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## NEED FOR PROPER SUPERVISION AND EVALUATION OF STUDENTS ON TEACHING PRACTICE.

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By

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### **Abstract**

*There has been high demand for education by many countries of the world, Nigeria inclusive. It is in response to this that many institutions of learning, primary, Post –Primary and tertiary are established to cater for the various needs of education. However, education service delivery that is not properly monitored and assessed, may not achieve its stated goals. There is therefore urgent need for the teachers that will teach in these institutions to be exposed to, not only the theoretical demands of teaching, but also the practical aspect of it to enhance all round efficiency. It is in line with this that a period has been carved out when student- teachers go on teaching practice. For this aspect of education to achieve the purpose for which it is created, adequate supervision and evaluation must be put in place to ensure that quality teachers are produced. This therefore, is the concern of this paper which geared towards need for proper supervision and evaluation of students of teaching practice.*

Teaching practice is one of the major requirements for any Teacher Education Programme in most countries of the world; Nigeria not an exception. It is a period when young men and women, often called student- teachers are sent to schools for a period within their course of study to have a practical experience under the guidance of experienced serving teachers in Colleges of Education or Universities (Lecturers) who are often referred to as supervisors (Eneasator2012). In his own definition of teaching practice, Udoh (2009) posits that it is a period when a student- teacher spends time teaching in a school as part of his training.

Describing teaching practice further, Eneasator (2012) opines that it is a kind of internment, which is often regarded as a period of controlled practical experience for persons who have completed or about to complete a professional course. In other words, according to him, teaching practice is the period for the student – teachers to put into application some of the psychological methods and principles learnt theoretically in the lecture room. In his own contribution, Falake, (2006) posits that teaching practice put in a more simple term, is seen as providing the time as well as the opportunity for the student –teacher to acquire necessary experience, knowledge, attitude, skills and competencies that will help him or her to function effectively as a classroom teacher.

Supporting this assertion, Ologbenga (2006) posits that, the desired goals of teaching practice are to improve teaching and learning effectiveness and efficiency in school. Teachers are one of the agents of change in any educational system and Teacher Education is the central focus of any change that is envisaged to influence the quality of instruction. This underscores the need for teachers to be adequately prepared in any Teacher-Education programme for the great task of nation building. Conducting teaching practice for teachers in Teacher Training institutions has many cost implications which include the cost of resources involved in preparing and providing the teaching practice; the cost of assessors' travelling and lodging, the cost of sponsorship of the student-teacher on teaching practice (Nwankpa, 2007)

Obviously, it is often not clear whether teaching practice has made any difference in some student-teachers or whether specific problems can be solved through teaching practice. This is because some student-teachers do not take this period very serious. Some see this period of teaching practice as a period they are to behave as they like, playing truancy and not going to teach the students they are assigned to teach. Commenting on this, (Herbert 2013), decries that there is lack of data, which describes the way teachers in schools carry out their teaching practice in the classroom. These student-teachers need to be supervised and evaluated as this will enhance efficiency in their performance.

It is against this background that the writer advocates the need for proper supervision and evaluation to be put in place for teaching practice to actualize the purpose for which it is organized.

### **Concept of Supervision**

Supervision is a necessary ingredient in any educational system. It helps to ensure effective utilization of both human and non human resources set aside to achieve qualitative education delivery (Azubuike 2012). Supervision offers guidelines to the teacher, so that he becomes competent in self analysis, self criticism and self improving, so that he develops self confidence in himself as a professor in the school system (Kyte in Azuibuike 2012).

Supervision is a concept that is very vital in any educational system. It is a focal point of any monitoring device in any social system. The importance of supervision in the provision of quality education cannot be over-emphasized. No wonder the Federal Government of Nigeria in her National policy on Education posits that without supervision it is difficult to actualize effective education delivery.

Supervision is designed basically to improve performance of the teacher and the learner and also to ensure the existence of conducive teaching /learning environment so to facilitate the attainment of the stated educational goals. It is in recognition of this that Nwangwu, Ijeoma and Nwangwu (2004) outlined the following, as the rational for supervision in the school system:

1. It helps to access and know the performance of teachers recruited to teach in the school system.
2. It helps to offer specific assistance to teachers in their day to day problems.

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3. Supervision helps to discover special abilities and qualities possessed by teachers in schools.
4. It helps to ascertain and evaluate teacher's classroom management and effectiveness.
5. It provides opportunities for staff development and growth.
6. It helps to identify the resource needs of a school
7. It helps to determine teachers that should be promoted or dispensed with
8. It provides both knowledge and encouragement to young inexperienced teachers
9. It helps to ensure conformity of the dissenting teachers through directional leadership.
10. Supervision outcome induces schools to organize induction programme and also make available other development programmes that should serve as incentives to improve incompetent teachers
11. Supervision helps to access the overall climate of the school and identify some of its most urgent needs.

Evaluation on the other hand in this context, is the practical method of collecting, analysing and interpreting data on student –teacher performance in the practicing school. One can conveniently conclude that supervision and evaluation are two concepts that are inseparable, as both geared towards achieving competence and efficiency in education service delivery.

### **Wrong Perception of Teaching Practice in Teacher Education Programme.**

Many people including some educational administrators and practitioners do not actually have a clear perception of the various roles of teaching practice in a teacher education programmes. Some see the exercise as just a routine that has to be fulfilled as part of the requirements for the award of given teachers' certificate. There are some school principals who reject student-teachers posted to practice in their schools for some minor reasons. Some principals however accept student –teachers because they do not have enough permanent teachers to handle some courses in their schools.

Regrettably, some student –teachers themselves do not have a clear perception of the purpose of the exercise as has been said earlier on. All these point to the need for proper supervision and evaluation in the field during this period. Importance of teaching practice will therefore be discussed under the following headings:

1. Importance of teaching practice to the student- teacher
2. Importance of teaching practice to the cooperating school
3. Importance of teaching practice to the College or University (the training institution)

### **Importance of teaching practice to the student- teacher**

1. It enables the student –teacher to gain insight in the entire teaching situation. This no doubt, will expose the student-teacher to the various patterns of interactions in the school system coupled with the anticipated role that the student-teacher is expected to play upon graduation. This will certainly help him to assume the full role of a teacher.

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2. Teaching practice offers the student-teacher the opportunity to develop and practice the principles of education and teaching skills learnt theoretically while in school (College or University), in a typical classroom situation under the guidance of a clinical supervision.
3. It gives the student-teachers the opportunity to increase their professional competence, like the desired traits, attitudes, skills and other characteristic that will make them perform effectively as classroom teacher.
4. As a period of internment, teaching practice enables the student-teachers to have a close study appraisal of themselves in relation to teaching skills and classroom behaviour, such as being confident, enthusiastic, poised, creative, empathy among others. When this is the case, the student-teacher will be in a position to identify his strengths and weaknesses through self –evaluation. This however is the basis for professional improvement.

#### **Importance of Teaching Practice to the Cooperating School (Practicing School)**

1. Teaching practice programme helps to solve manpower needs of the cooperating school especially, in areas of acute staff shortage. During teaching practice student-teachers normally fill various teaching vacancies that exist in such schools, without any cost implication.
2. During teaching practice, some vibrant student-teachers introduce innovations in the curriculum of the practicing schools, especially in areas of teaching methodology, improvisation of teaching aids.
3. The student-teachers are also assigned other extracurricular activities, like helping in the registration of new students among others.

#### **Importance of Teaching Practice to the College or University (The training institution)**

Teaching practice programme helps to ensure a mutual cooperation and good relationship between the cooperating schools and the teacher Training institutions. This cooperation could be extended to other areas of school management. For instance during workshops or seminars the cooperating school may be asked to supply resource persons for the workshop/seminar. The benefits are numerous, but to mention but a few.

Writing on the importance of teaching practice Nwankpa(2007), opines that it is important that every student-teacher, engage himself in this exercise because teaching profession is one of the most demanding profession, if not the most tasking among all. He maintains that teaching involves a complex set of skills and these skills are used at different stages of teaching and learning encounter. According to him it is during teaching practice that these skills are mastered , hence the student-teacher on teaching practice will be effectively supervised and assessed for effective realization of educational goals in the system.

### **Conclusion**

The continuous efforts in search for teaching approaches that will enhance meaningful learning in the system is a welcomed development in the country's education system. It is in recognition of this that the Federal Government of Nigeria in her National policy on Education (FRN, 2004) indicates that a modern educational techniques shall be increasingly used and improved upon at all levels of the education system. It also indicates that teaching shall be practical expository and experimental methods. To achieve this therefore, proper supervision and evaluation of student-teacher on teaching practice should be encouraged for quality education delivery to be achieved in the country's education system.

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