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## **PREPARING TODAY'S STUDENT-TEACHERS FOR EFFECTIVE TEACHING PRACTICE IN NIGERIAN TERTIARY INSTITUTIONS**

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### **Abstract**

*Teaching practice is one of the innovations in teacher Education Programme which is used as a professional developmental tool in pre-service teacher training programmes. Teaching practice is the culminating point where the relationship among the three major players, the aspiring teacher, university supervisor and the host teacher interface to determine the quality of experience the aspiring teacher will take away. It becomes the bedrock which students on teaching practice, once certified and employed build his/her professional identity. It is therefore necessary that student-teachers are paired with competent, knowledgeable and concern universities/colleges supervisors to help them assume the full range of duties of teacher during this hand - on training period. This paper*

*outlines the rudimentary elements involved in designing and preparing today's students for effective teaching practice which includes: Concept of teaching practice, objectives of teaching practice, lesson planning and its importance, role of supervisors on teaching practice, code of conduct for students on teaching practice, qualities of a good teacher and conclusion.*

**Key words:** Teaching practice, student-teacher, effective teaching.

### **Introduction**

It is generally agreed that one critical aim of teaching practice is to produce individual who can think for themselves and are capable of putting the knowledge they are acquiring in the classroom setting. However, teaching practice in many educational institutions in Nigeria tend to encourage student in this aspect. In this paper, it is designed to help aspiring student teacher become strategic and intentional in their approach to teaching practice in universities and colleges of education. The task of preparing today's students for effective teaching practice is a complex and demanding one, requiring the ability of the students to translate information and skills into classroom experiences and activities.

It is therefore hope that this paper will prompt lecturers and students on teaching practice to begin to involve their own personal philosophies and theories of effective teaching practice, especially as they relate to helping their students become strategic and engaged learners.

### **Concept of Teaching Practice**

The concept of teaching practice on the other hand is a supervised instructional experiences; usually the culminating course in a university or college undergraduate education or graduate school programme leading to teacher education and certification (Mangut, 2019). Teaching practice is part of pre-service teacher education programmes in education which remains the key to sustainable development of any nation in the world. Teaching practice is a process of teaching, training (skills) and in school at the basic, post basic and tertiary levels of our educational system. Education can be acquired through formal and informal level of schooling. The formal level is the level individual acquire through system and through interaction and training. This training will be a systematic process of impacting knowledge and this could be possible through teaching.

Teaching laterally, means a process whereby worthwhile values are transmitted to the learner by a knowledgeable person. (Mangut, 2019). However, according to Anderson (2016) refers to teaching as a process of impacting the values, knowledge and understanding of a given society from generation to another to enable them be useful member of the society. The next question that comes into mind is what is the situation of preparing our today's students for effective teaching practice. Before going to give situation, it is imperative to define some basic terms based on the context of this paper.

### **What is Teaching**

Teaching is an activity which consists of action intended to induce learning through conscious and deliberate effort by an experience person to impart knowledge, information, skills, attitudes and beliefs to an immature or less experience person. For teaching to take place key players have to be involved that is a teacher, a learner, curriculum and materials (Mangut, 2019).

**What Is Practice:** Practice in education simply means a temporary period of teaching undertaken under supervision by a person who is training to become a teacher.

### **What is teaching Practice?**

Teaching practice in this context of this paper is an opportunity for aspiring teachers to understand the role and operation of how the business of schooling is done. This field experience provide a challenging yet rewarding experience of working in actual classroom and acquiring professional competence. Teaching practice is required by those earning either Diploma in Education, National Certificate of Education Degree as well as Bachelor of Science Education or Arts Education, Masters of Education and M.Phil/Ph.D. Teaching practice is required for students who want to be a teacher and are yet to be certified to teach (Zhan, LIU & XU 2021). The student teaching experience last about 3-6 months or length of the school term, semester or quarter; long enough to fulfill the college assigned tasks. It is an unpaid programme. This experience gives the perspective teaching professional and opportunity to teach under the supervision of permanently certified teacher or lecturer. The student on teaching practice is usually placed in a neighbouring or participating school as well a supervisor act as a liaison between the co-operating student teaching departments.

The student teacher eventually gaining more responsibility in teaching the class as the days or weeks progress. (Hamilton 2015). Student on teaching practice, eventually will assume most of the teaching responsibilities for the class including the class management, lesson planning, assignment and grading. Thus, the student teacher is able to gain more experience the role of the teacher on the observation role in the class.

### **Objectives of Teaching Practice**

According to National University Commission (NUC, 2007) Benchmark and National Commission of Colleges of Education (NCCE, 2015) the following sets of objectives have been established for why teaching practice is a mandatory components of teacher training.

- i. To expose student-teachers to real life classroom experiences under the supervision of a professional.
- 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 familiarize 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 teacher develop a positive attitude towards the teaching profession.
- vii. To serve as a means of assessing the quality of training being provided by teaching institution.

### **Lesson Planning**

A lesson plan is a teacher's guide for facilitating a lesson. It typically includes the goal (what the students need to learn), how the goal will be achieved, the (method of delivery and procedures) and a way to measure how well the goal was reached via homework assignment or testing. A well-designed lesson plan help students and teachers understand the goal of an instructional module. Allows teacher to translate the curriculum into learning activities. Any experienced teacher will tell you that lesson planning is a good part of the job. Effective lesson planning contributes to successful learning outcomes for students in several ways. A well designed lesson plan has the following importance.

- i. Helps students and teachers understand the goals of an instructional module.
- ii. Allow the teacher to translate the curriculum into learning activities.
- iii. Aligns the instructional material with the assessment.
- iv. Helps assure that the needed instructional materials are available.
- v. Enable the teacher to thoroughly address individual learning needs. Having a skillfully-plan lesson can also make teaching more pleasurable by increasing the teacher's confidence in themselves.

A sample of lesson plan is given below: A typical lesson plan should at least have the following components (Ojile & Aiyeloso (2007)

### **Sample of a Lesson Plan**

School                      Paraku Model Primary School Shaffa

Subject                    Mathematics

Topic:                      Time

Class:                      Primary 3

Duration:                 40 Minutes

Number and age of students: 35 pupils, ages 8-11 years

Specific objective: At the end of this lesson each pupil shall be able to:

1. Tell the greatest number on the face of a clock.
2. Identify the hour hand
3. Identify the minute hand

4. Write the time correctly by the hour when given a cut paper clock showing different times in at least two out of four trials without wasting much of time for the purpose.

**Material/Teaching Aids.**

1. A large table clock
2. A wrist clock
3. 12 pieces of card board showing items from 1:00, 2:00, 3:00, 4:00 to 12:00 by the hours.
4. A diagram of a large clock on a card board paper with moveable hour and minutes hands, showing numbers and minutes.

**Previous Knowledge:** The pupils know that school starts at 8:00 am every day. But they are often late because they cannot read the time and so do not know when to start from home. This is to enable them use the time and avoid their late coming habit.

**Introduction**

The teacher introduces the lesson by questioning; e.g.

1. What is the time now?

What time is it now?

What should I do to get answer to these questions? e.t.c.

2. The condition is set to lead the discussion on the clocks. Give one or two children the advantage of knowing how to use a clock.
3. Display the real objects clock and wrist watch.
4. (a) Pair them with name  
(b) Let the children observe the movement of the hands on the clock.  
(c) Discuss the features of the clocks.  
(d) This leads to a desire to know how to tell the time.

**Presentation of the Lesson.**

In the large cardboard drawn clock with moveable hands.

- Have pupils count the numbers 1- 12.
- Let the pupils identify the largest and lowest number.
- Let the pupils tell how many minutes are there between any two numbers.
- Have the pupils count how many minutes are there altogether?

**Step I:** Describe an hour by moving the minute hand one full turn round the clock.

**Step II:** Explain the time by the hour using the paper clock. Set the time at different times by the hour while the pupils tell the time as shown.

**Step III:** Have pupils take turns in turning the time as the teacher calls the time being 1:00, 2:00, 3:00, 4:00 to 12:00 noon 2.00, 4:00, 6:00, 8:00.

**Step IV:** Set the clock at four or more points while pupils write the time shown in their workbook. Ensure they are following appropriately.

**Evaluation:**

1. Have the pupils fill in the blank spaces with one of the following words.  
(a) Short (b) long (c) 12
  1. The greatest number on the clock face is.....
  2. The hour hand is.....
  3. The minute hand is.....

**Conclusion:** Teacher concludes the lesson by moving round the class to observe their work and mark their papers.

**Assignment:** Find out time when you:

- (a) Leave home in the morning
- (b) Get home in the afternoon.

**Code of Conduct for Students on Teaching Practice**

According to Ojile and Aiyeloso (2007), the following is an existing code of conduct for teachers in Nigeria. Rules and Guidelines contains therein. All students are bound by the public service rules and financial regulations. Student teachers therefore are advise to follow strictly the following code of conduct for teachers.

- A teacher should not indulge in smoking, drug abuse and drunkenness.
- A teacher should not be a member of any secret cult.
- It is an offence punishable with dismissal for a teacher to have immoral relationship with a student.’
- It is an offence for a teacher to be involved in any examination malpractice such a teacher shall be liable to the provision of examination malpractice decree No. 33 of 1999.
- It is an offence for a teacher not to prepare his/her notes before teaching and teach without instructional materials, which promote more understanding of a lesson by students.
- It is an offence for a teacher to be absent from school or class without permission.
- It is an offence for a teacher to fight anybody in school or outside the school.
- It is an offence for a teacher to steal any property belonging to school or any member of the school or to the community in general.
- It is an offence for a teacher to disclose official information without permission.
- It is an offence for a teacher to disclose official information without permission of the school head or his delegated authorities.
- It is an offence for a teacher to victimize or extort money or any material benefit from a student before, during or after any examination.

- It is an offence for a teacher to engage in petty business during school hours either within or outside the school premises.
- It is an offence for a teacher to sleep on duty
- It is an offence for a teacher not to keep and use statutory and non-statutory records, such as class attendance, register, diary and record of work, time book, movement book etc.
- The teacher is forbidden to wear the following type of dresses and make ups.
  - Skin tight dress
  - Transparent dresses that reveal the shape and contours of the body.
  - Mini-skirts and other mini-dresses
  - Body hugs
  - Tops with spaghetti hands e.g tiny hands that exposé the chest
  - Short knickers or knickers burger
  - Flying shirt or trousers
  - Bathroom slippers
  - Noisy shoes
  - Excessive and exotic make up
  - Long finger nails
  - Unkept hair
  - Necklace and earrings by male teachers.
  - Distracting psychedelic eye-glass
  - Body tattoo
- Hair braiding and plating by male teachers
- Gelcurls and Perming wave by male teachers
- Bleaching both male and female teachers.

Hence, compliance with the code of conduct for teachers is listed in the teachers manual. Obedience to the public service rules and financial regulations as well as other government regulations for the trademarks for a good teacher.

### **Qualities of a good teacher.**

The student teacher must constantly be reminded of the need to live every step of his/her professional adhering to the following qualities of a good teacher.

Ojile & Aiyeloso (2007) listed the following qualities:

1. Must be sincere in all his/her dealings with the students, fellow teachers and school management.
2. Must have self-control in every aspect of his/her students and school authority.
3. Must be loyal to those in authority because he/she is being looked up to as a model both by the students and the community.
4. Should be decisive in all issues and situations, as this will enable him/her take control of any situation both within and outside the classroom appropriately.

5. Should be physically and mentally sound so as to discharge his duties efficiently and effectively.
6. Must show great perseverance in any situation that arises in the course of his/her duties. This means that a teacher has to persevere with difficult students.

### **The Role of a Supervisor**

The supervisor, as well as cooperating teacher, monitor the progress of student on teaching practice. Each student teacher is assigned supervisor from the student subject area or from education department. The supervisors are expected to work closely with the student on teaching practice throughout the experience, ensuring satisfaction of school education programme (Renshaw & Peter (2012)). Each supervisor will visit the student teacher on teaching practice twice or more during the teaching experience in the school in which he/she is posted to checkmate if the students are putting into practice what they have learnt theoretically in their course work. The criteria used by supervisors on student teachers differs from institutions of Higher learning in Nigeria. However, each lesson completed by the student teacher will be recorded using teaching practice Evaluation Form at the end of the supervision exercise, the supervisor submit the evaluation report to the teaching practice committee to make a final grade. A grade of Pass or Fail in the student teaching practice as well as satisfactory completion of school education programme is an indication as whether the institution recommend the student for graduation. If there are significant discrepancies among recommended grades the cooperating teacher/supervisor may be asked to provide additional, specific information regarding the grade.

A Sample of Student Teaching Practice Assessment Form from Nnamdi Azikiwe University, Faculty of Education is given below. However, each institution of Higher Learning can make modification or Adaptation.

### **Conclusion**

Teaching practice is important in preparing today's students teachers on teaching practice. It is a strategy which helps the teacher trainee practice teaching, imbibe and acquire essential teaching and classroom management skills. If teaching practice is carried out effectively it will be helpful in improving today's teaching as a profession. Hence, every aspect of teaching practice should be taken more seriously because teaching is a noble profession as education according to Hamilton (2015) plays a fundamental role in education development.

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