

Teaching Practice Experiences of Islamic Studies Education Student Teachers' Challenges and Remedy, University of Ilorin, Nigeria

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Abstract

Teaching practice experiences in teacher education offers an opportunity to test the theoretical training, which the student teachers have learnt, and to determine what procedures are appropriate for each category of students. In respect of this, this study investigated teaching practice experiences of Islamic Studies Education student teachers' challenges and remedy in the Arts Education Department of the University of Ilorin. The researcher used case study, which cover all the 2017/2018 Islamic Studies final year students of the University of Ilorin, Department of Arts education. Eighteen (18) final year students were considered for the study using purposive sampling techniques. Questionnaires were distributed to the respondents. Data collected were analysed using Descriptive Statistics of Mean to answer the two research questions. The findings revealed that Islamic Studies student teachers encounter challenges in teaching practice experience and there is remedy to the challenges. Based on the findings, it was recommended that government should give student teachers teaching practice allowance to finance the exercise and they should be allowed to choose practicing school of their own choice for convenience of teaching practice exercise.

Key Words: Teaching practice, Experiences, Islamic Studies

education, Student teachers, Challenges, Remedy.

1.0 Introduction

The sole aim of a teacher education program anywhere in the world is the preparation of professionally trained and qualified teachers who would confidently take up the teaching job. (Araromi, 2006) opined that the practical side of the teaching profession involves direct knowledge of any contact with the students, classroom encounters, actual teaching of the subject to be acquired, the management of the classroom and a study of method to employ.

Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely (Perraton, 2007). Teacher education addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre- service and in-service teachers (UNESCO, 2005). Teacher education is a special training purposefully designed to build the education sector. Education in its broadest and general sense can be described as the means through which the aims and habits of a group of people is sustained from one generation to the next. This occurs through any experience that has a formative effect on the way one thinks, feels or acts. However, in its narrow and technical sense, education is seen as the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another. This can be done in both formal and informal learning. Everybody has a right to education as some jurisdictions and the National Policy on Education recognize it (Uhie, 2015).

Meanwhile, teaching practice can be defined as a teacher education programme or activity, which involves the student teachers putting into practice his/her, acquired theory of teaching under the genuine experience of the normal classroom situation, since one only learns to teach by teaching. Teaching practice is equivalent to houseman ship in medicine. Its purpose in education is for both development and evaluation (Adeniran, 2002). Adeniran (2002) also

opined that teaching practice exercise offers an opportunity to test the theoretical training, which the student teachers have learnt, and to determine what procedures are appropriate for each category of students and under what classroom conditions.

Marias and Meier (2004) asserted that the term “teaching practice” represents the range of experiences to which student teachers are exposed when they work in classroom and schools. Teaching practice is important to prospective teachers for many reasons; it is a vital avenue for developing the skills, attitude and understanding of the teaching professional.

Hence, some teacher educators conceive teaching practice as a necessary laboratory experience (Grim and Michealis, 2000). They explained further that teaching practice can be referred to as the opportunity given to the trainee to develop and improve his/her professional practice in the context of the real classroom, usually under some forms of guidance and supervision. Teaching practice is designed to smoothen the transition from being students to becoming teachers.

However, student teachers face a number of challenge in the course of teaching practice. This can be evidenced in the findings of Malik and Ajmal (2010) who posited that student teachers perceived teaching practice as a stressful period which involves a heavy workload and observation. Moreso, Adeyanju (2003) found that some cooperating schools do not provide enough facilities required for success of the teaching practice experience. Nevertheless, to make the teaching practice effective, Ngada (2001) submitted that allowances should be given to student teachers to help them in acquiring teaching materials and transporting them to their various stations for the exercise.

2.0 Statement of the Problem

It is observed that student teachers encounter some problems during the teaching practice exercise, in which Islamic Studies student teachers are not left out. Furthermore, it is not clear why some student teachers are still complaining of facing difficulties in their teaching practice experience despite the fact that scholars have carried out research on it. Among the scholars are Azeem (2011) who wrote on the problems of a prospective teacher during teaching practice,

also Wagenaar (2005) carried out a research on the student teacher's experiences of teaching practice at the Department of physical education, university of Zululand. There seems to no study done on teaching practice experiences of Islamic Studies education student teachers' challenges and remedy, university of Ilorin, Nigeria. This research therefore intends to fill in the vaccum.

3.0 Purpose of the Study

The general purpose of this study is to investigate the teaching practice experiences of Islamic Studies student teachers' challenges and remedy. Specifically, it e; establishes;1. Islamic Studies Education teachers' challenges in teaching practice experiences. 2. remedies to the Islamic Studies education teachers' challenges in teaching practice experiences.

3.1 Research Questions

The following research questions were formulated;

1. What are the challenges of Islamic Studies education student teachers in teaching practice experiences?
2. What are the remedies to the Islamic Studies student teachers challenges in teaching practice experiences?

4.0 Methodology

The design used for this study is descriptive of the survey method; the researcher adopted descriptive design using the survey type. Descriptive method is designed to portray accurately the characteristics of a particular individual, situation or group. It also aimed at determining the frequency with which something occurs or with which it is associated with something else (Claire, 2011). The population of this study comprises all the students of Islamic Studies Education, Department of Arts Education , University of Ilorin. Meanwhile, eighteen (18) 2017/2018 final year Islamic Studies Education students were considered as the target population because the sample size is smaller. A purposive sampling technique was adopted. A structured questionnaire was administered to selected

final year students of Islamic Studies Education in the Department of Arts Education, University of Ilorin. The questionnaire was divided into two sections A and B. Section A items were used to answer research question 1; What are the challenges of Islamic Studies education student teachers in teaching practice experiences?

Section B items were used to answer research question 2. What are the remedies to the Islamic Studies education student teachers challenges in teaching practice experiences?

In order to validate the instrument, the questionnaire was validated and its reliability was ascertained.

5.0 Result

Research Question 1: *What are the challenges of Islamic Studies education student teachers in teaching practice experiences?*

Table 1: Islamic Studies education student teachers' challenges in teaching practice experiences

S/N	Statement	A	D	X
1	Student teachers find it difficult to get to the distant practicing school	11 (61.1%)	7 (38.9%)	3.22
2	Student teachers find it difficult to cope with the workload allocated in the practicing school	11 (61.1%)	7 (38.9%)	3.22
3	Student teachers face problem of intolerance at practicing Christian school.	12 (66.7%)	6 (33.3%)	3.33
4	Student teachers encounter inadequate provision of office in their practicing school.	12 (66.7%)	6 (33.3%)	3.33
5	Student teachers encounter the financial problem for providing teaching practice resources.	14 (77.8%)	4 (22.2%)	3.55
	Grand Mean	3.33		

Source: Fieldwork, 2019

Table 1 indicates that respondents agreed with stated statement. It

shows that 61.1% agreed that Student teachers find it difficult to get to the distant practicing school while the remaining respondents disagreed with the statement. In addition, 66.7% agreed that Student teachers find it difficult to cope with many teaching periods allocated to them while 33.3% of the respondents disagreed with the statement. More so, 77.8% of majority agreed that Student teachers face problem of intolerance of practicing christian schools. The cumulative overall mean score of 3.33 of the respondents, which is above the benchmark of 2.50 clearly shows Student teachers encounter the financial problem for providing teaching practice resources.

Research Question 2: *What are the remedies to the Islamic Studies education student teachers challenges in teaching practice experiences?*

Table 2: Remedies to the Islamic Studies Education student teachers challenges in teaching practice experiences

S/N	Statement	A	D	X
1	Student teachers should be posted to the nearby practicing school. .	16 (88.9%)	2 (11.1%)	3.77
2	Practicing school should reduce workload allocated to allow students teachers perform effectively. O	6 (33.3%)	12 (66.7%)	2.66
3	practicing schools should ensure a friendly environment to enable student teachers discharge the exercise..	13 (72.2%)	5 (27.8%)	3.44
4	practicing school should provide facilities such as rooming and well ventilated offices to enable Student teachers carry out their assignment.	15 (83.3%)	3 (16.7%)	3.66
5	Government should give student teachers teaching practice allowance to finance the exercise.	13 (72.2%)	5 (27.8%)	3.44
Grand Mean		3.39		

Source: Fieldwork, 2019

Table 2 indicates that respondents agreed with stated statement. It

shows that 88.9% agreed that Student teachers should be posted to the nearby practicing school while the remaining respondents disagreed with the statement. Also, 72.2% agreed that practicing schools should ensure a friendly environment to enable student teachers discharge the exercise while 27.8% of the respondents disagreed with the statement. Hence, 72.2% of majority agreed that Government should give student teachers teaching practice allowance to finance the exercise. The cumulative overall mean score of 3.39 of the respondents which is above the benchmark of 2.50 clearly shows the remedies to student teachers' challenges in teaching practice experiences.

5.1 Discussion

The first findings shows that Islamic Studies education student teachers encounter challenges in their teaching practice experiences. This findings is similar to the findings of Malik and Ajmal (2010) that student teachers perceived teaching practice as a stressful period which involves a heavy workload and observation and the findings of Adeyanju (2003) that some cooperating schools do not provide enough facilities required for success of the teaching practice experience.

More so, the summary on the Table 2 shows that there is remedy to student teachers' challenges in teaching practice experiences. The findings confirmed the findings of Ngada (2001) who posited that allowances should be given to student teachers to help them in acquiring teaching materials and transporting them to their various stations for the exercise.

5.2 Conclusions

Based on the findings of the study, it is concluded that Student teachers find it difficult to get to the distant practicing school and they are unable to cope with the workload allocated in the practicing school. In addition, Student teachers encounter the financial problem for providing teaching practice resources.

6.0 Recommendations

From the findings and conclusions of this study, the following recommendations are made:

Government should give student teachers teaching practice allowance to finance the exercise .

Practicing school should provide teaching resources for student teachers to ease their financial burden of the teaching practice exercise.

Student teachers should be allowed to choose practicing school of their own choice for convenience of teaching practice exercise.

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