

**BUSINESS EDUCATION LECTURERS AND STUDENTS ASSESSMENT OF
INFLUENCE OF TEACHING PRACTICE ON SKILLS AND CLASSROOM
PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN COLLEGES
OF EDUCATION IN NORTH-EAST, NIGERIA**

By

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**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

JUNE, 2014

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**A THESIS SUBMITTED TO SCHOOL OF POSTGRADUATE STUDIES,
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NIGERIA**

JUNE, 2014

DECLARATION

The research work titled “**Business Education Lecturers and Students Assessment of Influence of Teaching Practice on Skills and Classroom Performance of Business Education Students n Colleges Of Education in North-East, Nigeria**” has been written by performed by Babaji ABDU in the Department of Vocational and Technical Education under the supervision of Prof. M.M. Aliyu and Prof A.A. Udoh. The information obtained from literature has been duly acknowledged in the text and a list of references provided. There is no part of this Thesis that was previously presented for another degree at any University.

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Date

CERTIFICATION

This Thesis titled “BUSINESS EDUCATION LECTURERS AND STUDENTS ASSESSMENT OF INFLUENCE OF TEACHING PRACTICE ON SKILLS AND CLASSROOM PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN NORTH-EAST, NIGERIA” written by Abdu BABAJI meets the regulation governing the award of the degree of M. Ed (Business Education) of Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to Almighty Allah, then my parents and my entire family.

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Ultimately, all praise is due to Allah (SWT) for His guidance, blessings and protection in my life so far and my educational career. The researcher is grateful and indebted to his distinguished supervisors, Prof M.M. Aliyu and Prof. A.A. Udoh who used their naturally endowed scholastic prowess to guide him throughout the period in which the research was carried out. Much gratitude is owed for their advice, encouragement and patience throughout the duration of this research work.

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1.9. Operational Definition of Terms

Business Education	This is a deliberate intent of a teacher to inform students about the economics and business concepts and skills that might be of use in later life.
Teaching practice	Experience in teacher preparation that provides future students the opportunity to acquire skills needed for teaching profession
Teaching Skill	It is the extent to which a teacher has carried out the teaching activities in such a way as to help improve student's learning.

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Abstract

The study was undertaken for the purpose of establishing business education lecturers and student's assessment of influence of teaching practice on skills and classroom performance of business education students in colleges of education in North-East, Nigeria. Seven research questions were drawn to guide the study while seven null hypotheses were formulated for testing. The population of the study comprised 156 business education lecturers and 1044 students in nine colleges of education in North-East, Nigeria. A 4-point rating scale structured questionnaire was used for data collection. The instrument was personally distributed by the researcher assisted by six research assistants. Eight hundred and sixty seven (867) copies of questionnaire were properly completed and retrieved. Data collected were subjected to statistical analysis using mean score of index of 2.5 for agreement of answering research question. Logistic regression was used to test null hypotheses 1 to 6 while t-test was employed in testing null hypothesis 7. All the hypotheses were tested at significance level of 0.05. One of the findings of the study revealed that teaching practice experience has significant influence on Acquired Teaching Skills of business education students in colleges of education in the North-East, Nigeria. It was recommended among others that teacher training institutions or faculties should organize micro teaching for business education student teachers on regular bases this would enable them gain some experiences that will be useful to them in the profession.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching is one of the oldest, respected and noble professions in the world and it occupies a high place of importance in developed and developing countries. In Nigeria, teaching constitutes one of the most important professions required for a successful execution of national plans and has significant role in the growth and development of individuals and the nation at large. To qualify as a teacher in business education programme, students must pass all their required courses; in addition to undergoing six months teaching practice exercise (NCCE, 2008). Teaching Practice (T.P) is one of the most important and formative experiences of every teacher-in-training. It is the best opportunity for students in Faculties of Education in Universities or Colleges of Education to build a portfolio and learn the best teaching skills within the watchful eyes of a cooperating institution. During the exercise, institutions and school-based mentors are expected to observe the students' progress, behaviour and attitude at school, and assess the student teachers' practical teaching and learning activities according to specific guidelines. This practical training provides students with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implications for learning.

During the training, students are provided with the range of experiences that would expose them to the expectations of the teaching profession. It also exposes the students to the practical use of teaching methods, teaching strategies, teaching principles and techniques in a real life situation, particular as it affects classroom performance institutional and non instructional activities. Indeed teaching practice can be seen as a culminating experience in teacher preparation as provides opportunity

for a beginning teachers to become socialized in various aspects of profession. This is why Perry (2004) points out that, teaching practice adds meaning to the knowledge which student-teachers acquired in the real classroom situation. It is during teaching practice that knowledge is affirmed. Akbar (2002) outlines the following as the benefits of teaching practice to students teachers:-

1. an opportunity of establishing an appropriate teacher pupil relationship.
2. an opportunity for evaluating the students' potential as teachers for the teaching profession.
3. practical experience in school to overcome the problems of discipline and enable student teachers to develop methods of students and classroom control.
4. an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implications for teaching and learning.
5. skill in the use of fundamental procedures, techniques and methods of teaching.
6. developing desirable professional interests, attitudes and ideas relative to the teaching profession.
7. developing characteristics and behaviour traits for effective evaluation of teaching and other classroom activities with a view to developing teaching and learning evaluative skills.
8. having opportunity for self evaluation of one's teaching

There is general opinion that teaching practice has significant influence in the field of education for challenges of newly recruited teachers would experience in their teaching career. Thus teaching is intended to enable future teachers to utilize the wisdom of the certified teachers who usually have many years of experience in the classroom in the area of asking questions, giving advice and directions. Indeed, teaching seeks to practice student-teachers with skills for teaching and applying general instructional resources for the teaching students in area of their specialization.

Classroom performance is the term educators use to describe the skills and competency of teachers in classroom activities. This definition for classroom performance in this study appears to look at the compliance in classrooms provisions

and procedures necessary to teaching and learning exercise in schools. According to <http://www.ehow.com/>, effective classroom performance makes teaching and learning interesting and ensures that teachers made use of appropriate methods and skills to impart desire knowledge and skills to students.

Teaching skills (TS) refer to the mental activity including thinking, remembering, learning and using language that a teacher uses in the classroom. TS focus on the understanding of information and concepts and relate the concepts, break down information and rebuild with logical connections to increase retention of material and understanding. Teaching skills approach emphasizes on the development of thinking skills and processes as a means to enhance learning. The objective of teaching skills (TS) is to enable all students to become more strategic, self-reliant, flexible, and productive in their learning endeavors (Scheid, 1993). According to Halpern, (2006), TS is based on the assumption that there are identifiable cognitive strategies, previously believed to be utilized by only the best and the brightest students, which can be taught to most students.

To produce competent business education teachers the National Commission for Colleges of Education (2008) which is the supervisory organ of NCE programmes made it mandatory for all NCE graduates to undergo a teaching practice training for six months under the cooperation of the training institution and practicing school. Through this exercise, a student teacher acquired skills for teaching and classroom performance which are very important for effecting teaching and learning. According to Froyen and Iverson (1999) teaching skills and classroom performance are essential as they encourage and establish student self-control through a process of promoting positive achievement and behavior and added that academic achievement, teacher efficacy and teacher student behavior are directly linked with the teaching skills and

classroom performance. Wagaman (2010) pointed out that teaching practice is a necessary and important step towards becoming a certified teacher. Teaching practice allows student teachers to take advantage of the opportunity to build a portfolio and put some of the best teaching skills into play. Considering that teaching practice is the first opportunity teacher-in-training gains experience in teaching profession, the researcher assess the influence teaching practice on skills and classroom performance of business education students in colleges of education in North-east, Nigeria

1.2. Statement of the Problem

Teaching implies the roles of impacting knowledge in a clear and structured way, to explain correct solutions, to give students clear and resolvable problems, and to ensure calm and concentration in the classroom. In education, it is believed that practices and attitudes are important for understanding and improving educational processes. In order to achieve the standards required for qualified teacher status, an NCE Business Education student in educational programme is required undergo teaching practice for a period of six months in primary or secondary school. The exercise is aimed at inducting student teachers more fully into the professional work of teachers (Perry 2004). To this effect, the student teachers are expected to perform all the responsibilities of a teacher which are exciting but challenging. The experience will enable student teachers to cope with unfamiliar situations, controlling and managing learners or establishing working relationship with the mentor or supervisor. The Akbar (2002) and Bhargava (2006) opine that, the exercise provides the future teacher with practical experience in school to overcome the problems of discipline and enables them to develop methods of controlling them.

Teaching practice affords student teachers the opportunity to participate in all school activities. Bhargava (2006) rightly pointed out that, teaching practice provide

future teachers will skills to maintain discipline in class and dealing with the students who misbehave. This explains why students in faculties of education in universities and those in colleges of education must undergo three months or six months teaching practice respectively before their graduation.

Teaching practice in recent time, it has been criticize of been demoralizing and sometimes very frightening experience and has no significant effect on co-operation and collaboration, classroom disciplinary climate and self-efficacy of student teachers. This opinion was also shared by Akbar (2002) who opines that teaching practice offers little guidance for redesigning teacher training or targeting professional development. He further stated that the exercise allows one to identify particularly effective teachers, but not to determine the specific practices responsible for their success.

Broody and Gody (2002) maintained that reliance on teaching practice will lead teachers to focus narrowly on test-taking skills at the cost of more valuable academic content. In another development, Kiggundu and Samuel (2009) observed that in most schools, mentors that suppose to guide students are lazy, absent themselves from duty for no apparent reason and not guiding students on importance of planning in teaching profession. The scenario affects students in area of lesson notes and use of instructional materials in classroom. In addition, in some schools, class teachers are reluctant to relinquish their classes to student teachers, thus defeating the purpose of teaching practice. John (2009) observed that there is a serious reflection that teaching practice is not yielding the desired objectives. Accordingly, he observed that teachers are failing in their personal vigor, speaking habits, teaching skills, self confidence and lack adequate breadth of knowledge that will help them to make their classes more interesting, practical and helpful. These are the major problems that prompted the researcher to assess the influence of teaching practice on skills and classroom

performance of business education students in colleges of education in north-east, Nigeria.

1.3. Objectives of the Study

The main objective of this study is to investigate the influence of Teaching Practice on Skills and Classroom Performance of business education students in Colleges of Education in the North-East, Nigeria.

The specific objectives are to:

- (1). determine the influence of teaching practice experience on acquired teaching skills as assessed by Business Education Lecturers in Colleges of Education in the Education in North-East, Nigeria.
- (2). determine the influence of teaching practice experience on acquired teaching skills as assessed by Business Education students in Colleges of Education in North-East, Nigeria.
- (3). determine the influence of teaching practice experience on acquired skills for effective classroom performance as assessed by Business Education Lecturers in Colleges of Education in North-East, Nigeria.
- (4). determine the influence of teaching practice experience on skills acquired for effective classroom performance as assessed by Business Education students in Colleges of Education in North-East, Nigeria.
- (5). examine the influence of teaching practice experience on mean use of instructional materials as assessed by Business Education Lecturers in Colleges of Education in North-East Nigeria.
- (6). examine the influence of teaching practice experience on mean use of instructional materials as assessed by Business Education Students in Colleges of Education in North-East, Nigeria.

- (7). determine the difference between the assessment of Lecturers and Students about influence of teaching practice experience on acquired teaching skills in Colleges of Education in North-East, Nigeria.

1.4 **Research Questions**

In line with the objectives of the study, the following research questions were raised for the study:-

1. What is the influence of teaching practice experience on acquired teaching skills as assessed by Business Education Lecturers in Colleges of Education in the Education in North-East, Nigeria?
2. What is the influence of teaching practice experience on acquired teaching skills as assessed by Business Education students in Colleges of Education in North-East, Nigeria?
3. What is the influence of teaching practice experience on acquired skills for effective classroom performance as assessed by Business Education Lecturers in Colleges of Education in North-East, Nigeria?
4. What is the influence of teaching practice experience on skills acquired for effective classroom performance as assessed by Business Education students in Colleges of Education in North-East, Nigeria?
5. What is the influence of teaching practice experience on mean use of instructional materials as assessed by Business Education Lecturers in Colleges of Education in North-East Nigeria?
6. What is the influence of teaching practice experience on mean use of instructional materials as assessed by Business Education Students in Colleges of Education in North-East, Nigeria?

7. What is the difference between the assessment of Lecturers and that of Students about influence of teaching practice experience on acquired teaching skills in Colleges of Education in North-East, Nigeria?

1.5 Research Hypotheses

The following null hypotheses were raised and tested at significant level of 0.05.

Ho₁: teaching practice experience has no significant influence on acquired teaching skills of as assessed by Business Education Lecturers in Colleges of Education in the Education in North-East, Nigeria

Ho₂: teaching practice experience has no significant influence on acquired teaching skills as assessed by Business Education students in Colleges of Education in North-East, Nigeria

Ho₃: teaching practice experience has no significant influence on acquired skills for effective classroom performance as assessed by Business Education Lecturers in Colleges of Education in North-East, Nigeria

Ho₄: teaching practice experience has no significant influence on skills acquired for effective classroom performance as assessed by Business Education students in Colleges of Education in North-East, Nigeria

Ho₅: teaching practice experience has no significant influence on mean use of instructional materials as assessed by Business Education Lecturers in Colleges of Education in North-East Nigeria

Ho₆: teaching practice experience has no significant influence on mean use of instructional materials as assessed by Business Education Students in Colleges of Education in North-East, Nigeria

Ho₇: there is no significant difference between the mean assessment of Lecturers and that of Students about influence of teaching practice experience on acquired teaching skills in Colleges of Education in North-East, Nigeria?

1.6 Significance of the Study

The study will be of significance to student teachers, schools authority, tertiary institutions, curriculum planners and scholars/researchers.

Through this study, student teachers would be able to understand the importance of teaching practice and be more serious in discharging their duties during the exercise. Through the findings of this study, higher institutions will appreciate the needs for thorough supervision of students' during teaching practice. This will make them to be more dedicated to their duties during the exercise.

The result of this study would enable school authority through the Head of Departments to be critical in supervising students by marking their lesson notes regularly and guide them in all their school activities. This will enhance the efficiencies of student teachers during the teaching practice. The outcome of this study will enable tertiary institutions to understand the need to post students teachers to standard schools. This will enable students teachers acquire requisite skills in teaching, teaching principles, teaching techniques and activities of daily school life.

Curriculum planners would also use the result of this study to improve in the practical teaching skills in teacher education programmes. This will help in promoting culmination of experience in teacher preparation and provide opportunity to beginning teachers to become socialized into the profession.

Finally, the work would spur further research work in the area and also provide empirical information for future researchers.

1.7 **Basic Assumptions for the Study**

For the purpose of this study, the following assumptions were postulated:-

1. Teaching practice will equip business education student with relevant teaching skills for teaching career.
2. Teaching practice develops skills of fluent speaking, meaningful reading, using blackboard and other teaching material.
3. Through teaching practice, ideas and methods are exchanged between practicing school and teacher training institution.
4. Teaching practice enables student teachers to acquire new ideas and skills on the use of material and equipment in teaching and learning.

1.8 **Delimitations of the Study**

This study is delimited to Colleges of Education running business education programme in North-East, Nigeria. The study is delimited to all Business Education lecturers and NCE III 2012/2013 students in the zone. The study covers acquired Teaching Skills and classroom performance techniques as perceived by lecturers and students. This decision is based on the understanding that these lecturers have supervised teaching practice and the students have completed their practice teaching and are on ground in their respective colleges.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed relevant literature under the following sub-headings:

- 2.1. Theoretical Framework
- 2.2 Objectives of Business Education
- 2.3 Concept of Teaching Practice
- 2.4 Importance of Teaching Practice
- 2.5 Duties of Students during Teaching Practice and its Effect on Teaching Skills
- 2.6 Effective Classroom Teaching and Performance
- 2.7 Supervision of Teaching Practice.
- 2.8 Factors affecting Teaching Practice.
- 2.9 Review of Empirical Studies.
- 2.10 Summary of Literature Review.

2.1. Theoretical Framework

This study is guided by theoretical framework of Kasanda (1995). The theory postulated that, teaching practice is an important component of becoming a teacher, as it grants student teachers experience in the actual teaching and learning environment. Those who support the theory maintained that, teaching practice promotes learning; enhances classroom performance and development career of student-teachers. The theory has a backing of Furlong et.al, (1988), Feldman (1989), Murray (1990), Feldman & Paulsen (1994) and Cabrera, Colbeck & Terenzini (1999) who all maintained that, through teaching practice, student-teachers grow through experience and they begin to link to a culture of teaching, and provide them with opportunity to become socialized into the teaching profession. The supporters of the theory argue

that, teaching practice enables future teachers to utilize the wisdom of the reciprocating teacher, who usually has many years of experience in the classroom, ask questions, look for advice and gain improvement. This message was further strengthened by Akbar (2002), who opines that, teaching practice provides student teachers with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implication for learning.

This theory received the support of educational policy makers in Nigeria, such as National Commission for Colleges of Education (2008) who maintained that, teaching practice allows student teachers to take advantage of the opportunity to build a portfolio and put some of the best teaching skills into play. Hence the NCCE made teaching practice a necessary and important step towards becoming a certified teacher. Nigerian scholars such as, Daramola (1991), Afolabi, (2009) and Nwanekezi, Okoli & Mezieobi (2011) supported the theory. They described teaching practice as an integral component of teacher training that acquaints student teachers with the practical knowledge of teaching and learning process including lesson plan preparation, presentation, class management, communication skills, evaluation and the required personality of professional teachers. Hence the profounder of the theory maintained that, in order to achieve the standards required for qualified teacher status, a student teacher must carry out teaching practice under the supervision of trained teacher(s) for specific period of time.

2.2. Objectives of Business Education

The aim of education is to develop desirable qualities in people. It is the process of enabling individuals to live as useful and acceptable members of the society. This is why Denga, (2001) described an educated man as a refined gentleman or

gentlewoman, who is socially, morally, intellectually, physically and aesthetically developed.

For a person to be seen as refined, he needs to demonstrate some basic competencies that would enable him/her function effectively as a producer and consumer of goods and services. There is no doubt some fundamental societal norms and values are basic requirements for a person to survive in the society. Therefore, the skills, attitudes and knowledge required to prepare such persons for effective performance in their career (e.g. teaching profession) is education. The Business Educator has the sole responsibility of producing learning experiences that could be acquired through a sound Business Education Curriculum (Akbar, 2002).

Education is one of the important factors, which forms the personality of a person. Education is a productive and beneficial factor in a person's life. It is everyone's right to get. The training of a human mind is not complete without education. It is only because of education that man is able to receive information from the external source, to notify him with past and receive all essential information concerning the present and this helps him to prepare the future. It is a tool which provides the required power in moving ahead and to bring out something fruitful in human and material resource development. An essential aspect is to make possible fetching of thoughts and ideas on different alteration of human beings; and active members of the society as well as responsible citizens to the state or country. Education is basically a fundamental human-right and this idea is satisfactorily enough to figure out the significance of education to everyone. But, appreciating its significance is not the only portion which we should be concerned about, but the reality of educational experiences. Education acts as a technical competency along with psychological, ethical and artistic development of each person including subject

and guiding principles from trained professional educators (Aliyu, 2006a). Aliyu went further to say that, the word 'Education' has been derived from Latin word 'E' and 'Duco' means to draw out of the inner qualities of the child. Similarly, 'educare' means to nurture and to bring up while '*educere*' means to draw out the qualities of a child to make a complete man.

Many definitions of Business Education have been advanced by different authorities and specialists. Business Education is one of the Vocational fields in which the recipients could specialize in either Accounting or Secretarial Education at the NCE level; and in Accounting or Secretarial or Marketing Education at the tertiary level of their educational careers. These areas of human endeavor are very important in every aspect of life, hence they must be taught using the appropriate methods of teaching and teaching skills to make both teaching and learning very effective.

Business education involves teaching students the fundamentals, theories, and processes of business. Education in this area is offered at three levels, including primary and secondary education and higher education or university education. Approximately 38% of students' enroll in one or more business courses during their high school tenure. Majority of students at the university level engage in business-related majors. These majors prepare students for occupation in business or business-related or a teaching career (Esther, 2000).

Aliyu (2006b) defined Business Education as "the intellectual and vocational preparation of people for earning a living in a contemporary business world." Also, Osuala (2002), stated that Business Education is a "training system that enables the beneficiary to acquire skills that will make him employable in the world of work."

Esther (2000) conceived Business Education as a means by which an individual develops understanding and skills which enables him to enter into the business world and be self reliant. It has very definite vocational objectives such as provision of training for specific type of jobs to develop and use these skills. The nation's new philosophy of education, which is based on integration of the individual into a sound and effective citizen, makes it imperative for business education programme to reflect the new economic and social order as well as satisfy the societal needs and aspirations.

Adeshina (2007) opines that Business Education is "a training that encourages the beneficiary to acquire skills that enable him/her fit into the world of work." He added that it is an embodiment of vocational knowledge and skills needed for entry-level employment and advancement in a broad range of business careers. Business Education is a desirable competency necessary for self employment which is particularly important in the present depressed global economic situation by equipping individuals with life-long skills for employment (Udoh 2010).

Business Education is a term that encompasses a number of methods used to teach students the fundamentals of business practices. These methods range from formal educational degree programs, such as the Master of Business Administration (MBA), to school-to-work opportunity systems or co-operative education. It is designed to instill in students the basic theories of management and production. It can as well be defined as composite skills, which aim at training people who will have the competencies of being employed or be self-reliant in marketing, management, accounting, office and secretarial skills/occupations. It is career-oriented that aims at preparing people for gainful employment. The changing phase in office equipment and settings should be reflected in the programmes which have as their objectives the

preparation of teachers who will in turn go out to prepare youths, for initial office equipment (Esther, 2000).

From the above discussions, it can be seen that Business Education covers a wide range of economic activities in any society since it is a specialized training that apart from helping students to achieve the aims of general education, it prepares them to enter into business careers after which they become more efficient and advance to higher levels of employment.

The National Policy on Education (2004) stated that both vocational and Business Education aimed at training and imparting necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant, to enable our young-men/women have an intelligent understanding of the increasing complexity of technology, etc. In the words of Udoh (2010), Business Education aims at educating and preparing people among other things for roles in enterprises in an economy. Therefore, Business Education aims at providing training for specific type of jobs; developing the ability to use skills in the environment of business and helping learners become intelligent consumers of goods and services.

Business Education, as an aspect of Vocational Education has been introduced at different levels of education to equip individuals with the necessary skills and theoretical knowledge needed for performance either for job occupations or for self-employment (Igbino, 2008). Business Education provides practical skills for occupational purposes. It is offered at all levels of education right from secondary up to tertiary levels i.e. Junior and Senior Secondary Schools, Colleges of Education, Polytechnics and Universities.

Business Education in Nigeria Colleges of Education (N.C.E.) level has the following objectives as stipulated by National Commission on Colleges of Education (NCCE Minimum Standard (2008):

- i. to produce well qualified and competent N.C.E. graduates in Business Education subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.
- ii. to produce (N.C.E.) business teachers who will be able to inculcate the vocational aspect of business education in the society.
- iii. to produce (N.C.E.) business teachers who will be involved in the much desired revolution of vocational development right from primary and secondary schools.
- iv. to equip students with necessary competencies so as to qualify them for a post-N.C.E. programmes in Business Education.
- v. to equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

To achieve these objectives could be very difficult or even impossible without an effective teacher who has acquired the necessary skills in the area of Business Education. Effectiveness in any educational system depends largely on the role of the teacher in imparting and transmitting the needed knowledge. This is buttressed by Odetunde (2005), when she opines that, in spite of the change in educational policies; teachers still have a significant role to play in providing the necessary leadership to the children under their care. The teacher should advice on educational, social and other matters to children/parents. Therefore, teachers have significant roles to play in our educational system. Ultimately neither the school syllabus and methodology nor the apparatus make a good learning without a quality teacher at the heart of it. Here lies

the challenge and the responsibility of the teaching profession. For this purpose, various teaching methods have been developed by scholars each based on subject matters, contents, objectives of the lesson, the available people and the skills of the teacher involved (Umar, 2010).

Business Teacher Education is therefore essential in the education system. Udoh (2002) saw Business Teacher Education as the pedagogical and business competencies necessary for teaching business attitudes, concepts, skills and knowledge. Moreover, it can be seen as an aspect of educational training process which business education trainees receive with the primary motive of enabling them acquire adequate attitudes, concepts, knowledge, understandings and skills in business activities for personal or vocational usage, and or for careers as administrators, managers, and teachers wherever they may find themselves in the business world.

2.3. Concept of Teaching Practice

A number of terms such as practice teaching, student teaching, teaching practice, field studies, infield experience, school based experience or internship are used to refer to this activity (Taneja, 2000). The term teaching practice embraces all the learning experiences of student teachers in schools (Ashraf, 1999). Teaching practice has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools and the practical aspects of the course as distinct from theoretical studies. Teaching Practice is a term used for the preparation of student teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice/exercise of different activities of daily school life.

Teaching Practice gives the student-teacher the chance and opportunity to develop his skills in all the areas of the work of a teacher. Therefore the development of communication skills, time management, questioning skills, improvisation and utilization of instructional materials, classroom performance and administrative capabilities are also developed during Teaching Practice.

Teaching is said to be effective when it produces intended happy union between teacher behaviour and achievement gains of students. In order for a teacher to facilitate pupils' learning, he/she uses various instructional methods for learning to take place (Umar, 2010). In agreement with this assertion, Odetunde (2005) also said that, teachers are key men in the entire educational programmes. They are recognized as the essential components in the education structure and in our national development efforts. Therefore, school and classroom performance aimed at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Thus, academic achievement, teacher efficacy, teacher and student behaviour are directly linked with the concept of school and classroom performance.

An effective classroom performance consists of teacher behaviours that produce high levels of students' involvement in classroom activities, minimal amounts of students behaviour that interfere with the teacher's or students' work, and efficient use of instructional time. Basically, there are two (2) types of teachers – Proactive and Reactive teachers.

2.3.1. Proactive Teacher

A Pro-Active teacher is he who is prepared for the effective control of his classroom. He knows about what is going to happen and when. In contrast, reactive is about doing “this”, because some kid did “that!” It is about dealing with problems as they come up. Soon you are finding that a second problem comes along while you’re still dealing with the first. According to Rogers and Renard (1999), good preparation gives the teacher time to be proactive. This teacher does not have to scramble between classes setting up materials, printing copies in the office, and hurriedly writing instructions on the board. Instead, because she has handled these details earlier, she is standing outside her classroom, welcoming each of her students as they arrive at her door. The proactive teacher focuses on the behavior she wants from the very beginning, without drawing attention to the misbehavior.

Proactive classroom control begins with setting the tenor in your room in the first few minutes, before behaviors can become problems. If you miss the opportunity for a smooth, controlled start, you will spend more of your time trying to calm things down and regain control. By following a routine that the students can count on, the proactive teacher heads off many discipline problems that the reactive teacher faces daily.

When problems do occur in the proactive teacher’s classroom, he/she uses a series of discipline steps designed to help the student change his behavior. In her classroom, a simple reminder is usually all that it takes. If that doesn’t work, she hands an infraction slip to the student. She doesn’t threaten to turn it into the office. Instead she says, if you still have this at the end of the period you may throw it away. He/she controls the situation by putting the student in control of the infraction slip. He doesn’t have to see his name on the board. He doesn’t have to wait to see if she is going to put

a check after his name. This child doesn't worry about what the teacher is going to do next. He only has to worry about what he is going to do next (Nieto 1999). The proactive teacher is hoping to see a change in behavior. She hopes that there is a way her student can stay in the classroom and not be sent somewhere else. The school authority knows that if and when she does send a student to the office, that she has really made an effort to make things work in the classroom. Therefore they are quick to follow up on the problem and support the teacher (Ingwalson & Thompson, 2007).

According to Marzano and Pickering (2003), the final step in her discipline plan is to send the student to the office if the behavior doesn't change in the classroom. The proactive teacher may need to use this step only a few times and in more extreme cases. In addition to posting these steps and going over them with each class, the proactive teacher has a short list of classroom rules posted on the wall as:

1. Follow directions;
2. Come to class prepared and on time;
3. Leave gum, food and beverages in your locker; and,
4. Keep your hands, feet and other objects away from other.

2.3.2 The Reactive Teacher

According to Ingwalson and Thompson (2007), the reactive teacher sends students to the office time and time again. Usually this is the result of confrontational escalation. Too often we see a youngster sitting in the office, upset and confused. Across the hall, the reactive teacher has finally settled his class down and in less than five minutes into the period, he has already lost his temper. Now his students are waiting while he calls out roll. As he works his way down the list, casual talking begins. A student doesn't hear her name called because she was trying hard to go unnoticed as she continued a conversation the teacher "interrupted" when the bell rang.

Again he has to react to misbehavior. His anxiety and frustration build. Class still hasn't started and he is reaching for the pad of infraction slips.

In fact, once a teacher gets caught in the reactive mode, classroom problems seem to multiply. The stress builds and his patience drops. Switching from a reactive mode to a proactive one is not easy, but it can be done. The first step can be as simple as greeting the students with a warm and friendly smile as they walk through the door. According to Wormeli, (2003) teachers that are effective classroom managers have:

- (a) Planned rules and procedures carefully;
- (b) Systematically taught these to students;
- (c) Organized instruction to maximize students task engagement and success; and,
- (d) Communicated directions and expectations to students.

The aim of teaching is to effect change in people. These changes can only come as a result of sincere understanding of teaching and learning situation. For this to happen, knowledge of instructional materials is essential as this will give him (student-teacher) a wide choice of selecting appropriate materials to use that will facilitate learning. Business Educators should recognize the importance of instructional materials and make adequate use of them in every classroom situation. Since instructional material is useful in teaching/learning situation so also is the production of properly trained and competent Business Education Teachers (Esther, 2010).

2.3.3 Teaching Methods

Teaching methods are the broad patterns of thinking which a teacher or lecturer follows to help his students reach the goal set for the course. They are the strategies or styles adopted by teachers in transferring learning experience in classroom teaching/learning process. Teaching method at all levels of education can be teacher centred or students' centred (Igbinola, 2008). A Teacher centred method is the

situation whereby the teacher or the lecturer does all the talking while the students remain passive listeners. The teacher centred method includes lecture method, demonstration, questioning techniques, textbook, visual aids and chalkboard techniques. This method has its advantages and disadvantages.. It is less expensive in terms or equipment/resources e.g. when demonstrating, the students only watch and remain passive which is a disadvantage to them (Abaniwo, 2011).

On the other hand, Abaniwo (2011) also defined Learner-centred Method as a method whereby students have the privilege of participating actively in the teaching process while the teacher plays a more passive role. Here, there is room for discussion, debates and questioning by students. This method has the advantage of arousing and sustaining students' interests and motivation to learn. One of the disadvantages of this method is that it is expensive in terms of money to acquire learning materials/equipment, etc.

There are other specialized methods of teaching and as much as possible the business education teacher should endeavor to use the right method for the right subject in order to achieve success (Udoh, (2010). For good and effective teaching-learning to take place, learners should be engaged in useful activities that would help them discover faTS and contribute effectively, subject matter should be presented starting from known to the unknown.

There are various methods and techniques a teacher can adopt in presenting the lessons to the students depending on the subject matter being taught. The popular methods and techniques which are adopted in teaching Business Studies according to Mills (2000) are as follows:

(a) Scaffolding Method: This is a situation where by a teacher transforms learners by assigning tasks to the learners which they cannot handle alone without his intervention. Scaffolding teaching method is the process of problem solving confined on learners heavily and weightily by solution by the teacher. This however means that learners with all their energy put in, in providing solution to a problem or to a task cannot without the assessor. This is a teaching method that emphasizes on the introduction of new skills by engaging students, collaboratively in tasks that will be too hard for them to complete on their own. This method involves individual student to brainstorm on how to provide solution to problem with the help of the assessor.

(b) Demonstration Method: This is usually a traditional method used by the teacher to illustrate a procedure to be followed. This invariably means the way and manner problems ought to be followed to the logical conclusion. Accordingly for typewriting, accounting and shorthand to be properly taught, the teacher's demonstration by all means is very important. This however shows the students the various manipulations of the machines figures, symbols and even signs which include what is to be done and why it is done.

(c) Discussion Method: It is a useful way of instruction and of stimulating thought and interest in a topic or subject. Discussion can often be more effective than the field trip method making students think and contribute their own ideas. It must not only be carefully controlled by the teacher, but also requires individual preparation by the students. This is an instructional method that embodies the democratic properties and processes of free guided and purposeful expression of views and ideas on a given issue, problem or situation. Mills (2000) further

revealed that it has the merit of encouraging learners to depend on their ability to think than on the teacher.

(d) **Questioning Method:** This method of teaching was described by Hight (2009) as a strategy where the teacher asks questions and the pupils talk. The questions are so arranged as to make the pupil conscious of his own ignorance and help guide the pupil towards a deeper truth. It is believed that such truth learned are held firmly because they have not been presented to the child's ready-made but drawn out of his own mind with the help of the teacher.

(e) **Role Playing:** This is a method of teaching where students are made to act out certain roles in the class like the roles of secretaries, receptionists and the part played by executives in taking decisions concerning management problems and situations (Harrison, 2000). Popham, Schrag and Blockhus (2008) believed that both the performers and the observers have specific responsibilities. The performers present their solutions, either spontaneously or after a planning session, while the non-performers develop criteria for evaluation. In any role playing, only a small group of students are actively involved while the other members of the class watch what goes on. The participants are usually absorbed while the others remain passive except as they think about and discuss the role playing.

(f) **Group Work:** This is an opportunity for students to meet together briefly in relatively small groups of four to seven to share with each other opinions, view points and reactions. The group technique can be applied to basic Accounting classes (Popham, Schrag and Blockhus, 2008). This method provides an opportunity for all to participate in a way that is not possible in a total class

situation, they also help students learn the skills of listening as well as talking and students learn to think in action while interacting with each other.

(g) **Programmed Instruction:** This method is defined as a step by step approach that is highly adaptable to adult learning. It is reading source frequently used to assist individual students in learning (Popham, Schrag and Blockhus, 2008). Material is presented in small segments, requiring the student to supply an answer or a word to complete the sense and providing immediate feedback in the form of the correct answer. The programme must have clear objectives stated in behavioral terms and great care must be taken in breaking it down into a planned sequence and in formulating the question so that they are stimulating but not so hard as to be discouraging. Programmed materials appear in various formats – answers printed upside down, on the next page or in a column designed to be uncovered by sliding an opaque mask (Popham, Schrag and Blockhus , 2008)

(h) **Practice and Drill:** In this method, students repeatedly perform the desired act until they reach an acceptable degree of competency. Their achievement at each level provides them with sense of satisfaction which in turn spurs them on to practice further the desired learning activities. This method is necessary when students are expected to acquire a skill or some proficiency in performing some specific aTS. This method is therefore very effective in the teaching and learning of typewriting, Accounting and Shorthand.

(i) **Field Trip Method:** Field trip is a method used to designate any organized excursion which is taken by school pupils as an integral part of their academic work and primarily for educational purpose. It is also seen as an educational activity in which a school group leaves the classroom and goes out into the

community to the actual source of information. Field trip enables students to see concrete illustrations of classroom theory; to reinforce understandings developed from reading and discussion; to see, smell and touch or hear the objects or processes previously described, to enter into conversation with the people who are actively engaged in business; to ask questions that might not arise in the classroom.

2.3.4 Business Teacher Education

A business education teacher is a person who holds at least Nigeria Certificate in Education (N.C.E.), a first degree in Business Education from recognized University and holders of Higher National Diploma and First Degree with Post Graduate Diploma in Education. Holders of NCE from recognize Colleges of Education in Business Education are recognized as competent to teach the five components of the JSS business studies curriculum. They are persons, who are constantly aware of the state of the art in Business Education and have all-thorough knowledge of the requirements of a Business Education programme (Osuala, 2002).

According to Kantiok and Adebote (2012), all persons who have obtained a degree or a professional certification in areas such as Accountancy, Marketing and Office Technology and Management, and also obtained Post-graduate certificate in Educational Foundations and pedagogy are recognized as qualified Business Education teachers.

Aliyu (2006b) further expressed that the Business Education teacher has the responsibility of helping those students who desire to work in business to develop those basic skills and knowledge which are required for initial employment. For any business education programme to succeed, it will depend on the objectives of the programme, availability of equipment, adequate textbooks, a well defined curriculum

and efficient/effective business teachers. Each of the above factors mentioned are important. The teacher determines the extent to which the objectives are realized. No curriculum, however well planned it may be no textbooks, however well written they may be, no equipment, however costly it may be, will compensate for a poor Business education teacher. Teachers, other than parents, are the only persons who come in close contact with the children during their growing stages - when their hearts and minds take a definitive shape.

The basic question is the significance attached to the role of teacher in building the society. There are global efforts in highlighting the teacher's role in providing quality education and the 'World Teachers' Day' is held annually on October 5 since 1994 to commemorate the anniversary of the signing in 1966 of the UNESCO/ILO Recommendations Concerning the Status of Teachers.

2.4. Importance of Teaching Practice

Thousands of prospective teachers from Colleges, Universities and other institutions place students each year for teaching practice experiences in schools. These exercises are meant to contribute greatly to their preparation as beginning teachers. After learners have been taught the theory of teaching it is quite appropriate that they should perform the work themselves before they can become very skillful on the job. The learners are expected to follow theoretical teaching with a period of practice in order to gain mastery of the information itself and its practical application.

Essentially, knowledge is of little value unless the person who possesses it can make it serve him or knowing how to apply it to the solution of specific problems which confront him and the society in which he lives. Hence, the only way to establish confidence in what a person has learned is to put it into practice. The idea of practice is not limited to the teaching profession alone, but other professions like medicine, law,

nursing, engineering and others have long recognized the importance of practical training. However, some people have failed to see the justification for continuing student teaching programs. Usually such expressions emanate from those who cannot visualize what good teaching practice can do for the student teacher (John,1979). It is worth noting that teaching practice is a vital factor in preparing students for future teaching assignments. So far, there has been no better substitute for this program. Student teaching offers opportunities for students to understand human growth patterns; it also enables the students to gain valuable insight about his/her suitability to enter the teaching profession. Similarly the student will have the opportunity to observe and study children, and develop his own ways of working effectively with children and colleagues. The student teacher will gain experience, through student teaching, to facilitate his development towards professional maturity.

During teacher preparations, much emphasis is placed upon student teaching practice. This is done with the belief that for those who have chosen to prepare themselves for teaching, the highest quality of experience possible must be encouraged.

2.5. Duties of Students during Teaching Practice and its Effect on Teaching Skills

The student teacher is expected to assume quite different roles from that of the learner. He needs to make much personal effort to overcome the transition of being a learner to that of a teacher. The student teacher's mode of behavior is expected to differ from those he has been used to as a learner or student in an institution. The student teacher should always have at the back of his mind that the success he desires to achieve borders greatly on good human relations. He should have the belief that he is sent to a school with a view to enhance the instructional program of a classroom. Hence, he must express himself with clarity, he must be active in the classroom, his

teaching must be meaningful to the pupils, and he must use illustrations or other instructional aides to clarify his objectives. He therefore has a variety of roles to play in his school of assignment. John (1979) outlined some of the student teacher's roles as:

1. Ability to exhibit emotional maturity. For a student teacher to play his role efficiently and successfully, he must have self-confidence, well tempered with appropriate humility, to match the scope of his responsibilities. He needs to be poised in most classroom and learning situations. He must be relatively adaptable to sudden changes in learning situations. The student teacher also needs to develop a sense of humor in reinforcing his teaching.
2. Depth of Understanding. Student teachers who have sufficient knowledge in a variety of things are usually successful. In-depth knowledge is essential in at least a few fields of learning. Above all, the student teacher must be interested in knowledge and in its advancement to the youth.
3. Socio Effectiveness. The student teacher must be successful socially in order to ensure effective learning. In other words, he must be genuinely interested in people and he must show particular interest in the young ones if he is to be successful in his associations with them. Children and adolescents like someone who develops sensitivity to their personal and social problems.
4. Leadership Ability. Student teaching is one of the ways in which a student teacher exhibits his leadership qualities. He can do this through his associations with young people in the process of his teaching. The student teacher needs to develop the pupils. The ability to speak fluently is an additional advantage in this regard.

The factors mentioned above are interrelated as they hinge on the personality of the individual.

The purpose of the Teacher Duties and Responsibilities Instrument (TDRI) is to describe the expectations for teachers in schools. John (1979) pointed out the following as duties and responsibilities of teachers:-

A. Follows professional practices consistent with school and system policies in working with Students, students' records, parents, and colleagues:

1. Demonstrates communication and interpersonal skills as they relate to interaction with students, parents, other teachers, administrators, and other school personnel.
2. Is available to students and parents for conferences according to system policies.
3. Facilitates home-school communication by such means as holding conferences, telephoning, and sending written communications.
4. Maintains confidentiality of students and students' records.
5. Works cooperatively with school administrators, special support personnel, colleagues, and parents.

B. Complies with rules, regulations, and policies of governing agencies and supervisory personnel:

1. Complies with state administrative regulations and Board of Education policies.
2. Adheres to school and local school system procedures and rules.
3. Conducts assigned classes at the times scheduled.
4. Enforces regulations concerning student conduct and discipline.
5. Demonstrates timeliness and attendance for assigned responsibilities.
6. Provides adequate information, plans, and materials for substitute teacher.
7. Maintains accurate, complete, and appropriate records and files reports promptly.

8. Attends and participates in school meetings and other assigned meetings and activities according to school policy.
 9. Complies with conditions as stated in contract.
- C. Demonstrates professional practices in teaching:
1. Models correct use of language, oral and written.
 2. Demonstrates accurate and up-to-date knowledge of content.
 3. Implements designated curriculum.
 4. Maintains lesson plans as required by school policy.
 5. Assigns reasonable tasks and homework to students.
 6. Participates in professional development opportunities and applies the concepts to classroom and school activities.
- D. Acts in a professional manner and assumes responsibility for the total school program, its safety and good order:
1. Takes precautions to protect records, equipment, materials, and facilities.
 2. Assumes responsibility for supervising students in out-of-class settings.
 3. Demonstrates appropriate personal contact while in performance of school duties.
- E. Assumes a role in meeting the school's student achievement goals, including academic gains of students assigned to the teacher.
- F. Observations of the teacher by the principal and assistant principals, in addition to those during instruction, at other times as appropriate.
- (Other duties and responsibilities prescribed by local school or system such as, but not limited to: lunchroom, homeroom, hall, playground and other advisory duties).

As the primary purpose of student teaching is to begin learning how to teach, student teachers focus primarily on instructional matters. Student teachers accomplish this as they fulfill their instructional responsibilities. These include:

- (a) preparing complete, concise, daily lesson plans.
- (b) applying teaching techniques based on sound learning principles.
- (c) submitting and discussing lesson plans with the Cooperating Educator prior to presenting the lesson.
- (d) developing unit plans, when appropriate, and submitting and discussing them with the cooperating educator prior to presenting the unit.
- (e) complying with all reasonable requests made by the Cooperating Educator.
- (f) learning about their students.
- (g) making seating charts and learning their students' names.
- (h) maintaining ethical interpersonal relationships with their students.

By fulfilling these primary responsibilities, student teachers become an integral part of the instructional staff at their respective schools and contribute to the educational programs in which they participate. In addition, student teachers also accept all responsibilities assigned and commensurate with the teaching roles. Typically, these include:

- (i) participating in in-service conferences and parent conferences
- (ii) attending meetings designated by the Cooperating Educator
- (iii) assisting with all routine school activities
- (iv) attending PTA meetings
- (v) accepting supervisory duties (e.g., cafeteria duty, hall duty, etc.)

(vi) participating in extra-curricular activities (e.g., coaching athletic teams, organizing/sponsoring field trips, involvement in plays and/or show, clubs, academic teams).

Thus, the transition problem confronting student teachers as they begin the experience involves learning to move beyond excessive preoccupation with oneself and one's needs by becoming aware that, because of one's professional responsibilities and obligations, one must oftentimes think of others first even when one is sick and in those very few instances where a personal matter may come to the fore. Any absence, whether justifiable or not, negatively imparts on others. The hallmark of a professional is remaining vigilant about how one's behavior imparts others, especially when one needs to focus upon oneself and one's needs. Consequently, student teachers are expected to be present every school day during the student teaching experience. In most cases it is on unlikely circumstances that a student teacher is not able to be present in school.

Teaching in the classroom is not only the objective of teaching practice but also to provide training in all activities/work, which students teachers are going to perform in the future during their job. For this purpose they have to spend the whole of their time at school as teachers. They have to participate in all the activities of the school e.g. preparation of time table, preparation and maintenance of different registers, evaluation of class work, arrangement of tutorials and participation in sports/games, morning assembly, co-curricular activities, duty during recess, duty as day masters (duty/masters) duty before and after school timing, decoration of classroom, preparation and maintenance of attendance board, news board, information board, look after and arrangement of audio visual (AV) aids room, accounting, shorthand, and typewriting laboratory.

Teachers Registration Council of Nigeria (TRCN, 2005) guidelines stated that the following should be taken note of in establishing good relationship to aid the learners. Teachers should have respect for their learners' right and dignity without prejudice towards gender, race, religion, tribe, colour, physical characteristics, and place of origin, age etc.

- (i) Responsibilities for Educational activities: Teachers are responsible for diagnosing, advising, prescribing, implementing and evaluation of educational programmes and institutions to any other persons except limited cases and with direct supervision.
- (ii) Empathy: Teachers should show maximum consideration for the feelings and circumstances of the learners.
- (iii) Confidentiality: Teachers should not reveal information about the learner given the confidence to them except court of law or in the interest of the learner, parents, and guardians.
- (iv) Sexual Misconduct, and Related Abuse of Office: Teachers should not use their position to humiliate, thereafter, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct drug addiction and trafficking and related offences.
- (v) Examination malpractices: Teachers should help keep all examination records and knowledge at their disposal with absolute secretly and should not in any manner whatsoever and abet examination malpractice by learners. They should report such cases to the appropriate authorities.
- (vi) Role model: This should serve as role model to learners showing high degree of decency in speech, mannerism, discipline dispersing and general performance of their role. This should in particular dress to portray the dignity of the

profession and have nothing to do with unnecessary exposure of parts of the body which may carry nudist connotations.

- (vii) Corruption practice: Teachers should not use their position to ask or receive gifts or gratifications from themselves or for others in any kind whatsoever for selfish motives. Corrupt practices here include having canal knowledge of a learner bribery and indecent relationship with a learner, etc.
- (viii) Corporal punishment: They should not under any circumstances administer any corporal punishment except otherwise permitted by the school authority
- (ix) Discipline: Teachers should at all times ensure that learners behave in a civil and disciplined manner.
- (x) Ideological Influences: Teachers should not use their position to spread their political, religious or other ideologies.

Teachers Registration Council of Nigeria (TRCN) (2005) stated that all teachers should be prepared in general, special and pedagogical subjects in universities and special institutions for the preparation of teachers. It went further to say that teacher's preparation should act on the need to provide the necessary moral, intellectual and physical qualities that will adequately supplied and who have the required professional knowledge and skills.

For entry into teaching profession, TRCN (2005) stated that completion of an approved course in an approved Teacher-preparation institution should be required of all persons entering the profession.

26 Effective Teaching and Classroom performance

Effective teaching and classroom performance are essential ingredients for fostering teaching and learning in school settings. They facilitate students' active involvement in class work, assessment and assimilation of teaching content and

materials. The success of a lesson in class depends on well-planned learning materials, teaching aids and control. This is imperative for successful teaching-learning because as the teacher sketches teaching materials and controls the class environment, students understand teaching materials and concepts better. There are obvious advantages for using teaching aids and effective classroom control in facilitating learning experiences. Ray (2007) identified the following advantages in using teaching aids to facilitate teaching-learning experiences:

- a. It is a supplement in verbal instructions.
- b. It makes learning permanent.
- c. Teaching aids provide variety.
- d. Teaching aids are helpful in attracting attention of the students.
- e. Teaching aids encourage the healthy classroom interaction.
- f. It helps the teacher to create situations for teaching the beginners.

2.6.1. Classroom Discipline

Even if you understand that children function at different stages of discipline, it is not easy to sell to administrators, school board members and parents the idea that you are going to have different sets of rules for different kids in your classroom. You don't have to. If you set up a discipline policy in your classroom that progressively attempts to meet the needs of the students first at stages as suggested by Wang, Haertel, & Walberg (1993) Stage 4, then Stage 3, and finally Stages 2 and 1, you can be as consistent in your discipline as everyone expects you to be and at the same time encourage students to practice behaving at a stage higher than the one they normally use. This stages he suggested includes:

Step 1: Reminder

This is a reminder not a reprimand. It may be directed to the whole class at once. It may be directed to one or two students. The teacher does not need to approach the student when using this step. The teacher needs to take the opportunity to remind students early enough that the situation does not progress beyond a point where a simple reminder is no longer appropriate.

Step 2: Warning

This is a reprimand. The student is approached. The warning may be either verbal or written. Verbal warnings should not be delivered across the classroom. The teacher moves in close to the student and lets him know what he is expected to do.

Written warnings are even more effective. The student is approached and handed an Honor Level System infraction slip. The teacher has checked an item on the slip and may ask the youngster to fill in the information at the top. He is told that if no further problem occurs he will be able to throw the slip away at the end of the period. If the misbehavior continues, the slip will be collected and turned into the office.

Step 3: Infraction Slip

The student is approached again. She is reminded that she has already received her warning. An infraction slip will be turned into the office. If she has received a written warning, the slip is collected from her.

Step 4: Send to the Office

The student is removed from class. A special "Time Out" slip is filled out and sent with the student, or a "Referral Form" will be completed for the office later. If the first three steps are followed faithfully, this step is rarely needed. When things do progress this far, the teacher can proceed with this step in a cool, unemotional manner. There is no need for shouting or anger.

2.6.2 Classroom performance Strategies for Difficult Students

Teachers in secondary school levels face overwhelming demands and challenges in their classrooms. They are expected to know content and pedagogy, develop engaging lessons that meet the needs of diverse learners, and use a variety of instructional strategies that will boost students' achievement while they simultaneously develop positive relationships with them.

Teaching is complex and cannot be reduced to discrete tasks that can be mastered at once. Teachers must "win their students' hearts while getting inside their students' heads" (Wolk 2003). As Haberman (1995) suggested, this winning of the hearts occurs through very personal interactions, one student at a time. This perspective is supported by research suggesting that teachers who develop such relationships experience fewer classroom behavior problems and better academic performance (Decker, Dona, & Christenson, 2007).

2.6.3 Classroom performance and Relationship Building

Research indicated that teachers' actions in their classrooms have twice as much impact on students' achievement as assessment policies, community involvement, or staff collegiality; and a large part of teachers' actions involve the management of the classroom (Marzano, 2003; Marzano & Marzano, 2003). Classroom performance is critically important in the middle grades years when students are more likely to experience declines in academic motivation and self-esteem. Research indicated that these declines can be linked to the classroom, and particularly to teacher-student relationships (Furrer & Skinner, 2003).

One of the keys to effective classroom performance is the development of a quality relationship between the teacher and the students in the classroom. Marzano, Marzano and Pickering (2003) reported that teachers who had high-quality

relationships with students had 31% fewer discipline problems, rule violations, and other related problems over a year's time than did teachers who did not.

A critical component of developing relationships is that of knowing and understanding the learner. Teachers must take steps to learn and understand the unique qualities of middle grades students, who are at a crucial time in their development. Although they are good at disguising their feelings, they have been described as actually craving positive social interaction with peers and adults; limits on behavior and attitudes; meaningful participation in families, school, and community; and opportunities for self-definition (Wormeli, 2003). Teaching middle grades students is unique in its demand for unconventional thinking; therefore, middle grades teachers must be willing to break the rules and transcend convention. This strategy can be used to deal with most difficult students.

Teachers who adopt a relationship-building approach to classroom performance by focusing on developing the whole person are more likely to help students develop positive, socially-appropriate behaviors. The characteristics of effective teacher-student relationships are not related to the teacher's personality or whether the teacher is well liked by the students. Instead, the relationships are characterized by specific behaviors, strategies, and fundamental attitudes demonstrated by the teacher (Bender, 2003). This approach involves taking personal interest in students; establishing clear learning goals; and modeling assertive, equitable, and positive behaviors.

2.6.4. Strategies for Building Relationships

According to Wolk (2003), "Teacher-student relationships permeate the classroom with relationships both helping and hindering learning and affecting everything from curriculum to choice of teaching methods." He asserted that for most teachers, "their relationships are their teaching". Current literature on building

relationships as a means to manage classrooms includes recommendations such as using gentle interventions, finding time for bonding, avoiding punishments, and building activities that ensure success for all students (Hall & Hall, 2003).

Probably the most important aspect of a positive helping relationship is empathy on the part of the helper (Garfield, 1994). In actual practice, empathy on the part of the teacher results in the student feeling understood. Empathetic relationships are especially important for difficult adolescents (Bernstein, 1996). Unfortunately in education, empathy is a concept largely misunderstood and even trivialized as a form of affection or caring. To the contrary, caring and empathy are not at all the same. Adler (1956) defined empathy as "seeing with the eyes of another, hearing with the ears of another and feeling with heart of another". The end result of having been shown empathy is that the person "feels understood." This is crucial to reaching and relating to young adolescents (Hanna, Hanna, & Keys, 1999).

Disruptive behaviors, when displayed by a student who takes charge in his or her own way, can sometimes be reframed as great leadership skills. The teacher can ask the student to use those abilities to help lead the class. In the case of the disruptive class clown, the reframe would be along the lines of admiring the student, then reframing the clown act as natural comedic skill. A possible redirect could consist of a challenge to student to use the skill in a creative way and in an appropriate setting that can be set up by the teacher according to the personality of the student.

2.6.5 Multicultural Connections

Developing relationships with students who come from culturally different backgrounds can be challenging and requires specific skills from new and experienced teachers alike (Nieto, 2008). Here forming relationships is essential when cultural differences are present. That is, having empathy, admiring negative behaviors, and

leaving one's ego at the door can go a long way towards bridging the gap between culturally or linguistically different learners and the teacher. The challenges within the cross-cultural encounter lie in overcoming the additional barriers that prevent teachers from letting down their guard to empathize and develop stronger relationships with students. These barriers exist due to a fear of the culturally different, a lack of knowledge about the differences and similarities between cultures, persistent negative stereotyping, and general intolerance. To overcome these barriers and develop multicultural competence, a teacher must overcome his or her fears and unresolved issues regarding cultural difference. This can be achieved by gaining deeper knowledge about himself or herself and the culturally different student (Bradfield-Kreider, 2001).

It is important that teachers become aware of how racial and cultural heritages may impact on their classroom climates. This awareness helps prepare teachers to identify and work through any existing intolerance they may have for students who come from different ethnic, racial, class, or religious backgrounds. For teachers to engage in successful intercultural interactions, they must maintain an astute approach to learning relationships and be aware of the ways schooling helps to reinforce social class differences (Hipolito-Delgado & Lee, 2007). Marginalization refers to the historic and systemic ways in which people are adversely affected by racism, poverty, and other forms of oppression (Green, Conley, & Barnett, 2005). Teachers who are vested in educating students who come from such backgrounds should develop relationships by making meaning of the curriculum as it relates to their live experiences outside the school. Taking this approach allows teachers to share their own personal experiences about hardship, triumph, and failure, regardless of the similarities or differences with the student's life.

2.7. Supervision of Teaching Practice and Student-Teacher's Professional Development

Assessing student cognitive and affective outcomes is as important as evaluating teaching practices. Judgments of effective teaching rest on strong correlations between teaching and students' outcomes (Murray, 1991). Assessing cognitive development as a result of collegiate experiences has been approached under two lenses: a)'objective' standardized tests, and b) self-reported measures of growth. The use of either approach has been controversial (Pike, 1996). Standardized tests not only are expensive to develop (Ewell & Jones, 1993), they may also fail to capture the full range of verbal, quantitative and analytical skills associated to different disciplines, curriculum and class-level teaching (Anaya, 1999). This is to say, standardized tests generally measure achievement accurately, for a limited range of behaviors or subject content but self reported measures tend to measure a broad variety of behaviors and content; however, they may not be as precise as standardized tests (Astin, 1993).

In order to evaluate, the teaching practice supervisor observes the student teacher while teaching in the classroom. Supervisor evaluates/observes the punctuality, lesson planning, teaching methods, use of audio visual aids, adequacy of audio visual aids, pitch of voice, dress, start and end of lesson, interest of the students, discipline of class, use of black/white board, students' notebooks and objectives of the lesson. Supervisors have important roles to play in student teaching practice. According to Akram, (2010), these roles include:-

- i). a resource person.
- ii). an adviser.
- iii). a general morale booster.

iv). an interpreter of feedback.

v). an assessor.

Supervisor's duty is not only to evaluate the lessons of teaching practice students, but by using his/her abilities to make this experience result oriented. He/she should have all the planning beforehand. He/she should have a meeting and conversation with teacher educators, experienced teachers of the institution, educationists, concerned school head teachers and other teachers.

Introductory lectures should be arranged before the departure of student teachers to the practicing schools in order to remind the student teachers about the preparation of lesson plans and other assigned activities. During teaching practice, it is the duty of supervisors to supervise their lessons, other assigned activities, guidance and counseling as well as provide the student teachers with feedback and to enable them so that they can criticize and reform themselves. Student teachers should not be criticized in front of the practicing school staff and students. If there is a need then all the student teachers should be gathered and should be scolded and warned without nominating and asking the name. Supervisors' role is to prepare teachers for future - therefore they should act as facilitators.

Several strategies and methods have been applied to the assessment of teaching. These include faculty peers, unobtrusive observers that sit in the classroom pretending to be students, recording, videotaping, and even reviewing samples of classroom assignments (Ewell, 1996, Murray, 1991). The key in producing reliable assessments of teaching lies on what is being assessed. Murray's (1991) concluded that classroom teaching ratings tend to be reliable whenever observable (low-inference) teaching behaviors are the focus of evaluation. The rule is simple: traits or global measures (e.g. flexibility, caring for students) tend to produce low agreement among raters, while

observable teaching behaviors (e.g. instructor explains class assignments clearly) increases it. For instance, Cabrera, Colbeck and Terenzini (1995) found that there is consistency between teaching behaviors and behaviors under study.

2.8. Factors Affecting Teaching Practice

It has been observed that some student teachers fail to perform well in their student teaching assignments because of some weaknesses which may be inherent in them. Hence each person should take a careful look at his strengths and weaknesses before planning on a career. Serious reflections upon past experiences should be enough indication for arriving at conclusion as to one's suitability for teaching. John (1979) outlined some of the several common faults exhibited by student teachers as follows:

1. Lack of personal vigor. As has been mentioned earlier, teaching requires tremendous physical exertion. Hence success in student teaching depends greatly on how fit and forceful the teacher works with the young people. Where a student teacher is found lacking in forcefulness, this creates an element of doubt on the part of the pupils and consequently the class as a whole may lose confidence in him. Generally, pupils have a tendency to react positively towards those in positions of leadership who are dynamic in their approaches.
2. Poor speaking habits. The general method through which teachers get across their messages to pupils is through verbal expression. In view of this, good speaking habits are essential in the teaching of children. Pupils find it's extremely uneasy to listen to voices that are too soft or too loud, monotonous, nasal or guttural. When this is the case, the pupils generally do not pay attention and ultimately learning declines.

3. **Poor Knowledge and Skills.** In any teaching situation, the pupils look forward to the teacher for something new which they may add to their stock of knowledge. Sufficient background of knowledge and skills helps the teacher to plan his course well, to teach it well and to evaluate well. There is nothing as embarrassing and frustrating as to have student teachers who are inadequately informed or insufficiently skilled in their fields of specialization. Consequently, the pupils tend to lose confidence in those student teachers and this reflects adversely on the institution that prepared them for the teaching assignments.
4. **Insufficient breadth of knowledge of other subject area.** Characteristically there are those who are highly knowledgeable about their own teaching field but are grossly deficient in matters relating to other subjects. As a result, they can hardly see the relationships between their teaching fields and other areas of knowledge. Undoubtedly, a broad general knowledge may permit them to see such relationships which may help them to make their classes more interesting, practical and helpful.
5. **Lack of Interest.** It is good practice for the teacher to be lively and to show deep interest in his pupils in a classroom setting and outside the class. By so doing, the pupils are activated and their warmth and effervescence facilitate teaching and understanding. Children are known to want to live interesting lives and associating with interesting people helps them to achieve this objective. If a student teacher develops cold feet, the same will be applicable to his pupils, radiated to his pupils. In other words, lack of interest on the part of the student teacher fosters poor attitudes on the part of the pupils.

6. Lack of Poise. It must be recognized that everybody feels somewhat uneasy in a new situation, but excessive uneasiness is bad. Pupils can observe an attitude of insecurity on the part of the student teacher, and when this happens the group's trend of thought is disrupted. Consequently, effective learning does not take place as some of the pupils will capitalize on the situation to disturb the class by their actions and remarks, while a few others develop a feeling of sympathy for the teacher's frustration. To avoid this type of embarrassment, student teachers should be well prepared for the teaching practice experience.
7. Disregard for the Needs of Pupils. Any type of teaching without relevance to the immediate needs of the pupils or to their future needs tends to retard their interest and motivation for the subject. Thus, as much as possible, teachers should help the pupils to see the usefulness of their learning in their daily lives or in the lives they will be leading in the near future. Although getting background information of each individual pupil under the present school system may be a bit difficult for the student teachers as there are no records of such in the schools, yet general information based on the utility of their learning will be helpful in promoting maximum interest and understanding.

The factors so far listed are not exhaustive, but it needs to be pointed out that they contribute immensely to reduce the rate of learning by the pupils. Similarly, a student teacher who exhibits most of these deficiencies ultimately proves to be unsuccessful in the student teaching exercise.

2.9 Review of Empirical Studies

Empirical studies involve a review of relevant research works on the topic under study. Researches reviewed include the following:

Ubah (2001) conducted a study on the “Effects of Teachers’ Cognitive Knowledge of Social Studies on their Performance in Teaching the Subject Area in Colleges of Education in the North West Geo-political Zone of Nigeria. The major objective of the study was: ‘A determination of the extent these teachers are armed with the necessary and requisite cognitive knowledge for the purpose of effectiveness in their teaching of social studies in Colleges of Education.’ The study had seven specific objectives, as a guide, seven research questions and six null hypotheses were raised. The researcher used Correlation Research Design. The population and sample size of the study was all Social Studies Teachers in Colleges of Education from thirteen (13) Colleges of Education in the Zone numbering one hundred and thirteen teachers (113). Data analyses were carried out using Pearson Product Moment Correlation Coefficient (r) and one-way Analysis of Variance (ANOVA).

The study revealed among others that teachers had good cognitive knowledge of application and that majority of the teachers were having sound cognitive knowledge on the average. One of the recommendations made was Colleges of Education should provide enough and adequate opportunities that will enable the teacher improve their knowledge of the subject particularly on the cognitive knowledge of social studies and there should be constant evaluation of the existing knowledge of Social Studies in the light of the changing values, needs, aspirations and educational objectives of Nigeria and the world in general.

This study is similar with the current study as both seek to investigate Teachers’ Cognitive Knowledge. However it differs in the area of study because this study was carried out in the North Western States and involved Social Studies Teachers, while the current study was carried out in the North Eastern States and this

involves both business education lecturers and students. However, the researcher did not answer the research questions which are addressed by the current researcher.

Aijaz, Muhammed and Muhammed (2011) conducted a study titled “An Evaluation of Teaching: Practicum in Pakistan. The aim of the study was to evaluate Teaching Practice of Prospective Teachers. The study has five objectives, five Research questions and five hypotheses. The study used descriptive survey research design. The population of study was 650 students. The instrument for data collection was questionnaire. The data collected through questionnaire were coded and analyzed using SPSS XII and Stat Pac calculator in terms of frequency counts, percentage and chi square. The chi-square statistic was used to test the null hypotheses.

The study found out several factors that affect teaching practice among which were that the duration of teaching practice is not appropriate to develop teaching skills and teaching did not help students to fully develop teaching skills. However the study found out that teaching practice help students to develop ability to manage time and enhances the confidence of student teachers. One of the recommendations made is that, student teachers should be given demonstration lessons before practice teaching and there is a need to put in place an effective system of monitoring and evaluation for teaching practice.

The study is similar to the current study as both seek to evaluate the influence of Teaching Practice Experiences on the development of teaching skills on prospective teachers. Both used the Descriptive Survey Research design. However the study differs with the current study in area of study which was in Pakistan and the current study is in Nigeria. The study uses chi-square and SPSS XII and Stat Pack for data analysis, while the current study will use Frequencies and percentages to analyze the data; and t-test and Simple Logistic Regression statistics to test the Null Hypotheses. This study did

not cover teachers, but rather conducted the study on students only while the current study covers both lecturers and students in the colleges of education. The current study investigated a classroom performance technique which was not covered by the study under review.

Nwanekezi, Okoli and Mezieobi (2011) conducted a study on “Attitude of Students-Teachers towards Teaching Practice in the University of Port-Harcourt, Rivers State, Nigeria. The aim of the study was to ascertain the attitude of student teachers towards teaching practice. 120 student teachers that carried out teaching practice in 2008/2009 session, 10 principals and twenty (20) teachers were used for the study. Three (3) research questions and three hypotheses were raised. The survey design was used to conduct the study. A forty (40) items questionnaire was used for data collection. The data was analyzed using means and analysis of variance (ANOVA). The findings revealed that if all the strategies for improving students’ attitudes towards teaching practice would be adopted, the students’ attitude towards teaching practice no doubt, will be effective positively.

This research is similar to the current study because both used survey design. The current study differs from the previous study because the current was conducted in Nine Colleges of Education in the North Eastern States, while the later study was conducted in a University. Data analysis was conducted using the SPSS computer software while the current study used mean score to answer the research questions. The previous study used inferential statistics to test the null hypothesis, while the current study will use Simple Logistic Regression to test the null hypothesis. The previous study cover only lecturers in University ignoring the views of students on assessment of teaching practice experience in teacher education training. Based on the findings, it was recommended that Faculty should have a Micro-Teaching Laboratory where the

students will be well exposed to the rudiments of teaching practice before they should be sent to schools for actual teaching.

The researcher did a nice work; however one institution will not give appropriate result for generalization. The current study covered nine Colleges of Education; this can give the appropriate basis for generalization. Jekayinfa, Yahaya, Yusuf, Oniye, Oniyangi and Ibrahim (2012) conducted a study titled “Lecturers’ Assessment of Teaching Practice Exercise in Nigeria Universities. The study examined the quality of teaching practice in Nigeria Universities from the perspectives of Lecturers across universities from the six geo-political zones in Nigeria. Ninety one (91) randomly selected education lecturers. Inferential statistics was used for data analysis.

It was found out that the respondents rated the quality of teaching practice exercise in Nigeria universities as fairly above average. It also found out that experience and job status had significant influence on respondents’ assessment and gender has no influence. The study recommended among others that more time should be added to teaching practice and re-training programme should be organized for lecturers on the best practice in the internship aspect of teacher education.

The research work assisted the researcher in area of empirical study, however students that are directed involve in the teaching practice exercise are not the respondents to the questionnaire, in which the current study addressed it.

2.10 Summary of Literature Reviewed

The study is based on Theoretical framework of Kasanda (1995). The literature review also discussed the concept of Teaching Practice which embraces all learning experiences of student teachers in schools. Two types of teachers – proactive and reactive teachers were identified and their characteristics and qualities highlighted. Teaching methods adapted by teachers were discussed as well as the roles or duties of student-teachers during teaching practice exercises. Student teachers assume different roles than that of learners which includes their ability to exhibit emotional maturity, deep understanding, and leadership ability, discipline, ability to manage classroom situation among others. The review literatures pointed out that, one of the objectives of business education is to prepare the recipient for teaching, and that teaching practice experience is one of the ways to equip students with teaching skills, techniques for classroom performance and utilization of instructional materials in the classroom.

The role of supervision during teaching practice assignments/exercises was also discussed in the literature review. It was noted that evaluating teaching practice exercise is as important as assessing student cognitive and affective outcomes. The review highlighted that institutions and school based supervisors are very important during teaching practice exercise. However, the review noted that several factors affect student-teachers during their teaching assignments. Such factors include:-lack of personal vigor, poor speaking habits, poor subject knowledge and skills, lack of interest among practicing students and disregards for the needs of the pupils were among factors identified and discussed. However none of the researcher discussion on all essential skills required for classroom performance such as classroom management, teaching skills, and use of instructional materials which the current study covered.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the methods and procedures that would be used to conduct the study. Specifically, the chapter is discussed under the following sub-headings:-

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample Size and Sampling Technique
- 3.4 Instrument for the Data Collection
 - 3.4.1. Validity of the Instrument
 - 3.4.2. Pilot Study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedures for Data Collection
- 3.6 Procedures for Data Analyses

3.1 Research Design

In order to determine the influence of teaching practice skill on the acquisitions of business education students, the survey design would be used. Survey design enables the researcher to gather information from the sample which was used for generalization. Babbie (2001) opines that survey design aids the examination of hundreds and even thousands of respondents and permits evaluation of complex propositions and lends itself to many variables that can be quantified and processed electronically. This design enabled the researcher to study larger and small population by selecting and studying samples drawn from the target population for discovering the relative incidence distribution and interpretation of sociological and psychological

variables. According to Shittu (2005), survey design allows researchers to systematically collect data on existing conditions or attitudes of people for purposes of data analysis. Amechi (2003) suggested that when a study involves a population or a sample of respondents from whom information is obtained either verbally or through questionnaire, the ideal design method to be adopted is the descriptive survey design. Considering that the study involves the use of sample and questionnaire, the researcher considered the design appropriate for the study.

3.2 Population of the Study

The population of the study includes all Business Education lecturers and their NCE III students in Colleges of Education in North-East, Nigeria. The population of the study is one thousand two hundred (1200), made up of one hundred and fifty six (156) lecturers and One Thousand and Forty-four (1044) students of Business Education. Details are as provided in Table 3.1

Table 3.1: Population of the Study

Name of Institution	Lecturers	Students	Total
Fed. Col. Of Educ. Yola, Adamawa State	12	89	101
College of Education, Hong, Adamawa State	11	53	64
College of Education Azare, Bauchi State	13	82	95
Kashim Ibrahim Col. Of Educ. Maiduguri, Borno State	10	50	60
Umar Elkanemi Col. Of Edu. Sc. & Tech. Bama, Borno State	10	60	70
Fed. Col. Of Educ. (Tech) Gombe, Gombe State	44	300	344
College of Education Zing, Taraba State	14	180	194
Federal College of Education (Tech) Potiskum Yobe State	30	160	190
College of Education Gashua, Yobe State	12	70	82
Total	156	1044	1200

Source: Office of the Dean, School of Business Education in each of the selected Colleges of Education (2011/2012) Academic Session

3.3 Sample Size and Sampling Technique

Bartlett, Kotrlik and Higgins (2005) recommended sample size of 399 at margin error of 0.5 when population is 1000, as seen in Appendix III. However since the population is not large, the entire lecturers and students were used for the study. This decision agreed with Douglass (2006) who opines that sample size has to be big enough to enable a researcher to detect the smallest worthwhile effect or relationship between variables.

3.4 Instrument for Data Collection

Structured questionnaire was used for data collection. The instrument is divided into four (4) sections: 'A', 'B', 'C', and 'D'. Section A solicits for identification data of the respondents while Sections B, C and D consist of twenty five (25) structured questionnaire items formulated to answer the research questions. The breakdown of questionnaire items to the research question is as provided in Table 3.2.

Table 3.2 Breakdown of Questionnaire items

Questionnaire item	Research Question
1 – 8	One, two and seven
9 – 18	Three and four
19 – 25	Five and six

All the questionnaire items were in four rating scale (strongly agree 4 points, Agree 3 points, Disagree 2 points and strongly disagree 1 point)

3.4.1 Validation of Research Instrument

Asika (1991) stresses that one very important way of ensuring high quality data is by improving the quality of the measuring instrument which was determined by the instrument's validity and reliability. The instrument used in this study was subjected to both face and content validity. For face and content validity the instrument was

screened by the researcher's supervisors and two other experts in the Rank of Senior lecturers and above in Ahmadu Bello University, Zaria. Their opinions, criticisms and comments was incorporate into the construction of the final copy of the instrument.

3.4.2. Pilot Study

A pilot study was conducted in order to establish the reliability of the instrument. The instrument was administered to 20 lecturers and 60 students in two Colleges of Education in the North-central Geo-political zone (College of Education Akwanga and College of Education Gindiri). The two institutions were outside the study area.

3.4.3 Reliability of Research Instrument

Data collected in the pilot study were coded and subjected to statistical analysis using SPSS. The result of the analysis revealed reliability coefficient of 0.85. Adamu (2010) opines that the average value of correlation co-efficient must be around 0.80. This reliability co-efficient indicated that the instrument was reliable and internally consistent.

3.5 Procedure for Data Collection

The researcher or research assistants visited each College personally to distribute the questionnaire. In each institution, the researcher or his assistant presented introduction letter (as seen in Appendix II) for permission to administer the questionnaire to the Head of Business Education Department of each of the institution. Six research assistant were used in the study. In each institution, the researcher creates rapport with the respondents by interacting with them. Two days were given to the respondents to fill the questionnaire and return, this decision was to minimize loss of questionnaire. The whole exercise lasted for three weeks.

3.6 Procedure for Data Analyses

The retrieved copies of the questionnaire from the respondents were assembled and edited. For the purpose of data analysis “Strongly Agree” and “Agree” were merged, while “Strongly Disagree”, “Disagree” were merged to ease analysis. The data were analyzed using descriptive statistics. Mean scores were used to answer research questions at index scores of 2.5 and above for agree. Simple Logistic Regression (SLR) was employed to test Null hypotheses one to six, this agreed with Anthony (2006) who suggested that Simple Regression should be employed if there are one independent variables and one dependent variable that is categorical. The t-test statistic was used to test null hypothesis seven; this is in line with Lenth (2000) who maintained that t-test should be used in comparing the means of a normally distributed interval dependent variable of two independent groups. In the test of the hypotheses, when the calculated value of any tested hypothesis is less than or equal to the critical value which was 0.088 for regression and 1.96 for t-test, the Null hypothesis was retained. On the other hand, if the calculated value is greater than the critical value, the Null hypothesis was not retained. All the seven null Hypotheses were tested at 5% level of significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results and discussions of the analysis of the data collected from the questionnaire collected from respondents. A total number of one thousand two hundred (1200) copies of questionnaires were distributed, and eight hundred and sixty seven (867) were successfully completed and returned. Frequency distribution was used to present the bio-data of the respondents while mean score was used to answer the research questions. A minimum score of 2.5 was used as a criterion for agree. In the test of null hypotheses, Simple Regression (SR) was employed to test null hypotheses one to six, while t-test was used to test null hypothesis seven. In the test of the hypotheses, if the calculated value is less than or equal to the critical value, the null hypothesis was retained. If on the other hand the calculated value is greater than the critical value, the null hypothesis was not retained. All the null hypotheses were tested at 0.05 level of significance.

4.1 Presentation of Bio-data of the Respondents

Table 4.1 presents analysis of the respondents based on gender.

Table 4.1: Distribution of Respondents (Lecturers and Students) by their Gender

Gender	Lecturers		Students	
	Number of Respondents	Percentage	Number of Respondents	Percentage
Male	69	66	418	55
Female	36	44	344	45
Total	105	100	762	100

Source: Field work, 2013

Analysis of respondents by their status showed that 69 (66%) lecturers that respond to the instrument were male against 36 (44%) that were female. On the other hand male students that responded to the instrument were 418 (55%) against 344

(45%) that were female. The analysis therefore shows male have more number of respondents.

Table 4.2: Distribution of Respondents by their Institutions

Institutions	Lecturers	%	Students	%
College of Education Azare, Bauchi State	8	7.6	58	7.6
College of Education Gashua, Yobe State	6	5.6	36	4.7
College of Education Zing, Taraba State	8	7.6	144	18.9
College of Education, Hong, Adamawa State	6	5.7	38	5.0
Fed. Col. Of Educ. (Tech) Gombe, Gombe State	30	28.6	273	35.8
Fed. Col. of Educ. Yola, Adamawa State	9	8.6	46	6.0
Federal College of Education (Tech) Potiskum Yobe State	24	22.9	78	10.3
Kashim Ibrahim Coll. Of Educ. Maiduguri, Borno State	7	6.7	42	5.5
Umar Elkanemi Coll.of Edu. Sc.&Tech.Bama,Borno State	7	6.7	47	6.2
Total	105	100	762	100

Source: Field work, 2013

Table 4.2 shows the distribution of respondents by their institutions. From the Table, respondents from College of Education Azare, Bauchi State had 8 (7.6%) lecturers and 58 (7.6%) students respondents from College of Education Gashua, Yobe State were 42 made up of 6 (5.6%) lecturers and 36 (4.7%) students. College of Education Zing, Taraba State had 8 (7.6%) of lecturers and 144 (18.9%) of students. Six (6) lecturers representing 5.7% and 38 (5.0%) of lecturers were from College of Education, Hong, Adamawa State. Lecturers from Federal College of Education (Technical) Gombe, Gombe State were 30 (28.6%) with 273 (35.8%) students. Federal College of Education Yola, Adamawa State had 9 (8.6%) lecturers and 46 (6.0%) lecturers. Twenty four (24) lecturers representing 22.9% and 78 (10.3%) students were

from Federal College of Education (Tech) Potiskum Yobe State. Seven (7) lecturers representing 6.7% and 42 (5.5%) of students were Kashim Ibrahim College of Education Maiduguri, Borno State and Umar Elkanemi College of Education Sc. & Tech. Bama, Borno State have seven lecturers each representing 6.7% with 42 and 47 students representing 5.5% and 6.2% respectively. were 49 (6%) and 54 (6%) respectively. By implication respondents from Federal College of Education (Technical) Gombe, Gombe State had majority of the respondents.

4.2 Analyses of Data used for Answering Research Questions

Results of data used for research questions is as presented in Tables 4.3 to 4.9

Research Question One: *What is the influence of teaching practice experience on acquired teaching skills as assessed by Business Education Lecturers in Colleges of Education in the Education in North-East, Nigeria?*

To answer the research question one item 1 to 8 in instrument “A” were used.

The analysis of the items is presented in Table 4.3

Table 4.3: Analysis of Lecturers’ Responses on influence of Teaching Practice Experience on the acquired Teaching Skills

S/N	SA	A	D	SD	TA	TD	Mean Agree	Std Dev	Dec.
1.	292	96	0	0	388	0	4	0.98	Agree
2.	220	141	6	0	361	6	3.9	0.81	Agree
3.	164	186	2	0	350	2	4	0.98	Agree
4.	160	189	0	2	349	2	4	0.98	Agree
5.	168	159	4	3	327	7	3.9	0.81	Agree
6.	168	171	8	1	339	9	3.9	0.81	Agree
7.	160	183	6	1	343	7	3.9	0.81	Agree
8.	142	204	4	1	346	5	3.9	0.81	Agree
Total					2803	39	3.9	0.81	agree

Source: Field work, 2013

Questionnaire item one “A” sought to determine the opinion of lecturers on whether teaching Practice exposes business education student-teachers to real life Teaching Skills. Those that agreed had 388 points representing weighted mean of 4 against zero for disagree. The opinion of respondents on whether teaching practice provides student-teachers with the necessary skills and competencies required in cognitive teaching strategies had 361 (3.9) for agree. Those that disagree had 6 points representing 0.1 weighted mean score. Respondents that agreed that teaching practice encourages collaborative efforts that enhance Teaching Skills among student teachers scored 350 (4). Respondents with divergent opinion had only 2. Questionnaire item four sought to find out whether teaching practice develops student teachers professional knowledge to handle students using cognitive teaching strategy. In the analysis of respondents views shows score of 349 (4) for agree against disagree with 2 (0).

Questionnaire item five which states that through teaching practice, student teachers acquired coherently cognitive knowledge and skills required in teaching profession accounted for 327 (3.9) points for agree against 7 (0.1)for disagree. Respondents who opines that scored through teaching practice student teachers adopt structuring of lessons, followed by student-oriented practices that will enhance cognitive learning had 339 (3.9) points against disagree with 9 (0.1). those who opines that the knowledge of teaching practice equips student teachers with skills to ask students probe questions to clarify facts and concepts in item seven had 343 representing 3.9 points against disagree with 7 (0.1). Scores of 346 representing 3.9 was accounted for respondents who opines that, through teaching practice, student teachers will acquire knowledge to apply abstract concepts or ideas to real problems in classroom learning. Those that disagree had 3 representing 0.1 mean score.

Analysis of the data used to answer research question one presented in Table 4.3 shows scores of 2803 representing mean score of 3.9 for respondents who agreed that teaching practice experiences have influence on students acquired Teaching Skills. Those that disagree with the opinion scored 38 (0.1). The analysis of business education lecturers shows calculated value of $3.9 > 2.5$ benchmark score for agree. Hence the perceived opinion of Business Education lecturers in Colleges of education in North East, Nigeria shows that teaching practice experience equips students with Teaching Skills

Research Question Two: *What is the influence of teaching practice experience on acquired teaching skills as assessed by Business Education students in Colleges of Education in North-East, Nigeria?*

To answer the research question two items 1 to 8 in instrument “B” was used.

Results of data used to answer research question two is presented in Table 4.4

Table 4.4: Analysis of Students’ Responses on influence of Teaching Practice Experience on the acquired Teaching Skills

S/N	SA	A	D	SD	TA	TD	Mean	Std Dev	Decision
1.	1624	1056	2	1	2680	3	4	0.98	Agree
2.	1412	1185	14	1	2597	15	3.9	0.81	Agree
3.	1348	1176	46	1	2524	47	3.9	0.81	Agree
4.	1560	1035	34	3	2595	37	3.9	0.81	Agree
5.	1496	1083	40	3	2579	43	3.9	0.81	Agree
6.	1292	1197	38	13	2489	51	3.9	0.81	Agree
7.	1380	1128	60	5	2508	65	3.9	0.81	Agree
8.	1588	999	32	10	2587	42	3.9	0.81	Agree
Total					20559	303	3.9	0.81	Agree

Source: Field work, 2013

Questionnaire item one “B: which sought to determine whether teaching Practice exposes student-teachers to real life Teaching Skills had 2680 points representing 4 points, those that disagree had 3 representing zero. Item 10 which states that teaching practice provides student-teachers with the necessary skills, competencies required in cognitive teaching strategies had score of 2597 for agree and 15 for disagree, this represent 3.9 and 0.1 respectively. Respondents who agree that teaching practice encourages collaborative efforts that enhance Teaching Skills among student teachers scored 2524 representing 3.9 against 47 representing 0.1 that disagree. Item 12 which states that teaching practice develops student teachers’ professional knowledge to handle students using cognitive teaching strategy scored 2595 (3.9) for agree. Those that had divergent opinion scored 37 representing weighted mean of 0.1. Item 13 sought to determine whether teaching practice exercise equip students teachers with coherently cognitive knowledge and skills required in teaching profession. Analysis of respondents’ opinion showed score of 2579 (3.9) for agree against 43 (0.1) for disagree. Questionnaire item 14 which states that through teaching practice student teachers adopt structuring of lessons, followed by student-oriented practices that will enhance cognitive learning scored 2489 (3.9) for agree. Those that disagree had 51 representing weighted mean score of 0.1. Analysis of respondents opinion on whether the knowledge of teaching practice equips student teachers with skills to ask students probe questions to clarify facts and concepts accounted for 2508 (3.9) for agree. Those that disagree scored 65 representing 0.1. Item 16 which states that through teaching practice, student teachers will acquire knowledge to apply abstract concepts or ideas to real problems in classroom learning had 2587 (3.9) for agree, on the other side disagree had 42 representing 0.1.

The responses of students used to answer research question two showed score of 29559 represented by 3.9 mean score for respondents who opine that teaching practice experiences have influence on the acquired Teaching Skills. Those that disagree with the statement had 303 (0.1). From this analysis, the calculated value of those who agreed was 3.9; this was greater than the index score of 2.5 for agree. Hence the analysis of data collected from business education students in Colleges of education in North East, Nigeria revealed that teaching practice experience equip them with Teaching Skills.

Research Question Three: *What is the influence of teaching practice experience on acquired skills for effective classroom performance as assessed by Business Education Lecturers in Colleges of Education in North-East, Nigeria?*

To answer the research question, items 9 to 18 in instrument “B” was used. The analysis of lecturers’ opinions used to answer the research question is as presented in Table 4.5

Table 4.5: Analysis of Lecturers Responses on influence of teaching practice experience on the acquired Effective Classroom performance

S/N	SA	A	D	SD	TA	TD	Mean	Std Dev	Dec.
9.	236	120	8	0	356	8	3.9	0.81	Agree
10.	240	135	0	0	375	0	4	0.98	Agree
11.	212	147	4	1	359	5	3.9	0.81	Agree
12.	172	171	9	1	343	10	3.9	0.81	Agree
13.	156	165	20	0	321	20	3.8	0.76	Agree
14.	148	192	6	1	340	7	3.9	0.81	Agree
15.	168	171	10	1	339	11	3.9	0.81	Agree
16.	160	177	4	1	337	5	3.9	0.81	Agree
17.	192	153	8	1	345	9	3.9	0.81	Agree
18.	160	171	12	1	331	13	3.9	0.81	Agree
Total					4336	88	3.9	0.81	Agree

Source: Field work, 2013

From the Table, item nine sought to determine the opinion of lecturers on whether teaching practice exposes student-teachers to real life indiscipline problems encountered in classes. Respondents that scored agree had 356 points representing 3.9 weighted mean. Those that disagree had 8 (0.1). The opinion of lecturers on whether teaching practice provides student teachers with practical classroom experiences to control their classes accounted for 375 (4) for agree against disagree with nil. Questionnaire item 11 which states that, teaching practice enables student teachers to acquire desirable behaviour for effective classroom performance had 359 points for agree against 5 for disagree, equivalent to mean score of 3.9 and 0.1 respectively. The researcher sought to determine whether teaching practice provides student teachers with strategies for classroom performance and appropriate action. Responses of lecturers revealed scores of 343 (3.9) for agree. Those that disagree had 10 represented by 0.1. Scores of 321 (3.8) was accounted for lecturers who opines that, teaching practice enables student teachers to encourage learners to be agents of their own discipline in classroom. Those that had divergent opinion scored 20 which is equivalent to weighted mean score of 0.2. The researcher sought to find out the opinion of lecturers on whether, teaching practice experience enables student teachers to assess opportunities, analyze and observe behaviour of students in the classroom and take remedial action. There opinion accounted of 340 score for agree against 7 for disagree.

The scores are equivalent to weighted mean score of 3.9 and 0.1 correspondingly. Item 15 which states that, teaching practice enables student teachers to reflect on their skills and abilities for effective classroom performance had scores of 339 (3.9) against 11 (0.1) for disagree. Item 16 which states that, teaching practice

experience provides supplementary pedagogical knowledge, with special reference to those broad principles and strategies required for classroom performance scored 337(3.9) for agree, disagree had 5 (0.1). Scores of 345 representing 3.9 was accounted for respondents who opines that, teaching practice experience enhances student teachers' thinking skills and reasoning ability for handling various aTS of indiscipline in the classroom. Those that disagree had 9 representing 0.1. Item 18 of the questionnaire which states that, teaching practice experience enables student teachers to develop ways to resolve misunderstanding among students had 331 (3.9) points for agree. Those that disagree had 13 points representing 0.1 weighed mean.

Data collected from lecturers that answered research question three shows a score of 4336 for lecturers who opines that teaching practice experience has influence on the acquired Effective Classroom performance of Business Education students in Colleges of education in North East, Nigeria. Those that disagree had 88, with mean scores of 3.9 and 0.1 respectively. Based on the result, the calculated value of agree was 3.9 found to be greater than 2.5 benchmark score. Hence the analysis of data collected from business education lecturers in Colleges of education in North East, Nigeria revealed that teaching practice experiences equip business education students with skills required for classroom performance.

Research Question Four: *What is the influence of teaching practice experience on skills acquired for effective classroom performance as assessed by Business Education students in Colleges of Education in North-East, Nigeria?*

To answer the research question items 9 to 18 of instrument “B” was used.

Analysis of students opinion used to answer the research question is as presented in

Table 4.6

Table 4.6: Analysis of Students’ Responses on influence of Teaching Practice Experience on the acquired Effective Classroom performance

S/N	SA	A	D	SD	TA	TD	Mean	Std Dev	Dec.
9.	1316	1005	116	33	2321	149	3.8	0.76	Agree
10.	1572	1062	16	0	2634	16	4	0.98	Agree
11.	1444	1104	24	5	2548	29	4	0.98	Agree
12.	1296	1212	36	6	2508	42	3.9	0.81	Agree
13.	1368	1095	76	5	2463	81	3.9	0.81	Agree
14.	1516	1041	44	6	2557	50	2.9	0.55	Agree
15.	1436	1104	34	5	2540	39	3.9	0.81	Agree
16.	1220	1215	56	13	2435	69	3.8		Agree
17.	1440	1098	34	9	2538	43	3.9	0.81	Agree
18.	1468	1032	70	6	2500	76	3.9	0.81	Agree
Total					25044	594	3.9	0.81	Agree

Source: Field work 2013

From the Table, the researcher sought the opinion of students on whether teaching practice exposes them to the real life indiscipline problems encountered in classes in item nine. Respondents scored 2321 for agree against 149 for disagree representing 3.8 and 0.2 respectively. The opinion of students on whether teaching practice provides them with practical classroom experiences to control their classes shows scores of 2633 (4) for agree against insignificant of 16 (0) for disagree. Item 11 which states that teaching practice enables student teachers to acquire desirable behaviour for effective classroom performance had 2548 (4) for agree, those that disagree had 29 equivalents to 0 weighted mean. Students that agreed that teaching practice provide

them with, strategies for classroom performance and appropriate action scored 2508 (3.9) against 42 (0.1) for disagree. The opinion of students on whether teaching practice enable them to encourage learners to be agents of their own discipline in classroom had 2463 (3.9) for agree. Those that had divergent opinion had 81 points representing 0.1 weighted mean. Item 14 which states that teaching practice experience enables student teachers to assess opportunities, analyze and observe behaviour of students in the classroom and take remedial action had positive score of 2557 (3.9). Those that disagree with the statement scored 50 equivalents to 0.1 weighted mean. The opinion of students on whether teaching practice enables them to reflect on their skills and abilities for effective classroom performance had scored of 2540 (3.9) for agree. Respondents that disagree with the statement had 39 points equivalent to 0.1. Item 16 which states that teaching practice experience provides supplementary pedagogical knowledge, with special reference to those broad principles and strategies required for classroom performance accounted for 2435 (3.8) for agree. Those that disagree scored 69 points representing weighted mean of 0.2. The opinion of respondents on item 17 shows scores of 2538 (3.9) for those that opines that, teaching practice experience improve thinking skills and reasoning ability for handling various aTS of indiscipline of student teachers in the classroom. Those that had divergent opinion had 43 points, equivalent to 0.1. Item 18 which states that teaching practice experience enables student teachers to develop ways to resolve misunderstanding among students scored 2500 (3.9) for agree. Those that had contrary opinion had only 76 representing 0.1 mean score.

Analysis of opinions of business education students in Colleges of education in North East, Nigeria used to answer research question four revealed a scores of 25044 for those who agreed that teaching practice experiences have influence on their

acquired Effective Classroom performance. Those that had divergent opinion had 594. Their mean scores were 3.9 and 0.1 respectively. Based on the result, the calculated value of 3.9 was greater than benchmark score of 2.5 for agree. Hence the analysis of data collected from business education students in Colleges of education in North East, Nigeria shows that teaching practice experiences equip them with skills required for classroom performance.

Research Question Five: *What is the influence of teaching practice experience on mean use of instructional materials as assessed by Business Education Lecturers in Colleges of Education in North-East Nigeria?*

The researcher used items 19 to 25 in Item “A” to answer the research question. Analysis of data collected from lecturers used to answer the question is presented in Table 4.7

Table 4.7: Analysis of Lecturers Responses on influence of Teaching Practice Experience on the use of Instructional materials

S/N	SA	A	D	SD	TA	TD	Mean	Std Dev	Dec.
19.	316	75	2	0	391	2	4	0.98	Agree
20.	220	147	0	1	367	1	4	0.98	Agree
21.	140	144	40	2	284	42	3.5	0.79	Agree
22.	188	168	2	1	354	3	4	0.98	Agree
23.	228	135	2	2	363	4	4	0.98	Agree
24.	180	165	4	0	435	4	4	0.98	Agree
25.	184	168	4	0	352	4	4	0.98	Agree
Total					2546	60	3.9	0.98	Agree

Source: Field work 2013

The researcher used item 19 to determine the opinion of students on whether teaching practice equips student teachers with, understand the importance of using teaching aids to enhance teaching and learning. Respondents scored 391 (4) for agree

disagree had only 2 (0). Analysis of data used to determine whether teaching practice develops skill in teachers for using chalkboard and other teaching materials revealed scores of 367 (4). Those that disagree had insignificant score of 1(0). Item 21 which states that, experience of teaching practice enables student teachers to use multimodal texts, information and communication technology to access information for classroom instruction had 284 (3.5) for agree against disagree with 42 (0.5). item 22 which states that teaching practice develops student teachers' knowledge for improvisation of instructional materials in class had 354 (4) points against insignificant score of 3 (0) for disagree. The researcher sought to determine whether, teaching practice, student teachers understand how to make proper use of teaching aids as key tools to facilitating teaching and learning. The respondents scored for 363 points for agree, those that disagree had 4 representing mean scores of 4 and 0 respectively. On whether teaching practice provides students teachers with skills for effective and timely use of teaching aids had 435 (4) points for agree against 4 (0) for disagree. Analysis of data used to determine whether, the knowledge of teaching practice provides skills to prospective teachers on usage and maintaining of instructional materials had 352 (4) points for agree, those that had divergent opinion had 4 (0).

The opinions of lecturers used to answer research question five revealed score of 2546 (3.9) for those who opines that teaching practice experiences have influence on the acquired skills on the use of Instructional materials of Business Education students in Colleges of education in North East, Nigeria. Those that disagree had 60 points representing 0.1 mean score. The analysis shows that calculated value was greater than the benchmark score ($3.9 > 2.5$). Based on the result, it was concluded that, business education lecturers in Colleges of education in North East, Nigeria were of

the opinion that, teaching practice exercise equips students with skills on the use of instructional materials.

Research Question Six: *What is the influence of teaching practice experience on mean use of instructional materials as assessed by Business Education Students in Colleges of Education in North-East, Nigeria?*

Items 19 to 25 of instrument “B” was used to answer the research question. Analysis of students’ opinions used to answer the research question is as presented in Table 4.8

Table 4.8: Analysis of Students Responses on influence of Teaching Practice Experience on the use of Instructional materials

S/N	SA	A	D	SD	TA	TD	Mean	Std Dev	Dec
19.	1856	858	6	4	2694	10	4	0.98	Agree
20.	1440	1146	20	2	2586	22	4	0.98	Agree
21.	1268	1146	90	8	2414	98	3.8	0.76	Agree
22.	1412	1152	20	5	2564	25	4	0.98	Agree
23.	1760	924	10	1	2684	11	4	0.98	Agree
24.	1452	1089	28	8	2541	36	3.9	0.81	Agree
25.	1524	1038	38	5	2562	43	3.9	0.81	Agree
Total					18045	245	3.9	0.98	Agree

Source: Field work 2013

The opinion of students on whether teaching practice, student teachers understand the importance of using teaching aids to enhance teaching and learning revealed mean score of 2694 (4) for agree against disagree with 10 (0). Item 20 which states that teaching practice develops skill in teachers for using chalkboard and other teaching materials scored 2586 representing 4 points for agree. Those that disagree with the statement had 22 points equivalent to mean score of zero. The researcher sought to determine whether, experience of teaching practice enables student teachers

to use multimodal texts, information and communication technology to access information for classroom instruction. Responses to the item revealed scores of 2414 representing 3.8 for agree against 98 (0.2) for disagree. Questionnaire item 22 which states that, teaching practice develops student teachers' knowledge for improvisation of instructional materials in class had 2564(4) for agree. Those that disagree had 25 points representing zero points for disagree. Students that opines that teaching practice equip them with understand how to make proper use of teaching aids as key tools to facilitating teaching and learning had 2684 (4) for agree. Those that disagree had 11 points representing mean score of zero. Analysis of data used to determine whether, teaching practice provides students teachers with skills for effective and timely use of teaching aids had 2541 (3.9) for agree. Disagree had 36 equivalent to mean score of 0.1. On whether the knowledge of teaching practice provides skills to prospective teachers on usage and maintaining of instructional materials scored 2562 representing (3.9) for agree. Those that disagree had 43 which is equivalent to mean score of 0.1 in item 25.

Data collected from students used to answer research question six shows a score of 18045 for those who opines that teaching practice experiences have influence the on acquired skills on the use of Instructional materials of Business Education Students in Colleges of education in North East, Nigeria. Those that disagree had 245represented mean score of 0.1. The analysis shows that calculated value was greater than the benchmark score ($3.9 > 2.5$). Based on the result, it was concluded that, business education students in Colleges of education in North East, Nigeria opines that, teaching practice exercise equip them with skills on the use of instructional materials.

Research Question Seven: *What is the difference between the assessment of Lecturers and that of Students about influence of teaching practice experience on acquired teaching skills in Colleges of Education in North-East, Nigeria?*

Analysis of difference between the assessment of lecturers and that of students in research question seven is as presented in Table 4.9

Table 4.9: Analysis of difference between the assessment of Lecturers and that of Students on influence of Teaching Practice Experience on the acquired Teaching Skills

	Lecturers	Mean score		Students	Mean score
Agree	2803	3.9	Agree	20559	3.9
Disagree	38	0.1	Disagree	303	0.1
Total	2841	4	Total	20862	4

Source: Field work 2013

Analysis of data used to answer research question one shows scores of 2803 (3.9) for lecturers and 20559 (3.9) for students for those who opines teaching practice experiences have influence the acquired Teaching Skills. Those that disagree had 38 and 303 representing 0.1 each. The calculated value of each of the groups was 3.9 higher than the index score of 2.5. Based on the result, it is concluded that the two groups of the respondents (Lecturers and Students) agreed that teaching practice experiences equip business education students with Teaching Skills.

Test of null Hypotheses

The results of test of null hypotheses are presented in Table 4. 10 to 4.16

Null Hypothesis One: *Teaching practice experience has no significant influence on acquired teaching skills of as assessed by Business Education Lecturers in Colleges of Education in the Education in North-East, Nigeria*

Result of test of null hypothesis one is as presented in Table 4.10

Table 4.10: Regression analysis of influence of teaching practice experience on the acquired teaching skills by Lecturers

	Model	B	Std. Error	t	Sig.	R-Cal	R-Crit	R ²	Adjusted R ²	Std of Est.
1	Teaching Practice Experience	5.815	5.448	1.067	.001	.827	0.088	.684	.0031	5.376
	(Constant)									
	Teaching Skills	.953	.199	4.786	.000					

Source: Field work, 2013

The result used to test null hypothesis one indicated R-cal value of .827 found to be greater than R-value of 0.088 at $\alpha = 0.05$, the observed value of (R = 0.827) was significant. The regression analysis of the constant (Beta) has a value of 5.815 indicating that the regression equation needs to be adjusted by the value in order to get regression equation relating to Teaching Practice Experience (TPE) with Teaching Skills (TS). The result indicates 68% of the variability in TS of business education students was determined by TPE. The analysis therefore shows that TPE equip students with TS as perceived by business education lecturers in Colleges of Education in North-East, Nigeria. Hence the null hypothesis is not retained

Null Hypothesis Two: *Teaching practice experience has no significant influence on acquired teaching skills as assessed by Business Education students in Colleges of Education in North-East, Nigeria*

Table 4.11: Regression analysis of influence of Teaching Practice Experience on the acquired Teaching Skills by Students

Model	B	Std. Error	t	Sig.	R-Cal	R-Crit	R ²	Adjusted R ²	Std of Est.	
1	Teaching Practice Experience (Constant)	18.629	2.197	8.478	.000	.841	0.088	.707	0.0111	6.540
	Teaching Skills	.518	.080	6.496	.000					

Source: Field work, 2013

Result of Regression analysis used to test null hypothesis two revealed that R-calculated was greater than the R-critical value (.841>0.088) at $\alpha = 0.05$. The observed value of (R = 0.841) was significant. The constant (Beta) value of 18.629 shows that that the regression equation needs to be adjusted by the value in order to get regression equation relating to Teaching Practice Experience (TPE) with Teaching Skills (TS). The result indicates 71% of the students TS was as a result of TPE. The result shows that business education students in Colleges of Education in North-East, Nigeria opines that, TPE equip them with TS. Hence the null hypothesis is not retained.

Null Hypothesis Three: *Teaching practice experience has no significant influence on acquired skills for effective classroom performance as assessed by Business Education Lecturers in Colleges of Education in North-East, Nigeria*

Result of regression analysis used to test the null hypothesis is presented in

Table 4.12

Table 4.12: Regression analysis of influence of Teaching Practice Experience on the acquired Skills for effective Classroom performance by Lecturers

Model	B	Std. Error	t	Sig.	R-Cal	R-Crit	R ²	Adjusted R ²	Std of Est.	
1	Teaching Practice Experience (Constant)	13.701	4.511	3.037	.003	.669	0.088	.447	0.050	5.523
	Classroom performance Skills	.538	.133	4.035	.000					

Source: Field work, 2013

The regression analysis used to test null hypothesis three shows R-calculated value of .669 found to be greater than 0.088 for R-critical. The R-calculated value of .669 was significant. The constant (Beta) value of 13.701 shows that the regression equation needs to be adjusted by the value in order to get regression equation relating to Teaching Practice Experience (TPE) with skills for effective classroom performance (SECM). The result indicates 45% of the students TS was as a result of TPE. The result shows that business education lecturers in Colleges of Education in North-East, Nigeria in Nigeria opines that, TPE equip students with SECM. Hence the null hypothesis is not retained.

Null Hypothesis Four: *Teaching practice experience has no significant influence on skills acquired for effective classroom performance as assessed by Business Education students in Colleges of Education in North-East, Nigeria*

Table 4.13: Regression analysis of influence of teaching practice experience on the acquired Skills for effective classroom performance by students

Model	B	Std. Error	t	Sig.	R-Cal	R-Crit	R ²	Adjusted R ²	Std of Est.	
1	Teaching Practice Experience (Constant)	7.352	1.582	4.647	.000	.508	0.088	.258	.257	5.7894
	Classroom performance Skills	.756	.047	16.241	.000					

Source: Field work, 2013

The regression analysis used to test null hypothesis four shows R-calculated value of .508 which was greater than R-critical value of 0.088. The R-calculated value of .508 was significant. The constant (Beta) value of 7.352 indicated that the regression equation needs to be adjusted by the value in order to get regression equation relating to Teaching Practice Experience (TPE) with Skills for Effective Classroom performance (SECM). The result indicates 26% of the students SECM was attributed to TPE. The result shows that business education students in Colleges of

Education in North-East, Nigeria, Nigeria opines that, TPE equip them with SECM.

Hence the null hypothesis is not retained.

Null Hypothesis Five: *Teaching practice experience has no significant influence on mean use of instructional materials as assessed by business education lecturers in colleges of education in North-East Nigeria*

Regression analysis used to test null hypothesis five is as presented in Table 4.14

Table 4.14: Regression analysis of influence of Teaching Practice Experience on the acquired Skills for effective use of instructional materials by lecturers

Model	B	Std. Error	t	Sig.	R-cal	R-cal	Adjusted R ²	Std of Estimate	
1 Teaching Practice Experience (Constant)	12.268	4.850	2.529	.003	.370	0.088	.137	.129	5.521
Use Instructional Materials	.813	.201	4.046	.000					

Source: Field work, 2013

Regression analysis used to test null hypothesis five shows Beta (Constant) value of 12.268. R-calculate value was greater than Table value of R-critical (.370>0.088). The calculated R-calculated value of .370 was significant. The analysis shows that 14% of Skills for Effective use of Instructional Materials (SEIM) of business education students was acquired through Teaching Practice Experience (TPE). The result shows that business education lecturers in Colleges of Education in North-East, Nigeria agreed that TPE provide students with SUIM. Hence the null hypothesis is not retained.

Null Hypothesis Six: *Teaching practice experience has no significant influence on mean use of instructional materials as assessed by Business Education Students in Colleges of Education in North-East, Nigeria*

Regression analysis used to test null hypothesis six is as presented in Table 4.15

Table 4.15: Regression analysis of influence of Teaching Practice Experience on the acquired Skills for effective use of instructional materials by Students

Model					R-cal	R-Crit	R ²	Adjusted R ²	Std of Estimate	
	B	Std. Error	t	Sig.						
1	Teaching Practice Experience (Constant)	11.749	1.458	8.060	.000	.468	0.088	.219	.218	5.937
	Use of Instructional materials	.875	.060	14.615	.000					

Source: Field work, 2013

Result of test of null hypothesis six shows Beta (Constant) value of 11.749. R-calculate value was greater than Table value of R-critical (.468>0.088). The calculated R-calculated value of .468 was significant. The analysis shows that 22% of Skills for Effective use of Instructional Materials (SEIM) of business education students was acquired through Teaching Practice Experience (TPE). The analysis revealed that business education students in Colleges of Education in North-East, Nigeria, Nigeria agreed that TPE provide them with SEIM. Hence the null hypothesis is not retained.

Null Hypothesis Seven: *There is no significant difference between the mean assessment of Lecturers and that of Students about influence of teaching practice experience on acquired teaching skills in Colleges of Education in North-East, Nigeria.*

Analysis of data used to test null hypothesis seven is as presented in Table 4.15

Table 4.15: Test of difference between the assesses of Lecturers and that of Students of influence of Teaching Practice on Students acquisition of Teaching Skills

Respondents	N	Mean	SD	Std. Error	T-Cri			
				Mean	T-cal	Df	Sig. (2-tailed)	
Students	762	3.38	1.972	.108	.498	1.96	865	.619
Teachers	105	3.23	1.647	.258				

Source: Field work, 2013

Result of the analysis in Table 4.15 showed a mean score of 3.38 for students against 3.23 for lecturers. The standard deviations stood at 1.972 and 1.647 respectively. The t-cal value was .498, less than critical value of 1.96. The analysis

indicated that the two groups (Lecturers and Students) agreed that, teaching Practice Experience (TPE) influence Teaching Skills (TS) of business education students. Hence, the null hypothesis is retained.

4.4 Summary of the Findings

1. The results of null hypothesis one revealed the r-cal value of .827 greater than Table value of 0.088 at $\alpha = 0.05$, the observed value ($R=0.827$) was significant.
2. The study further revealed the R-calculated in the null hypothesis two to be greater than R-critical value (.841>0.088) at $\alpha = 0.05$. The observed value ($R=0.841$) was significant.
3. The views of business education lecturers in null hypothesis three shows the R-calculate value of .669 was found to be greater than 0.088 for R-critical at $\alpha = 0.05$.
4. The analysis of responses of business education students in Colleges of Education in North-East, Nigeria on null hypothesis four shows the R-calculate value of .508 which was greater than R-critical value of 0.088.
5. The result further shows that shows that TPE provide students with SUM. R-calculate value was greater than Table value of R-critical (.370>0.088) and the $P>.000$. The values were found to be significant.
6. The analysis further shows that business education students in colleges of education in North-east Nigeria agreed that TPE provide them with SEM.
7. The analysis of result used for null hypothesis seven shows, the assessment of lecturers and that of Students on influence of Teaching Practice Experience (TPE) on Teaching Skills (TS) acquisition of business education students is the same.

4.5 Discussion of the Findings

Result of the study revealed that teaching practice experiences have influence on acquired Teaching Skills of business education students in Colleges of Education in North-East, Nigeria, Nigeria. Previous studies have identified similar situations as the ones presented in this study. For instance Afolabi (2001) affirmed that teaching practice provides student-teachers with the necessary skills, competencies, personal characteristics and experiences for full-time teaching after graduation. Adeleke, Adesina, Salami and Adebayo (2011) asserted that many teacher educators believe that pre service teachers begin to develop their values, beliefs and teaching skills during practice teaching. Attitude is an issue that is central to practice; as such teachers' demonstration of appropriate skills in lesson preparation is significantly influenced by the attitude to lesson preparation. This opinion was also in line with Akbar (2002) who observed that teaching practice develops future teachers' skill in the use of fundamental procedures, techniques and methods of teaching. SEL (2009) added that teaching practice provides future teachers the opportunity to understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

According to Darden, Scott, Darden and Westfall (2001) pre service teachers begin to develop the values, beliefs and teaching skills to student-teachers. Darden et al (2001) suggests that this may be due to the fact that practice teaching gives novice pre-service teachers the opportunity to experience an actual teaching setting and the opportunities of one-to-one teaching. Guide to Student Teaching (2011) maintained that teaching practice provides student teachers the opportunity to integrate pedagogical studies with knowledge of specific disciplines and cognitive skills to create meaningful learning experiences.

Analysis of data collected further revealed that teaching practice experience has influenced acquired skills for effective classroom performance of Business Education Students in Colleges of Education in North-East, Nigeria, Nigeria. This study agreed with Akbar (2002) who maintained that teaching practice provides the future teacher with practical experience in school to overcome the problems of discipline and enable him/her to develop method of control. Anupama (2009) observed that teaching practice provides future teachers with an opportunity to gain confidence and improve upon their classroom performance skills. This also agreed with SEL (2009) which observed that, teaching practice enables future teachers to understand the central concepts, tools of inquiry, and structures of the disciplines required for effective classroom performance. Bob (2012) highlighted that teaching practice experience has contributed to an understanding of what works and what doesn't work in managing classrooms and the behavior of students.

The results of the study further revealed that, teaching practice experience has influence on acquired skills for Effective use of instructional materials of Business Education Students in Colleges of Education in North-East, Nigeria, Nigeria. This finding is in line with Akbar (2002) who opines that teaching practice develop skills in future teachers related to teaching like fluent speaking, meaningful reading, using blackboard and other teaching material. Effective teaching skills are a precondition for translating theory into practice. Teaching practice exercise facilitates acquisition of teaching skills of teachers. Farooq & Shahzadi (2006) revealed that students that have teaching practice experience are better performers in classroom performance than those that did not have the experience. <http://seniorsecondary.tki.org.nz/> (2009) opines that teaching practice provides students with competencies in the selection and use of increasingly complex and flexible tools for inquiry into texts, for example 'three level'

guides and tools for developing specific vocabulary, stylistic and linguistic features, literary devices, sentence construction and grammatical control and how these make meaning.. Guide to Student Teaching (2011) opines that teaching practice strengthen the skills of students teachers for creating, selecting, and integrating technology appropriately and effectively for communication and instruction in the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The chapter presents the summary, conclusion and recommendations of research work on Influence of Teaching Practice Experience on Acquired Teaching Skills and Classroom performance Techniques as Perceived by Business Education Lecturers and Students in Colleges of Education in North-East, Nigeria, Nigeria. Based on results of investigation, the researcher proffers recommendations. In order to achieve the aim of the study, seven research questions and seven null hypotheses were raised in line with the specific objectives. Descriptive survey design method was adopted for the study. All the 156 business education lecturers and 1044 final year in Colleges of Education in North-East, Nigeria, Nigeria were used for the study. Four rating scale structured questionnaire were used to generate data from the respondents. Eight hundred and sixty seven (867) copies of questionnaire were properly completed and subjected to statistical analysis. The Bio-data of the respondents were presented using simple frequencies while mean scores were used to answer the research questions. In the test of null hypotheses, Simple Regression (SR) was employed to test null hypotheses one to six while t-test was used to test null hypothesis seven. All hypotheses were tested at the 0.05 level of significance. The major findings of the study are as stated:-

1. The study shows that teaching practice experience equips students with teaching skills. This result was also affirmed by test of null hypotheses one and two which revealed that Teaching Practice experiences have significant

influence on the acquired Teaching Skills of business education students in Colleges of Education in North-East, Nigeria, Nigeria

2. The analysis of questionnaire items from both lecturers and students shows that teaching practice experience influence acquired classroom performance skills of business education students.
3. The study further revealed that, teaching practice exercise equips students with skills on the use of instructional materials.
4. Another finding of the study shows that lecturers and students opinion that teaching practice experiences equip business education students with teaching skills.

5. .2 Conclusion

Based on the findings of the study, the following conclusions were made:-

- i. That teaching practice experience grants student teachers experience in the actual teaching and learning environment and provides them with the opportunity to acquire the nascent cognitive skills. This therefore means that teaching practice is the first stage that trained teachers will acquire desired skills for effective teaching. By implication, it therefore means that teaching practice experience leads to acquisition of depth in the reflective competence required from them.
- ii. That classroom performance skill is central to teaching and requires "common sense," consistency, a sense of fairness, and courage and that these skills are acquired through experience. A teacher that had teaching practice experience

will acquire considerable skill in managing the myriad of tasks and situations that occur in the classroom each day.

- iii. That teaching practice is an important component of becoming a teacher. It provides student teachers with experience in the actual use of instructional materials in classroom. Through the training, student teachers are exposed to experience of the complexities and richness of the reality of use of instructional materials. The implication of this is that, a teacher that had teaching practice experience has better opportunity on how to use instructional materials in the classroom.
- iv. That business education lecturers and students in Colleges of Education in North-East, Nigeria, Nigeria view teaching practice as an important component in their training because it exposes them to the actual teaching and learning environment in which they can contextualize their theoretical knowledge gained during training. By implication, this means that through teaching practice, student-teachers acquire requisite skills for teaching profession.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made:-

1. Teacher training institutions or faculties should organize micro teaching for business education student teachers on regular basis. This will enable them gain some experiences that will be useful to them during teaching practice.
2. Proper supervision should be made from both their institution and the Head of the Departments where they are carrying out their duties. This will help in reducing their careless attitude during teaching practice.

3. Teaching practice exercise timetable should be designed in such a way that it does not coincide with key school terms such as towards or during the months of June and October when teachers are preparing students for crucial examinations.
4. Teacher-training institutions should work hand in hand with the schools and organise workshops to empower and support mentors. Mentors should be constantly empowered through workshops, to work effectively in leading and guiding student teachers.
5. Before and during each teaching practice session, there should be thorough public relations groundwork undertaken by the institution in order to maintain good relations between the student teachers and all relevant role players.
6. Higher education institutions should have a profile of each school which should be made available to the student teachers so that it could give the student teachers an idea about the school and assist them in selecting the appropriate schools for teaching practice.

5.4 Limitations of the Study

1. There are a lot of due process and delay to have the approval of Head of most institutions to administer the questionnaire.
2. Some students refused to tick the questionnaire; this resulted to differences between number of questionnaire administered and those returned.

5.5 Suggestion for Further Study

The researcher made the following recommendations for further study

1. Influence of Students' Attitudes on Classroom performance of Student-teachers in Business Education in Colleges of Education in Nigeria.
2. Influence of teaching practice teachers' beliefs and attitudes on the skills acquisition in Nigeria

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APENDIX I

Table for Determining Minimum Returned Sample Size for a Given
Population Size for Continuous and Categorical Data

SAMPLE SIZE

Population Size	Continuous Data (margin of error = 0.03)			Categorical Data (Margin of error = 0.05)		
	Alpha = .10 t= 1.65	Alpha = .05 t = 1.96	Alpha = .01 t = 2.58	P = .50 t= 1.65	P = .50 t= 1.96	P = .50 t= 2.58
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1,000	77	106	173	213	278	399
1,500	79	110	183	230	306	461
2,000	83	112	189	239	323	499
4,000	83	119	198	254	351	570
6,000	83	119	209	259	362	598
8,000	83	119	209	262	367	613
10,000	83	119	209	264	370	623

Sources: Bartlett, Kotrik, and Higgins, (2005).

APPENDIX II
QUESTIONNAIRE

Department of Vocational and Technical
Education
Ahmadu Bello University,
Zaria.
4th December, 2012

Dear Respondents,

REQUEST TO FILL QUESTIONNAIRE

I am a Post-graduate student of Ahmadu Bello University, Zaria. My thesis is on Influence of Teaching Practice on Acquired Teaching Skills and Classroom performance Techniques as Perceived by Business Education Lecturers and Students in Colleges of Education in North-East, Nigeria, Nigeria.

I am humbly seeking for your response to the questions raised below. Your response is purely for academic purposes. Your frank response will be treated confidentially for the purpose of this research work alone. Your response will aid this research work a greatly.

Thank you,

ABDU Babaji
M.Ed/EDUC/4541/2010-2011

QUESTIONNAIRE FOR LECTURERS “A:

SECTION A; PERSONAL DATA

NB: Please, **fill-in** the **gaps** requiring information and **ticking** the boxes that give the alternative of your opinion to the following statements.

Please tick (✓) where appropriate

1. **Status**

Years of Teaching Experience:

(a) 1 – 5 ()

(b) 6 – 10 ()

(c) 11 – 20 ()

(d) 21 and above ()

2. **Gender**

a. Male ()

b. Female ()

Name of Institution

Section B: Questions

Please indicate your views to the following statements by **ticking** the appropriate column:

(a) Strongly Agreed (SA) (ii) Agree (A) (iii) Strongly Disagree (SD)

(b) (iv) Disagree agree (D)

Assessment of influence of Teaching Experience on Acquired Teaching Skills by Business Education Students					
S/N	Statement	SA	A	SD	D
1	Teaching Practice exposes student-teachers to real life Teaching Skills				
2	Teaching practice provides student-teachers with the necessary skills, competencies required in cognitive teaching strategies.				
3	Teaching practice encourages collaborative efforts that enhance Teaching Skills among student teachers				
4	Teaching practice develops student teachers professional knowledge to handle students using cognitive teaching strategy				
5	Through teaching practice, student teachers acquired coherently cognitive knowledge and skills required in teaching profession.				
6	Through teaching practice student teachers adopt structuring of lessons, followed by student-oriented practices that will enhance cognitive learning.				
7	The knowledge of teaching practice equips student teachers with skills to ask students probe questions to clarify faTS and concepts				
8	Through teaching practice, student teachers will acquire knowledge to apply abstract concepts or ideas to real problems in classroom learning.				

Assessment of influence of Teaching Practice Experience on Acquired Skills for Effective Classroom performance by Business Education Students					
S/N	Statement	SA	A	D	SD
9	Teaching practice exposes student-teachers to real life indiscipline problems encountered in classes.				
10	Teaching practice provides student teachers with practical classroom experiences to control their classes.				
11	Teaching practice enables student teachers to acquire desirable behaviour for effective classroom performance.				
12	Teaching practice provides student teachers with strategies for classroom performance and appropriate action.				
13	Teaching practice enables student teachers to encourage learners to be agents of their own discipline in classroom.				
14	Teaching practice experience enables student teachers to assess opportunities, analyze and observe behaviour of students in the classroom and take remedial action				
15	Teaching practice enables student teachers to reflect on their skills and abilities for effective classroom performance.				
16	Teaching practice experience provides supplementary pedagogical knowledge, with special reference to those broad principles and strategies required for classroom performance.				
17	Teaching practice experience enhances student teachers' thinking skills and reasoning ability for handling various aTS of indiscipline in the classroom.				
18	Teaching practice experience enables student teachers to develop ways to resolve misunderstanding among students.				

Assessment of the influence of Teaching Practice Experience on Mean use of Instructional Materials by Business Education Students					
S/N	Statement	SA	A	D	SD
19	Through teaching practice, student teachers understand the importance of using teaching aids to enhance teaching and learning.				
20	Teaching practice develops skill in teachers for using chalkboard and other teaching materials.				
21	Experience of teaching practice enables student teachers to use multimodal texts, information and communication technology to access information for classroom instruction.				
22	Teaching practice develops student teachers' knowledge for improvisation of instructional materials in class.				
23	Through teaching practice, student teachers understand how to make proper use of teaching aids as key tools to facilitating teaching and learning.				
24	Teaching practice provides students teachers with skills for effective and timely use of teaching aids.				
25	Knowledge of teaching practice provides skills to prospective teachers on usage and maintaining of instructional materials				

QUESTIONNAIRE FOR STUDENTS “B”

NB: Please, **tick** (✓) as appropriate the boxes that give your opinion to the following statements among the following alternatives.

SECTION A: PERSONAL DATA

1. **Gender**

- a. Male ()
- b. Female ()

2. **To which institution do you belong?**

- a. Fed. Col. of Educ. Yola, Adamawa State ()
- b. College of Education, Hong, Adamawa State ()
- c. College of Education Azare, Bauchi State ()

- d. Kashim Ibrahim Coll. Of Educ. Maiduguri, Borno State ()
- e. Umar Elkanemi Coll.of Edu. Sc.&Tech.Bama,Borno State ()
- f. Fed. Col. Of Educ. (Tech) Gombe, Gombe State ()
- g. College of Education Zing, Taraba State ()
- h. Federal College of Education (Tech) Potiskum Yobe State ()
- i. College of Education Gashua, Yobe State ()

INFORMATION ON RESEARCH QUESTIONS

NB: Indicate by ticking [✓] the alternative that agrees with your view/assessment or opinion on the statements, whether you ‘Strongly Agree’ (SA); Agree (A); Disagree (D); and Strongly Disagree (SD) in answering questions in the following sections.

Assessment of the influence of Teaching Experience on Acquired Teaching Skills by Business Education Students					
S/No	Statement	SA	A	D	SD
1	Teaching Practice exposes student-teachers to real life Teaching Skills				
2	Teaching practice provides student-teachers with the necessary skills, competencies required in cognitive teaching strategies.				
3	Teaching practice encourages collaborative efforts that enhance Teaching Skills among student teachers				
4	Teaching practice develops student teachers professional knowledge to handle students using cognitive teaching strategy				
5	Through teaching practice, student teachers acquired coherently cognitive knowledge and skills required in teaching profession.				
6	Through teaching practice student teachers adopt structuring of lessons, followed by student-oriented practices that will enhance cognitive learning.				
7	The knowledge of teaching practice equips student teachers with skills to ask students probe questions to clarify faTS and concepts				
8	Through teaching practice, student teachers will acquire knowledge to apply abstract concepts or ideas to real problems in classroom learning.				

Assessment of influence of Teaching Practice Experience on Acquired Skills for Effective Classroom performance by Business Education Students					
S/N	Statement	SA	A	D	SD
9	Teaching practice exposes student-teachers to real life indiscipline problems encountered in classes.				
10	Teaching practice provides student teachers with practical classroom experiences to control their classes.				
11	Teaching practice enables student teachers to acquire desirable behaviour for effective classroom performance.				
12	Teaching practice provides student teachers with strategies for classroom performance and appropriate action.				
13	Teaching practice enables student teachers to encourage learners to be agents of their own discipline in classroom.				
14	Teaching practice experience enables student teachers to assess opportunities, analyze and observe behaviour of students in the classroom and take remedial action				
15	Teaching practice enables student teachers to reflect on their skills and abilities for effective classroom performance.				
16	Teaching practice experience provides supplementary pedagogical knowledge, with special reference to those broad principles and strategies required for classroom performance.				
17	Teaching practice experience enhances student teachers' thinking skills and reasoning ability for handling various aTS of indiscipline in the classroom.				
18	Teaching practice experience enables student teachers to develop ways to resolve misunderstanding among students.				

Assessment of the influence of Teaching Practice Experience on Mean use of Instructional Materials by Business Education Students					
S/N	Statement	SA	A	D	SD
19	Through teaching practice, student teachers understand the importance of using teaching aids to enhance teaching and learning.				
20	Teaching practice develops skill in teachers for using chalkboard and other teaching materials.				
21	Experience of teaching practice enables student teachers to use multimodal texts, information and communication technology to access information for classroom instruction.				
22	Teaching practice develops student teachers' knowledge for improvisation of instructional materials in class.				
23	Through teaching practice, student teachers understand how to make proper use of teaching aids as key tools to facilitating teaching and learning.				
24	Teaching practice provides students teachers with skills for effective and timely use of teaching aids.				
25	Knowledge of teaching practice provides skills to prospective teachers on usage and maintaining of instructional materials				

APPENDIX IV
Letter of Introduction from HOD's Office

Appendix IV A

Summary of Lecturers' Responses

S/N	SA	A	D	SD
1.	73	32	0	0
2.	55	49	3	0
3.	41	63	1	0
4.	40	63	0	2
5.	42	53	2	3
6.	42	57	4	1
7.	40	61	3	1
8.	35	68	2	1
9.	59	40	4	0
10.	58	45	0	0
11.	53	49	2	1
12.	43	57	4	1
13.	39	55	10	0
14.	37	64	3	1
15.	42	57	5	1
16.	40	57	2	1
17.	48	51	4	1
18.	40	57	6	1
19.	79	75	1	0
20.	54	49	0	1
21.	38	48	20	2
22.	47	56	1	1
23.	57	45	1	2
24.	45	44	2	0
25.	46	56	2	0

Appendix IVB

Summary of Students' Responses

S/N	SA	A	D	SD
1.	406	352	1	1
2.	353	395	7	1
3.	337	392	23	1
4.	390	345	17	3
5.	374	361	20	3
6.	323	399	19	13
7.	345	376	20	5
8.	397	333	16	10
9.	329	335	58	33
10.	393	354	8	0
11.	361	368	12	5
12.	324	404	18	6
13.	342	365	38	5
14.	379	347	22	6
15.	359	368	17	5
16.	305	405	28	13
17.	360	366	17	9
18.	367	344	35	6
19.	464	286	3	4
20.	360	382	10	2
21.	317	382	45	8
22.	353	384	10	5
23.	440	308	5	1
24.	363	363	14	8
25.	481	346	19	5