

Attitude of Student-Teachers of IMO State University, Owerri Towards Teaching Practice in The IMO State Secondary Schools

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Abstract - In recent times, the attitude of teaching practice students towards teaching practice has been a source of worry to the school management. Based on this, the study aims at Investigating the attitudes of teaching practice students towards teaching practice (a case study of Imo State University Owerri) In ascertaining the attitude of teaching practice students towards teaching practice, four research questions were posed and seventeen item questionnaire sorted opinion of respondents the questionnaire was constructed a four pointlikert-type scale of strongly agreed, agree, disagree and strongly disagree. The sample of study comprised of one hundred and twenty five(125) students who were randomly selected out of a total population of six hundred and twenty five(625) students. The result revealed among others that adequate orientation are not been given to the student teachers before teaching practice commences. Also, victimisation by some supervisors, affect the Student teachers. The student teachers see teaching practice as a waste of time and resources and the disobedience by the students of that school affect the attitudes of students teachers Based on this result adequate orientation should be given to students teachers before teaching practice commences. The student teachers should be given enough incentives by the supervisors or the schools where they are being posted. The study also revealed that students teachers should be exposed to writing lesson notes/plans in Imo State University, Owerri.

Any nation whose teachers are not qualified or whose teachers fail to perform their duties effectively at schools, may bring about under- developments to that nation and make that nation at that period to remain stagnant due to waste in human resources in educational field. It therefore becomes important that the success of teachers with regards to classroom teaching should not be left to "chance" this underscores the essence of teacher education programme of any country, since teacher education seeks to prepare teachers for professional competence. One important way of achieving is through " Teaching practice"

American heritage dictionary of English language fourth edition(2000), defined teaching as a college student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education. Thomas and Marshal (1997:269), see teaching practice as the pre-service teaching or apprenticeships under actual classroom condition. This training will prepare the trainers to acquire knowledge in the field of teaching as a profession, have experience before attainment to full professional statues . With this, the national policy on education (2004) poitefout the importance of teaching practice to enhance teaching profession which area: abilities, competence and acquisition of appropriate skills.

I. INTRODUCTION

1.1 Back ground Of the study

One of the greatest instruments that can bring change in any society in this present time is education. Education which serves as a bedrock to developing a society and enhancing it's citizens on a platform of improving their ways of life, can not be achieved without teaching, learning and practices. The quality of education provided in a society and the magnitude of change that affects that education are dependent on the quality of the teachers and their attitudes towards effective teaching in schools.

The faculty of education in the conventional universities organises teaching practices for students as a pre- condition for graduation. Student teachers are meant to teach for six consecutive weeks in two sessions. For instance, the Imo State University Owerri, teaching practice is organised for the students as stated in the students hand book i(2006/2007:37) in the their 200 and 300 level as Edu292 and 392and each of the courses is 3 unit credit load The people that are involved in teaching practice are the student- teachers, the supervisors, the principals of the schools where the student-teachers

are posted to, the teachers of that particular schools, and the students of the schools.

Most often, the student-teaches possess negative attitude towards teaching practice .Also, schools where the student-teacher are being posted, sometimes reject them due to their non-challant attitudes towards the profession. Against this back drops, this study tends to investigate attitudes of the student-teachers towards teaching practice.

1.2 Statement of problem

In Imo State University, teaching practices is of the basic requirements for the award of degree to student-teachers in education. In the course of carrying out this teaching practice, students are faced with so many challenges which had led the deterioration of this very important aspect of teacher education. It has been observed that the attitude of most student-teachers towards teaching practice, in recent times, has not been encouraging and as a result, principals of many secondary schools reject the student -teachers posted to Their schools Hence, this study will investigate the attitude of student-teachers towards teaching practice in Imo state University Owerri, and also identify the causes of Their attitude. The study, however, is limited to the attitudinal problem of the student-teachers and the cause of their attitudinal problem.

Also the research of this work would be limited to the student-teachers in Imo State University Owerri, posted in different secondary schools in Imo Sb

1.3. Scope of the study

This study tends to examine the attitude of student-teachers towards teaching practice.

The study, however, is limited to the attitudinal problem of the student- teachers and the cause of their attitudinal problems.

Also the research of this work would be limited to the student-teachers in Imo State University Owerri, posted in different secondary schools in Imo.

1.4. Purpose of the study

This study, specifically was intended to:

- 1 find out the general attitude of student-teachers towards towards teaching practice.
- 2 Identify the major factors that influence the student-teschers attitude towards teaching

practice

- 3 Ascertain the attitude of student-teachers towards writing lesson plan
- 4 Find out how often student-teachers teach their lessons according to lesson schedules

1.5. Significance of the study

At this 21st century, the society hope benefit form teaching practice as a traditional way of bringing innovation into teaching to serve as and instruments for national building.

Some of the beneficiaries of teaching practice are the

- the secondary school where the student-teacher is posted to-through the knowledge impacted in then

-the tertiary institution (Imo state University Owerri)- it will boost their image and serves as an advert to the university ; and also help the university produce qualified ,competent and experienced teachers.

-the student-teachers: it helps them to. I) plan well and be more creative

ii) build self confidence, composure, comportment and more strategies to use when qualified as a teacher
iii) help them put theory into practice.

-the students in the secondary school where the student-teachers are posted- it helps them to: -i) cover more topics in Their various subjects Ii) facilitates the rate at which the do their assignment
iii) get counselling advice from the student-teachers

- the secondary schools where the student-teachers are posted- it helps them to :I) strengthen the work force of the staff ii) benefit from the creative knowledge and ICT expertise of the student-teachers.
v) boost their extra curricular activities such as games, sports etc, through the engagement of student-teachers.

1.6. Research questions

- 1 what general attitude do student-teachers have towards teaching practice?
- 2 what are the major factors that influence student-teachers attitudes towards teaching practice?
3. How often do student-teachers write their lesson notes ?
- 4 how often do student-teachers attend classes during teaching practice?

II. LITERATURE REVIEW

In this chapter, the researcher seek to review the opinion and views of other scholars in this study. In the educational system, one of the teaching preparation is teaching practice which is known as a major part in the teaching profession. As the name implies, it involves the application of all the theoretically acquired concepts, skills and values to the real class situation. So, teaching practice is a catalyst towards educational system and as well, contribute to the growth of the nation. For the purpose of direct and easy comprehension, the review is organised under the following headings:

2.1. Historical perspective, the modern concept of teaching practice and it's function

2.2. The characteristics of teaching practice

2.3 Dimensions of teaching

2.4. Problems of student-teachers during teaching practice

2.1 Historical perspective, the modern concepts of teaching practice and its functions.

There were no formal training for teachers in the past. The history of education in Nigeria started from the Europeans that came into Nigeria.

Obasi(2000:3) emphasized that the history of education started from the Portuguese Roman Catholic Missionaries who came into Nigeria. The objective of the mission was to spread the Roman Catholic faith by building churches wherever they go, through the co-optation of the Portuguese traders who had been in Benin since 1472 The Missionaries, wherever the opened or built churches, they as well opened school within the same vicinity of the church. This was around (1515-1688).

Ohuche(1995:36), stressed that there was no formal training for teachers in the past; they started as Catechism, giving religious instructions to children. From there, those catechist started teaching the children and by then there were nothing like teaching practice. As at this period, teachers do not go to training school before becoming teachers. It was after a while that the first teacher's training institution was established at Abeokuta in 1853. Before the close

of the century, there were another training institutions which were founded in Calabar by Presbyterian church in 1896 and the Baptist training college, Ogomosho in 1897.

In 1932, the Yaba higher college was founded among it's programs which was a three years diploma course in education for secondary school leavers, who were in addition, require to pass the entrance examination to into Yaba higher college In 1959, after the phase-off of Your house aba higher college, that University college at Ibadan established a post graduate diploma in education. And finally, the church missionary society opened a teacher training institution at Abeokuta which was moved to OYO and was called st. Andrew's college.

An American heritage Dictionary of English language defines teaching practice as the student who is teaching under the supervision of certified teacher in order to qualify for a degree in education. As a student - teacher undergoes teaching practice and as a result of supervision, he/she is in a position to change his classroom behaviour for the better. He/she emerges as a professional who has undergone the teaching practice process and is aware of what it takes to be effective Oku(2006:7), sander(1997:15) emphasized that "effective teacher appears to be effective with students of all achievements levels regardless of the heterogeneity in their class."

If the teacher is ineffective, students under that teacher's tutelage will achieve inadequate progress regardless of how similar or different the are

2.2. Characteristics of teaching practice

The faculties of education in the convectional universities organize teaching practice for their students as a pre-condition for graduation. The student-teachers are meant to teach for six consecutive weeks in two sessions. The people that are involved are : the student-teachers, the supervisor, the principal, the teachers in that particular school and the students of the school

The student-teachers are been posted out to schools and the lecturers will be assigned to supervise them the principal of the school will welcome the student-teachers and guides them on the class and subject to

be taught. The teachers of that school also help in guiding the student-teacher and providing information about the. Performance and behaviour of the student- teacher.

Other common characteristics include: purposefulness , content knowledge of the subject, short duration for teaching , adequate professional preparation, etc .

2.3. Dimensions of teaching practice

This section of study discusses the two dimensions of teaching practice in view to supervision and evaluation.

Supervision

According to Wikipedian (2010:2)

Supervision means " the act of watching over the work or task of another who may lack full knowledge of the concept at hand. "

Potter(2004: 4). Supervision is formally defined as " A relationship between senior and junior. This definition calls for a cordial relationship between the student-teachers and their supervisors for better results.

Evaluation

Nwogu (2004:9) viewed evaluation in two senses. In the first sense, it is used to Connote the process of making value judgment of the taking decisions about events, objects, or their characteristics. Such judgment or decisions are based on their empirical data or information made available through measurements . It is also used in a broader and more encompassing sense as a process of searching, obtaining and qualifying data with a view to making value judgment about objects, events or characteristics.

Emenogu(1996:12) defined evaluation as "Assessing the progress of the set of goals towards desired outcomes. American evaluation Association (2007:5) stress that evaluation involves assessing the strengths and weaknesses of prprograms policies personnel, products and organisation to improve their effectiveness.

Mongiat (209307) stated that evaluation is the systematic collection and analysis of data needed to make decisions.

2.4. Problems of student-teachers in Teaching practice

Student-teachers face numerous problems which include the following

- non-payment of allowance or lack of incentives
- lack of good accommodation
- Lack of proper orientation
- inability to write good and acceptable lesson plan
- victimisation and fear
- poor evaluation of the student-teacher by their supervisor

III. RESEARCH DESIGNED AND PROCEDURES

This chapter deals with the description of the investigational procedure adopted by the researcher since conducting the research work. This is discussed under the following: Research design, Area of the study, population of the study, sample and sampling techniques, instruments for data collection, validation of the instrument , Method of data collection and method of data analysis

3.1 Research Design

The researcher adopted the survey research design in accordance with Megalinks (2006:20)which stated that survey research is an investigation of the behaviour opinion. the basic idea behind his survey design is to measure variables by asking people questions and then to examine the relationship among the variables.. The variables to be measured in this research is the student-teachers behaviour or attitudes towards teaching practiced. Hence the researcher employed some attitudinal skills in designing the questionnaire

3.2 Area of the study

This study was carried out in Imo state University Owerri, which is located in Owerri Municipal Council of Imo State
It has eleven (11) faculties and sisty-six (66) departments

3.3 population of the study

The population of the study comprises of all the third-year students of the faculty of education in Imo state University Owerri. This is because they are

among the students that under-go teaching practice. Currently there are six hundred and twenty five(625) registered students in the faculty that are in their third year of study.

3.4 sample and sampling techniques

The researcher employed simple random sampling

Education Guidance counselling =

33 20%(33). = 7

Education foundation.

335. 20%(335) = 67

Education science.

130. 20%(130)= 26

Library& Info Science.

44. 20%(44). = 9

Education Language.

15.. 20%(15). = 3

Education social science.

36. 20%(36). = 7

Education life science.

32. 20%(32).= 6

Total.

625. 125

3.5. Instrument for Data Collection

The researcher employed a structured response questionnaire. The questionnaire consisted of section A and B. Section sought for the personal data of the respondents such as sex, marital status, etc. Section B sought for their opinions on the major variables of study.

A modified LIKERT-TYPE 4 -point scale was used for the questionnaire. The scales and their ratings were as follows

Strongly Agreed(SA)_ 4 point
Agreed. (A)_ 3 point
Disagreed. (D)_ 2 point
Strongly Disagreed (SD) 1. Point

3.6 validation of instrument

The questionnaire was developed in line with the research questions. To ensure content validity, and the instruction was sent to two experts in measurement and evaluation. it was also sent to the researcher's project supervisor, who made the final corrections and approved

4.1 ATTITUDE OF STUDENT-TEACHERS TOWARDS TEACHING PRACTICE

technique to select the numbers of the sample in a manner that all the individual member of the population have an equal chances of being selected. Hence, twenty percent (20%) of all the departments were selected and the required outcome is one hundred and twenty five(125) as shown below

3,7 Method of data collection

The instrument was administered directly to the respondents by the researcher, and on the spot collection was made to ensure 100% return of the instrument by the respondents.

3.8. Method of Analysis

The researcher employed the arithmetic mean in the analysis of data collected for the study.

The Arithmetic mean is $10/4 = 2.5$

Any item that scores up to 2.5 is accepted as responding positively while an item that scores below 2.5 will be rejected

IV. PRESENTATION OF DATA ANALYSIS AND RESULTS

In this chapter, the researcher presents the results of data analysis. The presentation was done, using the research questions and the arithmetic mean as the focus.

Table 4.1 means response of student teachers on their attitudes towards teaching practice.

S/N	ITEM STATEMENT	SA	A	D	SD	X	DEC
1	Students see teaching practice as a waste of time and resources.	30	35	40	20	2.6	
2	Most students have negative attitudes in teaching subjects that are outside their profession which the school where they are being posted to may sometimes assign to them to teach.	40	30	20	22	2.7	
3.	Student-teachers hate teaching practice when they are being posted to schools where the students hardly obey or regard them as their teachers.	40	50	14	21	2.9	
4	Most of the student-teachers see teaching practice as a tension package because of their inability to communicate effectively to the students.	40	30	30	25	2.7	
5	They have difficulty combining lectures and teaching practice and hence, they see it as being stressful.	43	25	31	21	2.8	
6	They have difficulty in teaching due to their ill-talent or lack of talents in teaching pupils or students.	42	24	41	18	2.7	
	Cluster mean		2.7				

Table 4.1 above shows the attitude student-teachers possess towards teaching practice. All items scored a mean of 2.5 and above and a cluster mean of 2.7. This indicates that all items are the attitudes that student-teachers possess towards teaching practice.

Table 4.1 Summary

S/N	SA	A	D	SD	SAX4	AX3	DX2	SDX1	ΣFX	$\frac{\Sigma FX}{N} = \bar{X}$	Decision
1	30	35	40	20	120	105	80	20	325	2.6	Positive
2	45	30	20	30	180	90	40	30	340	2.7	Positive
3	40	50	14	21	160	150	28	21	359	2.9	Positive
4	40	30	30	25	160	90	60	25	335	2.7	Positive
5	43	30	31	21	172	90	62	21	345	2.8	Positive
6	42	24	41	18	168	72	82	18	340	2.7	Positive

4.2 The causes of student-teachers' Negative Attitudes towards teaching practices

Table 4.2 mean response of students on the cause of their attitudes towards teaching practice.

S/N	ITEM STATEMENT	SA	A	D	SD	X
1	Most of the negative attitudes that student-teachers possess towards teaching practice are caused by non-payment of allowances to the student teachers.	43	41	24	17	2.9
2	Most assigned supervisors victimize student-teachers due to their selfish interests.	36	24	48	17	2.6
3	Lack of accommodation affects student-teachers during teaching practice.	50	30	25	20	2.9
4	Location of schools affects student- teachers during	45	15	38	27	2.6

	teaching practice.					
5	Un-co-operating attitudes of students of the schools, the principals, and the supervisors towards the student-teachers, make the student-teachers not to teach well during teaching practice.	35	40	40	10	2.8
6	Adequate orientation is not given to student-teachers before teaching practice commences.	43	38	22	22	2.8
7	Most supervisor end up evaluating the student-teachers poorly in the presence of pupils which may bring insults on the sides of the student- teachers.	39	32	29	25	2.7
	Cluster mean		2.8			

Table 4.2 above shows the cause of the attitude student-teachers posses towards teaching practice. All items scores a mean of 2.5 and above, and a cluster mean of 2.8. This indicates that all items are the causes of the attitudes that student-teachers posses towards teaching practice.

Table 4.2 Summary

S/N	SA	A	D	SD	SAX4	AX3	DX2	SDX1	ΣFX	$\frac{\Sigma FX}{F}$	Decision
1	43	41	24	17	172	123	48	17	360	2.9	Accepted
2	36	24	48	17	144	72	96	17	329	2.6	Accepted
3	50	30	25	20	200	90	50	20	360	2.9	Accepted
4	45	15	38	27	180	45	76	27	328	2.6	Accepted
5	35	40	40	10	140	120	80	10	350	2.8	Accepted
6	43	38	22	22	172	114	44	22	352	2.8	Accepted
7	39	32	29	25	156	96	58	25	335	2.7	Accepted

4.3 Disposition of Student-Teachers in Writing lesson Notes during teaching practice.

Table 4.3 mean response of student-teachers on how they are disposed to writing lesson notes for teaching practice.

S/N	ITEM STATEMENT	SA	A	D	SD	X
1	Due to their inability to understand what lesson note is, they find it difficult to write lesson note	40	13	40	32	2.5
2	Student-teachers prepare lesson note/plan once in a week because it guides them in teaching a particular student.	40	20	42	24	2.6
3	The hatred that most student- teachers have towards teaching makes them not to even bother to prepare lesson note. This may result to reduction in scoring them (student-teachers) by their supervisors.	50	35	15	25	2.9
	Cluster mean		2.7			

Table 4.3 above spelt out the extent to which student-teachers are disposed to writing lesson note for teaching practices. The mean scores of three responses to research questions are (2.5), (2.6) and (2.9) and the cluster mean is 2.7. It shows positive responses which mean that the student-teachers are not really disposed to writing lesson note during teaching practice.

Table 4.3 Summary

S/N	SA	A	D	SD	SAX4	AX3	DX2	SDX1	ΣFX	$\frac{\Sigma FX}{F}$	Decision
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1	40	13	40	32	160	39	80	32	311	2.5	Accepted
2	40	20	42	23	160	60	84	23	327	2.6	Accepted
3	50	35	15	25	200	105	30	25	360	2.9	Accepted

4.4 Student-Teachers Attendance to classes during teaching practice.

S/N	ITEM STATEMENT	SA	A	D	SD	X
1	Student-teachers attitude class twice in a week due to the cumbersome nature of combining lectures with teaching practice.	25	45	30	25	2.6
2	Due to distance; they mat rarely attend class twice to teach during teaching practice	52	8	43	22	2.6
3	Most student-teachers don't even attend classes at all to teach because they hate teaching.	50	24	31	20	2.8
4	Most student teachers do not attend classes because they do not know what to teach.	40	20	40	25	2.6
	Cluster mean	2.6				

Table 4.4 above clearly shows the number of items student-teachers go to their classes to teach during teaching practice. The four items have means of 2.5 and above and a cluster mean of 2.6. It indicates positive responses to the research questions.

Table 4.4 Summary

S/N	SA	A	D	SD	SAX4	AX3	DX2	SDX1	ΣFX	$\frac{\Sigma FX}{N} = \bar{X}$	Decision
1	25	45	30	25	100	135	60	25	320	2.6	Positive
2	52	8	43	22	208	24	86	22	340	2.7	Positive
3	50	24	31	20	200	72	62	20	354	2.8	Positive
4	40	20	40	25	160	60	80	25	305	2.6	Positive

V. DISCUSSION OF RESULTS AND SUMMARY OF REPORT

This chapter was carried out examine the interpretation and discussion of results, implications of findings, limitations, recommendations, suggestions for further studies, the conclusion and summary of the entire work.

5.1 Interpretation and discussion of Results

Based on the study conducted and the analysis derived, the following results were obtained:

The attitudes that students-teachers possess towards teaching practice are as follows: student teachers see teaching practice as a waste of time and resources. The student-teachers also hate teaching practice when they are posted to schools hardly obey or regard them hen as their teachers The student-teachers have have difficulty in combining lectures and teaching practice.

They have difficulty in teaching arising fromh their poor traing sequel to the teaching. The cause of student-teacher negative attitude towards teaching practice are as follows:

Non-payment of allowance to student-teachers; Victimisation of student-teachers by somesupervisors ; lack of accommodation close to the schools, and lack of proper and adequate orientation of the students before been posted the schools.

Disposition of student-teachers in writing lesson notes and lesson plan during teaching practice. Most of the student-teachers find it difficult to write lesson notes due to their inability to understand it. Also, because of the hatred most of the student-teachers have towards teaching, they do not bother to prepare their lesson plans during teaching practice Student-teachers attendance to classes during teaching practice.the student-teachers attendance classes twice in a week while most of them do not even attend class at all to teach because they hate

teaching more so, most of do not attend classes because they don't know what to teach.

Attitudes of students towards teaching practice.

Based on the result of the data collected, it was observed that certain problems were affecting our student-teachers during their teaching practice. In the course study, certain findings that affect student-teachers were pointed out. One of these findings is students who see teaching practice as a waste of time and resources. Evan (2000), in support of the above, stated that teaching practice is a tension packed and combination of teaching practice and lectures makes it stressful to an extent and. These make students to develop negative attitude towards teaching practice.

From the findings it shows that the above listed attitudes can influence teaching negatively since 4.1 in chapter four clearly shows a cluster mean of 2.7 which is above expected mean score of 2.

The possible Cause of the type of attitude student-teachers possess towards teaching practice.

The data analysis in the table 4.2 revealed that there are causes of the attitudes student-teachers possess towards teaching practice. This fact is indicated by cluster mean score of 2.8 which is above 2.5 (the expected mean). The result shows the adequate orientation is not given to the student-teachers before teaching practice exercise commences. Then the locations of schools far place also contributed to the causes of the attitudes. Most of the negative attitudes of the student-teachers are caused by non-payment of allowance to them. Lack of accommodation also affect them during teaching practice and Victimization of the student-teachers by most of the supervisors is another source of negative attitude. This agrees with Kanu (1997) that during the exercise of teaching practice, some supervisors see it as an opportunity to victimize their targeted student-teachers.

Disposition of students towards writing lesson notes/plan for teaching practice.

Based on the analysis of this data in the table 4.3, it was discovered that most of the student-teachers find it difficult to understand lesson notes/plan due to their inability to understand lesson notes/plan. Also, most of them don't even bother to prepare lesson notes/plan because of hatred they have in teaching

while some prepare their lesson only once a week. This is clearly seen in table 4.3 with a cluster mean 2.7 which is above expected mean of 2.5 while lesson plans is a good technique that helps in the evaluation of student-teachers and also exposed them to the realities of classroom situation. This statement agrees with Emenogus (1996) who opined that lesson plan help in evaluating teaching abilities of students during teaching and learning.

Student Regularity to Assigned classes to teach during teaching practice.

Money (2000) the student-teachers attendance class twice in a week due to the cumbersome nature of Combining the lectures with teaching practice. This agrees with findings that most student-teachers do not attend class because they find it difficult to combine teaching practice with their lectures. Also, student-teachers do not attend teaching practice because they are not knowledgeable on what to teach; so they see teaching practice as not been interesting while some of them don't attend classes because they do not know what to teach. This clearly shown in figures 4.4 which shows the cluster mean score of 2.6 which is above the expected mean of 2.5.

5.2 Implications of the findings

Based on the findings, the result of various attitudes are as a result of attitude of student-teachers towards teaching practice as was shown. Their various attitudes are as a result of problems facing them during their teaching practice exercise. Another implication is on the side of the teacher in most cases, the student-teachers who are not sufficiently oriented due to lack of competence and confidence in themselves. In most cases, they make them feel inferior before their class students and hence they cannot make effective contribution to the development of education because they lack the quality of a good teacher.

Limitation of the study

This topic covers a wide area of interest but the researchers were constrained by a variety of factors, especially when distributing the questionnaire. Some of the problems include: the ability to convince our respondents in attending to us as regards the questionnaire and also financial problems.

5.3 Recommendations

Based on the findings of the study, the researcher makes the following recommendations

Student-teacher Orientation: the students teachers should be given proper orientation before the commencement of teaching practice. The role of students-teachers, as ambassador's of the training institution and would be member of a noble profession, should be vividly stressed. Their moral integrity and dedication to duty should not be over emphasized.

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