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## An Assessment of the Challenges of Teaching Practice in Federal College of Education, (Tech.) Asaba, Delta State

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### ABSTRACT

The study aims to identify the challenges faced by student –teacher during their teaching practice and to find out the roles of teaching practice in schools in effective TP Exercise in FCE, Asaba. Two research questions were formulated to aid the study which is: what are the challenges faced by student teacher during their teaching practice? And what are the roles of teaching practice schools in effective TP Exercise in FCE, Asaba? The researchers adopted descriptive survey method. A total number of seventy one (71) questionnaires were distributed. The mean and standard deviation was used as a statistical tool to interpret the research questions. The findings showed among other that: there was no adequate orientation before teaching practice, period of training for the teaching practice exercise is enough for the student-teachers, students-teachers benefits very much during the training imposed on them for the teaching practice exercise, the study also found out that students find it difficult to raise transport fare and aside that the cooperative teachers imposes heavy burden on them during the teaching practice exercise, those students' teachers are adequately advised and counseled by their cooperative teachers. The study therefore among others recommended that: Proper orientation should be provided by the school before teaching practice exercise as this will make the students to prepare very well for the exercise and also the period of training for the teaching exercise must be extended to at least two weeks so as to aid effective preparation by the students who are embarking on the teaching practice exercise, Ministry of Education in collaboration with the school authorities should make necessary arrangement and allowance for student-teachers to reduce and curtail the problem of accommodation and transportation like the benefit and allowance provided for industrial training student (IT) and SIWES, before and during each teaching practices session, there should be thorough public relations ground work undertaken by the institution in order to maintain good relations between the student- teachers and all relevant role players.

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**Keywords:** Assessment, Challenges, Teaching Practice, Asaba

## INTRODUCTION

Teaching practice is an integral component of teacher training. It grants students –teacher experiences in the actual teaching and learning environment. Teaching practice is a practical teaching activity by which student-teachers are given opportunity in actual school situations to demonstrate and improve training in pedagogical skills over a period of time.

Oyekan (2000) asserts that teaching practices is a pre- service professional preparation for interested persons aspiring to become teachers with credible vision for sustainable human development. Teaching practice now lives at the heart of all development schemes. It has already been recognized as one of the major areas of focus for profiting professional teachers social and cultural development one development initiatives. At the same time, there is inter-spread recognition that there are enormous global challenges facing students –teacher during practice foremost among theses is the shortage of infrastructural facilities in the school where they are most needed to meet the challenges of teaching practices for all goals.

Student-teachers expect their experiences in the practicum to show them what teaching truly involves. Most of them are willing to put into practices all the theories and concept they have learned and to find out of these actually work. The professional education of teachers cannot validate without dynamic and adequate preparation of prospective teachers for dynamic roles in today's school through teaching practice. Recently, teaching practice in Nigeria Education set up has proved to be important. The introduction of 9-3-4 system of education in Nigeria has ushered in to many children into the school system. There is a great difference in background behavior, ways of thinking and in living abilities among the children. This entirely calls for a more thorough preparation of future teachers in order to meet the new standard of education system.

The teacher is very crucial is any educational issues. The teacher enhances the physical, emotional and intellectual growth of the child

in order to lay a good foundation of scientific and reflective thinking develop moral character and creative impulse by which the child becomes permanently and functional literate. The study tends to look into the various challenges and prospects of teaching practice. This study shall explore the experiences of students –teachers in Federal College of Education (Tech.), Asaba, Delta State, during their period of teaching practice exercise. This research ventured into investigating the challenges and roles played by the teaching practice schools in enhancing effective teaching practice.

The significance of the study are:

1. To provide students teachers with useful information on likely problem and to make prepare as to overcome these problems.
2. To make the organization and supervisors of teaching practice to be aware of the challenges facing teaching practice and suggesting possible solution to them.
3. To findings will however, go a long way in making the practical teaching exercise beneficial to both students (learners) and planners of the programme as well as the student-teachers themselves.

Marias and Meier (2004) assert that the term teaching practice represents the range of experience to which students –teacher are expose to when they work in classroom and schools. They further argued that teaching practice is quite challenging but an important part of teacher training especially in developing countries such as South African and Nigeria where the effectiveness of the teaching practice can be reduced or erode by a range of challenges. A wide – range of challenges, if not addressed may affect students-teacher’s performance during teaching practice and may in the long run affect their perception of the teaching profession.

### **Objectives of the study**

The broad purpose of this research is to examine the student – teachers experience during teaching practice. This work is designed to:

1. Identify, the challenges faced by student –teacher during their teaching practice
2. Find out the roles of teaching practice schools in effective TP Exercise in FCE, Asaba.

### **Research Questions**

These research questions were formulated to guide the study:

1. What are the challenges faced by student teacher during their teaching practice?
2. What are the roles of teaching practice schools in effective TP Exercise in FCE, Asaba?

### **Historical Perspective of Teaching Practice**

Teaching practice is one of the oldest professions organized for respected individual in order to know their ability, to nurture and motivate them towards the attainment of their desired goals of their society. In the formal setting, education is highly organized with planned learning content, timetable hierarchy authority and educational service that would foster productive and proficient learners. Though the student may learn a great deal from their parent and mates, the teacher centrally plays a vital role in shaping their attitude and conditioning their behavior and responses to their society. Given the above new path to realism in social reconstruction, economics generation and political emancipation of the citizenry will require adequate preparation of teachers, supervision of instruction and diversified curriculum.

According to Meier (2004), Maphosa (2007) teaching practice is seen as an integral component of teachers training that is used to achieve the standard required for qualified teacher status. A student teacher is required to do teaching practice in at least two schools. Since no education system may rise above the quality of it teachers, teaching practice shall continue to be given major emphasis in the educational planning and development. This political will and commitments to produce highly motivated, conscientious and efficient classroom teachers could prompt a balance supportive system of financing,

administration and supervision of education. A sufficient provision of educational service and resources is likely to encourage teacher trainees to undergo functional training in the methods and techniques of teaching with a view of improving their professional competence.

During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kasanda, 1995), student teachers perceive teaching practice as the crux of their preparation for the teaching profession since it provides for the real interface between studenthood and membership of the profession. Hence, a teaching practice becomes a necessary statutory training experience for the student teachers in practical teaching. According to Olaitan and Agusiobo, (1981), teacher education must continue to take cognizance of changes in the curriculum and methodology. Teaching practice shall provide cogent opportunities and guidance in a school setting for the student-teachers to develop professional competence and promote effective use of innovative instructional material for improvement of education.

Hence, teaching practice should be seen as an integral part of functional teacher-training programmes of all educational strata. This practical teaching could be further strengthened by the relevant theoretical knowledge secured from learning education courses and subject disciplines teaching practice is a practical activity by which the student teachers are giving opportunity in actual school situations do demonstrate and improve training in pedagogical skills over a period of time. It is a kind of apprenticeship stage to gain practical and professional theories that have acquired during training in to practice teaching. A sound theoretical basis of professional teacher education is depend on a general exposure to curriculum studies, educational administration, philosophy, sociology, physiology, guidance and counseling ,instructional methods, research method measurement and evaluation.

Beside, teaching competence is equally enhanced by sufficient mastery of the subject matter in the student-teacher's areas of

specialization. These vital learning activities severally complement teaching practice in our collective effort to produce professionally trained competent teachers. From the foregoing, teaching practice is a pre-service professional preparation for interested person with a credible vision for interested person with a credible vision for sustainable human development. It aims at inculcating in the student teachers various practical skills and habits which facilitate learning and achievement. A functional training program for maturing a successful teacher should emphasize student teaching for the development of viable teaching skills facilitation of classroom management and professional growth and the improvement of learning opportunities of student to become a progressive efficient teacher. Teaching practice is a ground of meaningful studies in professional skills, theories and principles of instruction which the student teachers have already acquired of certificate or degree in education.

### **Challenges and Prospects of Teaching Practice**

Marias and Meier (2004) assert that the term teaching practice represent the range of experience to which student teachers are exposed to when they work in classroom and schools. Marias and Meier further argue that teaching practice is a challenging but an important part of teaching training, especially in developing countries such as south African and Nigeria where the effectiveness of the teaching practice can be diminished or eroded by a range of challenges such as geographical distance, low and even levels of teacher expertise, a wider –ranging lack of resources as well as a wide cross section of learners and educators. These challenges of not addressed, may affect student’s performance during teaching practice and may in long run affects their perception of teaching profession.

Maphosa et al (2007) enumerated some challenges of teaching practice: these include

1. Problem of accommodation and transportation
2. Teaching aids
3. The anxiety and resentment of student teachers

4. Co-operation between student-teachers and regular staff of practicing school
5. Students teachers instruction into the school
6. Learners discipline
7. Lack of co-operation among the student –teacher and the learners
8. Lesson plan
9. Incompetence of the mentors.
10. Length of time for teaching practice

## METHODOLOGY

The researchers considered survey method to be the most appropriate research design to be used in this study because it is intended to sample information on the challenges and prospects of teaching practice in Nigeria, college of Education with Federal College of Education (Tech.), Asaba as a case study. The population of the study consists of seventy one (71) randomly selected NCE and degree students (UNIBEN affiliated) in the School of Business Education, who had undergone the teaching practice exercise.

The sampling technique adopt in this research is simple random sampling techniques. Seventy one (71) students were randomly selected to form the sample of the study. A structured questionnaire was used for data collection. It consisted of two sections (A and B) for the students–teachers. Section A sought for personal information such as sex, level, school and department. The section B focused on relevant information on the research topic. Reaction was based on four options which are: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. In order to arrive to an accurate result, the collected data were interpreted and analyzed using mean and standard deviation.

## Presentation, Analysis and Discussion of Data

This section of the study deals with the data presentation, analysis and discussion of the data collected.

## RESEARCH QUESTION PRESENTATION AND ANALYSIS

**Research Question 1:** What are the challenges faced by student teachers during their Teaching practice?

Table 1. Analysis on the challenges faced by student teachers during TP Exercise

S/N	Items	SA	A	D	SD	Mean $\bar{X}$	SD	Remark
1.	There was no adequate orientation before teaching practice	3	32	25	11	2.38	.799	Rejected
2.	The period of training for the teaching practice exercise was not enough for the student-teachers	10	32	20	9	2.61	.886	Accepted
3.	Students-teachers benefits very much during the training imposed on them for the teaching practice exercise	18	31	21	1	2.93	.781	Accepted
4.	To get transport to my practical school was not an easy task	16	36	15	4	2.90	.813	Accepted
5.	Your cooperative teaching impose heavy burden on you during your teaching practice exercise	11	32	21	7	2.66	.861	Accepted
6.	Your cooperative teacher always give you necessary advice that can help you in the teaching practice exercise	14	29	23	5	2.73	.861	Accepted

Source: Field Survey, 2015



Table 4.1 indicated that no adequate orientation before teaching practice with mean below 2.5 (Rejected), while the period of training for the teaching practice exercise is enough for the student-teachers, students-teachers benefits very much during the training imposed on them for the teaching practice exercise, students find it difficult to raise transport fare and aside that the cooperative teachers imposes heavy burden on them during the teaching practice exercise, teachers are adequately advised and counseled by their cooperative teachers with a mean above 2.5 (Accepted). This implies that the only problem that challenges student teachers in FCE, Asaba is the inadequate orientation before the TP.

**Research Question 2:** What are the roles of teaching practice schools in effective TP Exercise in FCE, Asaba?

Table 2 Analysis on the roles of TP school in effective TP Exercise

S/N	Items	SA	A	D	SD	Mean $\bar{X}$	SD	Remark
7.	Textbook and notebooks were supplied to you by the school	12	24	18	17	2.44	1.04	Rejected
8.	Instructional material are provided for student-teachers during teaching practice	9	11	20	31	1.97	1.06	Rejected
9.	You are provided with accommodation in the school where you are undergoing your teaching practice	12	6	31	22	2.11	1.04	Rejected

Source: Field Survey, 2015.

Table 2 indicates that student teachers are not adequately supplied with textbook, notebook as well as instructional materials by the school of their teaching practice and student teachers are not provided accommodation by the school of their teaching practice, with mean

below 2.5 (Rejected). It implies that the school of TP exercises do not contribute much to assist students/teachers welfare.

## FINDINGS OF THE STUDY

The findings are as follows:

1. There was no adequate orientation before teaching practice, period of training for the teaching practice exercise is enough for the students-teachers benefits very much during the training imposed on them for the teaching practice exercise.
2. The study also found out that students find it difficult to raise transport fare and aside that the cooperative teachers imposes heavy burden on them during the teaching practice exercise.
3. Those students' teachers are adequately advised and counseled by their cooperative teachers.
4. The student teachers are not adequately supplied with textbook, notebook as well as instructional materials by the school of their teaching practice.
5. The student teachers are not provided accommodation by the school of their teaching practice.

## DISCUSSION OF FINDINGS

Despite the preparation, student-teachers are faced with challenges which significantly affected their ability to accrue maximum benefits from the teaching practice. These experiences also negatively influenced the student-teachers' perception and attitude towards the teaching profession. These problem ranges from accommodation and transportation, individuals differences which ultimately affect effective teaching couple with the inadequate of necessary materials for both science and arts class as well as lack of cooperation by the learners, which is in line with the view of Marias and Meier (2004) asserted teaching practice represents the range of experience to which students –teacher are expose to when they work in classroom and schools. They further argued that teaching practice is quite challenging but an important part of teacher training especially in developing countries such as South African and Nigeria where the

effectiveness of the teaching practice can be reduced or erode by a range of challenges.

## CONCLUSION

Teaching practice is an activity which can play an important role in preparation of teachers. Its effectiveness is necessary for the nation. It is a combination of professional skills, personality, knowledge and which is full for an endless journey.

Although, the teaching practice exercise also helped the student-teaches to acquire knowledge and professional skills and it also expose them to methods. Thus, with challenges encountered by the students during practice exercise and the experience gained at the end, they wish the teaching practice exercise should continue and the programme should not be stopped.

## RECOMMENDATION

Under-mentioned recommendations are provided.

- i. Proper orientation should be provided by the school before teaching practice exercise as this will make the students to prepare very well for the exercise and also the period of training for the teaching exercise must be extended to at least two weeks so as to aid effective preparation by the students who are embarking on the teaching practice exercise.
- ii. Ministry of education in collaboration with the school authorities should make necessary arrangement and allowance for student-teachers to reduce and curtail the problem of accommodation and transportation like the benefit and allowance provided for industrial training student (IT) and SIWES.
- iii. Before and during each teaching practices session, there should be thorough public relations ground work undertaken by the institution in order to maintain good relations between the student- teachers and all relevant role players.
- iv. During the teaching practice the student-teachers must be reminded to maintain the high degree of professionalism in order

- to gain and maintain respect from regular teachers and pupils. During the course of study, institutions need to inform student about what is expected of them during teaching practice
- v. Micro teaching should be adopted in teacher training institutions and model lessons should be given before student teachers by expert as well as by video films. In order to make teaching practice more effective, it is also proposed that student teachers should watch the lessons of experienced teachers for one week and write evaluation report them and supervisors should provide guidelines to student-teachers in the light of this evaluation report.
  - vi. It is thus essential that teacher trainees be mindful of the aspects that affect student-teachers' experience during the teaching practice so that they may be able to assist student-teachers to achieve the desire outcome from teaching practice exercise.
  - vii. Orientation should be organized for all the schools who had accepted prospective teacher (student) for teaching practice exercise to intimate on their duties and how to be of assistance to student teachers.

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