

Impact of Teaching Practice on Teachers in Training in Tertiary Institutions in Adamawa State, Nigeria

Dr. Dorcas Oluremi FAREO^{1*}, Michael Ordue ZAPINE²

¹Department of Educational Foundations, Faculty of Education, Adamawa State University, Mubi

²Department of Science Education, Faculty of Education, Adamawa State University, Mubi

DOI: <https://doi.org/10.36348/sjhss.2026.v11i09.006>

| Received: 16.07.2026 | Accepted: 09.09.2026 | Published: 12.09.2026

*Corresponding author: Dr. Dorcas Oluremi FAREO

Department of Educational Foundations, Faculty of Education, Adamawa State University, Mubi

Abstract

This study investigated the impact of teaching practice on teachers in training' in tertiary institutions in Adamawa State, Nigeria. The study was guided by five research questions and two research hypotheses. The study adopted a descriptive research design. The population of the study consisted of 5,193 teachers in training in tertiary institutions in Adamawa State; while the sample size was 400 using stratified sampling technique. A structured questionnaire titled "Impact of Teaching Practice on Teachers in Training Tertiary Institutions (IPTTTI)" was used for data collection. Two experts from the Department of Educational Foundations, Faculty of Education, Adamawa State University, Mubi validated the instrument, while a test-retest reliability conducted revealed a co-efficient of 0.81. The data gathered were analyzed using mean, standard deviation, and t-test analysis. The study revealed that: the level of adequacy teachers in training before teaching practice was good; faculty supervision of teaching practice in tertiary institutions in Adamawa State was low compared to expectation; teachers in training experience during teaching practice was found to be influential in shaping student teachers' attitude towards the profession; teachers in training' experienced a lot of challenges during teaching practice exercise which hindered successful realization and achievement of teaching practice aims and objectives; Thus, the study concluded that teaching practice had a positive impact on teachers. In training. The study recommended that universities and colleges of education should organize seminars, micro-teaching, workshops, conferences and discussion before teachers in training' are sent for teaching practice. Furthermore, finance should be provided for teachers in training' so as to boost their upkeep and their attitudes towards

Keywords: Teaching Practice, trainee students, higher institutions, teacher preparatory programme and teacher's quality.

Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

Education is considered as the nation's important tool for achieving progress and development in the world. Teaching practice is a vital aspect of the teacher preparatory programme in teacher training institutions in general and in the Faculties of Education in Nigerian Universities in particular. It is the period of time in which the would- be teachers are aided to put into practice the theories and principles of education as well as the knowledge gained during the theoretical study and to put this knowledge into action. It provides an opportunity for teachers in training to be exposed to the realities of teaching and professional activities in the field of education. Every profession makes adequate provision for practical work which forms an inherent part of the total training of the profession. Hence, the teaching practice exercise is the practical aspect of the teacher education programme. Teaching Practice (TP) is a situation where a student teacher is given the opportunity

to experience the actual teaching and learning through training from qualified and experienced teachers so as to prepare them for the real-world teaching profession:

Teaching being a dynamic profession requires an optimistic attitude and certain specific qualities from its practitioners. Teachers' skills and expertise depend on the attitude they possess for the career. The positive attitude helps teacher to develop an all-inclusive learners' friendly environment not just in the four walls of the classroom but in outdoor learning as well (Aiyedun & Ogunode, 020). Teaching Practice has been identified as a crucial integral part in the preparation of teachers and initiates them into actual teaching environment. According to Manasia, Ianos and Chicioreanu (2020), there are four domains that teachers in training are expected to improve during teaching practice; planning and preparation, classroom environment, instruction and professional responsibility.

Although, teaching practice has been conducted as a requirement for awarding or certification of educational programmes, its important role is to enable teachers in training to apply theoretical knowledge developed during the training into practice in real school settings. Furthermore, there are various taxonomies of teacher competences taught to teachers in training. These include the subject matters and teaching methodologies applied in delivering lessons. Teachers are the heart and soul of the educational enterprises; indeed, the life of the school system and Nigerians largely depend on them. These teachers are expected to be properly groomed in theories and practices for effective teaching in the classroom with excellent lesson plan and lesson note prepared. Hence, they must have been in the field to translate these theories into practices and to see the challenges facing the teaching profession (Manasia *et al.*, 2020).

According to National Universities Commission (2017) and National Commission for Colleges of Education (2015), the following sets of objectives have been established for why teaching practice is a mandatory component of teacher training: to expose trainee teachers to real life classroom experiences under the supervision of professional teachers; to provide the forum for student-teachers to translate educational theories and principles into practice; to enable teachers in training discover their own strengths and weaknesses in classroom teaching and provide opportunities to enable them address their weaknesses and enrich their strengths; to familiarize student-teachers with real school environment as their future work place; to provide teachers in training with an opportunity for further acquisition of professional skills, competencies, personal characteristics and experience for full-time teaching after graduation, to help student-teachers develop a positive attitude towards the teaching profession; to serve as a means of assessing the quality of training being provided by teacher training institutions.

Through teaching practice, students have time to observe and practice the art of teaching before they start their career as independent teachers'. This period of professional practice helps teachers in training' to understand the value of teaching and is perceived as a supportive duty that prepares them for a future in the teaching profession (Kiomi & Ramirez-Montoya, 2021). Hence, the most important basis for professional growth is the teachers' own reflection on daily school and classroom practices. Thus, there is a need for every teacher to have a self-reflection on how he or she is executing the assigned obligations and how one uses the previous and current knowledge and understanding about the profession to develop the future being (Lin, Wu, Wang & Yang, 2019).

A meaningful teaching practice is expected to include microteaching and field teaching experiences

(Amuda, 2017). This kind of experiences will help the teacher in training practice trainee to acquire knowledge and skill in coping with classroom situation after their graduation. As part of the package, teaching practice is allocated specific period of time during which teachers in training are sometime posted to schools to teach and demonstrate in practical terms the knowledge and skills they had acquired during the third or fourth years of training while some universities usually require their students to choose the school of their choice. These teachers in training are required to submit their chosen schools with the address of the schools and time table to teaching practice coordinator for supervision. As soon as they are reported to teaching practice coordinator, they are expected to go back to their posted or chosen schools and teach based on their areas of specialization. Teachers in training are expected to stay in their practice schools from official opening time to closing time within the six weeks. Although, Federal Colleges of Education in Nigeria usually do their teaching practice in 12 or 13 weeks but the system has now substitute to a complete term that is in the first semester of the 300 level of NCE programme (Amuda, 2017). Teaching practice is a compulsory course for all aspiring teachers registered in a teacher preparation programme in Nigeria. Teaching practice exercise is like houseman ship in medicine and Student Industrial Work Experience Scheme (SIWES) for engineers and court Attachment for lawyers (Nnenna & Olanrewaju, 2015).

Supervision is an essential activity that exists to help teachers do a better job. Supervision is very important factor in teacher preparation because they help in the improvement of teaching and learning processes. During teaching practice, the school subject teacher aids the trainee teacher in acquiring the skills, strategies, ethics, and classroom control and time management. They are assessed and feedback is given to the students. They reflect on the feedback and try to improve upon their practice teaching. This is the ideal but in practice subject teachers may not avail themselves in the class for interns to observe them.

Statement of the Problem

Teaching practice as an internship programme, designed to equip students with practical teaching skills: However, looking at the objectives of teaching practice, one is poised to ask if these teaching practice objectives are still being achieved? Teachers in training undergoing teaching practice tend to regard it as essentially evaluative programme. They are therefore mainly concerned and interested in the evaluation (grade) aspect. Hence, the tendency to put up a good performance in the presence of the supervisor, the display and usage of teaching material, chalkboard, diagrams and sketches. All in a bid to obtain good grades while the reverse is almost the case when they are not under supervision.

Considering what is happening in schools nowadays in terms of teachers' quality, A situation where teachers in training' cannot write lesson plan, lesson notes, Speak good English to communicate the content to students effectively, lack of proper supervision by supervisors and be abreast with the basic ethics of the teaching profession has certainly necessitated the question. Also some teachers in training' do not perform well while on teaching practice due to inadequate of instructional materials, mastery of subject matter, good methodology, inability to control classroom during the teaching, over familiarity, lack of accommodation and office facilities for the student teachers, too much of works at time is given to the student- teachers, lack of cooperation from their practicing schools, attitude of the students towards the student teachers and difficulty on the part of student teacher to manage his class effectively etc. Hence, this study is aimed to understand impact of teaching practice on teachers in training' in tertiary institutions in Adamawa State, Nigeria.

Objectives of the study

The objectives of the study are to:

1. Assess the level of teachers in training preparation before teaching practice in Adamawa State;
2. Establish the challenges faced by teachers in training' during teaching practice; and
3. Determine the perception of teachers in training' on teaching practice.

Research Questions

1. What is the level teachers in training' preparation before teaching practice in Adamawa State?

2. What are the challenges faced by teachers in training' during teaching practice?
3. What are the teachers in training' perceptions of the teaching practice?

RESEARCH METHODOLOGY

The study adopted a descriptive survey research design. The population of the study comprised of tertiary institutions offering education courses in Adamawa State; the population consist of NCE III, 300L and 400L students with total number 5,193. The sample size of 384 respondents was drawn from four tertiary institutions offering education courses in Adamawa State namely College of Education, Hong, Federal College of Education, Yola, Modibbo Adama University, Yola and Adamawa State University, Mubi using purposive sampling technique. The instrument titled "Impact of Teaching Practice on Teachers in training" was adapted from Odunlade & Ebong (2018). The research instrument was validated by two experts from the Department of Educational Foundation, Faculty of Education, Adamawa State University, Mubi. The reliability coefficient of the instrument was 0.81. Mean and Standard Deviation were used to answer research questions. Data were collected by the researchers for one week. The collected data were analysed using descriptive statistics using mean and standard deviation.

RESULTS

Research Question 1: What is the level of teachers in training' preparation before teaching practice in Adamawa State?

Table 1: Mean and standard deviation on the Level of preparation of Teachers in training before Teaching Practice

S/N	Items	N	$\bar{x}$	SD	Decision
1	Students' knowledge of the content of their subject areas before they are sent for teaching practice can be said to be?	384	2.55	1.150	Good
2	Students' teaching skills in lesson note preparation before they are sent for teaching practice can be said to be?	384	2.51	1.017	Good
3	Students' teaching skills in teaching methodologies before they are for teaching practice can be said to be?	384	2.54	1.42	Good
4	Students' teaching skills in lesson presentation before they are sent for teaching practice can be said to be?	384	2.55	1.144	Good
5	Students' teaching skills in classroom management before they are sent for teaching practice can be said to be?	384	2.54	0.744	Good
6	Students' exposure to hours of micro-teaching before they were sent for teaching practice is considered?	384	2.65	1.069	Good
7	The compulsory orientation seminar attended by students where they were told the code of conduct is considered?	384	2.55	1.053	Good
8	Mobilizing students' for teaching practice in year two is considered?	384	2.14	0.857	Poor
9	Knowledge of courses up to year 2 still constitute introduction to subject areas. Therefore, such knowledge is?	384	2.60	1.072	Good
10	Teaching practice after course work to allow for adequate mastery of subject areas is seen as?	384	2.63	1.088	Good
	Grand Mean		2.53	1.061	Good

Decision Rule: 2.50 and above as Good while less than 2.50 as Poor

Table 1 above shows the descriptive statistics of the responses of the respondents based on research question 1. The study revealed teachers in training are adequately prepared for teaching practice. However they were against 200 level of NCE students going for

teaching practice because they have not gathered enough training before stepping out for practice.

Research Question 2: What are the teachers in training' experiences during teaching practice?

Table 2: Mean and standard deviation on Teachers in training' Experience during Teaching Practice.

S/N	Items	N	$\bar{x}$	SD	Decision
1	Teaching practice engenders professionalism	384	2.69	1.077	Agreed
2	Teaching practice is very useful	384	2.74	1.103	Agreed
3	Teaching practice is not necessary since I may not practice teaching profession	384	1.51	0.578	Disagreed
4	Teaching practice opportunities putting to practice ideas and theories	384	2.71	1.090	Agreed
5	Teaching practice is an interesting experience	384	2.63	1.131	Agreed
6	Teaching practice an important aspect of teacher education	384	2.60	1.134	Agreed
7	Teaching practice helps to decide to take teaching as a profession	384	2.66	1.121	Agreed
8	Teaching practice aids professionalism	384	2.61	1.116	Agreed
9	Teaching practice broadens knowledge of subject matter	384	2.59	1.097	Agreed
10	Teaching practice gives exposure to the problems and prospects of the profession	384	2.72	1.123	Agreed
	Grand Mean		2.55	1.057	Agreed

Decision Rule: 2.50 and above as Agreed while less than 2.50 as Disagreed

Table 2 above shows the descriptive statistics of the responses of the respondents based on research question 3. The table further reveals that the respondents agreed to item 1 and 2 which means teaching practice engenders professionalism and teaching practice is very useful. The respondents also disagreed to item 3, that teaching practice is not necessary since some may not practice teaching profession. However in item 4, 5 and 6, most of the respondents agreed that teaching practice opportunities help in putting to practice ideas/theories also teaching practice is an interesting experience and important aspect of teacher education.

However, item 7 and 8 were agreed by the respondents which meant that teaching practice helps to decide to take teaching as a profession and it also aids professionalism. Furthermore, item 9 and 10 also reveals that most of the respondents agreed that teaching practice broadens knowledge of subject matter and also gives exposure to the problems and prospects of the profession. With a grand mean of 2.55 and standard deviation of 1.057, the respondents mostly agreed to students' teachers experience during teaching practice.

Research Question 3: What are the challenges faced by teachers in training' during teaching practice?

Table 3: Mean and standard deviation on the Challenges Teachers in training' Experience during Teaching Practice

S/N	Items	n	$\bar{x}$	SD	Decision
1	Some schools reject student teachers	384	2.61	1.112	Agreed
2	Permanent teachers are not friendly and do not want to interact with student teachers	384	2.60	1.115	Agreed
3	In some schools, teaching staff hoard professional advice from teachers in training	384	2.55	1.092	Agreed
4	Student teachers face accommodation problems in the schools they have been posted to	384	2.52	1.086	Agreed
5	Some schools lack instructional materials that are needed for effective teaching	384	2.75	1.137	Agreed
6	Student teachers are given more lesson as required in the university regulations	384	2.63	1.110	Agreed
7	Student teachers meet some rudely behaved students and they have very little control over them	384	2.56	1.113	Agreed
8	Student teachers are not fully involved in all school activities	384	2.63	1.095	Agreed
9	Student teachers lack finances for personal up keep	384	2.58	1.088	Agreed
10	Student teachers are overloaded by the cooperating teachers by being assigned some of their duties	384	2.56	1.085	Agreed
	Grand Mean		2.51	1.10	Agreed

Decision Rule: 2.50 and above as Agreed while less than 2.50 as Disagreed

Table 4 reveals the students wholly agreed to the challenges faced by teachers in training' during

teaching practice which include some schools rejected students teachers, unfriendly attitudes of permanent

teachers to train teachers; accommodation problems for student teachers, lack of instructional materials for teaching; unruly behaviour of students towards student teachers; lack of finance for personal upkeep; and some student teachers are overloaded with a lot of activities by cooperating teachers.

DISCUSSION

The findings of the study in Table 1 revealed that most of the respondents' indicated good to the level of preparation of student teachers' before teaching practice, with the grand mean score of 2.53. This finding is in agreement with the findings of Odunlade and Ebong (2018) that showed that students had adequate knowledge of the content of their subject areas, lesson note presentation, teaching methodologies, lesson presentation as well as classroom management before they are sent for teaching practice in schools. In addition, student exposed to compulsory orientation seminar in order to further equip them with information needed during teaching practice.

The findings of the study in Table 3 showed that most of the respondents agreed to student teachers experience during teaching practice, with the grand mean score of 2.59. This finding is in line with the findings of Balogun and Jamiu (2018) that revealed in their study that the student teachers' perception on the teaching programme in Nigeria was high on teaching practice engendering professionalism, the experience being very useful, the opportunity for putting ideas and theories to practice, it being an interesting experience, important aspect of teacher education, teaching practice being helpful in deciding to taking teaching as a profession, planning, preparing and presenting lessons, also exposing trainee teacher to the problems and prospects of the teaching profession. This finding is in agreement with the findings of Koross (2016) that showed that student teacher experience a number of challenges. These challenges revealed were seen as geographical, administrative, professional, instructional, supervision, social and finance.

CONCLUSION

Teachers in training' experience during teaching practice was found to be influential in shaping student teachers' attitude towards the profession; teachers in training' experience a lot of challenges during teaching practice exercise; also student teachers' perception of the teaching practice was perceived in a positive light, hence they were able to master professional skills and broaden their knowledge of the subject matter. However, successful realization and achievement of teaching practice aims and objectives were hindered due to the following challenges: unavailability of instructional resources and materials in the right quantity and quality; discipline issues and decision making associated with classroom management and control; lack of confidence due to inexperience,

anxiety, unpreparedness and limited subject matter knowledge; inability to choose the best method of instruction while teaching; large class size, limited spacing and overpopulation; limited duration of the exercise, limited time periods allocated to subjects in timetable and time management; heavy workload, financial and accommodation problem; poor supervision process and lack of feedback between supervisors and student teachers. The effects of these challenges encountered have known to result in: poor teaching outcome; poor performance and poor delivery of student teacher; lack of competency in student teacher and lack of interest in the teaching profession.

RECOMMENDATIONS

1. Proper orientation for student teachers should be carried out using efficient means of communication like, seminars, workshops, conferences and discussion before they go for teaching practice. Student teachers should also participate at last once or twice in micro-teaching exercise as a way of exposing them to teaching practice.
2. Universities and Colleges of Education should appeal to the government, non-governmental organization like the private sectors, individuals and industries to assist in supplementing educational materials and learning resources that would prepare the student teachers. Adamawa state government should also provide finance inform of stipend for student teachers so as to boost their up keep and their attitude towards the profession.
3. Schools should provide accommodation for student teachers for easy contact. Also communication between the university and the schools should be strengthened so as to minimize the challenges and problems resulting from misinformation between the two institutions.

REFERENCES

- Aiyedun, T.G., & Ogunode, N.J. (2020). Effect of COVID-19 on academic program in universities in Nigeria; *Electronic Research Journal of Engineering, Computer and Applied Sciences*. 3(2), 193-201.
- Amuda, A. (2017). The conducts of teaching practice exercise in Colleges of Education and Universities in Nigeria: A Call for revitalization. *International Journal of Tropical Educational Issues*. 1(2), 34 - 354.
- Awodun, A.O. (2020). Impact of teaching practice experience on physics education students in University of Nigeria, Nsukka, Ikere-Ekiti Campus, Ekiti State, Nigeria. *International Journal of Scientific Research and Engineering Development*, 3(5), 603-611.
- Balogun, Oladele & Jamiu (2018). Students' perception on teaching practice assessment: Implication on teacher professional

- performance in Nigeria. *Anatolian Journal of Education*, 3(2), 25-34.
- Kiomi, M.-R., & Ramírez-Montoya, M. S. (2021). Core practices in practice-based teacher education: A systematic literature review of its teaching and assessment process. *Studies in Educational Evaluation*, 13(4), 101-127.
 - Lin, Z., Wu, B., Wang, F. & Yang, D. (2019). Enhancing student teacher motivation through mentor feedback on practicum reports: A case study. *Journal of Education for Teaching*, 45(5), 605-607.
 - Manasia, L., Ianos, M. G., & Chiciooreanu, T. D. (2020). Pre-service teacher preparedness for fostering education for sustainable development: *An empirical analysis of central dimensions of teaching readiness*. Sustainability, 12. <https://doi.org/10.3390/su12010166>
 - National Commission for Colleges of Education, Federal Republic of Nigeria, (FGN, NCCE, 2015). *Minimum Standards for NCE Teachers*, Abuja: NCCE Press Abuja.
 - National Universities Commission (2017). *Common objectives of Teaching Practice in Nigerian Universities*, Abuja: NUC Press Abuja
 - Nnenna, E. E. & Olanrewaju, M. K. (2015). Teaching practice anxiety sources as correlates of teaching performance among student teachers in Federal Colleges of Education in Southwestern Nigeria. *European Scientific Journal*, 11(22), 181-196.
 - Odunlade, P.K., M.Ed. & Ebong, J.M. (2018). Management of teaching practice in the development of manpower in tertiary institutions in River State. *African Journal of Education Research and Development*, 11(1). 11-23.
 - Ogunsaju, S. (2014). *Educational Research: Basic issues and methodology*. Ibadan: Wisdom publishers. Odigbo, C.I. *A new approach to educational administration, planning & supervision*. Onitsha: Cape publishers International Ltd.