

**EVALUATION OF THE CONDUCT OF TEACHING PRACTICE IN  
COLLEGES OF EDUCATION IN NORTH WEST GEO-POLITICAL ZONE,  
NIGERIA**

**BY**

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**JULY, 2018**

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,  
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THE REQUIRMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN  
EDUCATION (CURRICULUM AND INSTRUCTION)**

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**JULY, 2018**

## **DECLARATION**

I hereby declare that the work in the thesis entitled “Evaluation of the Conduct of Teaching Practice in Colleges of Education in North-West Geo-political Zone, Nigeria” has been carried out by me in the Department of Education Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another Degree or Diploma at this or any other institution.

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Zaliha Agie Nuhu

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Date

## CERTIFICATION

This dissertation entitled “Evaluation of the Conduct of Teaching Practice in Colleges of Education in North-West Geo-Political Zone, Nigeria by Zaliha Agie Nuhu meets the regulations governing the award of the degree of Doctor of Philosophy in Education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria and is hereby approved for its contributions to knowledge and literary presentation.

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## **DEDICATION**

This research work is dedicated to my dear husband Pastor Balewa, F. I. and daughters - Mariam and Rhoda for their love and understanding all through the period of my postgraduate studies.

## ACKNOWLEDGEMENTS

I wish to glorify God for the courage, wisdom and strength he gave me to start and complete this doctoral programme. It was a lengthy journey which would not have been possible without Him. I prayed that the Good Lord will enable me use the knowledge that I have attained to serve Him for the rest of my journey here on earth.

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## **ABSTRACT**

This study evaluated the conduct of teaching practice in colleges of education in North West Geo-Political zone, Nigeria. The study sought to find out how NCE students were prepared before the commencement of teaching practice. A total of five (5) research objectives, research questions and hypotheses each were formulated in this study. The research design used in this study was descriptive survey, using researcher designed questionnaire. There were fourteen (14) colleges of education in the North West geopolitical zone with five thousand, seven hundred and ninety-five (5,795) staff, three thousand and twenty seven (30027) NCE III students. A purposive sampling technique was adopted in selecting the sample for the study. A total of six colleges made up of three (3) federal and three (3) state owned colleges of education were sampled. Three hundred and fifty (350) NCE III students were sampled in this study and copies of questionnaire was subsequently administered to them while another one hundred and seventy (170) staff were sampled. An interview was conducted for coordinators of education technology centres while questionnaire were administered on lecturers. Reliability coefficient of alpha level of .928 was obtained after undertaken a pilot study for the research instrument. Data analysis was undertaken through the use of descriptive and inferential statistics. The bio-data section of the questionnaire was analyzed using frequency counts and simple percentages. Chi-square statistical method was used in the testing of hypotheses at 0.05 level of significance on difference between lecturers and students with regards to the level of preparedness of student teachers before the commencement of teaching practice exercise. There is no significant difference between lecturers and students regarding the rate at which student teachers used appropriate instructional facilities and methods during teaching practice exercise. In addition, the study revealed that significant difference exist between lecturers and students opinions regarding the extent colleges of education in North - West geopolitical zone have met

with the stipulated NCE requirements of the minimum standards before student teachers commenced the teaching practice exercise. Among others, it was recommended that efforts should be made to ensure that only professionally trained and competent educators be assigned for teaching practice supervision in colleges of education. Also, there is need to assist the colleges of education in the provision of standard and well-equipped micro-teaching laboratory for effective preparation of students before the commencement of teaching practice in the study area.

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## **LIST OF ABBREVIATIONS AND SYMBOLS**

A	Agreed
ANOVA	Analysis of Variance
ATC	Advanced Teachers' College
CIPP	Context, Input, Process and Product Evaluation
D	Disagreed
FMOG	Facilities and Materials Observation Guide
FRN	Federal Republic of Nigeria
ICT	Information Communication Technology
KAS	Knowledge Attitude and Skills
MPCE	Monotechnics, Polytechnics and Colleges of Education
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
NCTAF	National Commission on Teaching and Americans Future
SA	Strongly Agreed
SBMC	School Based Management Committee
SD	Strongly Disagreed
TC	Teachers' College
TP	Teaching Practice
TREQS	Teaching Practice Evaluation Questionnaire for Staff
TTC	Teacher Training College
UME	University Matriculation Examinations
UNESCO	United Nations Educational, Scientific and Cultural Organization

## **OPERATIONAL DEFINITION OF TERMS**

**Evaluation:** A process of determining the extent to which course objectives are achieved based on the contents and implementation processes while taking into cognizance the students, staff, facilities and teaching procedures.

**Microteaching:** A scaled down teaching experience given to trainee teachers to develop skills related to communication, stimulus variation, classroom management and so on. It is usually presented before their course mates made up of five to ten students per group.

**Minimum standard in Education:** A curriculum document prepared by the National Commission for Colleges of Education in which course contents, teaching methods, facilities and so on are specified as guidelines for the implementation of all NCE programmes.

**Proprietorship:** Is a legal right to the ownership of an institution.

**Teaching practice:** Is the period of guided teaching and learning undergone by student teachers in their course of training and before certification for the purpose of helping them to acquire and develop new skills, insights, attitudes and responsibilities. They are basic for a successful teaching career.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

In Nigeria, public discussions frequently focused on standard of education. The public's unhappiness becomes more worrisome following the yearly release of the final senior school certificate examination results. Students' academic performances do not match government and parental investment. All stakeholders are therefore concerned about why the system is turning out graduates with poor results (Akinsolu, 2005). It is questionable whether or not teachers in the public secondary schools, the most important factor in the effectiveness of schools and in the quality of a child's education, are competent to teach effectively or not. The national policy on education stated that "no education system can rise above the quality of its teachers in the system" (FGN, 2004). Ogunsaju (2004) further stated that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations.

Blumende (2001) corroborated this view when he reported that the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. There is a need to focus on teachers' adequacy and competency in respect to their pedagogical practices, strategies and mastery of the curriculum and subject content (Chall and Popp, 1990; Rodgers, 2001; Stuart, 2004). In support of the aforementioned scholars, Ekwesili (2006) institutionalized the school based management committee (SBMC) to manage secondary school education and to promote school effectiveness since students' success depends on the amount of learning that takes place in the classroom and 'how effective and efficient the teacher performs in schools'. Ijaiya (1998) concurred and opined that improving the quality of the teaching force in schools is seen as the key to raising

students' achievement. Thus, raising educational standards should be the government number one priority.

Similarly, Lassa (2000) and Guga (1998) asserted that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lesson or instruction in such a way that objectives can be achieved. In Nigeria, teachers are at the heart of the educational crisis because without well trained professional teachers, there cannot be any meaningful educational growth for the country either quantitatively or qualitatively (Akinsola, 2010). Teachers, after students, constitute the largest and most crucial inputs of an educational system, they are also the most expensive inputs of the system even when they claim to be grossly underpaid. The improvement of pursuit and attainment of worthwhile education, aims and objectives can only be realized when we have a caliber of professional teachers who have good educational background and relevant teaching skills and provide education which offers opportunities of self fulfilment for the students. Only teachers who possess the necessary technical competence and professional skills through well coordinated teacher education programme can rise up to meet the challenges that has bedevilled Nigeria's educational scene.

It has been established that a professional teacher education programme should have three related components parts, first is the need for the prospective teacher to acquire a body of knowledge in some subject discipline. Secondly, it is expected of him/her to take courses in education on the process and methodology of teaching and learning. Thirdly, the student teacher must acquire practical experience of classroom teaching through a supervised apprenticeship system (Baikie, 2002). This tripartite pattern of teacher education has been fairly satisfactory in producing professional teachers for our school system. One can therefore say that the teacher education

programmes in Nigeria have tended to follow this tripartite pattern but probably not with the same degree of success recorded at each level.

The aspect that is rather disturbing is that which gives the impression that teacher education has been consistently rated third or fourth best (Baikie, 2002). Teacher education is always available to those who may not have made it in other academic pursuits. The socio-economic status of teachers may be a factor that determines the choice of teaching as a profession. The trend is indicative of the low rating that teacher education has as a result of the noticeable deficiencies in teacher training programmes in the country. The National Policy on Education recognizes the fact that:

*Nigeria requires well trained and well groomed teachers in her classrooms, therefore we must intensify the preparation of teachers of teacher training colleges; and the preparation of the prospective teachers themselves (p.2009:39).*

It is in full realization of the above that the national policy on education (2009:39) enunciated the following as the objectives of teacher education programmes in Nigeria: (1) to promote highly motivated, conscientious and efficient classroom teachers for all levels of our educational system, (2) to encourage further spirit of inquiry and creativity in teachers, (3) to help teachers to fit into the social life of the community and society at large and enhance their commitment to national goals, (4) to provide teachers with intellectual and professional background adequate for their assignment and to make them adaptable to any changing situations, and (5) to enhance teachers commitment to the teaching profession. The well articulated objectives of teacher education cannot be achieved if teachers are not well prepared for effective performance of their duties. To this end, Federal Republic of Nigeria (2009:31) through her National Policy on Education therefore recommended that all teachers in educational institutions shall be well trained. Teaching practice is a practical step

towards preparation of teachers so that they will be professionally trained for effective performance of their classroom duties.

The foregoing quotations underscore the importance attached to the professional training of teachers. The teacher education programmes are often planned to ensure the raising and maintenance of the professional standards of the teaching profession. Teachers produced through such programmes are the most important fabrics upon which hangs the success of the entire educational edifice (Adesina, 1977). Among the goals of the educational programme as provided by the National Commission for Colleges of Education (NCCE) minimum standards for Nigeria Certificate in Education (2010) are: (1) Production of highly motivated, conscientious and efficient classroom teachers, (2) Production of teachers with attitudes and skills for effective performance in the primary schools and the junior secondary schools, (3) Equipment of teachers with relevant and adequate skills, knowledge, techniques and general content in particular subject areas. In other words, the Nigeria Certificate in Education Programme is geared towards the production of teachers with high personal and professional discipline, integrity, dedicated with appropriate skills and intellectual depth that would facilitate the easy achievement of the national philosophy, goals and objectives. The National Commission for Colleges of Education (NCCE, 2009) minimum standards document stated that the teaching practice (TP) exercise is a pre-requisite for all NCE students to qualify for the award of the Nigeria Certificate in Education (NCE) and rated as six (6) credit unit course.

The component skills of teacher education are flexible in execution and dynamic in nature. The skills are systematically learned through practice oriented programmes such as micro- teaching. Among the various methods of preparing a student teacher for full employment are micro-teaching, peer teaching amongst others. Micro-teaching

makes the complex acts of teaching simple and easy to master. It prepares the student teacher for a deliberate act of sharing knowledge and ideas with students in a special way for quick and better understanding and learning. Above all, it makes the teacher confident, efficient and effective in the task of teaching.

For any student undergoing a professional course in education, teaching practice is 'inevitable'. It is that aspect of the student teacher's professional training programme during which they are exposed to the real school and classroom situation in order to help them develop their skills in the act of teaching. Teaching practice is designed to give the student teacher an opportunity to put into practice, the theories relating to the principles and practice of education which they have learnt at the corridors of the classrooms. It is also a basic professional requirement for certification, the un-fulfilment of which the affected student teacher cannot qualify as a teacher. It is therefore, necessary that due attention be given to it and its aim towards teacher training is achieved. The student teachers are not just expected to go through the process of teaching practice, teaching practice should also go through the student teacher such that its aims and objectives are achieved rather than been defeated.

To justify this, teacher trainers need to feel confident that the teaching practice they are providing for student-teachers will make a difference in teaching effectiveness in the classroom. The trainers need to know that the student teachers have not only acquired new knowledge, attitudes and skills (KAS) from the teaching practice but can put them back into practice in future with the expectation of improving teaching and learning effectiveness and efficiency.

Teaching as a science acquires its practical experiences from a laboratory setting which is exemplified in the school and classroom environment with the students and entire school setting forming the instrument and experimental subjects. Teaching

practice like housemanship in the training of medical doctors, is most common element in the professional training of teachers across the world. It is not surprising therefore that substantial number of professional teachers and teacher educators all over the world are becoming committed to the idea that all teacher trainees should be made to demonstrate and exhibit their professional skills in a clinical setting under the supervision of clinical professor, (Hall in Ringim, 2006). The National Commission for Colleges of Education NCCE (2009) declared that teaching practice is compulsory for all students registered for NCE programme. It is six (6) months duration which could be run at a stretch.

The above declaration is in line with the Federal Republic of Nigeria (FRN, 2004) which stressed that teachers in educational institutions shall be professionally trained, the teacher education programmes shall be structured to equip teachers for the effective performance of their duties. Teaching practice actually ensures that the teachers in training not only knows his specific subject area but also how to teach it. It ensures a balance between theory and practice and makes it sure that those in whose hands the moulding of the future generation is placed are well groomed.

In an effort to realize the vision and mission of teacher education in Nigeria, the Federal Republic of Nigeria (FRN, 2004) stated clearly that the minimum entry qualification into the teaching profession is the Nigeria Certificate in Education (NCE). The government went further to identify the institutions that have the mandate to provide professional teacher training which include; Colleges of Education, faculties of Education; Institute of Education and School of Education in the Polytechnics (FRN, 2004).

A College of Education is a tertiary institution established to primarily train student teachers for the award of the Nigeria Certificate in Education. The focus of the

colleges is to produce teachers for the primary and junior secondary schools. The colleges also provide entry qualification for those who wish to proceed to the University for Degree Programme after acquiring the Nigeria Certificate in Education.

The goals of the Colleges of Education whether established by the Federal Government, State Government, community or religious organizations are the production of qualified and competent teachers. The strategies employed by the colleges include admission of candidates who meet at least the minimum entry requirements that is four ordinary level credits obtained at not more than two sittings. Such students are given training in content and pedagogy of teaching with 6 months of teaching practice. Teaching methods include mainly lecture, laboratory practical, field trips and tutorials.

Colleges of Education differ slightly in their programmes. Some colleges are called conventional colleges. Such colleges have six schools namely, Secondary Education: Arts and Social Sciences, General Education, Secondary Education, Languages, Secondary Sciences and Vocational Education and School of Early Childhood Education. College of Education that are called Technical do not have schools of Secondary languages and Secondary Arts and Social Sciences. Some colleges offer special type of education such as the Federal College of Education, Oyo where special education for the handicapped is offered. Apart from differences in programmes or courses offered, colleges also differed in ownership. Colleges ownership is believed to have influence on provision of facilities, employment of staff and perhaps in the admission of quality students. To a certain extent, scholars have argued in favour of federal institutions in terms of provision of facilities and resources. Olasehinde (2001) explained the presence or availability of more qualified and experienced lecturers in federal owned tertiary institutions to be as a result of better remuneration of federal institution.

Students' enrolment into the colleges in recent years appears to be on the increase, NCCE Statistical Digests (2010). The problem of increase in students' population and the attendant to large classes in the 21<sup>st</sup> century is worrisome. Okebukola (1996) predicted that teachers would have to contend with difficulty of meeting individual student's needs and pedagogical frustrations. So there is need for the evaluation of the implementation of teaching practice.

Evaluation is defined by Maduanum (1999) in Muhammad (2008) as a systematic process of determining the extent to which educational objectives are being achieved by the learners. The process further involves making a value judgement based on certain criteria or measures. Evaluation therefore helps in exposing the strengths and weaknesses of a programme. Accordingly, evaluation experts tend to differ in their opinion on the subject. Tyler (1949) emphasised the importance of programme objectives while Provus (1969) stressed discrepancy in programme objectives and outcome. Stufflebeam (1971) on the other hand, sees evaluation purely from the point of gathering information to facilitate decision making. Nworgu (1999) noted that educational programme evaluation largely focuses on learners, learning materials and objectives. Other areas of focus are implementation process, students' learning outcomes, teaching methods and techniques. Generally, evaluation examines how a programme operates, the conditions influencing its operation and the outcomes of its operations.

According to Chidolue (1999) Muhammad (2008), the stage at which evaluation takes place determines whether it is formative or summative evaluation. This study will be on summative because teaching practice has been implemented for some time now and the main reason for embarking on its evaluation is to determine if the implementation processes enable the achievement of the goals of the programme. If the

goals are not being achieved, problem areas would be identified for modification and proper implementation.

## **1.2 Statement of the Problem**

One of the basic requirements for graduation in a teacher training programme is the participation in teaching practice (TP) as provided in the NCCE Minimum Standards, however, there are many discrepancies in teaching practice organization, implementation and evaluation exercises throughout all Nigeria teachers' training colleges. Still, there is little research about its implementation in the educational process in Nigerian colleges of education. It is one thing to have a good plan on paper, it is another to see to the successful implementation of the plan. There is often disparity between policy pronouncements and policy implementation in Nigeria.

The crux of teaching practice (TP) in Nigeria teacher education is the quality of teachers to implement the policy as innovations in education often take a lot of inputs and preparations before implementation which hitherto have always been overlooked. Innovations in education relied a lot on the preparedness of the teachers who are termed the curriculum implementers (Adeshina, 2004). Goldhaber and Brewer (1996) posited that it is common to see a wide gap between a revised curriculum and resources needed for its successful implementation. The expectation is that the revised curriculum should have carefully considered the resources required in its implementation, but the reverse is the case and this has constituted a problem in Nigerian education system.

It has been observed that in relation to student teaching practice exercise, quite often, student teachers are faced with problems such as lack of knowledge of subject matter and ability to remind pupils of their previous knowledge. Poor preparation, inadequate use of instructional facilities and lack of class control. Some student teachers have inadequate lesson plan and poor lesson presentations. Also, there is a problem of

poor supervision by college based supervisors (Abdullahi, 2010). It is not a hear say that the absence and inadequate preparation of student teachers constituted a problem out of numerous problems affecting the successful implementation of NCE minimum standards in Nigerian Colleges of Education particularly as it affects teaching practice. Also the issue of unrealistic plans of action such as teacher–students ratio, supervision of each student – teacher 10 times each. Hence, this study would analyse and evaluate the implementation of teaching practice (TP) in terms of teaching facilities, courses passed before qualifying for micro-teaching and teaching practice, teacher-students ratio and supervision of student-teachers. It also examined the issue of teacher quality as its influenced student-teachers’ performance on teaching practice.

### **1.3 Objectives of the Study**

This study was set out to achieve the following objectives:

1. Evaluate the extent of the preparedness of NCE student-teachers before the commencement of teaching practice organized by Colleges of Education in North-West Geo-Political Zone;
2. Ascertain the extent to which colleges in education have met the stipulated NCE Minimum Standard as set by NCCE before the commencement of teaching practice in the North-West Geo-Political Zone;
3. Examine the extent to which student teachers used appropriate instructional facilities and methods during teaching practice exercise organized by Colleges of Education in Northwest Geo-Political Zone;
4. Assess the level to which subject mastery by student-teachers’ have impacted positively on learners’ performance during teaching practice exercise in Colleges of Education in Northwest Geo-Political Zone; and

5. Find out whether lecturers' quality and competence affect the performance of practicing teachers on teaching practice in Colleges of Education in Northwest Geo-Political Zone.

#### **1.4 Research Questions**

The following research questions have been formulated in this study:

1. What is the extent of preparedness of NCE student-teachers by colleges of education in the Northwest Geo-Political Zone before the commencement of teaching practice exercise?
2. To what extent have colleges of education in the Northwest Geo-Political Zone met the stipulated requirement of NCE Minimum Standard before the commencement of teaching practice exercise?
3. To what extent do student teachers utilize appropriate instructional facilities and methods during teaching practice exercise organized by College of Education in Northwest Geo-Political Zone?
4. To what extent do subject mastery by student teachers' impacted positively on learners' performance during teaching practice exercise in colleges of education in Northwest Geo-Political Zone?
5. How do the quality and competence of lecturers on teaching practice supervision contribute to the performance of practicing teachers?

#### **1.5 Research Hypotheses**

The following null hypotheses have been formulated and tested in the study:

H<sub>01</sub>: There is no significant difference between lecturers and students with regards to the level of preparedness of student-teachers before the commencement of teaching practice exercise.

H0<sub>2</sub>: There is no significant difference between lecturers and students regarding the exact college(s) of education in the study area that have met the stipulated requirements of NCE minimum standards before the commencement on teaching practice exercise.

H0<sub>3</sub>: There is no significant difference between lecturers and students regarding the rate to which student teachers use appropriate instructional facilities and methods during teaching practice exercise.

H0<sub>4</sub>: There is no significant difference with regards to student teachers subject mastery and the positive impacts on learners' performance during teaching practice exercise.

H0<sub>5</sub>: There is no significant difference between the lecturers' quality and competence on one hand and performance of practicing teacher during teaching practice on the other hand.

## **1.6 Basic Assumptions**

The present study was based on the following assumptions:-

1. That all colleges of education irrespective of their ownership are guided by the same NCCE Minimum Standards.
2. Teachers' quality (TQ) has a strong influence on performance of student-teachers.
3. Those students with prerequisite course in micro-teaching proceeded for teaching practice uninterruptedly.
4. That all colleges of education in the study area are fully equipped with laboratories (clinics) for the preparation of students (in micro teaching) before embarking on teaching practice exercise.
5. That all colleges of education in the study area have their students supervised on TP ten (10) times covering the entire first semester of NCE three as stipulated by the Minimum Standards.

## **1.7 Significance of the Study**

The study evaluation of the conduct of teaching practice in colleges of education in the North-West geopolitical zone of Nigeria is anticipated to be highly significant to stakeholders in education sector particularly teachers who implement the teaching practice programme. The outcome will strongly enhance effective implementation of the programme and also highlight the implementation process adopted by the various colleges. The identification of problems that are likely to affect the effective implementation of teaching practice would assist teachers to find ways of ameliorating such problems especially for those that fall within their purview.

This study would therefore become beneficial to the following stakeholders through the contributions it would offer them. Teachers, students, curriculum planners, government and policy makers are stakeholders that will benefit from the study. Students in the various teacher training colleges would have the opportunity of expressing their opinion on micro-teaching and teaching practice implementation process since micro teaching is used to prepare the students for teaching practice. Any improvement that comes as a result of findings of the study may also benefit the students - such benefits have helped in the provision and utilization of teaching-learning facilities.

The National Commission for Colleges of Education which is the main curriculum planner for the colleges may have an insight into the implementation process, problems and learning outcomes of teaching practice in Colleges of Education. This may assist the commission to make further planning for teaching practice and teacher education generally. The commission may also benefit through an in-depth report on its programme implementation apart from the accreditation report received every five years. The research findings may also be useful to the NCCE whenever they

wish to revise the document on minimum standards. On teacher training programmes, the study would further highlight the importance of competency-based training where professional skill acquisition is emphasized. This may further sensitize the NCCE, which is the supervisory agency and ultimately the Federal Ministry of Education, which funds the colleges.

The study would benefit teachers of practicum courses (micro-teaching) who handle the students' preparation before teaching practice to sit-up and ensure effective implementation of the curriculum in terms of effective utilization of learning resource materials/strategies.

The study will serve as a summative evaluation for the programme. It will provide policy makers, curriculum planners with information as regards the success or failure of the programme. This will significantly assist to make amend where necessary and to navigate better into the future. It will give insight to the government where they are failing; may be in recruitment of teachers, in providing instructional materials to school administrators, enrolment of students above the strength of the teachers, curriculum planners, proper implementation of policies so that they will come alive to their responsibilities and thus provide formidable step in improving the programme for better teacher education.

Finally, the findings of the study would provide additional information to similar research studies that have been carried out on Teaching Practice in Nigerian Institutions. The study further identifies areas that need to be researched into based on the findings.

### **1.8 Scope of the Study**

This research work evaluated the conduct of teaching practice in colleges of education in North-West Geo-Political zone of Nigeria. Thus, this work is limited to all the NCCE accredited Colleges of Education in North-Western, Nigeria. The coverage of

the study was restricted to only students that have gone through micro-teaching and teaching practice exercises specifically those in NCE III as well as staff in micro-teaching clinic, and lecturers.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviewed related literature on the Evaluation of the Conduct of Teaching Practice in Colleges of Education in the North-West Geo-Political Zone of Nigeria. The following sub-headings have therefore been examined. Theoretical framework, concept of evaluation, teacher education programmes and its objectives, relevance of colleges of education in teacher education,, programme, teaching practice in teacher education, objectives of teaching practice, scope of teaching practice, the relevance of teaching practice, Strategies for effective student-teacher preparation, organization of teaching practice, supervision of teaching practice, the essence of teaching practice supervision, guidelines for effective teaching practice supervision, constraints against effective teaching practice supervision and improving the quality of teaching practice. Also, reviewed were the NCCE Minimum Standards on microteaching, concept of teacher quality, factors that determine teacher quality in school, curriculum implementation and instructional materials and resources, subject mastery and review of empirical studies.

#### **2.2 Concept of Evaluation**

The electronic dictionary (2010) defines evaluation as an appraisal, estimation, measurement, judgment, review, opinion and the act of considering or examining something in order to judge its value, quality, importance, extent or condition. Sokari (2008) defines evaluation as an expert judgmental process of gathering data through then consideration of alternatives for decision making in an education programme. Evaluation in an educational setting is the process whereby educators seek evidence that

the learning experiences they have designed for students are effective or that the programme implemented to run the school is adequately functional.

Onwuka (1996) refers to evaluation as a stock taking process used in determining the network of interrelationships in the educational society. Ben-Yunusa (2000) on the other hand sees evaluation as the process of getting information, analyzing it and drawing a final conclusion from it. Yusuf (2012) records evaluation as the systematic process of indentifying, assembling or gathering data and making value judgment about such data to determine the merit, worth and significance of a curriculum. It is also the systematic process of determining the extent to which curriculum objectives are being achieved with the hope of suggesting approaches that could lead to improved teaching and better educational activities. Muraskin (1998) refers to evaluation as the systematic collection and analysis of data needed to make decisions, a process in which most well run programmes engage from the outset, Muraskin (1998) suggests some of the evaluation activities that are already likely to be incorporated into many programmes or that can be added easily as:

1. Pinpointing the services needed, for example, finding out what knowledge, skills, attitudes, or behaviours programmes should address;
2. Establishing programme objectives and deciding the particular evidence (such as the specific knowledge, attitudes, or behaviour) that will demonstrate that the objectives have been met. A key to successful evaluation is a set of clear, measurable and realistic programme objectives. If objectives are unrealistically optimistic or are not measurable, the programme may not be able to demonstrate that it has been successful even if it has done a good job;

3. Developing or selecting among alternative programme approaches for example, trying different curricular or policies and determining which one best achieves the goals;
4. Tracking programme objectives for example, setting up a system that shows who gets services, how much service is delivered, how participants rate the services they receive and which approaches are most readily adopted by staff and:
5. Trying out and assessing new programme designs determining the extent to which a particular approach is being implemented faithfully by school or agency, personnel or the extent to which it attracts or retains participants.

Through these types of activities, those who provide or administer services determine what to offer and how well they are offering those services. In addition, evaluation in education can help identify programme effects, helping staff and others to find out whether their programme have an impact on participants' knowledge or attitudes (Muraskin, 1998). Ehrmann, (1999) explains that it is natural for people to generally ask questions about how useful and how valuable our activities are. Evaluation is thought of a process of considerably sharpening this natural activity of checking on our ongoing work. A more formal definition is to think of evaluation as "providing information to make decisions about the product or process." This is not research, although it employs research techniques as a means of generating the necessary information and uses similar criteria for the reliability and validity to judge the quality of the evidence.

Evaluation tends to be broader than research, as it usually requires information about a range of situations, products and processes. However, the main difference between evaluation and research is that evaluation involves making judgment about the value of what is being evaluated, while research decides the procedure adopted in

making the judgment and reports either statistically or by simple measurement the process adopted in arriving at results (Ehrmann, 1999, p. 1). Evaluation according to Ehrmann (1999) is conducted for two reasons prior to questions that should be asked before evaluation. These reasons include:

1. To obtain information that can inform the ongoing design and development process which is known as formative evaluation and
  2. To decide whether an innovation is worth retaining which is summative evaluation.
- Before an evaluation study is carried out the evaluator should ask the following questions:

- What are the purposes of the evaluation?
- Who is the evaluation for?
- Who should participate and how?
- How can you unpack your own assumptions (about teaching and learning) so that you can check how these affect the evaluation?
- What specific outcomes are you aiming for?
- What audience do you wish the evaluation to reach and inform?

Muraskin (1998) is of the opinion that evaluation should be carried out as an important tool in improving the quality of a programme if it is integrated into the fabric of educational system. Personnel are more likely to use the results of an evaluation and interpreting the results. Thus, the source stated reasons for conducting evaluation including:

- To determine the effectiveness of programmes for participants.
- To document that programme objectives have been met.
- To provide information about service delivery that will be useful to programme, staff and other audiences and

- To enable programme staff to make changes that improves programmes effectiveness. In other words, evaluation help to foster accountability determine whether programme “make a difference,” and give staff the information they need to improve service delivery (Muraskin, 1998). Muraskin added that the different dimensions of evaluation have formal names “process, outcome and impact evaluation. Process evaluation describes and assesses programme materials and activities. outcome evaluations studies the immediate or direct effects of the programme on participants while impact evaluation look beyond the immediate results of policies, instruction or services to identify longer term as well as unintended programme effects.

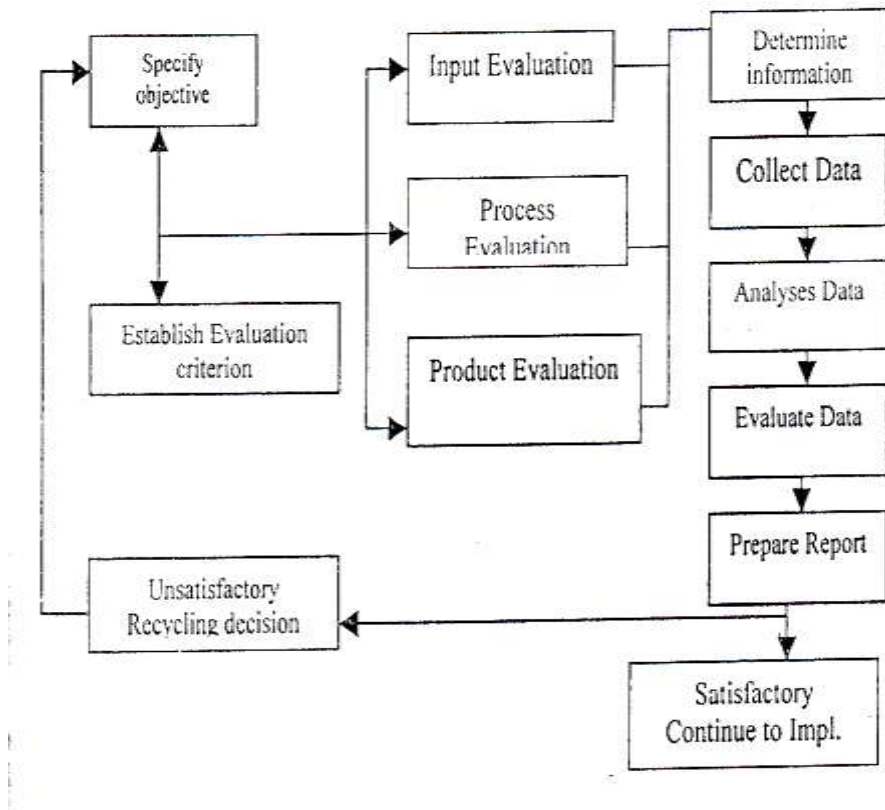
Gbamanja (1997) recalls that evaluation models are often recommended to guide the evaluation study. Models are simplified illustrations emphasizing the process of arriving at dependable conclusions. Gbamanja identifies these groups of evaluation models to include judgment oriented models, decision management models and objective-oriented models.

### **2.3 Theoretical Framework**

The theoretical framework of this research work hinges on models of Programme Evaluation and Behavioural Social Learning Model. Programme Evaluation Theory by Okoro cited in Muhammad (2008) consists of six steps. The first step is programme objectives, followed by evaluative criterion and input evaluation. Other steps are process, product and recycling decisions. Muhammad (2008) explained the role or importance of each of these steps. The programme objectives help to clarify the main purpose of a programme, which is very important in evaluating the programme effectiveness. The second step, which is the evaluative criterion, provides guidelines for assessing the level of programme objective achievement in specific terms. Step three evaluates inputs made into a programme that is staffing, students’ entry qualification,

physical facilities and other human and material resources. Input evaluation according to this study is aimed at providing information to determine how to utilize human and material resources to achieve the desired standard in Nigerian Colleges of Education (NCE) teaching practice programme (TP) minimum standard needs this kind of evaluation to work effectively and efficiently on the part of the teachers and students.

The input segment of the model will also assist decision makers to have a clear picture of what is going on in the system, such as the need for resources to be involved in the training of student teachers, and qualified supervisors, relevance of adequate teaching materials in micro teaching class for preparation of student-teachers, others are sufficient and furnished laboratories, adequate facilities, conducive learning environment and so on. In step four, there is the process evaluation which looks into the processes involved in programme implementation such as teaching methods, course offering, media application and techniques and strategies used by the teacher. The process evaluation according to this study is relevant in teaching practice in which the study identified a number of ways such as students' population, provision of audio-visual facilities for microteaching, time constraints, provision and supervision of model of teaching and so on. The next step is five in which product evaluation takes place. This step assesses the outcome of programme implementation. The outcome is usually compared with programme objectives to determine the level of programme effectiveness. Product evaluation helps in providing information necessary for decision making for either modification or termination of a programme.



Source: Muhammad Model of Evaluation (2008).

The Okoro model of programme evaluation is relevant to this study where procedure for programme was suggested to cover teaching practice objectives, instructional materials, training of student teachers, retraining of teaching staff, staff qualifications to ensure maximum production of high academic performance. The sixth and final step in the evaluation model is the recycling decision step. At this stage the final decision base on the findings in the first five steps helps in determining the sort of decision to be taken. Decision may range from the need to justify problems discovered and solving them to the decision to either continue or terminate a programme as the case may be.

For each of the input, process and product evaluation, an evaluative structure should be followed for ease of analyses. The steps in the evaluative structure include, determining information needs, data collection, data analyses, data evaluation and report preparation. For the evaluation of teaching practice programme in Nigeria Colleges of

Education, the researcher adopted Okoro (1979, 1985 and 1991) model in Muhammad (2008). This model has been found to be useful for the purpose of the current study. This is because it is a modification of the popular and widely used Stufflebeam's CIPP Model but limiting evaluation to the input, process and product. This modification is ideal for this study because the researcher's interest is mainly focused on the implementation or conduct process. The researcher, however, found Muhammad's model much simpler to adapt considering the evaluation procedures explained by the model. This important feature of the Model seems lacking in other models.

Behavioural model commonly called Social Learning Theory postulated by Bandura (1977). The assumption is that human being is self-correcting, and has a communication system that modifies behaviour in response to information about how successfully tasks are navigated. It capitalizes on knowledge about how people respond to tasks and feedback educationists have learned how to organize task and feedback structure to make it easy for human beings self-correcting capability to function, the result is, for example programmes for reducing phobias, learning to read and compute developing social and athlete skills replacing anxiety with relaxation and learning to complete of intellectual, social and physical skills necessary to succeed in realizing a task; the model concentrates on observable behaviour and clearly defined tasks and methods of communicating progress to the students. The model has to do with direct training or teaching by developing distinctive predetermined pattern of behaviour like direct-teaching and expert showing a novice how to do something. It is used in schools, trade and in situation where there are graduations of apprenticeship towards a desired skill or goal.

Behaviourism emphasized the importance of observable, external events on learning and role is reinforced in influencing those events used internal dialogue to

correct or improve social behaviour. Simulation helps students deal with hypothetical or social situation and various processes to help their decision making skills, progression to an end goal. Bandura (1977) points that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction even in the absence of reinforcement. Learning can be through social media, learning happens by watch and learning from peers, friends and colleagues.

In support of the Behavioural Model to the work Jimoh (2009) asserted that teachers are the most important manpower needed to develop other manpower in the society and need to be given the right skills which will improve their results and inculcates in them the right kind of attitude relevant to the over expanding horizon of knowledge. The model is relevant to the present study because the model talks of direct training that is an expert showing a novice how to do something. It has to do with quality of lecturers. And also social media which is talking about how student teachers are been prepared through micro-teaching laboratories before going out for teaching practice. in this context, one expects teacher training programmes run by specifically colleges of education to have a standard laboratory with modern facilities where student-teachers can play back video of good teaching session to be able to imbibe some teaching skills through observation so as to produce competent and qualified teachers which can help to realize the objectives of educational system. Teaching practice programme should develop in the trainee, one who could display the three domains of learning. However, the products (Grandaunts) NCE holders, this category of teachers produced through various programme are certified but their performance in schools where they teach is in doubt.

Behavioural model seeks to provide solution to the existing problems. The model dwelt on teaching practice to improve delivery and quality teacher production. It

is concerned with practical examples of training and also the use of well equipped laboratory with gadgets for training of the would-be-teachers. In view of the above explanations, the researcher considered Okoro's model of evaluation as the most suitable of all the above models discussed. Okoro adopted the CIPP concept of Stufflebeam model and the Kentucky Vocational Education Evaluation model which came up with a model for evaluating teacher education programme in Nigeria. The model retained the input, process and product component of CIPP Model. The context component of CIPP seems incorporated into the evaluative criterion box of Muhammad's Model. Muhammad further adopted the system of data collection and analyses from the Kentucky Model. Muhammad's Model is another decision-making one. Generally Muhammad's model appears to be all encompassing as it makes use of programme objective, facilitates decision making and incorporates judgment by way of recycling decisions. Above all Muhammad's model was specifically designed for the evaluation of teacher education programme in Nigeria which makes it ideal for teaching practice evaluation.

## **2.4 Teacher Education**

This sub-chapter titled teacher education has examined interesting themes such as origin of teacher education, teacher education programme, objectives and relevance of teacher education as important variables in a study of this manner.

### **2.4.1 Genesis of Teacher Education in Nigeria**

The idea of teacher training took its root from the need to train people to lead the missionary crusade of propagating the gospel during the early Christian Missionary era (Ajayi and Ayodele, 2002). The first teacher training college was founded by the Christian missionary society in Abeokuta in 1859. It was known as the "Training Institution." the hostilities in 1867 in Abeokuta led to the expulsion of the missionaries

from the town and that made the training institute moved to Lagos to become an arm of a grammar school. However, the establishment of St. Andrew's College Oyo in 1896 signalled a very landmark in the training of teachers in the country. Also the Hope-Waddel training Institute was established in Calabar. The British Colonial administration became involved in teacher training in 1914 when it established one institution in Bonny. In northern part of Nigeria, one was established in 1909 at Nassarawa and another in 1921 at Katsina.

According to Jones in Afe and in Nuhu (2012) the aim of the college was to produce high quality teachers in the North. By 1925 fourteen institutions has been established in the country. An ordinance to put to effect the educational provision of the 1947 constitution was established. As regard teacher education, this ordinance made provisions for the expansion of teacher training facilities, including the establishment of more Grade three and Higher Elementary (Grade Two) Teacher Training Colleges across the country. Since education was a regional service, a great challenge was thrown to teacher education by the Universal Free Primary Education schemes of the Western and Eastern Regional Government in 1950s.

Up to 1960 when Nigeria attained her independence, many teacher training institutions have been established by the Christian missionary agencies and few by the government to produce elementary teacher (Grade III) and Higher Elementary Certificate Teachers (Grade II). Also there was Grade I Teachers Certificate which was obtained through one of two ways. A Grade II Teacher who passed through Advanced level general Certificate of Education (GCE) subjects could apply for inspection in the two teaching subjects. If successful would be awarded the certificate, secondly, a Grade II Certificate holder could attend further training in one or two years Post Graduate II

College of Agriculture success in which would earn one the award of the Teacher's Grade I Certificate (Adesina, 2004).

Following the Ashby Report of 1960 which was set up for post-school certificate and Higher Education, Advanced Teachers' Colleges (now Colleges of Education) were established as from 1962 to produce well, qualified non-graduate teachers to teach lower classes in the secondary schools. When the University of Nsukka (UNN) started on experimental B.A. and B.Sc. Degrees in Education in 1960, it attracts severe criticism. However, the UNN blazed the trail because at present there are about 53 Federal and State Universities having facilities of education and 62 Colleges of Education and Polytechnics. In all these institutions, B.A./B.Sc. graduate teachers who did not study education go in for postgraduate diploma in Education (PGDE) through which such teachers are groomed to attain both academic and professional competences in Education. Also in the production of teachers after Nsukka UNN, University of Ibadan followed suit in 1963. Ahmadu Bello University Zaria 1964, University of Lagos in 1965 and Obafemi Awolowo University Ile-Ife in 1967.

There is no doubt that teacher education is a veritable tool towards educational development. This fact was given credence to by the National Policy on Education when it stated that Teacher Education will continue to be given a major emphasis in all educational planning because no education can rise above the quality of its teachers. Duwsaw (2006) remarked that teacher education in Nigeria today, is much improved than it was before 1970. The author claimed that the type of teachers needed in Nigeria have become clearly defined in the National Policy on Education implementation committee blueprint. It was prescribed that types and qualification of teachers required should be as follows:

- i. Pre-primary Education: Grade II teachers with NCE teachers as head.

- ii. Primary Education: NCE teachers with graduates as head.
- iii. Junior Secondary Schools: NCE and University graduates Senior.
- iv. Senior Secondary School: NCE and University Graduates with professional qualifications.
- v. Technical Colleges, polytechnics and colleges of education: University graduates with postgraduate qualifications in their disciplines together with professional qualifications, practical industrial exposure and experience.
- vi. University: University graduates with post graduate qualifications together with professional qualification and experience.

#### **2.4.2 Teacher Education Programme**

Teacher education refers to the structure, institutions and processes by which men and women are prepared in schools for the purpose of imparting knowledge, skills and favourable attitude. In other words, teacher education is a form of education which is carefully designed to prepare and groom those who teaches, will teach, or will provide relevant professional services to the schools and colleges. It is in this context that Kolo (2008) defined teacher education programme as a set of phenomena deliberately intended to help candidate acquire knowledge, skills, dispositions and norms of teaching occupation. Also, Mbakwem (2000) perceived teacher education as encompassing to give professional training, particularly to those who will be involved in other professional activities of education. It involves the preparation and training of educational administrators, supervisors, guidance and counselors needed for nation building. Ibrahim (2000) asserted that teacher education programme is a process whereby the prospective teacher, pre-service teacher or intending teacher or aspirant teacher is provided the opportunity to develop cognitive perspectives, affective dispositions and psychomotor competencies which will endow him or her with the

qualities, capacities for teaching. Denga (2001) described teacher education programme as a process of preparing or developing individuals with the necessary knowledge and skills that will enable them to effectively direct learning situations.

Teacher education programme is a long time venture of many countries, early philosopher commented on it. Two thousand, three hundred years ago, Plato according to Rao (2004) and Taiwo (2004) confirm the depth of knowledge of the teachers. Teacher education is that component of the educational system charged with the educational and training of teachers to acquire the competencies and skills of teaching for the improvement in the quality of teachers for the school system (Mazade, 2005). It became imperative to strengthen this institution as they constitute a key agent of curriculum change and implementation. Good Dictionary of Education defines the concept of teacher education as “all the formal and non formal activities and experiences that help to qualify a person to assume responsibilities more effectively.” In the definition, proffered by the Teachers’ Registration Council of Nigeria (2002) among many other definitions believed that a teacher is a person who has undergone approved professional training in education at appropriate levels capable of imparting knowledge, attitude and skills to the learners.

UNESCO (2000) posits “Teacher Education as the training of those persons who are directly responsible for the education of pupils or students. They further explained that the term is used to describe the process of professional preparation of those persons who are by the nature of their functions designed as teachers. From this definition, it can be inferred that a teacher is a person who has undergone a professional training on who need special attention to respond to their various needs such as educational, vocational and personal-social. Teacher education on the other hand is the process of training and graduation from the teacher training institutions, which will be saddled with the

responsibility of training the young in all tiers of our education system. Adelabu (2005) asserted that “Teacher Education is a continuous process of pre-service teacher training undertaken by institutions of higher learning with departments in charge of education in Nigeria universities as a continuous and deliberate effort intended to improve the efficacy of those to be charged with the responsibility of training children in schools”.

To the researcher, teacher education is viewed as policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills which they require to perform their tasks effectively in the classroom, school and wider community. From the discussion above we can therefore assert that teacher education is essentially training and production of teachers of pre-primary, primary and secondary school teachers respectively. It is a preparatory programme designed to equip teachers with knowledge, skills and attitude before assuming the role of professional teacher. It covers duration and is aimed at improving both academic and professional quality of the would-be teachers.

The training given to would-be teachers involves series of processes of academic exercise in a progressive manner. It should be noted that Teacher preparation refers to the set of activities designed and executed so as to enable individual or group of individual acquire skills of teaching. Therefore, teacher prepared education programme in Nigeria, just as in any other country, should aim at the production of teachers with desirable attitude, skills and knowledge so as to make them efficient and effective in their work (Osuji, 2009). This is because teachers are the most important manpower needed to develop other sectors in the society. For this reason, they need to be given the right skills which would improve their results and inculcate the right kind of attitudes relevant to the ever-expanding horizon of knowledge.

Initial teacher preparation in Nigeria required prospective teachers to enter the teaching profession, through a five years programme at the Teacher Training College (TTC) or teacher's College (TC) followed by a three year programmes at an advanced teachers' college (ATC) and two or three year programme at the University. Thus, ten to eleven years were required for the training of teachers which lead to the production of high quality teachers for nation's institutions of learning. Those teachers had the opportunity of acquiring basic principles of teaching and class management. They are highly placed and respected whenever they found themselves because of the belief that they know everything. They served as positive role models and thus, were capable of changing the lives of children they taught and the society in general. Thus, the teaching profession is well respected, attractive and regarded as an anxiety-free career that many envied and would not hesitate to join. Consequently, the quality of teaching was outstanding which greatly influenced the performance of school children. (Hamza, 2015).

With changes in government, policies and in particular the scrapping of teacher training colleges, the period required for teacher preparation in the country was reduced to and still remains four to six years of the ten to eleven years in those days. Nowadays, new breed entrants into the teaching profession are usually secondary school leavers who during their six years are not taught anything on teaching but get into either colleges of education (for a three year programme leading to the award of the Nigeria Certificate in Education NCE) or low level at the University where they enrol for a four year programme leading to the award of B.Ed or its equivalent. In addition to these categories are secondary school graduates that enrol for diploma in Education for a period of two years then proceed to the University for a period of three years to one programme or another to read B.Ed or B.Sc. (Ed) and graduates in other discipline

applied for PGDE, just entrants into the profession lack adequate background provided by the TTC's that hitherto-existed. (Hamza, 2015).

According to Duruh (2009), the entry qualifications into training colleges are lower than those accepted in other disciplines. This indicates that candidates who could not gain admission into the universities due to low performance opted for colleges of Education as the last resort. The International Labour Organization (ILO) recommends that teachers should be selected on the basis of intellectual, moral and physical qualities (Osokoya, 2001). Most colleges of education in Nigeria only admit candidates into teacher training colleges based on obtaining the minimum entry requirement while other qualities such as moral and emotional stability are not considered. These have shown in the attitudes of some student-teachers towards their academics and behaviour due to the inferiority complex they have for colleges of education as compared to other disciplines in the University. In support of this, the indicator of students' preference for university education in Nigeria as shown below reveals that there is determination among the graduates of universities and those of polytechnics and colleges of education.

**Table 2.4.2.1: Indicator of Student's Preference for Tertiary Education in Nigeria**

Years	UME	MPCE	Total
2007	911,676	167,836	1,079,515
2008	1,192,050	310,022	1,502,072

**Source:** Federal Ministry of Education (2009)

The above table clearly shows that there is high preference of candidates for university education more than colleges of education and others which are placed as 2<sup>nd</sup> or 3<sup>rd</sup> choices. Entrance, when offered admission into colleges of education, their attitude towards the teacher training programme is carried out with some non-challant attitude especially to them and other professional training. This development has greatly lowered the quality of teachers and teaching thereby leading to the loss glory of teachers

as well as the teaching profession. This is partly why school pupils/students no longer have confidence on their teachers and the society regards them as people who cannot make it to the prestigious positions as asserted by Atiku (2010). Beside the entry qualification, poor student's interest and unwillingness of societal support, there is also the issue of infrastructural facilities in colleges of education. Qualitative teaching and learning process cannot take place without educational facilities. Ladan (2008) suggested that for a functional and qualitative education to take place, there is need for good and well furnished libraries with updated books and periodicals, well-equipped laboratories for student teachers preparation, and spacious lecture classroom. In support of this view, Fafunwa (1999) posited that the poor ability coupled with inadequate training facilities in colleges of education and universities currently have not helped the institutions to produce good teachers. The challenges conceding some colleges of education as observed by Obanya (2004) and Baba (2008) are not only the inadequate supply of instructional materials during teaching and learning process. They further stated the needs for teachers in training to develop the ability to create or improve these materials in response to the teaching/learning situation. Despite moral education taught to student teachers in the colleges of education as part of their training, there is still poor acquisition of moral/discipline among prospective teachers such as improper dressing, drug abuse, examination malpractice, excessive alcohol intake, sexual abuse etc. these vices are becoming uncontrollable in some of our teachers training institutions today (Keey and Tansen, 2010; Oruche, 2012).

The researcher viewed teacher education programme as something that has degenerated to the extent that teachers are no longer accorded prominence in this country as little attention is paid to their welfare in general as compared to their counterparts in other professions. Thus, the unqualified or half-baked teachers who lack

where to fix themselves have no option but to stay in our schools to teach future generations. The general trend, therefore, is the continuous exit of the few good quality teachers for greener pastures such as politics because they no longer believe the teaching profession can meet their needs in life. This is the reason for the low quality of instruction in our schools which is largely responsible for poor achievement among the learners. This development has greatly lowered the quality of teachers and teaching/learning thereby leading to the loss glory of teachers as well as the teaching profession.

### **2.4.3 Objectives of Teacher Education**

National Policy on Education reviewed (2009:38) stated that “all teachers in our educational institutions from pre-primary up to the university will be professionally trained.” The policy also outlined the following objectives of teacher education in Nigeria:

*“To produce highly motivated conscientious and efficient classroom teachers for all levels of education system, to encourage further the spirit of enquiry and creativity in teachers, to help teacher fit into the social life of the community and society at large and to enhance their commitment to national objective to produce ground adequate for their assignment and to make them adoptable to any changing situation not only in the life of their country but also in the wider world, to enhance the teachers’ commitment to the teaching profession”.*

The policy further asserted that teacher education will continue to be given a major emphasis in our educational planning. It was also proposed that teacher education would be free for intending teachers. It was further explained that the Nigeria minimum qualification for entry into the teaching profession would be the Nigeria Certificate in Education popularly known as the N.C.E. All teachers in educational institutions shall be professionally trained. Teacher Education programmes shall be structured to equip teachers for the effective performance of their duties. The following institutions among

others shall give the required professional training provided they continuously meet the required minimum standards. They are as follows:

- a. Colleges of Education
- b. Faculties of Education in Universities
- c. Institutes of Education in Universities
- d. National Teachers' Institute (NTI)
- e. School of Education in the Polytechnics
- f. National Institute for Nigerian Language (NINLAN)
- g. National Mathematics Centre (NMC)

Teacher Education shall continue to take cognizance of changes in methodology and in the curriculum. Teacher shall be regularly exposed to innovations on their profession (NPE, 2004). The foregoing discussion is a testimony that teacher education in Nigeria is highly regarded at least at the policy making level which is aimed at improving the quality control in teacher education and the educational standard of the country since teachers are determinant of educational quality and attainment of any educational objectives in Nigeria. The researcher opined that there is an urgent need to salvage the teacher education programme in colleges of education in the country through provision of facilities and other instructional materials to meet up with current challenges in the educational sector.

#### **2.4.4 The Relevance of Education in Teacher Education Programme**

Colleges of Education and Nigeria Certificate in Education (NCE) programme stemmed from the work of the Ashby Commission of 1960. The Commission's recommendation led to the training of teachers that were urgently needed to teach in basic schools in the country. The original concept of the Nigeria Certificate in Education (NCE) according to Adesina (2004) was as follows: first, it was to be a

programme for “advanced” teachers who do not possess university degree but who would be used as strengthening force. Secondly, it was clear that a great majority of NCE products were expected to teach in the basic school level. Thirdly, a great majority of the recruits were to come from Grade II teachers while the balance would come from the best among secondary schools certificate.

The number of candidates going into colleges of education has increased with such increase in the population of NCE students and the increasing demands of the society to equip our schools with competent teachers, more courses or programmes have emerged. It is interesting to note that some colleges of education offered degree programmes. Experts in educational matters observed that some colleges suffer the problem of overstretching of facilities due to increase in infrastructure. Similarly, brain drain is another phenomenon in many Colleges of Education. High level manpower among academic staff especially Ph.D holders’ desert colleges of education for universities for obvious reasons. Consequently, affecting the quality of products in these institutions resulting to poor curriculum implementation in the schools.

There are (94) ninety-four colleges of education with mandate of awarding NCE in the country. Each of the (36) thirty-six states and Abuja has at least one college of education. in fact many states have more than one. Despite the sharp increase in the number of institutions running NCE programme, the demand for NCE teachers has continued to be higher than the supply especially in the North-western zone of Nigeria (NCCE, 2012).

## **2.5 Teaching Practice in Teacher Education**

The ineffective trained and groomed teacher imbued with the right philosophical foundations, principles and ethics of the teaching profession are likely to implement the curriculum ineffectively with missing gaps in classroom management, content delivery,

adequate use of instructional materials, meaningful interactive involvement of the learners in the teaching-learning process and use of requisite evaluation strategies in order to realistically appraise the cognition level of the learners. Against this background student teachers need to be subjected to teaching practice exercise field orientation experiences. According to Onuoha and Mezieobi (2010) teaching practice exercise has been considered as crucial aspect of teacher preparatory programme in teacher training institute in Nigeria. Furthermore, Ayaz in Mezieobi (2012) observed that teaching practice connotes practical training of student teachers, it is the period for the exhibition of practical use of methods, teaching strategies, teaching principles, exercise of different school functions and activities amongst others. Ideally, teaching practice provide the time as well as the avenue for the teacher in-training to acquire necessary (instructional) experience, knowledge, attitudes, skills and competencies that are imperatives in his total education. In addition, the teaching period is essentially one of the inductions into the ways and means of the “effective” teacher. It is the period when the trainee teacher learns the ethic and acquires the personality of the teacher he will eventually become (Oriafor, 1990).

Teaching practice occupies a key position in the programme of teacher education. It is a culminating experience in teacher preparation. He become socialized in to the profession (Furlong, Hirst, Pockington, 1988). Performance during teaching practice provides some basis for predicting the future success of the teacher. Outgoing popularity and centrality of teaching practice is an important contributing factor towards the quality of teacher education programme. During teaching practice, working with students in schools provides a high degree of emotional involvement of a mostly positive nature. Student teachers feel themselves grow through experience and they

begin to link to a culture of teaching. During teaching practice they feel engaged, challenged and even empowered (Shan, 1995).

The National Policy on Education (2004) posits that teaching practice aimed at the preparation of student teachers in various areas of competencies and effectiveness. Fanslow (1976) described teaching practice as an indispensable “rite of passage” in the professional preparation of teachers. Mafar Land in Nwana (2010) pointed out that, it is a practice in which the pre-service teacher eliminates gradually certain hypothetical speculations and perplexities arising from imperfect control of relationship between objectives and resources. Nweke (1990) in Nwana (2010) posits that teaching practice is an important aspect of teacher education which is indispensable for the student teacher. Eyike (1994) in Nwana describes teaching practice as: (1) A teaching process that helps the interns to practicalize the theories and methods learnt, and (2) An examination process to assess teaching effectiveness to grade the interns.

### **2.5.1 Objectives of Teaching Practice**

Afe (1992:26) identifies the objectives of teaching practice as follows:

- i. Apply the principles of professional courses taken on the teaching-learning classroom process that will bring about meaningful changes in the learner
- ii. Develop the skills and competences of teaching
- iii. Organize the scheme of work and lesson note content around major concepts and generalizations that may facilitate sequential learning
- iv. Become familiar with a variety of teaching strategies and instructional resources, that are appropriate to achieve overall teaching-learning objectives
- v. Study and diagnose the scholastic difficulties of pupils that may arise from behavioural problems and provide guidance and remedial instruction to those who need them.

- vi. Apply the principles of evaluation in assessing the effectiveness of their teaching as well as the progress of their pupils, as a means of improving instruction
- vii. Accept skill in democratic classroom management and conduct of pupils activities
- viii. Participate actively and effectively in the various instructional and non-instructional programmes and activities of the school in which they will be serving
- ix. Establish good human relations with individuals, small or large groups, with staff, parents and other members of the community
- x. Provide the opportunity to participate in community activities which will enhance the professional growth of a teacher.

### **2.5.2 Importance of Teaching Practice**

The importance of teaching practice can hardly be ignored in teacher education courses because the practice teaching is the fundamental programme to enable a teacher trainee to utilize the acquired quality of knowledge in the field of psychology, philosophy, principles, techniques learned by the trainee in dealing with the behaviour of students. Teaching practice provides an opportunity on how raw material (teaching behaviour) is shaped and cultured by an experienced supervisor (Verma and Sharma, 2003).

Teaching practice provides opportunity to a trainee to get practical illustration of a great many of the methods and techniques which he has heard about by watching the experienced supervisor during theory classes. Teaching practice helps a teacher trainee to know his own faults, shortcomings and omission in his teaching acts. It is only when we know the shortcomings or drawback, we can aspire to get rid of them. Besides, practice of teaching provides an opportunity and a situation for the teacher trainee to learn through interaction from his peer teachers undergoing practice of teaching in group simultaneously.

Daramola (1987) opines that the importance of teaching practice cannot be disputed for a number of reasons among which is improving student-teachers understanding of the principles of child growth and development of their relationship to the learning process. On the other hand, teaching practice is designed to provide opportunities and guidance in a school setting for a student teacher to develop in himself professional competencies, personal characteristics, understanding knowledge and skills of a teacher (Olaitan, 1981). The importance of teaching practice cannot be underestimated. It is during the teaching practice that the student teachers are given opportunity to practicalize the knowledge and skills they have acquired in the real classroom environment. Observing this Kanno (2004) remarked 'that teaching practice provides significant opportunity for the interns to implement their theoretical knowledge to the practice situation. Kanno (2004) further emphasised that teaching practice involves the practical demonstration of all theoretically acquired subject matter to actual classroom situation. In line with the views of Kanno (2004) and Ogunkunle (2008), it is through teaching practice that student teachers can put into practice knowledge, skills, values and attitudes they have acquired into real school life situation.

It is a veritable tool for production of quality teachers in that it gives teachers opportunity to gain experiences, hence to be well prepared for effective performance of their duties. It is expected that at the end of effective teaching practice, student-teachers will be very much prepared to be enrolled in the list of professional teachers. This accurate perfection of teachers will lead to national development. Obiefuna and Amadi (2008) remarked that a nation conscious of quality and national development will not hesitate to assure quality in the teaching practice exercise. Assuring quality in teaching practice exercise is very important because as Lassa (2004) noted the teacher is in front,

at the back, at the centre, and at the side of the learner a difference and what he does not know and cannot do will be an irreparable loss to the child.

Teaching practice also gives opportunity for correction of mistakes, is very important because any mistake by the student teacher will invariably affect both the student and the entire educational system, in fact national development. This is why teachers have to be well prepared both in theory and practice for effective performance of their duty. To this effect Okeke (2007) asserted that:

*Since teaching practice is concerned with not only the professional growth of the student teacher, but also with the educational development of the pupils, the conduct of the exercise and its supervision has to be carefully and thoroughly executed (p. 145).*

Among others, teaching practice provides immediate feedback to the student teacher. It is during teaching practice that student-teachers will discover their strengths and weaknesses for immediate correction. Again, through teaching practice student teachers can identify the extent they have mastered their subject matter and the extent they have acquired their basic teaching skills. Effective practice is very necessary because as Onyeachu (2008) observed.

*The teacher helps to make the society what it is. The influence of the teacher is long lasting. Good teaching can make a society better while bad teaching can extremely harm it seriously, it is therefore, extremely important that there should be good teachers in sufficient quantity in any country (p. 167).*

This being the case, teaching practice which is a practical step toward production of quality teachers has to be well conducted by all the people involved starting from the institution of the student-teacher to the host school.

### **2.5.3 Scope of Teaching Practice**

Teaching is not everybody's cup of tea. A good teacher cannot be chilled in the industries or factories. It is a good teacher education' that will impact some technical

aspect of teaching so that the student teachers can do justice in the class. Today, education has started spreading down the social pyramid and the need for sound training of teachers become a pressing problem, keeping in view, the level of aspirations of our society towards a teacher. It is imperative that a teacher has to participate fully in the totality of experience which the school can offer. In other words, it signifies the roles of the teacher working for the betterment of humanity. So to enable a teacher to fulfil the aspiration of the society, the teacher training institutions are supposed to identify the areas in which a teacher trainee is to be trained (Verma and Romesh, 2003).

Teaching is not merely concerned with the 3RS but organization and participation in co-curricular activities, organizes effective literary and library services in the school for better academic interaction to make all round development of the students. The scope of teaching practice during teacher training courses is to prepare teacher trainees to meet out the requirement of the society on the basis of which our educational institutions have to work hard in the areas for professional excellence. In other words, the scope of teaching practice is to make the teacher trainee to discharge his duties efficiently and effectively in the following areas.

1. Observation of the students and their characteristics that is behaviour.
2. Observation of good lessons.
3. Classroom teaching including the use of discussion, problem solving and experiment-cum-demonstration approaches.
4. Organization and guidance of practical work in the field laboratory or workshop.
5. Organization and participation in co-curricular activities and programmes.
6. Planning for the equipment in the development or laboratory and maintaining the service of its facilities to the students.

7. Preparation and use of audio visual materials.
8. Developing test and other evaluation procedures to test achievement in a unit or topic.
9. Studying the resources in the community and utilizing the same for strengthening class teaching and school programme.
10. Induction into organization of the school, its office and department, Verma and Sharma (2003, p.96).

The scope of teaching practice is to train the teacher during teaching practice to assume the entire responsibility for an extended period of instruction which he plans, executes and evaluates. But unfortunately our existing teacher education programmes lay much emphasis on theoretical aspect rather than the practical side. It is high time to realize that teaching is based on two way interaction and it is entirely practical in approach. If this aspect is well catered for, we can hope for exalted standard of education (Verma and Sharma, 2003). Also there is a glaring deficiency of teaching learning environment in which teacher trainee is exposed to the practical problems during the period of training. As regard the communication techniques, strategies for developing and preparing audio-visual aids, evaluating tools, preparing results, reporting student, progress, ability to plan syllabus, deal with the parents and the community is not adequately developed and to the teacher trainee during teaching practice instead only the theoretical knowledge is provided. All such challenges in teacher education need immediate attention for the betterment of the education system in general. Generally, Ajayi (2000); Mohammed (2000) and Ofoefuna (2002) agreed on the following roles of micro teaching in teacher education.

1. Microteaching gives the student teacher the opportunity of modeling after an observed model teacher.

2. It enables the student teacher to observe, familiarize, demonstrate and develop basic teaching skills before attempting the real teaching practice.
3. The pre-service microteaching experience helps student teachers to partially overcome psychological problems such as stage fright, anxiety and nervousness associated with first experience of teaching.
4. It gives the student teacher the opportunity to rediscover self professionally when the videotaped demonstration session is played back.
5. Student teachers enjoy the benefit of observing their colleagues demonstrate teaching skills and participate in critiquing of colleagues performance. The important truth here is that, they learn from each other's mistakes.
6. Positive assessment of a student's performance could facilitate better performance in real teaching practice situation.
7. Microteaching gives room or opportunity for improvement. Turney, Clift, Dunkin and Trial (1973, Pg. 37) summarized the benefits of microteaching to include, acquisition of self-confidence, self-awareness, practical opportunity as well as good opportunity for entry into a real classroom for teaching (pg. 38).

#### **2.5.4 Preparing the Teachers for Effective Instruction**

The quality of academics preparing teachers in colleges of education and universities are instrumental for effective implementation of the curriculum. The preparation of student teachers for effective teaching practice is hinged on sound preparation by training institutions before their exposure to field teaching experience. Amadi (1993) admonished teacher training institutions to improve the standard and quality of teacher training in that it is crucial to implementation of the curriculum. In order to achieve effective student teachers instructional development, Mezieobi (2009) said "teacher preparatory institutions of Nigerian universities, institutes of education

and colleges of education should constantly enrich, revise and review their programmes” such that effective teaching can be recorded by practicing and servicing teachers in the school system.

Kanno (1990) revealed that adequate training and interaction of the trainee teacher with teaching objectives and methods of realizing them inspire commitment and dedication to achieve programme success or effective teachers should be trained to guide the learners to focus on the content of the lesson to enable students develop positive attitudes and values, relevant knowledge and skills that allow the learner to get along in the will and to discover and assimilate information more (Offorma, 2009).

### **2.5.5 Strategies for Effective Teacher Preparation**

To improve quality of teachers for effective teaching and field experience, the following under listed strategies are delineated:

1. **Professional Development Lecturers:** For effective implementation of teaching practice and its institutionalization in Nigerian universities, the non (professionally) trained lecturers who profess or are involved in teaching should be retrained in the pedagogies, philosophies and orientation of instruction (Mezieobi, 2007). This is to ensure that student teachers are adequately groomed with requisite pedagogies to deliver instructions. Teaching practice will be ineffectively implemented at the junior secondary schools by student teachers if the lecturers in Nigeria tertiary institutions are not exposed to the diversified problem-solving and creative experience enriching methods of teaching. Against this background lecturer of Nigerian universities, colleges of education and institute of education need to be repositioned qualitatively in terms of professional growth through retraining research, seminars, conferences and workshops (Mezieobi, 2007). These are

avenues of assuring that teacher trainers are instructionally fortified to groom effective student teachers with competent skills.

2. **Training Teachers for appropriate use of Contemporary Instructional**

**Resources:** The training of teacher in the application of information and communication technologies in teaching is ideal in this era of information expansion and technology transforming driven society. In this respect, Mezieobi (2010) observed “information communication technologies education meant for lecturers and students is paramount in the promotion of education. However, Mezieobi and Mezieobi (2008) in their study found that lecturers are not sufficiently trained in the utilization of information communication technologies. The use of information communication technology is a concept yet to be boldly adopted in teaching. Esu and Diana in Mezieobi (2004) accept that the use of resources is indispensable with the implementation of teaching practice programme. Based on reviewed literatures, it is paramount that improving and updating lecturer’s use of information communication technologies skills will improve the quality of student teachers in their research and implementation of the curriculum.

3. **Human Relations Education:** Human relationship education should encourage peace, inculcate intellectual studies and equip the student teacher with social interaction skills for harmonious co-existence (Mezieobi, 2010). This is to enable student teachers relate cordially with principals, parents, cooperating teachers and students during their internship, successful teaching practice cannot be actualized without collaborative cooperation of stakeholders in the education system. Human relations education is the exposure of the learner to acceptable attitudes, values and skills that will inject peaceful social relations in the society. According to Uchendu

(1997) “the ultimate aim of education is to sharpen human behaviour” for better interactive social living.

4. **Use of Diversified Instructional Strategies to Stimulate Learning:** student teachers ought to be trained to apply varied instructional methods and strategies in order to stimulate learning. Mezieobi (1993), Nwaubani (2002) and Mezieobi and Mezieobi (2008) in their respective study condoned the over concentration and use of lecture method in teaching as it not likely to stimulate adequate affective cognition in learning. However, Nwaubani (2010) cited Ogundare (2005) and Osakwe (2009) whose emerging research findings indicate increasing popular use of inquiry oriented instructional strategies as against expository method.
5. **Comprehensive Evaluation in Appraising Learning Outcomes:** Student teachers ought to be trained to span their evaluation across cognitive, affective and psychomotor domains. Mezieobi (2010) observed “the classroom assessments of most lecturers are concentrated in the cognitive domain at the expense of non-cognitive measure are the affective and psychomotor domains of learning outcomes. In corroborating the above view, Mkpa (1984) said “the cognitive domain is the most explored of all the three domains of educational outcomes. As a result, it has attracted the greatest attention. The affective domain, on the contrary seems to be the most neglected or least emphasized.
6. **Micro-Teaching Experience:** Student teachers for effective delivery of content ahead of teaching practice field experience need to be exposed to micro-teaching as a preparatory ground. Micro-teaching needs not be theoretical but practical, student teachers must teach and with the help of technological instructional aids, their progress and weakness are identified for commendation and correction. From cursory observation, most tertiary teacher training institutions do not have

technological equipment for effective micro-teaching. Against this background, Imogie (1990) rightly asserted that “there are problems of lack of material resources to support effective micro-teaching in universities faculty of education, colleges of education and teacher training colleges in Nigeria. This scenario opens wide room for the production of ill-equipped student teachers for the field teaching experience and the school system where they graduate.

It is imperative for effective production of quality student teachers in teacher education, the quality of micro-teaching has to be improved upon and taken seriously. Tertiary teacher training institutions had to provide functional equipped electronic micro-teaching laboratories and lecturers should be adequately trained to manipulate these electronic gadgets including the student teachers prepared for the field teaching experience.

#### **2.5.6 Organization of Teaching Practice**

Organization of teaching practice in education encapsulates plans, procedure training and policies that guide effective implementation of the teaching practice activities. On the essential need for collaborative efforts in the organization of teaching practice, Afenounmu (1984) observed “the student teacher, the supervising teacher, the university supervisor and the principal are all members of a cooperative team. With the preparation of student teachers” meaningful teaching practice organization is centered at the student teachers who translate theoretical built knowledge and learning experiences in practice, the supervisor, teacher preparatory institutions, the school authority, the principals and Dean overseeing teaching performance of the student teachers, are all advanced plans generated at realizing credible practice teaching with directed goals attainment.

Imogie (1990) reported that teaching practice is organized at two levels, the laboratory and field teaching experience. To him, the laboratory experience gained by the student teachers during their training in the classroom, micro teaching and demonstration school capacity, followed by field teaching experience which places the student teachers in the actual classroom situation. It then implies that the organization of teaching practice starts with the teacher training institutions who equip student teachers with those professional qualitative teaching skills that would make them functional teachers. Ideally, teaching practice/organizations are principally expressed at the institutional and student teachers levels. At the institutional levels, the following organizational arrangement for successful teaching practice is advanced:

1. Preparing the student teachers with the theoretical and practical background to become effective teachers. Expressing the plethora of contemporary issues feasible to make them transmit relevant content, knowledge, skills, values and attitudes.
2. Training student teachers with the competences of using diversified instructional methods and strategies germane for realizing educational objectives.
3. Equipping the student teachers with comprehensive evaluation skills adequate for evaluating effective components of instruction which has always been neglected.
4. Inspiring the spirit of inquiry, creativity and resourcefulness to enable student teachers break new frontiers in education and improve their research abilities.
5. Compelling student teachers to utilize instructional resources for facilitated teaching and easy cognition of learners.
6. Open channels for feedback between teacher training institutions and host schools, this is to enable realistic evaluation of student teachers instructional performance, role and conducts of students' teachers.

7. Academic supervisors should be highly motivated so that they improve effectively their commitment in qualitative supervision.

#### **2.5.6.1 Student Teachers Organizational Roles for Effective Teaching Practice**

For effective learning and teaching to take place, both teachers and students should be properly organised. The following are the student teachers organisation roles for effective teaching practice:

1. Adequate preparation of lesson to ensure effective teaching.
2. The use of instructional materials to facilitate teaching, stimulate and motivate interest in the learners.
3. Lesson plan and lesson notes must be clearly written to facilitate supervision.
4. The learners should be actively involved in the teaching learning process.
4. Student teachers to be apparently committed in their academic and administrative role to host schools.
5. Develop friendly relations with students, cooperating teachers, school administrators, academic supervisors and host school teachers in order to have harmonious environment for academic discourse.
6. Exhibit disciplined conducts so as to be recognized and respected.
7. Proper keeping of school records is a primary necessity.

#### **2.6 Overcoming the Problems of Teaching Practice**

Measures of alleviating problems impeding effective teaching practice organization and implementation in schools are as follows:

1. Teachers preparatory institutions should effectively prepare their student teachers in pedagogies, classroom management, exposure to other non-academic roles and functions to host school community and parents.

2. Teacher preparatory institutions should have close interactive encounter to monitor on students' problems, their progress and frustrations during the teaching practice exercise. This is to enable better organized teaching practice.
3. Academic supervisors should avoid one shot school supervision and should perceive teaching practice as a correctional instructional programme directed at producing functional and competent teachers.
4. Student teachers need be guided by supervisors to improve their teaching performance for overall assurance in the education industry.
5. Student teachers are to embark on micro-teaching before exposure to teaching practice, as it is a preparatory ground for fine tuning their instructional potentials.
6. Supervisors should not be overloaded with supervisees, teaching practice supervision for regular programmes should attract financial remuneration.
7. Teaching practice exercise should be monitored, reports and feedback utilized for an improved teaching practice exercise and supervision.
8. Host schools should perceive teaching practice as a cooperative relationship between teacher preparatory institutions. It is a process of injecting, rampant rejection of student teachers by some cooperating school principals should be played down as it is unprofessional and regressive to qualitative teacher education development in Nigeria.

## **2.7 Supervision of Teaching Practice**

Teaching practice supervision is crucial in evaluating student teachers' performance in their preparation as future accomplished competent educators. Without meaningful supervision, the quality, objectives, problems of teaching practice and certification of student teaches as professionals would be elusive. Interestingly, Agbomian (1991), Omolaiye in Okoli (2001) and Okoli (2001) upheld that student

teachers self appraisal or evaluation of their instructional skills realistically is one of the ways of achieving effective teaching practice, in that they can account for their strengths and weaknesses in the teaching learning encounter, noting that teaching without adequate self-instructional skills is not likely to be effective and equally significant to the students. According to them, self appraisal should be incorporated into student teachers pre-service training.

Effective teaching practice can be realized through properly organized supervision, the availability of cooperating teachers who are versed in the philosophies, method and current innovations in education industry. However, Okorie (1979) and Okeke (2001) pointed out that effective teaching practice with desirable results need proper supervision, noting that there are no uniform teaching practice supervision standards across tertiary institutions in Nigeria to achieve effective teaching practice. According to them, systematic organization of the exercise is paramount and that supervision exercise can be improved through in house training of teachers by the experienced colleagues.

### **2.7.1 The Essence of Teaching Practice Supervision**

Teaching practice supervision is a credible means of evaluating the instructional skills of student teachers based on some desirable skills which mostly are personality (appearance and composure), pure-instructional skills, instructional skills, classroom management and student teacher interaction. The essence of teaching practice supervision in classroom is thus:

1. **Improvement of Implementation:** Some reasons underscore the need for effective classroom supervision. Omale (2000) asserted that education system underscores the need for improvement in its instruction, which also prompts the need for effective supervision of student teachers (trainee) as core implementers of the curriculum.

Akubue (2003) expressed that the trainee teachers cannot be fully effective in the classroom until he or she understand the variables in the teaching art. Therefore supervision is meant to appraise the quality of teacher education in respect to which dependable educational decision and steps to improving the quality of curriculum implementation can be put in place.

2. **Appraising the Functionality of Teaching Practice:** The essence of teaching practice is to evaluate the operational essence of teaching practice as a teacher education programme. The operational strengths and weaknesses have to be identified and reported for attention and actions of teacher training institutions. In addition, Bozimo and Ikwumelu (2010) asserts that supervision is used for curriculum improvement after academic supervisions would have observed weaknesses in setting objectives, content materials and instructional methodologies, it also helps in directing student teachers in planning better instruction. They further maintained that supervision is used in judging the workability of teaching practice programme.
3. **Professional Growth:** ideally, supervisors are promoters of instructional effectiveness and facilitators of teachers' professional growth (Fagbamiye, 1985). The whole essence of teaching practice supervision is to improve teachers' competencies for professional growth and development. The supervisor has to identify observed strengths and weaknesses in the teaching styles of trainee teachers and proffer to them instructional strategies to realize lesson objectives and ultimate effective implementation of the programme.
4. **Feedback Analysis:** primarily, the essence of teaching practice is to expose trainee teachers to practical classroom situations in order to display the theory and knowledge they have acquired through training for appraisal. Teaching practice is

important for professional growth, certification and improvement of quality of teaching and learning in the classroom. Feedback from teaching practice is used to re-strategize strategies for teacher training, teaching practice organization, coordination and implementation.

5. **Certification:** Professionally trained teachers are certified through the process of teaching practice. It provides the opportunity for student teachers to be reintegrated and acquainted with the objectives, philosophy, methods and evaluation patterns employed in instruction. Teaching practice when expertly supervised reinvigorates student teachers with the ideal professional skills adequate for effective teaching in schools.

### **2.7.2 Guidelines for Effective Teaching Practice Supervision**

The following factors will improve the quality of supervision of student teachers:

1. **Organized Supervision:** Effective teaching practice can be realized through properly organized supervision, the availability of cooperating teachers who are versed in the philosophies, methods and current innovations in the education industry. In order to achieve effective teaching practice, systematic organization of the exercise can be improved through in-house training of student teachers by the experienced colleagues. Okorie (1979) and Okeke (2001).
2. **Effective Involvement of Learners in the Classroom:** for a worthwhile classroom performance for good teaching practice oriented supervision. Okwor (2009) expressed that an interactive classroom situation is such that student teachers lessons are essentially learner centered and that students should be involved in:
  - a. listening attentively
  - b. answering questions
  - c. asking questions

- d. carrying out instruction

These qualities are to be integrated and utilized for assessment in the teaching practice supervision schedule. The active effective student teachers ought to initiate and create worthy learning experiences through comprehensive involvement of the learner in the teaching learning process.

3. **The Use of Qualified Professional in Education:** The effective supervisor is expected to be sound in knowledge and theory, principles of instruction and ensure its practical application in the classroom, the supervisor is expected to be skilled and talented in analyzing, observing, teaching, conferencing and counseling teachers about how better classroom instructional practices and improvement can be attained (Mezieobi, 2009). Nasiri (1997) upholds that supervision is functional only when qualified supervisors are utilized in their area of specializations. This is to enable supervisors use their academic qualifications, professional competence and relevant experience in the right direction. In this wise, the student teachers will be properly acquainted during their teaching so as to achieve excellence. Result oriented supervision, enhances and improves effective teaching.

4. **Post Conferencing:** According to Cogan (1973) clinical supervision is a procedure for observation in the classroom. Synder (1981) perceives clinical supervision as an aspect of general supervision which is hinged on improving teachers instructional performance based on analysis and feedback from observed events (during teaching practice supervision). After teaching practice supervision, there is need for post conference to diagnose the supervision exercise in order to assess the strengths and weaknesses of the student-teachers for better instructional performance.

In our circumstance, feedback information is scarcely directed to the supervisees as the supervisor is overloaded with a number of student teachers to be supervised

(Mezieobi, 2008). For effective teaching practice supervision, the assessment mode is expected to be uniform and specific, student teachers should be aware of basic criteria for appraising their instructional effectiveness, supervisors are required to exhibit friendly cooperation with student teachers; they should not be brutally condemned before students. Against the background of realizing effective teaching practice supervision, Nnamani and Eze (2001) remarked:

*Effective supervision demand we need supervisors who can help students not only to refine their performance of teaching skills, but are also familiar with the content of the subject matter taught ... the supervisor must not merely be qualified in terms of certification in the subject area, but must be capable of making objective assessment of situations or subject content without allowing his emotion to run out*

### **2.7.3 Constraints against Effective Teaching Practice Supervision**

Effective supervision of teaching practice is limited by the following factors:

1. **Funding:** For effective supervision of teaching practice, funding is necessary in terms of remuneration of academic supervisors. In some tertiary institutions, facilities as vehicles and instructional resources need to be provided to facilitate supervision and intellectual development of student teachers with teaching skills before the actual teaching practice field experience. Funding extends to coordination of teaching practice activities, monitoring, post conference and articulation of various field reports on the progress of the teaching practice exercise.
2. **Ineffective Supervision:** As a result of many student teachers attached under one academic supervisor and many schools to be covered for supervision, it becomes impossible for student teachers to be effectively supervised. The one shot supervision is not enough for effective teaching practice supervision. Against this background, Okoli in Awanbor (1990) suggested multiple supervisions in order to determine consistency and achievement of reliable assessment which is derived

from summation of several compared supervision performance of the appraised student teacher. This suggestion is in line with the minimum requirement of NCCE on supervision of each student teacher 10 times during teaching practice exercise.

3. **The use of Non-Subject Expert:** The use of non subject experts in teaching practice may limit the quality of supervision (Imogie, 1990; Afe, 1990; Nosiri, 1997; Nnamani and Eze, 2001). This is because specialists are most qualified to spot out instructional progress and weaknesses professionally, and recommend adequate measures to restore quality teaching by student teachers.
4. **Improper Coordination:** effective teaching practice exercise can be frustrated by improper coordination between teacher training institutions and hosts schools. The result is that supervisors' gets into the field when host schools are observing inter-house sports or are involved in one examination or the other. The scenario leads to inconsistent supervision as access to the use of students at the moment is inexcusable. Rescheduling and counter arrangements which affects smooth supervision are put in place. The same factor has led to rejection of student teachers by most schools.
5. **Miscellaneous Factors:** Teacher education have not been able to devise a standardize technique for evaluating or assessing the performance of student teachers in teaching practice situation. No teaching practice programme is complete if it does not include reliable and vital instrument of measurement (Okoli, 2001), Oku (2001) found that factors obstructing teaching practice supervision are teachers themselves, inadequate cooperation from practicing schools and poor organization and management of teaching practice by universities and colleges of education. Others are non-involvement of students' teachers in the supervision process and lack of adequate orientation for supervisors and students before actual field teaching

practice commencement. These factors potentially limit the operational effectiveness of teaching practice. (Mezieobi, 2012).

## **2.8 Improving the Quality of Teaching Practice**

These factors are ideal for improving teaching practice supervision:

1. Qualified supervisors should be engaged for result oriented supervision.
2. There has to be sound student teacher preparation and orientation before teaching practice exercise.
3. Training and retraining of supervisors is ideal and the use of subject specialist will enhance quality supervision.
4. Multiple supervisions may increase the quality of supervision.
5. Academic supervisors should not be overworked in schools to enable them have a sound supervision of student teachers.
6. Academic supervisors and students should be aware of laid down criteria for supervision.
7. Post conference supervision results should be systematically and properly documented to facilitate education research and discussions.

## **2.9 NCCE Minimum Standard on Microteaching**

The objectives of microteaching are not separated from the general objectives of education courses. Microteaching is a component of teacher education programme in tertiary institutions running teacher-training programmes. Thus, teaching practice which is the main focus of this study has its philosophy and objectives embedded in those of general education in the NCCE minimum standard document (Mezieobi, 2012:83). According to the document, the objectives of general education are that by the end of the Nigeria Certificate in Education (NCE) programme, students should be able to:

1. Discuss intelligently, the main ideas that have affected and still affect the development and practice of education generally and in Nigeria in particular.
2. The students should be able to examine the psychological health and socio-economic factors that may help a child's education performance.
3. Study learners appropriately to determine the most effective way of relating to them to ensure their maximum achievement.
4. Professionally combine use of conventional Information Communication Technology (ICT) or other innovative instructional/learning strategies in generating and imparting knowledge, attitude and skills.
5. Develop, select and effectively use appropriate curriculum processes, teaching strategies, instructional materials and methods for maximum learner achievement.
6. Broaden their intellectual perspective through the general students educational programme.
7. Demonstrate desirable attributes in moral and character development.
8. Discuss intelligently major issues affecting teacher education and the teaching profession in Nigeria.
9. Identify major problems of education in Nigeria and their corresponding solutions.
10. Demonstrate proficiency in measuring and evaluating learning outcomes as well as in carrying out appropriate research on educational problems in Nigeria (Summary of NCCE Minimum Standards for NCE (2002, pg. 83).

For effective implementation of microteaching, the following facilities and equipment are recommended by NCCE facilities – coordinators office, offices for lecturers, offices for teaching staff, photographic studio, colour production laboratory graphic studio, microteaching laboratory with control room and a suitable number of

booths, maintenance workshop, projection room, computer room, workshop for production of instructional materials, unit store.

Equipment and material facilities – closed circuit television, TV sets, video-camera with accessories, video player(s) recorder(s) with cassettes, dubbing machines, public address system with accessories, opaque projectors with accessories and materials overhead projectors with accessories and materials projection screens, photocopying machines, fans, air conditioners, cable satellite facilities and so on.

### **Furniture**

Big table for student use, stool and chairs large cupboards for storage and materials tables, chairs and shelves for staff use, drawing boards for graphics.

### **Safety devices**

Fire extinguishers, sand-buckets.

### **Personnel**

A coordinator, educational technologist computer operators, projectionists, video cameramen, computer technicians, store officer, photographers, clerk, messengers, cleaners.

## **2.10 Determining the level of Adequacy in implementation**

For the purpose of an acceptable standard for measuring adequacy of facilities, equipment and personnel for this study the minimum standard's of N.C.C.E and accreditation standards were used. By the accreditation standards a score of 70% earns full accreditation which is given the standard of adequacy in this study. Score less than 70% were considered inadequate in this study because the interim accreditation level of 60 to 69 cannot be applied in this study. For staffing, staff-students ratio was considered. According to UNESCO (2005) publication the internationally accepted staff students' ratio is 1 to 40 even though it may be too high for some courses.

Developing countries have higher ratios for example university of Douala in Cameroon has ratio of 1.26 generally but 1.254 in general courses like natural sciences and educational statistics (Cameroon capacity building report, 2003). In looking at staff adequacy staff-students ratio for the various colleges were considered.

### **2.11 Concept of Teacher Quality**

Teacher's professional qualification is tied to her competence in instruction to students and use of materials in the classroom. It is required that all teachers in all educational institutions should be professionally trained. It is to enhance teaching as a profession. The National Policy of Education (FRN, 2004) stipulated that the minimum qualification for entry into the teaching profession shall be the Nigerian Certificate in Education.

According to Teachers' Registration Council of Nigeria (2008) other acceptable teaching qualification are B.Sc (Ed), M.Ed, Ph.D in education. It is on this emphasis that those with degree/diploma in non-education field must possess post graduate diploma in education (PGDE) or technical teachers certificate (TTC). It is not enough to describe someone as a teacher because of the certificate obtained but rather, the Teacher Registration Council of Nigeria (TRCN, 2005) is the view that teachers trainee must be well equipped with adequate and appropriate characters, professional and academic knowledge and skills in the art of teaching. It is observed however, that a reasonable number of unqualified teachers are in the teaching field today contributing to low standard in the nations educational system and also influencing the poor quality of students produced at each educational level.

Amoor (2010) posited that it is pertinent to say that teacher quality entails effective and excellent teaching that improves students learning and satisfaction. It also ensures that skills and competences that are appropriate for teachers responsibility are

put in place to meet the needs of labour market force. Based on the perception above, a quality teacher therefore, means teacher mastering the subject she teaches, know how to teach it to her students, understand how students learn and what to do when they are having difficulty, be able to use effective teaching method. Teacher quality is an important determinant of student learning outcome, especially in teaching practice programmes that specifically takes care of teaching foundation in teacher education.

According to Sanders (1996) “research tells us the influence of teachers is the single most important factor in determining student achievement”. The one factor that can make the most difference in improving a student’s achievement is a “knowledgeable skilful teacher” in front of the classroom, says a new report by the National Commission on Teaching and Americans future (NCTAF, 2004). There are many predictors that have been associated with student’s performance. These variables include teacher quality class size, teacher’s preparation programmes. This study seeks to establish which among the factors are not properly implemented in enhancing efficient teaching practices exercise in colleges of education.

### **2.11.1 Factors that determined Teachers Quality in School**

According to Dasko (2002), a teacher is a person that impart knowledge to people, teaches them how to read and write and explains how problems are solved. Quiriton, (2002) posited that a teacher is more than someone who passes on knowledge but also provide the interaction, relationship, understanding and encouragement to enable a person to reach the full potential. An experienced teacher is the one who provides opportunities that allow the learners to learn by themselves, since learners do not learn by being told but by finding out for themselves.

An experienced teacher is the one that teach, guide, instruct, and train another in the process of learning (Webstar, 2013). A teacher is key to the learning process of

students in the classroom. Amoor (2010) added that the success of any educational reforms depend largely upon having good quality teachers. The educational qualification of teachers and their experience according to Amoor (2010) affect teacher quality. Unprepared teachers will not be able to perform efficiently. This is the case in most of our colleges where student teachers are not taking their teaching practice exercise serious. An unprepared student teacher does not know how to and what to teach. These factors constitute poor teacher quality. Teachers are expected to be well equipped with high level of theory but also a strong operational ability.

Training as a determinant of teacher quality can be referred to as the process of equipping someone with the needed skills, knowledge and the confidences to perfectly exercise one's duty. There is definitely the need for teachers to be properly trained to enable them possess the right knowledge, skills and attitudes which will qualify them to be professional teachers and finally leads to effective delivery of the educational system generally. According to Goldhaber (2002), the basic skills and abilities of the teaching-learning process are developed in a teacher through professional training. It can be termed as the preparation for life-long journey in to teaching profession. Lisko (2004) posits that the primary aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies.

Olagboye (2004) refer to training as the acquisition of specific skills by an individual for the purpose of performing a particular task. The essence of training is to ensure that one is able to develop the abilities, skills and knowledge that is needed to discharge one's duty wherever the need for it arises. So, it should be noted that student –teachers need to acquire skills which will help to improve their performances. The primary aim of teacher training is to develop educational skills that are compatible with educational policies and to enable teachers to deliver these policies.

According to Gustaffson (2013) it is a complex task to define teaching practice (as aspect of teacher training) that has an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background and different strategies call for different teaching skills. Several other factors need to be taken into consideration. The ability to convey knowledge, communication skills, knowledge of the subject matter and professional development attainment, the task revolving round competent training of teachers which is part of this study.

In June 2004, the Hungarian Government approved the national Bologna-strategy and a teacher training subcommittee of the national bologna committee was set up in the same year. It was soon decided that the earlier dual training structure would be replaced by a new multi-level linear structure a number of new clauses were added to the set of teacher training regulation which addressed the problems of old system and outline a new approach to teacher training (Falus, 2002) the most important element of the reform is that teaching qualifications are now awarded the second master stage of the multi-level student acquire the foundations of their chosen subjects according to a standardization curriculum. The above reform is to ensure competency and effectiveness in teaching and this is in line with the focus of this study on effect of teacher quality and minimum standard in colleges of education. The researcher is of the view that teaching quality greatly depend on standard teacher preparation.

In Hungary, an excessive number of students are enrolled in teacher training programmes and different specializations are offered in skewed proportions. It is both impossible and un-economical to deliver quality teacher training to congregations of this size. This can be compared to the situation of teacher education in Nigeria in which student –teacher ratio is ignored in teacher training institutions. This also relates to a

research question on staff student ratio as raised in chapter one of this study. There is definitely the need for NCE students to be properly trained to enable them possess the right knowledge, skills, and attitude which will qualify them to be professional teachers and finally leads to effective delivery of the education system.

In view of the discussion, it could be observed that through the policy statement teacher training programme has been given high aspect and commitment, with the aim of imparting the quality control of teacher education, the effectiveness of teacher in the delivery process so as to raise and even maintain the standard of education.

## **2.12 Curriculum Implementation and Institutional Ownership**

Proprietorship is an act of ownership or legal right to the title of something like an institution. In Nigeria, Institutional proprietorship ranges from public, private, community to voluntary agencies. Public proprietorship goes to the government at three different levels that is local, state and federal. Modes of proprietorship cut across all levels of education, from pre-primary to the tertiary.

With reference to colleges of education in Nigeria, four types of proprietors could be identified. These are federal, state, private and religious or voluntary agency. Out of ninety-four (94) colleges of education in the country, twenty (20) are federal colleges, forty (40) are FCT and state owned, ten (10) are owned by voluntary agencies or religious organizations, though referred to as private by the COE. One is owned by the Nigeria Army Education unit situated in Sobi Barracks, Ilorin. Given the number of colleges owned by the federal and state governments, this study decided to concentrate on federal and state colleges only. The two account for over 84% of all the colleges in the country.

Efoghe (2000); Olasehinde (2001); Bassey Mbipom and Akuegwu (2003) noted the influences of proprietorship on institutions quality staffing, facilities, equipment and

materials. Other areas of influence include remuneration, productivity and administrative effectiveness. All these may eventually manifest in students' learning outcome.

### **2.13 Teaching Methods, Instructional Materials and Resources**

The following sub-headings were discussed in relation to theme of this investigation as stated below:

#### **2.13.1 Teaching Methods**

The method applied by teachers to impart knowledge on the learners is called methodology. Omotosho (1991) defined teaching method as the strategy or plan that outlines the approach that teachers intend to take in order to achieve the desired objectives. It is a chosen systematized and order correct way through which the act of teaching is performed in order to accomplish these set objectives of instruction. It is a means, procedure, broad or general right way through which the desired positive change in the learner is brought about. Fafunwa (1970) said most untrained teachers point accusing fingers at students rather than on themselves when the students are unable to carry out the expected behaviour at the end of the lesson. Therefore teachers' plan should include:

1. Choice of appropriate teaching method
2. Choice of appropriate teaching materials
3. Intensive research on the topic to be taught.
4. Determination of the objectives for the lesson.

Ferguson (2007) carried out a study on the effect of instructional methodology and student's performance. He referred to instructional methods as technical skills of teaching. The research found out that only effective method(s) of teaching can bring out effective learning, so, teacher's creativity and dynamism can ensure students

performance. Teaching strategy can be referred to as an approach, method or a combination of carefully designed classroom interactions that could be followed meticulously to teaching a topic, concept or idea (Olorundare, 2010). He reiterated further that there are as many teaching strategy or methods that a classroom teachers could use. The search for innovative teaching strategies is borne out of the fact that different situations exists teaching topics, learners' cognitive readiness, concepts being taught, skills intended to be developed in learners demand for different teaching approaches to be used. Therefore, a teacher who is not aware of a variety of such strategies can neither attempt to use them in the first place nor use them adequately. Achor (2008), posits that teaching methods are learner-centered, interest arousing and activity oriented. They also include conceptual change strategy, excursion, guided discovery laboratory, and demonstration methods. He added that most of the above stated are regarded as mode of instruction (teaching strategies) as the teachers are required to apply a number of them while teaching. To Ukoha (2008), the concept of utilization presupposes that appropriate instructional materials would have been identified, provided and selected for instruction.

However, it is widely accepted that there is no 'best method' of teaching. A successful teacher of any subject must therefore of necessity use several methods in one lesson. Knowledge of how teaching methods affect learners learning may help educators to select methods that improve teaching quality, effectiveness and accountability to learners and the public. It may also help them keep-up with information technology, globalization and to avoid the status quo (Foster, Pinkest & Husman, 1991). Effective teaching in schools is centred on certain factors such as what to teach, when to teach and how to teach. The teacher does not only teach the most relevant, meaningful and useful materials for specific students, he must also recognize and adopt a good and well

–researched method of teaching that guarantees better understanding and also stimulates and motivates the students. Tawari (1986) observed that teaching methods that encourages student centred activities for developing reasoning and possess skills through scientific approach are conspicuously lacking. For effective teaching to take place, the teacher must stimulate, encourage and maintain active participation of the learners through the selection of appropriate teaching methods. Then there would be a balance between what is taught and how it is taught. Thus, successful teaching in schools does not depend only on the teacher’s mastery of the subject matter but also on the teaching method employed or used. Ogbonna (2000) concludes that one of the most influential factors in teaching is the teacher’s method of teaching.

### **2.13.2 Instructional Materials and Resources**

Learners are required to be exposed to certain stimulations before teaching takes place. The use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more. Furthermore, the teachers are assisted in overcoming physical difficulties that could have hindered his effectiveness in presentation of his topic. Larson (2001) noted that the use of electronically mediated instruction to duplicate the traditional face to face classroom has resulted in a shift from teacher-to student-centred classes. In this situation the responsibility for learning is shifted to the pupils. The teacher facilitates the learning by acting as a coach, resource guide and companion in learning. The use of instructional materials does not only encourage teachers and learners to work collaboratively but also results in more cooperative learning activities among the learners.

Ikerionwu (2000) sees instructional materials as objects or devices which help the teacher to make learning meaningful to the learners. Also, Ezegebe (1994) classified them into two as visual materials, made of reading and non-reading materials and audio-

visual materials comprising electronically operated and non-electronically operated materials. They stated that these resources are either used individually or collectively in any meaningful teaching and learning situation of all school subjects.

Instructional materials are used to promote efficiency of education by improving the quality of teaching and learning. Incorporating these tools and materials present, support and reinforces teaching. According to Aduwa-Ogiegbaen and Imogie (2005) these materials and resources including audio tape recorders, opaque projectors, overhead projectors, still pictures, programmed instruction, filmstrips, maps, charts, graphs and many more offer a variety of learning experiences individually or in combination to meet different teaching and learning experiences.

The most available instructional materials are textbooks and chalkboards. These are predominantly used in the classroom. Other instructional materials such as charts, graphs, diagrams, cartoons, posters, pictures, maps, atlases which are locally available and inexpensive are not provided (Jimoh, 2009; Okobria, 2011). Arisi (1998) noted that more than 90% of the schools investigated in Edo state lacked instructional materials. Similarly, Inang-Abia (1997) noted the non availability of instructional materials in most schools in Akwa-Ibom state.

Jotia and Matlale (2011) found that teachers' use of instructional materials was very inadequate and this invariably had impact on learner's performance in primary school learning certificate examination. Similarly Abdo and Semek (2010) reported low use of instructional media in primary schools of Gedeo zone in southern Ethiopia. In Malawi, Kadzera (2006) noted that there was infrequent use of higher order instructional technologies such as overhead projectors, videos and computers in Teachers Training Colleges. Advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most

radical tools of globalization and soil development which have affected the classroom teaching/learning situation positively.

Teaching is not complete until knowledge is successfully transferred which in most cases may not just be tied to teacher effectiveness or teaching skill but the instructional materials used in the learning process. According to Jimoh (2009), ordinary verbalization has been found to be inadequate for effective teaching. Instructional materials served as a channel through which message, information, ideas and knowledge are disseminated more easily. They can therefore be manipulated, seen, heard, felt or talked about. These materials facilitate activities and they are anything or anybody the teacher turns to for help in learning process.

Teaching resources connotes anything that can assist the teacher in promoting teaching and learning in and outside the classroom. Resources include human, place and material resources (Adekunle, 2010). The teacher (human resources) is concerned with the management of instructional materials and an epitome for repetition for knowledge which he transmits to the learners. Resource places include places that have value for the purpose of classroom teaching. Such places of interest that could be visited include museum, factories, palace, geographical feature sites, historical buildings and so on. Material consists the major tools the teacher employs in transmitting knowledge. These include environment resources, print materials as textbooks or semi text (i.e. charts, maps, pictures, photographs which are commercially made) and non-texts which include models, real objects, video, films and audio aids.

Some of the tools the teacher employs to transit knowledge are:

1. **Textbooks:** they are among the instructional materials readily available for use in the classroom for implementation of the curriculum. A textbook represents a series of lessons which demands the teacher's initiative. Rice (1982) gave some

assumptions for rational textbook selection to include; source of subject content, students' primary resources for learning and tool for translation of curriculum into the local school teaching programme.

2. **Audio-Visual Devices:** There are variation of audio-visual devices and materials. Self contained classroom television system, camera, video tape recorder, radio and filmstrips offer exciting possibilities for all sorts of teaching. Video, tape would be of help in the class for role playing activities. Television helps to shape our changing world. It is a powerful medium which can be used to improve the quality of instruction, enrich the curriculum and extend the benefits of such schooling to others.
3. **Pictures and Charts:** Pictorial presentation is effective particularly for learners having reading difficulties or small vocabularies. Pictures help to illustrate and bring a sense of reality to what is taught, while charts contain the lesson material itself. Pictures stimulate interest, create correct impression and bring lesson to life, charts, on the other hand, are valuable in the presentation of materials to be taught in their simplest form. When pictures are used, the teacher should use a variety of them in order to impress his point on the learners. When charts are used to stress some essential facts, they should be clear and large enough to be seen from any part of the classroom.
4. **Real Objects:** This kind of material resources are valuable in teaching as it remained the actual or real object for use by subject teachers in the classroom. They are referred to as realia and can have powerful impact on learners and motivate them to learn. These bring the real outer world to the classroom.
5. **Resource centres:** A resource centre has different meanings,. Generally, it is referred to a place where learners and teachers may find information and

instructional materials not available in the classroom. Among these may be toys, maps and references or library materials, instructional equipment, real objects and artifacts.

6. **Maps:** Studying drawing and interpreting of maps are activities essential in teaching. Maps indicate economic and physical features, locations of places, political boundaries, etc. the teacher should therefore, expose the learners to the use of maps so that correct interpretations can be given to the maps. Other resources could include magazines and models. (Ololobou 2010:71-73).

#### **2.14 Subject Mastery**

Teachers are obligated to master the basic skills of teaching and possess the ability to adjust their teaching strategy to meet the needs of the learners. This has to do with knowledge of subject matter, skill in planning, skill in adapting to change, skill in assessment, professional responsibility and interpersonal skills among others. In agreement with the above, Adegboye (2003) opines that subject matter curriculum developers should engage classroom teachers in future curriculum project at the start to the end. Kimberly (2009) on his part stated that teachers must be knowledgeable in their area of study. If a teacher is not enlightened in his subject, then any hope of effectiveness goes out. So, effective teaching could be measured by the level of a teacher's subject matter competence which Mullens (1993) in Fakeye (2012) regarded as a prime predictor of students' learning. Most teachers do not possess the competence of the subject which invariably affects their performance.

In the words of Anderson (1991) the teacher must possess the knowledge and skills needed to attain the good and must be able to use the knowledge and skills if the goals are to be achieved. It has been established that there is a high correlation between what teachers know and what they teach. Thus, the ability to teach effectively depends

on the teacher's knowledge of his subject matter. The teacher is handicapped if he is not familiar with the body of knowledge taught and teachers' characteristics is specific in nature. In the study of Adediwura and Bada (2007) nobody can teach what he does not understand or know. They went further to state that they (teachers) must thoroughly understand the content of what they teach. A teacher whose understanding of topic is thorough uses clearer language, their discourse is more connected, and they provide better explanation than those whose background is weaker. The way the learner perceived the teaching in terms of their (teacher) knowledge of content of subject significantly affect the learners performance, because of this, the teacher should therefore master the subject matter before teaching commences. Most teachers go into teaching without knowing what to teach. It must be noted that pedagogical knowledge are not exactly the same thing as knowledge of subject matter, they nevertheless are, ultimately linked with it, because teachers mastery and use of them in the classroom indicates the depth of their knowledge of subject matter.

The quality of education and performance of the learners depends on the teachers as reflected in the discharge of their duties. Teachers are known to have important influence on learners' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on teachers, no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

### **2.15 Empirical studies**

Kanno (1986) studied student teachers' demonstration of the use of set induction and questioning skills during teaching practice. The focus of the study was to

differentiate the performance of student teachers that went through micro-teaching in the area of the use of set induction and questioning skills in teaching practice and those that had no micro-teaching experience. The research design employed in this study was descriptive study. Questionnaire and observation schedule were instruments used for data collection from the respondents. There were 68 students of Abia State University Uturu that formed the subjects. The data were analyzed using t-test and analysis of covariance (ANCOVA). The results indicate significant difference in the students' use of set induction and questioning skill in favour of students who had microteaching experience. In other words, students who had microteaching experience demonstrated better questioning and set induction skills in teaching than those who had no microteaching experience. The study is related to the present study in the area of preparing student teachers' for teaching practice through microteaching. But differs in the sense that the present study is evaluating the level of implementation of teaching practice in colleges of education.

Sowande (1994) studied the impact of micro teaching on teaching practice. The subject of the study comprised of students undergoing the Nigeria Certificate in Education (Technical) programme. The purpose of this study was to find the impact of micro-teaching on teaching practice. Data collection was done using questionnaire which had been validated and subjected to a pilot study to establish its reliability. The subjects were grouped into two, one micro teaching before going on Teaching Practice while the other did not. The results of Teaching Practice for the two groups were compared. A noteworthy difference was found at (0.05) level of significance between the performance of the two groups. The group that experienced microteaching, prior to the teaching practice, performed better. The researcher then concluded that microteaching has a significant impact on teaching practice. Related in the area of

preparing student teacher for proper teacher education but differ in the area of evaluation.

In a study conducted by Oluwatayo and Adebule (2012) titled Assessment of Teaching Performance of Student Teachers on Teaching Practice. The study assessed teaching performance of student-teachers on teaching practice. The study assessed teaching performance of 222 student teachers from faculty of education in Ekiti State. The study used typical rating scale as instrument for data collection and the sample were drawn from one cohort of undergraduate in the faculty of education, Ekiti State University. The data of the reviewed study were analyzed using frequency counts, percentages, item-total correlation level of significance. The study concluded that the teaching performance of student teachers was satisfactory and that gender and previous teaching experience of student teachers had no significant influence on their teaching performance. The reviewed study assessed the teaching performance of student teachers while the present study evaluates the implementation of teaching practice. They are related in the sense that the studies are geared towards the empowerment of teacher education in Nigeria.

Jekayinfa, Yahaya, Yusuf, Ajidagba, Oniye, Oniyangu and Ibraheem (2012) studied lecturers' assessment of teaching practice exercise in Nigerian universities. The focus of this study was to examine the quality of teaching practice in Nigerian universities from the perspective of education learners'. The population of the study comprised all lectures in the faculties of Education in the Federal and State Universities in Nigeria. The target population consisted of lecturers in the faculties of education in six federal and six state universities across the six geo-political zones of Nigeria. A total of 691 lectures were used for the study. Data were analyzed using descriptive statistics, while hypothesis are tested using t-test and ANOVA. It was clear from the findings that

lectures in the faculties of education across the six geo-political zones of Nigeria, irrespective of gender, are similar in their assessment of the quality of teaching practice. Also lectures career experience helps to perceive student's involvement and performance in teaching practice differently. The study was related to the present study since they are investigating teaching practice exercise. The present study evaluated how teaching practice was implemented while the reviewed ones was on lectures' assessment of teaching practice. Also the present took sample of North West geo-political zone of colleges of education while the reviewed was on the six geo-political zones.

Nwanekezi, Okili and Mezieobi (2011) studied attitude of student teachers towards teaching practice in University of Port Harcourt, Rivers state. The study sought to ascertain the attitude of student teachers towards teaching practice. Three research questions and one hypothesis guided the study. The instrument for data collections was a 40-item questionnaire. The study was conducted in the faculty of Education. The sample comprised of 120 students who were on teaching practice in 2008/2009 session. 10 principals and 20 teachers of practicing schools were drawn from simple balloting. The data was analyzed using means and analysis of variance (ANOVA). The findings revealed that if all the strategies for improving student's attitude towards teaching practice would be adopted, the student's attitude towards teaching practice no doubt will be affected positively. One of the recommendations was that the faculty should have a micro-teaching laboratory where the students will be well exposed to the rudiments of teaching before they are sent out for actual teaching. The study was related to the present study because both are on the betterment of teaching practice but differs in terms of scope.

Ringim (2006) studied appraisal of organization and conduct of teaching practice on teachers' method in colleges of education in Kano and Jigawa States. The purpose of the study was an appraisal of how teaching practice was organised and conducted. In this study two types of questionnaires were used. One was for the students and the other for the lecturers. The responses were analysed statistically through percentages it was found out that both lecturers and students maintained suitability in the weight of teaching load given to the student teachers during teaching practice exercise and it was also discovered that there was inadequate supervision of the student-teachers by their supervisors during teaching practice. It was also found out that subjects taught by the student teachers and the stipulations by NCCE minimum standard were different. One of the recommendations was that guidelines should be provided to the cooperating schools so that adequate weight of teaching load was provided to student teachers during teaching practice. This study was similar to the study at hand because they are researching on teaching practice. But the study at hand was wider in scope. The study at hand was also similar because both are using both students and lectures but covers a wider range since it was evaluating the implementation of teaching practice in North West geo-political zones in Nigeria. Also, the statistical analyses used for the studies were different.

Yilma and Cavas (2008) studied the effect of teaching practice on pre-service elementary teachers' science teaching efficiency and classroom management beliefs. The study sought to investigate the effect of teaching practice in pre service elementary teachers' science teaching efficacy and class room management beliefs. The study used 185 pre-service elementary teachers from different universities in Izmir, Turkey. In this study, science teaching efficacy belief instrument (STEB 1-13) and the attitudes and beliefs on classroom control (ABCC) instruments were utilized to collect data. Results

of the study indicated that almost all pre-service elementary teachers had high self-efficacy beliefs regarding science teaching. In addition teaching experience did not affect pre-service elementary teachers' science teaching efficacy beliefs on teachers' classroom management beliefs. However, pre-service elementary teachers classroom management beliefs tended to change with the teaching practice. The study at hand was similar since both are studying or carried out research on teaching practice. But different in areas of study. The study at hand worked on colleges of education in North West Nigeria while the one reviewed was on science pre-service teachers in Izmir Turkey. The instruments are different so also the population used. Both study used descriptive statistical analysis.

Adeleke; Adesina, Salami and Adebayo (2012) studied the influence of Teaching Practice exercise on Accidental Teacher Education candidates at the Obafemi Awolowo University, Ile-Ife. The study examined the influence of practice teaching on the attitude and opinion of accidental would be teachers. It examined how the exercise can improve their attitude and opinion about lesson preparation and delivery as well as general interest in teaching after exposure to the exercise. One hundred and thirty students in this category who have not experienced any formal teaching were purposively selected and made to respond to a questionnaire before and after the exercise. The statistical tools used for analysis was simple percentage. The study found out that the exercise improved the student's attitude to lesson preparation, changed their opinion of lesson delivery for the better but did not improve their general interest in teaching.

The study is similar to the study at hand since they were both on teaching practice. But the present study was wider in scope since it evaluated the implementation of teaching practice as a whole. Also different was the statistical tools. But also the

reviewed study talked on accidental teacher education candidates, at Obafemi Awolowo University while the study at hand is evaluated the implementation of teaching practice in Colleges of Education in North West Zone.

Kiggundu and Nayimuli (2009) studied teaching practice: a make or break phase of student teachers. The study explore the experiences of student teachers in the Vaal University of Technology Post Graduate Certificate of Education (PGCE) during their 10 weeks teaching practice in Vaal area in South Africa. Structured interviews with the students were used to collect data. The data obtained from the semi-structured interviews were analysed thematically. The themes were derived from the key research questions. Literature assisted in identifying the final categories. The findings established that despite the positive experiences during teaching practice, student teachers experienced challenges which affected their perception of the teaching profession. Based on the findings measures are suggested on how to improve teaching practice in order to have a positive influence on the student teachers' perception of and attitude towards, the teaching profession.

The reviewed study was similar to the presence hence they both studied teaching practice and how to improve on it to make worthy the teaching profession. They both different in their study areas and population used. The population on the present study was on NCE students specifically 300 level NCE students in College of Education North West geo-political zone in Nigeria while the reviewed was on (PGCE) students in Vaal University in South Africa.

Mohammad (2008) Studied Evaluation of the implementation of the Micro-teaching in selected Nigeria Colleges of Education. The study therefore examined the adequacy of resources (human and material) in federal and state colleges of education as regards the implementation of micro-teaching. It sought the opinion of staff and

students on the implementation of micro-teaching in sampled colleges of education. The researcher examined the problems faced in the implementation of micro-teaching in the colleges. The study was a descriptive research type using survey and observational techniques. The population involved in the study consisted of students' teachers, micro-teaching staff, in 60 Nigerian Colleges of Education. Four instruments were used for data collections. The instruments are two questionnaires, interview schedule and facilities observation checklist. The data were analysed using percentages, chi-square and analysis of the study revealed that 15 of the sampled colleges were adequate in the area of availability of equipment.

The study was related to the present study because the present study intended to look at micro-teaching laboratory to ascertain facilities and equipment for the preparation of student-teachers before the actual teaching and micro-teaching practice. The study differs because the present study was on North West geo-political zone but both are evaluating the implementation of a programme in teacher education.

## **2.16 Summary of Reviewed Related Literature**

This chapter discussed extensively on the review of literature relating to the evaluation of the conducts of teaching practice in Colleges of Education in the Northwest Geo-Political Zone in Nigeria. Several literature materials have been examined on teacher education programme, and conceptual meaning of teaching practice, objectives of teaching practice and teacher education, scope of teaching practice, organization of teaching practice, importance of teaching practice, teaching practice in teacher education, the NCCE minimum standard and microteaching, concept of teacher quality, curriculum implantation and instructional materials and resources, subject mastery. The relevance of colleges of education in teacher education programme and also the concept of evaluation. The conceptual framework of this study was built on

theories of Okoro's evaluation model; which adopted the basic elements of Stufflebeam's (CIPP) model of input, process and product components. Okoro's model further adopted the system of data collection and analyses from Kentucky model. Okoro's model was also another decision making one. The study was again built on the behavioural model of teaching practice of Albert Bandutra (1971). The model has given insight on what teacher quality should be and how trainee should be effectively trained. Also empirical work was carried out to give a focus to the study. The current study was unique in the sense that it assessed the conduct of a full educational programme.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter described the methodology used for the conduct of the research work. The sub-chapters discussed here were research design, population, sample and sampling technique as well as research instrument. Others were validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis respectively.

#### **3.2 Research Design**

The descriptive survey research design was adopted for this study. Descriptive survey research design was chosen because it has the advantage of producing good responses from a wide range of people. Osuala (2001) explained that descriptive research gives a picture of a situation or a population as it exists. Accurate descriptions are important in making wide range of policy decisions. Survey design also generally deals with current phenomenon spread over a wide area for the purpose of getting clearer understanding, control and subsequent investigation. Olaofe (2010) supported the design because it helps to point out the extent of the problem and to indicate where and how serious as well as its widespread.

#### **3.3 Population**

The population of this study was made up of lecturers and NCE III students of Colleges of Education in the North - West Geo-political Zone of Nigeria. There are fourteen (14) Colleges of Education in the North-West Zone of Nigeria with five thousand, seven hundred and ninety-five (5,795) lecturers. NCE III students' population as at 2012/13 academic session was thirty thousand and twenty-seven (30,027). In view of this, the target population for this study was thirty-five thousand, eight hundred and

twenty-two (35,822) excluding the figures of lecturers and NCE III students from Sa'adatu Rimi College of Education, Kumbotso which was used for the pilot study. Tables 2 and 3 below presented the detailed statistics of the targeted respondents and colleges as it existed in the zone.

**Table 3.3.1: Target population of lecturers for the study from North-West Geo-Political Zone**

S/N	Colleges	Male Lecturers	Female Lecturers	Total No. of Lect.
1	FCE Bichi	261	60	321
2	FCE (T) Gusau	182	42	224
3	FCE Kano	389	126	515
4	FCE Katsina	254	76	330
5	FCE Zaria	789	297	1,086
6	COE Argungu	149	9	158
7	IKCOE Dutsinma	216	13	229
8	IKCOE	221	77	298
9	COE Gidan Waya	382	70	452
10	COE Gumel	216	11	227
11	SRCOE Kumbotso	724	185	909
12	COE Maru	176	6	182
13	SSCOE Sokoto	737	127	864
14	Jama'tu Wagir	-	-	-
<b>TOTAL</b>		<b>4,696</b>	<b>1,099</b>	<b>5,795</b>

Source: NCCE 2013

**Table 3.3.2: Target population of NCE III students for the study from North-West Geo-Political Zone**

S/N	Colleges	Male Students	Female Students	Total No. of Students
1	FCE (T) Bichi	1,790	401	2,191
2	FCE (T) Gusau	1,382	1,382	2,764
3	FCE Kano	1,662	686	2,348
4	FCE Katsina	1,205	496	1,701
5	FCE Zaria	2,193	1,054	3,247
6	COE Argungu	892	149	1,041
7	IKCOE Dutsinma	1,208	212	1,420
8	COE Gidan Waya	897	420	1,317
9	COE Gumel	1,831	222	2,053
10	SRCOE Kumbotso	4,558	819	5,377
11	KICOE	565	339	904
12	COE Maru	1,595	170	1,765
13	SSCOE Sokoto	2,808	1,091	3,899
<b>TOTAL</b>		<b>22,586</b>	<b>7,441</b>	<b>30,027</b>

Source: NCCE 2013

### **3.4 Sample and Sampling Technique**

There are fourteen (14) colleges of education in the north-west geo-political zone spread differently on the basis of ownership. The colleges were stratified into federal, state, private or community, religious or voluntary agency; six (6) of the colleges are federally owned while the remaining seven (7) are state owned, including one (1) privately owned. The private COE was however not included in this study due to some defects in its administrative responsibilities and poor compliance with the provision of NCCE guidelines. The colleges were stratified into federal and state owned, three (3) colleges were sampled from each strata making a total of six (6) colleges altogether.

For the selection of sampled colleges from the federally owned, they included - FCE, Kano; FCE, Zaria and FCE, Katsina and for the state owned, they are COE, Gumel; COE, Maru and SSCOE, Sokoto. The study took cognizance of the nature of programme or courses offered and the geographical distribution of the colleges. The selection of these colleges also included conventional programme/courses offered. This mode of sampling was best described as stratified purposive sampling. The reason behind the use of stratified purposive sampling was that all the colleges of education in the country have the same supervisory agency that was, the National Commission for Colleges of Education (NCCE). All colleges use the same NCE minimum standard and curriculum to teach and examine their programmes/students. Despite the uniform course contents and recommended methodologies and facilities, the colleges differ in ownership and courses offered. In order to have a fair representation of colleges sampled, taking care of the ownership and course offerings, made the use of another sampling technique possible - purposive sampling technique.

**Table 3.4.1: Sampled distribution of Colleges from the North-West Zone**

S/N	States	Colleges
1.	Kano	F.C.E. (Federal)
2.	Kaduna	F.C.E Zaria (Federal)
3.	Katsina	F.C.E. Katsina (Federal)
4.	Jigawa	COE Gumel (State)
5.	Zamfara	COE Maru (State)
6.	Sokoto	COE Sokoto (State)

A total of three hundred and fifty (350) students were purposively sampled from the six (6) colleges used. Only students who had taken micro-teaching course and teaching practice formed the subjects. The sample comprises of three hundred and fifty (350) NCE III students only selected on the basis of gender. This was to eliminate gender bias and give equal opportunity to all. Out of the sampled figure, two hundred and sixty-four (264) (73.9%) were male and ninety-three (93) representing 26.1% were female students from the six (6) colleges of education involved in the study.

All the microteaching staff and few lecturers in the selected colleges formed the subjects. Coordinators of six (6) Centres for Educational Technology (CET) were interviewed. The coordinators of instructional technology were also interviewed over the availability of equipment and facilities through observation. A total of one hundred and seventy (170) staffers were used, thirteen (13) from each college of education made up of seven (7) male and six (6) female since all the staff members were supervisors in teaching practice. The total number of the sampled population used for the study was five hundred and twenty (520)

**Table 3.4.2: Sample distribution of lecturers and students for this study from North West Geo-Political Zone of Nigeria**

S/N	Colleges	Sampled Lecturers			Sampled Students		
		Male	Female	Total	Male	Female	Total
1	FCE Kano	16	13	27	36	25	58
2	FCE Zaria	16	13	30	37	25	59
3	FCE Katsina	15	12	29	34	25	58
4	COE Gumel	16	13	27	32	24	58
5	COE Maru	16	13	30	31	24	59
6	SSCOE Sokoto	15	12	27	34	24	58
<b>TOTAL</b>		<b>94</b>	<b>76</b>	<b>170</b>	<b>203</b>	<b>147</b>	<b>350</b>

Source: Fieldwork (2017)

### 3.5 Instrumentation

Three instruments were used for data collection in this study. They are:

1. Teaching practice evaluation questionnaire for staff (TPEQS) and students' teaching practice evaluation questionnaire (STPEQ).
2. Facilities and materials observation guide (FMOG).
3. An interview schedule for coordinators of education technology centres.

The NCCE minimum standards document provided information on NCCE requirement, in terms of course contents, facilities, equipment and materials. It also assisted the study to obtain relevant data. The teaching practice evaluation questionnaire for staff (TPEQS) has two sections namely sections A and B with a total of 1 - 26 items. Section 'A' elicited personal information from the respondents' such as, institutional affiliation, qualification and area of specialization while section B seeks for inputs on teaching practice such as staffing, facilities, equipment and materials. Other questions in the section are on the process of teaching practice evaluation like number of students per group, recording of practical or demonstration of skills. The product of evaluation has questions related to the students' performance in teaching practice.

The Students Teaching Practice Evaluation Questionnaire (STPEQ) has two sections A and B. Section A elicited information on the respondents bio-data which covered institutional affiliation, level of study, gender, area of specialization and so on. Section B of (STPEQ) seeks to answer questions on the inputs for teaching practice implementation and its product in terms of students' performance in or during the teaching practice. In all, the students' questionnaire has a total of 22 items. Facilities, equipment and material observation guide (FMOG) were adopted from the NCCE minimum standards list of recommended resources for Educational Technology Centres. Assessing facilities, equipment, materials etc for availability, adequacy and functionality.

An interview schedule was developed by the researcher. It was used to elicit information from the coordinators of Centres for Educational Technology in the sampled colleges. The instrument has six items on brief history of the centre, availability, adequacy and functionality of centre's equipment and materials strategies for microteaching implementation adopted by each college.

In section A, respondents were required to fill/tick the best answer from the available options while section B was designed alongside Likert modified four-point rating scales of strongly agreed (SA), Agreed (A), Disagreed (D) and strongly disagreed (SD).

### **3.5.1 Validity of the Instrument**

According to David and Jatau (2004) validity is the accuracy with which the researcher's instrument measured what it is intended to measure. In this regard, the researcher developed instruments for this study were given to the supervisors and experts from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria to vet for face and content validity. The instruments were

scrutinized with the view to identifying items that are not required and/or suggest relevant ones that are essential for inclusion in the research instruments and to correct ambiguous statement in the research instruments. The need to validate these instruments was supported by Kerlinger in Bodunde (2004) that validation of an instrument(s) by experts is an effective method to content validity of research instruments.

### **3.5.2 Pilot Study**

A pilot study was conducted in Sa'adatu Rimi College of Education, Kumbotso-Kano where ten (10) respondents who had just completed their teaching practice were examined viz-a-viz how they teach in the schools to which they were posted. This was however limited to Social Studies been also the discipline of the researcher. It also involved the administration of five (5) copies of questionnaire on NCE Social Studies student-teachers during their second semester NCE III. The exercise was completed in two (2) weeks. Wimmer and Dominick in Abbas (2004) concurred that a pilot study should be conducted before the main study to pilot test the instruments and ensure that possible ambiguity that may be associated with the study is removed. In view of this, the researcher decided using respondents that would not participate in the actual research study so as not to be conversant with the instrument(s) beforehand. With the pilot study conducted, it paved way for the final draft of the instrument(s) before the commencement of the field work after necessary approval had been sought from the supervisors.

### **3.5.3 Reliability of Instrument**

The data thus collected from the pilot study were statistically analyzed for purposes of reliability co-efficient. The Cronbach reliability coefficient was used. Consequently, reliability co-efficient of alpha level of .928 was obtained. This reliability

co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability by Stevens (1986) and Spiegel (1992). According to them, an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirmed the reliability of the chosen instruments as most suitable for data collection in this study.

### **3.6 Procedure for Data Collection**

In an attempt to carry out this study, a letter of introduction was collected by the researcher from her department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria to the respective Colleges of Education to request for the release of vital documents. Also, to seek for their approval and permission to conduct the study on the respondents who constituted their employees. Considering the hectic nature of this work, the researcher employed one (1) research assistant (that is lecturer) in each of the selected colleges who were trained on modalities to administer the instrument and retrieved same from the respondents back to the researcher.

According to Mokobia (2010) in Makobia and Okoye (2011), the need for research assistants was to ensure maximum cooperation among the participating staff as well as for high retrieval percentage. This exercise was completed in Twelve (12) weeks under classified phases involving one hundred and seventy (170) lecturers and three hundred and fifty (350) NCE three Students. The instruments were carefully marked and packed in an envelope to avoid mix-up and reduce loss in transit.

### **3.7 Procedure for Data Analysis**

The data collected for this study were analyzed using various statistical methods. The bio-data variables of the respondent's questionnaire were subjected to

frequency count and simple percentages. The stated null-hypotheses were tested using chi-square statistics. All hypotheses were tested at 0.05 alpha level of significance for acceptance or rejection. Chi-square statistical method was employed because is widely used in the social sciences as a measure of the strength of linear dependence between two variables. The entire analyses were analyzed using Statistical Package for Social Sciences (SPSS vers. 17).

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This study evaluated the conduct of teaching practice in colleges of education in North-west Geo-Political Zone, Nigeria. The lecturers and student teachers made up the two categories of respondents in the study. A total of three hundred and fifty (350) NCE III students and one hundred and seventy (170) lecturers duly responded to the study making a total of five hundred and twenty (520) respondents. This figure represents 97.0%. The statistical package SPSS IBM 24 was used for the data analysis. The analysis was carried out in sections. The first section presented descriptive statistics of frequencies and percentages of the students' respondents and the lecturers' respondents in that order. The second section presented the frequency and mean perceptions of both categories of respondents as answered to the five research questions. The cumulative mean of each set of 10 questions per table was compared with a decision mean of 2.500. The decision mean of 2.500 was calculated based on the four point likert scale options i.e.  $(4+3+2+1)/4 = 2.500$ . If the cumulative mean of each set of 10 questions was above the standard mean of 2.500, this implies high extent of agreement with the research questions raised and vice versa. The five null research hypotheses were answered using the chi-square statistics to assess differences in the opinions of students' and those of lecturers' in each of the hypothesis. All the hypotheses were tested at 0.05 level of significance. Summary of findings and discussions on findings was also included in this chapter.

## 4.2 Analysis of Respondents' Personal Data

Below contained tables depicting the analysis undertaken in view of respondents' opinion on a number of issues related to status, ownership of colleges, academic qualifications, professional qualifications and gender.

**Table 4.2.1: Categories of respondents' according to Status**

	<b>Frequency</b>	<b>Percent</b>
Students	350	67.3
Lecturers	170	32.7
<b>Total</b>	<b>520</b>	<b>100.0</b>

Two groups of respondents were used for this study. A total of three hundred and fifty (350) of them representing 67.3% are student-teachers while the rest of one hundred and seventy (170) representing 32.7% are lecturers. This summed up to the six hundred and twenty (620) respondents that were used in this study.

**Table 4.2.2: Respondents' distribution according to NCE III Student from the Colleges**

	<b>Frequency</b>	<b>Percent</b>
FCE Kano	67	19.1
FCE Zaria	55	15.7
FCE Katsina	58	16.6
COE Gumel	57	16.3
COE Maru	58	16.6
SSCOE Sokoto	55	15.7
<b>Total</b>	<b>350</b>	<b>100.0</b>

The table above showed the students distribution by their colleges of education. The colleges are FCE, Kano; FCE, Zaria; FCE, Katsina; COE, Gumel; COE, Maru and SSCOE Sokoto with 67, 55, 58, 57, 58 and 55 students representation respectively.

**Table 4.2.3: Respondents' distribution according to SCHOOL Ownership**

	Frequency	Percent
Federal Govt	184	52.6
State Govt	166	47.4
<b>Total</b>	<b>350</b>	<b>100.0</b>

A total of one hundred and eighty-four (184) or 52.8% of the students are from federally owned schools and the rest of one hundred and sixty-six (166) or 47.4% are from state owned colleges of education.

**Table 4.2.4: Respondents' distribution according to Gender of Students**

	Frequency	Percent
Male	203	58
Female	147	42
<b>Total</b>	<b>350</b>	<b>100.0</b>

A total of one hundred and ninety-nine (199) or 56.9% of the students are males while the rest of one hundred and fifty-one (151) or 43.1% were females.

**Table 4.2.5: Respondents' distribution according to Lecturers from the Colleges**

	Frequency	Percent
FCE Kano	30	17.6
FCE Zaria	30	17.6
FCE Katsina	20	11.8
COE Gumel	30	17.6
COE Maru	30	17.6
SSCOE Sokoto	30	17.6
<b>Total</b>	<b>170</b>	<b>100.0</b>

The table above showed lecturers' distribution by their colleges of education. The schools are FCE, Kano; FCE, Zaria; FCE, Katsina; COE, Gumel; COE, Maru and SSCOE, Sokoto. Thirty (30) lecturers each were sampled from each of the colleges of education exception of F.C.E. Katsina with 20 lecturers.

**Table 4.2.6: Respondents' distribution by Lecturers according to Ownership**

	Frequency	Percent
Federal Govt	80	47.1
State Govt	90	52.9
<b>Total</b>	<b>170</b>	<b>100.0</b>

On the basis of ownership of the colleges as responded by the lecturers', a total of eighty (80) or 47.1% are from federal owned colleges of education and the rest of ninety (90) representing 52.9% are from state owned colleges of education.

**Table 4.2.7: Respondents' distribution according to Gender of Lecturers**

	Frequency	Percent
Male	103	60.6
Female	67	39.4
<b>Total</b>	<b>170</b>	<b>100.0</b>

A total of one hundred and three (103) or 60.6% of the lecturers are males and the rest of sixty-seven (67) or 39.45% are female lecturers.

**Table 4.2.8: Respondents' distribution according to Academic Qualification**

	Frequency	Percent
Ph.d	12	7.1
M.Ed/MSc	61	35.9
PGDE	46	27.1
B.A/BA.Ed/B.Sc	51	30
<b>Total</b>	<b>170</b>	<b>100.0</b>

The lecturers' highest academic qualification showed that while twelve (12) or 7.1% possessed Ph.D, another sixty-one (61) or 35.1% possessed M.A./MSc. as against forty-six (46) or 27.1% with PGDE while another fifty-one (51) or 30% are having B.A/BA.Ed/B.Sci.

**Table 4.2.9: Respondents' distribution according to Professional Qualification**

	Frequency	Percent
Ph.D Education	15	8.8
Med	60	35.2
B.A/(Ed)B.sc/(Ed)/B.Ed	95	55.9
<b>Total</b>	<b>170</b>	<b>100</b>

On the lecturer's professional qualification, a total of 4 or 2.4% of the lecturers possessed Ph.D professional qualification while 49 or 28.8% possessed M.Ed professional qualification as against 82 or 48.2% with BA/(Ed)/BSC (Ed)/B.Ed and the rest 35 or 20.6% possessed other forms of professional qualification.

**Table 4.2.10: Respondents distribution according to Specialization**

	Frequency	Percent
Educational Technology	29	17.1
Psychology of Education	26	15.3
curriculum and instruction	33	19.4
Educational Foundation (History, Philosophy	27	15.9
Educational Administration and Planning	33	19.4
Measurement and Evaluation	22	12.9
<b>Total</b>	<b>170</b>	<b>100.0</b>

The table above showed lecturers' area of specialization as a matter of importance to this study. It ranges from educational technology, measurement and evaluation, educational administration and planning, educational foundation (history, philosophy, curriculum and instruction and psychology of education. Frequencies and percentages in respect of each specialization were presented in table 4.2.10 above.

**Table 4.2.11: Respondents' distribution according to Years of Teaching Experience**

	Frequency	Percent
Less than 1 year	28	16.5
1 - 5 years	42	24.7
6 - 10 years	49	28.8
11 and above	51	30.0
<b>Total</b>	<b>170</b>	<b>100.0</b>

On lecturers' years of teaching experience, twenty-eight (28) or 16.5% had experience of less than 1 year while forty-two (42) or 24.7% had between 1-5 years as against forty-nine (49) or 28.8% that had between 6-10 years and the rest of fifty-one (51) of them or 30.0% had over 11 years teaching experience.

#### **4.3 Analysis of Research Questions**

The main objective of this investigation was to assess the conduct of teaching practice exercise in Colleges of Education in North-West Geo-Political zone of Nigeria. This research topic was devolved into specific objectives and investigated with the following research questions analyzed as follows:

**Research Question One:** What is the extent of preparedness of NCE student-teachers by colleges of education in the Northwest Geo-Political Zone before the commencement of teaching practice exercise?

**Table 4.3.1: Extent to which colleges of education in the Northwest Geo-Political Zone prepared the NCE students before the commencement of teaching practice exercise**

S/N	Items Statement	SA	A	SD	D	Mean	S.D
1	A microteaching laboratory is not a necessity for the preparation of students before the commencement of teaching practice.	90	155	160	115	2.4100	0.687
2.	The academic staff population in the Educational Technology centre in my college can be considered to be adequate in preparation of students before teaching practice.	174	87	171	88	2.6673	0.685
3.	Video and audio recording facilities are expensive gadgets that colleges could do without in preparedness of teaching practice.	154	55	191	120	2.4673	1.141
4.	The two credit weight allocated to microteaching in the revised minimum standard is adequate for the implementation and achievement of the objective of micro-teaching in preparedness of teaching practice.	189	110	79	142	2.6654	0.841
5.	Equipment, facilities and materials for preparation of the students are effectively use by the colleges.	233	120	89	78	2.9769	0.568
6.	In most cases students are trained on how to improvise and use instructional materials in preparedness of teaching practice.	110	125	130	155	2.3654	0.874
7.	The play-back of video recording of a good student's skill demonstration during micro-teaching are used for students to view before they embark on their own skill demonstration in teaching practice.	95	150	165	110	2.4423	0.687
8.	Students are properly taught how to plan their lesson in micro-teaching class in preparedness of teaching practice exercise.	345	44	53	78	3.2615	0.741
9.	Modeling by the teacher for microteaching students to observe before their skill demonstration may be time consuming.	96	150	160	114	2.4385	0.841
10.	As a result of time constraint and students population, group lesson plan preparation which will be presented by one of the group members could be a good alternative.	119	176	160	65	2.6712	0.699
<b>Average Mean</b>						<b>2.665</b>	
<b>Decision mean = 2.5000</b>							

Table 4.3.1 showed that the extent to which colleges of education in the Northwest Geo-Political Zone prepared their NCE students before the commencement of teaching practice exercise is high. This is because the computed average mean on all the ten items was 2.665 which is much higher than the decision/standard mean of 2.5000. This was evident in the students who have been properly taught how to plan their lesson in micro-teaching class in preparedness for teaching practice exercise.

**Research Question Two:** To what extent have colleges of education in the Northwest Geo-Political Zone met the stipulated requirement of NCE minimum standard before the commencement of teaching practice exercise?

**Table 4.3.2: Extent to which colleges of education in the Northwest Geo-Political Zone meet the stipulated requirement of minimum standard in NCCE before the commencement of teaching practice exercise**

S/N	Items Statement	SA	A	SD	D	Mean	S.D
1.	The offering of micro-teaching as a pre-requisite to teaching practice is strictly observed by Colleges of Education.	245	98	89	88	2.9615	0.087
2.	Before proceeding on teaching practice students must pass micro teaching theory and practice.	202	110	140	68	2.8577	0.874
3.	It is likely for one to pass micro teaching and performs woefully in teaching practice.	192	84	121	123	2.6635	1.010
4.	Before proceeding to (Edu 223) micro teaching practicum students must pass Education 213 Micro Teaching and Theory in my College.	170	110	98	142	2.5923	0.874
5.	Students who perform well in theory and fail practicum are not allowed to go on teaching practice in my College.	230	123	89	135	3.0808	0.546
6.	Students' who performed woefully in teaching practice should not be graduated until they pass teaching practice in Colleges of Education.	120	130	125	145	2.4327	0.2101
7.	Students on teaching practice exercise are supervised 10 times each in Colleges of Education.	110	161	145	104	2.5327	0.851
8.	Student's population is one of the problems affecting teaching practice supervision in Colleges of Education.	125	166	170	59	2.6865	0.765
9.	Teaching practice exercise is basically in my college.	105	144	148	123	2.4442	0.746
10.	Teaching practice exercise is done every first semester by NCE III students in my college.	116	166	148	90	2.5923	0.841
<b>Average mean</b>						<b>2.684</b>	
<b>Decision mean = 2.5000</b>							

Table 4.3.2 showed that colleges of education in the Northwest Geo-Political Zone have met the stipulated requirement of NCE minimum standard before their student-teachers commenced teaching practice exercise. The average mean of the 10 items was 2.684 which is much higher than the standard/decision mean of 2.5000. Majority of the lecturers and the students are of the opinion that students who perform well in theory and fail practicum are not been allowed to go on teaching practice in their Colleges in conformity with the NCE minimum standard.

**Research Question Three:** To what extent do student teachers utilized appropriate instructional facilities and methods during teaching practice exercise organized by College of Education in Northwest Geo-Political Zone?

**Table 4.3.3: Extent to which student-teachers utilized appropriate instructional facilities and methods during teaching practice exercise.**

S/N	Items Statement	SA	A	D	SD	Mean	S.D
1.	Adequate use of suitable instructional facilities by student teachers would help to promote learning among students irrespective of their background.	249	101	90	80	2.9981	0.412
2.	There is no best way a student teacher can teach well without using appropriate instructional facilities for easy understanding by the students	195	120	145	60	2.8654	0.541
3.	The use of instructional facilities by student teachers can only help promote easy understanding of the concept taught.	167	94	135	124	2.5846	0.541
4.	Most student teachers only utilized instructional facilities when supervisors came calling in their classes rather than in the promotion of effective teaching and learning.	167	111	101	141	2.5846	0.0891
5.	I feel is not advisable for student teachers to refer to chalkboard, chalk, dusters as instructional facilities.	210	101	80	129	2.7538	0.1512
6.	In most lessons student teachers use varieties of instructional methods to disseminate information aimed at making the students acquire relevant knowledge.	129	137	132	122	2.5250	1.101
7.	Lecture method is the most commonly used of all the other methods of teaching.	151	121	135	113	2.5962	0.871
8.	The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.	125	155	160	80	2.6250	0.888
9.	Subjects and topics determined the different instructional methods used in teaching and learning.	131	151	140	98	2.6058	0.871
10.	In using instructional methods the age and maturity of the learner should be considered.	115	160	135	110	2.5385	0.357
<b>Average mean</b>						<b>2.777</b>	
<b>Decision mean = 2.5000</b>							

Table 4.3.3 showed that student-teachers used appropriate instructional facilities and methods during teaching practice exercise organized by colleges of education in Northwest Geo-Political Zone. The outcome of this analysis was considered high enough as the average mean on the items was 2.777 which is above the decision mean of 2.5000. It was unravelled that adequate use of suitable instructional facilities by student-teachers would help to promote learning among students irrespective of their background, as this item attracted the highest response mean of 2.682.

**Research Question Four:** To what extent do subject mastery by student teachers' impacted positively on learners' performance during teaching practice exercise in colleges of education in Northwest Geo-Political Zone?

**Table 4.3.4: Extent to which student-teachers used subject mastery to impact positively on learner's performance during teaching practice exercise in colleges of education in Northwest Geo-Political Zone**

S/N	Items Statement	SA	A	D	SD	Mean	S.D
1.	In most lessons student teachers use varieties of instructional methods to disseminate information aimed at making the students acquire relevant knowledge.	240	102	99	79	2.9673	0.541
2.	Simulation method is the most suitable in teaching in the class which helps strive to develop the society.	190	124	144	62	2.8500	0.0891
3.	From varieties of teaching methods, only fieldtrip and inquiry methods have the capacity to make learners develop theory own volition.	178	98	121	123	2.6365	0.1512
4.	The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.	168	111	101	141	2.5923	1.106
5.	In using instructional methods the age and maturity of the learner should be considered.	135	131	131	123	2.5346	0.541
6.	Subjects and topics determined the different instructional methods used in teaching and learning.	151	121	130	118	2.5865	0.081
7.	Lecture method is the most commonly used of all the other methods of teaching.	160	121	125	114	2.6288	0.1512
8.	Problem-solving method should be encouraged in usage in teaching and learning.	167	147	138	68	2.7942	1.171
9.	I have observed how deficient student teachers lesson content is, hence its inability to develop in the students' ability to acquire basic life skills.	144	141	141	94	2.6442	0.872
10.	Student teachers subject mastery is very important in teaching and learning.	128	150	142	100	2.5885	0.571
<b>Average mean</b>						<b>2.682</b>	

**Decision mean = 2.5000**

Table 4.3.4 showed that the extent to which subject mastery by student-teachers have impacted positively on learners' performance during teaching practice exercise in colleges of education in Northwest Geo-Political Zone is high. The average mean response was 2.682 which is much above the standard mean of 2.5000. Specifically, they were in agreement that in most lessons student-teachers used varieties of instructional methods to disseminate information aimed at making the students' acquire relevant knowledge. This item had the highest mean response of 21.682.

**Research Question Five:** How do the quality and competence of lecturers on teaching practice supervision contribute to the performance of practicing teachers?

**Table 4.3.5: Extent to which quality and competence of lecturers on teaching practice supervision contribute to the performance of practicing teachers**

S/N	Items Statement	SA	A	SD	D	Mean	S.D
1.	Failure on the part of most student teachers to master their subject matter as expected is as a result of lack of proper preparation by the lecturers.	235	98	105	82	2.922	0.087
2.	I have observed only few lecturers understand the importance of teaching practice in teacher education.	185	135	124	76	2.8250	0.870
3.	Only quality and competent lecturers discuss the lesson with student teachers after supervision.	168	101	125	126	2.5981	0.745
4.	All supervisors on teaching practice supervision have in one way or the other used the influence of their qualifications to awaken student teachers interest to the use of instructional facilities in their environment.	170	121	109	120	2.6558	0.874
5.	Most of the supervisors have failed in their responsibilities to create awareness of the importance of using varieties of methodologies through what they teach.	156	122	123	119	2.6058	0.174
6.	Qualified lecturers who understand the value of social relations will continue to encourage their students to relate with one another for mutual benefits.	141	141	149	89	2.6423	0.871
7.	Only lecturers with educational background create awareness of the importance of using the 3 domains in writing lesson objectives.	149	131	134	106	2.6212	0.741
8.	Quality and competency of a lecturer who is committed to his students is shown in the ways he attends classes, direct and guide the students and supervise their conduct and attitudes.	160	151	128	81	2.7500	0.741
9.	Consistent organization of workshop for lecturers on teaching practice will equip them with needed skills and knowledge required for supervision.	135	161	139	85	2.6654	0.415
10.	Since most of the supervisors are not education specialist at either NCE, B.Ed or Masters level, they have been finding it difficult to properly supervise student-teachers on teaching practice.	138	149	125	108	2.6096	0.741
<b>Average mean</b>						<b>2.890</b>	
<b>Decision mean = 2.5000</b>							

Table 4.3.5 showed that quality and competence on the part of lecturers posted on teaching practice supervision has helped to contribute to the performance of practicing teachers in the study area. As both the lecturers and students' average mean response of 2.890 was above the standard mean of 2.500, indicating that they both agreed that the quality and competence of lecturers on teaching practice supervision usually help in contributing to the performance of practicing teachers. It was obvious

that failure on the part of most student-teachers to master their subject matter as expected has contributed to poor learning and assimilation of the students. This item attracted the highest response mean of 2.922.

#### 4.4 Hypotheses Testing

In testing the five null hypotheses, the non-parametric statistics of chi-square was used to assess differences in the opinion of lecturers and students in each of the hypotheses raised. In accepting or rejecting the null hypothesis in each case, the calculated p-value was compared with the 0.05 alpha level.

**Hypothesis One:** There is no significant difference between lecturers and students with regards to the level of preparedness of student-teachers before the commencement of teaching practice exercise.

**Table 4.4.1: Chi square statistics on level of preparedness of NCE students before the commencement in teaching practice**

N	Mean	SD	$\chi^2$ cal.	$\alpha$	df	$\chi^2$ crit.	P-value	Decision
			897.44	0.05	21	32.671	.000	Rejected

From the result obtained in table 4.4.1 above, it was revealed that significant difference exists in the level of preparedness of NCE students before the commencement of teaching practice. This is because the computed chi-square value of 897.446 was found to be higher than the chi-square critical value of 32.671 at df 21. Moreover, the calculated p-value of 0.000 was found to be lower than the 0.05 alpha level. This showed that significant differences exist in the level of preparedness of NCE students before the commencement of teaching practice. Therefore, the null hypothesis which states that there is no significant difference in the level of preparedness of NCE students before the commencement of teaching practice is hereby *rejected*.

**Hypothesis Two:** There is no significant difference between lecturers and students opinions regarding the extent colleges of education in Northwest Geo-Political Zone which have met the stipulated requirements of minimum standards in NCOE before student teachers commencement on teaching practice exercise.

**Table 4.4.2: Chi square statistics on level to which minimum standard requirements are met before the commencement of teaching practice by colleges of education**

N	Mean	SD	$\chi^2$ cal.	$\alpha$	df	$\chi^2$ crit.	P-value	Decision
			1063.32	0.05	21	32.671	.000	Rejected

The test of analysis undertaken above revealed that significant difference exists in the level to which NCE minimum standard requirements are met before the commencement of teaching practice by colleges of education. This is because the computed chi-square value of 1063.32 was found to be higher than the chi-square critical value of 32.671 at df 21. Moreover, the calculated p-value of 0.000 was found to be lower than the 0.05 alpha level. This showed that significant differences exist in the level to which NCE minimum standard requirements are met before the commencement of teaching practice by colleges of education. Therefore, the null hypothesis which states that there is no significant differences in the level to which NCCE minimum standard requirements are met before the commencement of teaching practice by colleges of education is hereby *rejected*.

**Hypothesis Three:** There is no significant difference between lecturers and students regarding the rate at which student teachers uses appropriate instructional facilities and methods during teaching practice exercise.

**Table 4.4.3: Chi square statistics on the rate at which students-teachers used instructional facilities and methods effectively during teaching practice**

N	Mean	SD	$\chi^2$ cal.	$\alpha$	df	$\chi^2$ crit.	P-value	Decision
			1092.86	0.05	21	32.671	.001	Rejected

Information from table 4.4.3 above revealed that significant difference exists in the rate at which student-teachers used instructional facilities and methods effectively during teaching practice. This is because the computed chi-square value of 1092.86 was found to be higher than the chi-square critical value of 32.671 at df 21. Moreover the calculated p-value of 0.001 was found to be lower than the 0.05 alpha level. This showed that significant differences exist in rate at which students-teachers used instructional facilities and methods effectively during teaching practice. Therefore, the null hypothesis which states that there is no significant differences in the rate at which student-teachers used instructional facilities and methods effectively during teaching practice is hereby *rejected*.

**Hypothesis Four:** There is no significant difference with regards to student teachers subject mastery and the positive impacts on learners' performance during teaching practice exercise.

**Table 4.4.4: Chi square statistics on level at which student-teachers mastery of their subject matter impacts positively on learners performance during teaching practice exercise**

N	Mean	SD	$\chi^2$ cal.	$\alpha$	df	$\chi^2$ crit.	P-value	Decision
			969.03	0.05	21	32.671	.002	Rejected

Table 4.4.4 above revealed that significant difference exists in the level at which student-teachers mastery of their subject matter impacts positively on learners' performance during teaching practice exercise. This is because the computed chi-square

value of 969.03 was found to be higher than the chi-square critical value of 32.671 at df 21. Moreover, the calculated p-value of 0.002 was found to be lower than the 0.05 alpha level. This showed that significant differences exist in the level at which student-teachers mastery of their subject matter impacts positively on learners' performance during teaching practice exercise. Therefore, the null hypothesis which states that there is no significant difference in the level at which student-teachers mastery of their subject matter impacts positively on learners' performances during teaching practice exercise is hereby *rejected*.

**Hypothesis Five:** There is no significant difference in the rate at which lecturers' quality and competence help in contributing to the performance of practicing teacher.

**Table 4.4.5: Chi square statistics in the rate at which lecturers' quality and competence help in contributing to the performance of practicing teachers**

N	Mean	SD	$\chi^2$ cal.	$\alpha$	df	$\chi^2$ crit.	P-value	Decision
			1091.65	0.05	21	32.671	.002	Rejected

Results of the chi-square statistics above revealed that significant difference exists in the rate at which lecturers' quality and competence help in contributing to the performance of practicing teachers. This is because the computed chi-square value of 1091.65 was found to be higher than the chi-square critical value of 32.671 at df 21. Moreover the calculated p-value of 0.002 was found to be lower than the 0.05 alpha level. This showed that significant differences exist in rate at which lecturers' quality and competence help in contributing to the performance of practicing teachers. Therefore, the null hypothesis which states that there is no significant difference in the rate at which lecturers' quality and competence help in contributing to the performance of practicing teachers is hereby *rejected*.

#### **4.5 Summary of Findings**

The major findings from the analyses of data and test of hypotheses were summarized as:

1. It was revealed that significant difference exists between lecturers' and students' with regards to the level of preparedness of student-teachers before the commencement of teaching practice exercise.
2. Evidence has shown that significant difference exists between lecturers' and students' regarding the extent to which colleges have met the NCE stipulated minimum requirements before the commencement of teaching practice exercise.
3. There was significant difference between lecturers' and students' regarding the rate to which student-teachers used appropriate instructional facilities and methods during teaching practice exercise.
4. The study showed that significant difference exists between lecturers' and students' regarding student-teachers' subject mastery and the positive impact on learners' performance during teaching practice exercise.
5. It was observed that significant difference exists between lecturers' and students' regarding the extent to which quality and competence of lecturers' contributed to the performance of practicing teachers in the study area.

#### **4.6 Discussion of Findings**

This study evaluated the conduct of teaching practice in colleges of education in North West Geo-Political Zone of Nigeria. A total of five null hypotheses were tested in line with the specific objectives and research questions of the study. In hypothesis one, the non-parametric statistics of chi-square was used to determine significant differences between the lecturers and the students with regards to the level of preparedness of student-teachers before the commencement of teaching practice exercise. The results of

the chi-square statistics showed that there was significant difference between lecturers and students with regards to the level of preparedness of student-teachers before the commencement of teaching practice exercise. The null hypothesis was subsequently rejected. This finding is consistent with Adeshina (2004) who pointed out that many innovations in education relied a lot on the preparedness of teachers who are termed the curriculum implementers. Without which successful teaching by these future teachers would be distorted and hence, inability to achieve the pre-determined goals of education. In addition to this, information from the respondents' interviewed suggested that student-teachers are not adequately prepared before they proceed on teaching practice. They anchored their feelings on the caliber of students been admitted into the different colleges who are not only serious with their studies but also deserted their different places of teaching practice schools. This maybe on the fact that if teaching had been more professionalized than it is, at the present time, it would have attracted more serious inputs which the society can relied upon for the future of this Country.

The test of hypothesis two revealed that there was significant difference between lecturers and students opinions regarding the extent to which colleges of education in North West Geo-Political zone have met the stipulated requirements of NCE minimum standard before student-teachers commenced teaching practice exercise. The result of the chi-square statistics showed that significant difference exists between lecturers and students regarding how colleges of education in North-West Geo Political zone have met with the stipulated requirement of NCE minimum standard before student-teachers commencement of teaching practice exercise. Therefore, the null hypothesis which states that there is no significant difference between lecturers and students regarding how colleges of education in North West geo political zone have met with the stipulated requirement by NCCE before student-teachers commencement of teaching practice

exercise was rejected. Interview conducted in this study on staff of the micro teaching clinic (centres) suggested that facilities are not well managed as expected for anticipated geometric increase in students' population. This, they attributed was due to poor ratings of priority areas in the colleges, corruption and neglect by the college management with implication that objectives of teaching education is a mirage. Respondents' indicated that few of these facilities are in good state while a large majority of them are begging for attention. To them, students' population keep increasing on each admission year without any corresponding increase in facilities or improvement in the maintenance of them. Based on the findings from the study, it is mandatory that the acceptance of any changed minimum standard for implementation be suggested to provide for professional training of the educators in order to attain proper implementation of such minimum standard.

The finding agrees with Rendani (2007) who reported that "even educators who are open to change feel uncertainty about what kind of changes will be most effective and how best to go about making them and that disquiet, frustration and despondency abound as well as the sense that "we are already doing so much how can we possibly do more" and that change or reform can appear threatening and therefore bring resistance as well as bring suspicion, fear and dissatisfaction.

Results of the chi-square statistics on hypothesis three revealed that significant difference existed in the rate at which student-teachers used instructional facilities and methods effectively during teaching practice. This is because the computed chi-square value was found to be higher than the chi-square critical value. Moreover, the calculated p-value of 0.001 was found to be lower than the 0.05 alpha level. This showed that significant difference exists at the rate to which student-teachers used instructional

facilities and methods effectively during teaching practice. Therefore, the null hypothesis which states that there is no significant difference in the rate at which student-teachers used instructional facilities and methods effectively during teaching practice was rejected. These findings agreed with Edet (2011) who asserted that teachers' competences play great role in the quality of teaching especially in the use of appropriate teaching methods. And that evidence has shown that student-teachers have been able to practicalise what they learnt during micro-teaching. To the respondents, few of the facilities needed in the micro teaching clinic (centres) are available while majority are unavailable. They are however, hopeful that with the intervention of TETFUND, more sophisticated facilities could be acquired and more personnel can be send on training (on how to use these facilities). To them, facilities are not available before now, not to discuss its adequacy or otherwise. On how functional these facilities are, some of those interviewed are of the opinion that they are working while a good number of them shared a contrary view on these.

Hypothesis four which states that there is no significant difference with regards to student-teachers subject mastery and the positive impacts on learners' performance during teaching practice exercise was rejected. The result of the chi-square statistics showed that there was significant difference between lecturers and students responses regarding the student-teachers subject mastery and positive impacts on learner's performance during teaching practice exercise. The outcome showed that both of them have the same level of mean response concerning student-teachers subject mastery and the positive impacts on learner's performance during teaching practice exercise. Therefore, the null hypothesis was subsequently rejected. The findings agrees with Adeosun, Oni, Oladipo, Onuoha and Yakasai (2009), that the teachers should be an

embodiment of constant search for knowledge, latest information, skills and breakthrough in various fields of life.

Hypothesis five which states that there is no significant difference in the rate at which lecturers' quality and competence help in contributing to the performance of practicing teachers was rejected. The result of the chi-square statistics showed that significant difference existed between lecturers and students regarding rate at which lecturers' quality and competence help in contributing to the performance of practicing teachers. On the performance of practicing teachers, the outcome showed that the lecturers have significantly higher knowledge concerning rate at which lecturers' quality and competence help in contributing to the performance of practicing teacher than the students. Therefore, the null hypothesis which states that there is no significant difference between lecturers and students responses regarding the rate at which lecturers' quality and competence contribute to the performance of practicing teachers was rejected. On this issue, respondents interviewed in this study are of the view that personnel for teaching practice supervision are not adequate and that only few among them are competent to carry out the assignment as it should be. They attributed this, to failure on the part of most of these supervisors who encourages the student-teachers assigned to supervise on what is called "on-line supervision". In other cases, respondents' were of the feelings that teaching practice time, is a period of money making venture for these so called incompetent staff. The finding is consistent with Adesina (2004) who pointed out that many innovations in education relied a lot on the preparedness of the teachers who are termed the curriculum implementers level, and their actual teaching competence and performance on the job. The report stated that statistics revealed that a large number of teachers having below the National Certificate in Education (NCE) abound in North East and North West (70%).

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the entire summary of the concluded research work titled “Evaluation of the Conduct of Teaching Practice by Colleges of Education in North-West Geo-Political Zone of Nigeria. Others include conclusion, recommendations, contributions to knowledge and limitation of the study among others.

#### 5.2 Summary

This study Evaluated the Conduct of Teaching Practice by Colleges of Education in North-West Geo-Political Zone of Nigeria. Teaching practice is an essential component of teacher education programme for which every student is expected to embark upon. However, its planning, organization, coordination and supervision which hitherto would have made the scheme a success is questionable. In lieu of this, it becomes imperative that if this scheme would achieve its objectives, all hands must be on deck to make it work as much as is expected. A lot of issues have been raised over the conduct of teaching practice in this part of the Country especially in manners which does not conform to the stated guidelines as provided in NCE Minimum Standards.

The problem is further compounded by the poor funding, poor supervision by supervisors, corruption, occasional failure of supervisors to visit student-teachers on TP, poor attitude of student-teachers to TP and inadequate adherence by colleges to the guidelines of NCE minimum standard. Among others, the question is does teaching practice produce quality teachers for the nations’ educational system? What is the extent of preparedness of NCE student-teachers by colleges of education in the Northwest Geo-Political Zone before the commencement of teaching practice exercise?

To what extent have colleges of education in the Northwest Geo-Political Zone met the stipulated requirement of NCE minimum standard before the commencement of teaching practice exercise? To what extent do student teachers utilize appropriate instructional facilities and methods during teaching practice exercise organized by Colleges of Education in Northwest Geo-Political Zone?

To fully carry out an evaluation of the conduct of teaching practice in colleges of education in the North West Geo-political zone. A structured questionnaire designed and partitioned along the specific objectives of the study (See appendices A and B) was used for data collection. Along with the questionnaire, a test instrument (interview) for the staff of micro-teaching clinic (laboratory) and observation schedule were constructed to reflect knowledge been elicited on the conduct of teaching practice and facilities available to do so.

The descriptive survey research design was used in this study. The study population comprised NCE III students, lecturers and staff of micro-teaching clinic (laboratory) from the fourteen (14) colleges of education from North-West Zone. A sample size of three hundred and fifty (350) NCE III students and one hundred and seventy (170) lecturers were purposively selected for this study. Altogether, five hundred and twenty (520) respondents were selected from a targeted population of thirty-five thousand, eight hundred and twenty-two (35,822). The reliability test was also carried out in this chapter to determine the reliability of the instrument used for data collection.

The questionnaire was validated and pilot-tested for reliability and consistency index. The tested instrument was then administered to ten (10) respondents who had completed their teaching practice exercise across the various schools posted to. This was done using purposive and stratified random sampling procedure. Data collected

were analyzed with the Statistical Package for the Social Sciences (SPSS ver. 17). Procedures for data analysis included summary statistics and chi-square statistical procedure used in the test of the null hypotheses. It was discovered that significant differences exist with regards to the level of preparedness of student-teachers' before the commencement of teaching practice. Also, significant difference exists with regards to the level of adherence to NCE minimum requirements before the commencement of teaching practice by student-teachers, significant difference exists with regards to the rate at which student-teachers' effectively use instructional facilities and methods during teaching practice exercise among others.

The study was structured into five chapters. Chapter one examined the background of the study, statement of the problem, the objectives, research questions, and the study's hypotheses. The significance and scope of the study were also discussed in the chapter. Chapter two consisted of the review of related literature to the study. The literatures included theoretical framework, concepts of evaluation and teacher quality, teacher education - origin, objectives and relevance, teaching Practice – scope, objectives, importance and organization, the NCCE Minimum Standard and Microteaching, factors that determine teachers quality in school, curriculum implementation and institutional ownership, teaching methods, instructional materials and resources, teaching methods, instructional materials and resources, subject mastery, empirical studies among others.

In chapter three, the methodologies used in the study were stated. These included the research design, population, sample and sampling procedure, instrumentation, validity and reliability of the instruments, pilot study, procedure for data collection and method of statistical analysis of the data. The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The

chapter is made up of the description of demographic variables of the respondents; their opinions on the investigated variables as they relate to the conduct of teaching practice by colleges of education were tested in the study. Five null hypotheses were tested. All the null hypotheses were rejected.

### **5.3 Conclusion**

Based on the findings, the following conclusion are:

The colleges of education have the requisite ability to prepare the NCE students before the commencement of teaching practice. Colleges of Education have not adequately met the stipulated requirement by NCCE before the commencement of teaching practice due to high student population in most colleges which have partially contributed to the inability of staff to apply the recommended 5 and 10 students micro-teaching group. The use of appropriate teaching methods and instructional facilities by student teachers during teaching practice helps to promote easy understanding of concept taught. Student – teachers have exhibited to some extent adequate mastery of subject matter as shown in the ways they attend to classes, direct and guide their students. Quality and competent lecturers posted for teaching practice supervision helped to improve the performance of practicing teachers.

### **5.4 Recommendations**

The following recommendations were put forward in this study. They include:

1. NCE students should be adequately prepared through what is been taught in micro-teaching class before the commencement of teaching practice exercise. It should be rigorously pursued.
2. Quality Assurance Unit of NCCE should be adequately strengthened to ensure that the stipulated guidelines are strictly adhered to by colleges of education.

3. There is need to reward and make much emphasis on teachers' continuous use of instructional facilities (such as improvised objects, pictures, community resources, demonstration method, simulation and so forth) and appropriate teaching methods in teaching and learning.
4. There is need to assess and enhance motivational needs of teachers from time to time as it would help to enhance their commitment to teaching. Where this, is not working appropriate sanctions be meted out to erring teachers.
5. Teachers should be provided with the required exposure on modern form of teaching by way of relating their work to improve the academic performance of students in the classrooms.

### **5.5 Suggestions for Further Studies**

The following suggestion is put forward for further studies:

1. Effect of Subject discipline of students on their performance in the Teaching Practice Exercise among Federal and State Colleges of Education in Northern states of Nigeria.
2. Research can be carried out to find out if students who have the opportunity to learn and demonstrate one teaching skill at a time as recommended by the Stanford mode, perform differently from those who practice and demonstrate all skills at a time in teaching practice or proper classroom teaching.
3. Attitude of student teachers towards Teaching Practice Exercise in colleges of education in North West geopolitical zone, Nigeria.
4. Impact of Micro-Teaching on Teaching Practice students in Colleges of Education in Nigeria.
5. Finally a similar study of this nature can be replicated in Nigerian universities.

## **5.6 Contributions to Knowledge**

The study has contributed to knowledge in the following ways:

1. Students' were observed to have adequate mastery of how to plan their lessons in micro-teaching class in preparedness for teaching practice exercise.
2. Students' became more serious with the micro teaching class upon realizing that if they perform well in theory and fail practicum, they would not be allowed to go on teaching practice by their College.
3. In using instructional facilities and teaching method(s), teachers become more aware of the need to consider the age and maturity of the learner for easy assimilation.
4. It afford the Colleges of the need to organize regular workshops and seminars for lecturers posted on teaching practice to equip them with the needed skills and knowledge required for adequate supervision.

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## Appendix A

### DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

#### LECTURER'S QUESTIONNAIRE

*Dear Respondent,*

I am Zaliha Agie Nuhu, a postgraduate student of the above institution. I am currently undertaken a research work titled Evaluation of the conduct of teaching practice in Colleges of Education in North West Geo-political zone of Nigeria. The study is being carried out in partial fulfilment of the requirements for Ph.D degree. All information provided would be confidentially treated. Please respond appropriately and be objective in your response.

#### Section A: Respondents' Bio-Data

Instruction: Please tick ( ) the appropriate option.

1. Name of your College/Institution
  - a. F.C.E Kano
  - b. F.C.E Katsina
  - c. F.C.E Zaria
  - d. C.O.E Gumel
  - e. C.O. E Maru
  - f. Shehu Shagari C.O.E Sokoto
  
2. Ownership of your Institution:
  - a. Federal Government
  - b. State Government
  
3. Sex of Respondent
  - a. Male
  - b. Female

4. Highest educational qualification obtained
- a. Ph.d
  - b. M.A/M.SC/M.SC (Ed)
  - c. PGDE
  - d. B.A/BA.Ed/B.Sc
  - e. Others (Specify)
5. Professional qualification:
- a. Ph.D Education
  - b. M.ed.
  - c. B.A/(Ed)B.sc/(Ed)/B.Ed
  - d. Others (specify) \_\_\_\_\_
6. Specialization
- a. Educational Technology
  - b. Psychology of Education
  - c. Curriculum and Instruction
  - d. Educational Foundation (History, Philosophy)
  - e. Educational Administration and Planning
  - f. Measurement and Evaluation
7. Years of teaching experience in College of Education
- a. Less than 1 year
  - b. 1 – 5 years
  - c. 6 – 10 years
  - d. 11 - above

## Section B

Lecturers' opinion on the implementation of teaching practice programme in College of Education. There are four response options. A respondent is expected to choose option items of statements given.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

### Section B (i): Level of Preparedness of NCE Students before the Commencement in Teaching Practice

S/N	Items Statement	SA	A	SD	D
1.	A microteaching laboratory is not a necessity for the preparation of students before the commencement of teaching practice.				
2.	The academic staff population in the Educational Technology centre in my college can be considered to be adequate in preparation of students before teaching practice.				
3.	Video and audio recording facilities are expensive gadgets that colleges could do without in preparedness of teaching practice.				
4.	The two credit weight allocated to microteaching in the revised minimum standard is adequate for the implementation and achievement of the objective of micro-teaching in preparedness of teaching practice.				
5.	Equipments, facilities and materials for preparation of the students are effectively use by the colleges.				
6.	In most cases students are trained on how to improvise and use instructional materials in preparedness of teaching practice.				
7.	The play-back of video recording of a good student's skill demonstration during micro-teaching are used for students to view before they embark on their own skill demonstration in teaching practice.				
8.	Students are properly taught how to plan their lesson in micro-teaching class in preparedness of teaching practice exercise.				
9.	Modeling by the teacher for microteaching students to observe before their skill demonstration may be time consuming.				
10.	As a result of time constraint and students population, group lesson plan preparation which will be presented by one of the group members could be a good alternative.				

**B (ii): Level to which Minimum Standard Requirement are met before the Commencement of Teaching Practice by Colleges of Education**

S/N	Items Statement	SA	A	SD	D
1.	The offering of micro-teaching as a pre-requisite to teaching practice is strictly observed by Colleges of Education.				
2.	Before proceeding on teaching practice students must pass micro teaching theory and practice.				
3.	It is likely for one to pass micro teaching and performs woefully in teaching practice.				
4.	Before proceeding to (Edu 223) micro teaching practicum students must pass Education 213 Micro Teaching and Theory in my College.				
5.	Students who perform well in theory and fail practicum are not allowed to go on teaching practice in my College.				
6.	Students who performs woefully in teaching practice should not be graduated until they pass teaching practice in Colleges of Education.				
7.	Students on teaching practice exercise are supervised 10 times each in Colleges of Education.				
8.	Student's population is one of the problems affecting teaching practice supervision in Colleges of Education.				
9.	Teaching practice exercise is basically in my college.				
10.	Teaching practice exercise is done every first semester by NCE III students in my college.				

**B (iii): Extent to which Student Teachers used instructional facilities and methods of appropriately during Teaching Practice**

S/N	Items Statement	SA	A	SD	D
1.	Adequate use of suitable instructional facilities by student teachers would help to promote learning among students irrespective of their background.				
2.	There is no best way a student teacher can teach well without using appropriate instructional facilities for easy understanding by the students				
3.	The use of instructional facilities by student teachers can only help promote easy understanding of the concept taught.				
4.	Most student teachers only utilized instructional facilities when supervisors came calling in their classes rather than in the promotion of effective teaching and learning.				
5.	I feel is not advisable for student teachers to refer to chalkboard, chalk, dusters and instructional facilities.				
6.	In most lessons student teachers use varieties of instructional methods to disseminate information aimed at making the students acquire relevant knowledge.				
7.	Lecture method is the most commonly used of all the other methods of teaching.				
8.	The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.				

9.	Subjects and topics determined the different instructional methods used in teaching and learning.				
10.	In using instructional methods the age and maturity of the learner should be considered.				

### **Instructional Facilities used by Student Teachers**

<b>S/N</b>	<b>Items</b>	<b>Always used</b>	<b>Frequently used</b>	<b>Rarely used</b>	<b>Never used</b>
1.	Textbooks				
2.	Charts				
3.	Maps				
4.	Workbook				
5.	Globes				
6.	Film slides				
7.	Pictures				
8.	Improvised materials				
9.	Radio				
10.	Diagrams				
11.	Community Resources				

### **Section B (iv): Level at which student teachers mastery of their subject matter impact positively on learners performance**

	<b>Items Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
1.	In most lessons student teachers use varieties of instructional methods to disseminate information aimed at making the students acquire relevant knowledge.				
2.	Simulation method is the most suitable in teaching in the class which helps strive to develop the society.				
3.	From varieties of teaching methods, only fieldtrip and inquiry methods have the capacity to make learners develop theory own volition.				
4.	The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.				
5.	In using instructional methods the age and maturity of the learner should be considered.				
6.	Subjects and topics determined the different instructional methods used in teaching and learning.				
7.	Lecture method is the most commonly used of all the other methods of teaching.				
8.	Problem-solving method should be encouraged in usage in teaching and learning.				
9.	I have observed how deficient student teachers lesson content is, hence its inability to develop in the students' ability to acquire basic life skills.				
10.	Student teachers subject mastery is very important in teaching and learning.				

Teaching method commonly used by student teachers

S/N	Items	Always used	Frequently used	Rarely used	Never
1.	Simulation				
2.	Inquiry				
3.	Laboratory				
4.	Demonstration				
5.	Lecture				
6.	Discussion				
7.	Field trip				
8.	Problem-solving				
9.	Dramatization				
10.	Home work				
11.	Construction				

**Section B (v): Extent to which quality and competent lecturers designated on teaching practice supervision influenced the [performance of student teachers**

S/N	Items Statement	SA	A	SD	D
1.	Failure on the part of most student teachers to master their subject matter as expected has contributed to poor learning and assimilation by the students.				
2.	I have observed that most student teachers finished their lesson in 10 mins because of lack of mastering of their subject matter.				
3.	Student teachers that mastered their subject matter engaged their students in class activities aimed at developing positive attitude to work in them.				
4.	Every student teachers that is committed to mastery of his subject matter is shown in the ways he attend to classes, direct and guide the students and supervise their conduct and attitudes.				
5.	The only way student teachers can assist the students to acquire positive attitude, values and skills is to be committed to work.				
6.	I have observed that large number of student teachers lacks the understanding of how they can use their knowledge to mould their students' way of thinking.				
7.	Ill-preparedness of student teachers makes the repeat taught lessons when they are supervised.				
8.	Only a few number of students teachers have interest in the academic growth of their students especially during teaching practice exercise.				
9.	Consistent organization of workshop for lecturers on teaching practice will equip them with needed skills and knowledge required for supervision.				
10.	Since most of the supervisors are not education specialist at either NCE, B.Ed or Masters level, they have been finding it difficult to properly supervise student-teachers on teaching practice.				

## Appendix B

### STUDENTS TEACHERS EVALUATION QUESTIONNAIRE (STEQ)

1. Name of Institution: \_\_\_\_\_
2. NCE level 300
3. Area of Specialization:
  - Arts and Social Sciences
  - Languages
  - Sciences
  - Vocational and Technical Education
4. Sex: Male  Female
5. How many educational; technology/microteaching lecturers do you have in your College
  - One
  - Two
  - Three
  - Four and above

#### **Section B (i): Level of preparedness of NCE students before the commencement of Teaching Practice**

S/N	Items Statement	SA	A	SD	D
1.	A microteaching laboratory is not a necessity for the preparation of students before the commencement of teaching practice.				
2.	The academic staff population in the Educational Technology centre in my college can be considered to be adequate in preparation of students before teaching practice.				
3.	Video and audio recording facilities are expensive gadgets that colleges could do without in preparedness of teaching practice.				
4.	The two credit weight allocated to microteaching in the revised minimum standard is adequate for the implementation and achievement of the objective of micro-teaching in preparedness of teaching practice.				
5.	Equipments, facilities and materials for preparation of the students are effectively use by the colleges.				

6.	In most cases students are trained on how to improvise and use instructional materials in preparedness of teaching practice.				
7.	The play-back of video recording of a good student's skill demonstration during micro-teaching are used for students to view before they embark on their own skill demonstration in teaching practice.				
8.	Students are properly taught how to plan their lesson in micro-teaching class in preparedness of teaching practice exercise.				
9.	Modeling by the teacher for microteaching students to observe before their skill demonstration may be time consuming.				
10.	As a result of time constraint and students population, group lesson plan preparation which will be presented by one of the group members could be a good alternative.				

**Section B (ii): Level to which Minimum Standard Requirement are met before the Commencement of Teaching Practice by Colleges of Education**

S/N	Items Statement	SA	A	SD	D
1.	The offering of micro-teaching as a pre-requisite to teaching practice is strictly observed by Colleges of Education.				
2.	Before proceeding on teaching practice students must pass micro teaching theory and practice.				
3.	It is likely for one to pass micro teaching and performs woefully in teaching practice.				
4.	Before proceeding to (Edu 223) micro teaching practicum students must pass Education 213 Micro Teaching and Theory in my College.				
5.	Students who perform well in theory and fail practicum are not allowed to go on teaching practice in my College.				
6.	Students who performs woefully in teaching practice should not be graduated until they pass teaching practice in Colleges of Education.				
7.	Students on teaching practice exercise are supervised 10 times each in Colleges of Education.				
8.	Student's population is one of the problems affecting teaching practice supervision in Colleges of Education.				
9.	Teaching practice exercise is basically in my college.				
10.	Teaching practice exercise is done every first semester by NCE III students in my college.				

**Section B (iii): Extent to which Student Teachers used instructional facilities and methods of appropriately during Teaching Practice**

S/N	Items Statement	SA	A	SD	D
1.	Adequate use of suitable instructional facilities by student teachers would help to promote learning among students irrespective of their background.				
2.	There is no best way a student teacher can teach well without using appropriate instructional facilities for easy understanding by the students				
3.	The use of instructional facilities by student teachers can only help promote easy understanding of the concept taught.				
4.	Most student teachers only utilized instructional facilities when supervisors came calling in their classes rather than in the promotion of effective teaching and learning.				
5.	I feel is not advisable for student teachers to refer to chalkboard, chalk, dusters and instructional facilities.				
6.	In most lessons student teachers use varieties of instructional methods to disseminate information aimed at making the students acquire relevant knowledge.				
7.	Lecture method is the most commonly used of all the other methods of teaching.				
8.	The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.				
9.	Subjects and topics determined the different instructional methods used in teaching and learning.				
10.	In using instructional methods the age and maturity of the learner should be considered.				

**Instructional Facilities used by Student Teachers**

S/N	Items	Always used	Frequently used	Rarely used	Never used
1.	Textbooks				
2.	Charts				
3.	Maps				
4.	Workbook				
5.	Globes				
6.	Film slides				
7.	Pictures				
8.	Improvised materials				
9.	Radio				
10.	Diagrams				
11.	Community Resources				

**Section B (iv): Level at which student teachers' mastery of their subject matter impact positively on learners performance**

S/N	Items Statement	SA	A	SD	D
1.	In most lessons student teachers use varieties of instructional methods to disseminate information aimed at making the students acquire relevant knowledge.				
2.	Simulation method is the most suitable in teaching in the class which helps strive to develop the society.				
3.	From varieties of teaching methods, only fieldtrip and inquiry methods have the capacity to make learners develop theory own volition.				
4.	The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.				
5.	In using instructional methods the age and maturity of the learner should be considered.				
6.	Subjects and topics determined the different instructional methods used in teaching and learning.				
7.	Lecture method is the most commonly used of all the other methods of teaching.				
8.	Problem-solving method should be encouraged in usage in teaching and learning.				
9.	I have observed how deficient student teachers lesson content is, hence its inability to develop in the students' ability to acquire basic life skills.				
10.	Student teachers subject mastery is very important in teaching and learning.				

Teaching method commonly used by student teachers

S/N	Items	Always used	Frequently used	Rarely used	Never
1.	Simulation				
2.	Inquiry				
3.	Laboratory				
4.	Demonstration				
5.	Lecture				
6.	Discussion				
7.	Field trip				
8.	Problem-solving				
9.	Dramatization				
10.	Home work				
11.	Construction				

## Appendix C

### Facilities, Equipment and Materials Observation Guide (FEMOG)

	Facilities	Available	Adequate	Inadequate	Not Available
1.	Coordinator's office.				
2	Offices for lecturers.				
3	Offices of technical staff.				
4	Micro teaching laboratory with control room and suitable number of booths.				
5	Workshop for production of instructional materials.				
6	Computer room.				

### Equipment and Materials

	Facilities	Number Available	Number functioning	Not Available
7.	Television sets			
8	Radio player(s) recorder(s) with cassettes.			
9	Dubbing machine.			
10	Video camera with accessories.			
11	Projectors with accessories and slides.			

## Appendix D

### Interview Schedule for Staff of Micro Teaching Clinic

1. Name of Institute -----
2. When was the centre established? -----
3. What can you say about the availability, adequacy and functionality of your centre?
  - a) Facilities?
  - b) Equipment and materials?
  - c) Furniture?
  - d) Safety devices?
  - e) Personnel?
4. How do you manage your facilities to accommodate the growing students' population?  
-----  
-----
5. What are the problems affecting the preparation of the students for teaching practice?
  - i. -----
  - ii. -----
  - iii. -----
6. What advice or suggestion can you give for the improvement of micro teaching for proper implementation of teaching practice in Colleges of Education generally?

## **Appendix E**

### **STATES IN NORTH-WEST GEO-POLITICAL ZONE OF NIGERIA**

1. Jigawa State
2. Kaduna State
3. Kano State
4. Katsina State
5. Kebbi State
6. Sokoto State
7. Zamfara State

Appendix F

AHMADU BELLO UNIVERSITY, ZARIA  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Our Ref: DE/S.25

Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir,

LETTER OF INTRODUCTION

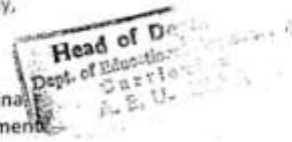
The bearer, \_\_\_\_\_, with Registration Number \_\_\_\_\_ is a student in this department. He /She is carrying out research, being part of requirement for graduation, in \_\_\_\_\_. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thanks in anticipation of your kind response.

Yours sincerely,

  
Dr. Bashir Maina  
Head of Department

  
Head of Dept.  
Dept. of Education  
Curricula  
A. E. U.

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		STATUS	NAME OF COLLEGE	OWNER SHIP	SEX	HIGHEST EDUC	PROFE EDUCATION	SPECIAL IZATION	YEARS OF TEACBHING EXPERIENCE
N	Valid	520	520	520	520	520	520	520	520
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**Frequency Table**

**STATUS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STUDENTS	350	67.3	67.3	67.3
	LECTURERS	170	32.7	32.7	100.0
	Total	520	100.0	100.0	

**NAME OF COLLEGE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FCE KANO	114	21.9	21.9	21.9
	FCE ZARIA	110	21.2	21.2	43.1
	FCE KATSINA	116	22.3	22.3	65.4
	COE GUMEL	67	12.9	12.9	78.3
	COE MARU	58	11.2	11.2	89.4
	SSCOE Sokoto	55	10.6	10.6	100.0
	Total	520	100.0	100.0	

**OWNERSHIP**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FEDERAL GOVT	348	66.9	66.9	66.9
	STATE GOVT	172	33.1	33.1	100.0
	Total	520	100.0	100.0	

**SEX**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	289	55.6	55.6	55.6
Valid FEMALE	231	44.4	44.4	100.0
Total	520	100.0	100.0	

**HIGHEST EDUC**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ph.d	22	4.2	4.2	4.2
Valid MA/MSC	147	28.3	28.3	32.5
Valid PGDE	140	26.9	26.9	59.4
Valid B.A/BA.Ed/B.Sc	130	25.0	25.0	84.4
Valid OTHERS	81	15.6	15.6	100.0
Total	520	100.0	100.0	

**PROFE EDUCATION**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ph.D Education	21	4.0	4.0	4.0
Valid med	220	42.3	42.3	46.3
Valid B.A/(Ed)B.sc/(Ed)/B.Ed	188	36.2	36.2	82.5
Valid OTHERS	91	17.5	17.5	100.0
Total	520	100.0	100.0	

**SPECIALIZATION**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Educational Technology	102	19.6	19.6	19.6
Psychology of Education	80	15.4	15.4	35.0
curriculum and instruction	98	18.8	18.8	53.8
Educational Foundation (History, Philosophy	82	15.8	15.8	69.6
Educational Administration and Planning	90	17.3	17.3	86.9
Measurement and Evaluation	68	13.1	13.1	100.0
Total	520	100.0	100.0	

**YEARS OF TEACBHING EXPERIENCE**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 1 year	79	15.2	15.2	15.2
1 – 5 years	138	26.5	26.5	41.7
6 – 10 years	157	30.2	30.2	71.9
11 and above	146	28.1	28.1	100.0
Total	520	100.0	100.0	

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two credit nt allocated to roteaching e revised imum andard is equate for the ementation and evement of bjective of o-teaching eparedness teaching ractice.	Equipment, facilities and materials for preparation of the students are effectively use by the colleges.	In most cases students are trained on how to improvise and use instructional materials in preparedness of teaching practice.	The play-back of video recording of a good student's skill demonstration during micro- teaching are used for students to view before they embark on their own skill demonstration in teaching practice.	Students are properly taught how to plan their lesson in micro- teaching class in preparedness of teaching practice exercise.	Modeling by the teacher for microteaching students to observe before their skill demonstration may be time consuming.	As a result of time constraint and students population, group lesson plan preparation which will be presented by one of the group members could be a good alternative.
520	520	520	520	520	520	520
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3.3135	3.5212	2.3769	2.2865	3.4692	3.6000	2.4019

## Frequency Table

**A microteaching laboratory is not a necessity for the preparation of students before the commencement of teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	2	.4	.4	.4
D	82	15.8	15.8	16.2
Valid A	68	13.1	13.1	29.2
SA	368	70.8	70.8	100.0
Total	520	100.0	100.0	

**The academic staff population in the Educational Technology centre in my college can be considered to be adequate in preparation of students before teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	95	18.3	18.3	18.3
D	251	48.3	48.3	66.5
Valid A	54	10.4	10.4	76.9
SA	120	23.1	23.1	100.0
Total	520	100.0	100.0	

**Video and audio recording facilities are expensive gadgets that colleges could do without in preparedness of teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	78	15.0	15.0	15.0
D	260	50.0	50.0	65.0
Valid A	82	15.8	15.8	80.8
SA	100	19.2	19.2	100.0
Total	520	100.0	100.0	

**The two credit weight allocated to microteaching in the revised minimum standard is adequate for the implementation and achievement of the objective of micro-teaching in preparedness of teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	32	6.2	6.2	6.2
D	64	12.3	12.3	18.5
Valid A	133	25.6	25.6	44.0
SA	291	56.0	56.0	100.0
Total	520	100.0	100.0	

**Equipment, facilities and materials for preparation of the students are effectively use by the colleges.**

	Frequency	Percent	Valid Percent	Cumulative Percent
D	93	17.9	17.9	17.9
Valid A	63	12.1	12.1	30.0
SA	364	70.0	70.0	100.0
Total	520	100.0	100.0	

**In most cases students are trained on how to improvise and use instructional materials in preparedness of teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	118	22.7	22.7	22.7
D	220	42.3	42.3	65.0
Valid A	50	9.6	9.6	74.6
SA	132	25.4	25.4	100.0
Total	520	100.0	100.0	

**The play-back of video recording of a good student's skill demonstration during micro-teaching are used for students to view before they embark on their own skill demonstration in teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	105	20.2	20.2	20.2
D	261	50.2	50.2	70.4
Valid A	54	10.4	10.4	80.8
SA	100	19.2	19.2	100.0
Total	520	100.0	100.0	

**Students are properly taught how to plan their lesson in micro-teaching class in preparedness of teaching practice exercise.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	8	1.5	1.5	1.5
D	46	8.8	8.8	10.4
Valid A	160	30.8	30.8	41.2
SA	306	58.8	58.8	100.0
Total	520	100.0	100.0	

**Modeling by the teacher for microteaching students to observe before their skill demonstration may be time consuming.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	4	.8	.8	.8
D	69	13.3	13.3	14.0
Valid A	58	11.2	11.2	25.2
SA	389	74.8	74.8	100.0
Total	520	100.0	100.0	

As a result of time constraint and students population, group lesson plan preparation which will be presented by one of the group members could be a good alternative.

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	95	18.3	18.3	18.3
D	249	47.9	47.9	66.2
Valid A	48	9.2	9.2	75.4
SA	128	24.6	24.6	100.0
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The offering of micro-teaching as a pre-requisite to teaching practice is strictly observed by Colleges of Education.	520	1.00	4.00	2.2135	1.02691
Before proceeding on teaching practice students must pass micro teaching theory and practice.	520	1.00	4.00	2.2788	.98990
It is likely for one to pass micro teaching and performs woefully in teaching practice.	520	2.00	4.00	3.4865	.66557
Before proceeding to (Edu 223) micro teaching practicum students must pass Education 213 Micro Teaching and Theory in my College.	520	2.00	4.00	3.5615	.75779
Students who perform well in theory and fail practicum are not allowed to go on teaching practice in my College.	520	1.00	4.00	2.2904	1.01354
Students who performs woefully in teaching practice should not be graduated until they pass teaching practice in Colleges of Education.	520	2.00	4.00	3.5615	.75012
Students on teaching practice exercise are supervised 10 times each in Colleges of Education.	520	1.00	4.00	2.2942	1.01053
Student's population is one of the problems affecting teaching practice supervision in Colleges of Education.	520	1.00	4.00	2.4038	.97086
Teaching practice exercise is basically in my college.	520	1.00	4.00	3.4692	.80641
Teaching practice exercise is done every first semester by NCE III students in my college.	520	2.00	4.00	3.5788	.74333
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						<b>Statistics</b>
		A microteaching laboratory is not a necessity for the preparation of students before the commencement of teaching practice.	The academic staff population in the Educational Technology centre in my college can be considered to be adequate in preparation of students before teaching practice.	Video and audio recording facilities are expensive gadgets that colleges could do without in preparedness of teaching practice.	The two credit weight allocated to microteaching in the revised minimum standard is adequate for the implementation and achievement of the objective of micro-teaching in preparedness of teaching practice.	Equipment, facilities and materials for preparation of the students are effectively use b the colleges.
N	Valid	520	520	520	520	5
	Missing	0	0	0	0	
	Mean	3.5423	2.3827	2.3923	3.3135	3.52

## Frequency Table

**A microteaching laboratory is not a necessity for the preparation of students before the commencement of teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	2	.4	.4	.4
D	82	15.8	15.8	16.2
Valid A	68	13.1	13.1	29.2
SA	368	70.8	70.8	100.0
Total	520	100.0	100.0	

**The academic staff population in the Educational Technology centre in my college can be considered to be adequate in preparation of students before teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	95	18.3	18.3	18.3
D	251	48.3	48.3	66.5
Valid A	54	10.4	10.4	76.9
SA	120	23.1	23.1	100.0
Total	520	100.0	100.0	

**Video and audio recording facilities are expensive gadgets that colleges could do without in preparedness of teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	78	15.0	15.0	15.0
D	260	50.0	50.0	65.0
Valid A	82	15.8	15.8	80.8
SA	100	19.2	19.2	100.0
Total	520	100.0	100.0	

**The two credit weight allocated to microteaching in the revised minimum standard is adequate for the implementation and achievement of the objective of micro-teaching in preparedness of teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	32	6.2	6.2	6.2
D	64	12.3	12.3	18.5
Valid A	133	25.6	25.6	44.0
SA	291	56.0	56.0	100.0
Total	520	100.0	100.0	

**Equipment, facilities and materials for preparation of the students are effectively use by the colleges.**

	Frequency	Percent	Valid Percent	Cumulative Percent
D	93	17.9	17.9	17.9
Valid A	63	12.1	12.1	30.0
SA	364	70.0	70.0	100.0
Total	520	100.0	100.0	

**In most cases students are trained on how to improvise and use instructional materials in preparedness of teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	118	22.7	22.7	22.7
D	220	42.3	42.3	65.0
Valid A	50	9.6	9.6	74.6
SA	132	25.4	25.4	100.0
Total	520	100.0	100.0	

**The play-back of video recording of a good student's skill demonstration during micro-teaching are used for students to view before they embark on their own skill demonstration in teaching practice.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	105	20.2	20.2	20.2
D	261	50.2	50.2	70.4
Valid A	54	10.4	10.4	80.8
SA	100	19.2	19.2	100.0
Total	520	100.0	100.0	

**Students are properly taught how to plan their lesson in micro-teaching class in preparedness of teaching practice exercise.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	8	1.5	1.5	1.5
D	46	8.8	8.8	10.4
Valid A	160	30.8	30.8	41.2
SA	306	58.8	58.8	100.0
Total	520	100.0	100.0	

**Modeling by the teacher for microteaching students to observe before their skill demonstration may be time consuming.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	4	.8	.8	.8
D	69	13.3	13.3	14.0
Valid A	58	11.2	11.2	25.2
SA	389	74.8	74.8	100.0
Total	520	100.0	100.0	

As a result of time constraint and students population, group lesson plan preparation which will be presented by one of the group members could be a good alternative.

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	95	18.3	18.3	18.3
D	249	47.9	47.9	66.2
Valid A	48	9.2	9.2	75.4
SA	128	24.6	24.6	100.0
Total	520	100.0	100.0	

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## Frequencies

### Notes

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						<b>Statistics</b>
		Adequate use of suitable instructional facilities by student teachers would help to promote learning among students irrespective of their background.	There is no best way a student teacher can teach well without using appropriate instructional facilities for easy understanding by the students	The use of instructional facilities by student teachers can only help promote easy understanding of the concept taught.	Most student teachers only utilized instructional facilities when supervisors came calling in their classes rather than in the promotion of effective teaching and learning.	I feel is not advisable for student teachers to refer to chalkboard, chalkdusters and instructional facilities.
N	Valid	520	520	520	520	5
	Missing	0	0	0	0	
	Mean	2.2365	2.2942	3.5615	3.5615	2.40

## Frequency Table

**Adequate use of suitable instructional facilities by student teachers would help to promote learning among students irrespective of their background.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	137	26.3	26.3	26.3
D	227	43.7	43.7	70.0
Valid A	52	10.0	10.0	80.0
SA	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**There is no best way a student teacher can teach well without using appropriate instructional facilities for easy understanding by the students**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	107	20.6	20.6	20.6
D	257	49.4	49.4	70.0
Valid A	52	10.0	10.0	80.0
SA	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**The use of instructional facilities by student teachers can only help promote easy understanding of the concept taught.**

	Frequency	Percent	Valid Percent	Cumulative Percent
D	26	5.0	5.0	5.0
Valid A	176	33.8	33.8	38.8
SA	318	61.2	61.2	100.0
Total	520	100.0	100.0	

**Most student teachers only utilized instructional facilities when supervisors came calling in their classes rather than in the promotion of effective teaching and learning.**

	Frequency	Percent	Valid Percent	Cumulative Percent
D	82	15.8	15.8	15.8
A	64	12.3	12.3	28.1
Valid SA	374	71.9	71.9	100.0
Total	520	100.0	100.0	

**I feel is not advisable for student teachers to refer to chalkboard, chalk, dusters and instructional facilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	101	19.4	19.4	19.4
rarely use	240	46.2	46.2	65.6
Valid freq used	48	9.2	9.2	74.8
alwasy use	131	25.2	25.2	100.0
Total	520	100.0	100.0	

**In most lessons student teachers use varieties of instructional methods to disseminate information aimed at making the students acquire relevant knowledge.**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	137	26.3	26.3	26.3
rarely use	227	43.7	43.7	70.0
Valid freq used	52	10.0	10.0	80.0
alwasy use	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**Lecture method is the most commonly used of all the other methods of teaching.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	105	20.2	20.2	20.2
rarely use	259	49.8	49.8	70.0
freq used	52	10.0	10.0	80.0
alwasy use	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid rarely use	24	4.6	4.6	4.6
freq used	175	33.7	33.7	38.3
alwasy use	321	61.7	61.7	100.0
Total	520	100.0	100.0	

**Subjects and topics determined the different instructional methods used in teaching and learning.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid rarely use	82	15.8	15.8	15.8
freq used	61	11.7	11.7	27.5
alwasy use	377	72.5	72.5	100.0
Total	520	100.0	100.0	

**In using instructional methods the age and maturity of the learner should be considered.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	108	20.8	20.8	20.8
rarely use	256	49.2	49.2	70.0
freq used	52	10.0	10.0	80.0
alwasy use	104	20.0	20.0	100.0
Total	520	100.0	100.0	

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## Frequencies

### Notes

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**Statistics**

sons chers es of hal to ate aimed the quire t e.	Simulation method is the most suitable in teaching in the class which helps strive to develop the society.	From varieties of teaching methods, only fieldtrip and inquiry methods have the capacity to make learners develop theory own volition.	The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.	In using instructional methods the age and maturity of the learner should be considered.	Subjects and topics determined the different instructional methods used in teaching and learning.	Lecture method is the most commonly used of all the other methods of teaching.	Problem-solving method should b encouraged in usage in teaching and learning.
520 0 1.5615	520 0 2.2942	520 0 2.3154	520 0 3.4692	520 0 3.5788	520 0 2.2365	520 0 2.2942	5 3.56

## Frequency Table

**In most lessons student teachers use varieties of instructional methods to disseminate information aimed at making the students acquire relevant knowledge.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid rarely use	82	15.8	15.8	15.8
Valid freq used	64	12.3	12.3	28.1
Valid alwasy use	374	71.9	71.9	100.0
Total	520	100.0	100.0	

**Simulation method is the most suitable in teaching in the class which helps strive to develop the society.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	107	20.6	20.6	20.6
Valid rarely use	257	49.4	49.4	70.0
Valid freq used	52	10.0	10.0	80.0
Valid alwasy use	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**From varieties of teaching methods, only fieldtrip and inquiry methods have the capacity to make learners develop theory own volition.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	103	19.8	19.8	19.8
Valid rarely use	246	47.3	47.3	67.1
Valid freq used	75	14.4	14.4	81.5
Valid alwasy use	96	18.5	18.5	100.0
Total	520	100.0	100.0	

**The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	26	5.0	5.0	5.0
rarely use	26	5.0	5.0	10.0
freq used	146	28.1	28.1	38.1
alwasy use	322	61.9	61.9	100.0
Total	520	100.0	100.0	

**In using instructional methods the age and maturity of the learner should be considered.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid rarely use	80	15.4	15.4	15.4
freq used	59	11.3	11.3	26.7
alwasy use	381	73.3	73.3	100.0
Total	520	100.0	100.0	

**Subjects and topics determined the different instructional methods used in teaching and learning.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	137	26.3	26.3	26.3
D	227	43.7	43.7	70.0
A	52	10.0	10.0	80.0
SA	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**Lecture method is the most commonly used of all the other methods of teaching.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	107	20.6	20.6	20.6
D	257	49.4	49.4	70.0
Valid A	52	10.0	10.0	80.0
SA	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**Problem-solving method should be encouraged in usage in teaching and learning.**

	Frequency	Percent	Valid Percent	Cumulative Percent
D	26	5.0	5.0	5.0
Valid A	176	33.8	33.8	38.8
SA	318	61.2	61.2	100.0
Total	520	100.0	100.0	

**I have observed how deficient student teachers lesson content is, hence its inability to develop in the students' ability to acquire basic life skills.**

	Frequency	Percent	Valid Percent	Cumulative Percent
D	82	15.8	15.8	15.8
Valid A	64	12.3	12.3	28.1
SA	374	71.9	71.9	100.0
Total	520	100.0	100.0	

**Student teachers subject mastery is very important in teaching and learning.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	99	19.0	19.0	19.0
D	238	45.8	45.8	64.8
Valid A	48	9.2	9.2	74.0
SA	135	26.0	26.0	100.0
Total	520	100.0	100.0	

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## Frequencies

### Notes

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**Statistics**

		In most lessons student teachers use varieties of instructional methods to disseminate information aimed at making the students acquire relevant knowledge.	Simulation method is the most suitable in teaching in the class which helps strive to develop the society.	From varieties of teaching methods, only fieldtrip and inquiry methods have the capacity to make learners develop theory own volition.	The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.	In using instructional methods the age and maturity of the learner should be considered.
N	Valid	520	520	520	520	520
	Missing	0	0	0	0	0
Mean		2.2365	2.2981	3.5712	3.5673	2.29

## Frequency Table

**In most lessons student teachers use varieties of instructional methods to disseminate information aimed at making the students acquire relevant knowledge.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	137	26.3	26.3	26.3
D	227	43.7	43.7	70.0
Valid A	52	10.0	10.0	80.0
SA	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**Simulation method is the most suitable in teaching in the class which helps strive to develop the society.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	105	20.2	20.2	20.2
D	259	49.8	49.8	70.0
Valid A	52	10.0	10.0	80.0
SA	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**From varieties of teaching methods, only fieldtrip and inquiry methods have the capacity to make learners develop theory own volition.**

	Frequency	Percent	Valid Percent	Cumulative Percent
D	24	4.6	4.6	4.6
Valid A	175	33.7	33.7	38.3
SA	321	61.7	61.7	100.0
Total	520	100.0	100.0	

**The success of any lesson taught by the teacher lies only in the ability to select the right method of teaching.**

	Frequency	Percent	Valid Percent	Cumulative Percent
rarely use	82	15.8	15.8	15.8
Valid freq used	61	11.7	11.7	27.5
alwasy use	377	72.5	72.5	100.0
Total	520	100.0	100.0	

**In using instructional methods the age and maturity of the learner should be considered.**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	108	20.8	20.8	20.8
Valid rarely use	256	49.2	49.2	70.0
freq used	52	10.0	10.0	80.0
alwasy use	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**Subjects and topics determined the different instructional methods used in teaching and learning.**

	Frequency	Percent	Valid Percent	Cumulative Percent
rarely use	82	15.8	15.8	15.8
Valid freq used	64	12.3	12.3	28.1
alwasy use	374	71.9	71.9	100.0
Total	520	100.0	100.0	

**Lecture method is the most commonly used of all the other methods of teaching.**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	107	20.6	20.6	20.6
rarely use	257	49.4	49.4	70.0
Valid freq used	52	10.0	10.0	80.0
alwasy use	104	20.0	20.0	100.0
Total	520	100.0	100.0	

**Problem-solving method should be encouraged in usage in teaching and learning.**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	73	14.0	14.0	14.0
rarely use	244	46.9	46.9	61.0
Valid freq used	77	14.8	14.8	75.8
alwasy use	126	24.2	24.2	100.0
Total	520	100.0	100.0	

**I have observed how deficient student teachers lesson content is, hence its inability to develop in the students' ability to acquire basic life skills.**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	26	5.0	5.0	5.0
rarely use	26	5.0	5.0	10.0
Valid freq used	146	28.1	28.1	38.1
alwasy use	322	61.9	61.9	100.0
Total	520	100.0	100.0	

**Student teachers subject mastery is very important in teaching and learning.**

	Frequency	Percent	Valid Percent	Cumulative Percent
rarely use	80	15.4	15.4	15.4
Valid freq used	59	11.3	11.3	26.7
alwasy use	381	73.3	73.3	100.0
Total	520	100.0	100.0	