

# Innovations

## **The Impact of Teaching Practice on the Productivity of Quality Teacher in Social Studies at Secondary School Level in Ikere Ekiti, Ekiti State Nigeria**

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### **Abstract**

*Education is the key to development; however, it is impossible to think that the quality of education without having academically qualified and professional responsible teachers. Teaching practice is an integral component of teaching training in Nigerian Universities and Colleges. Teaching practice in Nigerian Universities and Colleges is organized in the faculty/schools of education and is mandatory for all students who pursue education courses as a carrier. It becomes the bedrock on which the aspiring teachers once certified and employed build their professional identities. The main objective of this study was to examine the impact of teaching practice on the productivity of quality teachers in Social Studies in secondary school level in Ikere Ekiti. Survey type of descriptive research design was used for the study. The sample size of Seventy (70) respondents was used for this study. The simple random sampling technique was used, the data gathered from the administered questionnaire was analysed using the descriptive statistics of frequency counts, mean and standard deviation was used to answer the research questions of the study and ANOVA was used to test the hypotheses. It was concluded that teaching practice as an important component in productivity of government teachers because it exposes them to the actual teaching and learning environment in which they can contextualize their theoretical knowledge gained during training and mentoring. It also affords trainee teachers an opportunity to determine whether the appropriate career choice has been made or not. Recommendations were made that educators should ensure the students in social science education programme acquire adequate skills and receive effective monitoring before embarking on teaching practice exercise.*

**Key Words:** *Teaching Practice, Education, Social Studies, Quality Teacher.*

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## Introduction

Teaching practice refers to the range of experiences to which student teachers are exposed when they work in classrooms and schools (Marais & Meier, 2004). In Nigeria, Teaching practice is an integral component of teacher training. The overall purpose of teaching practice is to expose student teachers to the actual teaching and learning environment. During the Teaching practice, student teachers observe the subject teachers at work so as to learn about teachers' skills, strategies and classroom achievements. It is also the time when they evaluate their own teaching experiences through interactions with teachers and lecturers, and through self-reflection, implement a variety of approaches, strategies and skills with a view to bring about meaningful learning. It can therefore be argued that Teaching Practice is envisaged to prepare students for maximum practical and professional training in the field of education by offering them with the following:

- Providing an experience through participation and observation under the auspices of the institutions to which students are attached.
- Providing professional skills which are acquired through planned programmes so as to meet and satisfy the needs of the profession as well as the environment to which the students are being prepared for.
- To expose students teachers develop positive attitude towards the teaching profession.
- To expose student teachers to real life classroom experiences under the supervision of professional teacher.
- To provide a forum for student teacher to translate educational theories and principles in to practice.
- To familiarize student teachers with school environment.
- To provide student teachers with the necessary skills competence, personal characteristics and experiences for full time teaching after graduation.
- To serve as a means of assessing the professional competence of student teachers.
- To enable student teachers to discover their strong and weak points in teaching and look to consolidate the former and overcome the latter.

Achieving the above-mentioned objective as a Federal Government situation, the whole nation will change. This is because students go out for teaching practice and go to the whole nation searching for teaching appointment after graduation. It is during teaching practice that the student teachers come to grip those educational problems, challenges and ideas in real classroom situation. It is a period when the teacher implements and makes meaningful application of the principles he learnt in the University/College under the supervision of expert educators. Good teaching practice is a key influence on student learning- a desired outcome and primary goal

of higher educational institutions. Teachers strive to meet the principles of good practice in an effort to provide the best learning experience for their students.

Teaching practice is the most important experience in teacher education programme and is generally based on a country's National Education Policy. Teaching practice is a compulsory course for all aspiring student teachers registered in a teacher preparation programme in Nigeria. It is one semester in duration for NCE Student and two times 6 weeks for Degree awarding students. During this period, most programmers focus on:

- Instructional planning
- Instructional technology
- Micro-teaching mentoring (Model Teaching, Assessment, Feedback Reports etc.)
- Studies in teaching methods
- Posting of students to schools where they can practice their major courses of study.

The Teaching practice program at any higher institution is a well structured programme designed to provide an opportunity to develop and evaluate aspiring teachers' competence in an actual classroom within school settings. In a paper on Global exposure presented at the Research Seminars Series, Aglazor (2016) noted that field-based experiences such as study abroad and student teaching are intended to bridge theory and practice. The teaching practice exercise is the culminating point where the relationship among the three major players: university supervisor, host teacher, and aspiring teacher interface to determine the quality of experience the aspiring teacher will take away. It becomes the bedrock on which the aspiring teacher once certified and employed builds their professional identity. It is therefore, necessary that aspiring teachers are paired with competent, knowledgeable and concerned university supervisor to help them assume the full range of duties of a teacher during this hands-on training period. Host teachers have equally vital influence in aspiring teachers' professional growth and development. Teacher productivity is vital to the development of any education system. This implies that the teaching practice matters when productivity and effectiveness is emphasized in teaching and learning of government. Teaching practice has been noted as one of the factors that have effective impact on the teaching and learning process (Schutze, 2017). Availability of well qualified teaching-staff is a pre-requisite to the development and acquisition of high technological skill needed to develop a nation. A qualified teacher is expected to know the methods to use both in the process of instruction and assessment. This is to ensure that the learning environment will enable the learner construct meaning from the learning experiences.

### **Statement of the Problem**

Nigeria as a democratic nation has been faced with many social problems which involve among the followings examination malpractice, electoral fraud or malpractice, post-election violence, insecurity, sharp practices in various forms, getting rich quick syndrome on the part of youths. Others are poverty, corruption, violence, unrest and political instability, etc. despite the teaching of Social Studies as a key subject in secondary school. This shows that the objective of teaching Social Studies has not really been achieved. Based on the above, the researchers are interested in providing solutions to the above social problems through the teaching of Social Studies in secondary school.

Effort is now required of the researchers to carry a research in the topic “impact of teaching practice on the productivity of competent teachers in Social Studies at secondary school in Ikere Ekiti” so as to know the actual reasons why teaching practice has not been able to improve the teaching and learning of Social Studies on the part of the teachers after graduation in order to improve the performances of students in the society. Hence, emphasis of teaching practice on the productivity of Social Studies teachers is necessary to curb the social problems earlier mentioned.

### **Research Questions**

The following questions were raised to guide the study.

1. What are the skills acquired by the teachers, teaching government during teaching practice exercise?
2. What are the benefits that teaching practice teachers do gain?
3. What are the relationship between teaching practice and productivity of government teachers?

### **Research Hypotheses**

In this study, the following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean rating of male and female trainee teachers on skills acquired during teaching practice exercise.
2. There is no significant difference in the mean rating of male and female trainee teachers on the benefit gain during teaching practice exercise
3. There is no significant relationship between teaching practice and productivity of government teachers.

### **Literature Review**

#### **Concept of Education**

There is wide agreement that education is a purposeful activity directed at achieving certain aims (Chazan, 2022). In this sense, education, education involves the

transmission of knowledge. But it is often pointed out that this factor alone is not sufficient and needs to be accompanied by other factors, such as the acquisition of practical skills or instilling moral character traits (Chazan, 2022)

Education is usually understood as a very general term that has a wide family of diverse instances. Nonetheless, some attempts have been made to give a precise definition of the essential features shared by all forms of education. An influential early attempt was made by R.S. Peters in his book "Ethics and Education", where suggests three criteria that constitute the necessary and sufficient conditions of education; It is concerned with the transmission of knowledge and understanding. This transmission is worthwhile and done in a morally appropriate manner in tune with the student's interests (Peter, 2015). This definition has received a lot of criticism in the academic literature. While there is wide agreement that many forms of education fall under these three criteria, opponents have rejected that they are true for all of them by providing various counter examples. For example, in regard to the third criterion, it may be sometimes necessary to educate children about certain facts even though they are not interested in learning about these facts. And regarding the second criterion, not everyone agrees that education is always desirable (Beckett & Kelvin, 2016)

Many researchers have this type of education in mind and some define it explicitly as the discipline, values investigating the methods of teaching and learning in a formal setting, like schools. But in its widest sense, it encompasses many other forms as well, including informal and non-formal education (Chazan, 2022). Many concrete definitions of education have been proposed. According to John Dewey, education involves the transmission of habits, ideals, hopes, expectations, standards, and opinion from one generation to the next. R.S. Peters revised his earlier definitions and understands education in his later philosophy as a form of initiation in which teachers share the experience of a common world with their student and convey worthwhile forms of awareness and thoughts to them. For Lawrence Crenim, "Education is the deliberate, systematic, and sustained effort to transmit, provoke or acquire knowledge, values, attitudes, skills or sensibilities as well as any learning that results from the effort" (Chazan, 2022). Another definition sees education as "a serious and sustained programme of learning, the benefit of people qua people rather than only qua role-fillers or functionaries, above the level of what people might pick up for themselves in their daily live

Teaching is the act of disseminating information to the learners from qualified and certified personnel within the four walls of classroom. In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities

whereby the goals of education are realized in the school is the responsibility of the teaching profession.

Teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Cardino et.al. (2020) indicated that in order to bring out desirable changes in students, methods used by educators should be the best for subject matters. Furthermore, Kilinc (2015) sustained that teaching methods effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way. As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments.

In addition to providing students with learning opportunities to meet the curriculum outcomes, teaching emphasizes the development of values and guide students in their social relationship. Teachers employ practices that develop positive self concepts in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most important element in teaching.

### **Concept of Teaching Practice**

There is no teacher education programme that can be said to be complete without an effective student Teaching Practice programme. Although, there is a school of thought, which says that "teachers are born, not trained", the overwhelming view today is that there is a need for professionally trained teacher to teach in our schools. This view was echoed by the former minister of education, Professor Aliu Babatunde Fafunwa who expressed his belief that "a good teacher education programme must seek to assist the individual teacher to grow and develop as a person, provide him with necessary skills and professional abilities that will help him become an effective teacher". The type of teacher education under discussion can only be provided through several strategies, one of which is Student Teaching Practice (STP). Therefore, the concept of STP is deeply rooted in the drive towards the education and training of competent and professional teachers.

Practice teaching is an important component towards becoming a teacher. It provides experience to student teachers in the actual teaching and learning environment. During teaching practice, a student-teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession. Student-teachers also know the value of teaching practice and they perceive it as the important aspect of their preparation for the teaching profession since it provides for the real interface between student hood and membership of the profession. Teaching practice has three major connotation, namely the practice of teaching skills and acquisition of the role of a teacher, the whole range of experiences that a student teacher goes through in schools and the practical aspects

of the course as distinct from theoretical studies (Benedicto William et. Al. 2016). Therefore, teaching practice offers student teachers the opportunity to learn and develop as professional teachers along the dimension of pedagogic knowledge, subject matter knowledge, pastoral knowledge, ecological knowledge, inquiry knowledge and personal knowledge. Giovazolias, et. Al (2019) are of the view that during the teaching, student teachers experience a learning situation that is unique and different from campus-based learning as they are called upon to respond to new circumstances. In the same vein, Oliveira et.al. (2019) note that during teaching practice, student teachers observe subject teachers at work so as to learn teachers' skills, strategies and classroom achievement. It is also the time when they evaluate their own teaching experience through interactions with teachers and lecturers and, through self-reflection, implement a variety of approaches, strategies and skills with a view to bringing about meaningful learning (Oliveira et. Al. 2019). Thus, the underlying aim of teaching practice is to introduce students to, and prepare them for, the teaching profession.

### **The Significance of Teaching and Learning Social Studies as a core subject in Nigerian Secondary Schools**

The study of social studies as a core subject provides rigorous intellectual training, which prepares students for higher education in courses such as law, political science, international relations and public administration. It contains facts, theories, concepts and methodology, which aids logic in thinking, critical thinking and rationalization. Students are therefore trained in the art of constructive, sequential and objective comprehension, analysis and presentation of facts with a near scientific prediction and conclusion. In addition, appropriate teaching and learning of the subject enhances the development of the spirit of patriotism and nationalism in students. Clear understanding of the workings of the various governmental institutions aids a better and more sympathetic appreciation of the socio-political situation of the country and this stimulates the growth of patriotic feelings and attitudes in students. Moreover, in Nigeria the Social Studies curriculum is designed to rouse in students the love of country and an appreciation of his role as citizen by the inculcation of values of national consciousness, national integration (Idoniboye-Obu & Gilbert, 2015).

Furthermore, the teaching and learning of the subject matter of social studies facilitates the inculcation of civic attitudes in Nigerian students. Learners are taught vital civic attitudes required for a free democratic, just and egalitarian state. And this also engenders in them respect for the worth and dignity of their fellow citizens and better human relationships. Such attitudes as casting of votes, justness, obedience, legality, fair play, tolerance, love for fellow Nigerian citizens, humility, respect for law and order, fundamental human rights, rule of law and payment of taxes are

essential for peace, stability and advancement of the Nigerian nation-state. Another significance of Government is that it promotes the understanding of the dynamics of the Nigerian environment. The study of the subject by student avails them a better understanding of their country's social environment. It also exposes them to the sophisticated workings of their environment, thereby placing them in vantage positions to fully participate in the decision-making processes in their adult life.

### **Pedagogical impact of Teaching Practice to the Teaching of Social Studies**

Teaching practice is a period in which teachers in the teacher training institutions and universities are made to undergo a period of internship or apprenticeship within the school system. Just like they would be engineers going for industrial training to gain practical experience of what the job is all about, the trainee, medical doctor goes through clinical studies and horsemanship. (Ihekwoaba,2015). The teachers are exposing to a period of supervised teaching; this is in line with educational theories which associates learning with doing. For a real teacher to emerge, he must acquire the necessary skill from a master craftsman who is usually an educational.

Cognizant of Nigeria's quest for the consolidation of her nascent democratic experience, the teaching and learning of social studies discipline in Nigerian senior secondary schools is basically of great importance to the contemporary Nigerian society. Due to the wide scope of social studies syllabus, the subject matter no doubt deals with wide range of issues, which are of great relevance to the students and the society in general. For example, the appropriate teaching and learning of social studies as a subject, facilitates suitable character development in students. Proper teaching of concepts such as citizenship, democracy, fundamental human rights, rule of law and nationalism accelerates the positive molding of students' attitudes and character into responsible Nigerian citizens. For these suitable character development in students to be facilitated by teachers, such teachers must have known the etiquette of teaching and this can only be achieved through effective teaching practice. It is not an exaggeration when we say teaching practice is one of the greatest instruments that build and brings produce quality teachers

### **Methodology**

The research design for this study was a survey type of descriptive research. This type of research design enhances data collection to be done in structured process. Descriptive design is a statement of affairs as they are present with the researcher having no control over variable. Moreover, descriptive research may be characterized as simply the attempt to determine, describe, identify, while analytical research attempts to establish why it is that way or how it came to be. The purpose of descriptive research is to provide an accurate and valid representation of the factors or variables that are relevant to the research question. Therefore, this research



design was appropriate for this study as the result of these findings can be used for generalization.

The sample for the study comprised of seventy (70) respondents. Purposive sampling techniques were used to select samples for the study. Purposive sampling technique will be used to select undergraduate students that have engaged in teaching practice in Social Studies. The research was purposive because the study is focusing on the impact of teaching practice on the productivity of quality teachers in secondary school level in Ikere Ekiti.

The research instrument used for this study was a self constructed closed ended questionnaire designed by the researcher. The questionnaire to be used for taking the responses of the respondents comprised of 20 statements. The instrument was designed in line with research questions generated for the study. With each of the variables generating five optional items, the questionnaire used Likert-Scale format for responses of the respondents.

The questionnaire was divided into two sections. Section A was designed to collect socio-demographic information of the respondents such as age, gender, level, and religion. While section B contained twenty (20) statements which was designed in line with the research question of this study.

Reliability of the instruments will be ascertained using split half method. One of the students that did not form part of the study will be used. The instrument will be administered to the selected respondents, and two sets of data will be generated from the split. The data collected will be analyzed by using inferential statistics of Pearson's Product Moment Correlation (PPMC) and Spearman Brown's formula. The co-efficient( $r$ ) of 0.85 was obtained.

The completed questionnaires by respondents were gathered and analyzed using descriptive. The descriptive statistics of frequency count, mean and standard deviation was used to answer the research questions of the study and anova was used to test the hypotheses.

## **Results and Discussion**

**Research Question 1:** What are the skills acquired by the teachers, teaching Social Studies during teaching practice exercise?

To answer research question one, mean and standard deviation were used. The result of the computation is as presented in Table 1.

**Table 1:** Mean analysis on the skills acquired by the teachers teaching social studies during teaching practice

S/N	Statements	Mean	S.D	Remarks
1	Ability to introduce the topic and achieve the outcomes at the end of the lesson.	3.54	0.08	A
2	Ability to motivate and arouse interest in learners when teaching.	3.29	0.10	A
3	Ability to use main language of instruction to explain, describe and discuss key concept in course of teaching.	3.16	0.10	A
4	Effective classroom management	3.86	0.04	A
5	Ability to provide opportunities for reasoning, logic and other higher order of thinking skills.	3.71	0.06	A
6	Ability to use appropriate teaching strategies, methods and techniques.	3.43	0.09	A
7	Interpersonal relationship between the trainee teachers and their students in their school of placement.	3.43	0.09	A

Source: Field Survey (2023).

Table 1 above showed the mean of statements 1 to 7 regarding the responses to the skills acquired by the teachers teaching Social Studies during teaching practice. The table showed the mean scores ranging from 3.16 – 3.86. Analysis of statement 1 revealed that respondents agreed that the Teachers teaching Social Studies during teaching practice acquire the ability to introduce the topic and achieve the outcomes at the end of the lesson with mean 3.54. It was also indicated with (mean 3.29) of the respondents that the Teachers teaching Social Studies during teaching practice acquire the ability to motivate and arouse interest in learners when teaching, (mean 3.16) of the respondents believed that Teachers teaching Social Studies during teaching practice acquire the ability to use main language of instruction to explain, describe and discuss key concept in course of teaching and this is one of the impact of teaching practice on the productivity of teacher in Social Studies senior secondary schools, (mean 3.86) of the respondents believed that Teachers teaching Social Studies acquire effective classroom management during teaching practice. It was further indicated with (mean 3.71) of the respondents that Teachers teaching Social Studies acquire the ability to provide opportunities for reasoning, logic and other higher order of thinking skills during teaching practice, (mean 3.43) of the respondents agreed that Teachers teaching Social Studies acquired the ability to use appropriate teaching strategies, methods and techniques during teaching practice, (mean 3.43) of the entire respondents held that interpersonal relationship between

the trainee teachers and their students in their schools of placement is one of the skills acquired by Teachers teaching Social Studies during teaching practice. Hence, using a cut-off mean score of 2.50 for the rating scale and with grand mean of 3.48 this implies that Teachers acquire skills during teaching practice.

**Research Question 2:** What are the benefits that teaching practice teachers do gain? To answer research question one, mean and standard deviation were used. The result of the computation is as presented in Table 2.

**Table 2: Mean analysis on the benefits that teaching practice teachers do gain**

S/N	Statement	Mean	S.D	Remarks
8	Improvement in communication skills.	3.86	0.04	B
9	Writing skills has improved through daily writing of lesson notes and writing on the chalkboards.	3.92	0.03	B
10	The feedbacks I received from mentors have improved my teaching effectiveness.	3.5	0.08	B
11	Teaching practice has broadened my knowledge of how to keep school records such as diary and attendance register.	3.79	0.05	B
12	Teaching practice has helped me to know how to relate what was taught during lectures to practice in real life situation.	3.6	0.07	B
13	Knowledge has been broadened on how to apply teaching and learning principles during instructions in classroom situations.	3.4	0.09	B
14	Teaching practice influences professional growth of trainee teachers.	3.93	0.03	B
15	Self- satisfactory is derived from teaching practice exercise	3.24	0.10	B

**Source: Field Survey (2023).**

Table 2 above presents the benefits that teaching practice teachers do gain during teaching practice. Using the mean decision rule of  $>/ 2.5$ , the result shows that all the (8) statements provided which are improvement in communication skills, improvement in writing skills through daily writing of lesson notes and writing on the chalkboards, the feedbacks received from mentors improved teaching effectiveness, teaching practice has broaden my knowledge of how to keep school records such as diary and attendance register, teaching practice has helped me to know how to relate what was taught during lectures to practice in real life situations,

teaching practice influences professional growth of the trainee teachers and Self-satisfactory is derived from teaching practice exercise are above the mean score which means teaching practice Teachers do benefits during teaching practice.

**Research Question 3:** What are the relationship between teaching practice and productivity of teachers?

To answer research question three, mean and standard deviation were used. The result of the computation is as presented in Table 3.

**Table 3:** Mean analysis on the relationship between teaching practice and productivity of Social Studies Teachers

S/N	Statement	Mean	S.D	Remarks
16	Teaching practice help in equipping professional skills	3.5	0.08	A
17	Teaching practice helped in broadening knowledge of the subject matter.	3.31	0.09	A
18	Teaching practice helps in equipping teachers on how to plan, prepare and present lesson topics appropriately.	3.69	0.07	A
19	Teaching practice helps to use reinforcement and assessment skills correctly	3.47	0.08	A
20	Teaching practice helps in developing ways of working effectively with learners and colleagues.	3.63	0.07	A

**Source:** Field Survey (2023).

Table 3 above presents the relationship between teaching practice and productivity of Social Studies teachers. The respondents agreed in statement 16 that teaching practice helps in equipping professional skills and this shows that there is relationship between teaching practice and productivity of Teachers. In statement 17, majority agreed that teaching practice helped in broadening of knowledge in subject matters while few disagreed. In statement 18, all respondent agreed that teaching practice helps in equipping teachers on how to plan, prepare and present lesson topics. In statement 19, majority of the respondent agreed that teaching practice helps to use reinforcement and assessment skills correctly while few disagreed. In statement 20, all respondents agree that teaching practice helps in

developing ways of working effectively with learners and colleagues. In summary, using a cut-off mean of 2.50 for the rating scale and with the grand mean of (3.52) in table 3 revealed that there are relationship between teaching practice and productivity of Social Studies Teachers.

**Test of Hypothesis**

**Hypotheses 1:** There is no significant difference in the mean rating of male and female trainee teachers on skills acquired during teaching practice exercise.

**Table 4: ANOVA analysis on difference between male and female trainee teachers on skills acquired during teaching practice exercise.**

	Sum of Square	Df	Mean square	F(cal)	F(tab)	Sig.
Between Groups	17.882	1	23.008	22.168	3.982	.000
Within Group	12.865	68	.119			
Total	29.875	69				

**P</ 0.05**

Table 4 above showed difference between male and female trainee teachers on skills acquired during teaching practice exercise. The result of analysis presented in table 4 above revealed  $F(cal) = 22.168$   $Df = (1,68)$  and  $P\text{-value} = 0.000$  at 0.05 level of significance. The null hypotheses was rejected since the  $F\text{-Cal} (1,68) = 22.168$  as greater than  $F\text{-table} (3.982)$  and the  $P (0.00) < 0.05$  level of significance. This implies that there is significant difference in the mean rating of male and female trainee teachers on skills acquired during teaching practice exercise

**Hypotheses 2:** There is no significant different between male and female trainee teachers on the benefit gain during teaching practice exercise

Table 5: ANOVA analysis on difference between male and female trainee teachers on the benefit gain during teaching practice exercise

	Sum of Square	Df	Mean square	F(cal)	F(tab)	Sig.
Between Groups	7.882	1	13.008	12.168	3.982	.000
Within Group	12.865	68	.119			
Total	19.875	69				

**P</ 0.05**

Table 5 above showed difference between male and female trainee teachers on the benefit gained during teaching practice exercise. The result of analysis presented in table 4 above revealed  $F(cal) = 12.168$   $df= (1,68)$  and  $P\text{-value} = 0.000$  at 0.05 level of significance. The null hypotheses was rejected since the  $F\text{-Cal}(1,68) = 12.168$  was greater than  $F\text{-table} (3.982)$  and the  $P (0.00) </ 0.05$  level of significance. This implies that there is significant difference in the mean rating of male and female trainee teachers on the benefits of gain during teaching practice exercise.

Hypotheses 3: There is no significant relationship between teaching practice and productivity of Social Studies teachers.

Table 6: Pearson Correlation Coefficient for relationship between teaching practice and productivity of Social Studies teachers

		Teaching Practice	Productivity of Social Studies teachers
<b>Teaching Practice</b>	Pearson Correlation	1	.375**
	Sig. (2-tailed) N	70	.000 70
<b>Productivity of Social Studies teachers</b>	Pearson Correlation	.375**	1
	Sig. (2-tailed) N	.000 70	70

**P</ 0.05**

**Source: Field Survey (2023).**

Table 6 above showed the relationship between class size and academic performance of students in Financial Accounting was high as  $r\text{-coefficient}$  was .375. Also, the  $P\text{-value} (0.000)$  was less than 0.05 level of significance. This result led to the rejection of hypotheses three. This means that there is relationship between teaching practice and productivity of Social Studies teachers

## Conclusions

The study dealt with the impact of teaching practice on the productivity of Social Studies teacher in Secondary school in Ikere Ekiti. The study revealed that trainee teachers 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 and mentoring. It also affords trainee teachers an opportunity to determine whether the appropriate career choice has been made or not as the mentees indicated that the mentors were supportive and always willing to share their valuable advice and skills as they were able to acquire more skills during their teaching practice exercise.

## Recommendations

The following recommendations are put forward by the researchers:

1. Social Science Educators should ensure that the students in social science programme acquire adequate skills and receive effective mentoring before embarking on teaching practice exercise.
2. Effective mentoring should be given to students in social Science Education programme so as to enable them acquire skills needed for teaching practice.

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