

## Factors that Influence the Supervision of Student Teachers in Teaching Practice

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**Abstract** - *The study examined the factors that influence the supervision of student teachers in teaching practice. The descriptive survey design with three objectives, research questions and corresponding hypothesis guided the study. The research population was made up of 105 teaching practice supervisors of Federal College of Education (Technical), Omoku, Rivers State during the 2012/2013 teaching practice exercise while the sample was made up of 95 supervisors selected through simple probability sampling technique. Instrument used was Teaching Practice Supervisors Questionnaire (TPSQ). TPSQ was validated by experts and subjected to reliability test which yielded 0.85 using Cronbach's Alpha technique. Data were analyzed using Person Product Moment Correlation technique. Findings revealed a significant influence of class size and school facilities on the supervision of student teachers. The researchers therefore recommended that teaching practice supervisors should consider the level of school facilities and class size in the assessment of student teachers in teaching practice.*

**Keywords:** Supervision, Student Teachers, Teaching Practice

### I. BACKGROUND OF THE STUDY

Nigeria has an acceptable regard and concern for its school system relative to teacher production and retention. This may be the justification of the Federal Republic of Nigeria (FRN) in its National Policy on Education (2004) which states that teacher education will continue to be given major emphasis in all educational planning. The policy went further to emphasize that no educational system can rise above the quality of its teachers. The implication of this policy statement is that the advancement of any nation in terms of science and technology, economy, political culture and other related variables are determined by the crop of teacher we have in our school system. In support of this view Jeremiah and Alamina (2007) confirmed that though contemporary school system advocate the learner centered curriculum, but in actual fact, the

teacher is the driving force that propel the implementation, it therefore become very imperative that a strong teacher education programme is required for teacher quality to continue to rise about the education system (Ezeani, 2004).

Teacher education according to Afe (2002) is the component of any educational system charged with the education and training of teachers to acquire the competences and skills of teaching for improvement in the quality of teachers in the school system. Samuel (1996) see teacher education as that education designed for a-would be teacher or the type of education a-would be teacher has to acquire. Endorsing this view, Ibrahim (2000) noted that teacher education is a process whereby the pre-service teachers or intending teacher or aspirant teachers is provided the opportunity to develop cognitive perspective affective disposition and psychomotor competences which will endow him or her with the qualities, capacities, capabilities for teaching. Teacher education, in the context of the above observation is aimed at preparing the teacher such that they would effectively direct and influence learning in a classroom situation. Such preparation in Nigeria is carried out in teacher education institutions such as Colleges of Education, National Teacher's Institute, Institute of Education and Faculties of Education in universities. They produce teachers with NCE, B.Ed., B.Sc. (Ed.), M.Ed. and Ph.D qualification to teach at the various levels of education, depending on qualification and need.

Teacher production at the various levels and institution stated above requires a lot of programme which include both theoretical and practical aspect. The theoretical aspect involves the various theoretical courses offered at the various levels to prepare the would be teacher to acquire basic knowledge of teaching while the practical aspect involves the application of the theoretical knowledge in real classroom situation. This last component can be achieved through the instrument of teaching practice. Hence teaching practice can be seen as the practical aspect of teacher's professional training, it provide the appropriate classroom environment for transforming

theories of teaching into practical experience. Teaching practice is an opportunity given to the student trainers to put into practice the various educational theories they have studied. It is also an opportunity given to student teacher to gain practical classroom experience under the supervision of an expert or experts.

Vepene and Jeremiah (2012) citing Olaitan noted that teaching practice is a period which provides opportunity under typical school condition in selected cooperating schools for student teachers to secure experience in observing and participating actively in diverse educational activities of teachers in school.

One important future of teaching practice exercise is that the student teachers are supervised, the essence of this is to gain practical experience in relation to classroom management, uses of instructional materials, application of good teaching methods, uses of school records, practical code of conduct and good teacher-pupil relationship. Thus this paper identifies and analyzes some factors that influence supervision of student teachers in teaching practice.

## II. STATEMENT OF THE PROBLEM

Teaching practice is a major component of the teacher preparatory programme at the NCE, and Degree levels. It can be likened to law school, Housemanship and industrial training of other profession. A major characteristic of teaching practice exercise is that the student teachers are supervised and graded. This form part of the overall assessment and placement of the student teachers into different grade, hence the need for adequate supervision to enhance better quality delivery and valid assessment of student teachers in teaching practice. Some earlier studies and literature on teaching practice paid more attention on other areas of the subject without much regard to the analysis of factors that influence the supervision of student teachers in teaching practice, hence the need for this study.

## III. OBJECTIVES OF THE STUDY

The major purpose of this study was to identify and analyze the factors that influence the supervision of student teachers in teaching practice. More specifically the study was designed to determine the influence of school location on the supervision of student teacher in teaching practice; to determine the influence of class size on the supervision of student teacher in teaching practice; to determine the influence of school facilities on the supervision of student teacher in teaching practice.

Ho<sub>1</sub>: There is no significant influence of school location (Urban and Rural) on supervision of student teacher in teaching practice.

Ho<sub>2</sub>: There is no significant influence of class size on the supervision of student teacher in teaching practice.

Ho<sub>3</sub>: There is no significant influence of school facilities influence on the supervision of student teacher in teaching practice.

## IV. METHOD

The study utilizes the descriptive survey. The population comprised of 105 teaching practice supervisors of the Federal College of Education (Technical), Omoku during the 2012/2013 teaching practice exercise. The sample comprised of 95 supervisors selected through simple random sampling technique. Instrument used was Teaching Practice Supervision Questionnaire (TPSQ) which was measure on 4-points scale. The instrument was validated by experts and subjected to reliability test which yielded 0.85 using Cronbach's Alpha reliability technique. The instrument was administered to the subjects by the researchers. Statistical tool used in analyzing the data was Pearson product correlation. All hypotheses were tested at 0.05 level of significance.

## V. RESULTS

Table 1. Correlation Analysis of the influence of school location on the supervision of student teachers in teaching practice (N=95)

Variables	$\Sigma X$	$\Sigma X^2$	$\Sigma XY$	r-value
School Location	1687	30383	36767	0.192
Teaching Practice	2067	45213		

The data presented in table 1 indicates that, there exists a positive influence of school location on the supervision of students teachers in teaching practice with a correlation r-value of 0.192 consequent upon the influence of school location on the supervision of student teachers in teaching practice, the analysis of Pearson Product Moment Correlation was further carry out in order to ascertain if the influence is significant (see Table 4).

Table 2. Correlation Analysis of the influence of Class Size on the supervision of student teachers in teaching practice

Variables	N	$\Sigma X$	$\Sigma X^2$	$\Sigma XY$	r-value
Class Size	95	1608	27554	35116	0.456
Teaching Practice	95	2067	45213		

The data presented in table 2 shows that, there exists a positive influence of class size on supervision

of student teacher in teaching practice with a correlation coefficient of 0.456. Consequent upon this observed influence of class size on the supervision of student teacher in teaching practice, the analysis of Pearson Product Moment Correlation was further carry out in order to ascertain if the influence is significant (see Table 5).

Table 3. Correlation Analysis of the influence of school facilities on the supervision of student teachers in teaching practice (N=95)

Variables	$\Sigma X$	$\Sigma X^2$	$\Sigma XY$	r-value
School Location	1966	31831	40152	0.623
Teaching Practice	2520	51598		

The data presented in table 3 reveals that, there exists a positive influence of school facilities on supervision of student teacher in teaching practice with a correlation coefficient of 0.346. Consequent upon this noticeable influence of school facilities on the supervision of student teacher in teaching practice, the analysis of Pearson Product Moment Correlation was further carry out in order to ascertain if the influence is significant (see Table 6).

Table 4. Correlation analysis of the influence of school location on the supervision of student teachers in teaching practice (N=95)

Variables	r-value	r.crit.	Decision
School Location			
Teaching Practice	0.192	0.205	NS

*NS = Not Significant at 0.05 alpha level*

The data presented in Table 4 indicates that, the calculated r-value of 0.192 is less than the critical r-value of 0.205 at 0.05 alpha levels with 93 degrees of freedom. Hence, the null hypothesis, which states that, there is no significant influence of school location on the supervision of student teachers in teaching practice, is rejected. The alternative hypothesis which states that, there is a significant influence of school location on the supervision of student teachers in teaching practice is upheld.

Table 5. Correlation Analysis of the influence of class size on the supervision of student teachers in teaching practice

Variables	r-value	r.crit.	Decision of p<0.05
Class Size			
Teaching Practice	0.456	0.205	Not Significant

The data presented in Table 5 shows that, the calculated r-value of 0.456 is greater than the critical r-value of 0.205 at 0.05 alpha level with 93 degrees of freedom. Hence, the null hypothesis, which states that, there is a significant influence of class size on the supervision of student teachers in teaching practice is upheld.

Table 6. Correlation analysis of the influence of school facilities on the supervision of student teachers in teaching practice

Variables	r-value	r.crit.	Decision of p<0.05
School Location			
Teaching Practice	0.346	0.205	Not Significant

The data presented in Table 6 reveals that, the calculated r-value of 0.192 is greater than the critical r-value of 0.205 at 0.05 alpha levels with 93 degrees of freedom. Hence, the null hypothesis, which states that, there is no significant influence of school facilities on the supervision of student teachers in teaching practice, is rejected. Therefore, the alternative hypothesis which states that, there is a significant influence of school facilities on the supervision of student teachers in teaching practice is upheld.

## VI. DISCUSSION

The result of the research findings are discussed here to show the factors that influence the supervision of student teachers. The result of the investigation showed no significant influence of school location on the supervision of student teachers in teaching practice. The Pearson product movement correlation analysis was used in establishing the influence. This might have attributed to the fact that most of the cooperating schools are well accessible for the supervision. The findings of Akinbola (2009) and Kalu (2012) tend to support this new finding. They all agree that school location has no significant influence on the effective supervision of student teachers in teaching practice.

The result of the investigation showed a significant influence of class size on the supervision of student teachers in teaching practice. This might be attributed to the fact that student teacher ratio is an indispensable factor in effective teaching and learning, including teaching practice activities. The Pearson product movement correlation analysis was used in establishing the influence. The finding of Akinde (2010), Bisi (2012) were at variance with this study. Earlier studies such as Jeremiah (2010) and Sele (2011) supported these findings.

The result of this research work also indicates a significant influence of school facilities on the supervision of student teachers. The Pearson product movement correlation analysis was used in establishing the influence. This might be attributed to the fact that the presence or the absence school facilities may have informed the supervisor's commitment in the supervision of student teachers. The result of the research work of Ibru (2007) and Ahamefula (2008) are in support of this new findings.

## VII. CONCLUSIONS AND RECOMMENDATIONS

School location has no significant influence on the supervision of student teachers in teaching practice. Class size has a significant influence on the supervision of student teachers in teaching practice.

School facilities have a significant influence on the supervision of student teachers in teaching practice. Supervisors should not depend on school location to judge the performance of student teachers during teaching practice exercise. Supervisors should consider the class size before judging the performance of student teachers during teaching practice exercise. Supervisors should also consider availability of adequate school facilities, while judging the performance of student teachers during teaching practice exercise.

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