Ogun State Military Administrator, Brig. Gen. H. Eghagha. It was the first tertiary institution in Ogun State and was headed by a Principal, Mr. A. Adebambo. The first Provost of the college, Dr. G A. Badmus (now a Professor) was appointed in 1980.

The College was then made up of four divisions. Namely: Education, Natural Science, Applied Science and Humanities. There were different programmes in each division. Later, the Divisions were changed to Schools and were accordingly headed by Heads of Schools. In 1983, there was reorganization in the academic structure of the College. The Schools of Natural science and Applied Science were merged and named school of Pure and Applied Sciences. In 1987 another academic reorganization took place and the school of Pure and Applied Science was again split into school of Pure Science and School of Vocational and Applied Studies. There are about 5 schools in the college of education. The respondents were selected through a stratified random sampling technique from the 5 different schools. The schools are School of Education, School of Arts and Social Science, School of Languages, School of Science, School of Vocational and Technical Education. A stratified sampling technique was used in choosing the respondent for this study. Data was obtained from primary and secondary sources. Primary data was collected with aid of structured questionnaire designed to achieve the objectives of the study. The secondary sources of data was sourced from past related research reports, text books and information from government establishments. The data was collected and analysed using both descriptive and inferential statistics. Descriptive analysis such as percentage and frequency

counts will be used to describe all the study objectives while inferential statistical will be used to analyse the stated hypotheses.

From all the interpretations it shows that teaching practice plays a significant roles in preparing student for teacher education but faced with many challenges and also students were not motivated towards teaching practice even the schools where the training will take place the student find it difficult to acquire a space and the cooperative teachers do nothing whenever the student teachers are on ground. It is of no doubt that without teaching practice there is place for student to carry out whatever they learn to know whether they are competent or not.

## **5.2 CONCLUSION**

Teaching practice has been found to be very beneficial in the course of this research work because, it provides an opportunity for the trainee teachers to teach and increase their professional competence. The result showed that trainee teachers benefited greatly in participating in teaching practice because they were able to build proper confidence and competence in lesson preparation and developed skills and attitude of a teacher during the exercise. It was also revealed that teaching practice helps trainee teachers to learn how to keep records of assignment and also participating in school activities. Therefore we recommended that the government should provide finance in form of stipend for trainee teachers and teachers engaged in teaching practice programme. A proper orientation for trainee teachers should be carried out using efficient means of communication like; seminars, workshops, conferences and discussion. Faculties of education and colleges of education.

## **5.3 RECOMMENDATIONS**

In view of the conclusions drawn from the study, it is recommended that reform efforts in teacher training institutions should incorporate efforts to adequately involve the teachers of partnership schools (organizing workshop on mentoring for them) so that student teachers can be provided suitable environment (particularly material and mentor support) to learn the rudiments of teaching.

Furthermore, an increase in the duration of teaching practice exercise in Nigerian teacher training institutions may be required, as a longer period would provide ample time for the practice of professional activities associated with teaching by trainees. This is in total support of

the National Universities Commissions' proposal to extend teaching practice exercise to a period of one year in the Faculties of Education in Nigerian Universities.

Furthermore, it is hereby recommended that student teachers could be distributed for teaching practice exercise to partnership schools early enough so that they can be involved in preparatory school activities before school resumption.

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**Appendix**  
**QUESTIONNAIRE**  
**THE ROLE OF TEACHING PRACTICE ON STUDENTS PREPARATION FOR**  
**TEACHER EDUCATION A CASE STUDY OF TAI SOLARIN COLLEGE OF**  
**EDUCATION OMU IJEBU**

**Dear respondent,**

This questionnaire is for research purpose only. Hence your response will be absolutely confidentially.

Your sincere co-operation in completing the questionnaire is highly needed.

Kindly tick ( ) the option that best indicate your option.

Thanks for your cooperation

Yours sincerely,

Solomon Esther

**SECTION A**  
**Demographic characteristics of respondents**

**AGE:** 15 – 20 years ( ) 21 – 25 years ( ) 26 – 30 years ( ) 31 – 35 years ( ) and 40 years above ( )

**RELIGION:** Christianity ( ) Islamic ( ) Traditional ( ) Others ( )

**MARITAL STATUS:** Single ( ) Married ( ) Separated ( ) Divorced ( )

**NO OF CHILDREN:** 1 ( ) 2 ( ) 3 ( ) 4 ( ) and above ( ) None ( )

**LEVEL OF EDUCATION** No formal education ( ) primary education ( ) secondary education ( ) tertiary education ( )

**OCCUPATION:** Civil servant ( ) Farming ( ) Self Employed ( ) Students ( ) Artisans ( ) Others ( )

**SECTION B**  
**TEACHING PRACTICE AND STUDENT**

S/N	VARIABLES	SA	A	SD	D
1	Teaching practice has made me to decide whether or not to take to teaching as a profession.				
2	Teaching practice developed in me the interest of working with children of school age.				
3	There is an opportunity of trying out ideas and theories in a practical classroom situation				
4	One has the opportunity of communicating and interacting closely and sympathetically with children of school age.				
5	Teaching practice has made me to master professional skills.				

6	Teaching practice has made me to learn how to plan, prepare and present their lesson topics.				
<b>FACTORS AFFECTING STUDENT ON TEACHING PRACTICE</b>					
7	Teaching practice has exposed one to the problems and prospects of the teaching progression.				
8	Teaching practice helped me in understanding of the principles of child development and growth.				
9	Teaching practice helped me to broaden their knowledge of the subject matter				
10	Teaching practice has helped me to perfectly use instructional materials when teaching.				
11	Teaching practice act as a resource centre to the school.				
12	I adequately control my classroom with assistance.				
13	Teaching practice has made me to observe the different features of school curriculum at work and how each contributes to learning				
14	Teaching practice has helped me to be familiar with school records and the complex set of rules and regulations.				
15	Teaching practice has helped me to pass the teaching requirement to quality as teachers.				

### SECTION C

#### EXTENT AT WHICH TEACHING PRACTICE HAVE PREPARED STUDENT FOR TEACHER EDUCATION

S/N	VARIABLES	SA	A	SD	D
1	Teaching practice has helped me to acquire those valuable personality attribute associated with outstanding teacher.				
2	Teaching practice has helped me to gain valuable insight into him with regard to assessing his suitability for the teaching profession				
3	I see teaching practice as a vital factor in preparing student for future teaching assignment.				
5	I develop my own way of working effectively with children and colleagues.				
6	Teaching practices has made me to gain general experience in academic profession.				
7	Teaching practice has given me the opportunity to relate their studies to their future careers.				
8	Teaching practice has helped me to pass the teaching requirement to quality as teachers.				
9	Teaching practice has made me to master professional skills.				



10	Teaching practice helped me to broaden their knowledge of the subject matter				
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#### SECTION D

#### CONSTRAINTS OF TEACHING PRACTICE ON STUDENTS DURING PREPARATION FOR TEACHER EDUCATION

S/N	VARIABLES	SA	A	SD	D
1	Teaching practice has given me the opportunity to relate their studies to their future careers.				
2	Some schools reject me.				
3	Permanent teachers are not friendly				
4	In some school teaching staff hoard professional advice from me.				
5	I face accommodation problems in places I was posted to.				
6	Some schools lack instructional materials for effective teaching				
7	In some cases, I was not given subject in the area of study to teach and so could not perform.				
8	I met some rudely behaved student.				
9	School students do not respect me				
10	I lack good professional relationship between the student and members of the school staff.				