

Chapter Twelve

Attitude of Practising and Pre – service Science Teachers towards Teaching Practice in Nasarawa State, Nigeria

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Abstract

This study investigated the attitude of practicing and pre-service science teachers towards teaching practice in Nasarawa state, Nigeria. Survey research design was employed in gathering data for the study. The study involved practicing science teachers in Nasarawa State secondary schools, Pre- service science teachers at the College of Education, Akwanga and the Nasarawa State University, Keffi. 305 respondents selected through multi-stage stratified random sampling technique took part in the study, comprising 105 practicing science teachers and 200 pre- service science teachers. An instrument, Questionnaire on Practising and Pre-service Teachers' Attitude to Teaching Practice (QPPTATP), made up of 21 items was used in the study. Descriptive statistics was used to answer the research questions, while t-test was used to test the hypothesis at alpha level of 0.05. Results show practising and pre-service science teachers relatively have positive attitude towards teaching practice, with minor differences in the attitudinal level based on science subject differentials.

Introduction

In teacher education programme, teaching practice stands out as a vital practicum for initiating trainees into the teaching profession. Jekayinfa and Ajidagba (2006) opined that teaching practice is a course or programme in which the students or trainees are posted to schools normally lower than their institutions of learning, to

teach the students subject area of their specialization for a specified period. During the period, student – teachers, assume the position of Subject teachers and at the same time engage in all lawful assignments given by the co-operating school authorities. Ikitde, Godwin and Isaac (2015) held that teaching practice is designed to provide opportunities and guidance in a school setting for the teacher trainee to develop professional competencies, personal character, understanding, knowledge and skills of a teacher.

Teaching practice brings the pre – service teachers at once in convenient contact with pupils or students, parents, guardians, serving teachers, school administrators, central agency or system administrators (including supervisors of the relevant teaching subjects) and even top education officers visiting the school for various reasons (Okujagu and Osah-Ogulu, 2002). Teaching practice is a replica of the Students Industrial Work Experience Scheme (SIWES), popularly referred to as Industrial Training (IT) in Engineering and other vocational - technical areas of specialization. It is acclaimed among renowned educators that practical teaching exercise is a pertinent aspect of teacher education, and that it represents the most visible aspect of teacher education that lends to professionalization and building of a life-long self-confidence in the prospective teacher. Christodoulou (2010) stated that to become a competent teacher, it is not enough to go through all seminars of teacher training course at the University and pass state examinations; teacher competence grows with practice and experience and it involves the whole teacher's personality.

Preparation of teachers in Nigeria is commonly done through the Colleges of Education, the National Teachers Institute (NTI), Faculties of Education and Institutes of Education of the Universities and recently the Universities of Education as named by the Federal Ministry of Education. Recognized bodies such as the Science Teachers' Association of Nigeria (STAN), the Teachers' Registration Council of Nigeria (TRCN), the Institute of Certified Teachers of Nigeria (ICTON), the Nigeria Union of Teachers (NUT), Nigeria Educational

Research and Development Council (NERDC), UBEC, NCCE among others have already set in motion legal, administrative, technical and logistic procedures for raising teaching from its fuzzy occupational status to that of a definite noble profession which it is originally meant to. However, it is during the teaching practice that pre – service teachers develop desirable positive attitudes to teaching as a profession.

One may wonder why is attitude necessary? Igbal and Zeb (2011) affirmed that the general assumption is that people behave in accordance with their attitudes. Contrarily, social psychologists have found that attitude and actual behavior are not always perfectly aligned. Researchers have discovered that people are more likely to behave according to their attitudes under certain conditions. In the case of this study; (i) When practicing and pre-service science teachers attitudes to teaching practice are result of individual's personal experience. (ii) When the practicing or pre – service science teacher enjoys and or is an expert/ proficient in teaching skill. (iii) When the practicing or pre – service teacher expects a favourable outcome. (iv) when the attitudes (positive or negative) are repeatedly expressed. (v) when the practicing/ pre – service teacher feels he/she stand to gain or lose something due to the teaching practice exposure.

Recently, evidence from a number of sources seems to be accumulating, suggesting a fairly negative attitude of stakeholders towards teaching practice. Many people have expressed their concern on the low productivity and non – performance of some teachers in the classrooms resulting in the low performance of students/ pupils in public examinations especially in the science subjects. It has been established that science education is the key to our national development and industrial revolution. Yusuf, Ajidagba, Agbonna and Olumorin (2010) in their study observed that students/ pupils performed poorly in external/ public examinations. They attributed the high failure rate partly to lack of innovation in teachers' style of classroom presentation hence the need for effective training and adequate preparation of the trainee professional teachers. Critical factors identified by past

researchers to have clearly influenced the degree of students' achievement especially in the science subjects include quality curricula, teacher quality, funding, small class size, influence of learning environment, opportunity gap created by learners' family background etc. The consensus arrived at by experts was that teacher quality (of which teaching practice is one of the major strategies to achieve high teacher quality) is the most important.

Feelings of nostalgia exhibited by student – teachers on teaching practice has been observed (Ikitde, Godwin & Isaac, 2015). While some complain of the challenges they face occasioned by haphazard arrangement, clash of teaching practice period with other academic activities at the student – teachers' institution of learning and shortening of period allocated for the teaching practice due to unstable academic calendar, others complain of non – payment of allowance or stipend meant to support pre – service teachers on teaching practice thereby exposing some of them to financial stress. Student - teachers tend to have variegated attitudes and opinions during and after teaching practice exercise. Some respond positively to the situation, others have poor perception and negative attitude towards the exercise. Maliki in Ikitde, Godwin and Isaac (2015) opined that individuals' attitudes toward their profession have an effect on their performance and can affect their competence and achievement. The belief one has about any particular job determines the success one makes in the profession.

An attitude of dedication to duty and commitment to upholding professional ethics cannot be overlooked as a necessary repertory of individuals engaged in purposeful teaching practice. It is pre – supposed that the teacher trainee possesses sound knowledge of instructional technology and is well orientated for the teaching practice to be meaningful, effective and seriously taken. The role played by the permanent teachers and management at the co-operating school being used for the practice and the attitude of the visiting supervisors from the pre-service teachers' institutions of learning respectively contribute to affect the pre – service teachers' attitude towards the scheme. However, it is not clearly established that

contemporary practicing and pre – service science teachers have the positive attitude to the demands of teaching practice. It is possible that many of the soon – to – become student – teachers might look forward to teaching practice with the attitude of merely fulfilling all righteousness and routine brief stay in a co-operating secondary school or primary school, perhaps just to have grade for the course requirements at the institution of learning. Some might use the opportunity of the period provided for the teaching practice to pursue other goals or interests completely averse to the ideals of the practice.

If it occurs that the pre - service science teachers and the practicing science teachers have unenthusiastic attitude to teaching practice, the chances are that they will not take the scheme seriously. The resultant effect is the churning out of redundant teachers who take to teaching as a last resort and just to earn a living. Students/pupils in turn pay dearly for the anomaly with a high failure rate in public examinations. The thrust of this investigation therefore was to assess the attitude of practicing and pre – service science teachers towards teaching practice.

Purpose of the Study

The purpose of the study was to compare the attitudes of practising and pre – service science teachers towards teaching practice especially when segregated according to subject areas of Mathematics, Physics, Chemistry, Biology and Basic science & Technology.

Research Question

A research question was formulated to facilitate the study:

- What is the attitude of practising and pre – service science teachers in Nasarawa State towards teaching practice relative to their subject area?

Hypothesis

The null hypothesis stated below was tested at 0.05 level of significance.

H₀: There is no significance difference in the attitudes of practicing and pre-service science teachers in Nasarawa State towards teaching practice considering their respective subject – areas.

Methodology

Descriptive survey design was adopted by the study.

Population and Sample of the Study

The target population of the study comprised two thousand and six hundred (2600) practising science teachers in government – owned secondary schools in Nasarawa state, Science Education Students (3rd year and 4th year) of the Nasarawa State University and final year Science Education students of the State College of Education, Akwanga. The sample size used was 305 comprising 5% (ie 105) population of practising science teachers selected by multi – stage random sampling from seventeen inspectorate areas that make up the Educational zones of Nasarawa state Ministry of Education; 50% (ie 100) University Science Education 3rd year and 4th year students' population; and 33% (ie 100) College of Education final year science Education students. The Science subjects considered for the study are Mathematics, Physics, Chemistry, Biology, Basic Science and Technology.

Instrumentation

An instrument entitled Practising and Pre – service Science Teachers Attitude towards Teaching Practice Questionnaire (PPSTATPQ) was used and made up of two sections. Section A was on essential bio-data of respondents e.g status, sex, subject – area. Section B elicited responses on attitudes to teaching practice. The questionnaire items were developed by the researcher in consultation with and help from experts (lecturers). Some ideas were also extracted from Jarvis and Pell (2001) Attitude to Science Scale. To establish its reliability, the PPSTATPQ was subjected to pilot test and was administered to a sample of both practising and pre – service

science teachers in Nasarawa State who are part of the population but not part of the study sample. The obtained data were analysed using the Cronbach Alpha. The obtained Cronbach Alpha Coefficient for the Section B of the instrument is 0.76.

The questionnaire was administered by the wait – and – take mode. Of the 305 questionnaire distributed by the researcher, 298 were returned duly completed. Thus, 97.7% of the sample returned analyzable data.

The research question was answered using measures of central tendency, namely: mean and standard deviation. The null hypothesis was tested using t – test statistic at the 0.05 level of significance.

Results

The researcher considered the responses of the subjects to items 5 – 13 of the questionnaire. A likert – type rating scale indicating the degree to which each respondent agrees or disagrees with the statement is used. The response options are based on SA, A, D and SD. The options were scored with a minimum of 1 and maximum of 4. This procedure applies to Tables 1, Table 2, Table 3, Table 4 and Table 5 respectively. Frequency count was used initially. Because of the ordinal nature of the data involved, it was score – converted to make the data amenable to parametric statistics. The different group means and standard deviations per item are summarized and shown in Table 1, Table 2, Table 3, Table 4 and Table 5 respectively for the Practising and Pre – service teachers in the various science subject – areas.

Table 1: Comparison of Mathematics Practising Teachers' and Mathematics Pre – Service Teachers' Attitude towards Teaching Practice.

S/N	Item	Practising Teachers					
		Pre-Service Teachers					
		No.	Mean	SD	No.	Mean	SD
05	I enjoy participating in Teaching Practice	23	2.96	1.23	33	3.33	0.67
06	I spend more time preparing for Teaching Practice than I do for other science practical tests	23	3.04	1.13	33	3.33	0.71
07	I don't like people talking to me about teaching practice.	23	1.87	0.94	33	1.88	0.92
08	I hate participating in teaching practice.	23	2.22	1.39	33	2.15	1.36
09	I personally have lukewarm attitude towards teaching practice.	23	2.22	1.00	33	2.09	0.90
10	I don't like missing classes during the teaching practice scheme.	23	3.17	0.97	33	3.36	1.24
11	I enjoy talking to others about teaching practice exercise.	23	2.91	1.26	33	3.24	1.12
12	The experience of teaching practice helps in the preparation and training as a professional teacher	23	3.04	1.32	33	2.91	1.27
13	I would like to see a longer period of teaching practice than what obtains at present	23	3.35	0.96	33	3.21	1.11

Table 1 shows the comparison of practising and pre-service Mathematics teachers' attitude towards teaching practice. From the table, the grand mean score and standard deviation of practising Mathematics teachers' attitude towards teaching practice are 2.75 and 1.13 respectively; while the grand mean score and standard deviation for pre – service Mathematics teachers' attitude towards teaching practice are 2.83 and 1.03 respectively. The analysis indicates that pre – service

Mathematics teachers' attitude towards teaching practice had a higher mean compared to the practising Mathematics teachers' attitude towards teaching practice.

Table 2: Comparison of Physics Practising Teachers' and Physics Pre - Service Teachers' Attitude towards Teaching Practice.

S/N	Item	Practising Teacher					
		Pre-Service Teachers					
		No.	Mean	SD	No.	Mean	SD
05	I enjoy participating in Teaching Practice	31	3.39	0.51	14	3.36	0.86
06	I spend more time preparing for Teaching Practice than I do for other science practical tests	31	3.25	0.57	14	3.21	0.95
07	I don't like people talking to me about teaching practice.	31	1.84	0.81	14	2.36	0.80
08	I hate participating in teaching practice.	31	2.13	1.29	14	2.14	1.00
09	I personally have lukewarm attitude towards teaching practice.	31	2.03	0.83	14	2.07	1.15
10	I don't like missing classes during the teaching practice scheme.	31	3.32	0.69	14	2.86	0.90
11	I enjoy talking to others about teaching practice exercise.	31	3.06	1.00	14	3.86	1.76
12	The experience of teaching practice helps in the preparation and training as a professional teacher.	31	3.03	1.30	14	3.21	1.26
13	I would like to see a longer period of teaching practice than what obtains at present	31	3.29	0.95	14	3.07	1.30

Table 2 shows the comparison of Practising and pre - service Physics teachers' attitude towards teaching Practice. From the table, the grand mean score and standard deviation of practising Physics teachers' attitude towards teaching

practice are 2.82 and 0.88 respectively; while the grand mean score and standard deviation for pre – service Physics teachers' attitude towards teaching practice are 2.90 and 1.11 respectively. The analysis indicates that Pre – service Physics teachers had a higher mean compared to the practising Physics teachers' attitude towards teaching practice.

Table 3: Comparison of Chemistry Practising Teachers' and Chemistry Pre – Service Teachers' Attitude towards Teaching Practice.

S/N	Item	Practising Teachers						Pre-Service Teachers
		No.	Mean	SD	No.	Mean	SD	
05	I enjoy participating in Teaching Practice	41	3.32	0.62	18	3.17	1.03	
06	I spend more time preparing for Teaching Practice than I do for other science practical tests	41	3.27	0.65	18	3.06	1.05	
07	I don't like people talking to me about teaching practice.	41	1.85	0.83	18	2.22	0.84	
08	I hate participating in teaching practice.	41	1.88	0.96	18	2.17	1.03	
09	I personally have lukewarm attitude towards teaching practice.	41	1.93	0.77	18	2.72	1.45	
10	I don't like missing classes during the teaching practice scheme.	41	3.05	1.05	18	2.22	1.09	
11	I enjoy talking to others about teaching practice exercise.	41	3.02	1.02	18	3.00	1.22	
12	The experience of teaching practice helps in the preparation and training as a professional teacher	41	3.10	1.04	18	3.06	1.28	
13	I would like to see a longer period of teaching practice than what obtains at present	41	3.20	1.06	18	2.94	1.28	

Table 3 shows the comparison of practising and pre – service Chemistry teachers' attitude towards teaching practice. From the table, the grand mean score and standard deviation of practising Chemistry teachers' attitude towards teaching practice are 2.74 and 0.88 respectively; while the grand mean score and standard deviation of pre – service Chemistry teachers' attitude towards teaching practice are 2.73 and 1.14 respectively. The analysis indicates that practising chemistry teachers' attitude towards teaching practice has a relatively equivalent mean to that of pre – service Chemistry teachers.

Table 4: Comparison of Biology Practising Teachers' and Biology Pre – Service Teachers' Attitude towards Teaching Practice.

S/N	Item	Pre-Service teachers			Practising Teachers		
		No.	Mean	SD	No.	Mean	SD
05	I enjoy participating in Teaching Practice	51	3.10	0.89	26	2.65	1.29
06	I spend more time preparing for Teaching Practice than I do for other science practical tests	51	3.16	0.82	26	3.03	1.08
07	I don't like people talking to me about teaching practice.	51	1.94	0.94	26	2.15	1.09
08	I hate participating in teaching practice.	51	2.00	1.16	26	2.12	1.07
09	I personally have lukewarm attitude towards teaching practice.	51	2.18	1.03	26	2.15	1.26
10	I don't like missing classes during the teaching practice scheme.	51	2.98	1.10	26	2.81	1.12
11	I enjoy talking to others about teaching practice exercise.	51	2.88	1.15	26	3.00	1.20
12	The experience of teaching practice helps in the preparation and training as a professional teacher	51	2.90	1.21	26	3.04	1.24
13	I would like to see a longer period of teaching practice than what obtains at present	51	3.16	1.13	26	2.96	1.24

Table 4 shows the comparison of practising and pre – service Biology teachers' attitude towards teaching practice. From the table, the grand mean score and standard deviation of practising Biology teachers' attitude towards teaching practice are 2.70 and 1.05 respectively; while the grand mean score and standard deviation of pre – service Biology teachers' attitude towards teaching practice are 2.66 and 1.16 respectively. The analysis indicates that practising Biology teachers' attitude towards teaching practice had a higher mean compared to the pre – service biology teachers' attitude towards teaching practice.

Table 5: Comparison of Basic Science and Technology Practising Teachers' and Basic Science and Technology Pre – Service Teachers' Attitude towards Teaching Practice.

S/N		Item			Practising Teachers		
Pre-Service Teachers							
		No.	Mean	SD	No.	Mean	SD
05	I enjoy participating in Teaching Practice	41	3.24	0.74	20	3.00	1.26
06	I spend more time preparing for Teaching Practice than I do for other science practical tests	41	3.27	0.65	20	2.90	1.25
07	I don't like people talking to me about teaching practice.	41	1.85	0.83	20	2.35	0.98
08	I hate participating in teaching practice.	41	1.88	0.96	20	2.45	1.19
09	I personally have lukewarm attitude towards teaching practice.	41	2.02	0.97	20	2.30	1.27
10	I don't like missing classes during the teaching practice scheme.	41	3.02	1.02	20	2.75	1.42
11	I enjoy talking to others about teaching practice exercise.	41	3.05	1.05	20	2.85	1.40
12	The experience of teaching practice helps in the preparation and training as a professional teacher	41	3.10	1.04	20	2.90	1.46
13	I would like to see a longer period of teaching practice than what obtains at present	41	3.20	1.01	20	2.80	1.43

Table 5 shows the comparison of practising and pre – service Basic science and Technology teachers’ attitude towards teaching practice. From the table, the grand mean score and standard deviation of practising basic science and technology teachers’ attitude towards teaching practice are 2.74 and 0.92 respectively; while the grand mean score and standard deviation for pre – service basic science and technology teachers’ attitude towards teaching practice are 2,70 and 1.30 respectively. The analysis indicates that practising basic science and technology teachers’ attitude to teaching practice had a higher mean compared to the pre – service basic science and technology teachers’ attitude towards teaching practice.

Table 6: t-test statistics on the difference between practising mathematics and pre – service mathematics teachers’ attitude towards teaching practice.

S/n	Variable		No.	Mean	SD	t-cal.	t-crit.	Decision
1	Practising teachers	Mathematics	23	2.75	1.13	0.29	2.457	Accepted
2	Pre – service teachers	mathematics	33	2.83	1.03			

Table 7: t-test statistics on the difference between practising Physics and pre – service Physics teachers’ attitude towards teaching practice.

S/n	Variable		No.	Mean	SD	t-cal.	t-crit.	Decision
1	Practising Physics teachers		31	2.82	0.88	0.24	2.042	Accepted
2	Pre – service teachers	Physics	14	2.90	1.11			

Table 8: t-test statistics on the difference between practising Chemistry and pre – service Chemistry teachers' attitude towards teaching practice.

S/n	Variable	No.	Mean	SD	t-cal.	t-crit.	Decision
1	Practising Chemistry teachers	41	2.74	0.88	0.03	2.021	Accepted
2	Pre – service Chemistry teachers	18	2.73	1.14			

Table 9: t-test statistics on the difference between practising Biology and pre – service Biology teachers' attitude towards teaching practice.

S/n	Variable	No.	Mean	SD	t-cal.	t-crit.	Decision
1	Practising Biology teachers	51	2.70	1.05	0.15	2.000	Accepted
2	Pre – service Biology teachers	26	2.66	1.16			

Table 10: t-test statistics on the difference between practising Basic science & Technology and pre – service Basic science & Technology teachers attitude towards teaching practice.

S/n	Variable	No.	Mean	SD	t-cal.	t-crit.	Decision
1	Practising Basic science & Technology teachers	41	2.74	0.92	0.13	2.000	Accepted
2	Pre – service Basic science & Technology teachers	20	2.70	1.30			

The results in Tables 6, 7, 8, 9 and Table 10 show that the respective calculated t-values are less than the respective critical values from the tables at 0.05 level of significance. Hence, the decision is that, there is no significant difference in the attitude of practising and pre – service science teachers in Nasarawa state towards teaching practice scheme, considering the respective subjects of practising and pre –

service teachers (ie Mathematics, Physics, Chemistry, Biology and Basic Science & Technology respectively). The null hypothesis is therefore accepted.

Discussion

The study has established a relatively fair positive attitude towards teaching practice by both practising and pre-service science teachers cut across the various science subjects. Comparative analysis of the various grand means show that practising teachers of Biology and Basic Science & Technology have higher positive attitude to teaching practice than pre – service teachers in the same subjects. The attitude of practising and pre – service teachers of Chemistry to teaching practice is similar. For Mathematics and Physics, the study established that pre – service teachers have a higher positive attitude to teaching practice than their practising counterparts. Finding from the hypothesis revealed that there is no significant difference in the attitude of practising and pre-service science teachers to teaching practice scheme considering their respective subject areas of Mathematics, Physics, Chemistry, Biology and Basic Science & Technology.

If practising and pre – service science teachers have relatively comparable positive attitude to teaching practice as established by this study, it indicates and connotes that there could be other tangential and contributory factors that need to be considered and addressed to ensure effective teaching – learning in schools; and eventually bring about an improved performance of students and pupils in public examinations and achieve functionality and relevance of graduates at job places.

The finding agrees with Yusuf, Ajidagba, Agbonna and Olumorin (2010) who found out that University teachers have positive attitude towards students' evaluation of teaching practice and believes it would eventually bring positive changes in their instructional practices. However, contrary to the supposition of Yusuf, Ajidagba, Agbonna and Olumorin (2010), the teacher cannot be blamed exclusively for the poor performance of students/ pupils in public examinations. It was recommended among others that students teachers' evaluation of classroom

teaching be introduced, made mandatory and be conducted regularly in Nigerian Universities. Teachers who are positively disposed to teaching practice are better motivated and more likely to command self confidence in teaching and a resultant good overall outcome. The authors' results indicated that practising teachers perceived inadequate preparation particularly in the utilization of (i) examination syllabus; (ii) prescribed textbooks (iii) I C T (iv) meta-cognitive instructional strategies and innovative techniques (v) science – technology – society approach (vi) communication skills. Teachers in the sample also mentioned inadequate exposure to work habits and safety issues and the skills that foster best practices in their training. On professional development, the teachers supported re-certification examinations and the introduction of a period of mentoring for beginning teachers. The desirability of a strong content background for science teachers is emphasized, though science content alone is not sufficient to define a good teacher.

In the study conducted by Yusuf, Ajidagba, Agbonna and Olumorin (2010), greater percentage of practising teachers (ie 88%) than pre – service teachers (ie 70%) are of the views that collaborative evaluation of teaching practice by supervisors, teachers of the co-operating schools and pre – service teachers themselves would be more reliable in positioning a positive minded attitude of teachers towards teaching practice scheme. In order to inculcate positive attitude in the pre – service science teacher, the practicum based supervision should not be made purely a superior/subordinate affair. An authentic supporting relationship between the supervisor and the student – teacher being supervised is recommended (Eresimadu & Aduka, 1987 in Igbo, 2002). By collaborative supervision, the science education pre – service teacher is guided towards acquiring the skills, the composure, the knowledge, habits, attitudes, values and norms which are required to equip him/her and qualify him/her for entry into the teaching profession.

The finding of this study also corresponds to the work of Bilesanmi – Awoderu (2007) who worked on perceived relevance of teaching practice exercise in the teacher training programme by Nigerian University undergraduates: a case study of

Olabisi Onabanjo University, Ago-Iwoye, Nigeria and reported a positive attitude and a high perception of teaching practice by respondents (education undergraduates). Another work that agrees with this finding was that of Udeani and Ejikeme (2011), who said that teachers' perception and attitude support the continuation of teaching practice; and encouraged a strong content background in the preparation of the programme for teaching practice students.

The finding however is averse to that of Ikitde, Godwin and Isaac (2015) who affirmed in the overall that student teachers had negative attitude towards teaching practice. The study recommended that the University of Uyo where the study was conducted and in extension all other Universities and higher institutions in Nigeria offering courses in Education should ensure that all student teachers are properly groomed in all teaching and pedagogy courses before proceeding on teaching practice. The finding also recommended that teaching practice students should be allowed to choose where they are to be posted within the zone designated for practice; this would to some extent alleviate the suffering of pre – service teachers thereby enhancing their attitude towards the exercise. Pre –service teachers could be paid or be given some form of stipend as logistic allowance just as obtained in the case of science, technical and engineering students who participate in the Students Industrial and Work Experience Scheme (SIWES) and are supported by the Industrial Training Fund (ITF) of the Federal Republic of Nigeria.

In conclusion, it has been earlier asserted and widely known that teaching is a unique profession, which requires adequate skills on the part of the teacher. An important part of a teacher education programme is the teaching practice and it should not be treated with levity or carried out in a haphazard manner.

This study recommends that pre-service science teachers need to be adequately prepared and well orientated on the significance of teaching practice to the overall teacher education programme curriculum demand and expectations. Science subjects have contents that are technical, abstract, involved and most times require

teaching aids, simulations, field trips and the use of innovative teaching strategies to comprehend. Exposure to teaching practice will prepare the pre – service science teacher and will equip him/her with confidence, discipline, skill, knowledge and positive attitude to approach teaching – learning of science subjects to produce desirable results.

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