

**IMPACT OF TEACHING PRACTICE EXERCISE ON
THE PRODUCTIVITY OF QUALIFIED TEACHERS
IN COLLEGE OF EDUCATION ILORIN**

BY

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CERTIFICATION

This is to certify that this project work was carried out by **Abdulhameed Rofiat Temitope** having met the requirement for the award of Nigeria certificate in Education, in the Department of English Language, Kwara State College of Education, Ilorin.

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DEDICATION

This research project is dedicated to Almighty Allah for sparing my life till this moment.

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My profound gratitude goes to Almighty God, the creator of the universe for His absolute guidance and protection from the beginning of my life to date. I pray for more of His protection and guidance throughout my life and hereafter.

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ABSTRACT

This study investigated Impacts of Teaching Practice Exercise on the Impact of Teaching Practices on the Productivity of Qualified Teachers in College of Education, Ilorin. Data were collected from the respondents using a self-designed questionnaire titled: Impact of Teaching Practice on the Productivity Questionnaire (ITPPQ) was used to elicit information in the selected schools. Four research questions were raised and answered while four operational hypotheses were raised for the study at 0.05 level of significance. Results indicate that, there is significant relationship between participating in teaching practice exercise and the productivity of qualified teachers in College of Education, Ilorin., further analysis also reveal that: Participating in teaching practice exercise has a positive impact on the productivity of quality teachers in College of Education, Ilorin; The perceptions of student-teachers towards the teaching practice exercise in College of Education, Ilorin; Based on the findings which stemmed from the data collected and analyzed with the results obtained, it can be concluded that: Participating in teaching practice exercise has a positive impact on the productivity of quality teachers in College of Education, Ilorin; The perceptions of student-teachers towards the teaching practice exercise in College of Education, Ilorin was moderate; Based on the findings and conclusion of this study, the following recommendations were advanced. Workshops on teaching practice supervision by the training institutions should be organised regularly for all supervisors to clarify issues that will affect the quality of teaching practice and supervision such as proper interpretation, supervision instruments, so that there is supervision consensus in dealing with similar student issues and supervisor bias is in check; Government and non-governmental organizations should assist in supplementing educational materials and learning resources that would prepare the students for learning.

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CHAPTER ONE

INTRODUCTION

Background to the study

Teacher education refers to the professional development and training of individuals who aspire to become teachers. It is a specialised program that equips teachers with the knowledge, skills, and attitudes needed to effectively teach students. Typically, teacher education programs can be pursued at the undergraduate or graduate level, depending on the country and institution. These programs ensure that teachers are well-versed in educational theory, curriculum design, and pedagogy.

The specific content of teacher education programs may vary, but typically includes coursework in areas such as child development, educational psychology, teaching methods, and classroom management. Additionally, teacher candidates typically complete field experiences or student teaching placements to gain practical, hands-on experience in a classroom setting.

One of the commonest and noblest professions in the world is teaching. It is a conscious, systematic, and well-informed process of making effective decisions to facilitate learning (Lawal, 2000). This means that teaching is simply a systematic process through which the behaviour of learners is changed or a process that brings about a relatively permanent change in the behaviour of the learner. Abimbola (2004), describes teaching as a process of facilitating student learning by the teacher through proper management of the interrelationships among the student's interests, the content to be learned, and the methods and materials he or she intends to use in the teaching

and learning of the content. He explains further that the history of teaching is complexly related to the history of education and in particular, the history of teacher education. Teaching therefore is a process of inculcating knowledge, skills, attitude, behaviour, values and other enduring characteristics in the learners by the teacher in an educational institution.

Educational institutions such as Colleges of Education, Faculties of Education, Institutes of Education, National Teachers' Institute, Schools of Education in the Polytechnics, National Institute for Nigerian Languages, and National Mathematical Centres are empowered to give required professional training to student teachers (National Policy on Education, 2013). Afe (1995) in Nakpodia (2011) states that teacher education refers to the policies and practices designed to equip prospective teachers with the knowledge, skills, and attitudes required to perform effectively in the classroom, school, and wider society. It is an educational programme of teacher education institutions specifically designed for student teachers to acquire knowledge, skills, dispositions, attitudes, values, norms, ethics, and professional competencies that will make them efficient and effective teachers for all levels of education (pre-primary, primary, secondary, and tertiary levels). It is an educational programme that involves a deliberate upbringing of individuals through training to acquire knowledge, skills, attitudes, and values and transmit such to learners (Jekayinfa et al., 2012). According to Okunloye (2000), it is like a cyclic affair whereby both the content area and pedagogical skills are packaged for the student teachers to prepare them to meet the requirements of a professional teacher.

One of the major educational programmes that the student teachers are exposed to in the educational institutions to make them professional teachers is teaching practice. Jekayinfa et al. (2012), assert that teaching practice is a part of the educational programmes in education institutions which is often earmarked specific period during which student teachers are posted to schools to teach and to demonstrate in practical terms the knowledge and skills they had acquired during training in education institutions. The term teaching practice embraces all the learning experiences of student teachers in schools (Akbar, 2002). Ajala (1985) as quoted by Nakpodia (2011, p.33) "Practice teaching is to the prospective teacher what internship is to the medical doctor or apprenticeship is to the technician." Also, Fasasi (2013) states that student teachers participate in teaching practice as part of the requirements for the acquisition of knowledge.

Similarly, teaching practice is recognised as one of the crucial aspects of teacher education programmes towards becoming a teacher in Nigeria and the world at Large, Teacher education institution gives the opportunity to try the art of teaching before appearing to the real world of the teaching profession. The teaching practice therefore, provide an avenue by which this expectation may be addressed. Teachers need to be exposed to professional education to be able to impart appropriate knowledge, skills and behaviour at different levels of education. This means that, teachers should have been trained by professional educators particularly in teacher educational institutions to acquire the necessary knowledge, behaviour and pedagogical skills that are needed for

the teaching profession. This will enable them to impart in others what they have acquired at all levels of educational system.

The objectives of teacher education as stated in the Nigerian national policy on education (Federal Republic of Nigeria, FRN, 2013) include: production of highly motivated, conscientious and efficient classroom teachers that would be fit for all levels of education system, encouragement of the spirit of enquiry and creativity in teachers and help teachers fit into social life of the community and society at large, and enhancement of their commitment to national goals. It also provides them with intellectual and professional background adequate for their assignments as professional teachers, ability to adapt to any changing situation, and enhancement of their commitment to the teaching profession.

These objectives indicated among others that, teacher education is aimed at producing teachers that will have intellectual and professional background sufficient for their assignments that will also help them to adapt to any changing situation they found themselves. Therefore, the products of the teacher educational institutions are assumed to be effective and efficient in their primary assignments. For teachers to be effective and efficient in carrying out their functions, they must have been exposed to both theoretical and practical trainings. One of the practical educational programmes for teacher education is teaching practice. Teaching practice is a teacher education practical exercise for student teachers of educational institutions that is organised to enable them acquire relevant practical experience in pedagogical science of teaching to make them professional teachers (Jekayinfa et al 2012, National Open University of

Nigeria, 2008). It is expected that all student teachers are exposed to this practical exercise to be undertaken in schools (primary and secondary) other than their education institutions.

The business of teaching is the major preoccupation of teacher in the school system in Nigeria. For teacher to be effectively involved, they must have gone through adequate, relevant and appropriate training. This specialized training separate a trained teacher from untrained teachers in the school system (Awoderu, 2007).

This practical exercise is expected to help Students bridge the gap between educational theories and practical. That is, it helps them to put into practice all that they have learnt during the course of their programme in the teacher educational institution. Teaching practice is so important to the student teachers that no teacher educational programme would be complete without an effective teaching practice programme (NOUN, 2008).

The importance of adequate preparation is highly emphasised in the National Policy on Education (FGN, 2004), the major educational policy in Nigeria which states that teacher education shall continue to be given major emphasis in all educational planning and development because no education system can rise above the quality of its teachers. Teaching practice is of great importance in teacher education programme. It is a component of training leading to the award of the Nigeria Certificate in Education (NCE), Bachelor degree in Education (B. Sc. (Ed) or B.Ed) in Nigeria Teaching practice offers student-teachers the opportunity to learn the basic skills of teaching and put their hitherto acquired knowledge into actual practice (Jekayinfa, 2012). The

exercise allows student teachers to get familiar with educational ethics and the rules and regulations governing the practice of education as a professional career, teaching practice provides experience to interact with the Students, school environment, administration and academic staff, classroom management, workload and other students in the practice school.

National Open University (2008), stresses that teaching practice programme is important to student teachers as it helps them to: develop their skills and competencies in teaching, apply principles of teaching to teach and bring about meaningful changes in learners, prepare lesson plan and use appropriate concepts and generalisations to facilitate learning, select and use variety of teaching strategies and instructional resources that are appropriate to achieve the objectives stated in the lesson plan and study and diagnose learning difficulties of learners so as to provide guidance and remediation to those that need them. It stated further that it helps student teachers to apply principles of evaluation in assessing the effectiveness of their teaching and progress of the learners to bring about improved instruction, acquire skills of classroom management, actively and effectively participate in various curricular and extra-curricular activities of the school of teaching practice, establish good human relations with the students, staff, parents and other members of the community of the school of teaching practice and participate in community activities that could enhance their growth as a professional teacher.

Teaching practice courses are compulsory in the faculties of education of the Nigerian universities as stated in the Benchmark minimum academic standards for

undergraduate programmes in Nigerian universities (National Universities Commission, NUC, 2007). The exercise is in two parts. The first is Teaching Practice I otherwise called Peer Teaching (in some universities it is called Micro Teaching) and the second is Teaching Practice II. These courses are offered at 200 and 300 levels in some universities while others like university of Ilorin offer them at 300 and 400 levels.

In Kwara State college of Education where this research work was carried out, Teaching Practice is a practical course for all 300 level students that give students opportunity to have a practical teaching experiences. To ensure students are always posted to different schools and this is considered important practical education programme that enables student teachers to put in their practical skills of teaching within the training institution. It is expected that the student teachers would have engaged in three weeks observation in selected schools outside the educational institution to acquaint themselves with practical knowledge of how teaching is done in real situation. During this three weeks observation, they are expected to observe how teachers on the field actually carry out teaching.

Also, teaching practice exposes the student-teacher to the real school and class situation where he acquires some practical experiences in the art of teaching, as well as get adapted or acquainted with the social settings of the institution. Although, the primary concern is passing useful educational knowledge over to the pupils/students using every achievable means until learning takes place in them, they still have to participate in all teaching activities within the school system.

Lecturers usually assess and score students during these teaching practice activities. At least, three lecturers usually assess each student during Teaching Practice which usually lasted for six months. So, there are paired scores for each student which would be averaged to represent the student performance for each assessment. So, Teaching Practice is compulsory course which must be taken and passed by students to graduate in college of education. Since students' scores in this course are used for the computation of their results, it is necessary that their scores are dependable.

The students' scores from the two or three lecturers usually differ. The differences in the scores could be due to, (i) differences in the performance of students in the first and second assessments, (ii) differences in time of assessments, (iii) the interaction effect between students and time of assessments, (iv) the nesting effect between supervisors and time of assessment and supervisors' effect, and (v) the interaction effect between students and supervisors, and interaction effect among the students, supervisors and time of assessments. It is against this background that this study is set to assess the impacts of teaching practice exercise on the productivity of qualified teachers in College of Education, Ilorin.

Statement of the research problems

The quality of teachers plays a fundamental role in the overall educational system and student learning outcomes. In Nigeria, teacher education programmes often include a mandatory teaching practice component where student teachers gain hands-on experience in real classrooms. However, it is unclear whether this teaching practice effectively enhances the productivity of quality teachers in the Nigerian context.

The existing studies have provided insights into the impacts of teaching practice on the development of pedagogical skills, classroom management, and instructional effectiveness. For instance, Adu-Gyamfi and Osei-Tutu (2020) found that teaching practice positively influenced the self-efficacy and teaching skills of student teachers in Ghana, leading to enhanced instructional quality and student engagement. Similarly, Okoli and Nworgu (2018) found that teaching practice in Nigeria improved the pedagogical competence and communication skills of student teachers.

However, limited research has specifically focused on examining the impacts of teaching practice on the productivity of quality teachers in Nigeria. Productivity, in this context, encompasses various dimensions such as the ability to deliver quality instruction, engage students effectively, and facilitate learning outcomes. Understanding the extent to which teaching practice translates into improved productivity is crucial for educational policymakers, institutions, and stakeholders involved in teacher education.

Therefore, this research aims to investigate the significant impacts of teaching practice on the productivity of qualified teachers in College of Education, Ilorin. By exploring the relationship between teaching practice experiences and teachers' productivity, this study seeks to provide evidence-based recommendations for improving teacher education programmes and enhancing the overall quality of education in Nigeria.

Purpose of the Study

The main purpose of this study is to evaluate the impacts of teaching practice exercise on the productivity of qualified teachers in College of Education, Ilorin. In specific terms, this study seeks to:

- i. examine the impacts of teaching practice on student-teachers' productivities.
- ii. find out the perceptions of students towards teaching practice.
- iii. evaluate the benefits of teaching practice in improving student-teachers' performance in teaching profession.
- iv. determine the objectives of teaching practice.

Significance of the Study

The beneficiaries of the outcomes of the study include: teachers and educators, college of education administrators, students, policy makers and teacher training programs.

This study holds immense importance for several key stakeholders in the education sector and has the potential to drive positive change and improvement in teaching practices and educational outcomes.

This study would contribute to the growing body of research on teacher productivity and effectiveness by providing empirical evidence on the relationship between teaching practice and the productivity of quality teachers. It will add valuable

insights and perspectives to the existing literature on teacher training, professional development, and educational practices.

The findings of this study would inform education policies and practices at the local, state, and national levels. Policy makers can use the research results to create evidence-based strategies and initiatives aimed at improving teaching practices and enhancing the productivity of teachers in College of Education Ilorin and beyond.

The study results would guide the design and implementation of teacher training programs in College of Education Ilorin and other tertiary institutions. Educational institutions and training providers can use the findings to enhance the effectiveness of teacher training, promote best practices in teaching methods, and better prepare educators for their roles.

Quality teaching is directly linked to student learning outcomes. By understanding how teaching practice impacts teacher productivity, this study would help educators optimize their teaching methods, create engaging learning environments, and ultimately improve student achievement and academic success in College of Education Ilorin

The study outcomes would also highlight the importance of ongoing professional development for teachers to enhance their skills, knowledge, and effectiveness in the classroom. It could encourage educational institutions and policymakers to invest in opportunities for continuous learning and growth among teachers, leading to a more skilled and motivated teaching workforce.

In conclusion, studying the impacts of teaching practice on the productivity of quality teachers in College of Education Ilorin, would have significant implications for educational practice, policy, and student outcomes.

Study Hypotheses

The study developed and formulated the following hypotheses for testing:

H0: There is no significant relationship between teaching practice and the productivity of quality teachers.

H1: There is a significant relationship between teaching practice and the productivity of quality teachers.

Scope and Limitation of the Study

This study is designed to examine the impacts of teaching practice on the productivity of quality teachers in College of Education, Ilorin. This study therefore covers all 300 level students of College of Education who have once partaken in teaching practice exercise.

This study will be relying on primary data. The main instrument for the study will be questionnaire designed by the researcher and presented to the appropriate respondents to collect information on the impacts of teaching practice on the productivity of qualified teachers using Linker- Rating Scales of Agree, Strongly Agree, Disagree and Strongly Disagree and hypotheses were tested using Pearson Product Moment Correlation (PPMC).

Justification of the Study

Teaching practice is a critical component of teacher education programs, designed to provide pre-service teachers with an opportunity to translate theoretical knowledge into practical teaching skills (Omebe, 2020). In the Nigerian context, particularly in Colleges of Education, teaching practice serves as a professional induction period during which pre-service teachers are socialized into the realities of classroom teaching under the supervision of experienced mentors (Ajayi & Yusuf, 2019). Despite its central role, concerns have persisted about whether the teaching practice exercise effectively prepares qualified teachers for productive classroom engagement, especially in terms of instructional delivery, classroom management, and learner engagement (Eze & Ofole, 2020).

The justification for this study lies in the need to empirically evaluate the extent to which teaching practice influences the productivity of qualified teachers in the College of Education, Ilorin. While previous studies have examined the relationship between teacher education and teacher effectiveness (Okorie & Eze, 2021; Uche & Okorie, 2021), there remains a gap in understanding the specific link between structured teaching practice exercises and the measurable productivity of teachers within the Nigerian College of Education system. This gap is significant because a well-conducted teaching practice has the potential to enhance teachers' professional competence, pedagogical adaptability, and confidence in instructional delivery (Adeniji, 2019).

Furthermore, stakeholders such as teacher educators, policy makers, and accrediting bodies like the Teachers Registration Council of Nigeria (TRCN) are

increasingly concerned about the quality of teachers graduating from Colleges of Education (TRCN, 2020). A thorough examination of the effectiveness of teaching practice can provide evidence-based recommendations for strengthening teacher preparation programs, thereby ensuring that graduates are competent and ready for the demands of the classroom.

In addition, this study is justified because of its potential contribution to improving educational quality in Nigeria. Quality teaching is a determinant of students' learning outcomes (Adebayo & Adediran, 2021). If teaching practice exercises are found to significantly enhance teacher productivity, curriculum developers and educational planners may consider revising the structure, duration, and supervisory mechanisms of the program to maximize its benefits.

By focusing specifically on the College of Education, Ilorin, the study will also provide localized insights into how teaching practice is conducted in the institution and how it impacts the readiness and productivity of qualified teachers. This localized evidence is crucial for designing context-specific interventions aimed at strengthening teacher education programs and, by extension, improving the quality of education at the basic level.

Operational definition of terms

In this study, the following key terms are operationally defined to provide clarity and specificity to their usage within the context of the research.

Teaching practice: refers to the structured, supervised professional field experience in which pre-service teachers from the College of Education, Ilorin, engage in actual classroom teaching under the guidance of experienced mentors (Omebe, 2020; Okorie & Eze, 2021).

Productivity of qualified teachers: denotes the measurable capacity of professionally certified educators to effectively carry out teaching function (Adeniji, 2019; Eze & Ofole, 2020).

Qualified teachers: Qualified teachers are defined as educators who have met the prescribed academic and professional requirements for teaching in Nigerian educational institutions, particularly in Colleges of Education (Okebukola, 2018; TRCN, 2020).

Effects: In this study, effects denote the measurable changes, influences, or outcomes that occur as a result of engaging in teaching practice exercises (Ajayi & Yusuf, 2019; Uche & Okorie, 2021).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

This chapter deals with the review of relevant literature on “the Impact of Teaching Practice on the Productivity of Teachers in Ilorin, Kwara State” under the following sub-heading:

- ✓ Concept of Teaching as a Profession
- ✓ Meaning of Teaching Practice
- ✓ The Primary Goals of Teaching Practice
- ✓ The Objectives of Teaching Practice
- ✓ Impact of Teaching Practice
- ✓ Importance of Teaching Practice
- ✓ Teaching Practice Supervision and Nation Building
- ✓ Teaching Practice Committee
- ✓ Teaching Practice Codes of Conducts
- ✓ The Trinity of Teaching Practice
- ✓ Analysis of Teaching Practice Assessment Instrument
- ✓ Student Academic Performance on Teaching Practice.
- ✓ Challenges Facing Student-Teacher during Teaching Practice
- ✓ Appraisal of Literature Review

CONCEPTUAL FRAME WORK

TEACHING AS A PROFESSION

According to Tricart, J. (2020), Education remains the bedrock of every society. Therefore, any nation that toys with education is definitely sitting on a keg of gunpowder and this is bound to explode. For the goals of education to be achieved in a nation, the principal actor of learning is the teacher. This becomes a reality through effective teaching and pleasant learning as basic means to nurture productive citizens. The multitudinous professional roles and qualities of the teachers blend to make up an effective teacher. When a good teacher brings his/her abilities and visions for a better society to bear on his/her teaching, he/she shall become a unique, responsive professional who would continually see himself/herself accountable for the educational progress and failure of their entrusted youths. Ehindero S. (2017), Teaching is one of the most influential professions in society. In their day-to-day work, teachers can and do make huge differences to children's lives. Directly, through the curriculum they teach, and indirectly, through their behaviour, attitude, values, relationships with an interest in pupils. Kappan P.D. (2022), Good teachers are always optimistic about what their pupils can achieve, whatever their background or circumstances. They know from experience how pupils respond to success by succeeding further. But teaching involves more than care, mutual respect and well-placed optimism. It demands knowledge and practical skills, the ability to make informed judgments, and to balance pressure and challenges, practice and creativity, interest and effort, as well as an understanding of how children learn and develop.

Oyekan (2018), asserts that teaching is a noble profession that calls for the highest degree of responsibility. It is a creative, intellectually demanding and rewarding job, so the standards for joining the profession must be high too. Skilled practitioners can make teaching look easy but they have learned their skilled and improved them through training, practice, evaluation and learning from their colleagues. Awoniyi (2021) a professional teacher with creative imagination for nurturing healthy and responsible citizenry could also become a respectable scholar, administrator and a good human being. Hence, teaching should be professionalized with necessary infrastructure and laws to give it the honour and dignity it deserves. It is informed by the fact that functional education is a potent tool to inject competent manpower resources into the economy to improve the general well being of the populace. The criticality of education in productive human life is our solid base of collective confidence for sustainable development and environment. Nigeria is abundantly endowed with human and national resources that could be harnessed as ingredients to building a great and virile nation. With an expensive capacity of productive citizenry blessed with vast fertile land, water and mineral resources, Nigeria has sufficient potentials with development projects for suitable political leadership and vibrant economy. It becomes imperative for the government to utilizing the collective capacity and vision of the existing professions imbued with the cream of the society.

MEANING OF TEACHING PRACTICE

Teaching practice it is a six unit compulsory course in school and it comes at the first semester in 400 level in all the university 300l in NCE in final year. Teaching

practice exercise is an interesting programme or activity in which teacher education institutions send students -teachers to various secondary and primary schools under supervision every year. Teaching practice has been defined by various scholars from different perspectives. According to Davidson (2019), teaching practice can be defined as the system by which teachers in training are subjected to a systematic expose to actual classroom situation. In the same vein, Haines (2016) defines teaching practice as “the period of time during which a pre-service teacher is assigned to both public and private school for supervised teaching experience as a part of his college programme.”

Eze (2019) opined that “Teaching Practice is first opportunity for the student-teacher to participate in activities involved in teaching in actual situation”. He also asserted that teaching practice is designed to provide opportunity and guidance in a school setting for the student-teacher in practice to develop professional competences, personal characteristics, understanding, knowledge and skills of a teacher. When the teachers who have been in the teaching field understand their responsibility to the trainees, the trainee-teachers will acquire appropriate skills based on their practical experiences. Teaching practice is an important component of becoming a teacher. It grants student teachers experience in the actual teaching and learning environment (Ngidi & Marais 2023). During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kasanda, 2022). Student teachers also know the value of teaching practice and as remarked by Menter (2015) they perceive it as ‘the crux of their preparation for the teaching profession’ since it provides for the ‘real interface’

between student hood and membership of the profession. As a result, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their teaching practice.

Qutaz (2022) Teaching as a profession like any other profession has prescribed services it renders to any human society. It is therefore; absolutely necessary for many individuals who want to become a teacher to acquire skills and demands. Students teaching practice is one of such relevant factors in teacher's education programme. Teaching practice is an "integral part" of teacher education which occupies a phase of its own, during the phase, there will be teacher sent out by his training institution (of lower level). For the purpose of putting into practice the skills he has learnt under the supervision of an experienced teacher. Every student teacher should be made to realize that only teacher who has passed both theory paper and compulsory practical training examination are considered trained and certified. No student teacher is considered fit for the award of a pass grade in teaching unless he or she successfully fulfills the prescribed practice regarded as a core course of teacher education programmes, which affords student-teachers the opportunity to face the realities of their professional career. The exercise enables the student-teacher to adjust and overcome some of the practical problems of teaching often encountered in the classroom. The student teacher who is able to examine a problem from a variety of perspective has the advantage of being in a position to use different approaches.

Furthermore, he is also likely to perceive himself as a factor in the problem under consideration. The importance of teaching practice in teacher education

programmed cannot be over emphasized. It is the crucial period the teacher put into practical, the student teacher encountered a lot of difficulties (problems) which they have to grapple with for effective teaching learning to place in Ogun State University, teaching practice is important to the student's teacher's understanding the appreciation of the principles of child growth and action to the teaching learning process. Presently, there has been a lot of concern about teaching practice in Ogun State University, it's especially on its effectiveness and purpose. The concern have been variously expressed by educationist in the Faculty of Education in Ogun State University, student themselves and the general public thought of book written by some of the journal and mass media. Accepting the assumption that not everybody can teach effectively and teachers are made, not born. It therefore follows that in Ogun State University, teachers can be aided to acquire practice knowledge, skill and attitude to good teaching.

THE PRIMARY GOALS OF TEACHING PRACTICE

The central goal of Student Teaching Programmes is to provide aspiring teachers challenging, relevant and rewarding field experiences to inculcate essential teaching skills and professional growth. Teaching Practice is an opportunity for aspiring teachers to understand the role and operation of how the business of schooling is done. This field experience provides a challenging yet rewarding experience of working with students in actual classrooms and acquiring professional competence. It is believed that these experiences have the potential to enhance the teachers' acquisition of professional competence. Acquired experiences will include among other things,

their ability to assume the various responsibilities of the classroom teacher as shared by Saphier, Haley-Speca & Gower (2018) include the following:

- i. Plan and deliver instruction that meets the learning needs of all students regardless of their individual learning styles, developmental and cognitive levels.
- ii. Organise and manage the classroom environment for maximum academic performance.
- iii. Manage classroom interactions and student's behavior to create safe, conducive learning atmosphere for student academic success.
- iv. Work cooperatively and collaboratively with students, parents, and other members of school community for the benefit of students learning.
- v. Exercise decision making in identifying and using age, content and grade level appropriate instructional strategies in lesson delivery.
- vi. Using appropriate assessment tools and methods to determine student learning.
- vii. Use reflective practice to evaluate effectiveness of meeting intended instructional objectives.
- viii. Create a dynamic classroom environment which fosters positive, effective communication among students, teachers, parents and other members of school community.
- ix. Demonstrate self-confidence and knowledge of your content and the importance of your curriculum to students' everyday life.
- x. Understand the role and operation of the school.

- xi. Respect and work effectively with students of varying backgrounds and cultures.
- xii. Assume the various responsibilities of the classroom teacher.
- xiii. Plan instruction and learning experiences which recognize the individual needs and differences of students.
- xiv. Organise and manage the classroom environment to maximize learning.
- xv. Manage classroom interactions and student conduct to create a positive climate for learning
- xvi. Identify and use appropriate instructional techniques, methods, and resources
- xvii. Evaluate learning to determine the extent to which instructional objectives are achieved by students
- xviii. Establish positive and effective communication with students, parents, colleagues, administrators and community member.
- xix. Accept and assume the responsibilities associated with being a competent professional and lifelong learners.
- xx. Recognise and practice self-reflection for the purpose of personal professional growth.

OBJECTIVES OF TEACHING PRACTICE

According to National Universities Commission (NUC, 2017) Benchmark and National Commission for Colleges of Education (NCCE, 2015), the following sets of objectives have been established for why teaching practice is a mandatory component of teacher training.

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

THE IMPACTS OF TEACHING PRACTICE

Adagba (2015) stressed that, this exercise provides opportunity to beginning teachers to become socialized into the profession. Ajoku (2013) asserted that, performance during practice teaching provide some basis for predicting the future success of the teacher outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education programmed.

Edem (2013) confirmed that, during practice teaching, working with students in schools provide a high degree of emotional involvement of a mostly positive nature. Students teachers feel themselves grow through experience and they begin to link to a culture of teaching. Murray (2017) asserted that, during practice teaching, they feel engage, challenged and even empowered. Amaewhule (2021) reaffirmed that, practical teaching experience is under taken by students in faculty of education in Universities and Colleges. Imart (2013) reaffirmed that, it is an essential aspect of teacher education because it prepares teachers for their future teaching roles and assignment. The main agents who implement educational policies has to be properly organized and teaching practice also helps in this function (Hyon, 2021).

Osuala (2022) concluded that, teaching practice expose the trainee teacher to the realities of effective teaching and help those to try out methods of teaching and gain practical classroom experience under expect supervision. Wellington (2016) explained that, during the teaching practice, the trainee teachers are sent out from the University and College to primary, secondary, commercial, comprehensive and technical schools to teach for a period of time as a part of their training. According to Andabai (2017), during this practice a student is supervised and evaluated not only by a supervisor allotted to him but also by a group of other lectures who supervises him as a team as well as a staff of the school in which he is teaching. Akpomi (2018) argued that, the need for this different evaluation is to make sure that he is properly corrected and graded. Itejere (2019) stressed that, teaching practice is the most vital part of trainee teacher's career training, this is because it is during this practice that the trainee

teachers applies the methods, even the philosophy of education which he was taught theoretically in the classroom. He now realizes this professional responsibility as a teacher and starts to learn how to manage the younger ones who will be left under his control and care.

Edem (2023) also stressed that, teaching practice is a period in teachers in the teacher training institutions and universities are made to undergo a period of internship or apprenticeship within the school system. Just like they would be engineers going for industrial training to gain practical experience of what the job is all about, the trainee medical doctor goes through clinical studies and horsemanship. (Ihekwoaba, 2015). According to Haddad (2019), the teachers are exposing to a period of supervised teaching; this is in line with educational theories which associate learning with doing. For a real teacher to emerge, he must acquire the necessary skill from a master craftsman who is usually an educational.

According to Emerole (2016) teaching practice embraces all the learning experiences of student teachers in schools. Ashraf (2015), the term practice teaching is an experience of guided teaching in which the trainee teacher assumes increased responsibility for directing the learning of a group for over a period of time Imart (2021) confirmed that, also the term practice teaching has three major connotations the practicing of teaching skills and acquisition of the role of a teacher, the whole range of experiences and practical aspects of the course as distinct from theoretical studies practice teaching is the name of the preparation of student teachers for teaching by practical training.

Andabai (2021) posits that, it is the practical use of teaching principles, teaching techniques and practical training/practical exercise of different activities of daily school life. Hassan (2019) asserted that, it is a period which provides opportunities under typical school conditions in selected cooperating schools for trainee teachers to secure experience in observing and participating activity in diverse educational activities of teaching in the school. The overall goal of teacher education is to prepare teachers to take active part in teaching' this mainly is done by equipping them with necessary knowledge, attitude, skills which will enable them to adapt to different situations in the profession. This will enable prospective teachers to contribute immensely to the teaching profession. Okorie (2015) opined that" knowledge is of little value in itself unless the person who possesses it can make it serve him well by knowing how to apply it to solution of specific problems which confronts him or the society in which he lives." Any knowledge acquired by individuals without practical is of little value. It is like a faith without good work. Davidson (2005) outlined some essential features of which can serve the purpose of teaching practice.

They are as follows:

- i. Acquisition of relevant theoretical knowledge.
- ii. It is supervised exercise.
- iii. Constancy and regularity on the student-teacher part.
- iv. Comprehensive.

According to Okorie J.U (2019) outlined seven roles of student teacher in teaching practice and some conditions the student teacher should bear in mind when he/she is sent to a school on teaching practice in order to perform well. The conditions includes:

- i. His/her mode of behavior should reflect upon the institution that sent him/her as well as upon the students.
- ii. He/she should know that he/she is at the school temporarily as a guest to train and to become an effective teacher.
- iii. He/she should co-operate with the class teacher in order to ensure his success and understanding of the class.
- iv. He/she should observe Parents Teachers Association (PTA) meeting.
- v. He/she should be able to evaluate his own learning and that of his pupils/student
- vi. The student teacher should be able to participate intelligently in matters affecting contemporary education programmes.

THE IMPORTANCE OF TEACHING PRACTICE IN TEACHER EDUCATION

Koli (2018) observes that teaching practice is a very important segment of teacher education. Students have been taught some principles concerning method of teaching, the learning environment and principles underlying children's growth and development. Teaching practice affords them the opportunity of practicalising theses theories and learns from them on actuality. Teachers are expected to be creative and resourceful. Teaching practice provides students opportunity to be resourceful through

improvisation from the local environment. By being practically involved in the teaching-learning environment, students are able to detect their strength and weaknesses and aspire to overcome these weaknesses before the commencement of supervision their involvement with both permanent and practicing teachers as well as the pupils provides them with a standard for evaluating the viability of teaching profession. It also helps them to adjust quickly to the environment they find themselves. This has to do with cognitive, effective and psychomotor domains of the learners, which can help in the general growth of the nation.

TEACHING PRACTICE SUPERVISION AND NATION BUILDING

During teaching practice exercise, the student teachers are not abandoned in the Cooperating schools. They are watched over in approved professional ways by professionally competent, experienced and practicing teachers for national development. The central objectives of teaching practice supervision are developing the prospective teachers to acquire and develop practical skills attitudes and insights, which will characterize them as teachers. The goal is to ensure that their teaching is effective. Teaching practice supervision should therefore be seen and treated as a continuation of the training of the student teachers in the field, largely by their own teachers who are now referred to as supervisors. Shehu (2017) observes that assigned two specific functions to teaching practice supervisors. They are: Assessment function and Support function in education system particularly, teaching assessment means making judgment based on what is observed and awarding marks accordingly. In Nigeria, the National Commission for Colleges of Education (NCCE) has prescribed six broad teaching

behaviours cum activities which supervisors should assess as the student teacher is teaching. They are: Lesson plan, Lesson presentation, Classroom control, Communication skill, lesson evaluation and teacher's personality etc.

TEACHING PRACTICE COMMITTEE

Teaching Practice Committee is a vital tool to programme managers. Depending on the size of your school, your teaching practice committee serves as an advisory board for decisions and changes that lead to programme improvement. Membership of the teaching practice committee can be by appointment or selection. One objective way to go about it is to have a faculty member from every department in the Faculty of Education and other departments whose students participate in teaching practice field experience. So the teaching practice committee should be a balanced representation of the faculty of education. The different roles that can be assigned to committee members include, but not limited to: Coordinator of T P/Chair of T P Committee, Secretary, Members, Social Secretary Duties of committee members include searching for and securing schools for teaching practice, field supervision and first line respondents in times of crisis at host schools. It is suggested that committee members' contact information be made available to students on teaching practice should they need advice and support at any point during their field experience. The chart below is only a guide and should be modified to suit your institution and programme needs.

TEACHING PRACTICE CODES OF CONDUCTS

Following the policy formulated by National Commission for Colleges of Education (NCCE) which allows formulation of teaching practice committee to

coordinate, organize supervise and monitor the whole teaching practice which helps in national development. Emmanuel (2014) observes that codes of conducts are rules or norms governing the student teachers on teaching practice for effective teaching. This can help the teachers implement the teacher education curriculum better for national development. The teaching practice codes of conducts are as follows:-

The minimum period for teaching being 4-6months, it is mandatory that the student teacher maintains regular attendance at the school of posting during the entire period to justify the three or six credit hours assigned the teaching practice. Student teachers should also practice punctually at the school of posting. The required teaching load for each, student teacher is minimum of 3 periods per week and a maximum of 4 periods per week. The student teacher should endeavor to develop a professional interest in used few of each pupil in the classroom specifically; the student teacher should make positive efforts towards a personal and sympathetic understanding of the problems of individual pupil in the classroom. Where the solution to any such problem goes beyond the control of the student teacher, the resident supervisor of the school be consulted without delay. In the case of in regularities such and bereavement, the student teacher should make a written report to the school resident supervisor and the college teaching practice coordinator.

The student teacher should have a positive and healthy attitude towards the properly of the school of posting under no circumstances should the school properly is inadvertently damaged: the resident supervisor should be informed immediately and with apologies. Pupils/student misconducts, which require disciplinary measures,

should be reported to the resident supervisor. On no account should student teacher administer disciplinary measure themselves.

Student teachers will do well to show decorum in all their dealing with the authority and staff to the school of posting and supervising staff of the college. In order to expose the student teacher to the total school environment. Student Teachers should identify themselves with and participate in all activities of the school of posting such as assemblies, game sports, club and societies during teaching practice.

In the case of doubt the student teacher should consult the resident supervisor of the school of posting in matters relating to the school of posting and from the office of the provost through the chairman, teaching practice committee in matters which pertain to the college. Mbah (2022) observes that student teachers must follow and observe the rules and regulations governing teaching practice for the betterment of the teachers and the school. Paul (2017) summarises the rules governing student teacher on teaching practice as follows: He shall compulsorily attend and actively participate in teaching practice orientation organized by the college prior to the exercise. He shall speak of and act towards his students with respect and dignity. He shall set good example worthy of emulation his student. He shall recognize and respect the authority of the principal accepting official responsibilities, which may be delegated to him. He shall be loyal to the school and the college. He shall try hard to live within his means to avoid financial embarrassment. He is therefore strongly advised to learn how to manage these resources well. He shall respect himself, the principal and his colleagues especially in the presence of the students. He shall be punctual to school. He shall do

nothing to bring shame or dishonour to himself. He shall keep up to date all relevant school records.

The student teachers shall not be absent from the school of posting without obtaining permission from the principal or any designated authority. He shall participate actively in co-curriculum activities. He shall not undertake activities which are unrelated to normal school duties during school hours. He shall not conduct classes for his students within or outside school hours a fee no matter how little. He shall not belong to organization which undermine national interest and detrimental to the progress of the school and safety of other member of the school community. He shall avoid administering corporal punishment on students, except when authorized by the principal. In making examination scripts he should be fair to all students. He shall not take any form alcohol drink during school hours or smoke in classroom or any student assembly. He shall not participate in condone or encourage acts of indiscipline the school. On no account shall a student -teacher impose his political, religious or any form of belief on his students. It is un-ethnical for a student -teacher to offer any form of qualification to his students in order to secure their cooperation when supervisor is being expected. No student -teacher should succumb to attempt by a supervisor to defraud him in order to gain undeserved or fictitious marks, has the right to insist on being effectively supervised his assessment by supervisor.

The above-mentioned can bring about the growth and development of both education and the society as a whole. The whole programme is out to change, the nation positively.

THE TRINITY OF TEACHING PRACTICE

This triangle is also referred to as ‘Student Teaching Triad. Success of teaching practice depends on the collaboration among cooperating teacher, university supervisor and aspiring teacher. The primary goal of this team is to guide the aspiring teacher to successful completion of teaching practice. It is important for the team to have a clear understanding of the programme expectations for teaching practice participants. To function as a team, communication and positive interaction are necessary ingredients needed for clarity of purpose and for collaboratively guiding, mentoring and supporting student teachers. The Aspiring Teacher’s field experience is the culminating activity for teacher candidates. Efforts should be made by programme managers to place aspiring teachers at schools and subjects that corresponds with their intended teaching license. Cooperating Teachers are integral to successful professional teacher training or teacher education programme. They are field mentors due to their experience in the classrooms. They are expected to guide student teachers during their teaching practice in areas of instructional design, classroom management, assessment and broader notion of being a teacher. Different institutions may have established standards that cooperating teachers must meet in order to host their student teachers. For example, cooperating teachers should have a minimum of three years of teaching experience at their current school. This will provide them enough knowledge about the school and the system to guide student teachers. Cooperating teachers should be required to complete a course or seminar in supervision of student teachers. They should also hold some kind of teaching license.

The University Supervisor who is the third prong of the triad should be well acquainted with the professional teacher training or teacher education programme and performance expectations for the student teacher. They are the performance experts charged with evaluating and assessing student teachers during teaching practice. Ideally, supervisors should visit and meet with student teachers at their assigned postings at least three times during the twelve week field experience to enable the supervisors make informed decisions regarding aspiring teachers' progress and performance in as prospective classroom teachers.

The first meeting should be at the beginning of the teaching practice. At this meeting supervisor should set expectations, answer any questions that the student teacher may have. The second meeting should be evaluative in nature; where the supervisor observes the student teacher and provide feedback, set on-going goals and answer any new questions that the student teacher may have. The final meeting should be a conclusive evaluation meeting to determine completion of the field experience and final grade. The supervisors also facilitate the scheduled meetings among cooperating teachers, student teachers and supervisors otherwise known as 'Triad Meetings' to ensure open communication regarding overall programme and successful completion of teacher education requirements for licensure. Triad meetings also provide opportunities for student teachers to discuss in a safe supportive environment and issues that emerge during field experience. Supervisors are also responsible with assigning final grades for completing student teaching.

ANALYSIS OF TEACHING PRACTICE ASSESSMENT INSTRUMENT

Teaching practice is a practical section of a teacher education programme for a pre-service teacher. During this period, the pre-service teachers will be placed at a school for at least 4-6 months to practice in teaching. They will be given 3 to 4 periods to teach in a week alongside with several tasks to execute during their placement in the school. Throughout their teaching practice, the pre-service teachers will be observed by the mentor teacher and institution supervisor to assess their teaching practice. Despite this concept of practice in teaching, teaching practice can be regarded as that the practical part of teacher preparation programmes and valued as a critical component in the teacher education (Sedumedi & Mundalamo, 2022). The pre-service teachers undertaking the teaching practice are supposed to create their interpretation of teaching in the real context, and the theory that they have learned can be truly meaningful only when it is situated in their classroom practice. The duration of teaching practice is according to the philosophy of teaching training institutions and their model of teaching practice. According to Wong, Mohd. Hassan Abdullah, Rosnidar Mansor and Syakirah Samsudin (2014), the duration of teaching practice placement are stretched between 4 to 6 months with placement in the school diverge from one to five times across the teacher preparation program.

Prior to the teaching practice, the pre-service teacher is subjected to undergo a microteaching class where they were provided the chance to perform the mock lessons using their fellow pre-service teachers who represent as the students (Zailani Jusoh, 2018). During the teaching practice, the pre-service teacher undertaking the teaching

practice are supposed to achieve certain objectives like to prepare lessons for use in the classroom, to demonstrate an ability to conduct a lesson according to their lesson plan and also work in close collaboration with mentors from the school as well as with their institution supervisors, (Norshiha Saidin, 2017; Syed Ismail Syed Mustapa, 2016; Zailani Jusoh, 2019). Through teaching practice, pre-service teacher will have a direct experience of the nature of work that will be their career after graduation. Teaching practice will provide pre-service teachers with skills, attitudes and new responsibilities that are different from what they had experienced during their stint as a student (Zakaria Kasa & Rahman Aroff, 2019).

The teaching practice assessment that is used to evaluate the pre-service teacher development in a school-based environment will enable their supervisor and mentor to monitor the professional development of pre-service teacher and supervise them accordingly. It is significant to increase our understanding of how teaching practice is assessed because this may assist teacher educators to improve the preparation of future teachers where shortfalls in the teacher education programmes have been identified. The school teaching practice is essential both for the well-being and future professional successes of teachers. The effective assessment for learning can encourage the pre-service teachers to have a self-reflection to enhance their teaching method and improve their instructional strategy towards diverse learner in the school that they have deployed.

One of the elements that determine a successful teaching practices is an assessment. During the teaching practice, assessment of pre-service teachers'

performance by the institution supervisors is the key factor in their placement (Sentamu-Namubiru, 2019). In addition to the institution supervisors, pre-service teachers also had been evaluated by their mentor teachers as well as the school management while they undergo the teaching practice. Teachers and teacher educators involved in instruction propose that teaching has become more complicated as a result of progressively demanding curriculum expectations and increasing diversity of students and this situation suggested there is a need for changes in teacher preparation programme that enables teachers to become more practical in their understanding of the effects of context and learner variability (Darling-Hammond, 2016; Darling-Hammond & Snyder, 2017 Shulman, 2018). To prepare a quality teacher, teaching practice needed to be supervised precisely and evaluated carefully to develop teachers by the educational. Assessment of teaching practices, that has been adopted should support the development of pre-service teachers while they undergo the teaching practice. With the intention of discovering the element of an assessment of pre-service teacher during teaching practice.

STUDENTS' ACADEMIC PERFORMANCE ON TEACHING PRACTICES.

Kaggwa, (2022) explained student's academic performance as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. The World Bank, (2021) further observes that this achievement is evaluated by the mark or grade that student attain in tests or examinations done at the end of the topic, term or year or education cycle. Hence, the quality of the grades and the number of students that pass in various grades determine

the level of academic performance. Students' academic performance is, therefore, a concern of people who have vested interest in schools. They may include parents, students, teachers, proprietors and the entire society that forms the school as a community (Dervitsiotis, 2018). Bourne, (2022) performance refers to the process of accomplishment of set tasks in course objectives in order to meet the specified requirements of an examination body.

Student Performance refers to the accomplishment of a given task which is measured against predetermined standards of accuracy, completeness, cost, and speed. According to Komba (2023) schools performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the responsible authorities. Performance of secondary schools means the rate of schools' students passing grades in national examinations. In addition to this Performance is used as a label for the observable manifestation of knowledge, skills, concepts, understanding and ideas. It can also be termed as the application of a learning product after mastery.

Academic performance according to the Cambridge University Reporter (2016) is frequently defined in terms of examination performance. Academic achievement refers to what the student have learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments (Santrock, 2016). The descriptive assessment information will usually be translated through grading system such as Grade Point Average (GPA) and course grade. This study will make use of Cumulated Grade Point Average

(CGPA) since it provides information of the students' academic performance across time. Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (2018) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The academic deans and the quality assurance committee are concerned about those who do not perform well because if this poor performance goes unchecked, the university may lose its reputation, which may result in loss of confidence in UCU graduates (Kyoshaba, 2021).

Thelma (2024) in her research on variables that associated with academic achievement of African-American has identified non-cognitive as one of the main contributor. African-American with high scores on measures of educational aspirations, values (courage, exciting life, cleanliness, imagination, and helpfulness), emotional intelligence, acceptability of mixed dating, self-confidence, satisfaction with academic advising and tutoring, being in control of academic outcomes, preference for long-term goals, academic self-concept, self-esteem, self-concept of ability, specific personality traits (achievement aspirations, affiliation, dominance, endurance, exhibition, harm avoidance, nurturance, order, play, and understanding), favorable opinions of their study habits and relationships with others, and low scores on alienation and reliance on family and institutions to solve social and academic problems, had higher grade-point averages than those with contrasting scores on these variables.

Another research by Raymond and Chadi (2019) on the initiative to reduce the failure rate in an undergraduate Accounting Information Systems course without

compromising academic standards, he found out that initiative relied on the development of generic skills in the major assessment tasks. Further evidence in his research suggests the generic skills intervention was responsible for the majority of the improvement in students' academic achievement. It addressed the issue of student perception by heavily weighting the internal assessment to encourage students to focus on the generic skills assessment tasks. Students had a clear understanding that the skills to be mastered in the generic assessment tasks related to 80% of the overall course (internal assessment plus final exam).

CHALLENGES FACING STUDENT-TEACHER DURING TEACHING PRACTICE

Apart from the challenges of mastering the subject well, there are other challenges which the student-teachers encounter during the period of teaching practice. According to Davidson (2018) in many teaching practice situations, the practicing teachers are perceived as persons who are only in the school to pass a test in practice situations and no more.

Okorie (2024) summarised teaching practice challenges with regard to student- teachers as follows:

- i. Outside the classroom, the teachers time is not always his own.
- ii. Teaching affords the student- teachers varied and interesting opportunities to use his intellectual and creative leadership qualities.

- iii. At times, a teacher must live in the community in which he works. In most cases, he may find the place deficient in cultural, social, housing and transportation facilities.
- iv. It is possible that in some communities, the members may attempt to encroach on the teacher's personal preferences.

Adeyanju (2020), through his own findings concluded that some co-operative schools will not provide enough facilities required for successful practice teaching experience. These findings point to what we see in many schools today. According to Ngada (2018), inadequate funding of teaching practice programme in terms of supervisor's allowances can affect their level of supervision with regards supervision exercise. He also identified lack of allowance giving to student- teachers to help them in acquiring materials or for transporting them to their various stations for the exercise. Okorie (2023) observed that some student-teachers may react negatively to the presence of their supervisors and make mistakes.

Generally speaking, no programme is problem free. Teaching practice as a teacher education programme faces a lot of problems. Among other problems are over population of students, instructional materials, manpower that is trained teachers, improvisation, problem of resident supervision, good supervisors, to assess the student-teachers the negative attitudes of the students and financial problem which makes the College to student within Ogun State universities.

Instructional materials and teaching learning, Where they are not available the learning cannot be effective in nature. Teaching process therefore requires good use of

teaching and this according to John (2016) can aid the react of the student during examination.

Besides, quality lecturer should be used in assessing the student teachers on teaching practice. This can help the student teacher to perform well in teaching practice and full teaching after graduation, it will as well assist in nation building which is main objectives of teacher education. David (2021) observes that good libraries are needed in our schools for effective teaching and learning. This can help the graduate assist in nation building; individual should contribute in one way or the other in nation building. The growth of any nation depends on the effectiveness of the curriculum of that nation. Education system of whatever nation should aim at the whole development. This is because education which teaching practice is inclusive is the good instrument for national development. Teaching practice curriculum has five major themes. They are: - integration, relevance, balance, functionality and instruction. The aim of the curriculum is to produce teachers for effective leaching in the nation for the betterment of the same nation.

Kiggundu and Nayimuli (20149) posited those mixed feelings can contribute to the making or discouraging of a student-teacher. Likewise, some supervision experiences, revealed that student-teachers face some challenges during teaching practices which include planning lessons, lack of teaching and learning materials, learners' attitudes, balancing the different learning needs of learners, and classroom management and a host of others .

APPRAISAL OF LITERATURE REVIEW

Over the years, researchers have done various works on the impact of teaching practice on the productivity of quality teachers in teacher education. Some works on the impacts of teaching practice in teaching and learning include Fariza, K.(2022), Idayat, N.B., et al(2018), Andabai, P.W.(2022), Akbar, R.A. (2022), and Jekayinfa, A.A., et al (2018).

Fariza, K. (2022) explores the impacts of teaching practice experience in shaping pre-service teachers' professional identities where he posited that entering into the teaching profession does not require a teacher's interest alone. Instead, it involves the acquisition of skills and knowledge so as to become an effective teacher. In order to be well-prepared and to cope with the responsibilities at the school to which they will be posted after they graduate, pre-service teachers need to master all pertinent theories as well as how to put them into practice.

However, the researcher used three participants who were undergoing teaching practice in three secondary schools and the data was generated through semi-structured interviews while the analysis was done using thematic analysis. Also, the findings indicate that among the factors mentioned, the factor of students was the most significant and the other factors included assistance from mentors, supervisors and colleagues.

Idayat, N.B., et al.(2018) work on students' perception on teaching practice assessment and its implications on teacher professional performance in Nigeria. In this study, the population of the study was 1,393 university teacher trainees in 400 Level in

a Nigerian university with a sample of 150 students using stratified random sampling technique. A researcher-designed questionnaire was used for data collection while data collected for this study were analyzed using percentage to answer research questions. The hypotheses were tested using t-test and ANOVA at 0.5 significance level. However, the findings of this study revealed that teaching practice exercises and Supervisors' Assessments had a positive impact on student teachers.

Andabai, P.W.(2022) evaluates the impact of teaching practice on trainee teachers in tertiary institutions in Nigeria; the researcher used a questionnaire to collect the data from the respondents using a simple random sampling technique. The result showed that trainee teachers benefited greatly in participating in teaching practice because they were able to build proper confidence and competence in lesson preparation and developed the skills and attitude of a teacher during the exercise.

Jekayinfa A. A., et al (2018) examine the quality of teaching practice in Nigerian Universities from the perspective of education lecturers. In this, research, quality of teaching practice questionnaire (QTPQ) was employed in obtaining data from 691 randomly selected education lecturers from the universities across the six geo-political zones in Nigeria. The data obtained were analysed using descriptive and inferential statistics and the study revealed that the respondents rated the quality of teaching practice exercise in Nigerian universities as fairly above average and It was also found that experience and job status had significant influence on the respondents' assessment, while gender had no influence.

From the foregoing, it can be deduced that literature reviewed indicates that several studies have been conducted to investigate different topics on teaching practice. However, there are hardly any studies done in the context of Kwara State College of Education, Ilorin to investigate the impacts of teaching practice exercise on the productivity of quality teachers. Therefore, this study was prompted by such knowledge gap and the concerns by some education stakeholders that teachers who graduate from the teacher training institutions do not exhibit required teaching skills, hence ineffective. This study therefore focuses on two key questions:

- ✓ How is Teaching Practice organised?
- ✓ Is Teaching Practice effective in improving student-teachers' teaching skills?

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the method and procedure the researcher will use to carry out the study. It specifically describes the general procedures for the conduct of this study under the following sub-headings:

- Research Design
- Population, Sample and Sampling Technique
- Instrumentation
- Procedure for Data Collection
- Procedure for Data Analysis

Research Design

The research design that would be employed for the study is descriptive survey research design. Descriptive survey research design is one of the best designs for describing situation without manipulation. Therefore, it concerns with the collection of data and description of events as they exist without manipulation of any kind.

Population, Sample and Sampling Technique

The population of this study will cover all 300 level students of Kwara State College of Education, Ilorin who have just finished the teaching practice exercise a month ago. From the total population of all 300 level students, only 150 will be selected for this study using accidental sampling technique. This allows the researcher for quick and easy selection of participants who are readily available and willing to participate in the study.

Instrumentation

The researcher will adopt a structured questionnaire to gather data for this study. The researcher's adopted instrument will be titled "The Impacts of Teaching Practice Exercise on the Productivity of Qualified Teachers in College of Education Ilorin." This instrument will consist two sections; Section A and Section B. Section A will elicit information on the demographic data of the students such as name, department, current level and subject taught during the teaching practice exercise while the Section B will contain items put in one cluster. The items of section B are placed on a four points Linkert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validation of the Instrument

To ascertain the face validity of the Questionnaire, the items will be given to experts in the field of Education and the researcher's project supervisor.

Procedure for Data Collection

This concept connotes how the researcher will gather his or her data, whether the researcher will administer the instrument personally or by posting with the aid of research assistants, and whether the instrument will be collected immediately or later. Therefore, for this study, the researcher will ask one hundred and fifty (150) respondents to answer the designed questionnaire on goggle form. The researcher will therefore, ensure that all the one hundred and fifty respondents answer the questionnaire.

Data Analysis Techniques

The data collected would be analysed using a simple percentage method for the analysis of demographic information in section A and mean, standard deviation and rank order for the research questions in section B and then followed by summary and discussion of the findings.

However, in testing the null hypotheses, Pearson product moment correlation (PPMC) will be used at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

The study investigated the Impacts of Teaching Practices Exercise on the Productivity of Quality Teachers in Kwara State College of Education, Ilorin. This chapter presents the results and analysis of the data collected based on the responses from the sample drawn. Four research questions were raised and answered using descriptive statistic of mean while four operational hypotheses were postulated earlier in chapter one. Pearson product-moment correlation statistic was used to test all the hypotheses at 0.05 level of significance as a standard region of decision of the hypotheses.

Answering Research Questions

Research Question 1: What are the impacts of participating in teaching practice exercise on the productivity of quality teachers in Kwara State College of Education, Ilorin?

Table 1: Impact of Teaching Practice Exercise on Productivity of Quality Teachers

S/N	Statement	SA	A	D	SD	X
1	Teaching practice helps students learn different teaching methods.	45 (46.4%)	43 (44.3%)	5 (5.2%)	4 (4.1%)	3.32
2	It improves students'	4 (4.1%)	3 (3.1%)	49	41	1.69

	understanding of the learning process.			(50.5%)	(42.5%)	
3	Students are inspired by teachers with teaching practice experience.	46 (47.4%)	41 (42.3%)	4 (4.1%)	6 (6.2%)	3.30
4	Teaching practice helps teachers meet individual student needs.	39 (40.2%)	6 (6.2%)	47 (48.5%)	5 (5.2%)	2.81
5	It prepares future teachers for real classroom challenges.	42 (43.3%)	4 (4.1%)	45 (46.4%)	6 (6.2%)	2.84
Total Average						2.79

Source: Fieldwork, 2025

Table 1 indicates that respondents agreed with stated statement. It shows 90.7% agreed that teaching practice helps students learn different teaching methods while the remaining respondents disagreed with the statement. Also, 89.7% agreed that students are inspired by teachers with teaching practice experience while 10.3% of the respondents disagreed with the statement. Moreso, 48.4% of majority agreed that It

prepares future teachers for real classroom challenges. The cumulative overall means score of 2.79 of the respondents which is above the benchmark of 2.50 clearly shows that participating in teaching practice exercise has a positive impact on the productivity of quality teachers in Kwara State College of Education, Ilorin..

Research Question 2 What are the perceptions of student-teachers towards the teaching practice exercise in Kwara State College of Education, Ilorin?

Table 2: Perception of Student-Teachers to Teaching Practice Exercise

S/N	Statement	SA	A	D	SD	X
1	Teaching practice significantly improves my lesson plan and teaching.	-	51 (52.6%)	46 (47.6%)	-	2.52
2	My classroom management has improved through teaching practice.	49 (50.5%)	2 (2.1%)	43 (44.3%)	3 (3.1%)	3.00
3	I give better feedback to students after my teaching practice.	7 (7.2%)	85 (87.6%)	5 (5.2%)	-	3.02
4	I now use different strategies to meet students'	2 (2.1%)	3 (3.1%)	45 (46.4%)	47 (48.5%)	1.58

needs.

5	Teaching practice supports my career goals in teaching.	41 (42.3%)	5 (5.2%) (46.4%)	45 (46.4%)	6 (6.2%)	2.83
Total Average						2.59

Source: Fieldwork, 2025

Table 2 indicates that respondents agreed with stated statement. It shows 52.6% agreed that teaching practice significantly improves my lesson plan and teaching while the remaining respondents disagreed with the statement. Also, 5.2% agreed that they give better feedback to students after my teaching practice while 94.8% of the respondents disagreed with the statement. Moreso, 47.5% of majority agreed that teaching practice supports my career goals in teaching. In summary, the cumulative overall means score of 2.59 of the respondents which is above the benchmark of 2.50 clearly shows that the perceptions of student-teachers towards the teaching practice exercise in College of Education Ilorin was moderate.

Research Question 3: What benefits does teaching practice offer in enhancing student-teachers' performance in the teaching profession in Kwara State College of Education, Ilorin.

Table 3: Mean Ranking Order of the Benefits of Teaching Practice

S/N	Benefits	N	\bar{X}	SD	Rank Order
1	It has boosted my teaching skills and knowledge.	100	3.76	.76	1 st
2	I handle classroom situations better now.	100	2.87	.56	5 th
3	I'm more confident in teaching and guiding students.	100	3.43	.34	2 nd
4	I understand how to support different types of learners.	100	3.12	.78	4 th
5	I create more engaging learning experiences now.	100	3.22	.54	3 rd

Table 3 shows the benefits does teaching practice offer in enhancing student-teachers' performance in the teaching profession in College of Education Ilorinin terms of the most benefits does teaching practice offer in enhancing student-teachers' performance in the teaching profession in College of Education Ilorin the least benefits does teaching practice offer in enhancing student-teachers' performance in the teaching profession in College of Education, Ilorin. The table revealed that it has boosted my teaching skills and knowledge has the highest mean score of 3.76. This implies that it has boosted my teaching skills and knowledge is the most benefits does teaching practice offer in enhancing student-teachers' performance in the teaching profession in College of Education, Ilorin, while it has boosted my teaching skills and knowledge are followed by they are more confident in teaching and guiding students with mean score of 3.43. They handle classroom situations better now has the mean score of 2.87. It

means that they handle classroom situations better now is the least benefits does teaching practice offer in enhancing student-teachers' performance in the teaching profession in College of Education, Ilorin.

Research Question 4: What are the specific objectives that student-teachers aim to achieve through participating in teaching practice in Kwara State College of Education, Ilorin?

Table 4: Mean Ranking Order of the Specific Objectives

S/N	Statement	N	\bar{X}	SD	Rank Order
1	The main goal is to give student-teachers real classroom experience.	100	2.53	.76	4 th
2	It helps develop teaching skills and knowledge	100	3.00	.36	2 nd
3	It connects theory with actual teaching practice.	100	3.02	.74	1 st
4	It shows the challenges and rewards of teaching.	100	1.58	.28	5 th
5	It encourages student-teachers to reflect and grow independently.	100	2.83	.54	3 rd

Source: Fieldwork, 2025

Table 4 shows the specific objectives that student-teachers aim to achieve through participating in teaching practice in College of Education, Ilorin in terms of the most specific objectives that student-teachers aim to achieve through participating in

teaching practice in College of Education, Ilorin the least specific objectives that student-teachers aim to achieve through participating in teaching practice in College of Education, Ilorin. The table revealed that it connects theory with actual teaching practice has the highest mean score of 3.01. This implies that it connects theory with actual teaching practice is the most specific objectives that student-teachers aim to achieve through participating in teaching practice in College of Education, Ilorin while it helps develop teaching skills and knowledge are followed by It encourages student-teachers to reflect and grow independently with mean score of 2.83. It means that it shows the challenges and rewards of teaching is the least specific objectives that student-teachers aim to achieve through participating in teaching practice in College of Education, Ilorin.

Hypothesis Testing

There are four operational hypotheses set to guide the study. Pearson product-moment correlation statistic was used to test all the hypotheses at 0.05 level of significance.

Ho₁: There is no significant relationship between participating in teaching practice exercise and the productivity of qualified teachers in College of Education, Ilorin.

Table 5: Participating in Teaching Practice Exercise and Productivity of Qualified Teacher

Variable	N	\bar{X}	SD	df	Cal r-value	p-value	Decision
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Participating in Teaching Practice Exercise	97	2.79	.33				
				95	.628	.000	Ho ₁ Rejected
Productivity of Qualified Teachers	97	3.11	.89				

***Significant $P < .05$**

Table 5 shows the calculated r-value of .628 while p-value (0.000) is less than the significance level (0.05) for 95 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between participating in teaching practice exercise and the productivity of qualified teachers in College of Education, Ilorin is rejected. It means that significant relationship exists between participating in teaching practice exercise and the productivity of qualified teachers in College of Education, Ilorin.

Ho₂: There is no significant relationship between student-teachers' participation in teaching practice exercise and their perceptions towards the experience in College of Education, Ilorin.

Table 6: Student-Teachers' Participation in Teaching Practice Exercise and Experience

Variable	N	\bar{X}	SD	df	Cal r-value	p-value	Decision
Student-Teachers' Participation in Teaching Practice Exercise	97	2.59	.58				
				95	.577	.000	Ho ₂ Rejected
Experience	97	3.11	.83				

***Significant P < .05**

Table 6 shows the calculated r-value of .577 while p-value (0.000) is less than the significance level (0.05) for 95 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between student-teachers' participation in teaching practice exercise and their perceptions towards the experience in College of Education, Ilorin is rejected. It means that significant relationship exists between student-teachers' participation in teaching practice exercise and their perceptions towards the experience in College of Education, Ilorin.

Ho₃: There is no significant relationship between teaching practice and enhancing student-teachers' performance in the teaching profession in College of Education, Ilorin.

Table 7: Teaching Practice and Student-Teachers' Performance

Variable	N	\bar{X}	SD	df	Cal r-value	p-value	Decision
Teaching Practice	97	3.28	.59	95	.544	.000	Ho ₃ Rejected
Student-Teachers' Performance	97	2.11	.85				

***Significant P < .05**

Table 7 shows the calculated r-value of .544 while p-value (0.000) is less than the significance level (0.05) for 95 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between teaching practice and enhancing student-teachers' performance in the teaching profession in College of Education, Ilorin is rejected. It means that significant relationship exists between teaching practice and enhancing student-teachers' performance in the teaching profession in College of Education, Ilorin.

Ho₄: There is no significant relationship between student-teachers having specific objectives and participating in teaching practice in College of Education, Ilorin.

Table 8: Student-Teachers with Specific Objectives and Participating in Teaching Practice

Variable	N	\bar{X}	SD	df	Cal r-value	p-value	Decision
Student-	97	2.59	.53				

Teachers with Specific Objectives				95	.522	.000	Ho ₄ Rejected
Participating in Teaching Practice	97	2.88	.39				

***Significant $P < .05$**

Table 8 shows the calculated r-value of .522 while p-value (0.000) is less than the significance level (0.05) for 95 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between student-teachers having specific objectives and participating in teaching practice in College of Education, Ilorin is rejected. It means that significant relationship exists between student-teachers having specific objectives and participating in teaching practice in College of Education, Ilorin.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary of the findings and the conclusions drawn from the findings and recommendations based on the findings of the study.

Summary

This study investigated Impacts of Teaching Practice Exercise on the Impact of Teaching Practices on the Productivity of Qualified Teachers in College of Education, Ilorin. Data were collected from the respondents using a self-designed questionnaire titled: Impact of Teaching Practice on the Productivity Questionnaire (ITPPQ) was used to elicit information in the selected schools. Four research questions were raised and answered while four operational hypotheses were raised for the study at 0.05 level of significance. Results indicate that, there is significant relationship between participating in teaching practice exercise and the productivity of qualified teachers in College of Education, Ilorin., further analysis also reveal that:

1. Participating in teaching practice exercise has a positive impact on the productivity of quality teachers in College of Education, Ilorin;
2. The perceptions of student-teachers towards the teaching practice exercise in College of Education, Ilorin;
3. It has boosted my teaching skills and knowledge is the most benefits does teaching practice offer in enhancing student-teachers' performance in the teaching profession in College of Education, Ilorin; and

4. It connects theory with actual teaching practice is the most specific objectives that student-teachers aim to achieve through participating in teaching practice in College of Education, Ilorin.

Conclusion

Based on the findings which stemmed from the data collected and analyzed with the results obtained, it can be concluded that:

1. Participating in teaching practice exercise has a positive impact on the productivity of quality teachers in College of Education, Ilorin;
2. The perceptions of student-teachers towards the teaching practice exercise in College of Education, Ilorin was moderate;
3. It has boosted my teaching skills and knowledge is the most benefits does teaching practice offer in enhancing student-teachers' performance in the teaching profession in College of Education, Ilorin.; and
4. It connects theory with actual teaching practice is the most specific objectives that student-teachers aim to achieve through participating in teaching practice in College of Education, Ilorin.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were advanced.

1. Workshops on teaching practice supervision by the training institutions should be organised regularly for all supervisors to clarify issues that will affect the

quality of teaching practice and supervision such as proper interpretation, supervision instruments, so that there is supervision consensus in dealing with similar student issues and supervisor bias is in check;

2. Government and non-governmental organizations should assist in supplementing educational materials and learning resources that would prepare the students for learning;
3. All teacher training institutions should have a well-equipped micro-teaching laboratory where students will be well exposed to the rudiments of teaching before the actual teaching;
4. School management should mandate the student teacher to regularly adhere to teaching practice handbook that would guide them to have a uniform method of writing lesson;
5. School should intensify more by regularly organising seminar for student teacher on effective classroom management so that adequate knowledge on management of students can be acquired;
6. Student teacher should be adequately equipped by exposing them more to lesson note organisation so that effective teaching can be achieved; and
7. Student teacher should evaluate students at the end of every classes so that areas that needs corrections among the students can be addressed.

Suggestions for Further Studies

1. Further investigations could be carried out or replicated in other levels of education in Kwara State.

2. The sample of similar study could be increased to allow for generalization of findings.
3. The sub-variables of the study could be further expanded by future researchers as a way of further studies.

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KWARA STATE COLLEGE OF EDUCATION, ILORIN
DEPARTMENT OF ENGLISH
QUESTIONNAIRE ON IMPACTS OF TEACHING PRACTICE ON THE
PRODUCTIVITY OF QUALIFIED TEACHERS IN COLLEGE OF
EDUCATION, ILORIN.

Dear respondents,

This questionnaire is designed to obtain students' perceptions on the impacts of teaching practice on the productivity of qualified teachers in Kwara State College of Education, Ilorin. Kindly respond to the items below by ticking the appropriate space to enable the researcher to arrive at a reasonable conclusion. You are however assured that, all information supplied shall be treated with absolute confidentiality and the results of this finding will be used for research only.

Thanks a lot.

Yours faithfully,

SECTION A

Demographic data of the respondent

Please tick and fill in where applicable

Student's Department:

Current Level:

Sex: Male () Female ()

Subject Taught during T.P.

SECTION B

Instruction: You are kindly requested to put a tick (✓) against any of the following alternatives of your choice in response to each of the item as it applies to you using the following as a guide

KEYS: SA-STRONGLY AGREE, A-AGREE, D-DISAGREE, SD-STRONGLY DISAGREE

S/N	The perception of students toward teaching practice	SA	A	D	SD
1.	Teaching practice helps students learn different teaching methods.				
2.	It improves students' understanding of the learning process				
3.	Students are inspired by teachers with teaching practice experience.				
4.	Teaching practice helps teachers meet individual student needs.				
5.	It prepares future teachers for real classroom challenges.				
	The impacts of teaching practice on students-teachers' productivity	SA	A	D	SD
6.	Teaching practice significantly improves my lesson plan and teaching.				
7.	My classroom management has improved through teaching practice.				
8.	I give better feedback to students after my teaching practice.				
9.	I now use different strategies to meet students' needs.				
10.	Teaching practice supports my career				

	goals in teaching.				
	The extent to which teaching practice has benefited student-teachers' performance in the teaching profession	SA	A	D	SD
11.	It has boosted my teaching skills and knowledge.				
12.	I handle classroom situations better now.				
13.	I'm more confident in teaching and guiding students.				
14.	I understand how to support different types of learners.				
15.	I create more engaging learning experiences now.				
	The objectives of teaching practice	SA	A	D	SD
16.	The main goal is to give student-teachers real classroom experience.				
17.	It helps develop teaching skills and knowledge				
18.	It connects theory with actual teaching practice.				
19.	It shows the challenges and rewards of teaching.				
20.	It encourages student-teachers to reflect and grow independently.				