

CHALLENGES AND WAY FORWARD ON THE PARTICIPATIVE EXERCISE OF STUDENT TEACHERS DURING TEACHING PRACTICE IN KANO STATE

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Abstract

This study investigated the challenges and way forward on the participative exercise of student teachers during teaching practice in Kano State. To achieve the purpose of this study, three research questions were raised and three hypotheses were formulated and tested. Descriptive survey research design method was used in this study. The population comprised all student teachers of PHE Department of 3 colleges of education in Kano State while the sample size used in this study was one hundred and eighty one. The questionnaire was developed by the researchers and used as the instrument for data collection. Out of one hundred and eighty one (181) copies of questionnaire administered by researchers, one hundred and seventy nine (179) were duly completed, returned and used for analysis. Chi-square statistics was used to test the hypotheses at the 0.05 level of significance. The findings show that $\chi^2=7.648$; $df=1$; $P=.001 > 0.05$. It was also found that $\chi^2=22.173$; $df=1$; $P=.001 > 0.05$. Lastly, the finding indicated that $\chi^2=17.132$; $df=1$; $P=.001 > 0.05$. It was recommended among others that teaching equipment and facilities should be made available during teaching and learning. There is need for the school principal and permanent teachers to help student-teachers in their areas of difficulties such planning of lecture note.

Key Words: Challenges, Way Forward, Participative exercise, Student Teachers, Teaching practice.

Introduction

Many people believe that everybody could teach, but studies showed that teachers who were trained and certified are found to be better in doing their job than those who were not trained (Zeichner, 2011). According to Hornby (2010), teaching is the work of a teacher, or ideas of a particular person or group, especially about politics, religion or society that are taught to other people. Teaching refers to various activities undertaken by more knowledgeable individuals in order to enable others learn (Onwuka, 2018). It is very clear that teaching practice is inevitable for any student undergoing a professional course in education. 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. In addition, teaching practice is designed to give the student-teachers an opportunity to put into practice, the theories relating to the principles and practice of education, which they

have learnt (Oluwafemi, 2010). Teaching practice indeed, embraces all the learning experiences of student-teachers in schools (Grossman et al., 2009).

Adesina et al., (2019) defined teaching practice as a program in teacher education which involves the student teachers putting into practice the acquired theory of teaching in a normal classroom situation. It is an opportunity for student-teachers to face the realities of their chosen career in terms of its demands, challenges and excitements. Azeem (2011) emphasized that teaching practice is a compulsory course for all aspiring student teachers registered in a teacher preparation programme in Nigeria. Enaibe and Imonivarha (2010) explained that teaching practice is a one - semester in duration, usually lasting from the beginning to the end of the first semester of final year of students' training. In addition, teaching practice is a period during which students teachers are brought into the reality of what their professional field really look like and what it demands of them when it comes to teaching, there are remarkable difference between theory and practice.

Teaching practice according to Davidson (2015), is a system where teachers in training are exposed to a systematic exposure to the actual classroom experience. In teaching practice, one has to know when to display the skills, knowledge and intellect in the classroom environment. The central thrust of reforms in the teacher education programme is to produce teachers who can perform adequately in the world of work and meet the present day challenges. He added that teaching practice is a vital aspect of the teacher preparatory programme in teacher training institutions, faculties of education in Nigerian universities and also, in colleges of education. It serves as an opportunity for student-teachers to be exposed to the realities of teaching and professional activities in the field of education.

The Benchmark for both the National Universities Commission (2007) and National Commission for Colleges of Education respectively make teaching practice mandatory component of teacher training which established the following sets of objectives in order to:

1. To expose student-teachers to real life classroom experiences under the supervision of professional teachers.
2. To familiarize student-teachers with real school environment as their future work place.
3. To enable student-teachers discover their own strengths and weaknesses in classroom teaching and provide opportunities to enable them address their weaknesses and enrich their strengths.
4. To help student-teachers develop a positive attitude towards the teaching profession.
5. To provide student-teachers with an opportunity for further acquisition of professional skills, competencies, personal characteristics and experience for full-time teaching after graduation.
6. To provide the forum for student-teacher to translate educational theories and principles into practice.
7. To serve as a means of assessing the quality of training being provided by student-teachers' training institutions.

Participating in student teaching practice exercise is the most important experience in teacher education programme and is generally based on a country's National Education

policy. Like any field of specialization, student teaching practice in physical and health education is a well-structured programme designed to provide an opportunity to develop and evaluate student teachers' competence in an actual classroom within school settings either in primary, secondary or tertiary. This is in line with the point noted by Aglazor (2017) who stated that field-based experiences such as student teaching is intended to bridge theory and practice. A college of education programme is informed by its institution's unique vision and mission. For validity, education programmers' must be guided by their institution's vision and philosophical theories. This is one of the reasons why programmers must make sure their student teachers understand both the institution and programme's educational philosophy.

Teaching practice creates a mixture of anticipation, anxiety and apprehension in the student teachers as they commence their teaching practice (Manion et al., 2013). Perry (2004) stated that teaching practice is exciting but challenging and some of the challenges encountered by the student teachers during teaching practice are as follow:

- a) Poor planning of the lesson
- b) Poor method of teaching
- c) Inadequate teaching aids
- d) Ineffective usage of available teaching aids
- e) Poor class management and control
- f) Inability to differentiate between the needs of the individual child and supervision
- g) Lack of facilities in practicing school.

It is against this background that the researchers investigated the challenges and way forward on the participative exercise of student teachers during teaching practice. Therefore, the following research questions were answered in the study:

1. Does lack of facilities a challenge of student teachers during teaching practice?
2. Do poor planning of the lesson a challenge of student teachers during teaching practice?
3. What are the ways to overcome the challenges of teaching practice exercise?

The following hypotheses are formulated to guide the study:

Ho₁: Lack of facilities will not be a significant challenge of student teachers during teaching practice.

Ho₂: Poor planning of the lesson will not be a significant challenge of student teachers during teaching practice.

Ho₃: There is no significant ways to overcome the challenges of teaching practice exercise.

Methodology

A descriptive survey research design method was used in this study. The population comprised all student teachers of PHE Department from three (3) colleges of education in Kano State while the sample size used in this study was one hundred and eighty one (181) respondents selected using simple random sampling techniques. The instrument used for the collection of data was the researchers' developed questionnaire. Out of one

hundred and eighty one (181) copies of questionnaire administered by the researchers, one hundred and seventy nine (179) were duly completed, returned and used for the analysis. Chi-square statistics was used to test the hypotheses at the 0.05 level of significance.

Hypothesis testing:

Hypothesis I: Lack of facilities will not be a significant challenge of student teachers during teaching practice.

Table 1: Chi-square (χ^2) summary on the lack of facilities as a challenge of student teachers during teaching practice:

Variables	Observed Frequency	Expected Frequency	Total	χ^2 cal.	df	P-value
Agree	71 (39.7%)	89.5	179	7.648	1	.001
Disagree	108 (60.3%)	89.5				

$\chi^2=7.648$; df=1; P=.001 > 0.05

Table 1 shows that 71 (39.7%) of the respondents agree while and 108 (60.3%) of them disagreed. Chi-square (χ^2) statistical test was used to compute data collected and the result indicated that 7.648 at df 1 and the P-value is .001, which is less than 0.05 level of significance. The hypothesis tested was rejected on the basis that lack of facilities will be a challenge of student teachers during teaching practice.

Hypothesis II: Poor planning of the lesson will not be a significant challenge of student teachers during teaching practice.

Table 2: Chi-square (χ^2) summary on the poor planning of the lesson as a challenge of student teachers during teaching practice:

Variables	Observed Frequency	Expected Frequency	Total	χ^2 cal.	df	P-value
Agree	58 (32.4%)	89.5	179	22.173	1	.001
Disagree	121 (67.6%)	89.5				

$\chi^2=22.173$; df=1; P=.001 > 0.05

Table 2 shows that 58 (32.4%) of the respondents agree while 121 (67.6%) of them disagreed. Chi-square (χ^2) statistical test was used to compute data collected and the result indicated that 22.173 at df 1 and the P-value is .001, which is less than 0.05 level of significance. The hypothesis tested was rejected on the basis that poor planning of the lesson is a challenge of student teachers during teaching practice.

Hypothesis III: There will be no significant ways to overcome the challenges of teaching practice exercise.

Table 3: Chi-square (χ^2) summary on the ways to overcome the challenges of teaching practice exercise:

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Variables	Observed Frequency	Expected Frequency	Total	χ^2 cal.	df	P-value
Agree	43 (24.0%)	89.5				
Disagree	136 (75.10%)	89.5	179	48.318	1	.001

$\chi^2=17.132$; df=1; P=.001 > 0.05

Table 3 shows that 43 (24.0%) of the respondents agreed while 136 (75.10%) of them disagreed. Chi-square (χ^2) statistical test was used to compute data collected and the result indicated that 48.318 at df 1 and the P-value is .001, which is greater than 0.05 level of significance. The hypothesis tested was rejected due to the fact that there are ways to overcome the challenges of teaching practice exercise.

Discussion of findings

This study investigated the challenges and way forward on the participative exercise of student teachers during teaching practice in Kano State.

Hypothesis I: Lack of facilities will not be a significant challenge of student teachers during teaching practice.

The finding on lack of facilities as a challenge of student teachers during teaching practice shows that $\chi^2=7.648$; df=1; P=.001 > 0.05, this implies that lack of facilities is a challenge of student teachers during teaching practice. This finding is line with that Onwuka (2018) who found that lack of equipment and infrastructural facilities for teaching and learning, can affect the quality of teaching and learning. Also, quality diminishes when the facilities required for imparting and learning are inadequate or at times not available. Olaitan (2016) remarked that the condition under which vocational education is imparted is poor where equipment and facilities are inadequate. He added that most secondary schools and tertiary institutions lack equipment for training, lack workshop and workshop facilities, have ill--equipped laboratories and libraries, however, students in such institutions suffers in the process of learning. He suggested that students are supposed to be exposed to a learning environment which will enable them to fit in and outside the school environment.

Hypothesis II: Poor planning of the lesson will not be a significant challenge of student teachers during teaching practice.

The poor planning of the lesson as challenge of student teachers during teaching practice shows that $\chi^2=22.173$; df=1; P=.001 > 0.05, this signifies that poor planning of the lesson is a challenge of student teachers during teaching practice. This is in line with the finding of Goel and Chhaya (2012) who indicated that poor planning of a lesson will not meet the expectations of the students. They will be dissatisfied with the lesson that has been done and they will not consider the lesson as important in the future. This will be a huge loss for the schools. The students will have failed in establishing good relations with the teachers.

Nakpodia (2011) suggested that during supervision, the supervisors should assist the student teachers to develop confidence in them while planning lesson and content

delivery. In addition, continuous evaluation of the student teachers will also help to achieve the objective of teaching practice.

Hypothesis III: There will be no significant ways to overcome the challenges of teaching practice exercise. The findings on the ways to overcome the challenges of teaching practice exercise shows $\chi^2=17.132$; df=1; P=.001 > 0.05 this signifies that there are ways to overcome the challenges of teaching practice exercise. This is in line with the Eze (2013) who suggested that chairman/coordinator or the organizing committee of the teaching practice exercise must ensure that provisions for effective communication and information-flow are made for smooth conduct of teaching. The actualization of practical teaching depends ultimately on the teaching practice committee that is organizing the program. Oghubu (2020) opined that there should be increase in the duration of teaching practice and practical teaching to at least two terms, organize workshop on teaching practice before sending student teacher to school, this will help to overcome some of the problem related to teaching practice exercise.

Conclusion

In conclusion, teaching practice exposes the student-teachers to the real school and classroom situation where they acquires some practical experiences in the art of teaching, as well as get adapted or acquainted with the social settings of the schools. However, there are inadequate facilities in some of the institutions of leaning.

Recommendation

The following recommendations were proffer:

1. Teaching equipment and facilities should be made available during teaching and learning.
2. There is need for the school principal and permanent teachers to help student-teachers in their areas of difficulties such planning of lecture note.
3. Constant supervision should be encouraged for student-teachers to be always presence in school this will go a long way in helping them to learn how to plan their lecture for effective delivery.

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The following hypotheses are formulated to guide the study:

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Hypothesis II: Poor planning of the lesson will not be a significant challenge of student teachers during teaching practice.

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Discussion of findings

This study investigated the challenges and way forward on the participative exercise of student teachers during teaching practice in Kano State.

Hypothesis I: Lack of facilities will not be a significant challenge of student teachers during teaching practice.

The finding on lack of facilities as a challenge of student teachers during teaching practice shows that $\chi^2=7.648$; df=1; P=.001 > 0.05, this implies that lack of facilities is a challenge of student teachers during teaching practice. This finding is line with that Onwuka (2018) who found that lack of equipment and infrastructural facilities for teaching and learning, can affect the quality of teaching and learning. Also, quality diminishes when the facilities required for imparting and learning are inadequate or at times not available. Olaitan (2016) remarked that the condition under which vocational education is imparted is poor where equipment and facilities are inadequate. He added that most secondary schools and tertiary institutions lack equipment for training, lack workshop and workshop facilities, have ill--equipped laboratories and libraries, however, students in such institutions suffers in the process of learning. He suggested that students are supposed to be exposed to a learning environment which will enable them to fit in and outside the school environment.

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Conclusion

In conclusion, teaching practice exposes the student-teachers to the real school and classroom situation where they acquires some practical experiences in the art of teaching, as well as get adapted or acquainted with the social settings of the schools. However, there are inadequate facilities in some of the institutions of leaning.

Recommendation

The following recommendations were proffer:

1. Teaching equipment and facilities should be made available during teaching and learning.
2. There is need for the school principal and permanent teachers to help student-teachers in their areas of difficulties such planning of lecture note.
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