

**CHALLENGES ENCOUNTERED BY STUDENT TEACHERS
DURING TEACHING PRACTICE
(A CASE STUDY OF UNIVERSITY OF BENIN)**

BY

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

DECEMBER, 2022.

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

This is to certify that this project titled “Challenges encountered by student teachers during teaching practice.” was carried out by **AHAMEFULA OZIOMA BLESSING**, of University of Benin, Benin City.

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DEDICATION

This research project is dedicated to the Almighty God the Alpha and Omega, from whom mercy, grace, help, knowledge, wisdom and understanding came for me to complete this project. May His name be praised forever (Amen).

Also, it is dedicated to my mum, my siblings and my friends. God be with you all.

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I could not have done this project without the support of my best friend

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ABSTRACT

The study examined challenges encountered by student teachers during teaching practice in Nigeria Universities with reference to University of Benin. Five research questions guided the study that adopted a simple descriptive research design. The population of the study was 300Level and 400Level students of the Faculty of Education, University of Benin for 2017/2021 academic session. The method for data collection was Random Sampling Technique which was used to draw a sample size of 200. The instrument for data collection was a structured questionnaire that was duly validated and its reliability determined.

The findings show that inadequate funds, class management and supervision are some of the challenges student. The study also reveals that location of teaching practice school, transportation to the school of practice, extra work load given to the student teacher by the head teacher, lack of infrastructure in the practicing school and negligence on the part of the student teacher are challenges encountered by student teachers during teaching practice.

The study concluded that the challenges encountered by students are numerous. Based on the findings of this study, recommendations were made the provision of adequate instructional materials by the practicing school, organization of effective and adequate orientation for the student teacher by the institutions and posting of student teachers to schools close to them to enhance teaching practice effectiveness to achieve education for sustainable development in Nigeria.

CHAPTER ONE

INTRODUCTION

Background to the Study

Challenges are normal situation that occur in our day to day activities for anyone doing or involved in something. Every stage in life is faced with its own problem; some are inherited and is minimized while others are not but with great effort and determination solutions can be reached. The Nigeria student teachers are faced with a number of problem during their teaching practice. Teaching practice grants student teachers experience in the actual teaching and learning environment. Teaching practice is known to expose student- teachers to the actual practice of teaching. It is during this period that student teachers are given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession. In view of this, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student- teachers as they commence their teaching practice.

Teaching practice creates an opportunity for student teachers to experiment and test their knowledge and skills in the profession of teaching and learning with an understanding of their personal educational philosophies and theories. It is needful to note that teaching practice is not a bed of roses for the student teachers because they experience challenges, which in a way can hamper their ability to derive maximum benefits from the exercise. These challenges need to be dealt with for effective teaching and learning to take place.

This research work will therefore attempt to investigate and discuss the difficulties the student teachers undergo during teaching practice and will finally suggest ways for which the challenges can be curbed.

Statement of the Problem

Student teachers face some problems during teaching practice. For the goal of teaching to be achieved in Nigeria, it will be necessary for the ministry of Education at all levels of government or Faculties of Education to find solutions to the problem being faced by the student teachers during the teaching practice exercise. Such problems include lack of instructional

materials, incentives, accommodation and office facilities for the student teachers, heavy work load given to the student teachers, transportation, lack of cooperation from their practicing schools, attitude of the pupils towards the student teachers and difficulty on the part of student teacher to manage his class effectively etc. The extent to which these problems are being addressed and recommendation made constitute the problem of study. It is compulsory for every student teacher in the Faculty of Education in University of Benin to undergo the teaching practice as pre-requisite to qualifying as a teacher. However, in order to pinpoint some of the problems as they affect student teachers during teaching practice, it is necessary to conduct a thorough investigation. It is for the purpose of identifying some of these problems that this research is undertaken.

Research Questions

The study is guided by the following research questions:

- i. What are the student teacher's related challenges encountered by student teachers during teaching practice?

- ii. What are the supervisory related challenges encountered by student teachers during teaching practice?
- iii. What are the practicing school related challenges encountered by student teachers during teaching practice?
- iv. What are the institutional related challenges encountered by student teachers during teaching practice?
- v. What are the possible suggestions to overcome these challenges?

Purpose of the Study

The purpose of this study is to:

- i. Identify student teacher's related challenges encountered by student teachers during teaching practice.
- ii. Identify the practicing school related challenges encountered by student teachers during teaching practice.
- iii. Identify the institutional related challenges encountered by student teachers during teaching practice.

- iv. Identify the supervisory related challenges encountered by student teachers during teaching practice.
- v. And also to suggest some possible ways of overcoming the challenges.

Significance of the Study

The following people, organizations and establishment will benefit from the findings of this study. They include student teachers, lecturers, colleges of education and universities, supervisors of teaching practice, government and future researchers. Student teachers are the main benefactors of the findings in the sense that the study will acquaint them with the challenges of the program and the role they can play to surmount the challenges. This will help them to be better graduates that are well equipped with what it takes to face the realities of teaching. It will enable our Colleges and Universities to equip their students with the rudiments of teaching before sending them to teaching practice. It will also help to device means of removing the problems and thus modify the program. The removal of these hindrances will also

make for more effective organization and implementation of the program. The supervisors of teaching practice and the cooperating school teachers will through the findings acquaint themselves with the best and effective measures to adopt in helping the student teachers to realize or achieve the objectives of teaching practice. Future researchers will benefit from these findings because the study will be as a reference for their research in the near future. Finally, the findings of this study will benefit the general public because education is the key to building a society.

Scope and Delimitation of Study

This study focuses on the challenges of teaching practice exercise among student teachers in University of Benin. The study is delimited to only 300 and 400 level education students in the University of Benin.

Limitations of the Study

This study is limited as to lack of sufficient time to go about the research, such as; interviewing all the 300 and 400 level individual student of faculty of education in University of Benin and so only a few students will be interviewed and used as representative for the rest.

Definitions of Terms

TEACHING: Teaching is the practice by which a teacher makes use of various knowledge domains which include knowledge of learners, knowledge of subject matter and knowledge of methodology to assist learner to learn (National Policy on Education - FRN, 2013).

TEACHING-PRACTICE: Teaching practice is a kind of apprenticeship stage during which the students are sent out to gain practical and professional experience by translating all educational theories they have learnt during training into practice. It is also said to be a period that a student teacher spends in teaching at a school as part of his or her training.

CHALLENGES: Challenges are difficulties faced with individuals or group of organization with hope of better solution with great effort.

STUDENT TEACHER: A student teacher is a teacher in training. He or she can also be called would - be - teacher or teacher trainee.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reveals the related literature under the following sub headings:

- Conceptual Framework
- The Concept of Challenges
- History and Concept of Teaching Practice
- The Concept of Teaching
- Need for Teaching Practice among Student Teachers
- The Importance of Teaching Practice in Teacher's Education
- Challenges Facing Student Teachers during Teaching Practice
- Some Possible Ways of Overcoming the Challenges
- Summary of the Literature Reviewed

Conceptual Framework

Teaching Practice (TP) is one of the core courses in which teacher education institutions send student teachers to different schools to implement what they have studied under the supervision of experienced instructors. According to Davidson (2005), “teaching practice can be defined as the system by which teachers in training are subjected to a systematic exposure to actual classroom situation”.

In the same vein, Elmabruk (2020) defined teaching practice “as the opportunity given to trainee teachers to apply the knowledge and skills they acquired during the theoretical part of their preparation period in the hope to become proficient practicing teachers”. However, through looking at the vision and mission of several teacher preparation institutions all over the world, it becomes clear that the main goal for those institutions is to prepare teachers to be able to teach using modern teaching methods and technology. This can only be achieved by providing student teachers with sufficient theoretical information besides helping them to acquire the skills of teaching, classroom management, and the use of technology. However, it has been

stated by Davidson (2005) that any knowledge gained by individuals will remain worthless unless the person who acquires it has the chance to apply that knowledge in different contexts. Therefore, Teaching Practice plays a fundamental role in “enabling prospective teachers to contribute immensely to the teaching profession” (Chikezie, 2017).

Hence, Teaching Practice is considered to be the cornerstone in the teaching and learning program in the Faculty of Education in University of Benin because student teachers have to show their ability and skills in applying the knowledge and theories they have mastered during their study in the college. Student teachers usually go for teaching practice in their final semester. It lasts for approximately six weeks, one week is dedicated to observation and five weeks are spent in actual teaching (Elmabruk, 2018).

Concept of Challenges

Challenge is the perception that a task or situation exceeds one's comfort zone or capacities, thus the challenges should ideally trigger positive emotions such as excitement and confidence as well as trepidations of fear and doubt.

According to the Cambridge dictionary, challenges means the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore test a person's ability. Therefore, the challenges faced with the teaching practice is unavoidable. There are usually some challenges that could hinder the maximum functionality of student teachers. Such as long distance of teaching practice centers, financial constraint, non-availability of teaching aids, short duration of teaching practice etc. All these challenges cannot be avoided but solutions should be provided to minimize these challenges.

History and Concept of Teaching Practice

History of Teaching Practice Exercise Globally, the genesis of teaching practice exercise could be traced to the evolution of the video technology in Germany. Meanwhile, little did the inventors of the tape recorder think of the instructional implication of and its utilization in the pedagogical training of teachers until the globally documented efforts of Keith Acheson a doctoral student and Drs. N.B Robert and W.A. Dwight of the Stanford University in 1961 (Salawu,2011). The unflinching support bestowed on

Allen and his team by the Ford foundation boosted the morale of the team thus the team worked copiously on teaching practice which was initially christened 'demonstration teaching'. A couple of years later, teaching practice was recognized and even acclaimed as an effective and efficient training technique in training of teachers most especially in the preparation for professional teaching. For instance, in the American Teachers' Institutions in the 1970s, teaching practice had been given acceptability and keen implementation.

In the 1970s cum later part of 1980s, teaching practice spread like wide fire to countries like the United Kingdom, Malaysia, Australia and Philippines. Furthermore, in the 1990s, it was universally accepted and as an indispensable strategy in the training of pre-service teachers in the pedagogy. In fact, it is also tremendously useful to the practicing student teachers who wanted to equip themselves with the up-to-date pedagogical practices in consonance with the information and communication technology development (Nwabunu, 2011).

In the 1970s' in Nigeria teaching practice was incorporated into the college programs of Alvan Ikoku College of Education Owerri with the assistance of UNESCO grants given to the college. Meanwhile, since the Alvan Ikoku College experience, most of the Teacher Training Colleges in the country adopted and adapted the new innovation (Teaching Practice) in the preparation and training of the pre-service teachers in their various colleges particular in the Nigerian Colleges of Education. While in the Teachers' Grade Two Colleges it was still given the nomenclature of 'teaching demonstration' in the 1970s up till early 1980s (Salawu,2011). Moreover, in the 1980s, some scholars in the universities in Nigeria such as the University of Ibadan, Obafemi Awolowo University and the University of Ilorin carried out researches to examine the efficacy of teaching practice exercise on pre-service teachers'. The findings encouraged some of the universities in the country to adopt teaching practice exercise as one of the strategies in preparation and training of their student-teachers in the faculty of education of these universities (Salawu, 2011). In the early 1990s, the National Commission for Colleges of Education (NCCE) in Nigeria made teaching

practice mandatory as part of accreditation requirements that must be properly put in place under educational technology center in the colleges of education before any of their courses can be approved. Therefore, this mandatory condition brought teaching practice exercise to limelight most especially in the colleges of education. The federal government gave financial assistance to the colleges for the establishment of teaching practice laboratories within the educational technology centers. Since then, teaching practice has become one of the compulsory courses for the Pre-service teachers in the colleges of education in the country (Nwabunu, 2011).

The Concept of Teaching

Teaching is an activity performed by an individual (who is the teacher) whose intention is to bring about learning. Teaching is an exciting and rewarding activity that is very demanding. Teaching requires that the practitioners clearly understand what should be done to bring about the most desirable learning in the learners and be highly proficient in the skills necessary to carry out this tasks. The role of teachers in sustainable development cannot be quantified, especially in training personnel in various

areas of the workforce. However, according to Nwanekezi, Okoli and Mezieobi (2011), the teacher needs to be properly educated and trained for professional efficiency and inculcated with a positive attitude that will enable him/her go through the training properly and come out well equipped for the responsibility ahead. To provide professional education for teachers, colleges of education have been established almost all over the world (Azeem, 2011).

In Nigeria, teacher education program exists in consonance with the various levels of education that is NCE and B.Ed. For colleges of education and universities respectively. All the teachers training institutions are not imparting theoretical but also practical knowledge and skill in teaching different subject to prospective teachers. At the end of the session, teaching practice is carried out for practical application of theoretical understanding about different teaching methods. Teaching Practice occupies a key position in the teacher education program. It is an integral part of the teacher education program which is geared towards preparation of new entrants into the teaching profession. According to Afolabi (1999), teaching practice

exercise is to acquaint pre-service teachers with the practical knowledge of teaching and learning process including lesson plan preparation, presentation, class management, communication skills, evaluation and the required personality of professional teachers. Nwanekezi, (2011) remarked that teaching practice is the name of the preparation of Pre-service teachers for teaching by practical training. From the foregoing, it can be inferred that teaching practice is a school-based internship program with the main aim of introducing prospective teachers to teaching and its routine under the guidance of qualified professionals to develop skills, attitudes and competence in the profession. The exercise provides pre-service the opportunity to utilize the various teaching methods in actual classroom conditions under constant supervision of competent and experienced teachers. The concept of teaching practice is made clearer by looking at the objectives of the exercise as enumerated by Akbar (2002). Some of which are:

- i. To provide prospective teachers with the opportunity of establishing an appropriate teacher pupil's relationship.
- ii. To provide the pre-service teachers with experience in school to overcome the problem of discipline and enable him/her develop method of control.
- iii. To provide an opportunity to put theories into practice and develop deeper understanding of educational principles and their implication of learning.
- iv. To develop desirable professional; interest, attitudes and ideas relative to teaching profession.
- v. To provide pre-service teachers with opportunity to have teaching evaluation and to gain from constructive criticism.
- vi. To provide pre-service teachers an opportunity for self-evaluation and to discover one's strength and weakness.

Dominant models of teacher education accord teaching practice a central place. Its place as an essential part of teacher education curriculum dates back to the early 1960's as a result of the efforts of Professor Dwight Allen and his colleagues at Stanford University in England. The aim was to ensure an adequate combination of theory and practice in the training of teachers and through this develop in the prospective teachers' desirable skills and competencies. Moore (2005) while discussing the importance of teaching practice agrees that it simplifies the task of teaching by sub-dividing the act of teaching which is multifaceted into simpler, less complex tasks in such a way that lessons can be better managed and to focus on a few major skills in the planning process. Rosita (2013) is of the view that teaching practice is an effective device for; modifying the behavior of teachers under training as it is a highly individualized type of teacher training technique.

Teaching practice is a triangle, the angles are; planning, teaching, and criticizing (Peker, 2009) Planning Criticizing Teaching In the process of the triangle: Pre service teachers prepare the lesson plan that the subject is determined to cover. In teaching stage of the triangle, the pre service

teachers take lessons to the student and In critique stage, Pre-service teachers' lessons and teaching method are reviewed, discussed, analyzed and evaluated (Celik, 2001). Pre service teachers take criticisms and suggestions from the Guide teacher (Supervisors) and their friends. At the end of this process, teaching practice exercise give pre-service teachers opportunity to evaluate their strengths, weaknesses and try to improve weak sides (Kpanja, 2001; Sari, 2005).

Teaching practice it is a three-unit compulsory course in school and it comes at the first semester of 300level and 400level in the University of Benin. Teaching practice exercise is an interesting program or activity in which teacher education institutions send students -teachers to various secondary and primary schools under supervision every year. Teaching practice has been defined by various scholars from different perspectives. According to Davidson (2010), teaching practice can be defined as the system by which teachers in training are subjected to a systematic expose to actual classroom situation. In the same vein, Haines (2015) defined teaching practice as “the period of time during which a pre-service teacher is assigned to both public

and private school for supervised teaching experience as a part of his college program”. Eze (2010) opined that “Teaching Practice is first opportunity for the student-teacher to participate in activities involved in teaching in actual situation”. He also asserted that teaching practice is designed to provide opportunity and guidance in a school setting for the student-teacher in practice to develop professional competences, personal characteristics, understanding, knowledge and skills of a teacher. When the teachers who have been in the teaching field understand their responsibility to the trainees, the trainee-teachers will acquire appropriate skills based on their practical experiences.

Teaching practice is an important component of becoming a teacher. It grants student teachers experience in the actual teaching and learning environment (Ngidi & Marais 2004). During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kasanda, 2016). Student teachers also know the value of teaching practice and as remarked by Menter (2015) they perceive it as ‘the crux of their preparation for the

teaching profession' since it provides for the 'real interface' between student hood and membership of the profession. As a result, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their teaching practice. Qutaz (2014) Teaching as a profession like any other profession has prescribed services it renders to any human society. It is therefore; absolutely necessary for many individuals who want to become a teacher to acquire skills and demands. Students teaching practice is one of such relevant factors in teacher's education program. Teaching practice is an "integral part" of teacher education which occupies a phase of its own, during the phase, there will be teacher sent out by his training institution (of lower level). For the purpose of putting into practice the skills he has learnt under the supervision of an experienced teacher. Every student teacher should be made to realize that only teacher who has passed both theory paper and compulsory practical training examination are considered trained and certified. No student teacher is considered fit the award of a pass grade in teaching unless he or she successfully fulfills the prescribed practice regarded as a core course of

teacher education programs, which affords student teachers the opportunity to face the realities of their professional career. The exercise enables the student teacher to adjust and overcome some of the practical problems of teaching often encountered in the classroom. The student teacher who is able to examine a problem from a variety of perspective has the advantage of being in a position to use different approaches. Furthermore, he is also likely to perceive himself as a factor in the problem under consideration.

Need for Teaching Practice among Student Teachers

Teaching practice is the name that denotes the preparation of student teachers for teaching by practical training (Nwanekezi et al., 2011; Al-Mahrooqi, 2011; Kiggundu, 2007). Pre-service practical training has been established in many teacher education colleges and universities with teacher education courses both locally and internationally (Albasheer et al., 2008). For instance, preparing effective teachers for school systems require that those teachers are competent in content, theoretical and practical aspects. Nwanekezi et al. (2011) add that during teaching practice, student teachers feel engaged, challenged and even empowered. The exercise represents the

range of experiences to which student teachers are exposed when they work in the classroom and school (Marais and Meier, 2004; in Kiggundu, 2007). In fact, the need for teaching practice originates from the concept called “Learning to teach”. Elliot (1993) insists that learning to teach is a matter of learning the technical skills which enable individuals to function effectively in the education system. Effective teaching requires knowledge and understanding of the subject the student teacher is going to teach, and learning the curriculum. Teaching students implies exposing the individuals to knowledge and skills as well as practical experience as a basis for professional learning.

Training a teacher is collaboration between academic and practitioners in the field. People learn how to teach from watching and imitating others. They learn from experience and reflection (Stuart et al., 2009; Karthogen et al., 2006; Tailor et al., 1997). Teachers also learn through practice, acquiring knowledge and reflection on their experience (Elliot, 1993; Tailor et al., 1997). Learning about teaching is also enhanced through student teachers doing research on their own practice the facts which are facilitated by

teaching practice exercise. In line to that, Kagoda (2011) adds that teacher trainees have the potential to become good and empowered teachers if they are given the opportunity to do peer teaching and made to develop their own teaching aids. The provided evidence highlights the need for providing much time and flexibility so as to give time to student teachers and teacher trainees to exercise and improvise the learned teaching skill in the real and actual working environment.

The Importance of Teaching Practice

In teachers' education program, the importance of Teaching Practice cannot be over emphasized. It is the crucial period the teacher put into practical, the student teacher encountered a lot of difficulties (problems) which they have to grapple with for effective teaching learning to place in University of Benin, teaching practice is important to the student's teacher's understanding the appreciation of the principles of child growth and action to the teaching learning process. Presently, there has been a lot of concern about teaching practice in University of Benin, it's especially on its effectiveness and purpose. The concern has been variously expressed by

educationist in the Faculty of Education in University of Benin, student themselves and the general public thought of book written by some of the journal and mass media. Accepting the assumption that not everybody can teach effectively and teachers are made, not born. It therefore follows that in University of Benin teachers can be aided to acquire practice knowledge, skill and attitude to good teaching.

Challenges Facing Student Teachers during Teaching Practice

Apart from the challenges of mastering the subject well, there are other challenges which the student-teachers encounter during the period of teaching practice. According to Davidson (2015) in many teaching practice situations, the practicing teachers are perceived as persons who are only in the school to pass a test in practice situations, the practicing teachers are perceived as persons who are only in the school to pass a test in practice teaching and no more. Okorie (2014) summarized teaching practice challenges with regard to student- teachers as follows:

- i. Outside the classroom, the teachers time is not always his own.
- ii. Teaching affords the student- teachers varied and interesting opportunities to use his intellectual and creative leadership qualities.
- iii. At times, a teacher must live in the community in which he works. In most cases, he may find the place deficient in cultural, social, housing and transportation facilities.
- iv. It is possible that in some communities, the members may attempt to encroach on the teacher's personal preferences.

Adeyanju (2012), through his own findings concluded that some co-operative schools will not provide enough facilities required for successful practice teaching experience. These findings point to what we see in many schools today. According to Ngada (2014), inadequate funding of teaching practice program in terms of supervisor's allowances can affect their level of supervision with regards supervision exercise. He also identified lack of allowance giving to student- teachers to help them in acquiring materials or for transporting them to their various stations for the exercise. Okorie (2013)

observed that some student-teachers may react negatively to the presence of their supervisors and make mistakes. Generally speaking, no programme is problem free. Teaching practice as teacher education program faces a lot of problems. Among other problems are over population of students, instructional materials, manpower that is trained teachers, improvisation, problem of resident supervision, good supervisors, to assess the student-teachers the negative attitudes of the students and finance. Instructional materials and teaching learning. Where they are not available the learning cannot be effective in nature. Teaching process therefore requires good use of teaching and this according to John (2006) can aid the react of the student during examination. Besides, quality lecturer should be used in assessing the student teachers on teaching practice. This can help the student teacher to perform well in teaching practice and full teaching after graduation, it will as well assist in nation building which is main objectives of teacher education. David (2001) observes that good libraries are needed in our schools for effective teaching and learning. This can help the graduate assist in nation building; individual should contribute in one way or the other in nation

building. The growth of any nation depends on the effectiveness of the curriculum of that nation. Education system of whatever nation should aim at the whole development. This is because education which teaching practice is inclusive is the good instrument for national development. Teaching practice curriculum has five major themes. They are: -integration, relevance, balance, functionality and instruction. The aim of the curriculum is to produce teachers for effective teaching in the nation for the betterment of the same nation.

Several studies (Okonkwo & Chikwelu, 2012; Okobia, Augustine & Osagie, 2013; Abongdia, Adu & Foncha, 2015) have been conducted elsewhere on the challenges faced by student-teachers during teaching practice in the practicing schools. In a study, Abongdia, Adu and Foncha (2015) identified eight challenges that the student-teachers face and some of these include un-cooperative attitudes of regular teachers; work overloads on student-teachers; excessive exercise marking due to large classes and difficulty in controlling in large classes. In a similar study, Okonkwo and Chikwelu (2012) identified four (4) major challenges namely classroom management challenges;

environmental challenges; curriculum development and instruction challenges as well as supervisory challenges faced by student-teachers.

On the classroom management challenges, the study identified poor arrangement of the sitting position of pupils/students; controlling noise making and set inducing students. Also, the environmental challenges identified by their study include lack of accommodation for the student-teacher; overcrowded classrooms; lack of tables for the student-teachers; poorly equipped laboratories and libraries. The curriculum development and instruction challenges faced by student-teachers include non-availability of relevant textbooks; giving written exercises; nervousness and inability of student-teachers to improvise instructional materials; whereas the supervisory challenges include lack of cordial relationship between the supervisor and the student- teachers and lack of feedback from supervisors on student-teachers' performance to enable them make corrections. A study by (Okobia, Augustine & Osagie, 2013) identified the following as some of the challenges faced by student teachers which include limited time for the teaching practice; lack of accommodation during the teaching practice; no

allowances for student teachers during teaching practice; lack of respect for student teachers by school pupils and also indication that teaching practice period was stressful by student teachers. In another study, Koross (2016) also mentioned that student teachers faced geographical; administrative; professional; instructional; supervision; social and financial challenges. On geographical challenges, majority of the student teachers indicated that they walk for a long distance to the school and the roads are impassable and also they face accommodation problems in the schools they were posted to. The challenges on supervision were that supervision was not done regularly and also it was noted that the student teachers stated that the supervisors were harsh and not friendly. Studies done in Zambia and South Africa by (Kasanda 1995, Kiggundu & Nayimuli 2009; Foncha, Abongdia & Adu, 2017) identified inadequate preparation of the student teachers; geographical distance; low and uneven levels of teacher expertise; lack of discipline among learner Okobia, Augustine and Osagie (2013) also conducted a study on the Perceived Challenges Faced by Student Teachers during Teaching Practice Exercise. The study revealed that fifteen out of the twenty one items

were perceived by majority of student teachers as major challenges faced during teaching practice exercise. Also it was found that school location had no influence on the challenges faced by student teachers. Azeem (2011) conducted a study on problems of prospective teachers during teaching practice. The study identified that majority of the schools do not prepare the timetable for the pupil teachers; also, Pupil teachers are not imparted practical training of different methods of teaching before they are sent for teaching practice. In addition, Majority of the students are not informed about the rules and regulations of the practicing schools. Proper planning for teaching practice may be made before its commencement like consent of students, transport facility, orientation of teaching practice, available facilities, and school rules and regulations; Preparation of a feasible timetable for the pupil teachers in collaboration with school administration; Pupil teachers should be imparted practical training in using different methods of teaching.

Some Possible Ways of Overcoming the Challenges

To access the impediment on the way of teaching practice, so more possible solutions should be adopted. The researcher is hereby making the following recommendations so as to improve upon the teaching practice of University of Benin student. On the part of the student, the student should embrace more positive attitude towards teaching practice. Positive attitude on the part of the student teacher is required because it will make them to have interest in providing their own solution to the challenges encountered. The student teacher should be equipped to handle challenges.

The student teacher has been equipped in their institutions with the knowledge of improvisation which will enable them to improvise, some of the needed instructional materials, so they should be able to apply the knowledge in real life situations. Indiscipline behavior among student teachers manifest in lack of time management, laziness, and not writing a well-organized lesson plan. The exhibition of this negative attitude inhibits the quality of teaching practice. The student teacher should take series of proactive actions to contain all forms of indiscipline.

In the aspect of classroom management, this is a challenging area for student teachers. Children are unpredictable and sometimes, it is difficult to be sure what approach to take with them, If one is having a hard time keeping the students under control, then involve your head teacher, as a full-fledged teacher she should be able to apply the fundamental principles of classroom management.

The student teacher must be prepared by his institution for the real task that he must accomplish, Liston et al (2006). The institution has the responsibility of training the student teachers to handle specific issues in context instead of learning about them (He and Cooper, 2011) so that they have real experience of the challenges. That will help them to cope if they happen to meet similar challenges. On this note micro teachings should be done before the main teaching practice. Students should be allowed to teach themselves in the classroom by doing that, the student's self-confidence is built.

Student Teachers should also be posted to the school of their choice, by doing that distance will not be a challenge because students would want a

school that is a stone throw to their hostels. In the practicing school, the school should make all teaching and learning materials sufficient to produce effective result. Talking about learning materials, learning environment, resources etc. This will enable both the student teacher and the learners to enjoy their stay.

The teachers in the practicing school should know that the student teachers are still in practice. They should not see the student teachers as full-fledged teachers thereby adding their workload to them and expecting them to perform excellently. The practicing school teacher should not see the student teacher as a rival or inferior rather he or she should see the student teacher as someone placed under them to learn. Seminars should be organized by the institutions where the student teachers and the supervisors will have an interactive session so that the supervisors can brief the student on what is expected of them during supervision.

Summary of the Literature Reviewed

Teaching practice is really a very important course in teaching programme. Without an experience in teaching practice exercise there will not be certification of any educational programme. Every year different student teachers are faced with many challenges mostly on the issue of students they are teaching in the issue of class control and management. The literature reviewed covers the concept of teaching practice and the challenges faced by the student-teachers. Problems during teaching practice often centers on attendance subordination, professional misconduct and inadequate understanding of their roles and rights. Finance is another problem for some of the student teachers. They need money for transport, feeding and for typing their report about teaching practice experience. Most schools especially public schools are not properly equipped in terms of practical equipment and facilities making it difficult for student teachers to teach practical.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is concerned with the methodology and procedure which will be using in collecting and analyzing the data for the study. The procedure is described under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Instrument for Data Collection
- Validity of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study is a descriptive survey type. According to Michael and Stephen, descriptive design tends to study the characteristics of a population using a representative sample. This was deemed appropriate for this study as the drawn sample of a population was used without any manipulation of variables. The area of the study is Faculty of Education, University of Benin, Edo State. The choice was based on the fact that this is the only faculty in the university that embark on teaching practice.

Population of the Study

The population of the study consists of all the 300 and 400 level Education students in the eight department of the Faculty of Education, University of Benin.

Sampling Technique and Sample Size

The respondents were selected using the Simple Random Sampling Technique. The sample for this study is 200 students. . The sample was

taken from 400level and 300level from the four departments that were randomly selected from the eight departments in the Faculty of Education.

The four selected departments are;

- Department of Educational Foundations
- Department of Educational Management
- Department of Health and Safety Education
- Department of Curriculum and Instructional Technology

Fifty students were taken from each of the aforementioned departments (twenty five from 300L and twenty five from 400L) respectively. This technique was to ensure that each student who falls within the target population had an equal chance of being part of the sample

Research Instrument

A well-structured questionnaire that consisted of two sections is used to obtain relevant information from the respondents. Section A of the

questionnaire dealt with students' demographic information; which included respondent's age, gender and level while section B dealt with the challenges encountered by student teachers during their teaching practice sessions.

Validity of Instrument

In ensuring the validity of the instrument, the contents of the questionnaire were screened and validated by the supervisor and two other experts in the department of Educational Foundations to ensure that the questions are properly formulated. The inputs and corrections were then used to generate the final draft.

Reliability of Instrument

The reliability of the instrument was observed using test retest method. This is to satisfy how reliable the instrument was when administered to the respondents.

Method of Data Collection

A structured questionnaire will be used for effective collection of the necessary data. The questionnaires were administered and equally retrieved after it had been filled. The questionnaire was administered to 300L and 400L students in the chosen sample which amounted to 200 respondents.

Method of Data Analysis

Simple tables, frequency and percentage would be adopted in the presentation and analysis of the data generated for the study. These statistical tools would be used because they are suitable means of breaking down and analyzing the generated data.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the analysis of data collected and interpretation of results and discussion of findings. The results are presented solely based on the information obtained from the questionnaire in accordance with the research questions raised and examined in the course of the investigation. It is divided into three main sections (A, B, and C). Section A deals with the demographic data, Section B deals with the research variables (question), while Section C deals with discussion of findings.

Section A: Analysis of Demographic Data

Table 1: Gender of Respondents

Sex of Respondents	Number Respondents	of Percentage (%)
Male	80	40%
Female	120	60%

Source: Researcher's Field Survey 2022.

From the above Table 1, it could be seen that 80 respondents which

represent 40% of the population were male while 120 respondents represent 60% of the population were female.

Table 2: Distribution of Respondents Based on age

Age of respondents	Number of Respondents	Percentages (%)
Below 25 years	130	65%
25 years and above	70	35%

The table above shows the age range of 200 respondents, out of which 130 are below the age range of 25 years and represented 65% and the remaining of the population which constitute 70 respondents were above the age range of 25 years and represented 35% of the population.

Table 3: Distribution of Respondents based on level

Sex of Respondents	Number of Respondents	of Percentage (%)
300 level	100	50%
400 Level	100	50%

From the table above, it could be seen that 100 respondents which represents 50% of the population is in 300 level and also 100 respondents which constitutes 50% of the population is in 400 level.

Section B: Analysis of Research Questions

Research Question 1: What are the student teachers' related challenges encountered by student teachers during teaching practice?

Table 4: Student Teacher Related Challenges

S/N	STATEMENT/ ITEMS	AGREE	DISAGREE	TOTAL
1	Inability of student teacher to master the subject matter different from his/her area of study is a challenge.	200 (100%)	0 —	200 (100%)
2	Difficulties in preparing a well-organized lesson plan is a challenge.	180 (90%)	20 (10%)	200 (100%)
3	Lack of requires competence to carry out the required teaching practice is a challenge.	200 (100%)	0 —	200 (100%)
4	Lack of classroom management is a challenge.	190 (95%)	10 (5%)	200 (100%)
5	Inability to manage time by student teacher is a challenge	188 (94%)	12 (6%)	200 (100%)
6	Ineligible and poor hand writing by the student teacher on the chalk or marker board is a challenge.	99 (49.5)	101 (50.5)	200 (100%)

Source: Researchers Field Survey 2022.

Research Question 2: What are the practicing supervisory related challenges encountered by student teachers during teaching practice?

Table 5: Supervisory Related Challenges

S/N	STATEMENT/ ITEMS	AGREE	DISAGREE	TOTAL
7	Imposition of difficult expectations over the student teacher by the supervisor is a challenge.	150 (75%)	50 (25%)	200 (100%)
8	Lack of cordial relationship between the supervisor and the student teacher is a challenge.	179 (89.5%)	21 (10.5%)	200 (100%)
9	Lack of feedback from supervisors on student teachers performance.	166 (83%)	34 (17%)	200 (100%)
10	Supervisors not correcting the student teacher properly is a challenge.	160 (80%)	40 (20%)	200 (100%)

Source: Researchers Field Survey 2022.

Research Question 3: What are the practicing school related challenges encountered by student teachers during teaching practice?

Table 6: Practicing School Challenges

S/N	STATEMENT/ ITEMS	AGREE	DISAGREE	TOTAL
11	Poor relationship between student teachers and school based teacher is a challenge	190 (95%)	10 (5%)	200 (100%)
12	Lack of instructional materials and resources in the practicing school is a challenge	195 (97.5)	5 (2.5%)	200 (100%)
13	Regular teachers adding their teaching work load to student teacher is a challenge	180 (90%)	10 (10%)	200 (100%)
14	Non-cooperative and disrespectful attitude of the regular teachers towards the student teacher is a challenge	177 (88.5)	23 (11.5)	200 (100%)
15	Long distance of teaching practice school is a challenge	200 (100%)	-	200 (100%)
16	Financial constraints during teaching practice is a challenge	200 (100%)	-	200 (100%)

Source: Researchers Field Survey 2022.

Research Question 4: What are the institutional related challenges encountered by student teachers during teaching practice?

Table 7: Institutional Related Challenges

S/N	STATEMENT/ ITEMS	AGREE	DISAGREE	TOTAL
17	Short duration of teaching practice is a challenge	40 (20%)	160 (80%)	200 (100%)
18	Not taking time to prepare student teachers on what is expected of them before supervision is a challenge	156 (78%)	44 (22%)	200 (100%)
19	Inadequate orientation on teaching practice is a challenge	199 (99.5)	1 (0.5)	200 (100%)
20	Posting of student teachers to a distance school is a challenge	200 (100%)	0 —	200 (100%)

Source: Researchers Field Survey 2022

Research Question 5: What are the possible suggestions to overcome these challenges?

Table 8: Possible Suggestions to Overcome these Challenges

S/N	STATEMENT/ ITEMS	AGREE	DISAGREE	TOTAL
21	Instructional materials should be provided at the schools where teaching practice is conducted.	200 (100%)	0 ——	200 (100%)
22	Student teachers should be posted to school of his or her choice.	200 (100%)	0 ——	200 (100%)
23	Enough time should be provided for the teaching practice.	200 (100%)	0 ——	200 (100%)
24	Distance should be considered when posting the student teachers to their school of practice.	200 (100%)	0 ——	200 ——

Source: Researchers Field Survey 2022.

Discussion of Findings

It is observed from Table four (4) above that all 200 respondents agreed that inability of student teacher to master the subject matter different from his/her area of study is a challenge. Also, 180 respondents (90%) agreed that difficulties in preparing a well-organized lesson plan is a challenge while 20 respondents (10%) disagreed to the statement. This table further illustrates that all the 200 (100%) respondents agreed that lack of required competence to carry out the teaching practice is a challenge. While 190 respondents (95%), majority of the respondents agreed that lack of classroom management is a challenge, 10 respondents (5%) disagreed to it and this finding supports the claim by Okonkwo and Chikwelu (2012) who classified classroom management as one of the major challenges faced by student teachers. Also in this Table, we find out that 94% of the respondents agreed that inability to manage time by the student teacher is a challenge while 6% disagreed to it. Azeem (2011), in his study opined that one of the challenges faced by student teachers is that majority of the schools do not prepare the timetable for the student teachers and this

might cause inability on the student teacher's part to manage their time effectively. This shows that time management in the class room needs to be emphasized on. The response to item no six (6) shows that 99 (49.5%) respondents agreed to ineligible and poor handwriting by the student teachers on the chalk/ marker board being a challenge while 101 (50.5%) disagreed to this statement.

In Table five (5), 150 respondents which makes up the majority, agreed that imposition of difficult expectations over the student teachers by the supervisor is a challenge while 50 respondents disagreed to it. Also it shows that 179 (89.5%) respondents agreed that lack of cordial relationship between the supervisor and the student teachers' is a challenge while 21 (10.5%) disagreed to it. This finding corresponds with the literature reviewed that there should not be difficult expectations over the student teachers by the supervisor or school teacher as teaching practice is "learning to teaching". The student teachers are also learning and they should be given feedback on their lapses and supervisors should not be harsh or unfriendly to them. According to Davidson (2015) in many teaching practice situations,

the practicing teachers are perceived as persons who are only in the school to pass a test in practice situations, the practicing teachers are perceived as persons who are only in the school to pass a test in practice teaching and no more. It further shows that 166 (83%) respondents agreed that lack of feedback from supervisors on student teachers' performance is a challenge while 34 (17%) disagreed to the statement. It also shows that 160 respondents agreed that supervisors not correcting the student teacher properly is a challenge while 40 respondents disagreed. This corresponds with Okonkwo and Chikwelu (2012) study on challenges faced by student teachers, under the supervisory challenges. Feedback is necessary after the teaching practice exercise is completed.

In Table Six (6), 190 respondents agreed to that poor relationship between student teachers and school based teacher is a challenge while 10 respondents disagreed. It also shows that a great number of the sampled respondents which constitutes 97.5% of the population agreed that lack of instructional materials and resources in the practicing school is a challenge. The researcher is of the opinion that adequate instructional should be

provided for student teachers to carry out their teaching effectively. 180 respondents agreed that regular teachers adding their teaching work load to student teacher is a challenge while 20 respondents disagreed to the statement. 177 (88.5%) agreed to that non-cooperative and disrespectful attitude of the regular teachers towards the student teacher is a challenge while 23 respondents (11.5%) disagreed to it. All these are in line with some of the challenges illustrated by Adu and Foncha (2015) which includes un-cooperative attitudes of regular teachers; work overloads on student-teachers; The teachers in the practicing school should know that the student teachers are still in practice. They should not see the student teachers as full-fledged teachers thereby adding their workload to them and expecting them to perform excellently. The practicing school teacher should not see the student teacher as a rival or inferior rather he or she should see the student teacher as someone placed under them to learn. Item no fifteen and sixteen (15&16) in the table shows that the respondents strongly agreed that long distance of teaching practice school and financial constraints during teaching practice is a challenge as all respondents agreed to it. Ngada (2014) also identified that

lack of allowance given to student- teachers to help them in acquiring materials or for transporting them to their various stations for the exercise is a challenge. So did a study carried out by Okobia, Augustine & Osagie, 2013), they opined that no allowances for student teachers during teaching practice is also a challenge faced by student teachers.

In Table seven (7), 20% of the respondents agreed that short duration of teaching practice is a challenge while 80% disagreed to the statement. It also shows that majority of the respondents which makes 78% agreed that not taking time to prepare student teachers on what is expected of them before supervision is a challenge while 22% disagreed to it. Studies done in Zambia and South Africa by (Kasanda 1995, Kiggundu & Nayimuli 2009; Foncha, Abongdia & Adu, 2017) agrees with the majority as they identified inadequate preparation of the student teachers being one of the challenges faced by student teachers. Also, Azeem (2011) conducted a study on problems of prospective teachers during teaching practice and identified that majority of the schools do not prepare the timetable for the pupil teachers; also, Pupil teachers are not imparted practical training of

different methods of teaching before they are sent for teaching practice. The table further shows that 99.5% of the sampled respondents agreed to the statement that inadequate orientation on teaching practice is a challenge and only 0.5% disagreed to the statement. And all respondents, 200 students (100%) agreed that posting of student teachers to a distance school is a challenge. This aligns with the geographical challenge mentioned by Koross (2016) in his study that majority of the student teachers indicated that they walk for a long distance to the school and the roads are impassable and also they face accommodation problems in the schools they were posted to.

In table 8, all 200 respondents agreed that instructional materials should be provided at the schools where teaching practice is conducted, student teachers should be posted to school of their choice and distance should be considered when posting student teachers to their school of practice.

Lastly in the Table, just one (1) respondent agreed that enough time should be provided for the teaching practice while 199 respondents disagreed to the statement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the study. The chapter also presents the study's conclusion and recommendations which are based on the findings of the study.

Furthermore, the chapter presents the limitations to the study including suggestions for further studies.

Summary

The following are summary of findings from the study:

- i. Challenges are normal situation that occurs in our day to day activities but with great effort and determination with great effort and determination solutions are reached.
- ii. The challenges faced with student teachers are unavoidable.
- iii. These challenges hinders the maximum functionality of student teachers.

- iv. Among the challenges encountered by student teachers are classroom management, non-availability of instructional material and resources in the practicing school, difficulties in preparing a well-structured lesson plan, posting of student teachers to a distance school and indiscipline on the student teachers part.
- v. Among the possible solutions to the challenges are provision of teaching aids by the practicing school and improvisation of instructional material by the student teacher, conducting of micro teaching for the students before they go for teaching practice, organizing of seminars for interaction session between the students and the supervisors.

Conclusions

This study showed that as reported by the participants, the student teachers faced multiple challenges related to time management, related to lesson preparation, classroom management, lack of instructional material, financial problem. From the perspective of the practicing school teacher, student teachers face challenges related to lesson plan preparation, classroom

management, and interpersonal relationship with colleagues and cooperating teacher. Entering the classroom unprepared due to lack of orientation before going to student teaching. Based on the finding of this study, student teachers have multiple challenges that need to be managed before going into student teaching to make student teaching a pleasant experience.

Recommendations

Based on the findings of this study, this study recommends' that more efforts should be put in place by school authorities to make available the opportunity to re-orientate student teachers on the benefits attached to teaching practice both as criteria to complete their programme and its need in the classroom which makes them eventually become a full fledge teacher. The study also recommends that student teachers should make use of teaching practice as an avenue to further prepare themselves for the future.

Suggestions for Further Studies

This study serves as a basis for further research study on student-teachers' challenges during their teaching practice in Secondary Schools. Similar

studies should be conducted in other States of the Federation so as to bring about improvement in the performance of student-teachers' during their teaching practice exercise and to create more pages for research and academic activities.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

CHALLENGES ENCOUNTERED BY STUDENT TEACHERS
DURING TEACHING PRACTICE QUESTIONNAIRE

Dear Respondents,

This questionnaire has been prepared with the intention to get information on the topic “challenges encountered by student teachers during teaching practice”. A Case Study of University of Benin, Edo State. This work is purely for academic purpose. Confidentiality of respondents is assured.

SECTION A: Personal Information.

1. Gender: Male () Female ()
2. Age: below 25 years () 25 years and above ()
3. Level: 300L () 400L ()

Section B

Instruction: Tick (√) any of the columns under the following keys AGREE/DISAGREE, that best describes your options/responses to the items provided.

S/N	Student Teacher Related Challenges.	AGREE	DISAGREE
1	Inability of student teacher to master the subject matter different from his/her area of study is a challenge.		
2	Difficulties in preparing a well-organized lesson plan is a challenge.		
3	Lack of required competence to carry out the teaching practice is a challenge.		
4	Lack of class room management is a challenge.		

5	Inability to manage time by the student teacher is a challenge.		
6	Ineligible and poor hand writing by the student teacher on the chalk or marker board is a challenge.		
	Supervisory Related Challenges	AGREE	DISAGREE
7	Imposition of difficult expectations over the student teacher by the supervisor is a challenge.		
8	Lack of cordial relationship between the supervisor and the student teacher is a challenge.		
9	Lack of feedback from supervisors on student teachers performance.		
10	Supervisors not correcting the student teacher properly is a challenge		
	Practicing School Challenges	AGREE	DISAGREE
11	Poor relationship between student teacher and school based teacher is a challenge.		
12	Lack of instructional materials and resources in the practicing school is a challenge		
13	Regular teachers adding their teaching work load to student teacher is a challenge		
14	Non-cooperative and disrespectful attitude of the regular teachers towards the student teacher is a challenge.		
15	Long distance of teaching practice school is a challenge.		
16	Financial constraints during teaching practice exercise is a challenge.		
	Institutional Related challenges	AGREE	DISAGREE
17	Short duration of teaching practice is a		

	challenge		
18	Not taking time to prepare student teachers on what is expected of them before supervision is a challenge.		
19	Inadequate orientation on teaching practice is a challenge.		
20	Posting of student teachers to a distance school is a challenge.		
	Possible suggestions to overcome these challenges	AGREE	DISAGREE
21	Instructional materials should be provided at the schools where teaching practice is conducted		
22	Student teachers should be posted to school of his or her choice		
23	Enough time should be provided for the teaching practice		
24	Distance should be considered when posting the student teachers to their school of practice		