

Perception of Pre-Service Teachers' Towards the Teaching Practice Programme in College of Technology Education, University of Education, Winneba

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Abstract

The descriptive survey design was used to find out the perception of pre-service teachers on teaching practice (on-campus) as an initial teacher preparation programme in University of Education, Winneba. A simple random sampling was used to select 226 pre-service teachers from the College of Technology Education, Kumasi. Data for the study were collected using questionnaire and were analysed through the use of both descriptive and inferential statistics. The findings among others revealed that on-campus teaching practice equip entrants with requisite teaching knowledge, skills, experience, efficacy, professional development and support their learning. Lack of teaching aids, inadequate time, poor planning, lack of administrative support, and lack of proper orientation on the role of on-campus teaching practice were some of challenges identified. In spite of these challenges, the programme was rated to be good by the pre-service teachers. It was among others recommended that adequate time and material resources should be provided in addition to effective planning and orientation on the programme.

Keywords: Pre-service teachers, Teaching practice, Teacher education, On-campus, Gender

INTRODUCTION

The primary aim of any educational enterprise is to equip learners with skills, knowledge, competencies and attitudes that can make them function effectively in the society. Thus, education is a powerful tool use to develop desirable habits, skills and attitudes through the shaping of behaviour of individuals for adequate adjustment in the society (Chauhan, 1994). Considering this, quality education becomes an essential factor in realising these desired aims of education of every nation. Hence, the role of teachers is a crucial factor in determining whether or not these desired educational aims and objectives are to be achieved. This suggests that for quality education to be achieved, Ghana should have professionally trained teachers who are physically and psychologically sound, and possess quality knowledge, skills and attitudes. For this reason, Ibrahim and Ibrahim (2014) are of opinion that "the teaching profession should be for those who are intellectually competent, effective and efficient decision-makers, creators of warm classroom environment, seekers of alternative strategies, and possessors of professional interest and pride" (p. 88). This makes teachers become the centre of attraction in the educational system of every nation.

Pre-service teachers are students who are undergoing teaching training in educational training institutions, on whom the academic success of a nation's next generation depends. Therefore training institutions like College of Technology Education (COLTEK) of University of Education, Winneba (UEW) have a daunting task of training quality teachers who will be able to implement the curricula to achieve its intended outcomes. Teacher education institutions generally expose their students to a teacher preparation curriculum made up of four key components: (1) liberal or general studies, (2) specialised subject-field or content studies, and (3) professional and pedagogical studies, and integrative studies (Cruickshank, 1996).

Liberal or General studies is to equip students with ideas purported to be of value to all persons and it combines natural sciences (understanding of the physical environment and human beings' relationship to it), Social sciences (understanding of the social environment and human beings relationship to it) and the Humanities (understanding of human beings themselves in their evolution and ways of thinking) to give students broad cultural background (Cruickshank, 1996). The specialised subject-field or content studies according to Cruickshank is refers to "the study of content in the academic area in which the pre-service teacher plans to teach and to the study of how to teach that content" (p. 4). Thus, it provides the prospective teachers with in-depth knowledge of the particular subjects they will teach their students after graduation. Professional studies which are commonly called "foundations of education" or "foundational studies in education" relates to the study of what pre-service teachers should know about teaching and learning. It refers to the "historical, economic,

sociological, philosophical, and psychological foundations of education” (Cruickshank, 1996, p. 17). In other words, it is designed to provide knowledge and skills in the art and science of teaching (Adentwi & Baafi-Frimpong, 2011). This component consists of subjects, such as introduction to education, philosophy of education, history of education, educational psychology, general methods of teaching, educational/instructional technology, educational measurement and evaluation etc. These subjects according to Cruickshank “are intended to serve as bridges between general and pedagogy” (p. 18). Integrative studies according to Cruickshank refers to the “putting it all together” during what normally are called on-campus and off-campus teaching practice.

It appears generally that educators agree to the principle that these components should constitute the content of a good teacher education programme. They however differ in terms of relative emphasis and amount of time devoted to each component (Adentwi & Baafi-Frimpong, 2011). Adentwi and Baafi-Frimpong further argued that opinions differ with respect to the extent to which clinical experience (teaching practice) should be incorporated into professional teacher education programmes. According to CETDAR (2004), traditionally, teacher education programmes in Ghana have followed a curriculum structure in which a large part of instructional time (more than 90%) is devoted to the pursuit of theoretical aspects of education embodied in taught courses (general, content and professional studies) with very little time (less than 10%) available for practice teaching under clinical supervision (integrative studies).

Under the traditional method to teaching practice, though still practiced by faculties of education and colleges of education in Ghana, pre-service teachers are taken through a full semester of peer-teaching experience (on-campus teaching practice) during which the student teachers under the clinical supervision of their lecturers acting as mentors, are encouraged to gradually master the skills, techniques and competencies of effective lesson preparation and presentation. Their peers observe their teaching behaviour as they practice and offer constructive feedback. Thereafter, a full semester long off-campus teaching practice session then follows during the first semester of their fourth year. The teaching practice programme in teacher preparation by faculties of education and colleges of education including College of Technology, University of Education, Winneba is crucial. It is therefore prudent that pragmatic steps should be taken to improve and sustain the programme.

Statement of the problem

Teaching practice provided to pre-service teachers is to equip them with skills and competencies required in the teaching profession. This was supported by Akbar (2002) who contended that training provided to potential teachers is to develop in them desirable professional skills, interest and attitude relative to the teaching profession. Akbar further pointed out that it is also to develop in them understanding of educational principles and their implication for learning. Since introduction of teaching practice into the education programme in College of Technology Education in Kumasi, it seems no empirical study had been conducted to find out how the pre-service teachers perceive teaching practice especially on-campus teaching practice. It is in light of this, that a study to assess the issues relating to teaching practice usefulness and challenges by pre-service teachers was deemed appropriate.

Research Objectives

The study was conducted to find out the perception of pre-service teachers on teaching practice programme in College of Technology Education, University of Education, Winneba. Specifically, the study was to achieve the following objectives:

1. To ascertain how the pre-service teachers rate on-campus teaching practice.
2. To find out the views of pre-service teachers on the benefits of on-campus teaching practice programme.
3. To identify the challenges of the on-campus teaching practice programme.
4. To ascertain any differences in the perceptions of male and female pre-service teachers regarding the benefits, challenges and overall rating of the teaching practice programme.

Research Questions

The study was guided by the following questions

1. How do pre-service teachers rate on-campus teaching practice at the College of Technology Education?
2. Do the ratings of male and female pre-service teachers of College of Technology Education regarding the teaching practice programme in UEW differ?
3. What benefits do pre-service teachers of College of Technology Education derive from the teaching practice programme?
4. Do the ratings of the male and female pre-service teachers of College of Technology Education regarding the benefits derive from the teaching practice programme differ?
5. What challenges do pre-service teachers of College of Technology Education perceive regarding the teaching practice programme?
6. Do ratings of the male and female pre-service teachers of College of Technology Education regarding

the challenges of the teaching practice programme differ?

Significance of the study

Apart from adding to the existing body of knowledge, the present study would provide useful insights into the teaching practice programme in educational training institutions which would be of great help to policy makers, school administrators, supervisors and other stakeholders in taking prudent decisions on the teaching practice as an initial teacher preparation component. The study would also wipe up the interest and further research into the teaching practice programme in faculties of education and colleges of education.

LITERATURE REVIEW

Teaching practice or practice teaching as it is sometimes called is the internship period (or periods) during which a pre-service teacher is offered guidance in learning to assume responsibility for the principal teaching activities in the schools (Aboagye & Atta-Boison as cited in Adwentwi & Baafi-Frimpong, 2011). Similarly, Wallace (1991) viewed teaching practice as an opportunity given the pre-service teachers to develop and improve their professional practice in the context of a real classroom which is usually under supervision. From above statements, it can be deduced that teaching practice provides a variety of interesting experiences to the pre-service teachers as it offers them the opportunity to practice some of the ideas they have acquired during their classroom learning.

According to National Commission for Colleges of Education (1996), teaching practice is to help the pre-service teachers to develop positive attitude towards the teaching, to expose them to real life classroom experience, to discover their own strengths and weaknesses in teaching, to provide a forum for them to translate educational theories and principles into practice, to provide them with the necessary skills, competencies, personal characteristics and experiences for full-time teaching after graduation. In the opinion of Bukaliya (2012), internship (teaching practice) helps trainees' to gain knowledge and interest in teaching as well as helps in personal development such as decision making skills, critical thinking skills and also increase confidence and self-esteem. Cook, Stephen and Charles (2004) also contended that teaching practice provides pre-service teachers with career-related direction, practical experience and interpersonal skills. For Furco (1996), teaching practice helps pre-service teachers in service activities primarily for the purpose of proving them with hands-on experience that enhances their learning or understanding of issues relevant to a particular area of study. It also assists pre-service teachers to bridge the gap between the academic learning process and the practical reality (Lam & Ching, 2006). Mensah (1991) conducted a study on organisation and supervision in Ghana and his study concluded that generally teaching practice is to provide opportunities for student teachers to develop and evaluate their competencies in the major areas of teaching. Among other things, Mensah specifically reported that teaching practice is to test trainees' professional knowledge, understandings and skills, to develop both personal and professional competencies under optimum conditions as well as to evaluate their competencies and readiness to enter the teaching profession. In the same vein, Gower and Walters (1983) pointed out that teaching practice is to provide the trainee with an opportunity to try out techniques, to allow them to approach teaching situation under sympathetic supervision and to provide them with an opportunity to have teaching evaluated and constructively criticized. In a study conducted by Nevett (1985), the pre-service teachers reported that teaching practice had bridged the gap between the theory of the classroom and world of practice. Therefore, teaching practice programme is perceived as a valuable way to acquire broad competencies where practical knowledge obtained supports and complements the theoretical studies learned in the classrooms (Mihail, 2006). Knechel and Snowball (1987) observed that teaching practice was found to examine student trainees' performance in their professional skills.

In spite of the fact that teaching practice is very essential of teacher education programme, it is faced with number of challenges. Adekunle (2000) in a study identified inadequate time and unserious attitude of student teachers towards the teaching practice programme which often results to the pre-service teachers not gaining the intended skills, confidence and knowledge needed to cope with classroom situation. Nwanekezi, Okoli and Mezieobi (2011) investigated attitude of student teachers towards teaching practice in the University of Port Harcourt in Nigeria identified inadequate preparation of students for teaching practice, lack of necessary equipment, facilities and materials for the exercise, poor learning environment in relation to poor ventilation, class congestion as well as short practicing period. In a study by Mensah (1991) who investigated problems of teaching practice in initial teacher training teacher training colleges in Ghana identified negative interaction between supervisor and supervisee often results in frustration and poor performance. He further noted that a good supervisor should establish and maintain productive relationship with his/her supervisee.

METHODOLOGY

Descriptive survey was utilised in this study. In the opinion of Asamoah-Gyimah and Duodu (2007), descriptive survey design allows the researcher to gather information, summarise, present and interpret for the purpose of

clarification. It is therefore a method that helps in collecting data from the sample by using questionnaire. Kothari (1995) observed that descriptive survey is concerned with describing, recording, analysing, and reporting conditions that exists or existed. In this study, descriptive survey design was used because it has the advantages of being economical, and provides data that is easily analysed and for its appropriateness in educational research findings which produce accurate information. The target population for the study comprised of all third year pre-service teachers of College of Technology Education who took part in the OCTP during 2014/2015 academic year. As a result of the impossibility of covering the entire population and also to give credibility to the study, simple random sampling was used to select 226 pre-service teachers which made up of 117 males and 109 females.

Although a number of instruments for data collection could have been used, however a self-completion questionnaire was deemed most appropriate for this study. According to Donkor, Nsoh and Mitchual (2009), questionnaires are easy to administer, friendly to complete and fast to score; hence it takes relatively very little time of researchers and respondents. Moreover, review of literature on studies that assess teaching practice programmes (e.g. Akbar, 2002; Bukaliya, 2012, Ibrahim & Ibrahim, 2014) made use of questionnaires. Consequently, a 22-item self designed questionnaire made up of three sections (A, B and C) was developed. Section A elicited demographic data from the respondents (e.g. gender, age) Section B of the questionnaire had nine items that sought the respondents' views on the perceived benefits of teaching practice and Section C had nine items that dealt with challenges facing teaching practice programme. The items on the questionnaire were measured on four-point likert scale with the following weighting: 1= strongly disagree, 2=disagree, 3=agree and 4=strongly agree for sections B and C.

The face and content validities of the questionnaire were established by two experts in Educational Measurement and Evaluation who vetted the initial draft of the instrument and made useful inputs. To determine the reliability of the questionnaire, a pre-test was carried out using 25 pre-service teachers who were not part of the study. The reliability coefficient of 0.819 was obtained using Cronbach alpha analysis. This value showed a good internal consistency, and the researchers considered it appropriate for the study.

In all, 255 copies of questionnaires were personally administered to the pre-service teachers after a permission consent have been sought from the heads of schools and respondents. Out of this number, 234 of them were retrieved. This represented an overall rate of 91.8%. However, 8 out of 234 were not properly filled and as such were not part in the analysis. Hence, the analysis was based on 226 respondents made up of 117 males and 109 females.

Descriptive statistics (mean and standard deviation) were used to answer the research questions. The mean rating for each item was computed for male and female respondents. Thereafter, each computed mean rating was compared with the theoretical mean rating (assuming a normal distribution of responses) of 2.5 ($1+2+3+4=10/4$) to determine whether or not respondents agree with the statement on the aspect of the teaching practice. A mean of 2.5 and above indicate agreement with the statement while a mean of below 2.5 indicates disagreement with the statement. Also, an item by item independent-samples t-test for paired means of male and female was run to determine whether there were any statistically significant differences in their ratings of the statements. The t-test was set at an alpha level of 0.05 to determine any differences.

FINDINGS AND DISCUSSION

The research findings are presented according to the stated research questions posed above.

Research Question 1: How do pre-service teachers of COLTEK rate the teaching practice programme in University of Education, Winneba?

This question sought to determine how pre-service teachers rated the on-campus teaching practice programme in COLTEK. Table 1 provides pre-service teachers' overall rating of Teaching practice programme.

Table 1: Rating of Teaching Practice Programme

Rating	Frequency	Percentage (%)
Very poor	20	8.8
Poor	23	10.2
Satisfactory	71	31.4
Good	75	33.2
Very Good	37	16.4
Total	226	100

Source: Fieldwork, 2015

From Table 1, it is clearly indicates that majority of the total respondents 112(49.6%) were of the view that teaching practice programme in College of Technology Education is either good or very good, 71(31.4%) said it is satisfactory whereas 43(19%) of them saw it as poor or very poor. The results indicate that teaching practice programme in College of Technology Education is good in training and developing teachers. This finding supports Nwanekezi et al. (2011) who investigated attitude of student-teachers towards teaching practice

in Nigeria reported that both 200 and 300 students who took part in the teaching practice regarded the exercise as very good experience and therefore should be allowed to continue.

Research Question 2: Do the ratings of male and female pre-service teachers of COLTEK regarding the teaching practice programme in UEW differ?

In order to determine any gender differences in the overall rating of teaching practice programme in COLTEK, an independent-samples t-test was conducted. The independent -samples t-test scores are presented in Table 2.

Table 2: T-test Summary of Male and Female Pre-service Teachers Ratings on Teaching Practice

item	Male Rating (N=117)		Female Rating (N=109)		Df	t-test	p-value
	Mean	SD	Mean	SD			
The overall rating of teaching practice programme.	3.51	1.039	3.24	1.232	224	1.814	.071

As shown in Table 2, the independent-samples t-test scores show no statistically significant gender differences [$t(224) = 1.814$; $p = .071$] among the pre-service teachers' overall rating of the teaching practice programme. This implies that both male and female pre-service teachers have similar opinion when it comes to the overall rating of the teaching practice programme. However, based on the descriptive statistics, male pre-service teachers are more likely to rate teaching practice programme relatively high ($M=3.51$, $SD=1.039$) than female pre-service teachers ($M=3.24$, $SD=1.232$).

Research Question 3: What benefits do pre-service teachers of COLTEK derive from the teaching practice programme?

This research question sought to find out from the respondents the benefits they could derive from the teaching practice programme. In order to answer this research question, the mean ratings of each item on the usefulness of teaching practice programme were computed as presented in Table 3. The computed means were therefore compared with the theoretical mean of 2.50 to determine whether the teaching practice programme had been useful or not.

Table 3: Benefits derive from Teaching Practice Programme

S/N	Item (teaching practice has)	Mean	SD	Decision
1	Deepened my interest for teaching	3.14	.782	Agree
2	Increased my job satisfaction	3.01	.838	Agree
3	Equipped me with necessary teaching skills	3.30	.799	Agree
4	Improved my teaching knowledge	3.26	.798	Agree
5	Impacted on my professional development	3.17	.806	Agree
6	Established foundation for my career-long profession	3.15	.793	Agree
7	Increased my teaching efficacy	3.07	.808	Agree
8	Supported my learning	3.09	.786	Agree
9	Improved my teaching experience	3.22	.774	Agree

Evidences presented in Table 3 indicate that all of the nine items dealing with the benefits of teaching practice programme were rated above the theoretical mean by the pre-service teachers in COLTEK. As presented in Table 3, the highest resultant mean rating of 3.30 was related to "teaching practice has equipped me with necessary teaching skills" and then followed by "teaching practice has improved my teaching knowledge" which had the resultant mean rating of 3.26. However, the "teaching practice has increased my job satisfaction" had lowest resultant mean of 3.01. These results confirm the assertions of Bukaliya (2012), Furco (1996), Gower and Walters (1983), Knechel and Snowball (1987), Lam and Ching (2006), Cook et al. (2004), Mensah (1991) Mihail (2006), Nevett (1985) and Wallace (1991) that teaching practice help trainees to increase their job satisfaction, teaching efficacy, experience, skills, knowledge and career-long profession.

Research Question 4: Do the ratings of the male and female pre-service teachers of COLTEK regarding the benefits derive from the teaching practice programme differ?

In order to answer this research question, an item-by-item independent-samples t-test was conducted to determine the items where they were statistically significant differences in the ratings of the male and female pre-service teachers regarding the benefits of teaching practice programme. Table 4 therefore presents details on male and female pre-service views on benefits of teaching practice.

Table 4: T-test Summary of Male and Female Pre-service Teachers on Benefits of Teaching Practice

S/N	Items	Male (N=117)		Female(N=109)		Df	t-test	p-value
		Mean	SD	Mean	SD			
1	Deepened my interest for teaching.	3.17	.746	3.11	.820	224	.584	.560
2	Increased my job satisfaction.	2.98	.830	3.04	.849	224	-.481	.631
3	Equipped me with necessary teaching skills.	3.26	.811	3.35	.786	224	-.867	.387
4	Improved my teaching knowledge.	3.26	.803	3.25	.795	224	.162	.871
5	Impacted on my professional development.	3.20	.779	3.15	.837	224	.463	.644
6	Established foundation for my career-long profession	3.14	.765	3.17	.826	224	-.355	.723
7	Increased my teaching efficacy.	3.18	.727	2.95	.875	224	2.111	.036*
8	Supported my learning.	3.19	.681	2.99	.877	204	1.879	.062
9	Improved my teaching experience.	3.34	.733	3.09	.800	224	2.453	.015*

* significant at < 0.05

As presented in Table 4, out of nine items dealing with the benefits of the programme, only two produced statistically significant differences in the ratings of the male female pre-service teachers. For instance, the independent-samples t-test score for “teaching practice had increased my teaching efficacy” indicates that there was statistically significant difference in scores for male pre-service teachers (M = 3.18, SD = .727) and female pre-service teachers (M = 2.95, SD = .875); $t(224) = 2.111, p = .036$. However, the magnitude of the difference in the means was very small (eta squared = 0.0195). This implies that only 1.95% of the variance in teaching efficacy is explained by gender. Again, independent-sample t-test score for “teaching experience” shows that there was statistically significant difference in scores for male pre-service teachers (M = 3.34, SD = .733) and female pre-service teachers (M = 3.09, SD = .800); $t(224) = 2.453, p = .015$. Though, the magnitude of the difference in the means was very small (eta squared = 0.0261). This means that only 2.61% of the variance in teaching experience is explained by gender. Again, results from Table 4 show that the remaining seven items on the benefits of teaching practice indicated a high degree of similarity between male and female pre-service teachers.

Research Question 5: What challenges do pre-service teachers of COLTEK perceive regarding the teaching practice programme?

For this research question to be answered, the mean ratings of each item on the challenges of teaching practice programme were computed. The computed means were then compared with the theoretical mean rating of 2.50 to determine whether the teaching practice programme had challenges or not.

Table 5: Challenges of Teaching Practice Programme

S/N	Item	Mean	SD	Decision
1	Lack of teaching aids	3.11	.849	Agree
2	Inadequate time for the practice teaching	3.17	.793	Agree
3	Poor planning of the teaching practice programme	3.17	.853	Agree
4	Lack of conducive venue for the teaching practice	3.28	.816	Agree
5	Lack of understanding of teaching practice programme	3.25	.813	Agree
6	Difficulty in dealing with other students during the practice teaching.	3.14	.893	Agree
7	Supervisor’s poor skills in teaching practice supervision	3.29	.828	Agree
8	Lack of proper orientation of the role of teaching practice	3.13	.857	Agree
9	Lack of cooperation between the supervisor and students	3.10	.916	Agree

Results as presented in Table 5 indicate that all the nine items relating to the challenges of the teaching practice programme had mean ratings that far exceeded the theoretical mean of 2.50. From Table 5, “Supervisor’s poor skills in teaching practice supervision” had the highest mean rating of 3.29 and then followed by “Lack of conducive venue for the teaching practice” with mean rating of 3.28. On contrary, the lowest resultant rating of 3.11 related to “Lack of teaching aids”. The results therefore showed that pre-service teachers rated the elements of the challenges of the teaching practice programme highly. The results of the study are consistent with the findings of Adekunle (2000), Mensah (1991) and Nwanekezi et al (2011) who in their respective studies reported these as challenges that are affecting the teaching practice programme in teacher education.

Research Question 6: Do ratings of the male and female pre-service teachers of COLTEK regarding the challenges of the teaching practice programme differ?

Table 6: T-test Summary of Male and Female Pre-service Teachers on Benefits of Teaching Practice

S/N	Items	Male (N=117)		Female(N=109)		Df	t-test	p-value
		Mean	SD	Mean	SD			
1	Lack of teaching aids	3.01	.876	3.22	.809	224	-1.883	.061
2	Inadequate time for the practice teaching	3.16	.776	3.17	.815	224	-.113	.910
3	Poor planning of the teaching practice programme	3.06	.864	3.28	.829	224	-1.991	.048*
4	Lack of conducive venue for the teaching practice	3.23	.845	3.34	.784	224	-1.000	.318
5	Lack of understanding of teaching practice programme	3.27	.827	3.23	.801	224	.407	.684
6	Difficulty in dealing with other students during the practice teaching.	3.12	.939	3.17	.845	224	-.383	.702
7	Supervisor's poor skills in teaching practice supervision	3.32	.816	3.26	.843	224	.538	.591
8	Lack of proper orientation of the role of teaching practice	3.02	.851	3.25	.852	223	-2.035	.043*
9	Lack of cooperation between the supervisor and students	3.15	.912	3.06	.921	224	.740	.460

* significant at < 0.05

Results indicated in Table 6 show that the ratings of male and female pre-service teachers regarding the seven items revealed a high degree of similarity. However, the male and female respondents differed in their ratings regarding poor planning of the teaching practice programme and lack of proper orientation on the role of teaching practice. For example, an independent-samples t-test score on poor planning of the teaching practice programme indicated that there was statistically significant difference in scores for males ($M = 3.06$, $SD = .864$) and females ($M = 3.28$, $SD = .829$); $t(224) = -1.999$, $p = .048$). The magnitude of the difference in the means was very small ($\eta^2 = 0.0175$). Moreover, independent-sample t-test score for lack of proper orientation on the role of teaching practice revealed that there was significant difference in scores for male pre-service teachers ($M = 3.02$, $SD = .851$) and female pre-service teachers ($M = 3.25$, $SD = .852$); $t(223) = -2.035$, $p = 0.43$). However, the magnitude of the difference in the means was small ($\eta^2 = 0.0182$).

CONCLUSION

Quality education can never be achieved without adequate teacher preparation programmes since the pre-service teachers who are going to implement the curricula in schools to achieve its intended outcomes. In order to equip pre-service teachers with teaching skills, knowledge and competencies, teaching practice becomes an essential part in the initial teacher preparation programme. It is geared towards preparation of new entrants into the teaching profession, hence the exercise acquaint pre-service teachers with the requisite teaching knowledge, skills, efficacy, experience, professional development and established foundation for their career-long profession as well as support for their learning. Even though teaching practice programme is faced with challenges such as lack of teaching aids, inadequate time, poor planning and administrative support however, the pre-service teachers perceived the programme to be good. It is therefore important to handle the programme with a high level of commitment and dedication by providing resources, support and orientation as well as effective planning for the programme in order to achieve its purposes.

RECOMMENDATIONS

The following recommendations are made based on the findings.

1. Regular orientation programmes should be organised for both pre-service teachers and supervisors on the tenets of teaching practice. This training should equip supervisors with supervision and interpersonal skills so that they can deal effectively with the students during the teaching practice exercise. On the part of pre-service teachers, the training programme should focus on the role of teaching practice in their professional training as well as to inform them about their roles and responsibilities towards the programme.
2. Resources both materials (teaching aids) such as markers, cleaners, charts etc. should provided for the teaching practice exercise.

3. More time should be given to pre-service teachers so that can have more teaching experience during the teaching practice programme.
4. Conducive environment that will facilitate the programme to achieve its intended purposes should be provided.

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