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DEDICATION

This thesis is dedicated to my husband Mr. Bill Blessing OLUSOLA and my children Hephzibah and Majesty.

OBAFEMI AWOLOWO UNIVERSITY

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LIST OF ACRONYMS/ABBREVIATIONS

Number

1. Academic Staff Union of Universities (ASUU)
2. Association of Business Educator of Nigeria (ABEN)
3. Church Mission Society (CMS)
4. Comparative Study and Adaptation Centre (CSAC)
5. Federal Republic of Nigeria (FRN)
6. Flanders Interaction Analysis System (FIAS)
7. Head of Department (HOD)
8. Interview on Problems Encountered by Student-Teacher (IPEST)
9. Ministry of Education (MOE)
10. National Policy on Education (NPE)

11. National Board for Technical Education (NBTE)
12. National Examination Council (NECO)
13. National University Commission (NUC)
14. National Council for Colleges of Education (NCCE)
15. Nigeria Certificate in Education (NCE)
16. Nigeria Union of Teachers (NUT)
17. Questionnaire on Characteristics of Student-Teachers (QCST)
18. Science Teachers Association of Nigeria (STAN)
19. Teacher Establishment and Pension (TEPO)
20. West Africa Examination Council (WAEC)



ABSTRACT

This study examined the experiences of teaching practice schools and analysed student-teachers' experiences in their interaction with their supervisors and cooperating teachers during teaching practice. It also identified the instructional and administrative challenges faced by student-teachers from the College of Education Ikere-Ekiti and assessed the experiences of the College supervisors in their interaction with student-teachers during the exercise. These were with a view to providing information on nature of teaching practice experiences among students, supervisors and cooperating schools in College of Education, Ikere-Ekiti.

The study adopted the survey research design. The population for this study consisted of Part III students of the College of Education, Ikere-Ekiti who were observing their teaching practice, their lecturers, the principals and teachers of all the secondary schools in Ado-Ekiti. According to the statistics provided by the College authorities, 1,591 year three students were into the teaching practice exercise in 2015/2016 academic session. Twelve secondary schools having student-teachers in Ado Local Government Area of Ekiti-State were purposively selected based on the large population of the student-teachers posted to the LGA. Twelve secondary school principals (one per school), 36 cooperating teachers (three per school), 50 lecturers (10 from each school of study at the College) and one hundred and eighty Part III students (15 student-teachers per teaching practice school) were selected from the population by simple random sampling technique. Four instruments were used, namely: Student-Teachers' Questionnaire (STQ), Cooperating Teachers' Questionnaire (CTQ), Secondary School Principals' Questionnaire (SSPQ) and College Supervisors' Questionnaire (CSQ). The data were analysed using descriptive statistics of simple frequency counts and percentages.

The results showed that 58.33% of the principals of the cooperating schools indicated that they did not have sufficient teaching aids, they also asserted that 74.99% of the student-teachers played truancy, 49.99% of student-teachers exhibited lackadaisical attitude while the cooperating teachers asserted that 61.11% of student-teachers were deficient in time and classroom management. The results also revealed 57.48% of student-teachers were not observed by their supervisors from the beginning till the end, 53.29% of the student-teachers were not excited whenever their supervisors were around while 85.02% of the student-teachers said that their lesson notes were checked by their supervisors and 70.05% asserted that their supervisors also checked their notes. The results on the instructional and administrative challenges of the student-teachers indicated that 53.89% of them never had teaching aids made available in their schools, 56.88% of their students refused to do their class and homework, 61.07% of the student-teachers complained of non-conducive classroom atmosphere for teaching while 62.27% of them complained of some traits of indiscipline in their students. Finally, the result revealed that 84% of student-teachers had a quest for high marks, 74% of them displayed inappropriate use of reinforcement, 99.99% of them complied with the subject benchmark and 80% of the student-teachers, had good disposition to their work as asserted by their supervisors.

The study concluded that teaching practice experiences of the major stakeholders in the College of Education Ikere-Ekiti were both challenging and beneficial.

Supervisor: Prof. M. A. Adeleke

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CHAPTER ONE

INTRODUCTION

Background to the Study

Teacher Education is a form of education which is properly planned and systematically tailored and applied for the cultivation of those who teach or will teach. The quality of education of any country depends on the quality of the teachers which also depends on the preparation of the teachers (teacher education) and what teachers actually do in classroom situations. The National Policy on Education (NPE) of the Federal Republic of Nigeria (FRN, 2013) stipulates that “all teachers in educational institutions shall be professionally trained and that teacher education programme shall be structured to equip teachers for the effective performance of their duties”(p 33). Hence, the components of teacher education curriculum are subject area courses (basic academic subjects), foundation courses in education (principles and practice of education) and teaching practice.

Teaching practice is an integral part of teacher education programme as it constitutes a sort of laboratory experience where the experimental teaching for pre-service is practised (Adeleke, 2010). Teaching practice provides an opportunity for future teachers to learn how to manage necessary or basic classroom skills for professional challenges ahead of them. It is an opportunity for a would-be teacher to test his/her professional standard or ability if it measures up to expectation. Teaching practice can be defined as an experimental teaching where professional skills of aspiring student-teachers are examined, measured and compared with

proven standards. In such a case, the qualities of student-teachers are judged and scored by an experienced, certified teacher (Osuala, 2007).

In the course of the teaching practice, student-teachers are expected to put into practice relevant and suitable theories they have learnt or studied concerning effective teaching, demonstrate acquired skills or knowledge on the teaching profession, exhibit class management skills, display the necessary ability to disseminate information, adjust to time management within periodic schedule and so on. It is no more news that much is expected from a student-teacher who wants to be a professional in the future. Student-teachers often struggle to understand and develop skills for applying newly learned information. They likewise often struggle with contradictions between their experience with students and what they have learnt in formal teacher education programme (Adesina, 2012). Teaching practice provides an opportunity for aspiring teachers to learn to manage conflicting ideas and to practice what they have learnt in the context of diverse, real-life, supportive teaching experiences (College of Education, Temple University, 2008).

Marais and Meier cited in Adesina (2012) argue that teaching practice is a challenging, but important part of teacher education programme. According to Adesina (2012), this is especially true in developing countries such as Nigeria where the effectiveness of teaching practice can be reduced or eroded by a range of challenges facing the student-teachers and their cooperating schools such as grossly inadequate and in some cases, lack of resources as well as discipline among a wide cross-section of learners and educators. The challenges facing them if not addressed, may affect student-teachers' performance during teaching practice. Since the student-teachers are expected to relate majorly with their students in the class, many of the experiences of these young teachers come from the students they are to work with in the class who have

different backgrounds, individual differences, religious diversities, contradictory moral values, pleasant and unpleasant academic dispositions, emotional variations and so on.

The school as a stakeholder which hosts the student-teachers plays a major role in the lives of the student-teachers, starting from creating awareness with their students on the mission of the student-teachers, providing necessary facilities and teaching aids, providing a conducive environment to providing appreciable support and cooperation by the members of staff. It may therefore be inferred that the success of a student-teacher in the course of teaching practice is, to a large extent, determined by the attitude or cooperation given by the teaching practice schools. However, these teaching practice schools also face some challenges during the teaching practice such as truancy, laziness on the part of some student-teachers, non-participation in co-curricular activities and the like. Some student-teachers are also faced with instructional problem and rejection by some schools they are posted to. It is important to note that teaching practice is not just to stand before a group of learners and pour out facts or information, but real teaching practice demands that one has to be fully engaged in the classroom and co-curricular activities of the school.

Therefore, the maximum cooperation or support of the teaching practice schools cannot be overemphasized. Most schools often like to document their experiences with each of the student-teachers. This in turn shows their involvement with the affairs of the student-teacher. It also makes and adjusts its policies by the daily experiences it acquires concerning the teachers as well as the students. Rohn (2011) affirms the need to develop the school policies based on the environment and the need of the learners.

During this exercise, most of the supervisors look like a little god to their supervisees (student-teachers). The presence of some of these supervisors creates an atmosphere of tension for the student-teachers instead of building confidence in them. This happens probably because some supervisors do forget that the student-teachers are still teachers-in-training, rather than allowing them make mistake and correct them, they do make things difficult for the student-teachers to learn how to do the job by harassing them. The supervisors also are faced with time factor problem, some do not have enough time to sit down and discuss their observations and comments with their supervisees (student-teachers) due to the large number of student-teachers assigned to them and other places to cover (Nakpodia, 2011).

Ajibade (2009) opines that the more that is known about the difficulties faced by the students-teachers, their supervisors, the cooperating schools and the sources of their concerns,

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