

An Investigation into Formal Perception of Pre-Service Teachers Towards Teaching Practice Exercise in Colleges of Education in North-Central Zone of Nigeria

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ABSTRACT: In colleges of education, teaching practice is a crucial part of the teacher preparation programme. All students who seek an education in Nigeria colleges of education must participate in teaching practice, which is organised at the school of education. Students spend the whole term (about 14 weeks) in a practical classroom setting. Through this practice, student instructors may gain practical teaching and learning experience. The pre-service teachers' perceptions of their teaching practice experiences are examined in this research, along with the challenges that students face in the schools to which they are assigned for their practical. The third-year pre-service teachers from the colleges of education in central Nigeria who have participated in teaching practice made up the sample. A quantitative questionnaire was given to 268 student teachers—142 women and 126 men—as part of a survey design. The threshold of significance was established at 0.05, and the data were analysed using the mean, standard deviation, and t-test to test the hypotheses and provide answers to the research questions. Results showed that student instructors have a favourable opinion of teaching practice. Their enthusiasm in the programme was a reflection of this. The results of this study show that students' experiences affected how they saw the teaching profession and that they encountered difficulties in their teaching practice. Recommendations are made about how to enhance students' perspectives and difficulties based on the study's findings.

KEY WORDS: Perception, Teaching practice. Pre-service teachers, Exercise, Supervisors, Mentors, Challenges.

I. INTRODUCTION

Several countries consider education as a major contributor to student achievement; therefore, teacher training has immediately risen to the top of education policy agendas [1]. In the past, a teacher was seen as a source of information and a sole transmitter of information, but today, the role of a teacher has evolved to include coordination, facilitation, and advisory functions, as well as the dissemination of information.[2] Teacher preparation is becoming increasingly more necessary as expectations for teachers grow. The curriculum for teacher training should balance theoretical and practical aspects. One of the courses in teacher preparation that serves this function is the teaching practice course. Pre-service teachers can develop their subject-matter teaching abilities in a real classroom context by taking a teaching practice course. Additionally, it enables them to deliver a certain course or series of courses in a planned sequence. The activities that take place in a classroom context can also be discussed and assessed with ease. The most significant subject at colleges of education, teaching practice, focuses on acts and practices related to the teaching profession. Teaching practice is currently an important course at colleges of education and one of the requirements for graduation. In the pre-service teachers training course, pre-service teachers develop their knowledge, abilities, and perspectives on the teaching profession. According to [3], this course has a considerable effect on pre-service teachers' ability to instruct. During this vital time, they gain the initial experience they will use throughout their professional teaching career. Pre-service teachers can only receive targeted experiences if teaching practice is conducted in a practical classroom context. The actual place where teaching practise takes place is in the classroom [4]. Pre-service teachers go through a process in this setting to become familiar with their teaching professions, schools, teachers, and students. Pre-service teachers, instructors, school administrators, and students all have obligations and expectations in this process. These obligations and expectations must be met by school administrations and related departments. Pre-service teachers can identify their teaching strengths and limitations via teaching practice [4].

II. LITERATURE REVIEW

Teaching Practice Exercise : Teaching practice (T.P.) is an integral part of the student's professional training. According to Aboagye and Atta-Boison, as cited in [7], "teaching practice" or "practice teaching" is the internship period (or periods) during which a pre-service teacher is guided in learning to assume responsibility for the main teaching activities in the schools. It is a required course for pre-service teachers in Nigeria. To ensure quality, teaching practice is internally and externally supervised. The observation and assessment of student teachers is an essential component of teaching practice. In Nigeria, undergraduate students must devote six weeks to their teaching practice whereas pre-service teachers from colleges of education must spend one term, or thirteen weeks, in their school of practice. Since teaching practice allows them to put some of the concepts they have learned in the classroom into practice, teaching practice offers preservice teachers a range of exciting experiences. The purpose of teaching practice, according to the [8], is to help pre-service teachers develop a positive attitude toward teaching, expose them to the real-world classroom experience, help them identify their teaching strengths and weaknesses, provide a forum for them to put educational theories and principles into practice, and equip them with the necessary abilities, competencies, personal traits, and experiences for teaching.

In their last semester, pre-service teachers typically participate in teaching practice. A week is set aside for observation, while the remaining five weeks are spent in teaching [9]. They are given the chance to undertake some micro-teaching in the college with their peers before beginning their true teaching practice in schools. An Education Supervisor (ES) from TETFund, oversees and monitors the programme and two Academic Supervisors (AS) from the department in which the pre-service teacher is enrolled supervise. The final evaluation grade from the two different AS is given out of 100 in each round and an average is calculated [9]. The following factors form the basis of supervisors' evaluations: (a) the pre-service teacher's professional and educational background; (b) the classroom's overall organisation; (c) feedback from the mentor teacher; and (d) overall evidence of lesson preparation, communication, instructional activities, learner assessment, and use of Learner Teacher Support Materials (LTSM) [10]. Based on the specified criteria and their personal assessment of how the student delivered the lesson, the supervisor assigns grades. However, passing the teaching practice exam is a requirement for college graduation. In order to promote the student's professional development by aiding the process of learning to teach, the supervisor's duty is to monitor students' lesson presentations and offer helpful feedback [11]. Additionally, based on their observations and conversations with the student, the supervisor is required to collaborate with the student's mentor to identify successful support measures. The supervisor assigns grades based on the specified criteria and their personal assessment of the manner in which the student delivered the lesson. In the context of the student teacher's relationship with mentors during teaching practice, [12] argued that a mentor is necessary to guide and direct the student teacher through the entire process, providing advice on weaknesses, praising strengths, and providing encouragement until the student teacher is able to effectively present lessons. In order for mentors to function effectively in mentoring and encouraging student teachers, [12] emphasised that mentors should continually be strengthened through workshops. According to research by [13], mentor and/or supervisor performance of student instructors during teaching practice has a significant impact. To make it possible for student teachers to develop the desired teaching abilities, supervisors must direct, counsel, and assist them [13].

Challenges Facing Pre-Service Teacher during Teaching Practice : Although the majority of pre-service teachers view their time in the classroom as an exciting experience and look forward to putting what they have learned over their lengthy time in college into practice in front of a class of learners, there are still challenges and hurdles that they must overcome. As a result, several academics from various contexts have examined in depth the challenges that pre-service teachers face while putting their knowledge into practice. For instance, [14] outlined a number of difficulties that TP pre-service teachers have, including putting theories into practice, selecting the best teaching strategy, and determining whether or not the learning objectives were accomplished. The challenges included the absence of facilities and supplemental resources in schools as well as miscommunication on the part of the school administration. Other typical issues included managing a large class size, having a bad lesson plan, and creating differentiated assignments [15]. From the views of supervisors and in-service teachers, [16] study at KSA examined teaching practice problems at the Faculty of Education. The results showed that putting ideas into practice, communication skills, and teaching anxiety were common difficulties. This research work was conducted abroad so it may not be peculiar to Nigeria. Furthermore, pre-service teachers reportedly struggled to manage their class time [17]. For instance, allocating sufficient time for each task, avoiding spending time verifying students' assignments, offering directions, and collecting attendance. In order to receive feedback on time, the pre-service teacher was seen to be eager to contact with their supervisors. Some pupils did not regard pre-service teachers with the appropriate level of respect because

they still saw them as undergraduates and not as teachers and this make some pre-service to lose self-confidence and not able to control and manage the class [18]. A teacher, in some cases, must reside in the neighbourhood where he teaches, he or she may typically discover that the area lacks adequate social, cultural, housing, and transportation amenities and this is a serious challenge for most pre-service teachers [19].

Statement of the Problem : Observations have revealed that the standard of teaching practices conducted by colleges nowadays is declining. This indicates that how the colleges of education now manage teaching practice is considered insufficient. The efficacy of Pre-service teachers is significantly impacted by various challenges encountered by prospective teachers during the teaching practice activity. My own experience has demonstrated that some of these challenges are connected to student teachers, while others are institutions' (colleges of education) challenges, and others are challenges associated with cooperating with host schools. The problem is that some student teachers struggle to perform well during their practical due to a variety of factors, including inadequate instructional materials, a lack of mastery of the subject matter, poor classroom management skills, excessive familiarity, a lack of accommodations, and office space for the student teachers, an abundance of work that is giving to them at once, a lack of cooperation from their practicum schools, and the attitudes of the students towards the student teachers. For instance, [5] stated that the programme is plagued with several challenges and that pre-service teachers, cooperating teachers, cooperating schools, and supervisors all face several challenges. Other challenges that affected the teaching practice exercise have also been highlighted by studies. For instance, [6] regretted that teachers in partnership schools did not specifically help pre-service teachers to develop their teaching techniques and methods. Since teaching practice was added to the curriculum at the colleges of education in North-central of Nigeria, it appears that no empirical research has been done to determine how pre-service teachers view teaching practice, as a result of this, it was thought suitable to research to evaluate the challenges and perception of teaching practice.

Objectives of the Study

The main objective of this study is to examine the Pre-service teachers' perception of teaching practice exercises in North central Nigeria. The other objectives of this study include the following:

1. To determine the perceptions of pre-service teachers regarding their teaching practice experience.
2. To identify the challenges pre-service teachers experienced during a teaching practice exercise
3. To find out any differences in the perceptions of male and female pre-service teachers of teaching practice
4. To ascertain any differences in the perception of male and female pre-service teachers on challenges of teaching practice

Research Question

The following research questions would be addressed in order to offer a good direction for the study:

1. What are the perceptions of pre-service teachers regarding their teaching practice experiences?
2. What are the challenges pre-service teachers experienced during a teaching practice exercise?
3. Is there any difference between male and female perception of teaching practice?
4. Is there any difference between male and female perception of pre-service teachers on challenges of teaching practice?.

III METHODS

Research Design: This study used a descriptive survey. The researcher can acquire data using a descriptive survey methodology, summarise it, present it, and analyse it for clarification. As a result, it is a technique that aids in gathering information from the sample via questionnaires. In a descriptive survey, conditions that exist or have existed are described, noted, analysed, and reported. In this study, descriptive survey approach was adopted because it has the advantages of being affordable, offering data that is simple to interpret, and suitable for producing reliable information in educational research findings.

Population of the Study : The study's target population was all third-year pre-service teachers who participated in the TP during the 2021–2022 academic year at four colleges of education in the north central zone of Nigeria.

Sample and Sampling Method : A simple cluster random sampling technique was used to select 10% of the 2680 target population from four colleges of education (Okene, Mina, Zuba and Akwanga) in Northcentral zone of Nigeria. Simple cluster random sampling was chosen so that every member of the population will have an equal chance of being selected and each college of education will have proportional representation. Hence, 2680 pre-service teachers, made up of 142 females and 126 men were chosen and made up the sample size of the study. The 268 sample size was arrived at by writing all the names of each pre-service teacher on a piece of paper, folded and placed in two separate bowls, and the tenth person was selected till the required sample was ascertain. And this was done in each college of education.

Instrument for Data Collection : A questionnaire was the instrument used to collect data. Because questionnaires are simple to deliver, simple to complete, and quick to grade, it takes very little time for both researchers and respondents to complete one. A self-completion questionnaire titled, PPTTPE was chosen as the most suitable data collection instrument for the study. As a result, a 24-item, three-section, self-designed questionnaire (A, B, and C) was designed. Demographic information, such as the respondents' gender, was gathered in Section A. The questionnaire's Section B contained sixteen questions that asked respondents about their perception on teaching practice exercise, while Section C contained eight questions about the challenges that pre-service teachers experience during the teaching practice exercise.

Items were developed from four Likert scales, which require an individual participant to respond to a series of statements in the questionnaire by indicating whether he/she strongly agrees (SA), agrees (A), disagree (D), or strongly disagrees (SD). SA=4, A=3, D=,2 and SD=1. The decision point for the means was fixed at a decision mean of 2.50. This was due to the four-point rating system that was employed. In other words, $4+3+2+1=10$ and $10/4=2.50$. The item was regarded to be in disagreement if the mean score was less than 2.50, and in agreement, if the mean was 2.50 or above.

The questionnaire's face and content validity were determined by two specialists in educational measurement and evaluation who reviewed the preliminary version of the tool and provided insightful feedback. Using 30 pre-service teachers who were not involved in the study, a pre-test was conducted to ascertain the reliability of the questionnaire. SPSS computation revealed a Cronbach's Alfa coefficient of $0.870 > 0.70$. The researchers thought that this number was adequate for the study since it had strong internal consistency.

Data Analysis and Results : Regarding the analysis of data, the researcher applied a statistical tool, namely, Statistical Package for Social Sciences (SPSS) version 24 to analyze the gathered data. With this package. To address the research question, descriptive statistics (mean and standard deviation) were utilized. Male and female respondents' means for each item were computed. Following that, each calculated mean was compared to the theoretical mean of 2.5 ($1+2+3+4=10/4$) to see if respondents agreed or disagreed with the statement about the perception and challenges of teaching practice. The statement is accepted when the mean is 2.5 or above, and it is rejected when the mean is less than 2.5. The paired mean of male and female were also subjected to an item-by-item independent-samples t-test to see whether there were any statistically significant variations in how they rated the claims. A 0.05 alpha level was chosen for the t-test to detect any differences.

Data Presentation and Analysis : This section outlines the results of the research and presented in accordance with the research questions and hypothesis. It also interprets the responses from the respondents in order to make meaning from the collected data in an attempt to give an answer to the research questions.

Research Question 1

What are the perceptions of pre-service teachers regarding their teaching practice experience?

S/N	Items	Respondents	SA	A	D	SD	Mean	St.d	Interpretation
1.	Teaching practice exercise and supervision is frequent	Male	19	54	41	12	2.63	2.24	Agreed
		Female	25	61	41	15	3.01	2.43	Agreed
2	Teaching practice assessment by our mentors is frequent	Male	15	56	38	17	2.54	2.16	Agreed
		Female	15	55	42	30	2.69	2.17	Agreed

3	Teaching practice and assessment is well spaced	Male	25	30	61	10	2.55	2.18	Agreed
		Female	32	31	65	14	2.89	2.35	Agreed
4	Our supervisors were fair	Male	19	44	54	9	2.57	2.18	Agreed
		Female	21	52	60	9	2.92	2.35	Agreed
5	There was consistency in supervisors' assessments	Male	26	35	52	13	2.58	2.22	Agreed
		Female	31	29	77	5	2.93	2.35	Agreed
6	Useful discussion held between Pre-service teachers and Teaching Practice supervisors	Male	18	38	55	15	2.56	2.09	Agreed
		Female	22	42	63	15	2.81	2.25	Agreed
7	Supervisors observed the lesson throughout the period according to the lesson plan	Male	18	48	56	4	2.63	2.21	Agreed
		Female	13	62	66	1	2.94	2.28	Agreed
8	Supervisors provide frequent feedback on lesson taught by the Pre-service teacher	Male	15	42	62	7	2.51	2.10	Agreed
		Female	17	31	87	7	2.71	2.11	Agreed
9	Cut-off Average Mean						2.5654 76 2.8611 34	1.3233 1.390	Accepted

The evidence in Table 3 shows that the pre-service teachers in North central zone of Nigeria gave higher ratings than the cut-off mean of 2.5 mean to each of the eight items pertaining to their perception of teaching practice. According to Table 3 " Teaching practice exercise and supervision is frequent " had the highest resultant mean rating of 3.01 for female respondents and 2.63 for male respondents. while the male respondent regarded "Supervisors provide frequent feedback on lesson taught by the Pre-service teacher" as the lowest resultant rating of 2.51, the female respondent regarded 'Teaching practice assessment by our mentors is frequent'' resultant mean of 2.71 as the lowest perception they have about teaching practice. This suggests that when it comes to the overall perception of teaching practice exercise, female preservice teachers are more likely than male preservice teachers (M=2.86, SD=1.390) to rank the teaching practice programme reasonably high (M= 2.56, SD=1.323). The weighted cut off average mean scores of M=.565476 and M=2.861134 suggested that pre-service teachers have a positive assessment of how teaching practice was conducted by supervisors and monitors and this conform to the works of Holloway (2001) and [11]; [10] and [13].

Research Question 2

2.What are the challenges pre-service teachers experienced during a teaching practice exercise ?

S/n	Items	Respondents	SA	A	D	SD	Means	St.d	Interpretation
1.	Time allotted for teaching practice is adequate	Male	66	44	12	4	3.36	2.97	Agreed
		Female	64	67	10	1	3.79	3.07	Agreed
2	Inadequate teaching practice orientation programme before the starting of the teaching practice exercise	Male	36	76	10	4	3.14	2.68	Agreed
		Female	41	81	14	6	3.5	2.82	Agreed
3	Financial constraints on the part of the pre-service teacher is a	Male	50	64	12	0	3.30	2.82	Agreed

	challenge	Female	53	71	14	4	3.62	2.94	Agreed
4	Transportation to posted school is a challenge	Male	43	56	18	9	3.05	2.65	Agreed
		Female	44	67	21	10	3.40	2.77	Agreed
5	Accommodation is a challenge faced by the pre-service teachers	Male	82	25	7	12	3.40	3.01	Agreed
		Female	82	33	15	12	3.72	3.10	Agreed
6	Lack of confidence feeling of being a beginning pre-service teacher	Male	9	36	76	5	2.38	1.94	Agreed
		Female	17	41	71	13	2.74	2.16	Agreed
7	The Pre-service teacher finds it difficult to control and manage the class	Male	19	34	68	5	2.53	2.12	Agreed
		Female	48	71	18	5	3.53	2.87	Agreed
8	Inability of the pre-service teacher to make use of instructional materials	Male	33	51	21	21	2.76	2.42	Agreed
		Female	42	61	19	20	3.24	2.68	Agreed
9	Non availability of instructional materials in the host school	Male	62	46	17	1	3.34	2.89	Agreed
		Female	68	49	19	20	3.67	3.01	Agreed
10	There is poor learning and teaching environment	Male	53	52	14	7	3.19	2.7	Agreed
		Female	48	72	14	8	3.52	2.86	Agreed
11	Host school do not consider pre-service teachers' area of specialisation	Male	42	54	22	8	3.03	2.63	Agreed
		Female	49	63	21	9	3.46	2.82	Agreed
12	Mentors do not provide guidelines	Male	33	45	44	4	2.84	2.44	Agreed
		Female	44	52	41	5	3.53	2.7	Agreed
13	Too much workload for pre-service teachers	Male	22	64	38	2	2.84	2.39	Agreed
		Female	28	71	39	4	3.23	2.58	Agreed
14.	Poor relations between pre-service teachers and teachers of the host school	Male	11	44	59	12	2.42	2.01	Disagreed
		Female	10	43	77	12	2.65	2.05	Agreed
15	Lack on the agreement on the part of supervisors in dealing with similar issues during the teaching practice	Male	11	32	56	7	2.69	2.31	Agreed

		Female	32	40	60	10	3	2.42	Agreed
16	Negative attitude being exhibited by some supervisors	Male	17	51	35	12	2.65	2.25	Agreed
		Female	25	59	41	17	2.98	2.41	Agreed
17	Cut-off Average	Male					2.93700		Accepted
		Female					3.33978		
							4		
							1746		

According to the findings shown in Table 2, apart from item 6. “Lack of confidence feeling of being a beginning pre-service teacher” (M= 2.38) and item 14, “Poor relations between pre-service teachers and teachers of the host school” (m=2.42) which the male respondents rejected as challenges, the mean ratings for each of the other items related to the challenges of the teaching practice programme were significantly higher than the cut-off mean of 2.50. The findings indicated that pre-service instructors strongly valued the program's challenges' many components. This demonstrate that Pre-service teachers are faced with challenges during teaching practice exercise. Both females (M=3.72) and male (M=3.40) respondents accepted accommodation as their major challenge and these challenges are in line with the views and works of Ball et al., (2008); [15]; [16]; [17]; [18] and [19].

Research Question 3

3. Is there any difference between male and female perception of pre-service teachers?

Table 4: T-test Summary of Male and Female Pre-service Teachers on Perception of Teaching Practice

S/N	Items	Mean	Male (126)		df	Female (142)		
			ST.d	Mean		ST.d	t-test	p-value
1	Teaching practice exercise and supervision is frequent	2.63	2.24	3.01	2.43	266	1.324	0.186
2	Teaching practice assessment by our mentors is frequent	2.54	2.16	2.69	2.17	266	0.566	0.571
3	Teaching practice and assessment is well spaced	2.55	2.18	2.89	2.35	266	1.222	0.2221
4	Our supervisors were fair	2.57	2.18	2.92	2.35	266	1.258	0.209
5	There was consistency in supervisors assessments	2.58	2.22	2.93	2.35	266	1.248	0.212
6	Useful discussion held between Pre-service teachers and Teaching Practice supervisors	2.56	2.09	2.81	2.25	266	0.938	0.348
7	Supervisors observed the lesson throughout the period according to the lesson plan	2.63	2.21	2.94	2.28	266	0.303	0.762
8	Supervisors provide frequent feedback on lesson taught by the Pre-service teacher	2.51	2.10	2.71	2.11	266	0.776	0.438

* significant at < 0.05

As presented in Table 4, all of the eight items dealing with the perceptions of teaching practice programme, produced no statistically significant differences in the ratings of the male and female pre-service teachers. Again, results from Table 4 show that the eight items on the perceptions of teaching practice indicated a high

degree of similarity between male and female pre-service. That is by conventional criterial, the difference between mean of male and female responses is considered to be not statistically significant.

Research Question 4

Is there any difference between male and female perception of pre-service teachers on challenges of teaching practice?

S/N	Items	Mean	Male (126)		df	Female (142)		
			ST.d	Mean		ST.d	t-test	p-value
1	Time allotted for teaching practice is adequate.	3.36	2.97	3.79	3.07	266	1.162	0.246
2	Inadequate teaching practice orientation programme before the starting of the teaching practice exercise	3.14	2.68	3.5	2.82	266	1.06	0.286
3	Financial constraints on the part of the pre-service teacher is a challenge	3.30	2.82	3.62	2.94	266	0.906	0.365
4	Transportation to posted school is a challenge.	3.05	2.65	3.40	2.77	266	1.053	0.293
5	Accommodation is a challenge faced by the pre-service teachers.	3.40	3.01	3.72	2.10	266	1.018	0.309
6	Lack of confidence feeling of being a beginning pre-service teacher.	2.38	1.94	2.74	2.16	266	1.428	0.154
7	The Pre-service teacher finds it difficult to control and manage the class	2.53	2.12	3.53	2.87	266	3.210	0.015*
8	Inability of the pre-service teacher to make use of instructional materials	2.76	2.42	3.24	2.68	266	0.963	0.338
9	Non availability of instructional materials in the host school	3.34	2.89	3.67	3.01	266	0.426	0.670
10	There is poor learning and teaching environment.	3.19	2.7	3.19	2.86	266	0.000	1.000
11	Host school do not consider pre-service teachers' area of specialisation.	3.03	2.63	3.46	2.82	266	1.285	0.199
12	Mentors do not provide guidelines.	2.84	2.44	3.53	2.7	266	2.184	0.0298*
13	Too much workload for pre-service teachers.	2.84	2.39	3.23	2.58	266	1.278	0.202
14	Poor relations between pre-service teachers and teachers of the host school.	2.42	2.01	2.65	2.05	266	0.925	0.355
15	Lack on the agreement on the part of supervisors in dealing with similar issues during the teaching practice.	2.69	2.31	3.00	2.42	266	1.069	0.285
16	Negative attitude being exhibited by some supervisors	2.65	2.25	2.98	2.41	266	1.154	0.249

* significant at < 0.05

As presented in Table 4, out of sixteen items dealing with the challenges of the programme, only two produced statistically significant differences in the ratings of the male and female pre-service teachers. For instance, the independent-samples t-test score for “The Pre-service teacher finds it difficult to control and manage the class” indicates that there was statistically significant difference in scores for male pre-service teachers ($M = 2.53$, $SD=2.12$) and female pre-service teachers ($M = 2.95$, $SD = .875$); $df (266) = t \text{ test}=3.210$, $p\text{-value} = .015$). However, the magnitude of the difference in the means was very small ($\eta^2 = 0.0125$). This implies that only 1.25% of the variance in teaching efficacy is explained by gender. Again, independent-sample t-test score for “Mentors do not provide guidelines” shows that there was statistically significant difference in scores for male pre-service teachers ($M = 2.84$, $SD = 2.44$) and female pre-service teachers ($M = 3.53$, $SD = 2.7$); $df (266)$, $t \text{ test} = 2.184$, $p\text{-value} = .0298$). Though, the magnitude of the difference in the means was very small ($\eta^2 = 0.0191$). This means that only 1.19% of the variance in teaching experience is explained by gender. Again, results from Table 4 show that the remaining fourteen items on the challenges of teaching practice indicated a high degree of similarity between male and female pre-service teachers.

In this study, pre-service teachers from colleges of education in Nigeria's north central region were asked about their perception of teaching practice exercise. The research results demonstrated that pre-service teachers have a favourable perception of teaching practice exercise. Pre-service teachers emphasised that regular supervision and teaching practice exercises are important when supervisors and mentors are providing help to pre-service teachers. The findings of this study suggest that the difficulties experienced by student instructors at colleges of education in Nigeria's north central region are comparable to those discovered by other researchers, as evidenced by the literature review. But there were three different kinds of difficulties. First, there were issues with the schools where student teachers are undergoing the teaching practice. For instance, the cooperating teachers did not offer the pre-service teachers enough assistance, schools lack accommodation, transport facilities, and instructional materials. Second, there were difficulties with the supervisors. The findings indicated that insufficient time was spent providing timely constructive feedback to student instructors. Thirdly, there were difficulties with the student teachers themselves. Some had the confidence required to carry out teaching practise, while others had poor classroom management abilities.

Recommendations

The following have been recommended based on the findings of the study:

1. There should be more classroom management, self-control, and confidence training offered by the university to student instructors.
2. The college of education should see to it that student instructors are assigned to schools with access to transportation, lodging, and educational resources.
3. To benefit both the student teachers and the students in the classroom, institutions should establish a system to organise and organise the mentorship programme for the mentors and establish cordial relationship between the pre-service teacher and the host school.
4. During observing, student teachers' supervisors should have patience with the pupils they are observing. To help these teaching practise students understand its principles, they should provide them with all of their noticed comments. Longer time periods are advised because of this..
5. There should be frequent teaching practice exercises. These regular check-ins will help supervisors boost students' professional development even further.
6. It is crucial to emphasise the value of teaching practice while also strengthening collaboration and coordination between the college and the schools.

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