

# TEACHING PRACTICE FOR BETTER INCLUSIVE TEACHER EDUCATION IN NIGERIA

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## **Abstract**

*Teaching practice is an important component in the Nigeria certificate in education programme. Teaching profession is a body, out to develop the whole nation through teaching learning situation. The paper therefore ii out to examine the position of teaching practice in national development, teaching practice as a matter of fact takes care of physical, spiritual, social and economic development of a nation (Adamu, 2002). In addition to that in teaching practice the focus is on cognitive, affective and psychomotor development of an individual the essence of teaching practice is to ascertain that the basic principles of teaching as taught and learnt can be appropriately applied in all aspects of learning and teaching in the country. Therefore has to do with National Development and Growth. Also the paper considered the objectives of teaching practice in teacher education programme and national development, teaching practice codes of conducts, important of teaching practice and problems teaching practice, also recommendation were made in order to improve practices activities for betterment of inclusive teachers and national development.*

## **Introduction**

Every profession has a period of apprenticeship. teaching profession as a noble profession has a period of apprenticeship known as teaching practice which is out to assist the would be teachers become professionals for National Development Teaching Practice Curriculum takes care of aspects of National Development. This is because all fields of human knowledge has representative to learn skills for effective and learning situation. Teaching practice assist in putting theory into practice for education growth.

Teaching Practice is an important component in the NCE Teacher education Programme. The minimum standard for teaching NCE awarding college by the National Commission for Colleges of Education. Due to the death of qualified teaching staff for primary and secondary education in Nigeria, the Ashby commission was institute to

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examine the problem and recommend remedial measures. The objectives of Teaching Practice

The objectives of teaching practice in teacher education programme and national development includes the following:

To expose student teachers develop positive attitude towards the teaching profession.

To expose student teachers to real life classroom experiences under the supervision of professional teacher.

To provide a forum for student teacher to translate educational theories and principles in to practice.

To familiarize student teachers with school environment.

To provide student teachers with the necessary skills competence, personal characteristics and experiences for full time teaching after graduation.

To serve as a means of assessing the professional competence of student Teachers.

To enable student teachers to discover their strong and weak points in teaching and look to consolidate the former and overcome the latter.

In achieving the above-mentioned objective as a Federal Government situation, the whole nation will change. This is because students go out for teaching practice and go to the whole nation look for teaching appointment after graduation. It is during teaching practice that the student teacher comes to grips those educational problems, challenges and ideas in real classroom situation. It is a period when the implements and makes meaningful application of the principles he learnt in the college under the supervision of expert educators.

Undoubtedly, the foregoing are general objectives. As they stand, they lack the specifics, which should characterize behavioural objective, enhance precise implementation of the objectives and make for effect and action oriented evaluation (Adams 2002).

### **Teacher Education**

This according to Tola (2005) stated that teacher education has to do with the education teachers receive for the betterment of the whole educational system. He went further to say that professional for effective teaching in teaching profession. The Federal Government of Nigeria agreed that NCE should be the minimum qualification for teaching at the primary schools level. The Government clearly stated in the National Policy on Education (2004) that the purpose of teacher education includes: -

1. To produce highly motivated, conscientious efficient classroom teachers for all level of our educational system.
2. To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
3. to encourage further the spirit of inquiry and creativity in teachers.

4. to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any dangling situation not only in the life of their country but in the wider world.

In order to achieve the above teacher education objectives, the institutions that have been mandated by the government to train teachers for the betterment of teacher education and nation are the following:

- i. Grade II Teacher College
- ii. Advanced Teacher College
- iii. Institute of Education
- iv. College of Education
- v. National Teacher Institutes
- vi. Teachers Centres
- vii. Faculty of Education

Education in Nigeria as a nation is an instrument per excellence for effecting national development; it has witnessed active participation by non-governmental agencies; communities and individuals as well as international agency. It is therefore desirable for the nation to spell out in clear and unequivocal terms the philosophy and objectives that bring about its investment in education.

#### **Teaching Practice of Conduct**

Following the policy formulated by National Commission for Colleges of Education (NCCE) which allows formulation of teaching practice committee to coordinate, organize supervise and monitor the whole teaching practice which helps in national development. Emmanuel (2004) observes that codes of conducts are rules or norms governing the student teachers on teaching practice for effective teaching. This can help the teachers implement the teacher education curriculum better for national development.

The teaching practice codes of conducts are as follows:-

The minimum period for teaching being twelve weeks, it is mandatory that the student teacher maintains a regular attendance at the school of posting during the entire period to justify the three or six credit hours assigned the teaching practice.

Student teachers should also practice punctually at the school of posting.

The required teaching load for each, student teacher is minimum of 10 periods per week and a maximum of 18 periods per week.

The student teacher should endeavor to develop a professional interest in used few of each pupil in the classroom specifically; the student teacher should make positive efforts towards a personal and sympathetic understanding of the problems of individual pupil in the classroom. Where the solution to any such problem goes beyond the control of the student teacher, the resident supervisor of the school be consulted without delay.

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In the case of irregularities such as bereavement, the student teacher should make a written report to the school resident supervisor and the college teaching practice coordinator.

The student teacher should have a positive and healthy attitude towards the properly of the school of posting under no circumstances should the school properly is inadvertently damaged: the resident supervisor should be informed immediately and with apologies.

Pupils/student misconducts, which require disciplinary measures, should be reported to the resident supervisor. On no account should student teacher administer disciplinary measure themselves.

Student teachers will do well to show decorum in all their dealing with the authority and staff to the school of posting and supervising staff of the college. In order to expose the student teacher to the total school environment. Student

Teachers should identify themselves with and particular activity in all activities of the school of posting such as assemblies, game sports, club and societies during teaching practice.

In the case of doubt the student teacher should unique from the resident supervisor of the school of posting in matters relating to the school of posting and from the office of the provost through the chairman, teaching practice committee in matters which pertain to the college.

Mbah (2000) observes that student teachers must follow and observe the rules and regulations governing teaching practice for the betterment of the teachers and the school. Paul (2005) summarizes the rules governing student teacher on teaching practice as follows: He shall compulsory attend and activity participate in teaching practice orientation organized by the college prior to the exercise. He shall speak of and act towards his students with respects and dignity. He shall set good example worthy of emulation his student. He shall recognize and respect the authority of the principal accepting official responsibilities, which may be delegated to him. He shall be loyal to the school and the college. He shall try hard to live within his means to avoid financial embarrassment. He is therefore strongly advised to learn how to manage these resources well. He shall respect himself, the principal and his colleagues especially in the presence of the students. He shall be punctual to school. He shall do nothing to bring shame or dishonour to himself. He shall keep up to date all relevant school records. The student teachers shall not be absent from the school of posting without obtaining permission from the principal or any designated authority. He shall participate actively in co-curriculum activities. He shall not undertake activities which are unrelated to normal school duties during school hours. He shall not conduct classes for his students within or outside school hours a fee no matter how little. He shall not belong to organization which undermine national interest and detrimental to the progress of the school and safety of other member of the school community. He shall avoid administering corporal punishment on students, expect when authorized by the principal. In making examination

scripts he should be fair to all students. He shall not take any form alcohol drink during school hours or smoke in classroom or any student assembly

He shall not participate in condone or encourage acts of indiscipline the school. On no account shall a student - teacher impose his political, religious or any form of belief on his students.

It is un - ethnical for a student - teacher to offer any form of qualification to his students in order to secure their cooperation when supervisor is being expected. No student - teacher should succumb to attempt by a supervisor to defraud him in order to gain undeserved or fictitious marks, has the right to insist on being effectively supervised his assessment *by* supervisor.

The above-mentioned can bring about the growth and development of both education and the society as a whole. The whole programme is out to change, the nation positively.

### **The Importance of Teaching Practice in Teacher Education**

Koli (2000) observes that teaching practice is a very important segment of teacher education. Students have been taught some principles concerning method of teaching, the learning environment and principles underlying children's growth and development. Teaching practice affords them the opportunity of practicalizing theses theories and learns from them on actuality.

Teachers are expected to be creative and resourceful. Teaching practice provides students opportunity to be resourceful through improvisation from the local environment. By being practically involved in the teaching-learning environment, students arc able to detect their strength and weaknesses and aspire to overcome these weaknesses before the commencement of supervision.

Their involvement with both permanent and practicing teachers as well as the pupils provides them with a standard for evaluating the viability of teaching profession. It is also helps them to adjust quickly to the environment they find themselves. This has to do with cognitive, effective and psychomotor domains of the learners, winch can help in the general growth of the nation.

### **Problems of Teaching Practice**

Generally speaking, no programme is problem free. Teaching practice as a teacher education programme faces a lot of problems. Among other problems are over population of students, instructional materials, manpower that is trained teachers, improvisation, problem of resident supervision, good supervisors, to assess the student-teachers the negative altitudes of the students and financial problem which makes the college To post student within Zaria like the case of Federal (College of Education (FCE) Zaria.

Instructional materials and teaching learning. Where they are not available the learning cannot be effective in nature. Teaching process therefore requires good use of

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teaching and this according to John (2006) can aid the react of the student during examination.

Besides, quality lecturer should be used in assessing the student teachers on teaching practice. This can help the student teacher to perform well in teaching practice and full teaching after graduation, it will as well assist in nation building which is main objectives of teacher education.

David (2001) observes that good libraries are needed in our schools for effective teaching and learning. This can help the graduate assist in nation building; individual should contribute in one way or the other in nation building. The growth of any nation depends on the effectiveness of the curriculum of that nation. Education system of whatever nation should aim at the whole development. This is because education which teaching practice is inclusive is the good instrument for national development. Teaching practice curriculum has five major themes. They are: -integration, relevance, balance, functionality and instruction. The aim of the curriculum is to produce teachers for effective leaching in the nation for the betterment of the same nation.

### **Teaching Practice Supervision and Nation Building**

During teaching practice exercise, the student teachers are not abandoned in the cooperating schools. They are watched over in approved professional ways by professionally component, experienced and practicing teachers for national development. The central objectives of teaching practice supervision are developing the prospective teachers to acquire and develop practical skills attitudes and insights, which will characterize them as teachers. The goal is to ensure that their teaching is effective. Teaching practice supervision should therefore be seen and treated as a continuation of the training of the student teachers in the field, largely by their own teachers who are now referred to as supervisors. Shehu (2007) observes that assigned two specific functions to teaching practice supervisors. They are: - Assessment function and Support function

In education system particularly, teaching assessment means making judgment based on what is observed all awarding marks accordingly. In Nigeria, the National Commission for Colleges of Education (NCCE) has prescribed six broad teaching behaviours cum activities which supervisors should assess as the student teacher is teaching. They are:

- i. Lesson plan
- ii. Lesson presentation
- iii. Classroom control
- iv. Communication skill
- v. lesson evaluation
- vi. teacher's personality

### **Recommendations**

The paper therefore recommended that:

1. Government should motivate students and teacher to be more committed.
2. Teaching practice should be based on skills development and nation building.
3. Colleges to ensure that proper teaching skills are provided through micro-teaching.
4. Qualify trained teachers should be used for Teaching practice supervision.
5. More attention should be paid to teaching practice as core of teacher education.
6. Students should be encouraged to put theory into practice during teaching practice for national development.
7. Teacher Education should be regarded as the core of our education system in Nigeria.

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