

## **Challenges Student Teachers Face During Teaching Practice in Nigerian Universities: A Study of Ebonyi State University, Abakaliki**

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**Abstract:** The study examined challenges to effective teaching practice by student teachers in Nigerian Universities with reference to Ebonyi State University (EBSU), Abakaliki. Four research questions guided the study that adopted a simple descriptive research design. The population of the study was 905 final year students of the Faculty of Education, EBSU for 2013/2014 academic session. Random sampling technique was used to draw a sample size of 200. The instrument for data collection was a structured questionnaire that was duly validated and its reliability determined. Mean and standard deviation were used to analyze the data. The findings show that inadequate funds, poor road networks and supervision are some of the challenges student teachers face during teaching practice. Recommendations were made to enhance teaching practice effectiveness to achieve education for sustainable development in Nigeria.

**Key words:** Challenges • Student-teachers • Teaching practice and Nigerian Universities

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### **INTRODUCTION**

Education is an instrument of development in all ramifications and it is believed that it is the future of any nation if the products can stand the test of time. Amechi [1] state that education is an unavoidable natural process which students are exposed to through various learning experiences, to accommodate themselves. The authors are of the opinion that education is not only developing, preserving and passing on of values, ethics or attitudes, skills and knowledge; but also helps in imaginative reasoning and rational thinking. Thus, students as products of the educational system need to develop competencies required for creative life in order to contribute to national development. This can only be achieved if there are competent teachers in the system.

The teacher holds the key to nation building; this is for the fact that the aspiration of any nation to transform into a great country can only be possible if there are competent and dedicated teachers to impart the appropriate knowledge, attitude and skills.... Teachers' Code of Conduct, 2005:1). The National Policy on Education (2013) equally expresses the nation's belief that education is the instrument for actualizing these

goals. However, since the teacher is the pivot of the educational system, it implies that the teacher is a critical determinant of the success or failure of these goals; hence the need for their proper training. Truly speaking, teachers are the key determinant of any buoyant economy. Their activities can make or mar it. The National Policy of Education (2013:39 section 8, sub-section B) reiterates that no education system may rise above the quality of its teachers and that teacher education shall continue to be given major emphasis in all educational planning and development. It goes further to state the goals of teacher education thus:

For teachers to achieve the stipulated goals, they go through formal training in institutions of higher learning like Universities, Colleges of Education and Polytechnics among others. The training involves an internship period called-teaching practice. Teaching practice can be seen as the act of rehearsing the actual teaching procedure. Christian and Chika [2] explains that teaching practice experience is a coaching exercise where the would-be-teacher practices the skills of teaching continuously and regularly under the close observation of an expert; Emeruoh [3] sees it as an opportunity to gain practical classroom experience under expert supervision. Again, [4]

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states that the purpose of teaching practice is to provide opportunities under guidance for the students to develop and evaluate their competencies in the major area of teaching activities in the school system.

A teacher in training is called a student-teacher, would-be-teacher or teacher trainee. Grim [5] stress that the successful implementation of any educational policy depends on the quality of the student-teachers that will become professional in future. In the process of bridging the gap between educational theories and practice, the student-teachers through a process of cooperation and interactive guidance acquire valuable skills in teaching and its management to impart knowledge and help students to achieve academic excellence during their teaching practice. Howbeit, teachers are practically trained during teaching practice to be efficient in their performance at graduation, but currently in the university system, myriads of problems are encountered during this hands-on-practice exercise for teachers which include: inadequate finance manpower shortage for supervision, transport facilities for mobilization among others. Hanssen [6] laments that teaching practice as a crucial component of teacher education is mismanaged and this have led to series of challenges. In EBSU, teaching practice is slated for 12 weeks; 6 weeks first leg and another six weeks for second leg. Atimes, the timing is not in consonance with the host schools' schedule who may just be resuming, closing or conducting examinations. Again, lecturer related problems are also there like not taking time to brief their supervisees or to do proper supervision in addition to having so many students to observe at a short given time. These ugly trends have left much to be desired in teaching practice exercise in Ebonyi State University, Abakaliki. Imogie [7] blames this on lack of what is called "learning system developed by Markson [8]. According to him, there are faculty instructional and organizational developmental preparations to be made and the three components work hand-in-hand in teaching and learning environment. Faculty team need to mobilize the students financially to take care of their transport, teaching materials and other things; advise student teachers; interpret college policies on teaching practice and conduct orientation among others. The school of practice on the other hand need to make preparations to receive the student-teachers posted to their schools, guiding them and monitoring their teaching activities. Michael and Stephen [9] explains that it is important for the host schools to devote time to help the student-teachers to grow professionally as they practice. These anomalies in the system is worrisome and have led the

researchers to investigate the problems student-teachers in EBSU encounter during teaching practice and how to solve them.

**Statement of the Problem:** It has been noted with dismay the teething problems faced by student-teachers during teaching practice in Ebonyi State University, Abakaliki. A lot of things are not put in place like the financial involvements to mobilize the students as they are posted to scattered locations in the state. Again, supervising lecturers have not taking their time to coordinate, brief and supervise the students under their care because of wrong timing and problem of reaching out to their numerous supervisees in scattered locations. Schools of practice have their calendar different from the university calendar and they see the student-teachers' practice period as an encroachment; hence these schools most times do not play their roles in the proper guidance and monitoring of the student-teachers. These envisaged challenges have necessitated the present study by the researchers and thus ask: What are the envisaged challenges student-teachers face during teaching practice in Ebonyi State University, Abakaliki?

**Significance of the Study:** Teachers as nation builders deserve the best training in order to enhance education for sustainable development. The period of internship becomes important in preparing them to function effectively. The present study will significantly benefit the following: student-teachers, lecturers; university administrators, schools of practice and the entire Nigerian society.

- Student-teachers through the findings of the study will understand the nature of the problems facing their practice and re-strategize in order to overcome them.
- Lecturers on their part as supervisors will through the study findings device means of planning teaching practice and supervision in order to yield a better result.
- University administrators will benefit from the study findings that will be a pointer to where the problems are coming from and take bold steps to solve them for a favourable outing for the students.
- The findings of the study will benefit the schools of practice as they will be able to understand that they play essential roles in teaching practice for better teacher production for their schools in future.

- Furthermore, the Nigerian society through the findings of the study will see the need to tackle the envisaged problems. This is because if the citizens are not properly educated, the future is bleak; for no nation can rise above the education level which is powered by teachers.

**Purpose of the Study:** The main purpose of the study was to examine the challenges faced by student teachers during teaching practice in EBSU. Specifically, the study investigated how:

- Inadequate funds create a challenge for effective teaching practice by students in EBSU.
- Shortage of trained manpower in schools is a challenge for teaching practice students in EBSU.
- Lack of proper transport facilities to the host school locations creates problems for teaching practice students in EBSU.
- Improper supervision and mentoring of student teachers create problem for them during teaching practice.

**Research Questions:** The following research questions guided the study:

- How has inadequate funding for teaching practice created problems for student teachers in EBSU?
- In what ways have shortage of trained manpower in schools affected students' effective teaching practice in EBSU?
- How has lack of proper transport facilities and bad road networks been a problem to effective teaching practice by students in EBSU?
- In what ways have lack of proper supervision by lecturers created problems for student-teachers in EBSU?

**Review of Related Literature to the Study:** Literature related to the present study was done under the following subheadings: conceptual frameworks, theoretical framework and review of empirical studies.

### **Conceptual Framework of the Study**

**Teachers and Teaching Process:** Teachers are those professionally trained to teach and the key to educational success of any nation lies with them. In recognition of this fact, the Federal Government of Nigeria in its National Policy on Education (FRN, 2014) stipulates that teachers in our educational institutions from pre-primary to higher institutions will be professionally trained; this is to ensure

sustainable education for the country. In the training of teachers, practical aspects are given due attention called teacher practice which is an important aspect of a professional teacher-to-be. It grants student-teachers experience in the actual teaching-learning environment. Teaching practice is a kind of apprenticeship stage during which the students are sent out to gain practical and professional experience by translating all the educational theories they have acquired or learnt during training into practice [10]. Accordingly, Mujibul [11] reiterates that teaching practice is an internship experience, a part of formative training process for pre-service teachers in skills exploration and enhancement. He further states that teaching practice affords the trainees, the opportunities to make personal observation of teaching and learning, formulate hypothesis and test them in order to form their own theories of teaching and learning.

**Teaching Practice Involvements and Challenges:** A student-teacher is expected to develop the basic teaching skills in order to communicate effectively with the learners. To develop these skills is tasking and it involves all stake holders giving these student-teachers the needed support and guidance. The exercise is encumbered with a lot of teething problems in Nigeria which include: lack of basic infrastructure in teacher training institutions and schools of practice; inadequate support funds for student-teachers, transport/bad road networks to schools of practice and improper supervision by university supervisors. Schools of practice for these students have not been properly guiding them during their practice period; hence, they are not developing the due skills appropriately. According to Nworgu [12], it is the responsibility of the practicing school and their teachers to devote time to aid the student-teachers to continue to develop the needed skills, attitudes and knowledge that will help them grow professionally. [13] observe that student-teachers are used in their schools of practice by their host schools to cover up their functions and do not to really help them to develop the professional competences they have come to practice.

Again, Afocha [14] identify lack of proper preparations by institutions sending out these student-teachers and poor supervision as serious threats to proper practice for students. In addition, poor road networks to the schools of practice hinder both the supervisors and the student-teachers to be punctual and regular to the schools of practice. Furthermore,

De-Ville [15] observes that the period of twelve weeks assigned for teaching practice in universities in Nigeria is insufficient for the students to effectively gain the practice experience which the exercise is intended to achieve. These ugly trends are worrisome and have led to the present research and to proffer a way forward.

**Theoretical Framework:** This study is backed up by the Interactive Model of Educational Development of Gaff (1975) as cited by [16] which dealt mostly with questions that need to be answered in the teaching-learning process. Nwakpa [17] explains that Gaff dealt extensively on ways and means of improving teaching and learning under three categories of educational development processes namely: Faculty Development (FD), Instrumental Development (ID) and Organizational Development (OD). David cited in [18] popularized the concept of a learning system which is a way of looking at the interaction of the various components of the teaching and learning environments. The present study fits into this model as it considers the basic components that have been ignored in teaching practice that now-create problem for student-teachers' practice. Gaff model raised critical questions like: how can teaching and learning be improved and how can an institution facilitate the process of teaching and learning. Ignorance of answers to these questions has created problems for student-teachers in EBSU.

**Review of Empirical Studies:** Empirical studies related to the study were also reviewed.

Ogu [19] carried out a study on problems encountered by students of Enugu State University of Science and Technology, Enugu, Nigeria during their teaching practice. A survey design was employed and four research questions guided the study. Simple Random Sampling Technique was used to draw a sample size of 300, while mean and standard deviation were used to analyze the data collected using a structured questionnaire. The findings include among others, that elective courses of the students run with the period of the students teaching practice and that students travel to remote locations where their schools of practice are located are problems the students face during teaching practice exercises.

Again, Perry [20] studied problems that student-teachers encounter during teaching practice in Lagos State University, Lagos-Nigeria. Survey design and four research questions guided the study. A sample size

of 250 was drawn using Simple Random Sampling Technique. Frequency counts, mean and standard deviation were used to analyze the data collected using a structured questionnaire. The findings showed that problems encountered by the students are that the exercise clashes with their lecturer periods, spending much on transport and their supervision not properly done among others.

Furthermore, Imogie [7] carried a research study on strategies for solving problems of teaching practice exercise in Ebonyi State University, Abakaliki, Nigeria. A survey research design was adopted for the study that was guided by 2 research questions. A sample size of 120 students and lecturers were drawn using Simple Random Sampling Technique and a structured questionnaire used to collect the data. The data were analyzed using statistical mean and standard deviation. Findings showed that both students and teachers are not fully committed to teaching practice, accommodation, transportation problems and uncooperative attitude of some principals/teachers of schools of practice among others are problems encountered.

**Summary of Literature Review:** The review of literature looked at the nature of teaching practice and its involvements from diverse points of view. Problems associated with the practice in Nigeria with special reference to Ebonyi State University were highlighted like improper planned programme, dearth of funds to assist students, transportation problems, non-commitment by university supervisors and school of practice. The study was back up by the Interactive Model of Educational Development propounded by Gaff in 1975. The theory deals on ways and means of improving teaching and learning under three categories namely: Faculty Development, Instructional Development and Organizational Development. Finally, some empirical works were reviewed on problems of teaching practice in some institutions in Nigeria including the present location where the study is carried out too. The last work done in the present location where the research was done was on solving the teaching practice problems done in 2006. The persistence of these problems in the present dispensation has necessitated the present study and the way forward. So locational and time-gaps have been created that have necessitated the present study on challenges student-teachers face during teaching practice in Nigerian universities with a special interest in Ebonyi State University, Abakaliki-Nigeria.

## **Methods**

**Research Design/area of the Study:** The research design adopted for the study was a descriptive survey type. According to Michael and Stephen [9], descriptive design tends to study the characteristics of a population using a representative sample. This was deemed appropriate for this study as the drawn sample of a population was used without any manipulation of variables. The area of the study is Faculty of Education, Ebonyi State University, Abakaliki. The choice was based on the fact that this is the only faculty in the university that embark on teaching practice.

**Population, Sample and Sampling Technique:** The population of the study was 925 final year students of 2013/2014 academic session. Using Simple Random Sampling Technique, 200 students were drawn as the sample size from the seven departments that make up the Faculty of education

**Instrumentation:** The instrument for data collection was a structured questionnaire with 16 items arranged in four clusters according to the research questions. The instrument was face-validated by three experts in Ebonyi State University, Abakaliki who scrutinized the items in terms of relevance and content coverage. Furthermore to determine its reliability, test-retest method was involved. Thirty copies of the instrument were administered to the final year students in the seven departments in the faculty; two weeks after, it was re-administered to the same group of students and the data collected was subjected to reliability test using Pearson Product Moment Correlation Procedure. It yielded a reliability index of 0.85 which was considered high enough to make the instrument reliable for the study.

**Data Collection and Analysis:** With the help of the faculty representatives, the 200 copies of the instrument were administered to representatives of the seven departments and were collected immediately. One hundred and fifty(150) copies were properly filled and used for the study. The collected data was analyzed using frequency counts, mean and standard deviations according to the research questions.

**Ethical Considerations:** The research work was a voluntary work that considered the privacy of the institution and the staff and students. Faculty of Education, EBSU is the only faculty in the university that have teaching practice programme. The Faculty staff

and students were aware of the research work and due approval and support were given as a way of moving the faculty forward. Basic records and figures were released to the researchers after due process.

## **RESULTS**

**Research Question 1:** How has inadequate funding for teaching practice creates problems for student teachers in EBSU?

A look at Table 1 shows that that the four items recorded above the determinant mean of 2.50 thus; 2.63; 2.23, 2.90 and 2.95 for items 1-4 respectively. This confirmed that inadequate funds create problem for effective teaching practice by students. This is because the university charges high school fees; not teaching practice allowance, poor financial stand of the students and fees demanded by host schools of practice hinder effective teaching practice.

**Research Question 2:**In what ways have shortage of trained manpower in schools affected effective students' teaching practice in EBSU?

Table 2 presents how manpower constraints hinders effective teaching practice by students. With a grand mean of 2.85, it shows that the enlisted factors from item 6-8 of non-committed class teachers; incompetent support staff and dearth of school counsellors respectively hinder effective teaching practice. On the other hand, shortage of specialized subject teachers with a mean of 2.40 was seen as not a hindrance to effective teaching practice by students in EBSU.

**Research Questions 3:** How has lack of proper transport facilities and bad road networks been a problem to effective teaching practice for students in EBSU?

Table 3 with items 9-12 is the negative impact of poor transport facilities and road networks on student teachers' effectiveness in teaching practice. All the items recorded means above the criterion mean of 2.50. With a grand mean of 2.95, the respondents affirmed that poor road networks and transport facilities affect their regularity, punctuality and disposes them to pay high transport fees. It also affects their supervisors' regularity too. In essence, poor road networks/transport facilities hinder effective teaching practice by students.

**Research Question 4:** In what ways have lack of proper supervision by lecturers created problems for student-teachers in EBSU?

Table 1: How inadequate funding create problem for student-teachers in EBSU N=150

S/N	Item description	X	SD	Decision
1	High school fees charged by the university affects effective practice of teaching by students.	2.63	0.77	Agree
2	Nonpayment of teaching practice allowance hampers students' effective performance.	3.23	0.70	Agree
3	Poor financial status of students negatively impacts on their teaching practice	2.90	0.70	Agree
4	Fees charged by host schools of practice hinders students' effective teaching practice	2.95	0.90	Agree
Grand Mean		2.93		

Table 2: Inadequate manpower as a constraint to effective supervision of teaching practice students N=150

S/N	Item description	X	SD	Decision
5	Shortage of specialized subject teachers undermine students teaching practice efforts.	2.40	0.62	Disagree
6	Non-committed class teachers in schools of practice create problem for student-teachers.	2.83	0.80	Agree
7	Incompetent support staff in host schools hinder effective teaching practice by students.	3.10	0.75	Agree
8	Dearth of school counsellors hampers effective teaching practice by students.	3.00	0.85	Agree
Grand Mean		2.85		

Table 3: Impact of lack of proper transport facilities and poor road networks on effective teaching practice by students N=150

S/N	Item Description	X	SD	Decision
9	Poor road networks to school of practice hinder supervisors' regularity to see the student-teachers.	2.93	0.40	Agree
10	Poor road networks/transport facilities make students not to be punctual to school of practice.	3.00	0.75	Agree
11	High fees charged by transporters deters student-teachers' effectiveness.	3.00	0.75	Agree
12	Poor transport facilities militate against student-teachers- regularity to schools of practice.	2.87	0.64	Agree
Grand Mean		2.95		

Table 4: How lack of proper supervision by lecturers militated against effective teaching practice by students. N=150

S/N	Item Description	X	SD	Decision
These include; supervisors:				
13	Correct student-teachers mistakes in an embarrassing way	2.77	0.60	Agree
14	Do not properly correct the student-teachers	2.95	0.80	Agree
15	Demand money from student-teachers before supervising them.	3.15	0.66	Agree
16	Do not take time to prepare student-teachers on what is expected of them before supervision	2.13	0.62	Disagree
Grand Mean		2.75		

Finally, Table 4, presents the responses on how lack of proper supervision militate against effective teaching practice of students. Items 13-15 recorded means above the decision mean of 2.50, while item 16 recorded a lower mean of 2.13 that student-teachers are not prepared well before supervision. On the whole, a grand mean of 2.75 indicates that most of the enlisted factors in Table 3 militate against effective teaching practice of student teachers.

**Summary of the Finding:** The findings of the study revealed the following:

- That inadequate funds creates problem for teaching practice students in EBSU.
- Again, inadequate skilled manpower to monitor students' effective teaching practice is a challenge to the programme.
- Furthermore, it was discovered that inadequate transport facilities and bad road networks militate against effective teaching practice by student-teachers.

- Finally, lack of proper supervision of student-teachers by lecturers is also another challenge for them in the programme.

## DISCUSSION

The study has been on challenges student teachers in Nigerian Universities face during teaching practice: a review of Ebonyi State University Abakaliki. Research question one was on how inadequate funds creates problems for the students like high school fees charge. None payment of teaching practice allowance, poor financial stands of the students in addition to fees charged by schools of practice which recorded means of 263; 323; 2.90 and 2.95 respectively. With a grand mean of 2.93 the students affirm that these challenges affect their effective performance during teaching practice these findings is in line with the view of [17] who posted that funding is a central factor to an efficient and effective education and that poor educational outcomes can be attributed to poor funding. Again Morris [10]

emphasized that teaching practice is a period of helping the student to try out and apply the principles they have learnt. As a result, they need not be charged by supervisors or schools of practice as most of them are financially hand capped due to high school fees paid and their poor financial lending credence to the findings in table 1, Hanssen (2006) warns that teaching practice is not a means of laboring exploiting or an avenue for extorting money from student teachers; rather, it should be a means of guiding the students to develop and evaluate their competences.

Table 2 presents the data that answered research question 2 on how inadequate manpower is a constant to student-teachers' practice in items 5-8. These include shortage of subject specialist's non-committee class teachers; incompetent support staff and dearth of school counsellors with means of 2.40; 2.83; 3.10 and 3.00 respectively. As seen in item 5-shortage of manpower recorded below the determinant mean of 2.50 indicating that the student-teachers are well prepared from their departmental course lectures to handle coarse contents in their schools of practice. Items 6-8 were sun as major constraints and with a grand mean of 2.85. The respondents affirmed that they affect their practice effectiveness corroborating these findings, Afocha [14] laments on the problem of right mix of teachers problem of unqualified teachers and high teacher pupil ratio. These areas are problems to the education system as a while. Furthermore, Markson [8] reiterated that teachers in schools should devote time to the task of helping the student teachers in the practice of teaching in order to grow professionally. To do these effectively committed and professionally trained teaches are needed. Accordingly, teaching practice is to provide opportunities under guidance, for the student-teachers to develop and evaluate their competencies in the major areas of teaching activities [6].

Table 3 answered research question 3 based on how lack of proper transportation facilities/poor road networks hamper students practice of teaching. Items 9-12 on poor roadnetworks, poor transport facilities cum high fees charged had their mean ratings above 2.50. With a grand mean of 2.95. The respondents agree that these are challenges for their effective performance during teaching practice: In line with these findings, Christian and Chika [2] bemoans the state of facilities in the Nigerian school system. He explained that facilities are over stretched coupled with bad road networks to schools. Imogie stated that the education system would fail if the decaying infrastructure are not put in place urgently. Supporting the view, Hanssen [6] asserted that inadequate transport

facilities hinders effective supervision of teaching practice. Finally table 4 answered research question 4 ranging from items 13-16 on how lack of proper supervision by lecturers militate against student-teachers' practice. Interestingly, items 13-15 measured above the determinant mean of 2.50 thus: embarrassing way of correction 2.77, no proper correction -2.95 and demand of money before supervision-3.15 and no proper preparation on what is expected -12.13 item 16 scored below the determinant mean which means that students affirm that they are briefed during orientation of what is expected of them. Howbeit, with a grand mean of 2.75, the students agree that improper supervision hampers their effectiveness during teaching practice supporting the findings, Grim [5] stated that adequate time should be devoted to assess student-teachers in order to discover their areas of weaknesses and that student-teachers and supervisors can only work together when they are harmony. The author warns that the student teachers need the help of their supervisors without extra charge in order to achieve the objectives of teaching practice. Backing up these findings, Mujibul [11] pointed out that the college supervisor is there to assist in the day to day guidance of the student-teachers; observing their teaching and correcting them in love; Urevbu cited in [12] noted that most lecturer do not do their supervisory activities well, as they only go there to register their presence or peep through the window of the class where the student-teacher is teaching without any corrective observations and impact. These trends are worrisome and need to be tackled promptly in order to save the educational system of Nigeria on the whole, the findings of the study show that the enlisted challenges are obvious and need urgent attention in order to prepare the future teachers well for sustainable education in Nigeria.

## CONCLUSION

The study was on challenges student teachers face during teaching practice in Nigerian universities; a preview of Ebonyi State University, Abakaliki. The study findings showed that inadequate funds and transport facilities bad road networks lack of skilled manpower in schools of practice and improper supervision create problems for student teachers that now hinder their effective practice of teaching. These findings calls for prompt tackling of the obvious challenges to enhance education for sustainable development.

**Educational Implications of the Study:** The findings of the study have obvious implications thus:

- Inadequate fund support for student-teachers hampers their effective teaching practice with a grand mean of 2.93. The high fees students are charged and no teaching practice allowance seriously impact on their practice in the field.
- Manpower dearth from the universities and schools of practice pose great challenges for student-teachers in the field, as they need good supervisors, teachers and counsellors who will lead them aright during the exercise.
- Poor transport facilities/bad road networks to the schools of practice hamper effective teaching practice by students. This has led to their not being punctual and regular to these schools. The situation also affects their supervisors coming around to supervise them.
- Again, the findings in Table 4 revealed that improper supervision by lecturers hamper effective teaching practice of students. This implies that lack of proper supervision will lead to the production of half-baked teachers and this will affect the educational system of Nigeria.

**Recommendations:** Based on the findings of the study, the following recommendations are made to make teaching practice by students effective:

- The university authorities and government in Nigeria need to have a re-thinking on proper funding and mobilization of student-teachers in order to enhance their practice performance; this is because teachers are nation builders, so their financial empowerment is needful in order to put in their best.
- The various schools of practice need to have a re-think on giving student-teachers the desired attention and encouragement. This can be done by the schools appointing qualified teachers to monitor, support and encourage the student-teachers in their schools. This will go a long way to build their self-confidence and ego in the teaching profession.
- Various state governments in Nigeria should as a matter of urgency reconstruct roads in and around their universities and schools of practice in order to ease off the problems students and their supervisor encounter during teaching practice.
- Finally, university authorities in Nigeria should as a matter of urgency re-orientated lecturers on the need to properly supervise student-teachers in order to bring act the best in them during teaching practice. The supervisors should go a step further to serve as models that the students, would copy in order to

prepare them well for the future role of nation builders and economic backbones.

**Suggestions for Further Studies:** The present research work was limited to challenges student-teacher encounter during teaching practice. It is of the view of the researchers that further studies should be carried out on:

- Challenges the university management and lecturers encounter during teaching practice.
- Again, another study should be carried out on how the schools of practice can enhance effective teaching practice for student-teachers.

### ACKNOWLEDGEMENTS

The researchers appreciate the cooperative efforts of Ebonyi State University management, staff and students in lending helping hands to the successful completion of the work. Their timely release of needed materials and sparing time for the researchers who are academic staff to carry out the study boosted the study. Equally, the research team appreciates those who helped in one way or the other and the authors whose work were cited.

**Clearing of Competing Interest:** The researchers affirm that this research is original and that cited works were properly referenced; In essence, they declare that there is no conflicting interest.

**Sponsorship:** The collaborating research team has a pool of funds which individual participating contributes to. This pool of funds is where the present research is sponsored from and from time to time, other sources of sponsorship are explored through private and cooperative groups interested in research funding.

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