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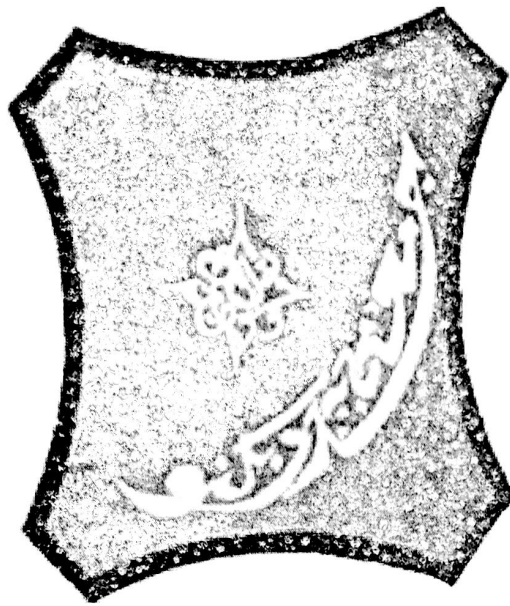
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Teaching Practice Experience of Physics Education Students in Higher Institutions of Kwara State: Challenges and Possible Panacea

By

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ABSTRACT

Teaching practice is a compulsory course for all pre-service teachers aimed at earning the pedagogical certification. This study investigated the problems of institutions that poses challenges to student-teachers during teaching practice. Descriptive statistics were employed in the analysis of the data gathered and the reliability of the instrument was tested using Spearman Brown Formula and a coefficient of 0.79 was obtained. Four research questions were analysed using value benchmark of 2.50. The main findings of the study indicated that problems encountered by the teaching practice students there are professional and ethical remedies. The study established that there are problems related to the institutions which can serve as problem to the student-teachers during teaching practice; it was found out that these practices impact the student-teachers' beliefs and attitudes towards the teaching practice programme at the institutions in Kwara state. The conclusion of study; includes the challenges faced by the teaching practice physics students in institutions in Kwara state is much and also recommendation among others are; the authorities' in-charge (University, Faculty of Education) and College of Education) should make proper provision on how to reduce the challenges faced by the physics teaching practice student-teachers and the necessary procedure with which a framework is laid on how to deal with the difficulties that related to the institution and the management of Faculty of Education/College of Education and the Committee on Teaching Practice Programme should make provision for proper and valid assessing of the physics teaching practice student so as to enhance the teaching practice student's performance and good assessing feedback profile from the supervisors

Keywords: Education, Physics Education, Pre-service teacher, Teaching-practice.

Introduction

Education is the key to human capital development, although the quality of tertiary education in Nigeria is alarming, education remains the key to human capital development. Therefore, the system (Nigeria) needs to reform and reposition its educational policies and practices to foster and enhance societal development (Ibidunni, Nwaodu & Mdaka (2023) and Saint, Hartnett & Strassner (2003))

Agi (2019) defined teaching-learning process as an aided means of teaching from anyone to another individual and further expatiated that, teachers are individuals with special skills and abilities. The teachers' character and quality competence are the most vital factors which enhance the education quality and its contribution to national development like our country Nigeria (Kumar and Ratnalikar, 2005).

Marais and Meier (2004) define the term teaching practice as the range of experiences to which the student-teachers are exposed to the professionalism of the operations in the classrooms and schools. The relevance of teaching practice exercise programme for student-teachers in education is to produce teachers who can perform effectively, efficiently and appropriately in pedagogy. It is also an avenue for the prospect teachers to have the practical knowledge of the teaching profession and meet the present-day challenges.

Adequate preparation of prospective teachers in order to fit into the professional dynamism of teaching roles in today schools through practice need to be validated with thorough implementation and execution of teaching practice. The teaching practice programme is a crucial teacher preparatory programme in teacher training colleges of education and faculties of education in Nigerian universities and are those that oversee the raking of the practicing schools. Raking is the process where the college management send some tutors to go and seek schools where at later will send their student-teachers for teaching practice exercise. (Wang, Lo, Chen & Qin (2023); Buckler (2020))

Agwu udu (2018) described an institution representative called supervisor/assessor as individual responsible for coordinating,

assessing and measuring the teaching professional skills in student-teachers while undergoing the teaching practice exercise. The Supervisor/assessor mediates between the school programmes in order to assess prospect teachers teaching practice exercise. In the supervision part of what are being evaluated are classroom management skills, instructional and behavioral methods of teaching and pedagogical analysis of taught concepts by the student-teachers.

Statement of Problem

There are various challenges that can deter the achievement of the objectives of teaching practice exercise and affects the pedagogical growth of students-teachers in training. According to Kiggundu and Nayimuli (2009) unfamiliar and unexposed classroom situation contribute to the professional discouragement of student-teachers, which leads to defective production of authentic teachers, teachers with superb teaching strategies and those with compelling systematic models of teaching.

However, physics education students do use the teaching practice exercise as a medium to classify effective practical approach towards teaching, analyzing compelling models for teaching difficult physics concepts and provision of best pedagogical odds for student maximum learning and hence, the focus of this study

is to investigate the various challenges and possible panacea of teaching practice experience of physics student-teachers in institutions.

Purpose of the Study

In most secondary schools teaching of physics is handled by those that have supplementary training in physics e.g., graduate of engineering, mathematics and even educational technology. The need to improve the number of student-teachers from physics is extremely critical and depends on a complex interplay training of factors within and outside the classroom. The purpose of the study is to examine the challenges faced by physics education students during teaching practice exercise and suggest solutions that will tackle the existing problems. When a teacher becomes the key source of knowledge, his/her pedagogical skills change from focusing on content to focusing on competence

Research Questions

1. How does problems from institutions poses challenges to student-teachers during teaching practice?
2. What is the influence of student-teachers preparedness on their supervisor's evaluation?
3. Are there any predominant tensions encountered by the physics education pre-teachers during teaching practice exercise?
4. What are the impacts of teaching practice exercise on the attitudes an beliefs of student-teachers on teaching profession?

Scope of the Study

This study is concerned with the challenges and possible panacea of teaching practice exercise as experienced by physics education student. The research sample consists of final year physics education students in selected institutions in Kwara State which were purposely selected since they have already undergone both observation/peer teaching and teaching practice exercise to have accurate data

S/N	Name of School	Location
1	University of Ilorin	Ilorin South
2	Al-Hikmah University	Ilorin West
3	College of Education, Ilorin	Ilorin South
4	College of Education, Oro	Oke Ero
5	Muhyideen college of education	Ilorin South

Significance of the Study

It is expected that the results of the study will assist the Education policy makers, curriculum planners, and administrators from both institutions and others sharing the same characteristics such as colleges of education to see the need for an improvement in teaching practice experience and the entire physics education programme in general.

The findings of this study are aimed at taking teaching to an enviable position occupied by other professional programmes like medicine, engineering and law. The research findings will help in making teaching practice exercise a befitting one for the following persons or bodies.

1. The planners and organizers of teaching practice for effectiveness of the programme
2. The supervising lecturers will equally gain from the findings of this research work, because they will be aware of the concerns of the students-teachers. This awareness, will make the supervisors adjust and be friendly with their assessment of the student-teachers in their areas of difficulty.
3. It will make practicing school management to be aware that student-teachers are facing challenges during their teaching practice exercise and the practicing school will be ready to give

them their full assistance, maximum cooperation and based on this, the practicing school will equally benefit from the findings of this research.

4. The student-teacher are made to realize the importance of the programme and likely challenges they might face during the period. By exposing the challenges of teaching practice, the student-teacher can prepare for any of them

Methodology

The method used in this study is descriptive research of survey research type, it contains clear objectives derived from research questions and the population of this study was One hundred and forty five tertiary institution physics education undergraduates from selected institutions in Kwara state were the respondents of the questionnaire and that was done in order to get accurate data.

The adopted questionnaire was self-designed using Google Form with 4-point modified Four-likert scale of Strongly Agree(SA), Agree(A), Disagree(D) and Strongly Disagree (SD) to collect the data for the study. The questionnaire was divided into three sections; Section A contains personal data of the respondents; section B contains statements on the challenges faced by the physics education undergraduates during their teaching

practice exercise and section C contains statement possible solutions to the problems encountered during teaching practice exercise.

The research instrument was validated by three lecturers in the department of Science Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria using Spearman Brown Formula and was administered on WhatsApp groups of the targeted respondents and the response was automatically generated on Google Drive of the researcher. Descriptive statistics of frequency count and percentages was used to analyze the demographic characteristics of the respondents in section A. The data in section B and C was coded and analyzed of percentage, mean, standard deviation and variance.

Table 1: Demographic Information of Respondents

Demographic Data		Frequency	Percentage
Gender	Male	92	63.4
	Female	53	36.6
	Total	145	100.0
School Type	University	69	47.6
	College of Education	76	52.4
	Total	145	100

Research Question one: How does problems from institutions poses challenges to student-teachers during teaching practice?

In determining the problems that are related to institutions which poses challenges to physics education student-

Data Analysis and Results

The data collected and analyzed in this section represents the variables for the study and background information of undergraduates that are actively involved in this study.

Table 1 revealed the demographic properties of the participants in this study. As indicated in Table 1, the gender difference rate was less than 50% (26.8%), indicating that the male respondent dominated the study as respondents. By implication the demographic information depicted that the respondents were mostly physics education undergraduate from colleges of education (52.4%) and university respondent were (47.6%) that had undergone teaching practice exercise.

teachers during teaching practice, descriptive statistics of frequency count, percentage and four-point Four-likert scale of Strongly Agree (SA), Agree(A), Disagree(D) and Strongly Disagree (SD) with a decision scale of 2.50 were adopted to analyze the data collected. As shown in

Table 2, all the items have a mean value indicating that the students agreed to all items. Indicating, an aggregate proportion of the respondents agreed that the normal time period in institutions to teach the concept of physics to student-teachers is not sufficient (3.28); almost equal proportion of the respondents opined that many student-teachers try to memorize the physics techniques and which is due to

higher than the benchmark of 2.50, poor foundation (3.41); an appreciable amount also asserted that many student-teachers do not pick physics education willingly rather they are forced by the institution (3.47). In summary, a grand mean of 3.30 which is greater than the benchmark of 2.50 respectively revealed that there are problems related to the institutions which poses challenges to student-teachers during teaching practice.

Table 2: Problems related to institutions/ universities that poses challenges to student-teachers during teaching practice

Items	SA Freq%	A Freq%	D Freq%	SD Freq%	Mean	Standard Deviation	Variance
Most teachers do not know some physics concepts well because of poor foundation.	54 (37.2)	78 (53.8)	12 (8.3)	1 (0.7)	3.28	0.64	0.41
Many students try to memorize the physics techniques without understanding it	64 (44.1)	71 (53.1)	4 (2.8)	0 (0)	3.41	0.55	0.30
Many students do not face physics education willingly but rather they are forced by the institution.	78 (53.8)	55 (38.5)	9 (6.30)	1 (0.70)	3.47	0.698	0.420
Normal time period in institutions to teach the concept of physics to student-teachers is not sufficient.	42 (29.0)	68 (46.9)	32 (22.1)	3 (2.1)	3.03	0.77	0.39

Research Question Two: What is the influence of student-teachers preparedness on their supervisor's evaluation?
In determining the level of preparedness of student-teachers of physics when they are

being evaluated by their supervisor. As shown in Table 3, majority of the students indicated how prepared they were when being evaluated by their supervisors. Perhaps, the ratings skewed more towards

Strongly Agree and Agree, while Disagree and Strongly Disagree enjoyed low ratings. Significantly, more of the student-teacher strongly agreed to their endeavour to carry all the student in the class during supervision (3.53);(3.45) that the class size should be such that the student-teachers can manage during supervision was agreed upon by the student-teacher;(3.59) that the student teachers should monitor the activities and performance of the students was strongly agreed on; making the

teaching aid and learning environment conducive was ranked last (3.45) and was strongly agreed on by the student as one of the preparation made for effective teaching and learning to take place during supervision. A grand mean of 3.51 which is greater than the benchmark 2.50 respectively revealed that there is proper assessing of the pre-service teachers during the teaching practice programmes due to their level of preparedne

Table 3: The level of preparedness of physics education student-teachers when they are been evaluated by their supervisor.

S/ N	Items	SA Freq %	A Freq %	D Freq %	SD Freq %	Mea n	Std dev	Varian ce
1.	The class size should be such that the student-teacher can manage during supervision.	84 (57.9)	54 (37.2)	7 (4.8)	0 (0)	3.53	0.59	0.35
2.	The student-teacher should endeavor to carry all the students in the class during supervision.	72 (49.7)	67 (46.2)	5 (3.40)	1 (0.7)	3.45	0.60	0.36
3.	The teaching aid and learning environment should be made conducive for effective teaching and learning to take place during supervision	91 (62.8)	50 (34.5)	2 (1.4)	2 (1.4)	3.59	0.59	0.36
4.	The student-teacher should monitor the activities and performance of the students.	74 (51.0)	65 (44.8)	3 (2.1)	3 (2.1)	3.45	0.645	0.416

Research Question Three: Are there any tensions encountered by the physics education pre-teachers during teaching practice?

In determining the tensions encountered by the physics education pre-teachers during teaching practice. As shown in Table 4, all

the items have a mean value higher than the benchmark of 2.50, indicating that the students agreed to all items. Indicatively, aggregate proportion of the respondents agreed that supervision was not regularly and fairly done (3.09); almost equal proportion of the respondents school

students do not respect students-teachers and are also given more lesson as required in the university regulation (3.14); an appreciable percentage also asserted that student-teachers face accommodation problems in the school they have been posted to (2.96); majority of the students supported the point that they meet some rudely behaved students and they have very little control over them (2.66);

average percentage of the students appropriately agreed to some schools rejecting student-teachers (3.25). In summary, a grand mean of 2.98 which is greater than the benchmark of 2.50 respectively revealed that there are many predominant tensions encountered by the physics education pre-teachers during teaching practice.

Table 4: Tensions encountered by the physics education pre-teachers during teaching practice.

S/N	Items	SA Freq %	A Freq %	D Freq %	SD Freq %	Mean	Standard deviation	Varianc e
1.	Some schools reject student-teachers	53 (37.3)	63 (44.4)	12 (8.5)	14 (9.9)	3.09	0.92	0.85
2.	Student-teachers face accommodation problems in the school they have been posted to.	42 (29.0)	84 (57.9)	16 (11.0)	3 (2.1)	3.14	0.68	0.47
3.	School students do not respect student-teachers.	31 (21.4)	78 (53.8)	35 (24.1)	1 (0.7)	2.96	0.69	0.48
4.	Supervision was not regularly and fairly done.	17 (11.7)	71 (49.0)	48 (33.1)	9 (6.2)	2.66	0.77	0.59
5.	Student-teachers are given more lessons as required in the university regulations.	19 (13.1)	89 (61.4)	31 (21.4)	6 (4.1)	2.83	0.69	0.49
6.	Student-teachers meet some rudely behaved students and they have very little control over them.	48 (33.1)	85 (58.6)	12 (8.3)	0 (0)	3.25	0.59	0.36

Research Question Four: What are the impacts of teaching practice exercise on the attitudes and beliefs of student-teachers on teaching profession?

In determining the impact, teaching practice had on the student-teachers' beliefs and attitudes towards the teaching programme in selected institutions in

Kwara state. Table 5, reveal that majority of the students indicated their beliefs and attitudes towards the teaching profession were impacted by the teaching practice. Significantly, more of the student-teacher strongly agreed that teaching practice has made them to master the professional skills (3.43);(3.20) that the teaching

practice has developed in them the interest of teaching was agreed upon by the student-teacher;(3.33) the student decided on how teaching practice has made them decide on whether or not to take to teaching as a profession was moderately agreed on; it was jointly agreed by the student-teachers that teaching practice has helped them broaden the knowledge of subject matter and also helped in learning on how to effectively deploy the use of

reinforcements and assessment skills (3.12); the usage of instructional materials when teaching was ranked last (3.31) and was merely agreed on by the students. In short, a grand mean of 3.28 which is greater than the benchmark of 2.50 respectively revealed that these teaching practice impacts the student-teachers' beliefs and attitudes towards the teaching programme at the institutions.

S/ N	Items	SA Freq %	A Freq %	D Freq %	SD Freq %	Mean	Std dev	Varianc e
1.	Teaching practice helped me broaden my knowledge of the subject matter	67 (46.2)	75 (51.7)	2 (1.4)	1 (0.7)	3.43	0.56	0.32
2.	Teaching practice developed in me the interest of teaching	45 (31.0)	85 (58.6)	14 (9.7)	1 (0.7)	3.20	0.63	0.39
3.	Teaching practice has made me to master professional skills.	56 (38.6)	83 (57.2)	4 (2.8)	2 (1.4)	3.33	0.60	0.36
4.	Teaching practice has helped me to perfectly use instructional materials when teaching.	46 (31.7)	74 (51.0)	22 (15.2)	3 (2.1)	3.12	0.74	0.54
5.	Teaching practice has helped me learn to use reinforcements and assessment skills correctly	55 (37.9)	81 (55.9)	8 (5.5)	1 (0.7)	3.31	0.61	0.37

Discussion of Findings

The objective of this study was to investigate the teaching practice experience of physics education pre-teachers, the challenges and possible panacea of selected institutions in Kwara state. The data was collected and analysed using descriptive statistic of simple percentages.

The researcher concluded that most of the problems related to the institutions during the teaching practice exercise were lack of structural and institutional facilities are an integral part of and can be solved with some professional and ethical solutions. This is in line with the studies of Omosewo, Idowu, Daramola, Olorundare, Obiyemi, Ijaiya & Lafinhan (2000) and

Jekayinfa (2012) who asserted that experience influence the assessment made by individuals which also give vivid insight into the student-teacher jobs as a teacher and the experience gained from the teaching practice.

That there is proper assessing of the pre-service teachers due to their level of preparedness was strongly agreed to, this statement is supported by Robinson (2013) who asserted the claim that teachers who receives more professional development are considered to be more effective teachers and created more student learning environment.

The result shows that there is lack of structural and instructional facilities in the school of teaching practice. According to Okorie (2013) who asserted that no programme is problem free, and teaching practice as in teacher education faces a lot of problems, which among other problems are the overpopulation of the students, lack of instructional materials and manpower (unavailability of mentor teacher), problem of resident supervisors and further concluded that in terms of supervision, instructional materials serve as an important part for the presentation of the lesson topic which could pose a threat to the grade of the student-teacher.

Evidence from the data analysis shows that there are indeed professional and ethical remedies to the challenges faced by the

physics education pre-teachers. As explained by Robinson (2013) of the strategies of professional development which is typically embedded into the year of programme such as teaching practice that teachers grow.

Robinson further explained that teachers who receives more professional development are considered to be more effective teachers and created more student learning environment and gives a long-lasting list where he mentioned some strategies such as:

- i. teacher identity
- ii. teacher efficacy and
- iii. classroom control and techniques.

These factors were further explained by Rozati (2017), as suggestion on video presentation as a good modality because visual motion such as simulation of some conceptual and practicable topics in physics theme, mostly in practical promotes learner attentiveness and engagement were asserted by Chen and Thomas (2020).

Conclusion

Based on the findings of this study, it was concluded that:

- i. The challenges faced by the teaching practice physics students in selected institutions in Kwara state is much.
- ii. Every physics teaching practice student should learn about the professional and ethical solutions of

some problems they can encounteriv. during teaching practice and should put in effort to participate in completing their assignment task in the teaching practice schools.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations are proffered:

- i. The authorities' in-charge (University, Faculty of Education) and College of Education) should make proper provision on how to reduce the challenges faced by the physics teaching practice student-teachers and the necessary procedure with which a framework is laid on how to deal with the difficulties that related to the institution.
- ii. The management of Faculty of Education/College of Education and the Committee on Teaching Practice Programme should make provision for proper and valid assessing of the physics teaching practice student so as to enhance the teaching practice student's performance and good assessing feedback profile from the supervisors.
- iii. The State Government and Private School Owners should help control the structural and instructional activities in the school of teaching practice that are supposed to lead to the realization of the teaching practice goals which is brought by effective and efficient teaching practice programme.

Every physics teaching practice student should learn about the professional and ethical solutions of some problems they can encounter during teaching practice and should put in effort to participate in completing their assignment task in the teaching practice schools.

Research Implication

- That there is proper assessing of them during teaching practice exercise due to their level of preparedness.
- The students that agreed to these challenges also agreed to their teaching beliefs and skills been enhanced due to the teaching exercise.
- The results of the study will assist the Education policy makers.
- This research, will make the supervisors adjust and be friendly with their assessment of the student-teachers in their areas of difficulty.

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