

**CHALLENGES FACED BY STUDENT TEACHERS DURING
TEACHING PRACTICE (A CASE OF 300 AND 400 LEVEL 2019
AND 2020 STUDENTS, FACULTY OF EDUCATION, UNIVERSITY
OF BENIN)**

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**FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY, EDO STATE.**

JULY, 2021.

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF
CURRICULUM AND INSTRUCTIONAL TECHNOLOGY,
FACULTY OF EDUCATION, , IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF BACHELOR OF
SCIENCE DEGREE [B.Sc.(Ed)] IN EDUCATION OF THE
UNIVERSITY OF BENIN, BENIN CITY, NIGERIA**

JULY 2021

CERTIFICATION

We the undersigned, certify that this project was carried out by **ECHEDOM, Nnenna Yvonne** in the Department of Curriculum and Instructional Technology, Faculty of Education ,University of Benin ,Benin City.

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.....

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DEDICATION

This project is dedicated to God and my parents, their support brought me this far.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to God for his sustenance through the period of my programme. Much thanks goes to my project supervisor, Dr.(Mrs.) A.H Oyakhirome, who took it upon herself to read through my project work before making necessary corrections and to my project Coordinator Dr.(Mrs) F.N. Ofuani for her time and hardwork towards organization of this work. I humbly wish to acknowledge my indebtedness to all those who have inspired and stimulated my thinking throughout the period of this work, particularly my wonderful Head of Department Dr. John Egharevba, Mrs. V.E. Edobor-Uzamere, Dr. Igbineweka Martins, Dr. Adeleke Ismaila, Prof. E.E Ukpebor (Head of Department, Chemistry), all the lecturers in the Department of Curriculum and Instructional Technology and colleagues too numerous to mention.

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CHAPTER ONE

INTRODUCTION

BACKGROUND OF THE STUDY

The central thrust of reforms in the teacher education programme is to produce teachers who can perform adequately in the world of work and meet the present day challenges. Teaching practice is a vital aspect of the teacher preparatory programme in teacher training institutions and in Faculties of Education in Nigerian universities. It serves as an opportunity for student-teachers to be exposed to the realities of teaching and professional activities in the field of education.

Every profession has its own practical side; the training of lawyers, doctors, engineers and other well known professions make adequate provision for practical work which forms an integral part of the total training of the professions, hence the teaching practice exercise is the practical aspect of the teacher education programme. A sound professional preparation is necessary for successful teaching profession and teaching practice constitutes an important and indispensable component of the process involved in the adequate preparation of professional teachers.

According to Adesina, Daramola and Taiabi (1989) teaching practice can be defined as a teacher education programme or activity which involves the student-teacher putting into practice his/her acquired theory of teaching under the genuine experience of the normal classroom situation. It is an opportunity for student teachers to face the realities of their chosen career in terms of its demands, challenges and excitements. It can also be seen as periods when student teachers are needed to put into practice the theories and principles of education which they have learnt in the classroom as they teach (Ogonor and Badmus, 2006).

The aim of the teaching practise exercise according to Ogonor and Badmus (2006) are;

1. To provide the teacher trainee some type of pre-service training which serves as an opportunity to be exposed to the realities of teaching and performance of professional activities.
2. It provides opportunities for students to test theories learnt and ideas in the classroom as they come in contact for the first time with real life situations.

3. It provides trainees the opportunity to utilize the various teaching methods in actual classrooms/school conditions under the constant supervision of competent and experienced teachers,
4. It exposes student teachers to professional activities, which are part of the teacher roles in schools.

Also the teaching practice exercise enables the students to be more familiar with variety of instructional materials and resources, evaluate and select those materials appropriate for the objectives in a teaching unit or lesson (Afolabij 2000). Anupama (2009) summed this up by stating that the positive side of the whole exercise of teaching practice is to give sense of accomplishment to student teachers. They learn to take responsibility, gain confidence and improve upon their classroom management skills.

In University of Benin, the teaching practice exercise is a compulsory course for students both at the penultimate and final levels of the Bachelor of Education programme, the teaching practice exercise is a 6-week duration programme which is a co-operative venture involving both the student-teachers and supervisors (usually academic staff of the Faculty of Education).

The teaching practice exercise is the equivalent of industrial training in Engineering, Sciences and other professions.

Subjects in curriculum and teaching methods offered in the Bachelor of Education programme are intended to prepare students teachers in the pedagogical skills in specific subjects. Ojoavvo (1996) like other educators is of the opinion that the theoretical dimension takes care of the acquisition of theoretical knowledge in the classroom while the practical dimension constitutes all forms of pre-service contact with the act of teaching in the classroom. Links between theory and practice are emphasized in education programme so that students could draw close professional links between the universities and the schools where they are prepared to function as teachers. Urevbu stated that the knowledge and skills acquired are demonstrated before feedbacks so as to improve their practise before they are to be evaluated. Teaching practice creates a mixture of anticipation, anxiety and apprehension in the student teachers as they commence their teaching practice (Manion. Keith, Morrison & Cohen, 2003). According to Perry (2004), teaching practice is exciting but challenging. It is against this

backdrop that this study tries to examine the challenges faced by student teachers during the teaching practice exercise.

STATEMENT OF THE PROBLEM

Teaching practice is a period when student teachers are given opportunity to try the art of teaching before actually getting into the real world of teaching profession, In spite of the observed relevance and purpose of the teaching practice exercise in teacher preparatory programme, a number of challenges appear to hamper the optimum realization of its objectives in the professional growth of students in training. Many student teachers get agitated about entering the classrooms to take up teaching tasks in unfamiliar environment. According to Kiggundu and Nayimuli (2009) such mixed feelings can contribute to the making or discouraging of a student teacher. Hence the focus of this study is to investigate the various challenges faced by student teachers during teaching practice exercise.

RESEARCH QUESTION

Arising from the problem, five research questions were raised for this study:

What are the challenges faced by students teachers during teaching practise exercise?

- Are these problems teacher related?
- Are these problems environment related challenges?
- Are these problems related to the duration for teaching practice exercise?
- Are these problems economic challenges?
- Are instructional materials accessible?

PURPOSE OF THE STUDY

The purpose of this study is to identify various challenges faced by student-teachers during the teaching practice exercise, specifically, the purpose of this study is to;

Access the challenges faced by chemistry student teachers during teaching practice.

SIGNIFICANCE OF THE STUDY

It is expected that the result of this study will help the stake holders involved in teaching practice activity and administrators in the Education Faculties in Universities see the need for an improvement in teaching practice exercise which will in turn affect the entire teacher education programme in general. The result of the study is also expected to take teaching to an enviable position occupied by other professionals that are highly celebrated like medicine, engineering, and law.

This study will also identify some challenges that has not been researched based on the review of the literatures in the challenges encountered by student teachers in the Faculty of Education, University of Benin. If the findings as stated in this research work is being reviewed, it will increase the efficiency of teaching practice, by improving the practice experience.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of literature is dealt with. This is done under the following headings;

Concepts of Teaching Practice

Duration

Teachers Related Problems

Work Environment Related Problems

Accessibility to Instructional Materials

CONCEPTS OF TEACHING PRACTICE

In the context of this paper teaching practice is a professional development course, a field experience for pre-service teachers' professional development. Teaching practise affords the student teachers opportunity to put into practice in actual classroom setting, theories, and concepts learnt as curriculum contents in their academic programmes.

In Nigeria every student in a Teacher Education Programme is expected to *do practice teaching*. This refers to the opportunity given to

students teachers in Nigerian schools to conduct teaching trials in the context of a school situation in order to fine tune the skills required of a teacher. Practice teaching is thus different to micro-teaching which involves teaching mock lessons to fellow students in a simulated setting. Many researches consider practice teaching to be the most significant section of undergraduate teacher preparation programmes (Chepyator Thomson & Liu. 2003). This period is likened to an internship - the time to work as a professional in training when the student teacher's knowledge, skills, insights and personality are brought to bear on the task of practical teaching. By allowing students to practice the skills of caching, designing and implementing curricular activities as well as learning to get along with different types of learners, practice teaching can be deemed one of the most important areas of undergraduate teacher preparation. It also affords student teachers the opportunity to evaluate the extent to which they either possess or lack teaching - related abilities and skills. At the same time, practice teaching can indicate the extent to which undergraduate preparation programmes meet student needs. The needs of students are often overlooked. This research will attempt to redress this imbalance by focusing on the

experiences of the student teachers; experiences which will include, among other things, whether they perceived themselves as being adequately prepared. The training institutions responsible for teacher training have the Onuoson them to produce teachers of a sufficient caliber for that society's needs. Chepyator - Thomson & Liu (2003:1) asserts that an on going concern of student teachers educators is how to improve the effectiveness of student teaching.

Furthermore, we will address this handpicked variables that has undergone several research in the past to gain a preview on how they can pose challenges to the teaching practice exercise, they include; motivation and incentives, discipline and classroom management, host teacher, evaluation, stress and the student teacher, library and lesson note.

DURATION:

The NCCE minimum standard recommends a period of twelve weeks for the teaching practice in most Colleges of Education. (E. D. Nakpodia 2011) is of the view that the period of twelve weeks for teaching practice is too short as it does not provide the student- teacher the ample opportunity to effectively gain the experience which the exercise is intended to encourage.

In most cases there is insufficient time for the student-teacher to put his required theories into practice. This has forced the student-teachers to see the practice teaching period as a period to write examination in one of their courses. The result is that they return to their schools to complete their training and leave as half-baked teachers.

TEACHER RELATED PROBLEMS:

The host teacher plays a crucial role regarding the student's personal perception of the practice teaching period. One study reported that a good relationship with the host teacher is essential during practice teaching. Although, there was some disagreement among the student teachers in the study as to exactly what constitutes a "good" relationship; there was, however, some consensus that a good relationship with a host teacher would be one that was not threatening (MacDonald, 1992). There is also considerable debate in the literature about the multi-faceted role of the host teacher. There is no doubt that the role of the host teacher is a complex one, the host teacher has to be mentor, model and coach among other things. Ngidi and Sibaya (2003:21) are unequivocal, that there appears to be a need

for tertiary institutions to inform students teachers about what is expected of them during practice teaching and an effective supervision and guidance for subject teachers at their schools of placement can also play an important role in reducing anxiety among student teachers".

MacDonald (1992:23) points out that much of the debate around the host teacher's role centres around the issue of modeling versus experimentation; the host teacher who allows the student teacher to experiment regarding classroom practice is ideal: "... helping pre service teachers become more reflective and active is a worth while goal, then it is more important to find cooperating teachers who support an experimental approach to student teaching who can facilitate an open exchange of ideas". It is believed that conforming to the teaching style of the host teacher is usually because the student teacher wishes to be assessed or evaluated highly by the host teacher. It is the researcher's experience that student teachers believe that favourable assessment by a host teacher may lead to the student teacher eventually getting a job on that staff should one become available. In another study, respondents said that one of the reasons they conformed to the teaching style of the host teacher was not only because the learners in that

class were used to that style, but assessment was actually the Prime Motivator:" ... Your career is on the line with these stupid evaluation forms "(MacDonald, 1992). Student teachers identify' "little extras" done by the host teacher as going along way towards making them feel comfortable and welcome and even affecting their perception of the entire practice teaching experience: organizing a desk for the student, showing them around the school and introducing them to colleagues, inviting the student to staff lunches, putting the student's name on the door, arranging a pigeon hole, including them in the class photograph as well as inviting them to professional development days and parent interviews (MacDonald, 1992:23). Results of studies also suggest that the model of collaborative partnership between the class teacher, the method lectures supervising and students peers are perceived as useful to student teachers (Samuel & Pillaya cited in Lewinetal., 2003).

WORK ENVIRONMENT RELATED PROBLEMS:

Classroom Environment: The classroom environment determines to a great extent what materials are to be selected for use in teaching and learning. If there is no electricity, it is no use thinking of a television or projector. If

there is no darkroom, protector may not be thought of. Thus, student teachers should make sure that before they use any material resource for teaching they should ensure that the classroom environment is conducive for it. For example, to make use of audio materials as radio, the classroom should be as free of noise as possible so that the pupils can hear clearly. For this reason, the importance of classroom environment cannot be over emphasized because it can determine the success or otherwise of teaching. Factors that determine classroom environment include; physical environment; emotional environment: teacher-student relationships and the use of modeling.

Physical Environment: It entails arranging, organizing or utilizing satisfactorily things like seating and layout, teaching aids, equipment for practical lessons, audio-visual apparatus, activity corners and areas, notice boards, chalkboards and display tables. A student teacher that thoroughly organizes his needs in this respect helps to establish an environment that is conducive to learning. Emotional environment, which is seen more important than the physical environment, embraces features as the teacher's voice, his attitudes and expectations, humour, techniques of control and

leadership styles. Effective teacher-student relations lies in respect for persons. That is by treating children as individuals, recognizing and valuing their singular characteristics. A student-teacher needs to know that for a child to develop and function as a person, he needs to be treated as someone who is important in his own right and not just as a member of a category. Teacher-student relations, shows the may plan rationally for their lessons, prepare teaching and learning materials more judiciously, organize the content, decorate classroom and establish daily routines. The basic purpose of classroom management according to Froyen and Iverson (1999) aims to encourage students towards learning and to promote their positive behaviours. These writers further argue that positive classroom management contributes to enhanced academic achievements of students, increased teacher's efficacy, improved students behaviour and teachers teaching. Feldman (1997) considers classroom management not only related to management of students' behaviour but also to lesson planning of teacher, organizing of the materials, controlling of behaviours, goal based learning process, supportive atmosphere and maintaining a highly effective teaching and learning experiences within classrooms. According to Ostrosky, Jung,

Hemmerter and Thomas (2008) the development of a positive classroom environment a teacher plays a highly important role. Teachers can create such conditions inside the classrooms where students feel safe and learn how to work together effectively as individuals. Here, the role of the teachers is to maximize learning and minimize disruptions by fostering among students attitudes of trust tolerance, acceptance and cooperation. In this regard, Cnater and Cnater (2001) argue that there are two goals of classroom management, first, to create and maintain a highly supportive learning environment and second, to promote a safe classroom community so that students' interest, motivation and involvement in the learning process is maintained. And third, is to students are allowed to establish relationships openly and to set targets for themselves. This situation will enable to discuss their needs with teachers without and also feel comfortable to intellectual risks. For this purpose teachers can establish rules and routines. Additionally, Edwards (2004) has found that rules and routines provide students with structure to work in organization and interact with each other fairly. The class rules and routines must be mentioned both verbally and in written form.

Examples should be shared whenever necessary by the teachers through modeling during teaching and learning.

It has been found that student teachers are not adequately prepared during course work with regard to discipline in the classroom. This advanced management skill which is essential for effective learning to occur, is generally learned through trial and error in the climate of a real classroom, although, an overseas study found that far more students teachers (60%) lead class management and discipline techniques than developed teaching related skills (17%) during teaching practice. Ngidi and Sibaya (2003:18) assert that empirical findings support the view that a high level of anxiety among student teachers may be tied to a variety of negative consequences such as class control problems and classroom disruptions. It is believed that problems with regard to controlling a class can be a huge source of anxiety for both student's teachers and teachers alike.

ACCESSIBILITY TO INSTRUCTIONAL MATERIALS:

For the student teachers to effectively teach, instructional materials are necessary. School libraries and laboratories are places where these materials can be gotten from. School libraries help teachers teach children (Keith 2004). A school library is an academic library that supports school programs as well as the teaching and learning process. School libraries serve students by providing materials to meet their various needs and encouraging reading and the use of libraries (Clark 1999). Martin (2000) notes that "research shows that the reading scores for students in schools that focus on improving their library programs are on average of eight to twenty one percent, higher than similar schools with no such development". Adomi (2006) stresses the importance of adequate collections. School libraries help children to discover for themselves by independent study and learning how-to ask questions. This study assesses the educational development of students and library use by students and the problems encountered. The population for the study is students from the Novena University Staff School. Novena University is a private University in Novena University Ogume, Delta State, Nigeria, which was opened in 2005. Secondary students in the

university's staff school were surveyed to find their experience with and views on library service. Questionnaires were administered to 200 students of Novena University Staff School, with 198 returned. The survey shows that most students who responded are not satisfied with the service and collections of their school library. The literature demonstrates the importance of a good school library in students' academic achievement. Based on the importance and the benefits of the school library to both staff and the students, the author has the following recommendations: The school library should have a professional librarian to render effective services to staff and students. The teacher/librarian should organize orientation, films, exhibitions and displays to create awareness of the library service to users.

The library should take steps to enhance its collection and resources with material for both staff and students that meets their educational needs and developments and augments classroom teachings. Students need audiovisual materials as well as print and other format.

The library should provide adequate recreational and information materials to arouse student interest. The library should provide adequate reading and study space.

Some schools lack the library facility which has succeed in retarding the teaching and learning objectives, this in turn has proved to be a challenge to the student teacher who eventually comes into such school and limited in innovation as there are no materials to aid such innovation.

SUMMARY:

In the literature review, we were able to site out literature on previous research in teaching practice and the challenges that are likely prevailing in the programmes, this is believed to be the case in a number of Education Faculties in Nigeria.

We also reviewed some articulate variables in respect of the challenges in teaching practice, which included: Duration for teaching practice,teachers related problems,work environment related problems,economic challenges,accessibility to instructional materials.

This review also spotted some discontinuing in the research of some of the selected variables, and has promoted this research to fill in this gap.

CHAPTER THREE

METHODOLOGY

This chapter focused on the procedure to be adopted in this study .The chapter is structured along the following sub-headings:

Research Design

Population of the study

Sample and sampling techniques

Instrument for data collection

Validity of the instrument

Reliability of the instrument

Method of data analysis

RESEARCH DESIGN

The design for this study will be the survey research design. This research design was chosen because it is an appropriate methodology for investigating the perceptions and opinions of people and will therefore be suitable for the study since the idea is to get undergraduates opinion and

views on the assessment of the challenges encountered by student teachers during teaching practice, in the Faculty of Education, University of Benin.

POPULATION OF THE STUDY

The population of the study includes chemistry students in 300 and 400 level in the Faculty of Education, who have carried out the teaching practise exercise.

SAMPLE AND SAMPLING TECHNIQUES

In other to obtain necessary information for this study, the researcher randomly selected science student teachers, which included 300 and 400 level students of the Faculty of Education, Among these, 50 (62.5%) were females and 30 (37.5%) were males. Majority, 95 (84.8%) were posted to government stations and only 17 (15.5%) were posted to private institutions. The study was conducted at the beginning of the second semester and academic year 2019/2020 , first year students were excluded as they are yet to participate in teaching practice.

INSTRUMENT FOR DATA COLLECTION

The data to inform this study were collected using a questionnaire of 20 items of closed ended questions. The questions were grouped into 5

headings i.e 4 items per heading. Each heading consists of questions that relates to it. Each heading is a hypothetical challenge supposedly faced by student teachers. Part one of the questionnaire comprised of four closed ended items concerning the duration for teaching practice. Part two also had four items that asked participants about staff teacher related problems . Part three had four items that inquired respondent's perception toward work environment related problems. Part four contained four items that asked respondent about economic challenges they face during the teaching practice exercise. Part five looks into the accessibility to instructional media by student teachers . All the parts were arranged in a five of Likert scale ranging from; Strongly Agree, Agree, Disagree, Strongly Disagree . Some of the items in the scale were negatively worded to prevent response bias. The questionnaires were distributed to participants who agreed to the representatives.

VALIDITY OF THE INSTRUMENT

The validity of the instrument was determined by the project supervisor and two other lecturers in the Department of Curriculum and Instructional Technology (C.I.T), University of Benin. They helped in

evaluating the items in the questionnaire to ensure that they measure what they were designed to measure. Their corrections and contributions were taken into consideration in the preparation of the items in the instrument.

METHOD OF DATA ANALYSIS

To facilitate the interpretation of data collected for the study, mean statistics and t-test of independent samples will be used for analysing the data obtained.

CHAPTER FOUR

RESULTS

The results from the analysis of the questionnaires are presented in this chapter.

4.1. Gender of Respondents

The gender of respondents is shown in Table 1 below. A high proportion of the student teachers (62.5%) were females while 37.5% were males.

Table 1: Gender of Respondents

Gender	Frequency	Percentage
Male	30	37.5
Female	50	62.5
Total	80	100.0

4.2. Class of Respondents

The class of respondents are presented in Table 2. Results show that most of the teachers (52.5%) were teaching SS1, 6.25% were teaching JS3, 35.0% taught SS2, 3.75% taught SS3 and 2.5% taught JS2.

Table 2: Class of Respondents

Gender	Frequency	Percentage
JS2	2	2.5
JS3	5	6.25
SS1	42	52.5
SS2	28	35
SS3	3	3.75
Total	80	100.0

4.3. Answers to Research Questions

Research Question One:

The responses of student teachers to research question 1 is presented in table 3 below. The responses were compared with the criterion mean of 2.5 based on the four-point likert scale. Results show that statements one, two, three and four had means of 2.80, 3.10, 3.05 and 2.85 respectively. These means were all higher than the criterion mean of 2.50 implying that they were accepted. The grand mean is 2.95 with standard deviation of 1.10 which is also higher than the criterion mean of 2.50. This means that the four statements on duration for the teaching practice were accepted by the respondents.

Table 3: Means and standard deviation of respondents to Research Question 1

S/N	Statement	Mean	S.D	Decision
1.	Time for the teaching practice exercise is short	2.80	1.25	Accepted
2.	Interruption by holidays and strikes	3.10	1.02	Accepted
3.	Too much workload or responsibility for the duration of teaching practice	3.05	1.02	Accepted
4.	Interruption by extracurricular activities	2.85	1.11	Accepted
	Grand Mean	2.95	1.10	Accepted

Research Question Two

The responses of student teachers to research question 2 is presented in table 4 below. The responses were compared with the criterion mean of 2.5 based on the four-point likert scale. Results show that statements one, two, three and four had means of 2.89, 2.97, 2.81 and 3.14 respectively. These means were all higher than the criterion mean of 2.50 implying that they were accepted. The grand mean is 2.95 with standard deviation of 1.09 which is also higher than the criterion mean of 2.50. This means that the four statements on teachers related problems were accepted by the respondents.

Table 4: Means and standard deviation of respondents to Research Question 2

S/N	Statement	Mean	S.D	Decision
1.	Lack of cooperation from subject teachers or school based supervisors	2.89	1.06	Accepted
2.	Poor relationship between student-teachers and school based teachers	2.97	1.04	Accepted
3.	Student teachers are not formally introduced to permanent teachers thus making them feel inferior and not part of the school teachers	2.81	1.13	Accepted
4.	Student teachers are excluded from the staff meetings	3.14	1.13	Accepted
	Grand Mean	2.95	1.09	Accepted

Research Question Three

The responses of student teachers to research question three is presented in table 5 below. The responses were compared with the criterion mean of 2.5 based on the four-point likert scale. Results show that statements one, two, three and four had means of 3.51, 3.59, 3.00 and 3.05 respectively. These means were all higher than the criterion mean of 2.50 implying that they were accepted. The grand mean is 3.29 with standard deviation of 0.86 which is also higher than the criterion mean of 2.50. This means that the four statements on work environment related problems were accepted by the respondents.

Table 5: Means and standard deviation of responses to Research Question Three

S/N	Statement	Mean	S.D	Decision
1.	Lack of accommodation during the teaching practice program	3.51	0.86	Accepted
2.	Student teachers are faced with poor learning environment and overcrowded classrooms	3.59	0.63	Accepted
3.	Teaching practice is a period of stress for student teachers	3.00	1.01	Accepted
4.	Environment are unsafe due to societal vices	3.05	0.96	Accepted
	Grand Mean	3.29	0.86	Accepted

Research Question Four

The responses of student teachers to research question four is presented in table 6 below. The responses were compared with the criterion mean of 2.5 based on the four-point likert scale. Results show that statements one, two, three and four had means of 3.81, 3.81, 3.73 and 3.75 respectively. These means were all higher than the criterion mean of 2.50 implying that they were accepted. The grand mean is 3.77 with standard deviation of 0.52 which is also higher than the criterion mean of 2.50. This means that the four statements on economic challenges were accepted by the respondents.

Table 6: Means and standard deviation of responses to research question Four

S/N	Statement	Mean	S.D	Decision
1.	No allowances for student teachers during teaching practice exercise	3.81	0.54	Accepted
2.	Diffuculty getting transport to school posted to	3.81	0.51	Accepted
3.	Lack of provision for field trip or excursion when necessary	3.73	0.50	Accepted
4.	Provision of teaching aids from personal funds due to its unavailability	3.75	0.52	Accepted
	Grand Mean	3.77	0.52	Accepted

Research Question Four

The responses of student teachers to research question five is presented in table 7 below. The responses were compared with the criterion mean of 2.5 based on the four-point likert scale. Results show that statements one, two, three and four had means of 3.58, 3.35, 3.57 and 3.33 respectively. These means were all higher than the criterion mean of 2.50 implying that they were accepted. The grand mean is 3.46 with standard deviation of 0.73 which is also higher than the criterion mean of 2.50. This means that the four statements on accessibility to instructional materials were accepted by the respondents.

Table 7: Mean and standard deviation of responses to research question Five

S/N	Statement	Mean	S.D	Decision
1.	Lack of instructional materials and resources in schools	3.58	0.69	Accepted
2.	Difficulty in planning lesson notes due to insufficient instructional materials	3.35	0.77	Accepted
3.	Instructional materials are insufficient to meet the number of students in class	3.57	0.63	Accepted
4.	The instructional materials available are unusable	3.33	0.83	Accepted
	Grand Mean	3.46	0.73	Accepted

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

This study sorted to assess the challenges encountered by student teachers during teaching practice in the Faculty of Education, University of Benin, a case study 300 and 400 level student teachers.

In view of the focus of the study, five research questions were raised on the challenges faced by student teachers during teaching practise exercise?

- Are these problems teacher related?
- Are these problems environment related challenges?
- Are these problems related to the duration for teaching practice exercise?
- Are these problems economic challenges?
- Are instructional materials accessible?

The case study survey was employed to tackle the issue. Questionnaire was the instrument used for data collection from a sample size

of eighty(80) respondent drawn from the student teachers. The data collected were analysed using mean statistics and t-test of independent samples.

Majority of the students teachers ranked items 1 and 2 in research question 4 as most challenging complaining that there were no allowances for them and this lead to such constraints as having to pay for accommodation and transport fare from their personal monies.

CONCLUSION

This study indicated that student teachers faced a lot of challenges during their teaching practice programme.

However the study revealed that location of schools had a major influence on perceived challenges faced by student teachers because of financial constraints.

RECOMMENDATION

Based on these findings, the following recommendations are made as follows;

1. The workload assigned to student teachers during the teaching practice exercise should not be too bulky for the stipulated duration for teaching practice.
2. Allowance should be given to student-teachers during the teaching practice exercise so as to motivate them just like their counterpart in engineering, accounting and the likes.
3. Government should provide adequate instructional materials and resources (e.g Libraries e.t.c) to public schools, so as to enhance teaching in schools. This will also give student teachers opportunity to practice the use of instructional materials during pre-service training.
4. The teaching practice committee should organize effective and adequate orientation for student-teachers before going for the teaching practice exercise since it was revealed in this study that majority of the student teachers complained that they were not given adequate teaching practice orientation. Organizing such programme will equip

student teachers with the task ahead of them and how to relate to the permanent teachers.

5. There is need for good relationship between student teachers and permanent teachers in schools so as to enable student teachers achieve the desired outcomes from the teaching practice exercise.
6. Schools where student-teachers are posted to should try as much as possible to provide accommodation for the student-teacher, but if this is not possible it should be monetized for them so as to reduce the financial burden on the student teachers.
7. Appropriate arrangement should be made by the teaching practice committee to ensure that student teachers are posted to schools in environments devoid of societal vices.
8. The teaching practice exercise is supposed to be a learning avenue, overcrowded classrooms is detrimental to this purpose. Student teachers should not be assigned to overcrowded classrooms as they are not yet experienced and this will inhibit the learning process for the pupils as well as the student teacher.

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APPENDIX

STUDENT TEACHERS' QUESTIONNAIRE
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY
[CIT]
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

Dear respondent,

The purpose of this questionnaire is to solicit information on the challenges encountered by student teachers during teaching practice (a case of 300 and 400 level students, Faculty of Education, University of Benin).

To achieve the above objective, the researcher is soliciting your maximum cooperation in giving response to items as honestly as possible as every information supplied is purely for research purpose and will be treated with utmost confidentiality.

Thank you.

INSTRUCTION

Where boxes are provided, indicate your answers by ticking appropriately

e.g. []

SECTION A

1. Name of school:..... (optional)
2. Sex: Male [], Female []
3. What class did you teach?

SECTION B

S/N	ITEMS	SA	A	SD	D
	DURATION FOR TEACHING PRACTICE				
1.	Time for the Teaching Practice exercise is short				

2	Interruptions by holidays and strikes.				
3	Too much workload or responsibility for the duration of teaching practice.				
	TEACHERS RELATED PROBLEMS.				
4	Lack of co-operation from the subject teachers or school based supervisors				
5	Poor relationship between student-teachers and school based teachers				
6	Student teachers are not formally introduced to permanent teachers thus making them feel inferior and not part of the school teachers				
7	Student teachers are excluded from the staff meetings				
	WORK ENVIRONMENT RELATED PROBLEMS.				
8	Lack of accommodation during the teaching practice programme.				
9	Student teachers are faced with poor learning environment and overcrowded classrooms.				
10	Teaching practice is a period of stress for student teachers.				
11	Environment are unsafe due to societal vices.				

	ECONOMIC CHALLENGES.				
12	No allowances for student teachers during teaching practice Exercise.				
13	Difficulty getting transport to school posted to.				
14	Lack of provision for field trip or excursion when necessary.				
15	Provision of teaching aids from personal funds due to its unavailability.				
	ACCESSIBILITY TO INSTRUCTIONAL MATERIALS.				
16	Lack of Instructional materials and resources in schools.				
17	Difficulty in planning lesson notes due to insufficient instructional materials.				
18	Instructional materials are insufficient to meet the number of students in class.				