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REFLECTIVE TEACHING PRACTICE AMONG STUDENT TEACHERS: THE CASE IN A TERTIARY INSTITUTION IN NIGERIA

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ABSTRACT

The study examined the reform outcome of reflective teaching introduced by the Faculty of Education among the student teachers in a Nigerian University during the 2002/2003 teaching practice exercise. Three hundred and four students who were in the final and penultimate years of graduation comprised the sample for the study. Six research questions were raised to direct the thrust of the study. Four sets of instruments were used. They were all open ended, targeted at eliciting information on student teachers' activities and support by teachers of partnership schools during the teaching practice, perception of student teachers' performance by Faculty and mentor teachers, as well as the challenges encountered by trainees during the exercise. The findings from this study indicated that student teachers were elated and had opportunity for professional growth as they practiced reflective teaching. However, they stated that teachers of partnership schools could not provide specific professional support to them during the practice period. Faculty's perception of trainees' activities during the practice period was that student teachers had more problems with the application of pedagogy than knowledge of subject matter while mentor teachers rated students' general performance as very high. Student teachers enumerated the constraints they had to perform effectively during the teaching practicum, as intense pressure for time, inability of school authorities to provide required basic materials and non performance of the role of mentoring by staff of partnership schools.

INTRODUCTION

Teaching practice is a crucial aspect of teacher preparatory programme in teacher training institutions in general

and in the Faculties of Education in Nigerian Universities in particular. It is the period when student teachers are aided to put into practice the theories and principles of education which they have learnt in the classroom as they teach students in the partnership schools. In 2002/2003 session, a reflective teaching segment was introduced into the teaching practice exercise organized for the student-teachers in one of the universities. Prior to students' departure for the exercise, seminars on reflective teaching were organized separately for staff and students while interactive sessions were held with authorities of partnership schools whose staff served as mentor teachers. This study is an examination of the reform outcome of the reflective teaching introduced into the teaching practice exercise of 2002/2003 in the university.

Teacher education in Nigeria is of three tiers. The first and second tiers of two and three years after secondary education are intended to train teachers for primary and junior secondary educational institutions. Nigerian universities offer a four year programme for the Bachelor of Education degree which is the certificate required for employment as a teacher in the senior secondary school level. (Federal Republic Nigeria, 1981, revised 1998 and 2004).

Subjects in curriculum and teaching methods largely offered in the penultimate and final years of the Bachelor of Education Programme were intended to prepare student teachers in pedagogical skills and specific subjects.

Links between theory and practice are emphasized in the education programme so that students could draw close professional links between the universities and the secondary schools where they are prepared to function as teachers. Teaching practicum of six weeks duration is a compulsory course both at in the penultimate and final levels of the Bachelor of Education programme.

Teaching practicum provides the “neophytes” some type of pre-service training which serves as opportunity to be exposed to the realities of teaching and performance of professional activities. It is the only opportunity for students to test theories learnt and ideas developed in the classroom, as they come in contact for the first time with real life situations.

Teaching practice provides trainees the opportunity to utilize the various teaching methods in actual classroom/school conditions under the constant supervision of competent and experienced teachers. Furthermore, besides teaching activities, student teachers are exposed to professional activities, which are part of the teacher roles in schools.

Student teachers have been encouraged to adopt various teaching models during the practice of teaching. Some of the prevalent approaches are Applied Science and Reflective. In the wave of reform in the training of teachers, the Applied Science model was critiqued for leaving teachers unprepared to face the complexity of educational practice (Schon 1983, 1987). Hence Marco et al (1993) recommended that reflective approach should be complementary to the Applied Science model. In addition, Zeichner (1993) suggested that the wave of reform in teaching should focus on genuine empowerment of teachers to participate more in a central way, in the determination of school goals and policies. In view of that, Macroff (1988) and Barth (1990), called for the restructuring of the schools to become a more professional and collaborative work environment.

RATIONALE/PROBLEM STATEMENT

In Nigeria, teacher- training institutions have been critiqued for

inability to produce teachers who are properly grounded in pedagogy and content as well as ability to collaborate professionally in the work environment. For example, educationists observed that the transition from academic theories in universities to classroom practice has often been very sharp suggesting that student teachers are not often properly groomed to put into practice current pedagogy and interactive skills that has been theoretically learnt. Whereas, the National Policy on Education, (FGN 1981 revised 1998 and 2004:40) states ‘teachers shall be regularly exposed to innovations in their profession.’ The teaching practice exercise in many educational institutions had become rife with complaints of drudgery among staff and students and consequently frustration on the part of both of them. (Imogie 1998). It was in view of the stated reasons as well as the need for teachers to address new challenges in education, both at the national and global levels that the Faculty of Education of a Nigerian university restructured the Teaching Practice exercise in line with its position on Teaching Practice, aptly summarized thus in the newly introduced “Students Teaching Practice Log Book” recently adopted by the faculty:

The training of teachers involve more than giving them the knowledge and skills necessary for good teaching. We are aware that, for teachers, what goes on inside the classroom is closely related to what goes on outside. The quality of teaching is closely influenced by the professional growth of teachers and the relationship with their colleagues, either as supportive communities who work together in pursuit of common goals and continuous improvement or as individuals. (Faculty of Education, University of Benin.2002, p.3)

To actualize the ideals of the Faculty of Education in a Nigerian University, reflective teaching segment was introduced into the teaching practicum organized for the student- teachers during the 2002/2003 session. Hence the focus of this study is to examine the outcome of the reform effort, that is; the introduction of

reflective teaching in students teaching practicum during the stated period.

REFLECTIVE TEACHING PRACTICE AND PARTNERSHIP SCHOOLS

Reflective teaching practice entails an ongoing examination of beliefs, and practices, their origins and their impacts on the teacher, the pupils and the learning process (Stanley 1998). The learner is expected to reflect upon the current and past knowledge and experiences so as to generate new ideas and concepts. A major focus of reflective teaching practice is personal growth (Kullman 1998). The reflective process involves continuous self observation and evaluation of the trainee to understand individual actions and the reactions of learners (Brookfield 1995, Theil 1999). The process was conceptualized by Comb (1984) as an action research model whereby people learn and create knowledge by critically reflecting upon their own action and experiences, forming abstract concepts and testing the implications of these concepts in new situations. Riding, Phil, Fowell, Sue and Levy, Phil (1995) argued in exploring and developing new pedagogical models for learning that the teacher contributes greatly to education theory and practice if he is positioned to perform the dual role of a producer and a user of knowledge, which is, the reflective process. The purpose is to refine practice in general in an on going basis. Reflective teaching practice process consists of the collection of detailed information on the events that happen in the classroom as perceived by the student teacher, as well as observations in working with people, establishing classroom climate and managing instruction, planning of instruction, command of subject, personal and professional qualities etc. Hence, Schon (1983) conceptualized the reflective practitioner as one who is systematically self-assessing as he constantly gets feedback from the external assessment process and is most times preoccupied with early identification of problems and proffering of solutions to them. The benefits of reflective practice to the student, the teacher and the education

industry is overwhelming, hence Brockbank and McGill (1998) opined that the practice should be facilitated in learning in all disciplines in higher education.

The success of reflective teaching requires the cooperation of staff of partnership schools with student teachers by providing a conducive school climate and required material resources. On the other hand, student teachers are required to produce their own writings about their experiences as learners and teachers. Epstein and Kappan (1995) drew a positive association between partnership of education stakeholders and students' outcome. In this case, student teachers and staff of partnership schools, as such collaboration could help the former to grow professionally in a caring community. Therefore practitioners are encouraged to provide opportunity and support for themselves and others for reflection on both the content and the learning process as well as to model reflective thinking on the strategies for learning as well as what was learned (Schon 1987; Clift, Houston and Pugach 1990).

The need to produce the teachers who can perform adequately in the world of work and meet the present day challenge of rapid social change in an on going basis, informed the decision of the Faculty of Education in a Nigerian university to deliberately incorporate a reflective teaching segment in the practice exercise for the student teachers who were sent on teaching practicum during the 2002\2003 academic session.

To assess the gains of the reform, six research questions were raised:

Research Questions

1. What were student teachers' perceptions of reflective teaching practice?
2. What professional activities were carried out by student teachers during teaching practicum in public schools?
3. What were Faculty observations of student teachers' performance during teaching practicum?
4. What were the perceptions of teachers of partnership schools regarding

the performance of student teachers, during the teaching practicum?

5 What were student teachers' assessment of the collaborative assistance of the staff of partnership schools to them?

6 What were the challenges encountered by student teachers during reflective teaching practice exercise?

METHOD OF STUDY

The study was conducted among three hundred and four (304) undergraduates in the penultimate and final years of a Bachelor of Education programme who were on teaching practicum in secondary schools in Nigeria. The mean age of the trainees was nineteen. Prior to the practicum, seminars on reflective teaching and collaboration with partnership schools were organized separately for staff and students of the institution. Similarly, interactive sessions were held with the principals of the partnership schools. The discussion revolved on pedagogy, subject matter and interactive skills etc, which were the major aspects that staff of partnership schools were required to provide support to student teachers. On the other hand, students were instructed to meticulously keep record of professional and instructional events in a log book which they were required to submit to the Faculty of Education as a requirement for the completion of the exercise. Four sets of instruments were used for the study. The first was *Student Teachers' Perception of Reflective Teaching, Professional Activities and Assistance of Partnership School Questionnaire (STPRTPAAPSQ)*. The second was *Teaching Practice Assessment Schedule for Faculty Supervisors (TPASFS)*. The third was *Mentor Teachers Assessment of Student Teachers Performance (MTASTP)* and the fourth was *Challenges encountered by Student Teachers during Teaching Practice (CSTTP)*.

The first set of instrument was a questionnaire consisting of twenty open ended items. The items were evolved from the works of Stanley (1998), Kulman (1998) Brookfield (1995) and Theil (1999) on the practice of reflective teaching. Three measures were used for the

instrument, they were: student teachers' experiences during the reflective teaching exercise (6 questions), student teachers' professional activities (9 questions) and perception of assistance rendered by the staff of partnership schools to student teachers (five questions). Each measure is described below:

The first segment of the instrument solicited information from the student teachers on their perception of the reflective practicum exercise. The thrust of the responses was as follows;

1 Proficiency of student teachers in reflecting on current and past Knowledge in education;

2 Effectiveness of student teachers in reflecting on past experiences in education;

3 New ideas and concepts student teachers generated during the teaching practice exercise;

4 Perceived benefit of reflective teaching practice to student teachers personal growth;

5 Ability of trainees to reflect on the exercise and be liberated from values that limit growth; and

6 Influence of reflective teaching practice experience in enabling student teachers to test and refine ideas in teaching.

The second segment of the instrument was open ended, comprising nine-items that elicited information on the professional activities carried out by trainees during the practicum. The thrust of the items were:

1 Role of student teachers in working out a time table;

2 Involvement in the organization of school clubs and activities;

3 Directing students in the use of school libraries;

4 Advisor role in guidance and counseling of pupils;

5 Involvement in assessment /record keeping of examination;

6 Involvement in parents/teachers-association meetings;

7 Maintenance of school discipline;

8 Contributions at staff meetings;

and

9 Participation in extra curricular activities.

The perception of student teachers on the assistance rendered by staff of partnership schools were elicited from responses to open ended questions in respect of the following:

- 1 Mode of student teachers' orientation and induction to school;
- 2 Attitude of staff of partnership schools to trainees;
- 3 Specific professional aids to trainees by school staff to improve skills and strategies of teaching and class control;
- 4 Nature of trainees' interpersonal relationship with staff and pupils; and
- 5 Perceived relationship between school and its immediate environment.

The second set of instrument was a questionnaire designed to ascertain the specific comments made by supervisors on observation of pupils' performance during teaching exercise. The third set of instrument was a detachable leaflet marked "confidential" and mentor teachers were requested to score and make an overall comment on student's activities during the period of the practicum while the fourth instrument also comprised open ended questions targeted at eliciting detailed information from the student teachers on the problems they encountered during the exercise

RESULTS

The results of this investigation are presented in tables 1,2,3,4 and 5 reflecting the research questions raised. ***What were student teachers' perception of reflective teaching?***

The following sub themes were fathomed in summarizing the qualitative data generated from items 1 to 6 of the first segment of the 'Student Teachers' Perception of Reflective Teaching, Professional Activities and Assistance of Staff of Partnership School Questionnaire (STPRTPAASPQ)'. that focused on the student teachers' perceptions of reflective teaching :

- Influence on current and past knowledge in education;
- Influence on personal growth; and

Influence on past experiences.

Majority of the student teachers indicated that reflective teaching stimulated them to be greatly committed to the attainment of excellence. A large proportion of trainees indicated that the practice made them to take time of to reflect and be acquainted with the functioning of the school, which hitherto, they took for granted. The exercise also enabled trainees to have a firm grip of the desired activities and try out new principles and alternative methods of teaching.

It was found that the commitment of trainees to the process was beyond the quest for an 'A' grade. There was a genuine interest in teaching among the student teachers to excel as they enjoyed the teaching process.

The process enabled them to be more serious and devoted to work as they claimed that compared to previous times when they were just told where you did not perform up to expectation. The observation was aptly summarized by a respondent as follows:

reflective teaching helps you to determine things your self, therefore you are more receptive to faculty critique and willing to make necessary adjustments in subsequent lessons. Furthermore, you are challenged to improvise materials for teaching when these are not available. In addition, I am more confident and honest with the pupils when I am confronted with difficult questions in the classes I boldly tell them that all of us should reflect on the issue for further discussion during the next period.

What professional activities were carried out by student teachers during teaching practicum in public schools?

The information generated from items 1 to 9 of the second segment of the instrument (STPRTPAASPQ) is on the professional activities carried out by the student teachers. These are reflected in Table 1. While no student teacher

participated in the planning of school time table, club activities, parents – teachers activities and maintaining school discipline outside the classroom, only 4% and 5% of the student teachers contributed to staff meetings and directing students in the use of the school library. However, 92.4% of the student teachers were involved in students' record - keeping, advisorship and organization of examination. It is interesting to note that student teachers participated mainly in teaching related activities during the practice period.

What were Faculty observations of student teachers' performance during teaching practicum?

The comments of faculty in respect of student teachers' performance were derived from the second instrument (The teaching Practice Assessment schedule for Faculty Supervisors), which is a detachable leaflet in the students logbook. Faculty responses were organized and ranked by frequency as reflected in Table 2.

It can be extrapolated from Table two, that the most frequent comments of Faculty in respect of the least challenges student teachers had were lack of adequate knowledge of subject matter and ability to remind pupils of previous knowledge. Next were poor use of teaching aids, lack of class control, inadequate lesson plan presentation and inappropriate use of chalkboard. The most commonly rated challenges in respect of the flaws of trainees revolved on improper distribution, timing and frequency of questions.

What were the perceptions of staff of partnership schools regarding the activities of student teachers during the teaching practice exercise?

The qualitative data generated on the perceptions of mentor-teachers regarding the activities of student-teachers was elicited from the third instrument. The responses revolved on the following aspects:

i. Punctuality at work.- the general assessment of student teachers as regard punctuality to school activities was "very good."

ii Participation in school activities:- student teachers were commended for the show of enthusiasm and active participation in school activities.

iii Classroom management:- teachers of partnership schools were impressed by student teachers' control of class.

iv Mastery of subject matter : teachers of partnership schools commended the student teachers' on the mastery of the subject matter.

v. Interpersonal relationship:-it was the opinion of teachers of partnership schools that the relationship between student teachers and the secondary school students were cordial.

The overall assessment of student teachers' activities by teachers of partnership schools can be captioned in the comment of one of them as follows:

Students on teaching practice from this particular university had been posted here before. But none worked like the ones of this set. I must commend the Faculty of Education of this university for introducing this reform. The partnership school teacher has to comment and append his signature on the students log book on a daily basis after duly ensuring that the student teacher has performed his/her duties. The log book has tied the student teacher to his or her primary assignment. It also makes the student to be submissive to the school authority. It makes the student accept additional responsibility. It makes the student teachers to be more hardworking, conscientious and dutiful. In summary, these student teachers really worked diligently and were punctual to school everyday.

What were student teachers' assessments of the collaborative assistance of the staff of partnership schools to them?

To determine the collaborative assistance rendered by staff of partnership schools to student teachers, respondents were required to describe their perceptions on the parameters indicated in items 1 to 5 of the third segment of (STPRTPAASPQ) instrument. The responses are as reflected on Table 3.

From table three, it is evident that 95.7% of the student teachers who were on

teaching practicum in the public schools were introduced to the subject heads. However, ninety-two percent of the trainees were neither given any sort of orientation nor inducted into the activities of the public schools where they carried out teaching practicum. Whilst the majority of the teachers, were permanent staff had positive attitude to the teacher trainees (97.4%). Ninety percent of the student teachers indicated that they did not receive specific aid from permanent teachers to improve their teaching skills and strategies. Furthermore, all the respondents claimed that they did not receive any assistance in terms of demonstration lessons from the permanent teachers who supervised their activities in the schools.

What were the challenges encountered by student teachers during teaching practicum?

Another aspect of the study was students' perception of the challenges they encountered during the teaching practicum. These were clustered into the following three main categories:

- i. Intense pressure for time:- Students opined that they had a lot of reading to do as students in the schools almost totally depend on teachers' for access to academic knowledge. Therefore, daily recording of the events in the school constituted loss of time to adequately prepare for lessons of the next day;
- ii Majority of the school authorities failed to provide the student teachers with basic material resources which they needed to function; and
- iii Staff of partnership schools did not perform the roles of mentors.

DISCUSSION OF FINDINGS

The present study assessed the reform efforts in reflective teaching and teacher empowerment strategies infused into the teaching practice exercise of student teachers in a faculty of Education in Nigeria. The first concern of the study was student teachers' observation regarding the exercise. Reflective practitioners engage in self observation evaluation and further self-awareness and knowledge through personal experience

Furthermore, they have opportunity to improve their ability by assessing, revising and implementing approaches and activities on the spot (Bailey, Curtis, & Nunan (1998,) Farrell (1988), Stanley (1998) and Theil (1999) The enumerated benefits of reflective teaching by the educators are further confirmed by the findings of the study which revealed that student teachers thoroughly enjoyed the teaching practice exercise, the process enabled them to assess taught lessons, determine their strengths and flaws, thereby taking positive action in subsequent lessons. In addition, they stated that they had a sense of fulfillment as teachers after taking correcting measures as they were excited to see the result and had a feeling of satisfaction. And, that motivated them to be more acquainted with school activities and question current practices. The implication of this finding to the secondary school system is that if teachers are encouraged to adopt reflective teaching, there ought to be a re -invigoration of the teaching personnel in this sector to perform better. The need for the move cannot be overemphasized as this sector is in dire need of contented teachers since there has been high level of discontentment among this categories of teachers in Nigeria since the economic depression of the nineteen eighteen (Ogonor 1996).

Another concern of the study was the type of professional activities student teachers undertook during the practicum. The findings were that, they focused on activities that had direct bearing with teaching and learning as record keeping, students' advisorship and supervision of examinations. Teacher trainees did not participate in activities such as planning school time- table, club activities, parents- teachers meetings and maintenance of discipline. Their guidance to students in the use of the library and contribution at staff meetings was on a very limited scale. The probable explanation to the non – involvement of teachers in the listed activities could be attributed to the relative short duration of the teaching practice exercise. The exercise is scheduled for six weeks and activities such as the planning of the school time table takes place before

the resumption of school. Similarly, most secondary schools schedule parents-teachers' association meetings once a year. The non-involvement of student teachers in club activities and maintenance of discipline is rather surprising as it was expected that the teaching-practice exercise ought to be a training ground for such activities.

Regarding the rating of student teachers' performance by Faculty, they were least effective in the management of the timing, distribution and frequency of questions in the classroom. Next were pedagogic issues such as class control, use of teaching aids and presentation of lesson. The finding regarding ineffectiveness in the management of time was not unexpected as Ogonor and Nwadiani (2004) had found that undergraduates in Nigerian universities had problem with the management of non-instructional time. This problem therefore, transcends students' private time, to the work environment. Observed deficiency in student teachers' proficiency in pedagogy is worrisome because expertise in teaching exercise should be the hall mark of the teacher. It is interesting to note however, that student teachers had the least problem with knowledge of subject matter; this is a pointer to the crux of the problem of student teachers, which is pedagogy.

The assessment of student teachers activities by staff of partnership schools was another segment of the study. Staff of partnership schools had very positive comments regarding student teachers' carriage in aspects such as punctuality, classroom management, participation in school activities, class control, subject matter and staff personnel relationship. It is curious to observe that the comments revolved on the conspicuous aspects of school activities which if not effectively performed can disrupt school activities. It would have been expected that teachers of partnership schools who served as mentor teachers ought to be equally concerned with student teachers' progress in skill acquisition in pedagogy, self improvement and ability to cope with challenges in and out of class on daily basis. The question that comes to

mind is; could it be that the staff of partnership schools merely used student teachers to perform what would have been their duties and failed to provide guidance in teaching skills, self improvement and ability to cope with emerging challenges in the school setting? A positive response to the question appears to be a confirmation of student teachers' observation that staff of partnership schools failed to perform their roles as mentors to them.

The nature of support rendered by staff of partnership schools to student teachers was also a focus of the study. The findings revealed that in general, staff of partnership schools displayed positive attitude toward student teachers. However, they neither received specific support such as induction and orientation into their environments, nor did they get specific aid, in the form of involvement in activities to promote /encourage mentoring of staff of partnership schools so as to improve their teaching skills and strategies. Also the teachers in partnership schools did not provide any sort of demonstration lessons to trainees to serve as first hand exposure to the rudiment of the trade. Reform efforts in this direction can best be described as bogus and superficial in consonance with Zeichner (1993) and non-collaborative (Barth 1990, Macroff 1988) who did similar studies and had similar findings. The induction and orientation of student teachers is crucial for effective employee performance. It is probable that the staff of partnership schools had positive attitude to the student teachers because of the relief they could get by conceding their classes to be taught by the trainees for a while.

Regarding the challenges experienced by teaching personnel, a finding such as practitioners intense pressure for time is not unexpected as earlier studies have indicated that reflective teaching practice exercise is practiced at very high cost to the families of trainees, as teachers virtually work round the clock and there is little or no time to be devoted to family members (Brookfield 1995, Theil 1999) However, it is expected in due course that when

practitioners are more proficient in the use of the method, they would be able to adopt strategies that would ameliorate this problem. What was unexpected was the finding that school authorities failed to provide student teachers with the needed teaching materials and teachers of partnership schools did not perform the role of mentors. Could it be that there were no adequate resources in the schools to provide instructional materials to the trainees? Whatever the reason, the situation cannot be justified because the teaching practice experience is crucial for teacher preparation as it is the only period that the trainee has to put in practice learnt theories. Similarly the finding that teachers of partnership schools did not perform the role of mentors to student teachers is worrisome. This finding was further corroborated in the earlier finding that the teachers of partnership schools did not provide specific aid to student teachers to improve their teaching skills and strategies. The attitude of the teachers underscores the importance attached to the teaching practice exercise by the university. It appears that the teachers in the partnership schools feel that the teaching practice exercise is the sole business of the institutions of training. Could it be that, the training institute did not make sufficient efforts to involve the teachers in the practice exercise, as the interactive session prior to the exercise, was targeted at the management of the partnership schools and not the teachers? Either way, the teaching practice exercise ought to take place in a school setting that encourages professionalism and collaboration particularly mentoring, as suggested by Macroff (1988), Barth (1990) and Kullman (1998). The finding indicates that the desired school environment for the preparation of the right crop of teachers is lacking.

CONCLUSIONS

The trend toward professionalizing teaching makes it imperative that teachers should be well grounded in the rudiments of the trade and aided to continuously improve themselves during and after training, hence the need for collaborative school environment and

reflective teaching by teachers and student teachers in particular. The conclusions that can be drawn from this study are: student teachers were elated with the practice of reflective teaching; reflective teaching tend to promote the professional growth of teachers; student teachers were mainly preoccupied with teaching responsibilities; staff of partnership schools did not provide specific professional support to student teachers and consequently failed to perform their roles as mentors; Faculty perceived student teachers as being more effective in the knowledge of subject matter than the application of pedagogy.

RECOMMENDATIONS

In view of the conclusions drawn from the study, it would be recommended that reform efforts in teacher training institutions should incorporate efforts to adequately involve the teachers of partnership schools (organizing workshop on mentoring for them) so that student teachers can be provided suitable environment (particularly material and mentor support) to learn the rudiments of teaching. Furthermore, an increase in the duration of teaching practice exercise in Nigerian teacher teaching institutions may be required, as a longer period would provide ample time for the practice of professional activities associated with teaching by trainees. This is in total support of the National Universities Commissions' proposal to extend teaching practice exercise to a period of one year in the Faculties of Education in Nigerian Universities. Furthermore, it is hereby recommended that student teachers could be distributed for teaching practice exercise to partnership schools early enough so that they can be involved in preparatory school activities before school resumption.

Table 1: Professional Activities carried out by student teachers during teaching practicum.

Activities	RESPONSES	
	YES	NO
Planning school time table	-	304 (100%)
Participation in club activities	-	304 (100%) (100%)
Guiding students in the use of library	15 (5%)	289(85%)
Record keeping	281(92.4 %)	23 (7.6%)
Involvement in students' advisorship	281(92.4%)	23 (7.6%)
Organization of examination	281((92.4%).	23(7.6%)
Involvement in Parents/Teachers activities	-	304(100%
Maintaining discipline outside the classroom	-	304(100%)
Contributions to staff meetings	11(4%)	293(96%)

Table 2: Frequency Ranking of Faculty Observation

Faculty observation of trainees' performance	Rank of frequency of faculty observation.
Improper distribution, timing and frequency of questions	1 st .
Non motivation of pupils who answer questions	2 nd .
Inability to control class	3 rd .
Inadequate planning of lesson and presentation	4 th .
Improper use of chalk board	5 th .
Improper conclusion of lesson	6 th .
Inadequate articulation of instructional objectives	7 th .
Inability to utilize varied methods in teaching	7 th .
Improper use of voice for emphasis	7 th .
Inability to remind pupils of previous knowledge	8 th .
Lack of adequate knowledge of subject matter	9 th .

Table 3: Student Teachers' Perception of Assistance by staff of Partnership Schools

Partnership School Collaboration Indicators	Responses of respondents	
	Positive	Negative
Introduction of student teachers to head of department	291(95.7%)	13(4.3%)
Familiarization /orientation/induction of student teachers.	14 (8%)	290 (92%)
Attitude of supervisors to student teachers.	296 (97.4%)	8 (2.6%)
Specific aid by staff of partnership schools to student teachers to improve their teaching skills and strategies.	15 (5%)	299 (90%)
Organization of demonstration lessons by mentor teachers for student teachers.	0%	304 (100%)

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