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**COMPARATIVE ANALYSIS OF LECTURERS' PERCEPTION OF STUDENTS' ATTITUDES TOWARDS TEACHING PRACTICE (TP) BY PROGRAMMES IN ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION (A.I.F.C.E.), OWERRI.**

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**ABSTRACT**

*This study was carried out to compare lecturers' perception of students' attitudes towards teaching practice by programmes in Alvan Ikoku Federal College of Education (A.I.F.C.E.), Owerri. The main purpose of this study was to comparatively analyze lecturers' perception of students' attitudes to teaching practice by programmes in Alvan Ikoku Federal College of Education Owerri. Four purposes of study and research questions guided the study. This study was carried out in Alvan Ikoku Federal College of Education, Owerri. The study adopted situated learning, modeling and role modeling and constructivism for its theoretical framework. This study employed the survey design. The population of the study was 704 lecturers in A.I.F.C.E., Owerri. The sample of the study was 282 respondents. The instruments that was used in collecting data for analysis in this study was the Questionnaire of Comparative Analysis of Lecturers. The questionnaire was validated by the project supervisor and two experts in the field of educational measurement and evaluation. The reliability coefficient of the instrument was 0.82. The data collected was analyzed using weighted mean descriptive statistics to answer the research questions at a criterion mean of 2.5. The result of analysis showed that lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E is negative; lecturers' perception of students' attitudes to teaching practice by programmes in A.I.F.C.E is negative; lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E is negative and lecturers' perception of students' attitudes to teaching practice by location in A.I.F.C.E is negative. The educational implications were pointed out and it was recommended among others that government should begin to give allowances to student teachers when they go on teaching practice and lecturers*

*should show more commitment in the supervision of student teachers when they go on teaching practice. The limitations of the study were also highlighted and suggestions for further research made.*

**Keyword:** *Attitude, Teaching Practice, Programme, Students, Teaching*

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## INTRODUCTION

### Background of the Study

This study focuses on a comparative analysis of lecturers' perception of students' attitudes towards teaching practice (TP) by programmes in Alvan Ikoku Federal College of Education (A.I.F.C.E.), Owerri. It will seek the opinions of the lecturers that participate in the teaching practice exercise, their perception of the attitudes of the students towards teaching practice using the different school programmes such as Regular, Sandwich and professional diploma in education.

The term "teaching practice" can thus be described as a period of pre-certification teaching that is intended to offer opportunities for the acquisition, development and refinement of necessary knowledge skills, behaviours, activities and responsibilities that are basic for a successful teaching career (Ike, Iwu and Anulobi, 2017). Teaching practice (TP) in Alvan Ikoku Federal College of education, Owerri cannot be separated from the academic institution itself. This is because A.I.F.C.E is college that specializes in providing teacher education. Therefore, TP is a cardinal programme in the college. It is one of the prerequisites for graduation, and as such, every year, Alvan students are assigned to various schools to practice the art of teaching. The curriculum considers teaching practice as a major aspect of students' professional training. In this respect, Akonye (2008) opined that "theory without practice is useless." As such, in respect of this, it should be noted that for any student undergoing a professional course in education, teaching practice is inevitable. This is because it is that aspect of the student-teacher's professional training programme during which he/she is exposed to the real school and classroom situation in order to help him/her develop necessary pedagogical skills and aptitude in the act of teaching. 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. It is also a basic professional requirement without which the student-teacher cannot qualify as a teacher. It is, therefore, imperative that the students exhibit one or more attitudes that can promote or mar the teaching practice exercise. Students have been known to exhibit some attitudes towards

the inevitable exercise such as truancy, impersonation, Laissez-faire attitudes, diligence, promptness, unwillingness, willingness among others. These attitudes are exhibited by students across the programmes run in educational institutes across the country. These attitudes differ in terms of students' gender, programmes and location of TP and It is also worthy of note to state that teaching practice (TP) exercise lasts for duration ranging from three months to six weeks. The exercise is assessed professionally by seasoned educators who take their rounds in moving around schools of practice in order to ensure students comply to laid down principles for their personal and professional development. These students are duly assessed by the supervisors using laid down assessment guidelines and scored accordingly. Areas looked out for include students' content knowledge, pedagogical skills, lesson planning, students' engagement and classroom management. The personal carriage of TP students are also seriously taken into cognizance. All these principles are religiously followed in order to ensure that the goals and objectives of the exercise are achieved. As a frontline teacher educational institution, A.I.F.C.E, Owerri, like others, takes this exercise seriously and dutifully. Therefore, it is pertinent to investigate how the programme is carried out in relation to the programmes in terms of students' attitudes towards the exercise as perceived by lecturers, especially those who supervise it across the programmes.

In line with the foregoing, the student-teacher should not just 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 defeated. The student-teacher is also regarded as a part of the school system and thus is expected to participate in all teaching activities within the school system until the expiration of the exercise. This way, TP will expose the student-teacher to the real school and classroom situation where he/she acquires some practical experiences in the art of teaching, as well as get adapted or acquainted with the social settings of the institution (<http://www.grin.com/en/e-book/182582/effects-of-teaching-practice-on-student-teachers-in-tertiary-institutions>, 2010).

Although, the primary concern of education is passing useful educational knowledge over to the pupils using every achievable means until learning takes place in them, they still have to participate in all teaching activities within the school system. This is necessary because TP is meant to prepare student-teachers in all ramifications. Such preparation is meant to have academic, social and personality effects. Since the main idea that underlines the discussion of teaching practice is the truism that teaching skills are acquired and developed by both

practice and reflection and that this process is continuous for the student-teacher in order to gaining their initiation, it becomes necessary that TP be treated with utmost attention, commitment, devotion and seriousness by would-be teachers in colleges and faculties of education across the country.

Teaching practice can be described as an occasion in which the student teacher is given the opportunity to put into good use the psychology, the principles and methods of teaching acquired theoretically into use in order to strike a balance between theory and practice. Teaching practice, therefore, is basically an integral part of teacher education and its purpose primarily is to prepare students for the noble profession of teaching and to give students prior experience of what teaching is all about. In this sense, Skinner (1994) and Brunner (1983) opined that whosoever want to take up a given job should be trained for it and this invariably applies to teaching. In that sense, teaching practice is *sine qua non* in the preparation of prospective teacher.

Imperatively, teaching practice, as organized in the college of education in the South East geo-political zone, especially in Alvan Ikoku Federal College of Education, Owerri serves as a major stage in preparing a would be teacher. This is a programme (teaching practice) that involves the exposition of the would-be teacher to the practical and realistic experience of the teaching exercise. The would-be teacher exercises under the supervision of seasoned educators for effectiveness. Records of their performance both in teaching-learning situation and other school activities are kept and in the final analysis they are graded according to their performances (Ike, Iwu and Anulobi, 2017). The objective is not only to supervise the students but also identify pitfalls and make the necessary corrections.

Specifically speaking, the objectives of teaching practices among Nigerian institutions of teaching preparation include the following:

1. Acquire a wealth of practical experiences from all staff you are likely to be in contact with and by your active responsibilities.
2. Gain valuable insight for use as needed, through school and classroom, observation and analysis.
3. Bring you into direct contact with such significant issues as the functions and responsibilities of various categories of school, staff academic and non-academic (Ike, Iwu and Anulobi, 2017).

Therefore, since the student-teachers must find themselves in the classroom, it is good for them to experience what goes in the classroom and then they go back to readjust or make corrections where necessary. In this connection, teaching

practice (T.P) is a significant aspect of the teacher education programme. In other words, it is an indispensable component of a proper teacher education programme.

Therefore, teaching practice plays an important role in the making of a professional teacher. For teaching practice to succeed, a lot of preparations are done by the school authorities such as assigning supervisor to all the students that are involved and making sure that they are adequately supervised. This goes a long way towards ensuring that the whole process achieved the set objective it is meant to achieve. This means that teaching practice is subject to some necessary dynamics.

In teaching practice, meetings are held to give the students the necessary information about their teaching practice. The teaching practice organizer together with the supervisors give out the necessary information of such procedures on observation days, on assessment, on appropriate dress, on learning aids and other issues. Students can ask questions about any aspect of teaching practice that concerns them. The students should be told about their transport and about the times they are supposed to board the buses to and from the school. All the students going on teaching practice should attend teaching practice programs. (Macharia and Wario, 1994 cited in Azeem, 2011).

One of the principles of learning is to know the learners and start working with them. Student teacher is supposed to be deeply concerned about knowing the situation in which he/she will work and the people with whom he/she will associate. He/she has also concern to know about the curriculum plans of school. Student teacher will need to become familiar with the particular units of work in which the pupils be engaged when he/she begins his/her student teaching (Azeem, 2011).

The concept involved and the instructional material being used. Another whole area of concern is his/her relations to other staff members and the school administration to parents and school community. Teaching practice students must know: school calendar, school hours, reporting accidents, first aid service, health services, playground rules, lost and found articles, duties of safety patrol, passing in corridors, ground movement within the building, use of library, auditorium, gymnasium, and audio-visual materials, use of duplicating equipment, requisitioning supplies and equipment, testing programme, teachers meeting, other professional and in-service meetings, teachers library, parent-teachers meeting, report to parent, Central Record Office, Supervisory policy, principal central office personnel, reporting pupil and teacher absence, special

school services, store, banks and other facilities (Stratemeyer and Lindsey, 1969 cited in Azeem, 2011).

Processes involved in the TP exercise include: a) To observe the work of other teachers (cooperating teachers) and of classes other than the one with which he/she is concentrating, b) To participate in all school projects in the total program of an educational unit and to develop a feeling for the responsibility and get the feel of the teachers work load, c) To participate in planning for and presenting school assembly programs, d) To observe the work of several clubs of different types and to share in the responsibility for guidance of and of special interest to him/her or to which he/she brings special competence, e) To study how administration affects teaching and teachers. To get a picture of the activities of school administrators a student might spend two or three days working full time with the school principal. It is important that the students do more than sit passively in an office and watch people come and go, f) Attending the regular faculty meetings in school. The nature of the meeting, its purposes and probable procedures and one's planning for contributing to the discussion at hand, g) getting the responsibility for the guidance of pupils in dealing with their personal and education problems (Stratemeyer, 1969 cited in Azeem, 2011).

Furthermore, other scholars have recommended the following tasks of students teachers: a) Observe the teaching procedures followed by the cooperating teacher, taking note of the general routine, b) Become familiar with available instructional materials, c) Make a special effort to become acquainted with the pupil's learning as many names as possible, d) Identify areas in which plans can be made for immediate participation with individual or small groups, e) Acquire background information on the pupils with whom he will be working, f) Attaining an understanding of school situation; the school program, physical surrounding and facilities and the responsibilities of the teacher to the school, community and profession, g) Obtaining experience in performing satisfactorily the routine tasks, which are normally the responsibilities of classroom teacher, h) Engaging in a wide range of professional activities like using available instructional media, arranging bulletin board, classroom and management, keeping attendance register and other school records, i) Making daily plans and unit plans. (John and Deprin: 1971 cited in Azeem, 2011). These activities the student-teacher is expected to carry out during teaching practice are meant to help him/her gain the necessary competence to teach in the classroom after graduation.

As a result of these intricacies associated with teaching practice, it becomes a period that creates mix-feelings in the minds of the student-teachers. Some have the feeling of nostalgia while others complain of the challenges they face having

under gone the rigorous movement from where they are posted to the university campus for either registration, payment of fees, just to mention some. The mix-feelings of student-teachers also arise as a result of the geographical distance, low and uneven level of teacher expertise, non-payment of any sort of allowance, desirable attitude or behaviour from supervising teachers in the school. Student teachers tend to have different attitude during and after teaching practice. They tend to respond either positively or negatively to the situation. Maliki (2013) cited in Ikitde and Ado (2012) opined that individual's attitudes toward their profession have an effect on their performance and it affects their competence and achievement. Attitude is an important attribute towards any profession. This is why Maliki (2013) cited in Ikitde and Ado (2012) stated that the belief someone has about any particular job determined the success of that person in the profession.

Some empirical studies have been carried out to show how students' attitudes to teaching practice affect their performances in the exercise. Adebayo carried out a study, which indicated that most Nigerian student-teachers are ill-disposed to teaching practice. These negative attitudes affect their performances, which are also predicated on their individual attitudes to teaching practice (Ikitde and Ado, 2015). In a similar study, Emerole and Muraina (2015) reported that student-teachers' attitudes towards teaching practice are usually constructed along the lines of supervision anxiety, content mastery, relationship with fellow student-teachers, relationship with their students, classroom management, lesson preparation and lesson delivery.

This researcher has observed that during his TP exercisewhile some students are busy doing their teaching practice, others come up with a kind of non-challant attitude towards the whole thing. This does not show they know full well that it is basically because of them that this exercise is being organized. Therefore, this situation goes a long way undermining the laudable goals, which underlie the teaching practice exercise especially in Alvan. This is why a study of this nature has become imperative as a way of ascertaining student-teachers' attitudes towards the exercise in Alvan. More so, specifically, this study aims a comparative analysis of how lecturers perceive student-teachers' attitudes towards teaching practice in Alvan across the academic programmes run by the school- National Ceritificate in Education (NCE), Bachelor of Education (B.Ed) and Professional Diploma in Education (PDE) respectively.

### **Statement of Problem**

It appears to reason that many just wake up to take up teaching appointments when they know little or nothing about its the nitty-gritty. To forestall this

misnomer, prospective teachers are required to undergo a compulsory pre-teaching training known as teaching practice where they are exposed to the dynamics of the teaching profession. Therefore, teaching practice is very important and has become compulsory for student-teachers. As a result of this, it is considered a major stage in the teacher preparation. In spite of its importance, different students visualize it from different perceptions and the perceptions go a long way to determine their attitude towards teaching practice. On the one hand, some students see teaching practice as a very important aspect of teachers' development and even suggest that the teaching practice period be extended in order to enable the practicing teachers learn enough of what they are supposed to learn. On the other hand, many others have viewed it as an unnecessary burden, a time to show *Leissez-faire* attitudes and a time to while away time. As a result of lack of financial incentives given to student-teachers during teaching practice, many students tend to disdain the exercise, and would even be serious when they know it is time for their supervisors to come. This, for them, is nothing but a credit earning exercise, and not for the intrinsic value of the exercise. Therefore, it becomes a common experience to see students who connive with cooperating teachers in order to circumvent the problem, hire others to do it for them and even report late to their respective schools of practice.

The way student-teachers in the past years conceived teaching practice and their attitude towards it has become a call for concern. The research is interested in a comparative analysis of lecturers' perception of students' attitudes towards teaching practice by programmes in Alvan Ikoku Federal College of Education, Owerri. Therefore, the problem this study will investigate if put in question form thus: What is lecturers' perception of students' attitudes towards teaching practice in Alvan Ikoku Federal College of Education, Owerri?

### **Purpose of the Study**

The main purpose of this study is to comparatively analyze lecturers' perception of students' attitudes to teaching practice by programmes in Alvan Ikoku Federal College of Education Owerri. Specifically, the study sought to find out:

1. Lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E.
2. A comparative analysis of students' attitudes to teaching practice by programmes in A.I.F.C.E.
3. Lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E.



4. Lecturers' perception of students' attitudes to teaching practice by location.

### **Research Questions**

The following research questions guided this study:

1. What is lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E.?
2. What is the comparative analysis of students' attitudes to teaching practice by programmes in A.I.F.C.E.?
3. What is lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E.?
4. What is lecturers' perception of students' attitudes to teaching practice by location in A.I.F.C.E.?

## **LITERATURE REVIEW**

### **Concept of Teaching Practice**

According to Boadu (2014) cited in Ngussa and Kuboja (2015), "teaching practice is the ground on which prospective teachers gather enough experiences to make them better and effective teachers in the future" (p. 138). Furthermore, teaching practice is a field experience course in Teacher Education Programme defined as a professional development exercise aimed at helping student teachers to bridge the gap between educational theories and practice (Ogunbameru and Uwameiye, 2012). Furthermore, Maduabum and Abah (2004) defined teaching practice as a component of teacher education programme in which teacher trainees have the opportunity to put into practice all the teaching and classroom management theories they have acquired during the course of their studies with a view to attain professional competence. In congruence, De-Ville (2010) stated that teaching practice is an internship experience, a part of formative training process for pre-service teachers in skills exploration and enhancement. Shedding more light on the subject, Ike, Iwu and Anulobi (2017) hinted that teaching practice is a critical and crucial point in a student-teacher's preparation when he/she is sent out to gain practical experience in a real classroom under expert supervision. The trio went on to inform that it is an art meant to afford an expert teacher an opportunity to guide prospective teachers in the pedagogical art.

Sequel to the foregoing, in the context of this study, teaching practice is a professional development course, a field experience for pre-service teachers' professional development, which is meant to afford the student-teachers opportunity to put into practice, in actual classroom setting, theories and

concepts learnt as curriculum contents in their academic programmes. It is an exercise that lies in between theoretical knowledge and practical experience in student-teachers' quest to be professional teachers.

As a course of study, teaching practice is characterized by the following features:

1. It is a vocational course, which is competency and performance based (Anikweze, Ojo and Maijaiga, 2002 cited in Ogunbameru and Uwameiye, 2012); a form of internship for professional teachers, a statutory and mandatory professional requirement for entering into the teaching career (Federal Republic of Nigeria, National Commission for Colleges of Education, 2008).
2. As a skill development exercise, it is a kind of clinical therapy, designed to diagnose and remediate professional teachers' competence deficiencies (Ngidi and Sibaya, 2003).
3. It is designed as a feedback channel to generate information on the effectiveness or otherwise of a Teacher Education Programme.
4. Data gathering on student teachers' practicum assessment is based on a set of effective teaching indicators (Ngidi and Sibaya, 2003). The indicators are defined as practical teaching competences benchmark for quality teachers at various levels of certification.

Based on the above, teaching practice enhances pre-service teachers' professional development in the following ways:

1. Teaching practice provides the time and avenue for student teachers to acquire competences that are required in their teaching professional development (Ehinmetalor, 1990).
2. Practical teaching brings student teachers into a programme of cooperative and interactive guidance by experienced teachers (Young and Edwards, 2006).
3. Practical experience affords student teachers the opportunity to reflect on their own actions in the classroom and to acquire valuable skills, knowledge and attitude which are required in management of student learning experiences in the classroom (Imogie, 1990).
4. Teaching practice experience enhances pre-service teachers' conceptualization of themselves as teachers. According to De-Ville (2010), practical teaching affords student teachers the opportunity to reflect not just on matters associated with professional life and growth but also on who they are and are to become in the future.

Nwanekezi, Okoli and Mezieobi (2011) cited in Mkhasibe (2014) pointed out that teaching practice is the first official opportunity for student teachers to be involved in actual teaching experience. They added that it enables student-teachers to be well prepared for their assumption of duty as professional, motivated, conscientious and efficient classroom teachers who will encourage the spirit of inquiry, creativity and intellectual development among the beneficiaries of the educational system. In the same vein, Ngara, Ngwarai and Ngara (2013) opined that student teaching practice is an important stage in the professional development of teachers as it provides an opportunity for pre-service teachers to apply the knowledge and theories learned on campus to the real classroom. This way, student teaching has been called the most challenging, rewarding, and critical stage of teacher education and it is generally agreed that the student teaching experience is the key for teacher preparation programs. Because it is so important, teaching practice should be conducted in such a way that student teachers can continuously learn new knowledge and skills and develop professionally. Supervision of students doing Teaching Practice (T.P.) if properly done can contribute to the quality of student teacher training (Ngara, Ngwarai and Ngara, 2013). Corollary to the foregoing, Wagenaar (2005) opined that teaching practice is of paramount importance in the vocational training of student-teachers as it is viewed as the formal immersion into the real world of school that prepares the student-teachers in making the transition from trainee to professional teacher status. For Badmus and Ogonor (2006), teaching practice is the period when student-teachers are required and aided to put into practice the theories and principles of education which they have learnt in the classroom as they teach students in the partnership schools.

From the views sampled above, it becomes clear that teaching is required aspect of teacher education with an invaluable status; an exercise which must be religiously and conscientiously observed if the professionalization of the teaching profession will be feasible in Nigeria. To this end, teaching practice implies that would-be teachers get exposed to the practical aspect or session of teaching. The period of such practice basically depends on the organizers of the programme.

Going by the fact that there are varied interpretative concepts of teaching practice, there are among students and school varied approaches to teaching practice duration. Stone and Morris (1992:8-12) gave different approaches to teaching practice and these included: model of the master-teachers approach, master the teaching model; teaching caught not taught; teaching as a science. Stone and Morris (1992) posited the following about the master-teacher model: "The master teacher is the master craftsman and teaching practice is viewed as a

purposed process of imitation in which the master teacher's teaching skill, performance, personality and attitudes are acquired by the student through observation, imitation and practice".

The scholars went further to establish that arguments progressed in support of this particular approach were as a result of its effectiveness, simplicity and commonness. This particular approach to teaching practice is not practiced in Alvan Ikoku Federal College of Education, Owerri due to its weaknesses. It, therefore, have been criticized on the following grounds: that a master-teacher no matter how versatile he/she can be, offers a student only a limited set of skills, attitudes and personality traits. Equally, the selection of skills and techniques are those of the master-teacher's reflecting the master-teacher's values, experiences and personality. Consequently, this will create some personality conflict as the students' values, experiences and their personality would be marginally and most radically different from those of the master-teacher. The individuality of the would-be teacher is denied as a result of this. Furthermore, this approach encourages the student to copy isolated bits of teaching behaviour of relationships as being effective. But the effectiveness of these bits of behaviour may depend on their being a part of a total teaching behaviour.

Again, the approach is easy to follow. This means, it tells a student to adopt another person's teaching style which may involve his changing his personal ability. Regrettably, it also does not give room for the students to go beyond the teaching observed. This teaching practice approach may be excellent but it is not exhaustively excellent. There certainly will be areas of teaching excellence that are not illustrated by any master-teacher and there may be more appropriate ways of doing things than those the master-teacher employs. Associated with these problems identified is that there is what is considered practical difficulty of finding sufficient master-teachers in the right places to go round. This is truly because the approach is based on chance distribution of master-teacher. Summarily, it can be established that the approach stands for imitation rather than analysis and it, therefore, puts obstacles in the way of introducing the process of teaching.

Furthermore, Stones and Morris (1992) in their work:master-the-teaching model. Here, they saw this model as first, a theoretical analysis of teaching behaviour, which considers the objectives of the teaching, the starting point of knowledge and the skills of the pupils, the process by which the set objectives are to be achieved, the variables likely to interact with the process, the learning outcome and the feedback to teacher. The second stage is what is called or considered the building of a conceptual model that will make clear the

relationship of these element; third is the conversion of the model into lesson plans or a series of plans by the incorporation of a specific content and procedures and the fourth is the evaluation of the model in operation to test or ascertain its validity to describe and predict processes and outcomes too. This teaching practice approach was used and also it still in use at the Alvan Ikoku Federal College of Education (AIFCE), Owerri. Among its advantages is that it makes possible and necessary the integration of theory with practice.

Another approach which is considered the third is the one which emphasized the impossibility to teach one how to teach. To the proponents, teaching is an act akin to poetry or painting. In this approach teaching can be caught rather than taught. To the scholars of this approach, teaching ability is largely innate and the born teacher, naturally has little need for training. In this case, teaching practice is viewed as providing the opportunity to display, recognize and refine the abilities that are latent in the student. One criticism of this approach is that it has been seen as depending on unexamined premises and half-truth.

The approach was equally seen as one inimical to any rational understanding practice and concept of teaching practice and, therefore, to rational approach to teaching practice. It assumes, among others, teaching ability operating in all teaching situations. The validity of the assumption is by no reasonable means established. On the contrary, therefore, it seems likely that teaching behaviours are specific and closely related to a given set of condition such as age, background and ability of children and types of schools. In furtherance to the above, such teachers are not easily identifiable and the difficulty involved in recognizing with certainty what is considered effective teaching method the approach unpracticed.

The fourth approach is the one that sees teaching as a science. This is because it considers teaching as part of behavioural sciences. In this approach teaching is conceived of as behaving in a social context, which is amenable to scientific observation and analysis. The approach is tied to learning theories which see the understandability and controllability of a student-teacher teaching in terms of theories of teaching. Stones and Moris (1992) hinted that without a coherent theory of teaching to which the student being taught linked, improvement in teaching is going to be a very haphazard affair in relation to this theory.

### **Supervision of Teaching Practice**

Imperatively, supervision is an essential element or ingredient in teaching practice. Mooney (2007:38) quoted from the Carnegie number 14 opined that:

The supervision of teaching cannot proceed effectively unless an intelligent effort is made to check the results of the teachers work as measured by the growth of pupils. It is in terms of such growth that the action of teaching must ultimately be evaluated and the young teacher should be accustomed from the onset to think of his work as measured finally by his standards.

In all these, the student teacher needs the guidance of the supervisor and must, therefore, have regular and sufficient opportunities to confer him with. Mooney equally identified various supervisory activities that supervisors should engage in during teaching practice, which include:

1. Supervisory activities connected with student observation
2. Supervisory activities connected with student-teacher.
3. Supervisory activities connected with the arrangement for student teacher's participation in extra-curricular activities.
4. Supervisory activities connective with the arrangement for student-teacher's participation in community activities.
5. Supervisory activities concerned with student teachers professional growth.

Sequel to these supervisory activities, a list of functions and activities that cannot be exhausted in the course of this work have been recommended for the supervisor. Mooney went on to maintain that a supervisor should follow his observation of the student-teacher with a conference for the purpose of helping the student-teacher to appraise his own work. Also the supervisor may use educational principles and the pupils' achievement tests or other evidences of pupils' programme as a basis of commendation and make his criticism impersonal and constructive focusing on the student other than upon ways and means of bringing about better pupil development of his own rather than upon the environment of his own teaching.

In this whole supervisory aspect of teaching practice, post-supervision conference is necessary as a result of its importance in the overall aim of the teaching practice programme. Mooney went further to say that supervision should make use of whatever opportunities that present themselves in conferences to help the student-teacher in modification of personality as is necessary to fit him/her for teaching and should encourage and stimulate him towards greater professional development.

Mead (2010:324), pointed out some factors militating against effective supervision conference when he informed that student-teachers complain that the schedules, the supervisor load of work, and other things often shortens the

conference or prevent it being held. Another complain that they make is that conferences are too few and too brief to meet their needs the very shortness and rareness of the period often defeat its chief purpose.

Furthermore, Garison cited in Mooney (2007:39) informed that an important problem or challenge of supervision of teaching practice could be put thus:

There is regular schedule time for the individual conferences but often, there is none for the group conference. The time usually used is at close of the day when little or no energy, important interest or mental alertness is available; there is little recognition of the fact that these individual and group conferences are the most effective and important means that the training supervisor has of developing student teacher.

To explain further, the observation as made by Garrison cited in Mead (2010:25) implied that:

Conferences Should have a time and place schedule, that they must be actually held and be numerous and frequent and that the visitation of student teachers' classes must be to extent of about three fifths of the time occupied by the student-teachers in teachings.

It is expedient to establish that the supervisory programme be adjustable in order to meet the various needs of the students. Teachers are to give to each student-teacher all the supervision that he/she needs in order to develop the highest professional efficiency possible during his/her period of teaching preparation with at least such competency as is adequate for the needs of a beginning teacher(s). Corollary to this, Mead felt this way:

Worthwhile supervision of student-teachers can be accomplished only by a person with certain type of qualification and that some very important qualification are special technical training in supervision; general or basic professional training in education psychology; A matured, varied and extensively experienced with human beings and human relation; An excellent general harmonious and interested attitude towards the work of supervision and the professional preparation of teacher; certain personal qualities or traits".

Concurring to this, Amadi(2008) posited that:

Supervision is the process of watching and directing the progress of work for efficiency and effectiveness. When we are dealing with the supervision of instruction, we are talking of the monitoring and guiding process aimed at making classroom instruction better (p. 31).

Continuing, she saw instructional supervision as the overseeing of the teaching and learning process in the classroom, the purpose of which is to improve classroom instruction. Really, it is a tool for ensuring qualitative and effective

teaching and learning. Therefore, she viewed effective supervision as demanding some specific knowledge and skills. These include possession of human relations skills, understanding of teacher behaviour, curriculum development and various models of teaching and supervision and also skills in data collection and evaluation. Specifically, she proposed these skills to include the following: Attitude of the supervisor coupled with such personal qualities as effective leadership, communication ability, concern, creativity, sensitivity to student-teacher's need, open-mindedness, flexibility and commitment.

It should be noted that the above statement is true of teaching practice in most colleges of education and Alvan Ikoku Federal College of Education has not been an exception. As earlier said, the supervisors are loaded with works that include the teaching of students at school and other official assignments. As a result, there are shabbily done and insufficient conferences.

### **Assessment of Teaching Practice**

It should be established that assessment is a vital part of teaching practice. An exercise of this nature will be a mess without assessment. Also the development of the ability to teach needs a great deal of the student's experience, practice, self-examination, discipline and training. Igaga (2008) made these remarks:

The student on teaching practice should be aware that the supervisor, qualified members or staff and head teacher know his experience, weaknesses and strong points and most of all that he is a learner. These will all be taken into consideration while assessing his work and promise as a teacher (p. 75).

He went further to state that supervisors do not look for a qualified teacher but a promising and prospective teacher. Also, the major criteria used or adopted in assessing a student-teacher is his/her progress in the use of skills of teaching. According to him, TP is an integral part of teaching certificate that the students pursuing bachelor's degree, diploma in education or certificate in education must undergo. As a result, the supervisor must produce mark to witness that the student-teacher has been visited and observed in a class room situation and that he/she is capable of teaching and, usually this is done by supervisor visiting the student-teacher, while he/she teaches Imperatively, during the lesson, the supervisor makes point on a prepared form- the teaching practice observation report.

Basically, one who is a student-teacher is seen having been taught by a number of supervisors and not one. The cumulative grades for the student-teacher is provided at the end of the teaching practice and the student -teacher is assessed to ascertain if he or she has passed or failed the teaching practice. In this respect,



according to Stones and Morris (1992) in order to collect the information needed, a questionnaire comprises the sections dealing with the form of assessment, the evidence of assessment, the staff involved in assessment, the criteria used, the feedback to the student using the weight of the practical teaching work in total assessment. In accordance with them, the questionnaires were sent to head of department in colleges of education and teachers in-charge of courses for the grading and certificate of the student-teacher. In general, a great number of institutions award a final teaching mark of an impressionistic nature. Let it be stated that in some institutions, the impressionistic assessment works most of as a result of the judges involved in the assessment of the same piece of behaviour. Stones and Morris (2002:40) mentioned that “the pros and cons of different forms of assessment have been debated for many years gone. Other known used approaches are the rating scales which have been subjected to criticism. “Catel 2001, Evans (1989)” also saw that the fifteen point scale was found wanting by Downes and Shaw (1998:1) and Morris advanced also a few arguments against the use of rating scale in its assessment of practical teaching.

### **Guide to Teaching Practice**

Actually, teaching practice has guides that make the exercise worthwhile. Cohen and Graner (2003) stated that “schools differ in their approaches to the task of teaching children. They variate in method, organization and policy, at these preliminary visits, the students should notice the general way in which the school is being run” (p. 17). Since it is better for the student not to copy any other teacher, it is best if he/she does not try to swim against the stream. It should be stated that the student-teacher should know the following: method of the school, class teacher’s manner; method of work-exercise books; routine organization. In this connection, Cohen and Gardner advised on how students could get the best out of the teaching practice. As a result, they made the following comments:

For some students, teaching practice is something to be survived rather than engaged. To prevent that, it is but easy would be naive and foolish. Teaching is a difficult art to practice, but it is one that can be learnt through application of patience and diligence.

It should be noted that TP is an integral part of students’ learning which is most like the real thing, and an important part of their course of training. Consequently, the student should approach it in a positive way and develop this knowledge and appreciation of the problems involved in the job of teaching. A student, therefore, can get the best out of her teaching practice by doing the following: observing

children at work and play; learning from experienced practitioners; self-criticism and so on.

Igaga (2008) also had similar view with Cohen and Garner. He posited that “The head teacher and those in and around the school expect the student to do what the rest of the staff do in terms of pedagogical ethics and personal mannerism” (p. 86). This ethical demand extends to a standard of dressing, which is also important as regards the student teacher’s standard. The student-teacher ought to be an example for the pupils to copy and also to cultivate a healthy relationship between him/herself and those responsible for the running and maintenance of the school, such as the parents and government. He/she should not conduct him/herself in a way that degrades the name of the school and, of course, the college that sent him/her there by drinking too much or being involved in immorality.

### **Organization of Teaching Practice**

Good organization of teaching practice is important when it comes to effective school practice. Without good organization at the beginning, the exercise may end sadly for the student-teachers as well as the supervisors. To this end, there are a lot of difficulties being experienced by student-teachers and supervising staff accruing from ineffective or poor organization. A very reasonable amount of time should go into the planning of every school of practice. Organization means taking decisions on which schools to post the students, period of practice timing both students and supervision and how to supervise effectively and assess the students. The above facts, among others, should come to mind of the organizers if school practice will achieve the desired result. In this regard, Emovon, in his keynote address at the 5<sup>th</sup> Annual conference of principals of teacher-training colleges, said:

A college must take care and pains in choosing schools for her students. The schools must be easily accessible and not to be too far from the college. The basic physical plan must be there, fairly good buildings with basic amenities.

Talking about good relationship between the college, and the practicing schools, on the other hand, it is posited that the principal and staff of the practicing schools should be in constant discussion with the student-teachers of the practicing schools in order to monitor or supervise the activities of the trainees. Some schools, regrettably, take limited view of this duties of the profession and have too much of workload for the student-teachers in practice and see this period of practice as a “holiday” period for them.

### **Problem of Teaching Practice**

Problems among individual student-teachers differ. Ugorjiet al (2008:42) discovered some of the problems encountered by student-teachers. In their comment, they stated that lack of enough apparatus and basic teaching aids in the school, especially in the science and related subjects, where practice is prevalent is lacking or in total absence decelerates the time rate of teaching and understanding. It is as a result of this problem that student-teachers are mandated to spend on materials for their lessons, especially students in A.I.F.C.E. Similarly, Anderson (2003:53) highlighted the bad attitudes of some heads of schools towards student teachers. She further stated that the relationship between the principal and the student-teacher in most cases are not encouraging. They show a nonchalant attitude over the affairs of the students. In their publication in *New Nigeria* (Dec 17, 1977), teachers' association in defunct Bendel State protested against their state government for this situation.

### **Factors Influencing Student-Teachers' Attitudes to Teaching practice**

The important aspect of school-based teaching practice is that it provides student-teachers with the opportunity to integrate different types of knowledge and use them in specific school contexts. In other words, in order to achieve the desired educational aims, objectives and values, student-teachers must teach contents by applying their general pedagogical knowledge and their specific knowledge of each subject. At the same time, they must also take into account the characteristics of the students who are recipients of this teaching as well as the knowledge of the educational context in which teaching takes place. There is evidence to suggest that school-based teaching practice is considered to be the most important part of teacher training by student teachers.

Another level of analysis of school-based teaching practice is that of classroom teaching. It is important that student teachers connect the teaching which they observe with the school's curricular plans. The analysis of teaching, as opposed to focusing exclusively on the activities carried out by the teacher, must also concentrate on the social and relational structure of the classroom, as well as on the academic structure and task procedures. This makes teaching the major preoccupation of teachers in the school system in Nigeria and elsewhere. For teachers to be effective, they are expected to have gone through adequate, relevant and appropriate training. This training separates a qualified/trained teacher from a quack/cheater in the school system. The importance of adequate preparation of teachers is highly emphasized in the National Policy on Education (Federal Government of Nigeria, 2004) which enjoined that teacher education

shall continue to be given major emphasis in all educational planning and development because no education system can rise above the quality of its teachers. (Akinwunmi, Emerole and Oyarekua, n.d)

This really spells out the necessity for teaching practice glaringly. Teaching practice (TP) is important in the educational programmes of the colleges of Education leading to the award of Nigeria Certificate in Education (NCE). The National Commission for Colleges of Education (1996) cited in Akinwunmi, Emerole and Oyarekua (n.d) has highlighted the objectives of teaching practice as to:

- i. Help the student-teachers develop positive attitude towards the teaching profession;
- ii. Expose student-teachers to real life experience under the supervision of professional teachers;
- iii. Enable student-teachers discover their own strengths and weaknesses in teaching;
- iv. Provide a forum for student-teachers to translate educational theories and principles into practice;
- v. Familiarizes student-teachers with school routines;
- vi. Expose student-teachers to the total school environment;
- vii. Provide student-teachers with the necessary skills, competencies, personal characteristics and experiences for-time teaching after graduation and;
- viii. Serve as a means of assessing the professional competences of student-teachers.

Teacher quality is the greatest prediction of academic performance and success and teacher professional development can improve classroom instruction and students' achievement. The question of teacher preparation seems to be of uppermost concern of educational planners and administrators (Maduewesi 2005 cited in Akinwunmi, Emerole and Oyarekua, (n.d)). Teachers are largely responsible for the translation and interpretation of educational policies, curriculum or course and instructional materials, and assessment of learning outcomes at the level of learners. Besides the teacher's instructional leadership role, the teacher exerts a lot of influence on character formation and process of socialization of the children within the learning environment.

In this connection, teaching practice is recognized as one of the most important aspects of a teacher education. Teacher education institutions worldwide, including Nigeria, are under increasing pressure to prepare their student-

teachers better for the actual world of teaching, and the practicum provides an avenue by which this expectation may be addressed. During practicum, the student teachers are given the opportunity to experience and 'experiment' their knowledge and skills in an authentic teaching and learning environment (Malik, 2010 cited in Akinwunmi, Emerole and Oyarekua, n.d). Teaching practice is a form of work-integrated learning that is described as a period of time when students are working in the relevant industry to receive specific in-service training in order to put theory to practice.

The student teacher is expected to fulfill all the challenging responsibilities. These challenging responsibilities have induced various attitudes in student-teachers. Student-teachers could have doubts about their ability to cope with the situations, controlling and managing learners or establishing a working relationship with the mentor or supervisor. It is such mixed feelings that can contribute to the making or breaking of a student teacher. Anxiety for teaching is a frequent fear of pre-service teachers and can lead to series of task avoidance. It is associated with a particular school subject. It may reflect real or perceived knowledge deficits in subject content as well as in skill of delivery. The studies on subject teaching anxiety will apparently go on unless the students get rid of this anxiety. Akinsola (2002) cited in Akinwunmi, Emerole and Oyarekua, (n.d) found out that elementary in-service mathematics teachers' mathematics anxiety affects their studying and teaching of mathematics negatively and also have a debilitating effect on their problem solving ability. Some of these are that: a) Anxiety may arise due to the fact that the teaching point is difficult. b) Student-teacher's teaching competence for teaching a particular concept may be inadequate. c) Student-teacher's level of interest towards the teaching profession may be inadequate. d) It may be due to the fact that student-teacher's incompetence to teach in a way which is appropriate to the level of the developmental stage of the learners. One other major issue which may cause discomfort to student teacher is 'evaluation anxiety'. Evaluation anxiety refers to anxiety induced by being observed by one's lecturer or subject teacher acting as supervisor. One of the main cause of anxiety for student teacher was being observed, evaluated or assessed. All these challenges may lead to anxiety, which will invariably affect performance of the student teachers as well as the students they teach, anxiety being usually considered to be the effect or the response to a stimulus. Some researchers have also viewed anxiety in terms of the level of pressure and demands made on an individual. Others have defined the term by means of the degree of mismatch between the demands made upon an individual

and the individual's ability to cope with these demands. Generally, anxiety usually implies negative experiences of emotional feelings.

Research has been carried out on anxiety experienced by student teachers during practicum. The studies have shown that anxiety has a negative effect on student-teachers' well-being (physically, behaviourally or mentally and also emotionally), and affects not only teachers, but also the school (e.g. loss of teaching time), and more importantly the student (e.g. students' perceived relation with student-teacher) (Wilson 2002; Claxton 1989 cited in Akinwunmi, Emerole and Oyarekua, n.d). Student-teacher's anxiety may be defined as the experience by a student-teacher of unpleasant, negative emotions, resulting from some aspect of their work as a teacher. Student-teacher anxiety is therefore seen mainly as having a negative effect, with diverse psychological, physiological and behavioural links. Anxiety experienced by student-teachers in their practicum has been reported in many different studies and these suggest that it is not an isolated phenomenon. This evidence suggests that although student-teachers regard teaching practicum as a valuable and very valuable part of their teacher education program, they also consider it to be anxiety-laden. This attitude, anxiety cannot be said to be unrelated to other attitudes like absenteeism, lackadaisical attitudes and impersonation.

The perception of the effectiveness of the lessons, poor class management and poor class attendance of the learners are some of the main factors that dampen the student teachers' spirit to conduct good lesson presentation thus affect their confidence. Along similar line Marais and Meier (2004) cited in Mkhasibe (2014) highlight three factors that influence student teachers' perception of teaching practice namely, consistency between theory and practice, the relationship between the student teacher and the supervisor teacher and critical issues in contemporary education. Other factors which influence the perception of student-teachers during teaching practice include shortage of resources in the universities, leading to fragmented curricula with unclear intent and low status for practicum programmes; the professional perspectives of teachers; and the malfunctioning of some partner schools. It has been found that emotional support from the associate teacher, peer relationship with the associate teacher, collaboration with the associate teacher, flexibility in teaching content and method, feedback from the associate teacher, sound approach to teaching and learning on the part of the associate teacher and heavy but not excessive workload during teaching practicum are the main factors that influence student teachers' attitudes and perceptions of teaching practice. Student-teacher relationships, personal histories, opportunities for personalisation and deep

learning, notion of relevance and anxiety issues are among the factors influencing student-teachers' attitudes to teaching practice. Furthermore, there other factors that influence student teachers' perception of teaching practice namely, organisation and supervision of teaching practice. Student-teachers are complaining that they sometimes go to schools and find that the schools were not aware of their coming. They end up not getting warm welcome from the staff and the school at large.

According to the study by Nor and Tumiran (2009:127) cited in Mkhasibe (2014), student teachers' attitudes towards teaching practice is influenced more positively by their relationship with their cooperating teachers than their university supervisor because of the following reasons, their cooperating teachers have more experience in teaching in the real classroom in a real school environment; they have experience in handling learners and they (student teachers) also meet and consult the cooperating teachers in school more often than their university supervisors. Contrary to this, even though student teachers value cooperating teachers input and feedback, some of them have a negative impact on the student teachers' perception of teaching practice because they do not provide them with the opportunity to discuss such feedback. This is because there are cooperating teachers who look down upon student teachers, addressing them as "student teachers" in front of the learners. In addition, some of the cooperating teachers are the main factors that influence student teachers' attitudes towards teaching practice because they even exploit an amicable relationship with student teachers by burdening them with an excessive workload. Other factors that affect negatively on the student teachers' perception on teaching practice which are, when some cooperating teachers or the staff as a whole are not competent to mentor student teachers; or not interested in assisting them, and do not take teaching practice seriously.

Arguments have been put forward that emotional and social intelligence influence the perceptions of student teachers towards teaching practice (Caires et al, 2012). Schoeman and Mabunda (2012) stress that student teachers have to be well supported by their cooperating teachers and university supervisors in order to be comfortable with learning to teach. It is in this regard that one can argue that the conclusion may be drawn that if the student teachers cannot get the support they expect from their university supervisors, the partner schools and within themselves, teaching practice will not benefit them. It can be asserted that these factors are determinants of attitudes of pre-service teachers towards their profession.

### **Criticisms of Conventional Teaching Practice**

In spite of the fact that a practical session of teaching is needed for teacher preparation, critics have pointed out certain issues. Bourgons et al (2009) posited in particular, the complexity of the activity in a classroom at any one time, and the many aspects of teaching and such that a student beginning to learn how to teach cannot give his attention to more than a small part of it.

Morrisson and McIntyre continued by mentioning thus “whether observing or teaching, the student-teacher is likely to be overwhelmed by this complexity to retain on very vague general impression and consequently to learn little.

To these scholars, it would be needed, especially in the early stages of training, to reduce the situation to manageable proportion. They also made suggestions that one way of doing this is by simulating well-planned classroom situation with subjects playing various roles and using this as a basis for analysis and discussions too. This procedure is what they called micro-teaching. This procedure they further described as a situation where a student attends a lecture on a specific aspect of teaching as using the pupils question, and so takes class of about six pupils for twenty minutes, paying serious attention to this aspect. The student-teacher then sees a video tape of his/her teaching, discusses it with a supervisor and an hour later tries again with another micro class. To these scholars, such approach as the above, highlights the need for teaching in different settings to be analyzed in order for the constituent skills to become important and equally the need for clear, meaningful and reliable criteria by which relative mastery of these skills can be assessed.

In contribution to this argument, stone and Morris (2002) mentioned that “simulation technique provides a means of student teacher induction through the medium of experiences demanding skills which closely approximate to these appropriate real situation” (p. 79). In furtherance, they posited that the students are less at risk than in the conventional student teaching practice. Therefore, the fact that micro-teaching focuses upon specific teaching skills enables the supervisor and the student to approach the job in the spirit of mastering the teaching model, other than trying to imitate the practical performance of a master-teacher. This, usually, will ensure that the conflict between the student teacher’s view of the supervisor as guardian and mentor and his view of him as assessor is reduced. This is because of the fact that the student-teacher him/herself is involved in the appraisal of his micro lesson is clearly essential in producing that different attitude, while the use of the video tape recorded and the involvement of pupils and peers as well as the important ways of making appraisal more objective in the eyes of the student.



### **Theoretical Framework**

This study adopts situated learning, modeling and role modeling and constructivism as its theoretical underpinnings. Their relevance to this study will be clearly depicted.

### **Modeling and Role Modeling Theory**

The Modeling and Role Modeling Theory was developed by [Helen Erickson](#), Evelyn M. Tomlin, and Mary Anne P. Swain in 1983. It was first published in 1983 in their book [Modeling and Role Modeling: A Theory and Paradigm for Nursing](#) . The theory challenges nurses to care for and nurture each patient with an awareness of and respect for the individual patient's uniqueness. This exemplifies theory-based clinical practice that focuses on the patient's needs. The theory draws concepts from a variety of sources. Included in the sources are Maslow's Theory of Hierarchy of Needs, Erikson's Theory of Psychosocial Stages, Piaget's Theory of Cognitive Development, and Seyle and Lazarus's General Adaptation Syndrome. The Modeling and Role Modeling Theory explains some commonalities and differences among people. The commonalities among people include: Holism, basic needs, affiliated individuation, attachment and loss, psychosocial stages, and cognitive stages. On the hand, the differences among people include: inherent endowment, model of the world, adaptation, adaptation potential, stress, self-care, self-care knowledge, self-care resources and self-care action.

In this theory, modeling is the process by which the role model seeks to know and understand the learner's personal model of his or her own world, as well as learns to appreciate its value and significance. Modeling recognizes that each patient has a unique perspective of his or her own world. These perspectives are called models. The nurse uses the process to develop an image and understanding of the patient's world from that patient's unique perspective. Role modeling, therefore, is the process by which the nurse facilitates and nurtures the individual in attaining, maintaining, and promoting health. It accepts the patient as he or she is unconditionally, and allows the planning of unique interventions. According to this concept, the patient is the expert in his or her own care, and knows best how he or she needs to be helped.

This model gives the mentor three main roles. They are facilitation, nurturance, and unconditional acceptance. As a facilitator, the mentor helps the mentee take steps toward self-actualization, including providing necessary resources and information. As a nurturer, the mentor provides care and comfort to the mentee.

In unconditional acceptance, the mentor accepts the mentee just as he or she is without any conditions.

The basic theoretical presuppositions this model are: developmental task resolution (residual) and need satisfaction are related; basic need status, object attachment and loss, growth and development are all interrelated; and adaptive potential and need status are related. According to the theory, the five goals of mentoring are to build trust, promote the mentee's positive orientation, promote the mentee's control, affirm and promote the mentee's strengths, and set mutual, performance-directed goals. In this sense, modeling refers to the development of an understanding of the mentee's world, while role modeling is the mentor's intervention, or nurturance, that requires unconditional acceptance. This model considers mentoring as a self-care model based on the mentee's perception of the world, as well as his or her adaptation to challenges.

This theory is applicable to teaching practice in the sense that it involves mentorship among the student-teachers, cooperating teachers and teaching practice supervisors. In this relationship, cooperating teachers and supervisors are supposed to serve as mentors and role models providing necessary professional modelling, counsels, cues and prompts. However, as this theory implies, it should not be a domineering relationship but one in which there is respect of the uniqueness of the student-teacher, holistic acceptance of the person of the student-teacher and student-centred mentorship relationship. Herein lies the relevance of this theory to this study.

### **Constructivist Theory**

In the view of constructivist theory, learning is a constructive process in which the learner is building an internal illustration of knowledge, a personal interpretation of experience. This representation is continually open to modification, its structure and linkages forming the ground to which other knowledge structures are attached. Learning is an active process in which meaning is accomplished on the basis of experience. This view of knowledge does not necessarily reject the existence of the real world, and agrees that reality places constraints on the concepts that are, but contends that all we know of the world are human interpretations of our experience of the world. Conceptual growth comes from the sharing of various perspectives and the simultaneous changing of our internal representations in response to those perspectives as well as through cumulative experience (Bednar, Cunnigham, Duffy, Perry, 1995 cited in <http://mennta.hi.is/starfsfolk/solrunb/construc.htm>, 2008).

The fundamental challenge of constructivism is in its changing the locus of control over learning from the teacher to the student. Educational technologists, with their foundations in behavioural psychology, have sought to design programs in such a way that students would be enticed to achieve pre-specified objectives. Constructivists have said that this violates both what is known now about the nature of learning (situated, interactive) and about the nature of knowledge (perspectival, conventional, tentative, evolutionary). Agreeing with this view of knowledge, learning must be placed in a rich context, reflective of real world context, for this constructive process to happen and transfer to environments beyond the school or training classroom. Learning through cognitive apprenticeship, mirroring the collaboration of real world problem solving, and using the tools available in problem solving situations, are key.

The study of human cognition has many specific applications for educational practice and technology use. The following are five general educational applications of constructive theory that should be considered when designing instruction.

First, if learning depends on how information is mentally processed, then students' cognitive processes should be major concern to educators. Students' learning difficulties can often be attributed to ineffective or inappropriate cognitive processes. Teachers must become aware of not only of what students learn, but also of how they attempt to learn it. Second, educators must consider students' levels of cognitive development when planning topics and methods of instruction. For example, explanations based on concrete operational logic are unlikely to be effective ways of presenting ideas to preoperational kindergarteners. These students will learn more effectively if the same information is presented through concrete, hands-on examples. Even high school and college students, who have not completed the formal operational stage, will need concrete experiences prior to presenting abstract material. Third, students organise the information they learn. Teachers can help students learn by presenting organised information and by helping students see how one thing relates to another. Fourth, new information is most likely acquired when people can associate it with things they have already learned. Therefore, teachers should help students learn by showing them how new ideas relate to old ones. When students are unable to relate new information to anything with which they are familiar, learning is likely to be slow and ineffective. Fifth, B.F. Skinner (1954, 1968) has argued from an operant conditioning perspective that students must actively respond if they are to learn. Cognitivists share that with Skinner; however, they emphasise *mental* activity rather than physical one. If students

control their own cognitive process, it is ultimately the students themselves who decide what information will be learned, and how.

In relation to this study, this theory means that the student-teacher in teaching practice should in such an environment where he/she can decipher and construct some relevant pedagogical competences. This theory implies that at the end of the exercise, the student-teacher will come out a better equipped teacher who can construct knowledge and transfer such as well. However, laudable goal cannot be achieved in isolation of the cooperating teaching and supervisor. The student-teacher cannot acquire the necessary experiences and skills to construct pedagogical knowledge without the invaluable contributions of the cooperating teacher and supervisor. This can only be achieved if there is a cordial relationship consisting in provision of the necessary assistance while allowing the student-teacher opportunities to participate in instructional planning, delivery and assessment. Beyond lesson delivery, the student-teacher should be helped to acquire other pedagogical knowledge and competences through the collaboration of the cooperating teacher and supervisor.

### **Empirical Review**

Afolabi, Ajibade, Dibu-Ojerinde and Adediwura (2007) carried out a study titled, *Education for All: The Challenge of Quality in Teacher Preparation and Teaching in Nigeria*. The study examined the interest and commitment of student teachers to teaching, considering their attitudes toward teaching. A sample of 400 student teachers from the Faculty of Education, Obafemi Awolowo University, Ile-Ife was selected from the population of students from part one (first year) to part four (final year). They completed two sets of instruments containing items that addressed the study objectives. Analysis of data obtained showed that the attitude of the prospective teachers to teaching was somewhat unfavorable; that most of them had no interest or desire to become teachers at the point of entry into the university, though they seemed to become more positive about teaching as they progressed through the teacher education programme. Factors that tend to affect negative attitude toward teaching, as well as the implication of the findings for improvement of the quality of schooling were identified.

Similarly, Azeem (2011) carried out a study to ascertain the problems faced by teaching practice students. *Problems of Prospective Teachers During Teaching Practice*. The teaching practice is designed to smooth the transition from teacher to student. Keeping in view the importance of teaching practice, the study was designed to identify the problems faced by the student teachers during teaching practice. The study was delimited to teacher training institutions of Lahore city.

Hundred B.ED students were selected by convenience sampling. A questionnaire comprising thirty-five questions was prepared and administered personally. The data was collected and tabulated. Major findings are: 1) Majority of the schools do not prepare the timetable for the pupil teachers. 2) Pupil teachers are not imparted practical training of different methods of teaching before they are sent for teaching practice. 3) Majority of the students are not informed about the rules and regulations of the practicing schools.

Emeroleand Muraina(2015) carried an investigation on: Teaching Practice Anxiety Sources as Correlates of Teaching Performance among Student Teachers in Federal Colleges of Education in Southwestern Nigeria. The purpose of this study was to investigate the teaching practice anxiety sources as correlates of teaching performance among student teachers in federal colleges of education in Southwestern Nigeria. Descriptive research design of ex-post-facto was used in the study. One thousand four hundred and sixteen (1,416) respondents were selected from student teachers in federal colleges of education in Southwestern Nigeria. The respondents were measured with self-developed scales and the data obtained was analyzed using Pearson Product Moment Correlation (PPMC) and Multiple Regression Statistical analysis of (SPSS). Three research questions were raised and answered in the study. The result showed that teaching performance among student teachers was significantly correlated with teaching confidence ( $r = .783$ ;  $p < .05$ ), supervision anxiety ( $r = .613$ ;  $p < .05$ ), content mastery ( $r = .801$ ;  $p < .05$ ), relating with other student teachers ( $r = .832$ ;  $p < .05$ ), relating with students ( $r = .713$ ;  $p < .05$ ), classroom control ( $r = .681$ ;  $p < .05$ ), lesson preparation ( $r = .913$ ;  $p < .05$ ) and lesson presentation ( $r = .837$ ;  $p < .05$ ), independent variables when pulled together had significant effect on the teaching productivity among secondary school teachers ( $R(\text{adjusted}) = .617$  &  $R^2(\text{adjusted}) = .674$ ) and each of the independent variables made significant contribution to the prediction of teaching performance among student teachers in federal colleges of education. In view of these findings, the study stressed and advocated that the staff and the students prior to the period of teaching practice should be prepared for the task ahead with a good frame of mind and school counselors should intensify their effort to organize seminars/conferences on the implications of these teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) so as to ameliorate the persistent occurrence of low teaching performance among student teachers in federal colleges of education.

Asiyai (2016) studied: Assessment of Students Attitude and Perception of Teaching Practice: The Case of Undergraduates of Delta State University, Abraka. This descriptive survey research employed ex-post facto design to examine teaching practice in Delta State University, Abraka Nigeria. Interview and questionnaire were used to generate data from 280 respondents. Three research questions and three hypotheses guided the investigation. Data collected were analyzed via the use of mean, standard deviation and percent to answer the research questions and t-test to test the hypotheses, the level of significant was set at 0.05. Findings revealed that student teachers have positive attitude towards teaching practice. This was reflected in their interest in the programme, regular attendance at school and writing of daily lesson notes. Additionally, the student teachers expressed that they had good relationship with their mentors. Findings on supervision provided by lecturers showed that rural school teachers were dissatisfied with their supervision, as some of them were not supervised. The study concluded by recommending among others that Delta State University should ensure that they post student teachers to schools with good access roads for ease of supervision by Lecturers.

In another study, Akinwumi, Emerole & Oyarekua (n.d) investigated: Anxiety and Student-Teacher Performance in Teaching Practice in The Federal Colleges of Education in Southwest, Nigeria. The study claimed that quality of teaching practice (TP) has contributed immensely to the academic performance of students at primary and secondary school levels. Though studies have shown that student-teachers are performing below expectation in TP exercise, anxiety is seen as intrinsic part of human nature and understanding how it operates by student teachers makes it less frightening during TP. This study adopted a descriptive survey research design with multiple techniques. The study comprised 1500 students out of 2348 from the four Federal colleges of Education in South Western Nigeria with a return of 94.4%. Two research instruments namely Student- Teacher Anxiety Scale (0.82) and Student-Teaching Practice Assessment Rating (0.75) were used. The study revealed that anxiety level of the student teachers could be rated to be at average level while that of the performance of the student teacher in TP could be considered below average. Anxiety by student-teacher during TP had negative influence on their performance. Thus colleges of Education in Nigeria should carry out orientations and workshops frequently to educate both lecturers and students about TP rules and regulations to reducing anxiety by student -teachers. Adequate exposure to micro-teaching by the students before TP must also be encouraged to reducing anxiety by student -teachers.

Jeremiah, Sele, and Okodoko(2014) carried out a study titled: Factors that Influence the Supervision of Student Teachers in Teaching Practice. The study examined the factors that influence the supervision of student teachers in teaching practice. The descriptive survey design with three objectives, research questions and corresponding hypothesis guided the study. The research population was made up of 105 teaching practice supervisors of Federal College of Education (Technical), Omoku, Rivers State during the 2012/2013 teaching practice exercise while the sample was made up of 95 supervisors selected through simple probability sampling technique. Instrument used was Teaching Practice Supervisors Questionnaire (TPSQ). TPSQ was validated by experts and subjected to reliability test which yielded 0.85 using Cronbach's Alpha technique. Data were analyzed using Person Product Moment Correlation technique. Findings revealed a significant influence of class size and school facilities on the supervision of student teachers. Finding revealed also a non significant influence of location on the supervision and attitude of student teachers. The researchers therefore recommended that teaching practice supervisors should consider the level of school facilities and class size in the assessment of student teachers in teaching practice.

Ikitde and Ado (2015) carried out a study titled: Attitude of Students towards Teaching Practice Exercise in Nigerian University: A Case Study of University of Uyo, Uyo. This study assessed student-teachers' attitude towards teaching practice exercise in the faculty of Education, University of Uyo, Uyo, Akwalbom of Nigeria. The study was guided by three research questions and two hypotheses. The survey design was adopted for the study. A sample of 163 student teachers constituted the study. A questionnaire tagged Student Teachers Attitude Questionnaire (STAQ) was used to collect data on the attitude of student teachers while performance of student teachers were secondary data obtained from teaching practice coordinator of the Faculty of Education. The data collected were analysed using weighted mean, mean and standard deviation, analysis of variance (ANOVA) and t-test statistics.

The result indicated that on the overall, student teachers had negative attitude towards teaching practice. The result also indicated a significant difference in performance of student teachers' based on their attitude while a non-significant difference existed between male and female student teachers given their attitude. Among others, it was recommended that the University of Uyo should ensure that all student teachers are properly groomed in all teaching and pedagogy courses before proceeding on teaching practice.

Similarly, Egwu (2015) carried out an empirical study with the title: Attitude of Students towards Teaching Profession in Nigeria: Implications for Education Development. The study was conducted to ascertain attitude of students towards teaching profession in Faculty of Education, Ebonyi State University, Abakaliki. A sample of 300 students completed a 15 item questionnaire designed for the study the instrument was validated and the reliability calculated which was 0.92 using Pearson Product Moment Correlation co-efficient indicating that the instrument was reliable to collect data for the study. Meanscores were used to answer the research questions. The results of the study showed that students have negative attitude towards teaching profession, that teaching is a difficult task, and teachers are not well paid compared to other professions. On the basis of the findings, it was recommended, among others, that Government should adequately fund education, there should be improvement in teacher's salary and regular payment of salary and parents should encourage their children to study education courses.

Uzoehina (2015) studied: Lecturers' Perception on Impact of Teaching Practice Exercise on Student Teachers' Professional Growth Anambra State. The main purpose of this study was to ascertain the perception of lecturers on the impact of teaching practice exercise on student-teachers' professional growth. Thus, the study investigated the perceived impact of teaching practice exercise on student teachers' professional growth in Anambra State of Nigeria. It was a descriptive survey design guided by three research questions. All the lectures in Faculty of Education, Nnamdi Azikiwe University, Awka formed the population of the study. From the lecturers, 60 of them were purposively selected for the study. The instrument used for data collection was a structured questionnaire with four-point option scale. The instrument was duly validated by experts and the reliability was also determined. Meanscores and standard deviation were used to analyze the research questions. The findings showed among other things that teaching practice helps student teachers to acquire knowledge which enhances the mastery of subject content areas. This to a very large extent leads to achievement of professional growth. It also revealed that teaching practice to a large extent enhances skill acquisition, the use of appropriate methodology and use of instructional materials. Based on the findings, it was among others recommended that student teachers should be advised to always study very hard to facilitate knowledge development and mastery of content areas. The findings of the study have a number of limitations. This study was conducted in public institutions. The findings may not be generalized to private institutions. Secondly, the findings of the study are also limited to student-teachers. Their application to



teachers who are already in the field may not make much impact. The limitations however did not invalidate the study.

Ogonor and Badmus (2006) studied: Reflective Teaching Practice Among Student Teachers: The Case in A Tertiary Institution in Nigeria. The study examined the reform outcome of reflective teaching introduced by the Faculty of Education among the student teachers in a Nigerian University during the 2002\2003 teaching practice exercise. Three hundred and four students who were in the final and penultimate years of graduation comprised the sample for the study. Six research questions were raised to direct the thrust of the study. Four sets of instruments were used. They were all open ended, targeted at eliciting information on student teachers' activities and support by teachers of partnership schools during the teaching practice, perception of student teachers' performance by Faculty and mentor teachers, as well as the challenges encountered by trainees during the exercise.

The findings from this study indicated that student teachers were elated and had opportunity for professional growth as they practiced reflective teaching. However, they stated that teachers of partnership schools could not provide specific professional support to them during the practice period. Faculty's perception of trainees' activities during the practice period was that student teachers had more problems with the application of pedagogy than knowledge of subject matter while mentor teachers rated students' general performance as very high. Student teachers enumerated the constraints they had to perform effectively during the teaching practicum, as intense pressure for time, inability of school authorities to provide required basic materials and non-performance of the role of mentoring by staff of partnership schools.

### **Summary of Literature Review**

In the course of this chapter, it was discovered that teaching practice is a worthwhile exercise in teacher preparation. It is a way of preparing would-be teachers for the job of teaching. This is why it is a prerequisite for successful completion of teacher education, especially in Nigeria. However, it was discovered, by the literatures reviewed that among the problems that students encounter in the course of their teaching practice is their inability to build conceptual model that will make clear their inability to convert the models into lesson plans or a series of plans by the incorporation of specific content and procedures. The students were discovered to have what is considered inexperience also in the area of evaluation of the model in operation to test the validity in order to describe and predict processes and outcomes too.

## METHODOLOGY

### Design of the Study

This study employed the survey design. Nkwocha (2010: 18) saw a survey design as a study, which surveys “how much specific factors exist among a large population. It could involve the study of perception, attitudes, capabilities or interest of a large population. Earlier, Uzoeshi (2006) hinted that this kind of study selects samples from a variety of items in the field by studying the manifested variables of these items. In this regard, this study collected data from the study respondents on and describe in a systematical manner the special characteristic features of the study.

### Area of Study

The Alvan Ikoku Federal College of Education, Owerri now [Alvan Ikoku University of Education](#) is located in [Owerri](#), the capital of [Imo State, Nigeria](#). It was established in April, 1963 as the Advanced Teachers Training College by the defunct Eastern Nigeria Government on the grounds of the Old Shell Camp, Owerri. It has since expanded across the Orlu Road on the Nworie River. Alvan is sandwiched between Onitsha Road and Orlu Road respectively. It is located beside the Federal Medical Centre (FMC), Owerri and spans through Shell-Camp, Owerri beside Imo State Government House. Alvan is situated within Owerri Municipal Council. It is a foremost college designated for teacher education and production, which it has been committed to since inception.

This area of study is so chosen in congruence with the nature of this study which investigated lecturers’ perception of students’ attitudes to teaching practice by programmes in Alvan Ikoku Federal College of Education, Owerri. This is so because these lecturers are seasoned supervisors of teaching practice who are well-informed teachers themselves. This area has the potentials to furnish the needed data for this study.

### Population of Study

This study was carried out among lecturers in A.I.F.C.E., Owerri. The population of the study was 704 lecturers in A.I.F.C.E., Owerri. The table below shows the population of study.

S/N	Name of Programmes	Number of School
1.	PDE programme lecturers	26
2.	Regular programme lecturers	550
3.	Evening programme lecturers	128
	<b>TOTAL</b>	<b>704</b>

### Sample and Sampling Technique

The sample size of this study was based on 40% of 704 lecturers chosen across the schools using multi-stage random sampling. This gave a sample of two hundred and eighty-two (282) respondents. Details are shown in the following sample table.

S/N	Name of Programme	Population	40%
1.	PDE programme lecturers	26	11
2.	Regular programme lecturers	550	220
3.	Evening programme lecturers	128	51
	<b>TOTAL</b>	<b>704</b>	<b>282</b>

### Instrument for Data Collection

The instruments that was used in putting together data for analysis for this study primarily was the questionnaire with the title, "Questionnaire of Comparative Analysis of Lecturers' Perception of Students' Attitudes towards Teaching Practice." The questionnaire has close ended questions with a four alternative response items following the Likert Scale. Research question one required respondents to respond as follows: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). All other research questions will respond to using Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire had twenty questions; four items to each research question.

### Validations of Instruments

The instrument (questionnaire) was developed by the researcher in line with the objectives of the study. The questionnaire was validated by the project supervisor and two experts in the field of educational measurement and evaluation. All the corrections made were effected in the final draft.

### Reliability of the Instrument

The reliability of the instrument was established using Cronbach Alpha Reliability Technique for internal consistency. The reason for using Cronbach Alpha for the calculation of the reliability coefficient of the instrument was that the instrument was scored in such a way that each response was considered correct but was scaled according to the established criterion mean. Before calculating the reliability, the researcher administered the instrument to 30 respondents from educational foundations in Alvan Ikoku Federal College of Education (A.I.F.C.E.), Owerri. Thereafter, the reliability of this instrument was calculated using Cronbach Alpha technique. From the calculation, the reliability coefficient was 0.82 (see appendix for the calculation). Any instrument with the reliability index of 0.82 is said to be reliable (Nkwocha, 2010). Therefore, the instrument is reliable.

### Method of Instrument Administration and Collection

The questionnaire was administered directly to the respondents using face to face method of data administration. The researcher personally went to the secondary schools to distribute the questionnaires to the respondent in each school and waited to collect the completed questionnaire. This ensured a high return.

### Method of Data Analysis

The data collected was analyzed using weighted mean descriptive statistics to answer the research questions at a criterion mean of 2.5. This means that any mean response below 2.5 was rejected, otherwise it was accepted. The formula for statistical mean is as follows:

$$\text{Mean} = \frac{\sum XW}{\sum W}$$

$\sum X$

Where  $\sum$  - summation

W - Weight

X - scores

### PRESENTATION AND ANALYSIS OF DATA

In this chapter, the data collected for the study were presented, analyzed and interpreted by the researcher. The researcher used the analyses presented to answer the research questions. The results of data analysis are presented in the Tables below according to research questions set for the study.

#### Research Question 1

What is lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E.?

**Table 1: Mean responses of Lecturers on the Perception of Students' Attitudes to Teaching Practice in A.I.F.C.E**

S/N	ITEMS	PDE LECTURERS' MEAN	REGULAR LECTURES' MEAN	EVENING PROGRAMME LECTURERS' MEAN
1	Most students look forward to teaching practice with eagerness	2.4	3.1	2.9
2	Many students adequately prepare themselves for teaching practice	2.5	2.8	2.6

3	Students do not report to the locations on time	1.5	1.0	1.7
4	Student teachers are usually truant	1.6	1.2	1.7
5	Some student teachers show lack of content mastery	2.1	2.3	2.7
	Grand Mean	2.02	2.08	2.32

Table 1 shows that PDE, regular programme and evening lectures, obtained the grand mean ratings of 2.02, 2.08 and 2.34 respectively. This shows that lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E is negative.

### Research Question 2

What is the comparative analysis of students' attitudes to teaching practice by programmes in A.I.F.C.E.?

**Table 2: Mean responses of Lecturers' Perception of Students Attitudes to Teaching Practice in A.I.F.C.E by Programme**

<i>S/N</i>	<i>ITEMS</i>	<i>PDE Lecturers' MEAN</i>	<i>Regular Lecturers' MEAN</i>	<i>Evening Programme Lecturers' MEAN</i>
6	Students in AIFCE exhibit a non-challant attitude to teaching practice	1.3	1.2	1.1
7	Most students do not look forward to teaching practice time excitedly	1.2	2.0	1.8
8	Most students feel the idea of teaching practice is unnecessary	2.4	1.8	1.1
9	Most students do not bother whether they are supervised or not	2.5	2.9	3.2
10	Most students now see teaching practice as a formality as a result of supervisors' attitudes	2.8	3.0	2.3
	Grand Mean	2.04	2.18	1.9

Table 2 shows that PDE, regular programme and evening lectures, obtained the grand mean ratings of 2.04, 2.18 and 1.9 respectively. This shows that lecturers' perception of students' attitudes to teaching practice by programmes in A.I.F.C.E is negative.

### Research Question 3

What is lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E.?

**Table 3: Mean responses of Lecturers' Perception of Students Attitudes to Teaching Practice in A.I.F.C.E. by Gender**

S/NO	ITEMS	PDE LECTURERS' MEAN	REGULAR LECTURES' MEAN	EVENING PROGRAMME LECTURERS' MEAN
11	Female students are more eager towards teaching practice than males	2.8	2.3	2.1
12	Female students are more regular in teaching practice than males	3.2	2.6	2.9
13	Male students teachers are more ill-equipped for teaching practice than their female counterparts	2.4	2.7	2.5
14	Male students can improvise instructional materials like their female counterparts	1.3	2.1	2.8
15	Female students embrace teaching practice as preparation for their teaching career more than males	3.2	2.8	2.8
	Grand Mean	2.58	2.5	2.62

Table 3 shows that PDE, regular programme and evening lectures, obtained the grand mean ratings of 2.58, 2.5 and 2.62 respectively. This shows that lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E is positive.

#### Research Question 4

What is lecturers' perception of students' attitudes to teaching practice by location in A.I.F.C.E?

**Table 4: Mean response of Lecturers' Perception of Students Attitudes to Teaching Practice in A.I.F.C.E. by Location**

S/N	ITEMS	PDE LECTURERS' MEAN	REGULAR LECTURES' MEAN	EVENING PROGRAMME LECTURERS' MEAN
16	Most students do not like their teaching practice locations	1.7	2.3	1.9
17	Some students report very early to their locations	2.9	3.2	2.8
18	Students do not agitate for change of teaching practice location	2.8	2.6	2.78
19	Many students live in rented apartments in their teaching practice locations	3.2	2.9	2.4
20	Many students like to practice in schools closer to their homes	3.4	2.5	3.5
	Grand Mean	3.0	2.7	2.68

Table 4 shows that PDE, regular programme and evening lectures, obtained the grand mean ratings of 3.0, 2.7 and 2.68 respectively. This shows that lecturers' perception of students' attitudes to teaching practice by location in A.I.F.C.E is positive.

#### Summary of the Major Findings

From the data presented and analyzed, the following are the summary of the major findings of this study.

1. Lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E is negative.

2. Lecturers' perception of students' attitudes to teaching practice by programmes in A.I.F.C.E is negative
3. Lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E is positive.
4. Lecturers' perception of students' attitudes to teaching practice by location in A.I.F.C.E is positive.

## **CONCLUSION, RECOMMENDATIONS AND SUMMARY**

### **Lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E**

The lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E is negative. This means that lecturers perceive negative attitudes of students to teaching practice in A.I.F.C.E. This finding is in consonant with the finding of Ikitde and Ado (2015) who reported that student teachers had negative attitude towards teaching practice

### **Analysis of students' attitudes to teaching practice by programmes in A.I.F.C.E**

The lecturers' perception of students' attitudes to teaching practice by programmes in A.I.F.C.E is negative. This means that lecturers involved in different programmes namely PDE, regular and evening perceive the attitudes of students to teaching practice in A.I.F.C.E to be negative. The finding supports what was earlier reported by Ikitde and Ado (2015) that student teachers had negative attitude towards teaching practice.

### **Lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E**

The lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E is positive. This means that the perception lecturers in different programmes namely PDE, regular and evening have about the attitudes of students to teaching practice as regards to behaviour of male and female in A.I.F.C.E is positive. The finding is in line with the finding of Ikitde and Ado (2015) who reported a non-significant difference existed between male and female student teachers given their attitude.

### **Lecturers' perception of students' attitudes to teaching practice by location in A.I.F.C.E**

The lecturers' perception of students' attitudes to teaching practice by location in A.I.F.C.E is positive. This means that lecturers involved in different



programmes such as PDE, regular and evening perceive the attitudes of students to teaching practice based on the location where they posted in A.I.F.C.E to be positive. The finding agrees with the finding of Sele, and Okodoko (2014) who reported that there was a non significant influence of location on the supervision and attitude of student teachers.

### **Conclusion**

From the findings presented and discussed, it is concluded that:

1. Lecturers perceived students' attitudes to teaching practice in A.I.F.C.E to be negative.
2. Lecturers perceived students' attitudes to teaching practice by programme in A.I.F.C.E to be negative
3. Lecturers perceived students' attitudes to teaching practice by gender in A.I.F.C.E to be positive
4. Lecturers' perceived students' attitudes to teaching practice by location in A.I.F.C.E to be positive

### **Recommendations**

Based on the result of this study, the following recommendations were made;

- i. Government should begin to give allowances to student teachers when they go on teaching practice.
- ii. Lecturers should show more commitment in the supervision of student teachers when they go on teaching practice
- iii. Student teachers should be posted to schools closer to the areas where they have comparative advantages to enable them to show more commitment to teaching practice.

### **Summary of the Study**

This study was carried out to compare lecturers' perception of students' attitudes towards teaching practice by programmes in Alvan Ikoku Federal College Of Education (A.I.F.C.E.), Owerri. The main purpose of this study was to comparatively analyze lecturers' perception of students' attitudes to teaching practice by programmes in Alvan Ikoku Federal College of Education Owerri. Four purposes of study guided the study. Specifically, the study sought to find out:

1. Lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E.

2. A comparative analysis of students' attitudes to teaching practice by programmes in A.I.F.C.E.
3. Lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E.
4. Lecturers' perception of students' attitudes to teaching practice by location.

On the strength of the above, the following research questions were formulated;

1. What is lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E.?
2. What is the comparative analysis of students' attitudes to teaching practice by programmes in A.I.F.C.E.?
3. What is lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E.?
4. What is lecturers' perception of students' attitudes to teaching practice by location in A.I.F.C.E.?

This study was carried out in Alvan Ikoku Federal College of Education, Owerri. The study adopted situated learning, modeling and role modeling and constructivism for its theoretical framework. This study employed the survey design. The population of the study was 704 lecturers in A.I.F.C.E., Owerri. The sample of the study was 282 respondents. The instruments that was used in collecting data for analysis in this study was the questionnaire with the title, "Questionnaire of Comparative Analysis of Lecturers'. The questionnaire was validated by the project supervisor and two experts in the field of educational measurement and evaluation. The reliability coefficient of the instrument was 0.82. The data collected was analyzed using weighted mean descriptive statistics to answer the research questions at a criterion mean of 2.5. From the analysis of the study, the following are the summary of the major findings of this study.

1. Lecturers' perception of students' attitudes to teaching practice in A.I.F.C.E is negative.
2. Lecturers' perception of students' attitudes to teaching practice by programmes in A.I.F.C.E is negative
3. Lecturers' perception of students' attitudes to teaching practice by gender in A.I.F.C.E is positive.
4. Lecturers' perception of students' attitudes to teaching practice by location in A.I.F.C.E is positive.

The educational implications were pointed out and it was recommended among others that government should begin to give allowances to student teachers when they go on teaching practice, lecturers should show more commitment in the supervision of student teachers when they go on teaching practice. The limitations of the study were also highlighted and suggestions for further research made.

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