



# ATTITUDE OF STUDENT TEACHERS TOWARDS TEACHING PRACTICE EXERCISE IN DELTA STATE UNIVERSITY, ABRAKA

By:

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## Abstract

This study was carried out to investigate the attitude of student teachers towards the teaching practice exercise carried out in the Faculty of Education, Delta State University, Abraka. Five (5) research questions and three (3) null hypotheses were raised to provide focus for the study. Descriptive survey research design was adopted in carrying out the research while the availability sampling technique was employed in selecting one hundred and sixty (160) students from eight (8) Departments who were on teaching practice in the 2022/2023 academic session. The main instrument used for data collection consisted of a 40 - items questionnaire which served as an instrument for both the 300 Level and 400 Level students. Both descriptive statistics (mean and standard deviation) and inferential statistics (t-test) were used to analyse the data collected through the administration of the research instrument. A careful analysis of the data revealed that: students' attitude towards teaching practice in Delta State University is generally positive; there was no statistically significant difference between the attitudes of male and female student teachers towards teaching practice; lastly, there was no statistically significant difference in attitude between the 300 Level and 400 Level student teachers towards teaching practice. Based on these findings, it was recommended among others that; Faculties of Education should have microteaching laboratories to help student teachers preparing for teaching practice acquire the rudimentary skills required for effective teaching and that teaching practice handbook should be made available to guide the students to have a uniform method of writing lesson plans and lesson notes. Moreover, rules and regulations of teaching practice should be outlined in the handbook provided to enable students have successful teaching practice exercise.

## Keywords:

*Attitude, Teaching Practice, students teachers.*

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## Introduction

Teaching today is regarded as a profession and not merely an occupation. What differentiate professions from mere occupations are professional education and a lengthy period of training through which practitioners in a given profession acquire knowledge and complementary skills, respectively (Mogboh, 2017). The dynamism in our present day society calls for change and a modernization of the teaching profession. This demand is necessary because the educational sector of every society should meet up with the daily changing demand. The nation's educational sector must provide our children with the knowledge, information and skills needed to compete in a complex international market place. Good teachers are the hallmark of such an educational system because they are integral to children's intellectual and social development (Mogboh, 2017). Good teachers in this context refer to effective teachers who make an extraordinary and lasting impact on the lives of students not only through the knowledge they pass across to them but also through their personal qualities. Good and effective teachers have a positive impact on their students and use their expertise to improve learning (Hawthorne, 2022). Thus, competent, devoted and professionally qualified teachers are an essential foundation for a good education system. In other word, the adequate preparation of students for both internal and external examinations for the achievement of educational objectives as well as the attainment of the national goals of education depend on good and effective teachers (Lumadede, Shiundu and Poipoi, 2020).

The production of good and effective teachers depends so much on their preparation. That is why Mustapha & Waziri (2015) pointed out that the main focus of reforms in the teacher education programme is to produce effective and dedicated teachers who are well prepared for the assumption of duty as professionally motivated, conscientious and efficient classroom teachers whose aim is to cultivate the spirit of inquiry, creativity and intellectual development in learners towards better achievement in the educational system. One of the avenues through which such professionally qualified teachers are produced is the teaching practice programme organised by the Faculties of Education in Tertiary Institutions (Mustapha & Waziri, 2015). It is a vital aspect of the teacher preparatory programme which gives the opportunity to student-teachers to be exposed to the realities of teaching and professional activities in the field of education (Terkimbi, Odus & Wanger 2021). Teaching practice as a teacher preparatory programme is an exercise where student-teachers are given the opportunity to try the act of teaching geared towards gaining practical experience in teaching before actual teaching as professional teachers in the classroom (Ikitde & Ado, 2016). It is regarded as an integral part of teacher education programme where student-teachers are provided with the opportunity to practice the techniques of teaching to prepare them for the real world of the teaching profession (Mannathoko, 2013). It is an opportunity for the would-be teacher to put into practice under the watchful eyes of the supervisor, the principles, theories and practices to which he/she has been exposed to in his/her classroom studies (Oyedeji & Osarumwense, 2017).

Okobia, Augustine and Osagie (2013) see teaching practice as a teacher training programme or an activity whereby student-teachers are provided the opportunity to practice their acquired theory of teaching under the real experience of the normal classroom situation. Teaching practice is a compulsory course for all aspiring student-teachers registered in a teacher education programme in Nigeria, the focus of which is on instructional planning, instructional technology, microteaching mentoring (model teaching, assessment, feedback, reports, etc.), studies in teaching methods and posting of students to schools where they can practice their major courses of study (Aglazor, 2017).

In practical terms and largely in agreement with Urevbu, Salami, Osunde, Omoifo and Iyamu (n.d) the broad objective of teaching practice is to help student-teachers to develop teaching competencies. These teaching competencies are the knowledge, skills and professional values and ethics which a teacher possesses (Iroriteraye-Adjekpovu, 2021, 2012; Oyovwi & Iroriteraye-Adjekpovu, 2022).

Mustapha and Waziri (2015) opined that teaching practice provides the neophyte teacher in training some type of pre-service teacher training exercises which serve as opportunity to be exposed to the realities of teaching and performance of professional activities. They further observed that a professional practical experience is necessary for all professions and that students in educational programmes wanting to have a professional qualification in teaching may never graduate from the programme until the necessary practical experience is acquired.

It has been observed that quite often, teacher trainees enroll on the teacher preparation programme without any professional objective or commitment whether they have any inherent interest in teaching as a profession or not (Ikeoji, et al., n.d and Terkimbi, Odus and Wanger, 2021). This is the reason why trainee teachers perceive the teaching practice exercise differently. Students with positive attitude nearing the end of their training grow increasingly anxious to get on the job (Ikeoji et al., n.d). This category of student teachers may look forward with anticipation to the day they will become full-fledged teachers in charge of a class. Moreover, these set of student teachers may feel apprehensive of how to face a room full of students. There are some teacher trainees who, because they have no interest in teaching or because they were aspiring to read courses other than education but found their way into it by accident, treat the teaching practice exercise with levity or would have preferred to do away with it if they were to have a choice (Ikeoji et al. n. d).

Whatever the kind of attitude trainee teachers shows to the teaching practice exercise, it is essentially an important requirement for would be teachers designed to gradually allow for a smooth transition from the role of a student-teacher to that of a full-fledged professional teacher (Ikeoji et al., n.d). It affords the students the opportunity to test the skills of teaching and their liking for teaching tasks. Teaching practice enables students to discover whether they enjoy teaching the subject for which they have prepared themselves, whether they are interested in teaching students of a particular class, level and age, and to establish a genuine enthusiasm for the teaching profession (Ikeoji, et al., (n.d). While discussing the needs for teaching practice, Ikeoji, et al. (n.d) noted that successful teaching practice experience under the supervision of qualified classroom teachers will enable the training institution to place its stamp of approval on the student –teachers’ work, with reasonable assurance of their future success.

The kind of attitude an individual has towards a programme will go a long way to determine the degree of its success. In line with this, if students preparing for teaching practice have unfavourable attitude toward it, their performance level will be very low. A lot of research works have been carried out to investigate the attitude of student teachers or trainee teachers to the teaching practice exercise in teacher training institutions but not much have been carried out to investigate the kind of attitude student teachers develop towards the practice in Delta State University, Abraka. This research work therefore investigates the attitude of student teachers towards teaching practice in the Faculty of Education, Delta State University, Abraka.

## Statement of the Problem

Teaching practice is one among the many techniques for producing professionally qualified teachers. It is expected therefore that students preparing for teaching practice exercise develop positive attitude towards it as it is essentially designed to gradually allow for a smooth transition from the role of a student to that of a full-fledged teacher. There has been claims that teachers produced from the Faculties of Education in tertiary institutions are not better than those produced from Faculties other than Education and who become teachers by chance (Subedi, 2016), though this claim may not be true. However, many students nearing the end of their teacher training programme do not show serious commitment to the teaching practice exercise. They therefore treat the exercise with levity, scoring very low and ending up as very poor teachers inspite of their professional training. Quite often, students enroll on the teacher preparation programme without any professional objective or commitment whether they have any inherent interest in teaching as a profession or not. This is the reason why trainee teachers perceive the teaching practice exercise differently. The seemingly lack of professional expertise found in teachers may come from those student teachers who were lazy and showing no commitment/interest when they were on teaching practice (Subedi, 2016). Since student teachers perceive the teaching practice exercise differently, the attitude students in the Faculty of Education develop towards teaching practice in Delta State University is not clear. This research work is therefore designed to answer the question: what attitude does student teachers in the Faculty of Education, Delta State University, Abraka show towards teaching practice exercise?

## Research Questions

1. What is the attitude of student-teachers towards teaching practice exercise in Delta State University, Abraka?
2. Is there any difference in attitude towards teaching practice between male and female student teachers in Delta State University, Abraka?
3. Is there any difference between the attitudes of 300 Level and 400 Level students towards teaching practice?
4. What are the problems facing teaching practice and its related activities in Delta State University, Abraka.
5. What are the strategies for improving the attitude of student-teachers towards teaching practice?

## Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance.

- H<sub>01</sub>:** Student-teachers in Delta State University, Abraka, do not have a positive attitude towards teaching practice.
- H<sub>02</sub>:** There is no statistically significant difference in attitude towards teaching practice between male and female student teachers in Delta State University, Abraka.
- H<sub>03</sub>:** There is no statistically significant difference between the attitudes of 300 Level and 400 Level students toward teaching practice in Delta State University, Abraka.

## **Purpose of the Study**

In general term, the purpose of this study is to ascertain the attitude of the students in the Faculty of Education, Delta State University, Abraka towards teaching practice as a requirement for their graduation. Specifically, the study sought to:

1. Determine the attitude of the student-teachers towards teaching practice in Delta State University, Abraka.
2. Determine whether the attitude of male student-teachers is different from that of female student-teachers toward teaching practice in Delta State University, Abraka.
3. Investigate if there is a significant difference between the attitudes of 300 Level and 400 Level students towards teaching practice in Delta State University, Abraka.
4. Examine the problems facing teaching practice and its related activities in Delta State University, Abraka.
5. Determine strategies for improving the attitude of student-teachers towards teaching practice in Delta State University, Abraka.

## **Literature Review**

### **The Concept of Attitude**

Attitude is a way of thinking or feeling of a person, which makes him or her to behave or act in a particular way. Mehdipour & Balaramulu (2013) define attitude as an inner feeling or a belief of an individual towards particular phenomena. They regarded attitude as an expression of one's inner feelings and beliefs that reflect whether one is favourably or unfavourably pre-disposed to some phenomenon.

Attitude is the positive or negative stand one takes on people, issues and things. Attitudes are related to coping with and management of the emotions occurring during the learning process and they play an important role in directing human behavior. Whether attitudes occurring as part of a system of values and beliefs are positive or negative, they affect the learning process in a direct manner and influence future lives of individuals.

Attitude is one of the main property of the human psyche, which expresses a reaction within the interaction with the surroundings and the body itself, and therefore, an attribute of the mind. In psychological studies, attitude is regarded as a "hypothetical construct" which characterizes the human personality, a concept which "cannot be observed directly but only be inferred from people's actions or "a psychological tendency" to express the evaluation of a particular quality and the degree of "favour or disfavor granted to it" (Gaiseanu, 2020).

### **Meaning, Nature and Importance of Teaching Practice**

Teaching practice is the name of the preparation of student teachers for teaching by practical training (Nwanekezi, Okoli & Mezieobi, 2011). Okobia et al (2013) defined teaching practice as a teacher education programme or activity which involves the student-teacher putting into practice his/her acquired theory of teaching under the genuine experience of the normal classroom situation.

Teaching practice is a means through which a student's suitability for the teaching profession is measured in the training institution. It affords the students the opportunity to test the skills of teaching and their liking for teaching tasks. Teaching Practice enables students to

discover whether they enjoy teaching the subject for which they have prepared themselves, whether they are interested in teaching students of a particular class and age, and to establish a genuine enthusiasm for the teaching profession.

eaching practice is an opportunity for the would-be teacher to put into practice, under the watchful eyes of his clinical supervisors, the principles, theories and practices to which he/she has been exposed to in his/her classroom studies (Oyedeji & Osarumwense, 2017). It is thus, the period of experimentation, consideration and internalization. It is at this point practice takes over from theory and it is the dividing line between the professional and the quack, or the teacher and the cheater. Teaching practice as an integral component of a teacher preparation programme serves as a link between theory and practice and that entails inculcation of professional practice and conduct. It is through this exercise that teaching skills are acquired and developed both by practice and by reflection on pedagogy and theories of education (Oyedeji & Osarumwense, 2017).

### **Students' Attitude towards Teaching Practice**

Many empirical studies revealed that student teachers' perception and attitude towards teaching practice exercise is quite positive but a lot has to be done to make it effective and efficient. For example, Wambugu, Barmao and Ng'eno (2013) found out from their study that teachers' perceptions towards teaching practice assessment were favourable. Their findings also indicated a no statistically significant differences in the perception of students on the basis of areas of specialization. They however saw a statistically significant difference in perceptions/attitude toward teaching practice between male and female student teachers. Similarly, Nwanekezi, Okoli and Mezieobi (2011) saw from their research work that students generally have positive attitude towards teaching practice except that some students would not report promptly to their school locations and sometimes, they would not be punctual to school. This according to them might be due to inaccessibility of some school locations, far distances and sometimes traffic congestion in town. Nwanekezi, Okoli and Mezieobi (2011) also discovered that there was no statistically significant difference between the attitudes of 300 level and 400 level student teachers towards teaching practice. However, there are some teacher trainees who, because they have no interest in teaching or because they are aspiring to read courses other than education but found their way into it by accident, treat the teaching practice exercise with levity or would have preferred to do away with it if they were to have a choice (Ikeoji et al. n.d.). These are the category of student teachers who have negative perception or attitude towards the teaching practice exercise. This was the view of Ikitde and Ado (2015) who saw that student teachers' attitude towards teaching practice exercise was found negative on the overall. This according to them could be attributed to the poor attitude of student teachers in terms of preparation for the exercise. Ikitde and Ado (2015) also found out that student teachers with positive attitude were motivated towards the exercise and had self-competence that enable them performed better and finally, their study found no significant difference between male and female student teachers' attitude towards teaching practice though, males student teachers performed better than female student teachers.

## Factors Affecting Student-Teachers' Attitude towards Teaching Practice

The difficulties associated with teaching practice exercise have prompted students to develop various attitudes towards teaching practice programme in training colleges and Faculties of Education in Universities. Some of the factors affecting teaching practice exercise in the Nigerian Universities' system according to Nwanekezi, Okoli and Mezieobi (2011) include: inadequate preparation of students for teaching practice; lack of necessary equipment, facilities and materials for preparation of the students before sending them out for teaching practice; unwillingness of the students to report to their school locations; few number of practicing schools within the vicinity of the training institution; poor learning environment in the practicing schools, such as class congestion, poor ventilation, poor facilities and equipment; lack of accommodation for the student teachers, especially those posted very far from the university; short practicing period; rejection of students by some schools; lack of transportation fares on the part of the student teachers; and inaccessibility of some school locations by student teachers and lecturers.

Another factor affecting attitude of student-teachers is that, they are required to prepare elaborate teaching aids during teaching practice which they would hardly prepare as regular teachers. Student-teachers who are financially handicapped feel discouraged because of this (Ikoeji et al. n.d.).

## Method

The study adopted the descriptive survey design to collect data from respondents aimed at determining the attitude of student teachers towards teaching practice exercise in Delta State University, Abraka. The population of the study consisted of all the students in 300 and 400 levels in the Faculty of Education who were on teaching practice in the 2022/2023 academic session. The sample used for the study was comprised of one hundred and sixty (160) respondents. The availability sampling method was used to select 20 students from each of the eight (8) Departments that make up the Faculty of Education, Delta State University, Abraka.

The instrument for data collection was a students' questionnaire, which consisted of four sections: A, B, C and D. Section A was designed to collect biodata of respondents. Section B was designed to collect information concerning students' attitude towards teaching practice. Section C was designed to collect information concerning the problems facing teaching practice in DELSU, while section D was designed to elicit information from respondents on the strategies for improving students' attitude towards teaching practice. The instrument was designed on the modified 4-point Likert Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The instrument was validated by two (2) experts from the Department of Counselling Psychology with particular reference to the relevance of the items to the topic, un-ambiguity of statements, clarity of language and adequacy of the items. The corrections given by the experts were effected in the final version of the instrument. Cronbach Alpha was used to measure the degree of

consistency of the items in the instrument and this was found to be 0.86, showing that the instrument was very reliable.

Copies of the questionnaire were personally administered by the researcher to the respondents in their various Departments as they resumed for the 2023/2024 academic session after establishing a rapport with them and guiding them on how to fill the questionnaire. The filled copies of the questionnaire were collected immediately from the students on the spot. The data collected through the administration of the instrument was analyzed using mean ( $\bar{x}$ ) for the research questions while the null hypotheses were tested using the student's t-test statistical tool at 0.05 alpha level of significance. As for the research questions, any response to an item in the questionnaire with an average mean weighting of 2.50 and above was regarded as agreed while values below 2.50 were regarded as disagreed. As for the hypotheses, the scores obtained through the administration of the questionnaire were transformed and grouped as positive and negative attitudes. Scores obtained from SA and A responses were transformed and grouped as positive attitude (X). While scores from D and SD responses were transformed, added together and grouped as negative attitude (Y)

## Results

### Research Question 1

What is the Attitude of Student Teachers in Delta State University towards Teaching Practice Exercise?

**Table 2: Descriptive Analysis of Items on Attitude of Student Teachers towards Teaching Practice Exercise**

S/N	Items	SA 4	A 3	D 2	SD 1	N/ Total	$\bar{x}$	Decision
6.	Teaching practice is a very good experience and should be allowed to continue	39 156	53 159	32 64	36 36	160 415	2.59	Agree
7.	Teaching practice is a fun and should be extended to 6 months	50 200	60 180	39 78	11 11	160 469	2.93	Agree
8.	I have never been absent from my school of practice to which I was posted	39 156	50 150	39 78	32 32	160 416	2.60	Agree
9.	I was always regular to school	43 172	42 126	38 76	37 37	160 411	2.57	Agree
10.	I was always there at my school of practice whether I had a period to teach or not	42 168	47 141	50 100	21 21	160 430	2.69	Agree
11.	I was always ready with my lesson notes	45 180	48 144	47 94	20 20	160 438	2.74	Agree
12.	I always like to teach my lessons than watching the regular teacher using my periods.	54 216	56 168	31 62	19 19	160 465	2.91	Agree
13.	I teach all my lessons with instructional materials	35 140	51 153	39 78	35 35	160 406	2.54	Agree



14.	I always have mutual understanding with my students and the school authority	45 180	45 135	44 88	26 26	160 429	2.68	Agree
15.	I was very happy and never had any fear whenever my supervisor come to supervise me	40 160	42 126	38 76	40 40	160 402	2.51	Agree
16.	I always feel enthusiastic to arrive timely at my school of practice	48 192	51 153	46 92	15 15	160 452	2.83	Agree
17.	I did not discontinue reporting to my posted school after being supervised twice	45 180	48 144	48 96	19 19	160 439	2.74	Agree
18.	The duration of time allocated to me is quite enough	39 156	54 162	34 68	33 33	160 419	2.62	Agree
19.	I draft lesson plan for every topic and period	40 160	44 132	39 78	37 37	160 407	2.54	Agree
20.	I do not feel reluctant to teach even when the class go noisy	44 176	47 141	49 98	20 20	160 435	2.72	Agree
<b>Total (<math>\Sigma x</math>)</b> <b>Mean of Means <math>\frac{\Sigma x}{N}</math></b>							<b>40.21</b> <b>2.68</b>	<b>Agree</b>

In Table 2 above, the mean ratings of the responses of the student teachers showed that the students have positive attitude towards teaching practice. This is because, all the means of items 6-20 are above or equal to the criterion mean of 2.50 with an overall mean of 2.68.

### Research Question 2:

Is there any difference in attitude towards teaching practice between male and female student teachers?

**Table 3: Presentation of Descriptive Data on Male Student Teachers' Responses to the Items on Attitude towards Teaching Practice Exercise**

S/N	Items	SA 4	A 3	D 2	SD 1	N/ Total	$\bar{x}$	Decision
6.	Teaching practice is a very good experience and should be allowed to continue	19 76	27 81	16 32	20 20	82 209	2.55	Agree
7.	Teaching practice is a fun and should be extended to 6 months	25 100	31 93	20 40	6 6	82 239	2.91	Agree
8.	I have never been absent from my school of practice to which I was posted	20 80	26 78	19 38	17 17	82 213	2.60	Agree
9.	I was always regular to school	22 88	21 63	19 38	20 20	82 209	2.55	Agree
10.	I was always there at my school of practice whether I had a period to teach or not	21 84	24 72	26 52	11 11	82 219	2.67	Agree
11.	I was always ready with my lesson notes	22 88	24 72	24 48	12 12	82 220	2.68	Agree
12.	I always like to teach my lessons	28	30	17	7	82	2.96	Agree

	than watching the regular teacher using my periods.	112	90	34	7	243		
13.	I teach all my lessons with instructional materials	19 76	26 78	17 34	20 20	82 208	2.54	Agree
14.	I always have mutual understanding with my students and the school authority	23 92	22 66	22 44	15 15	82 217	2.65	Agree
15.	I was very happy and never had any fear whenever my supervisor come to supervise me	21 84	22 66	18 36	21 21	82 207	2.52	Agree
16.	I always feel enthusiastic to arrive timely at my school of practice	24 96	26 78	23 46	9 9	82 229	2.79	Agree
17.	I did not discontinue reporting to my posted school after being supervised twice	23 92	23 69	25 50	11 11	82 222	2.71	Agree
18.	The duration of time allocated to me is quite enough	20 80	29 87	18 36	15 15	82 218	2.66	Agree
19.	I draft lesson plan for every topic and period	20 80	23 69	20 40	19 19	82 208	2.54	Agree
20.	I do not feel reluctant to teach even when the class go noisy	23 92	24 72	25 50	10 10	82 224	2.73	Agree
<b>Total (<math>\Sigma x</math>)</b>							<b>40.06</b>	<b>Agree</b>
<b>Mean of Means <math>\frac{\Sigma x}{N}</math></b>							<b>2.67</b>	

In Table 3 above, the mean ratings of items 6-20 are all above the criterion mean of 2.50 with an overall mean of 2.67, indicating that male student teachers have positive attitude towards teaching practice exercise.

**Table 4: Presentation of Description Data on Female Teachers' Responses to the Items on Attitude towards Teaching Practice Exercise.**

S/N	Items	SA 4	A 3	D 2	SD 1	N/ Total	$\bar{x}$	Decision
6.	Teaching practice is a very good experience and should be allowed to continue	20 80	26 78	16 32	16 16	78 206	2.64	Agree
7.	Teaching practice is a fun and should be extended to 6 months	24 96	30 90	19 38	5 5	78 229	2.94	Agree
8.	I have never been absent from my school of practice to which I was posted	19 76	24 72	20 40	15 15	78 203	2.60	Agree
9.	I was always regular to school	21 84	21 63	19 38	13 13	78 198	2.54	Agree
10.	I was always there at my school of practice whether I had a period to teach or not	21 84	23 69	24 48	10 10	78 211	2.71	Agree
11.	I was always ready with my lesson notes	21 84	24 72	23 46	10 10	78 212	2.72	Agree
12.	I always like to teach my lessons than watching the	28 112	29 87	16 32	5 5	78 236	3.03	Agree

	regular teacher using my periods.							
13.	I teach all my lessons with instructional materials	18 72	25 75	22 44	13 13	78 204	2.62	Agree
14.	I always have mutual understanding with my students and the school authority	22 88	23 69	22 44	11 11	78 212	2.72	Agree
15.	I was very happy and never had any fear whenever my supervisor come to supervise me	19 76	20 60	20 40	19 19	78 195	2.50	Agree
16.	I always feel enthusiastic to arrive timely at my school of practice	19 76	20 60	20 40	19	78 223	2.86	Agree
17.	I did not discontinue reporting to my posted school after being supervised twice	22 88	25 75	23 46	8 8	78 217	2.78	Agree
18.	The duration of time allocated to me is quite enough	19 76	25 75	16 32	18 18	78 211	2.71	Agree
19.	I draft lesson plan for every topic and period	20 80	21 63	19 38	18 18	78 199	2.55	Agree
20.	I do not feel reluctant to teach even when the class go noisy	21 84	23 69	24 48	10 10	78 211	2.71	Agree
<b>Total (<math>\Sigma x</math>)</b>							<b>40.63</b>	<b>Agree</b>
<b>Mean of Means <math>\frac{\Sigma x}{N}</math></b>							<b>2.71</b>	

In Table 4 above, the mean ratings of items 6-20 are all above or equal to the criterion mean of 2.50 required for agreement with an overall mean of 2.71. This indicated that female student teachers have positive attitude towards teaching practice. Exercise.

Comparing the overall mean ratings of male and female student teachers' attitude in Tables 3 and 4 above, a difference of 0.03 was observed indicating that the female student teachers have a more positive attitude towards teaching practice exercise, though the difference may not be significant.

### Research Questions 3

Is there any difference between the attitudes of 300 level and 400 level student teachers towards teaching practice?

**Table 5: Descriptive Analysis of Items on the Attitude of 300 Level Student Teachers towards Teaching Practice Exercise**

S/N	Items	SA 4	A 3	D 2	SD 1	N/Total	$\bar{x}$	Decision
6.	Teaching practice is a very good experience and should be allowed to continue	22 88	30 90	18 36	20 20	90 234	2.60	Agree
7.	Teaching practice is a fun and should be extended to 6 months	27 108	29 87	26 52	8 8	90 255	2.83	Agree

8.	I have never been absent from my school of practice to which I was posted	18 72	32 96	22 44	18 18	90 230	2.56	Agree
9.	I was always regular to school	26 104	23 69	21 42	20 20	90 235	2.61	Agree
10.	I was always there at my school of practice whether I had a period to teach or not	25 100	27 81	29 58	9 9	90 248	2.76	Agree
11.	I was always ready with my lesson notes	27 108	28 84	26 52	9 9	90 253	2.81	Agree
12.	I always like to teach my lessons than watching the regular teacher using my periods.	31 124	33 99	18 36	8 8	90 267	2.97	Agree
13.	I teach all my lessons with instructional materials	18 72	32 96	22 44	18 18	90 30	2.56	Agree
14.	I always have mutual understanding with my students and the school authority	25 100	27 81	27 54	11 11	90 246	2.73	Agree
15.	I was very happy and never had any fear whenever my supervisor come to supervise me	22 88	24 72	21 42	23 23	90 225	2.50	Agree
16.	I always feel enthusiastic to arrive timely at my school of practice	27 108	29 87	26 52	8 8	90 255	2.83	Agree
17.	I did not discontinue reporting to my posted school after being supervised twice	24 96	30 90	31 62	5 5	90 253	2.81	Agree
18.	The duration of time allocated to me is quite enough	22 88	30 90	19 38	19 19	90 235	2.61	Agree
19.	I draft lesson plan for every topic and period	23 92	25 75	23 46	19 19	90 232	2.58	Agree
20.	I do not feel reluctant to teach even when the class go noisy	25 100	27 81	28 56	10 10	90 24.7	2.74	Agree
<b>Total (<math>\Sigma x</math>)</b> <b>Mean of Means <math>\frac{\Sigma x}{N}</math></b>							<b>40.5</b> <b>270</b>	<b>Agree</b>

In Table 5 above, the mean ratings of the responses of the 300 level student teachers showed that the students have positive attitude towards teaching practice exercise. This is because, the mean ratings of all the items are above the criterion mean of 2.50 for agreement with an overall mean of 2.70.

**Table 6: Descriptive Analysis of Items on the Attitude of 400L Student Teachers towards Teaching Practice Exercise**

S/N	Items	SA 4	A 3	D 2	SD 1	N/ Total	$\bar{x}$	Decision
6.	Teaching practice is a very good experience and should be allowed to continue	17 68	23 69	14 28	16 16	70 181	2.59	Agree
7.	Teaching practice is a fun and	23	31	13	3	70	3.06	Agree

	should be extended to 6 months	92	93	26	3	214		
8.	I have never been absent from my school of practice to which I was posted	21 84	18 54	17 34	14 14	70 186	2.66	Agree
9.	I was always regular to school	17 68	19 57	17 34	17 17	70 176	2.51	Agree
10.	I was always there at my school of practice whether I had a period to teach or not	17 68	20 60	21 42	12 12	70 182	2.60	Agree
11.	I was always ready with my lesson notes	18 72	20 60	21 42	11 11	70 185	2.64	Agree
12.	I always like to teach my lessons than watching the regular teacher using my periods.	23 92	23 69	13 26	11 11	70 198	2.83	Agree
13.	I teach all my lessons with instructional materials	17 68	19 57	17 34	17 17	70 176	2.51	Agree
14.	I always have mutual understanding with my students and the school authority	20 80	18 54	17 34	15 15	70 183	2.61	Agree
15.	I was very happy and never had any fear whenever my supervisor come to supervise me	18 72	18 54	17 34	17 17	70 177	2.53	Agree
16.	I always feel enthusiastic to arrive timely at my school of practice	21 84	22 66	20 40	7 7	70 197	2.81	Agree
17.	I did not discontinue reporting to my posted school after being supervised twice	21 84	18 54	17 34	14 14	70 186	2.66	Agree
18.	The duration of time allocated to me is quite enough	17 68	24 72	15 30	14 14	70 184	2.63	Agree
19.	I draft lesson plan for every topic and period	17 68	19 57	16 32	18 18	70 175	2.50	Agree
20.	I do not feel reluctant to teach even when the class go noisy	19 76	20 60	21 42	10 10	70 188	2.69	Agree
<b>Total (<math>\Sigma x</math>)</b>							39.83	Agree
<b>Mean of Means <math>\frac{\Sigma x}{N}</math></b>							2.66	

In Table 6 above, the mean ratings of the responses of the 400 level students showed that the students have positive attitude towards teaching practice. This is because, all the means of items 6-20 are above or equal to the criterion mean of 2.50 with an overall mean of 2.66..

The data presented in Tables 5 and 6 above showed that the 300 level student teachers had an overall mean rating of 2.70 while the 400 level student teachers had an overall mean rating of 2.66. A difference of 0.04 was observed in favour of the 300 level student teachers. This indicates that the 300 level student teachers have more positive attitude than the 400 level student teachers, though the difference may not be significant.

#### Research Questions 4

What are the problems facing teaching practice and its related activities in Delta State University, Abraka?

**Table 7: Presentation of Descriptive Data on Student Teachers' Responses to the Items on Problems Facing Teaching Practice in DELSU, Abraka**

S/N	Items	SA 4	A 3	D 2	SD 1	N/ Total	$\bar{x}$	Decision
21.	Inadequate preparation of students for teaching practice.	82 328	75 225	2 4	1 1	160 558	3.49	Agree
22.	Lack of necessary equipment, facilities and materials for preparation of the students before sending them out for teaching practice	78 312	65 195	9 18	8 8	160 533	3.33	Agree
23.	Unwillingness of the students to report to their schools of practice early	61 244	62 186	30 60	7 7	160 497	3.11	Agree
24.	Few number of schools to carry out teaching practice closer to DELSU	59 236	60 180	32 64	9 9	160 489	3.06	Agree
25.	Poor learning environment in the practicing schools such as class congestion, poor ventilation, poor facilities and equipment.	50 200	58 174	30 60	22 22	160 456	2.85	Agree
26.	Lack of accommodation for the student teachers especially those posted far from the university	72 288	65 195	13 26	10 10	160 519	3.24	Agree
27.	Short practicing period	55 220	57 171	29 58	19 19	160 468	2.93	Agree
28.	Rejection of students by some school authorities	60 240	60 180	35 70	5 5	160 495	3.09	Agree
29.	Lack of transportation fare on the part of the student teachers	63 252	52 156	27 54	18 18	160 480	3.00	Agree
30.	Inaccessibility of some school locations by student teachers and supervisors	73 292	69 207	14 28	4 4	160 531	3.32	Agree
31.	Laying too much emphasis on assessment of student teachers by supervisors rather than being interested in students' professional growth as would-be-teachers.	80 320	76 228	2 4	2 2	160 554	3.46	Agree
<b>Mean of Means <math>\frac{\sum x}{N}</math></b>							<b>3.17</b>	<b>Agree</b>

Results as presented in Table 7 above showed that the mean ratings of all the items are above 2.50 (the criterion mean), indicating that the student teachers have agreed that the items in the questionnaire were the problems facing teaching practice and its related activities in Delta State University, Abraka.

**Research Question 5**

What are the strategies for improving the attitude of student teachers towards teaching practice?

**Table 8: Presentation of Descriptive Data on Student Teachers' Responses to the Items on Strategies to Improve Teaching Practice**

S/N	Items	SA 4	A 3	D 2	SD 1	N/ Total	$\bar{x}$	Decision
32.	Students should be well prepared before posting to schools	52 208	49 147	37 74	22 22	160 451	2.82	Agree
33.	Micro-teaching laboratory should be put in place and be used to groom the students well enough before teaching practice.	57 228	53 159	23 46	27 27	160 460	2.88	Agree
34.	As much as possible students should be sent to good schools, considering the accessibility and nearness to the university.	64 256	67 201	16 32	13 13	160 502	3.14	Agree
35.	The university should give all practicing students some financial support for their upkeep during the period of teaching practice	50 200	48 144	36 72	26 26	160 442	2.76	Agree
36.	The university buses should be used to convey the students to their various schools of practice	63 252	66 198	15 30	16 16	160 496	3.10	Agree
37.	The school authority should liaise with the principals of schools located far away to arrange accommodation for students posted to such schools.	64 256	68 204	17 34	11 11	160 505	3.16	Agree
38.	Supervisors should not collect gifts either in the form of money or materials from the students.	52 208	46 138	37 74	25 25	160 445	2.78	Agree
39.	Supervisors should inform the students when they want to visit each school and supervision should be on regular basis to assist students overcome difficulties.	50 200	44 132	35 70	31 31	160 433	2.71	Agree
40.	Students should be briefed on what is expected to them before reporting to their school locations.	50 200	48 144	35 70	27 27	160 441	2.76	Agree
<b>Mean of Means <math>\frac{\sum \bar{x}}{N}</math></b>							<b>2.90</b>	<b>Agree</b>

Results presented in Table 8 shows that the mean ratings of all the items are above the average mean of 2.50 for an item to be accepted as agreed. This means that all the statements

in Numbers 32-40 are strategies suggested for improving the attitude of student teachers towards teaching practice in Delta State University, Abraka.

## Testing Hypotheses

### Hypothesis One

Ho<sub>1</sub>: Student teachers in Delta State University, Abraka do not have a positive attitude towards teaching practice.

This null hypothesis was tested using the students' t-test on data presented in Table 2. The scores obtained were transformed and grouped as positive and negative responses. Agreed responses were taken as positive attitude (X) while Disagreed responses were taken as negative attitude (Y). The results obtained are summarized in Table 9 below.

**Table 9: A t-test Summary Table of Analysis of Difference between Student Teachers with Positive Attitude and those with Negative Attitude towards Teaching Practice**

Source of Variation	N	Mean	S	Df	t-cal	t-crit	Level of Sig.	Decision
Positive Attitude (X)	30	160.2	21.21	58	79.68	2.042	0.05	Significant
Negative Attitude (Y)	30	54.23	29.46					

In the t-test Summary Table above, the t-calculated value of 79.68 is greater than the t-critical value of 2.042. The null hypothesis stated above is therefore rejected. This implies that student teachers who undergo teaching practice exercise in Delta State University have a positive attitude towards teaching practice.

### Hypothesis Two

Ho<sub>2</sub>: There is no significant difference in attitude towards teaching practice between male and female student teachers in Delta State University, Abraka

This null hypothesis was tested using the students' t-test on data presented in Table 3 and 4. The means of items in each of the Tables were used as X and Y variables. The results obtained are summarized in Table 10 below.



**Table 10: A t-test Summary Table of Analysis of Difference in Attitude towards teaching practice between male and female student teachers in Delta State University, Abraka.**

Source of Variation	N	Mean	S	Df	t-cal	t-crit	Level of Sig.	Decision
Male Student Teachers' Attitude (X)	15	2.67	0.14	28	0.21	2.131	0.05	Not Significant
Female Student Teachers' Attitude (Y)	15	2.70	0.15					

In the t-test Summary Table above, the t-calculated value of 0.21 is lesser than the t-critical value of 2.131 at 0.05 level of significance. The null hypothesis of no significant difference is therefore accepted. This is to say that there is no significant difference in male and female teachers' attitude towards teaching practice exercise in Delta State University, Abraka.

### Hypothesis Three

Ho<sub>3</sub>: There is no significant difference between the attitudes of 300 level and 400 level student teachers towards teaching practice in Delta State University, Abraka.

This null hypothesis was tested using the students' t-test statistical tool on data presented in Tables 5 and 6 above. The means in each Tables serve as variables X and Y, X being 300L students' attitude while Y represent 400L students' attitude. The results obtained are presented in Table 11 below.

**Table 11: A t-test Summary Table of Analysis of Difference in the Attitude of 300 level and 400 level Student Teachers towards Teaching Practice in Delta State University, Abraka.**

Source of Variation	N	Mean	S	Df	t-cal	t-crit	Level of Sig.	Decision
300L Student Teachers' Attitude (X)	15	2.66	0.15	28	0.21	2.13	0.05	Not Significant
400 L Student Teachers' Attitude (Y)	15	2.70	0.15					

In the t-test Summary Table above, the t-calculated value of 0.21 is lesser than the t-critical value of 2.13. The null hypothesis of no significant difference is therefore accepted. This implies that the attitude of 300 Level and 400 Level student teachers are the same as it concern teaching practice exercise in Delta State University, Abraka.

## Discussion of Findings

Results from the analysis of question 1 and the corresponding hypothesis indicated that student teachers' attitude towards teaching practice in Delta State University, Abraka is generally positive. This finding is in agreement with the finding of Wambugu, Barmao and Ng'eno (2013) who discovered that student teachers' perception of teaching practice was favourable and positive. The finding is also in line with the views of Nwanekezi, Okoli and Mezieobi (2011), who indicated in their studies that student teachers are favourably disposed towards teaching practice, i.e, their attitude is positive. The finding here however contradicted the findings of Ikitde and Ado (2015) who saw that student teachers' attitude towards teaching practice exercise was negative on the overall.

It was also revealed that there was no statistically significant difference in attitude between male and female student teachers towards teaching practice exercise. This means that both male and female student teachers' attitude towards teaching practice is generally positive. This finding is in consonant with the works of Nwanekezi, Okoli and Mezieobi (2011) and Ikitde and Ado (2015) who found no significant difference between male and female student teachers' attitude towards teaching practice. However, the finding contrasted that of Wambugu, Barmao and Ng'eno (2013), whose study revealed a statistically significant difference in perceptions of teaching practice between male and female student teachers.

More-over, results from the study revealed no statistically significant difference between the 300 level and 400 level student teachers' attitude towards teaching practice. This implies that, irrespective of level of study and area of specialization, student teachers' attitude towards teaching practice is the same and positive. This finding supports that of Nwanekezi, Okoli and Mezieobi (2011) who discovered that there was no statistically significant difference between the attitude of 300 level and 400 level student teachers towards teaching practice.

The findings revealed the following problems facing teaching practice in DELSU: inadequate preparation of students for teaching practice; lack of necessary equipment, facilities and materials for preparation of the students before sending them out for teaching practice; unwillingness of the students to report to their school locations for the teaching practice exercise on time; few number of practicing schools within the vicinity of the training institution; poor learning environment in the practicing schools, such as class congestion, poor ventilation, poor facilities and equipment; lack of accommodation for the student teachers, especially those posted very far from the university; short practicing period; rejection of students by some schools; lack of transportation fares on the part of the student teachers; inaccessibility of some school locations by student teachers and supervisors; and lastly laying too much emphasis on assessment of student teachers by supervisors rather than being interested in students' professional growth as would-be-teachers. .

## Conclusion

Students in the Faculty of Education who undergo teaching practice have favourable dispositions towards the teaching practice exercise as only an insignificant number of students have negative attitudes towards it. Moreover, gender has nothing to do with attitude toward teaching practice as male and female student teachers have the same kind of positive attitude towards teaching practice. Lastly, level of study and course of study has no effect on attitude toward teaching practice.

The attainment of quality education will be a mirage without adequate preparation of manpower who will dispense the knowledge. Though students' attitude towards teaching practice is positive, more serious consideration of stipulated strategies geared towards improving students' attitude be adopted to make the exercise more successful and to produce more dedicated and enthusiastic teachers after graduation.

## Recommendations

In order to build more positive attitude in students toward teaching practice in Nigerian Universities, it is hereby recommended that:

1. Faculties of education should have microteaching laboratories to help student teachers preparing for teaching practice acquire the rudimentary skills required for effective teaching.
2. Teaching practice handbook should be made available to guide the students have a uniform method of writing lesson plans and lesson notes. Moreover, rules and regulations of teaching practice should be outlined in the handbook provided to enable students have successful teaching practice exercise.
3. Teaching practice committees should endeavour to see that students are posted to schools with safe and conducive learning environments.
4. In posting students to school, remote and inaccessible locations that are difficult to access by lecturers and students should be avoided.
5. Consideration should be given to schools in dire need of student teachers when posting out students for teaching practice.
6. As much as possible, students should be posted to schools closer to the institution to avoid students spending much for transport fares.
7. The teaching practice committee should endeavour to find out whether hosting schools are making adequate efforts to see that student teachers are accommodated and well-taken care of.
8. Supervisors sent out for supervision should as much as possible avoid laying too much emphasis on assessment of student teachers' performance but be interested in the professional growth of the would-be-teachers.

9. Supervisors should make it as a point of duty to supervise the students on teaching practice only within the scheduled times for supervision.
10. Faculties of education organizing teaching practice should endeavor to see that the duration of the teaching practice should neither be too short or too long.

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