

**ATTITUDE OF STUDENTS TOWARDS TEACHING PRACTICE IN
THE UNIVERSITY OF BENIN, FACULTY OF EDUCATION**

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BENIN CITY.**

MAY 2024

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
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LITERATURE.**

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CERTIFICATION

We, the undersigned hereby certify that this research report was carried out by **Esther Igbunuroghene ALUYA** with matriculation number **EDU1903256** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree B.A(Ed) in English and Literature.

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DEDICATION

I specially dedicate this project work to God Almighty for His abundant mercies and sustenance throughout my years in school.

ACKNOWLEDGEMENT

It has been four hectic years of this academic pursuit. I thank God Almighty for His grace, mercies, sustenance, guidance, protection, and good health for seeing me through to the end of this race. Indeed, He is God.

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ABSTRACT

The study examined the attitude of students towards the teaching practice programme in the Faculty of Education, University of Benin, Benin City, Edo State. The population comprised nine hundred and eighty four (984) students in 300level and seven hundred and sixty five (765) students in 400level, bringing the number to one thousand, seven hundred and forty nine (1749).

A sample size of forty seven (47) students in 300level and forty students in 400level were randomly selected from the population. Questionnaires were used to collect data. The instrument was divided into two sections, sections A and B. Section A collected demographic information while section B contained questions related to the attitudes of students towards the teaching practice exercise.

Data revealed that teaching practice is as relevant as the Teaching profession itself and therefore, aids students for effective teaching in the future. It also revealed that students in 300level prefer the teaching practice exercise when compared to the 400level students, just as male students love the exercise in contrast with the female students who hate the exercise. However, recommendations were made to help the situation of the declining standard of the teaching practice exercise due to the activities of student teachers.

CHAPTER ONE

INTRODUCTION

Background to the Study

Teaching Practice, popularly called T.P is basic in the training of would-be professional teachers because any ideal profession is supposed to meet up with certain standards in characteristics and qualities. Since teaching is one of the most popular professions in the world, it is relevant that prospective teachers are trained in both the theoretical and practical aspects aside the possession of professional ethics. The relevance of teaching practice to teacher trainees cannot be overemphasized. However, the perception and attitude of students towards the exercise seem not to be impressive.

Teaching practice was introduced in Nigeria arising from the necessity for student trainees to get acquainted with the challenges associated with the profession before officially engaging in it for full-time job basis. It now serves as a priority in the teaching profession. Several failures have been recorded in the achievement of its initial purpose. These have drawn the attention of many researchers, and a number of questions

have been asked as to whether the teaching practice programme should still be incorporated in the teaching profession. The attitude of student trainees towards the teaching practice programme have proved to be lackadaisical, nonchalant and uncooperative. These have led to the non-stimulation of others to venture into the teaching profession.

Since the introduction of teaching practice in Nigeria, all educational departments have adopted it and a number of methods to make the practice more effective have been applied. Although different methods have been tried, the attitude put up by student teachers have made it quite discouraging and the attempt for its effectiveness, abortive.

Teaching practice is the period when pre-service teachers are on apprenticeship and have the opportunity to enter the classroom to practice the skills they have learnt. According to Olaitan and Agusiobe (1981), student teaching practice is described as that phase of the pre-service education theory where actual teaching practice and procedure is carried out under competent supervision. It is an internship period where various pedagogical theoretical skills learnt are applied into practical situation. It is a crucial aspect of teacher education (An educational programme that involves

the deliberate upbringing of individuals through training in order to acquire knowledge, skills, and values and transmit it to others. It is a cyclic affair) despite the fact that it is presently facing numerous problems. The purpose of teaching practice is to produce effective, successful, and meaningful teachers that would subsequently produce successful citizens in the future. Cohen and Garnes (1979), described teaching practice as “The period for the student teacher to apply some of the psychological aids, methods and principles he or she learned theoretically in the lecture rooms”.

Teaching practice acquaints prospective teachers on the practical aspect of their profession, making it easier to put up with the challenges of their career. It helps to prepare student trainees build their self confidence for the job when due. According to the research conducted by Rebecca and Emma (2003), it was revealed that working teachers feel more prepared to teach and are confident in their abilities than the student teachers. It was also noticed that teacher’s confidence improves as they begin full-time teaching.

It is assumed that the improvement in teacher’s self efficacy is due to the notion that the confidence grows through experience (Martin, Linfoot, and Stephenson, 1999). Self efficacy theory according to Bandura (1986),

states that enactive or real experiences are more effective than vicarious experiences in building a realistic sense of self efficacy. An individual's confidence is strongly affected by experiences, whereby self efficacy will increase or decrease depending upon the nature of the experience. Hence, student teachers are to develop skills and confidence from the teaching practice experience. There has been a recent racket for teachers to awaken the spirit of responsibility and be able to face the challenges of the job. According to Agunjemite (2010), the importance of teacher education (among others) is to provide functional education and training for learners within and outside the school setting.

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 the student teacher go through the training properly and come out well equipped for the responsibility ahead.

With the above theories by researchers, the programme has still remained inefficient and lagging owing to the attitude displayed by students

due to their actions and inactions ranging from nonchalance, less concern towards school activities and teaching, eye service, poor dress code etc.

Statement of the Problem

The importance of teaching practice exercise is as high as that of education itself. Thus, student's notion about the practice not being a good one depends on the attitude they depict during the exercise which makes it seem like an irrelevant aspect of teacher education.

Student teachers carry out the exercise with levity in an unserious, lukewarm, and nonchalant manner. This has led to the defeat of the purpose of its initial introduction, accounting for the increase of incompetent teachers in schools.

A number of researchers have carried out statistics of students' attitude towards teaching practice and concluded that it is one of inappropriacy and unprofessionalism.

The problem on which this study is based on is the attitude of teacher trainees towards teaching practice exercise in the education profession.

Research Questions

1. What are the attitudes of students towards the teaching practice exercise?
2. Does teaching practice really make for effective teaching in the future?
3. What is the perception of 300level students towards the teaching practice exercise?
4. What is the perception of 400level students towards the teaching practice exercise?
5. Does the perception of student teachers towards the teaching practice exercise differ depending on sex?

Purpose of the Study

The purpose of the study is to;

Examine the attitudes displayed by students during teaching practice exercise.

Scope and Delimitation of the Study

The research covers the attitudes displayed by student teachers towards teaching practice programme in the teaching profession, level of preparedness of students towards classes during teaching practice, ideology of students towards the teaching practice exercise, differences noticed during

the programme depending on level and sex of students. It is carried out within the Faculty of Education, University of Benin, Benin City, Edo State.

This study is delimited to;

1. Faculty of Education, University of Benin.
2. The students of the Faculty of Education.
3. The attitudes of student teachers in the recent 2022/2023 teaching practice exercise in the Faculty of Education, University of Benin.

Significance of the Study

This educational research will be of immeasurable value to all Faculties of Education in tertiary institutions, and Colleges of Education within Nigeria. This research project will help students uncover the relevance of teaching practice exercise and why it should be carried out with eagerness. Student teachers will no doubt, benefit from it too. It will be important to them during their project writing.

The findings of this study will be useful to the Faculty of Education, University of Benin and other institutes of Education. If it is found out that the attitude of student teachers is relatively negative during the exercise, a means to correct it will be found to make the programme more effective.

Secondary schools management team and teachers will benefit from this project research as they will work harder to look into the activities of teachers-in-training in their various schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

There are numerous proofs that have shown that the attitudes of teaching practice students is one that does not suit the profession widely, and has affected how seriously these students' activities are taken at the school to which they were posted to. Thus, it has been made clear why many schools tend to reject these students when they report to the school on their posting, and why many Nigerian students see the teaching profession as less than a profession. However, in this chapter, attempt is made to review the relevant literature which will help get better understanding of the research work. Therefore, based on the purpose of the study, the following sub-headings will be discussed subsequently.

- Attitudes displayed by student teachers during teaching practice exercise.
- The ideology of student's towards teaching practice programmes.
- Level of preparedness of student teachers for classes during teaching practice.
- Teaching practice programme in the Faculty of Education, University of Benin.

- Summary, of Literature Reviewed.

Attitudes Displayed by Student Teachers during Teaching Practice Exercise

Teaching is an occupation that demands of its practitioners, a prolonged and specialized intellectual training. It's regarded as a noble profession because of its democratic nature which allows learners to use personal initiatives. Fazio and Roskes (2004) opined that attitudes are important to educational psychology because they strongly influence the way individuals think about something and process social information.

According to Eggen and Kauchak (2002), positive teacher's attitudes are fundamental to effective teaching. A teacher must be interested, that is, the teacher must work his students into a state of interest in what the teacher is going to teach them and every other object, banished from the mind. It is observed that these students are probably showing negative attitudes towards the exercise due to the fact that they are not given admission into a more lucrative discipline, hence not putting in any commitment.

In some of the schools visited during the teaching practice exercise by researchers, it is observed that some of the student teachers were absent from

the school visited, some posted to particular schools didn't report at all, they fail to comply with the school rules and regulations guiding members of staff since they don't see themselves as members of staff because they are not paid. Students appeared to be very unserious with the practice as they fail to write lesson notes, they fail to prepare instructional plan, cases of absence from school without permission, frivolous dressing, incessant disobedience to co-operating teachers, insubordination and so on. These observed attitudes negates the identified number of attitudes that will facilitate a caring and supportive classroom environment such as enthusiasm, care, firmness, democratic practices to promote students responsibility, use of the time for lesson effectively, have established routines, and interact freely with students and providing motivation for them. Eggen, and Kauchak (2002).

More obvious to notice in the attitudes shown by student teachers during teaching practice is the lack of dedication and commitment to the practice, they find it hard to instill discipline into erring learners, they don't prepare very well for classes, they have shallow knowledge of the preparation of lesson notes, nonchalance of student teachers to give

evaluation after teaching, laziness to check the notes of students they teach, they feel nervous when being supervised by their lecturers or supervisors, they don't make good use of instructional materials, they don't employ various teaching methods to know which one will be more effective while teaching, they tend to behave badly when rejected from the school they were originally to end up in a school they didn't choose, some easily give up on uncooperative students, and some students usually start a love relationship with some of the secondary school students they meet.

Research findings on teacher's attitudes (Brunning, Schraw, and Ronning, 1999) established the following facts: Teacher's characteristics such as personal teaching efficacy, modeling, and enthusiasm, caring and high expect that promotes motivation. These same characteristics are associated with increase in student's achievement (academic performance). Fisher (1980) claims that high levels of learning occur, and learners feel good about themselves and the material they are learning when teachers use instructional time efficiently. Thus, student teachers do not put into consideration, the fact that they have been taught how to go about the exercise but rather, what you see is negligence of duties, irregularity at duty

post, not going to class at all if not well inspected by cooperating teacher, failure to display pedagogical instruments and the ethics of the teaching profession.

The Ideology of Students towards the Teaching Practice Programme

Judging from the responses of a number of students from the Faculty of Education in some Nigerian tertiary institutions, researchers discovered the opinion of students towards teaching practice exercise. In my interview with some students, many said it is unnecessary and useless. They see the programme as an unimportant one which is only devised to waste student's time and deprive them of school holidays. Some say that the time used to carry out the exercise would be more useful if it were used to work for some money during the holiday, before resumption. This is because students' in other faculties are usually at home on holiday whenever the exercise is being carried out, while others who are in for Industrial Training (IT) are being paid. Meanwhile, students involved in teaching practice are made to spend money for a programme geared towards enhancing the profession, and getting nothing in return.

Many students also feel that the programme should be completely scrapped out from the academic calendar as it is only a hindrance to offering that time of the exercise for other businesses. Hence, teaching practice is unimportant and unnecessary. Researchers also discovered that some students who have a low self esteem or are faced with inferiority complex for being in the Faculty of Education are most bent on the exercise to be jettisoned. These students are not proud of their course of study and do not tell people their department at school. Since the exercise is inevitable for all students, they feel ashamed each day they go to the school they were posted to with people who see them and ask about their bearing. At that point, they cannot lie anymore.

However, a few numbers of students, mostly females have realized the relevance of the practice and encouraged that it should continue to take a relevant place in the curriculum of all Faculties of Education and Colleges of Education. They have also appreciated that the teaching practice is a course on its own, so that it would coerce unwilling students who see no relevance of the exercise to do it, anyway. Besides, whatever ideology students have about teaching practice determines their attitude towards it.

Level of Preparedness of Student Teachers for Classes during Teaching Practice.

Research has proved that most teachers-in-training do not prepare adequately for the class they are going to teach. Komisar (as cited in the University of Benin Teaching Practice handbook, 2014/ 2015), “teaching is an act, and not an enterprise.” Thomas Green (1971) in his book titled; *The Activities of Teaching*; differentiates between two kinds of teaching acts: “logical or strategic acts of teaching” (e.g explaining, questioning, discussion, demonstration etc) and “institutional acts of teaching” (e.g taking attendance, keeping reports, checking students notes etc). Teachers do many things when teaching. They question, explain, discuss, demonstrate, motivate, listen, make judgments, evaluate, and so on but when an unprepared student teacher goes to class, they fail to meet up to these standards. Anything that could make the classroom an effective one is to be employed or the student teacher himself is a failed teacher.

Many a number of teachers-in-training fail woefully in the aspect of effective communication in class due to poor preparation. They find it hard to explain concepts. Explanation in the classroom starts by finding out what

students already know about the topics so that they can vary the level of explanation as needed, weaving in students contributions and seeking feedback on what students understood from their explanation. Cohen, and Manion (2010). They find it hard to ask their students appropriate questions, if they do at all. This inability to ask questions do not stimulate student's interest to learn, but will rather kill their interest and motivation for the topic. They cannot sustain their student's interest. This problem of preparedness could arise from the shallow knowledge of the lesson to be taught since many student teachers do not study hard for their lesson and fail to carry out research on topics they are to teach. Thus, they demonstrate no mastery of subject matter.

Effective planning is a basic aspect of classroom lessons. There is supposed to be strict adherence to the use of the scheme of work which many student teachers abandon to do. Many student teachers will prefer to select the topics they feel more comfortable with teaching, perhaps easier and abandon the focus on the curriculum. This is because these students do not want to devote much of their time in preparing for the class. Many teaching practice students do not prepare their daily lesson plans, and daily

lesson notes. Hence, they end up stuttering while teaching. In order to give evidence that they taught the class a particular topic, they ask them to copy the note from their textbook by themselves because the student teacher would not want to copy the note on the whiteboard by himself. Thus, there is no actual summary of the topic taught.

Some student teachers do not examine which teaching method would be more effective for a particular topic to be taught. They end up devising methods that would not be very efficient for the student's learning. They would not apply a variety of methods in order to make sure that the topic is well understood while others do not bother involving every learner in the topic taught. This kills the chance for learner's to try and apply various techniques for problem solving. According to Afe (1995), teaching is an attempt to bring about desirable changes in human learning, abilities and behaviors. He sees teaching practice as contributing to the development of better teachers. It is a practical exercise that every student teacher must undergo to be adjudged to have met the requirements for the award of a certificate degree in Education. Thus, little or no desirable changes have

been noticed in a number of students' taught by student teachers due to the poor effort that they put into the practice.

Promotion of positive classroom climate is a relevant aspect of teaching. Some student teachers do not get themselves ready in anticipation of the challenges to face in helping their students in an emotionally and psychologically acceptable environment. Since classroom environment is negative, there is no mutual respect between the student teacher and the students he teaches, and they do not feel safe to express their thoughts and opinions, and ask questions without fear of being ridiculed. This kills the zeal to learn and otherwise, the teacher-in-training is not learning anything.

Ineffective classroom management is highly portrayed by many student teachers. They show laissez faire attitude towards the activities of their students and do not help them at need, especially when it has to do with care, and supportive relationships. They do not carry students along in class; they do not notice students with behavioral problems, talk more helping them. Some are biased in the treatment of their students. Many male student teachers treat the female students better than the males, and even treat some

females better than the others. Most teaching practice students do not caution their action of criticizing their students even when it's not necessary.

Owing to the above, it is obvious that most student teachers do not prepare adequately before going to the class to teach. Their teaching becomes very boring. They do not get the attention of learners as their appetite for knowledge is not well stimulated. Such a student teacher will make a bad teacher in the future because he shows unprofessionalism in his profession. This is very rampant among teachers-in-training.

Teaching Practice in the Faculty of Education, University of Benin

Every student in the Faculty of Education, University of Benin must undergo the teaching practice twice (two different levels of academic study). It usually takes place at the end of 200level through the beginning of 300level, and at the end of 300level through the beginning of 400level. During the registration of the teaching practice exercise, students are given a teaching practice handbook to guide them, and a log book to take record of their daily activities in the school which is marked by the school based supervisor and assessed finally by the supervisor who visits the school.

Students are given the privilege to choose the zone or area of their preference. Hence, 300level students are posted to schools within the university premises or within Benin while 400level students are posted to teach outside Benin City. However, these students are being posted outside Benin City so as to enhance education, and complement government effort because of the shortage of teachers in the rural areas. Each school to which students were posted to teach will be visited on two occasions by a supervisor or more. The supervisor or supervisors are meant to supervise (watch) student teachers while they teach in class. They access student's use of instructional materials or aid, access the instructional method, class management, access lesson note and lesson plan. The results of both supervisors will be used to cumulate each student's final grade.

An inspector is assigned to visit each school towards the end of the teaching practice exercise to ascertain if the entire students assigned to a school stayed till the end of the teaching practice duration which is usually six (6) weeks.

According to the University of Benin Teaching Practice handbook, the roles of teaching practice are;

1. Integrate theory and practice in every teaching and learning activity during the programme of teaching practice.
2. Manage lessons efficiently and effectively.
3. Experience life situations in schools.
4. Understand the role and operation of the school.
5. Respect and work effectively with students of varying backgrounds and cultures.
6. Assume the various responsibilities of the classroom teacher.
7. Plan instruction and learning experiences which recognizes the individual needs and differences of students.
8. Organize and manage the classroom environment to maximize learning.
9. Manage classroom interactions and student's conduct to create a positive climate for learning.
10. Identify and use appropriate instructional techniques, media and methods.
11. Evaluate learning to determine the extent to which instructional objectives are achieved by students.

12. Establish positive and effective communication with students, parents, colleagues, administrators and community members.
13. Accept and assume the responsibilities associated with being a competent professional and lifelong learner.
14. Recognize the practice of being a reflective teacher.

The above goals are in alignment with the National Policy on Education (2004). It is on the above grounds that the Faculty of Education students of University of Benin are meant to carry out this practice of the purpose of grading, and certification.

Summary of Literature Reviewed

This chapter is an attempt to examine the attitudes displayed by student teachers towards the teaching practice exercise which has adversely affected the learning status of the students they teach, socially created a wrong impression about the teaching profession and education at large. It has particularly affected the professionalism of some teachers because one cannot be doing what he has shallow knowledge of. As a result of the ideology or perception held by students concerning teaching practice, there is no encouragement noticed in the way student teachers behave during the

exercise. It seems the ideology is a shared one, inculcated by students because it is not a product of what they have been taught at school but a product of what they feel about the kind of profession they have found themselves since many of them are not in the Faculty of Education out of choice but out of ill luck.

Level of preparedness of student teachers during the teaching practice exercise is discussed extensively as many researchers have discovered that students do not prepare properly for their lessons before going to class. A number of issues is described that has proved that teaching practice students going to class to teach is a thing of “let me just fulfill all righteousness”. Some shy away from going to the class or deliberately miss their lessons while they will be sitting at the Staff Room discussing, instead of being in the class. This show of bad attitude to the exercise is greatly disturbing as these students may later end up as teachers in the future, and will be bad teachers at that. This is a gross show of unprofessionalism in the Teaching profession.

The way the teaching practice programme is carried out in the Faculties of Education in different schools and Colleges of Education in

different schools are similar but have their differences too. The way it is carried out in the University of Benin have been adequately described, showing how effective the management is trying to make it be. Though students may hate the programme and try to frustrate the effort of the management to make it an effective one, it is noticed that it makes student's feel good to an extent since it is a non-intellectual activity but a practical one.

CHAPTER THREE

METHODOLOGY

This chapter presents a description of the methods that were used in conducting the research. It will be discussed under the following sub-headings;

- Design of the study
- Population of the Study
- Sample and Sampling Procedure
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of data collection
- Method of data analysis

Design of the Study

The researcher used the survey research design to conduct the investigation. The rationale for using this design was based on the fact that the study sought to describe an existing phenomenon - students' attitude towards teaching practice.

Population of the Study

The study's target population consistet of all nine hundred and eighty-four (984) 300-level and seven hundred and sixty-five (765) 400-level full-time undergraduate students in the Faculty of Education, University of Benin, who participated in the most recent 2022/2023 teaching practice exercise (2022/2023 Teaching Practice exercise). The following is the breakdown of the number of students who participated in the teaching practice exercise by departments.

Table 1:

Department	300Level	400Level
DEF	380	236
ADT	97	136
HKS	140	130
EECP	188	127
VTE	179	136
TOTAL	984	765

Source: Fieldwork.

Sample and Sampling Procedure

The sample of the study was made up of 87 students, approximately 8% of the total population of the study. The 87 respondents were selected with the use of purposive random sampling technique.

Research Instrument

A questionnaire titled "Attitude of Students towards Teaching Practice Exercise" served as the primary research instrument for this study. The 19-item questionnaire was divided into two sections: A and B. Section A requested demographic information of the respondents while Section B included 15 question items drawn to cover the research questions raised to guide the study thus questionnaires were designed using a four-point scale of measurement. That is, strongly agree (SA), agree (A), strongly disagree (SD), and disagree (D), with points granted in the descending order of 4, 3, 2, and 1.

Validity of the Instrument

To ensure the validity of the instrument (Questionnaires), the researcher presented them to the project supervisor in the Department of Educational Foundations, Faculty of Education, University of Benin, and other educational research experts for thorough scrutiny, correction and suggestion. The corrections and suggestions made by them were effected in the final draft of the instrument. This was done to establish the face and content validity of the instrument.

Reliability of the Instrument

The reliability of the instrument was established using a Cronbach Alpha Internal Consistency method. The reliability co-efficient of the instrument using the Cronbach alpha of the instrument was 0.896, meaning the instrument was reliable..

Method of Data Collection

The distribution and retrieval of copies of the questionnaire were personally done by the researcher. The researcher made conscientious effort to wait and retrieve copies of the questionnaires immediately to ensure that they were all completed and returned.

Method of Data Analysis

The data was analyzed using frequency tables, simple percentages, and the statistical mean. Each one was used appropriately in answering the study questions.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents the analysis of data and discussion of findings.

Research Question One:

What are the attitudes of students towards the teaching practice exercise?

Attitudes of Student Teachers towards Teaching Practice

Table 1:

S/N	Statement	4 SA	3 A	2 SD	1 D	Mean	Decision
1.	The attitude of student teachers towards the teaching practice exercise is negative.	6	26	10	28	2.14	Reject
2.	Teaching practice should be made optional.	4	18	26	20	2.09	Reject
3.	Student teachers hate the teaching practice programme.	2	26	20	22	2.11	Reject

Source: Fieldwork

Cut-off mean point = 2.5

Decision Rule; Below 2.5 = Reject statement.

Above 2.5 = Accept statement.

From the data obtained above, it has been shown that the attitude of student teachers towards the teaching practice exercise is not negative. From table 1, the statistical mean 2.143 is less than the cut-off point mean, indicating that the attitude of student teachers towards the teaching practice exercise is positive.

Also, table 1 indicates that student teachers have a huge interest in the teaching practice programme. This is shown in the analysis as the statistical mean obtained from the sample 2.114 is less than the cut-off point mean.

Making teaching practice optional is not an opinion expressed by student teachers as indicated by table 1 above. The result shows that the statistical mean of student teachers indication that it should be made optional is less than the cut-off point mean i.e. $2.088 < 2.5$.

In conclusion, the attitude of student teachers towards teaching practice is positive.

Research Question Two: Does teaching practice really make for effective teaching in the future?

Teaching Practice really makes for Effective Teaching in Future

Table 2:

S/ N	Statement	4 SA	3 A	2 SD	1 D	Mean	Decision
1.	Teaching practice is relevant in the teaching profession.	52	18	0	0	3.74	Accept
2.	Teaching practice does not facilitate a teacher's teaching method.	0	6	36	28	1.6	Reject

Source: Fieldwork

Cut-off point mean = 2.5

Decision Rule; Below 2.5 = Reject statement.

Above 2.5 = Accept statement.

The result obtained shows that the teaching practice exercise is relevant to the teaching profession. From table 2, the statistical mean obtained 3.74 is far greater than the cut-off point mean 2.5 i.e. $3.74 > 2.5$.

Also, from the table, the number of students showing for both disagree (D) and strongly disagree (SD) is zero, meaning that none of the sample believes that the teaching practice exercise is not relevant in the teaching profession.

Moreover, that teaching practice does not facilitate a teacher's teaching method in the future was rejected i.e. not accepted. This is true because the statistical mean obtained is less than the cut-off point mean i.e. $1.6 < 2.5$ as shown in table 4.2. This simply means that teaching practice does not facilitate a teacher's teaching method in the future.

In conclusion, Olaitan and Agusiobe (1981) observed that the various planned instructional activities which the student teacher engages in during teaching practice experience enable him/her to achieve being a better teacher. Based on the saying "Practice makes perfection", teaching practice exercise carried out by in-service teachers or student teachers therefore, really make for effective teaching in the future.

Research Question Three: What is the perception of 400level students towards the teaching practice exercise?

400Level Student's Perception towards Teaching Practice

Table 3:

S/N	Statement	4 SA	3 A	2 SD	1 D	Mean	Decision
1.	The attitude of 400level students towards the Teaching Practice exercise is positive.	14	22	6	28	2.31	Reject

Source: Fieldwork

Cut-off point mean = 2.5

Decision Rule; Below 2.5 = Reject statement.

Above 2.5 = Accept statement.

Based on the statistics gathered from both 300level and 400level students, the research have shown that the attitude of 400level students towards teaching practice is not encouraging. This can be seen in table 3 above as the statistical mean is less than the cut-off point mean i.e. $2.31 < 2.5$, rejecting the statement that the attitude of 400level students towards the teaching practice exercise is positive.

Research Question Four: What is the perception of 300level students towards the teaching practice exercise?

300Level Student's Perception towards Teaching Practice

Table 4:

S/N	Statement	4 SA	3 A	2 SD	1 D	Mean	Decision
1.	The attitude of 300level students towards the teaching practice exercise is negative.	10	8	14	38	1.86	Reject

Source: Fieldwork

Cut-off point mean = 2.5

Decision Rule; Below 2.5 = Reject statement.

Above 2.5 = Accept statement.

From table 4, the result had shown that the responses from 300level and 400level students towards the statement, “attitude of 300level students towards teaching practice is negative” has proven not to be true as the statistical mean obtained is far less than the start-off point mean i.e. $1.86 < 2.5$, indicating that the attitude of 300level students towards the teaching practice exercise is encouraging. This was also affirmed by the 400level students.

This implies that the teaching practice exercise is more productive in 300level and should be carried out only at this level. This greatly uncovers the fact that the perception of individual students influence the attitude they display during teaching practice.

Students General Perspective towards the Teaching Practice Exercise

Table 5:

S/N	Statement	4 SA	3 A	2 SD	1 D	Mean	Decision
1.	Students perceive the teaching practice programme to be a waste of time.	8	28	18	16	2.4	Reject
2.	Students' perception of the exercise that it is a waste of money.	10	24	20	16	2.4	Reject
3.	Teaching practice result should not be necessary for certification in the faculty.	6	14	24	26	2.0	Reject
4.	Generally, student teachers carry out the teaching practice exercise in a laissez faire manner.	12	34	14	10	2.69	Accept
5.	Student teachers do not put in effort to relate well with their students.	6	12	22	30	1.91	Reject
6.	Some students shy away from the teaching practice exercise.	22	16	18	12	2.63	Accept

Source: Fieldwork

Generally, results have shown from both 300level and 400level students, their perspectives and beliefs towards teaching practice include;

1. Teaching practice programmes are not a waste of time or money.
2. Teaching practice results are critical for certification in the teaching profession.
3. Most students do not put in much effort in carrying out the exercise.

4. Student instructors have positive relationships with the students they educate. This is critical for an effective teaching activity including all types of learners, because teaching is only successful when students and teachers work together. According to Kay (1971), a teacher or student teacher should be aware that students' understanding abilities vary by individual. .
5. Some students frequently shy away from teaching practice.

Research Question Five: Does the perception of student teachers towards the teaching practice exercise differ depending on sex?

Perception of Student Teachers towards Teaching Practice Exercise Differ Depending on Sex

Table 6:

S/N	Statement	4 SA	3 A	2 SD	1 D	Mean	Decision
1.	The attitude of male students towards teaching practice is negative.	2	20	12	36	1.83	Reject
2.	The attitude of female students towards teaching practice is positive.	8	26	8	28	2.20	Reject

Source: Fieldwork

Cut-off point mean= 2.5

Decision Rule; Below 2.5= Reject statement.

Above 2.5= Accept statement.

From the result obtained from both 300level and 400level students, the saying ‘What a man can do, a woman can do better’ has proven to be false. This can be seen in table 6 where the statement, “The attitude of male students towards teaching practice is negative” was rejected based on the analysis. This implies that the statistical mean obtained is less than the cut-off point mean i.e. $1.83 < 2.5$, meaning that the attitude of male students towards teaching practice is positive.

On the contrary, the attitude of female students towards teaching practice is proven to be negative based on the result obtained i.e. $2.20 < 2.5$, indicating that the statement, “The attitude of female students towards teaching practice is positive” should be rejected.

In conclusion, student teachers' attitudes toward teaching practice vary by gender. The findings indicate that male students had a more positive attitude about instructional practice than their female counterparts

Discussion of Findings

The finding of research question 1 disagreed that the attitude of students towards teaching practice is negative. Hence, a majority of the respondents said that the attitude of students towards teaching practice is positive. Therefore, teaching practice is very important in the teaching profession.

Similarly, research question 2 revealed that teaching practice leads to more successful teaching in the future since it provides a foundation for future action. The drill ensures future preparedness and effectiveness. Thus, the adage 'practice makes perfect' is supported.

The study's findings also revealed that 400-level students at the University of Benin, Faculty of Education have negative sentiments toward the teaching practice exercise. Perhaps it is discouraging because students no longer like the activity because they have already completed it before then.

The findings of research question 4 revealed the perception of 300level students of the Faculty of Education, University of Benin to be positive and encouraging. Students in this level are happy to carry out the

teaching practice exercise. Therefore, teaching practice should be carried out only at this academic level.

However, the general perception of students regarding the teaching practice exercise is that the program is very important for certification, it is not a waste of time and money, most students carry out the exercise in a lackadaisical manner and often shy away from it, and student teachers interact well with the students they teach.

Research question 6 challenged the assertion that female students have a good attitude toward the teaching practice activity. This is because the research has proven that the attitudes displayed by male students regarding the activity are quite encouraging when compared to female students..

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion and recommendations.

Summary

This study investigated students' attitudes toward teaching practice in the teaching profession. The primary goal of the study was to determine teachers-in-training's attitudes toward the teaching practice activity. The following research questions were raised during the study:

1. What are the attitudes of students towards the teaching practice exercise?
2. Does teaching practice really make for effective teaching in the future?
3. What is the perception of 400level students towards the teaching practice exercise?
4. What is the perception of 300level students towards the teaching practice exercise?
5. Does the perception of student teachers towards the teaching practice exercise differ depending on sex?

The attitudes displayed by student teachers during teaching practice exercise, the ideology of students towards teaching practice programmes, and the level of preparedness of student teachers for classes during teaching practice was discussed. Also discussed was the concept of the teaching practice programme in the Faculty of Education, University of Benin, which encompassed supervision of teaching practice and teaching practice as a merit of certification in the faculty. The data used for analysis was obtained from the five departments (DEF, ADT, HKS, EECF, and VTE) in the Faculty of Education, University of Benin, Edo State.

The instrument employed in generating data for the study was eighty-seven (87) questionnaires distributed to 300- and 400-level students to collect information on students' attitudes toward teaching practice, whether teaching practice leads to effective future teaching, and student viewpoints based on level and gender. The number of students who took part in the 2022/2023 teaching practice exercise was utilized to calculate accurate scores, and the data was evaluated using Frequency Tables, Simple Percentages, and Statistical Means.

Teaching practice has been assessed to be extremely relevant to the teaching profession. According to Awanbor and Omoifo (1998), teaching practice is a programme for providing practical experience for student teachers in teacher education. As a result, it has been established as an essential component of teacher education. Though it has received much abuse from students who participate in the exercise since students do not do the task with eagerness but rather with a fun feeling, the exercise is now subject to discussion.

However, the results of the study revealed the following; the attitude of student teachers towards the teaching exercise is positive. Many student teachers have interest in the teaching practice programme. Teaching practice should not be made optional. Rather, it should be mandatory as it is the soul of teaching in itself. Teaching practice facilitates effective teaching, and a teacher's teaching method in the future. The attitude of 400-level students toward teaching practice is highly negative and not encouraging. Furthermore, the attitude of 300-level students toward teaching practice is quite pleasant and encouraging. Teaching practice isn't a waste of time or money. The results of teaching practice are extremely important for

certification in teacher education. Most student teachers put little or no effort into the exercise, many teacher trainees get along well with the students they teach, and some students avoid teaching practice.

However, male students have a good attitude regarding teaching practice, whereas female students have a negative attitude toward the exercise. Thus, students' perceptions of teaching technique varies based on sex..

Conclusion

Some students demonstrated unfavorable attitudes during the teaching practice exercise, which harmed the reputation of student instructors and the teaching profession as a whole. These attitudes include arriving late to school, being absent from school, being unprepared for classes, disobeying school rules and regulations, failing to write lesson notes and lesson plans, failing to teach with instructional aids, dressing inappropriately, and failing to participate in school activities. However, it was discovered that a large majority of students engaging in these negative attitudes toward the profession do so because they are not compensated or rewarded for providing a service that is inherently social in nature.

Furthermore, in as much as some students carry out the activity with a sense of laxity, many a student carry out the exercise with all seriousness. These students recognize the value of the teaching practice programme and understand how important it will be to them in the future. As a result, the teaching practice exercise appears to be more effective and productive at the 300 level than at the 400 level. As a result, it should only be carried out at this tertiary academic level.

Recommendations

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

- Teaching practice is, and should always be, the basis for certification in teacher education..
- Teaching practice should be carried out, but only in 300level of tertiary educational pursuit.
- Student teachers should be compensated in order to motivate them to work more efficiently during practice.

- Sensitization courses should be conducted for students, particularly female students, to help them understand the importance of teaching practice in their preparation for the teaching profession.

Suggestions for Further Studies

- The relevance of teaching practice in the teaching profession.
- Problems encountered during the teaching practice program in the teaching profession.
- Teaching practice and the teacher education.

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APPENDIX I
QUESTIONNAIRE
ATTITUDE OF STUDENTS TOWARDS TEACHING PRACTICE
EXERCISE
UNIVERSITY OF BENIN, BENIN CITY
DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Dear respondent,

This questionnaire is designed to gather information about the attitudes of Faculty of Education students at the University of Benin about the Teaching Practice Programme in the Teaching profession. The questionnaire is exclusively for research purposes, and any information provided will be kept strictly confidential.

Section A

Please, tick appropriately according to your choice or perception.

Sex male () female ()

Level 3001 () 4001 ()

Age 16-21 () 22-27 ()

Department _____

Section B

Read the following statements carefully and rate them according to how they apply to you by ticking one of the numbers in front of each statement.

Use the Likert scale to show your feelings according to the form below;

Strongly agree (SA)

Agree (A)

Strongly disagree (SD)

Disagree (D)

No	Statement	SA	A	SD	D
1.	The attitude of Student Teachers towards the Teaching Practice exercise is negative.				
2.	Teaching Practice is relevant in the teaching profession.				
3.	Teaching Practice does not facilitate a teacher's teaching method in the future.				
4.	Student Teachers hate the Teaching Practice programme.				
5.	Teaching Practice should be made optional.				
6.	The attitude of male students towards Teaching Practice is negative.				
7.	The attitude of female students towards Teaching Practice is positive.				
8.	The attitude of 400level students towards Teaching Practice is positive.				
9.	The attitude of 300level students towards Teaching Practice is negative.				
10.	Students perceive the Teaching Practice programme to be a waste of time.				
11.	Students' perception of the exercise is that it is a waste of money.				
12.	Some students shy away from the Teaching Practice exercise.				
13.	Teaching Practice result should not necessary for certification in the faculty.				
14.	Generally, student teachers carry out the teaching practice exercise in a laissez faire manner.				
15.	Student teachers do not put in effort to relate well with their students.				

APPENDIX II

CRONBACH ALPHA INTERNAL CONSISTENCY METHOD

Reliability co-efficient Analysis

S/N	Questionnaire Item	4 SA	3 A	2 SD	1 D	Variance Item
1	The attitude of student teachers towards the teaching practice exercise is negative.	1	10	3	6	0.9579
2	Teaching practice is relevant in the teaching profession.	15	5	0	0	0.1974
3	Teaching practice does not facilitate a teacher's teaching method in the future.	0	0	13	7	0.2394
4	Student teachers hate the teaching practice programme.	1	8	4	7	0.9763
5	Teaching practice should be made optional.	2	4	7	6	1.158
6	The attitude of male students towards teaching practice is negative.	0	8	1	11	0.9763
7	The attitude of female students towards teaching practice is positive.	2	9	0	9	1.3262
8	The attitude of 400 level students towards teaching practice is positive.	4	7	2	7	1.4106
9	The attitude of 300 level students towards teaching practice is negative.	3	4	1	12	1.4631
10	Student teachers perceive the teaching practice programme to be a waste of time.	3	10	5	2	0.7474
11	Student perception of the exercise is that it is a waste of money.	4	10	2	4	1.0632
12	Some students shy away from the teaching practice exercise.	9	4	5	2	1.158
13	Teaching practice should not be necessary for certification in the faculty	3	4	7	6	1.1158
14	Generally, students teachers carry out the teaching practice exercise in a laissez faire manner.	4	12	2	20	0.7262
15	Student teachers do not put in effort to relate well with their students.	2	5	5	8	1.1027
	Total	$\sum f^2$				14.6184

Cronbach Alpha

$$\frac{k}{k-1} \frac{\sum f_i}{S^2}$$

K = no of item

$\sum f_i^2$ summation of each item variance

$\sum f_i^2 =$ variance of the total test

To compute for f_i^2 each test score include 54, 29, 71, 35, 41, 51, 40, 39, 40, 35, 36, 32, 38, 34, 31, 43, 35, 39, 38

$$\sum k = 800 \quad n = 20$$

$$\bar{X} = \frac{\sum k}{n} = \frac{800}{20} = 40$$

$$SD = \sqrt{\sum \left(\frac{x-x}{n-1} \right)^2} = 9.4368$$

$$f_i^2 = \text{Total variance} = 89.053$$

The reliability co-efficient

$$\frac{k}{k-1} \left(1 - \frac{\sum f_i}{S^2} \right) \quad K = 15$$

$$\frac{15}{14} \left(1 - \frac{14.6184}{89.053} \right) f_i^2 = 14.6184$$

$$\frac{15}{14} (1 - 0.16415)$$

$$\frac{15}{14} (0.8358)$$

$$r = 0.8955$$

$$r = 0.896$$

The reliability co-efficient of the instrument using the cronbach alpha of the instrument is 0.896.

The 0.896 obtained indicates a high correlation, giving credence that the instrument is highly reliable. Hence, it can be used to obtain data for the investigation.