

COST AND EFFECTIVENESS OF TEACHING PRACTICE AMONG STUDENT-TEACHERS IN TERTIARY INSTITUTIONS IN OYO STATE, NIGERIA.

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Abstract

This study examined cost and effectiveness of teaching practice among student-teachers in tertiary institutions in Oyo State, Nigeria. The study adopted descriptive survey research using “ex-post facto” approach with a targeted population of all 300 level and part three students from the Faculty of Ibadan, University of Ibadan and Emmanuel Alayande College of Education, Oyo, Oyo State respectively. The participants were randomly selected out of which 100 participants were from the University and 215 participants from College of Education to make the total sample of 315 participants out of which 311 respondents were eventually used for the study. A self-designed questionnaire titled: “Cost and Financial Implication of Teaching Practice Questionnaire for Students” (CFITPQS) was used in this study for data collection. The questionnaire was divided into four sections which made up of 27 items. The reliability of the instrument was used to determined Cronbach’s Alpha coefficient of $r= 0.75$. The result of the study showed that student-teacher also incurred cost during teaching and this cost (money) contributed to their effectiveness to a little extent. In addition, there are some financial challenges that student-teachers faced during the exercise. The findings of this study revealed above reveals that there is no significant difference in financial challenges faced by student teachers during teaching practice exercise between student-teachers from the University of Ibadan and the Emmanuel Alayande College of Education ($t=5.04, p>0.05$). Also, the results showed that there is no significant difference in financial challenges faced by student teachers during teaching practice exercise between student-teachers from the University of Ibadan and the Emmanuel Alayande College of Education ($t=5.04, p>0.05$). Based on these findings, the study recommended

among others that authorities of all teacher training institutions with the support of the government should give the student-teachers some financial assistance for their upkeep during the period of teaching practice. This will help equipped them financially and ease any financial problems they might encounter during teaching practice exercise.

Keywords: *Cost, Teaching practice, Cost of teaching practice, Student-teacher effectiveness.*

Introduction

In every organisation, employers of labour are very important in recruiting staff or tend to hire those who possess required professional qualifications. Thus, practical training in all professionals field becomes a crucial aspect with an attempt of testing and assessing the skills attained by learners before the actual public consumption in the world of work. This fact stand as vital to the teaching profession where teacher-trainees need to attend field training for the purpose of exposing them to the realities of teaching as well as to provide them unique experience to qualify them as professional teachers. In teaching profession like other professions, this field training exercise in all institutions where teacher education programmes take place such as colleges of education and universities is to ensure that the future teacher is professionally qualified. Teaching practice is also referred to as professional experience, practice teaching, student practicum or field experience.

The term teaching practice according to Stones and Morris in Gujjar, Naoreen, Saifi and Bajwa (2010) has three major connotations: the practising 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. Teaching practice is the practical aspect of the training of a professional teacher. It is synonymous with the houseman ship undergone by trainee doctors or industrial training by engineers before graduation. A successful participation in teaching practice is a compulsory requirement for the completion of any certificate, diploma or degree in Teacher Education Programme in Nigeria. The National Commission for Colleges of Education (1996) highlighted the objectives of the teaching practice as to:

- help the student-teachers develop positive attitude towards the teaching profession;
- expose student-teachers to real life classroom experience under the supervision of professional teachers;
- enable student-teachers discover their own strengths and weaknesses in teaching;
- provide a forum for student-teachers to translate educational theories and principles into practice;
- familiarise student-teachers with school routines;
- expose student-teachers to the total school environment;
- provide student-teachers with the necessary skills, competencies, personal characteristics and experiences for full-time teaching after graduation; and
- serve as a means of assessing the professional competence of student-teachers.

Ekundayo, Alonge, Kolawole and Ekundayo (2014) observed that teaching practice as being currently run in the universities is considered as inadequate and there seems to be a lot of problems facing the prospective teachers in the course of carrying out the teaching practice exercise that seem to affect the effectiveness of the student teachers. Ekundayo et al (2014) went further to grouped those problems into three namely: student-teacher related problems; institutions related problems and practising school related problems where financial constraint was seen as one the student-teacher related problems.

A successful and effective system is the result of good organization. In any form of organisation, the importance of cost cannot be overemphasised. Cost is of great importance to educational planners and policy makers. Ayeni (2003) opined that education is a money gulping venture though it does not yield immediate returns as in other buying and selling activities. Consequently, governments of all nations as well as parents and students give up a lot of resources (monetary and non- monetary) for the purpose of education. Thus, educational cost is a measure of what a student, an institution of learning, or the public has to give up in order to educate an individual or group of people (Babalola, 1991).

In view of the importance of cost in educational activity, it is not an overstatement that cost is also imperative to teaching practice exercise. The effectiveness of student teacher and other participants as well as the quality level of teaching practice exercise depends on several input factors (resources) monetary and non- monetary in which cost is not exempted. Organising/conducting teaching practice by the institutions and the participation of student teachers to achieve effective outcome have cost but the aspect of cost in teaching practice seems to be generally taken for granted (Komba & Kira, 2013) . It is possible that many student-teachers are not fully equipped and prepared (which can enhance their effectiveness during exercise) because of cost constraints (Babalola, 1991). Teaching practice requires a lot in terms of time, materials and money on the part of all participants involved (the home institution, practising school, student teachers).

Cost of teaching practice could be direct or indirect but it is basically a recurrent cost because it is an expense incur on activity/programme that lasts for short period of time (it occurs periodically). Fabayo (2000) asserted that conducting teaching practice for teachers in teacher-training institutions such as universities and colleges of education has many costs. These include the cost of resources involved in preparing and providing the teaching practice; the cost of assessors' travelling and lodging and the cost of sponsorship of student teachers for the teaching practice. The home institution both at the faculty and departmental levels incur some costs in terms of cost of resources involved in preparing and providing the teaching practice exercise such as stationery, transport, supervisors' allowances and so on. The student-teachers incur cost in terms of transportation, accommodation, stationeries and so on. The practising schools sometimes incur additional expenses in terms of providing unavailable facilities/instructional materials for student-teachers to aid their practical training. It appears that student-teachers are fully equipped financially before going for the teaching practice exercise that is, putting enough financial resources into the exercise so as to enhance their teaching effectiveness. The various cost components associated with teaching practice as earlier stated, also form part of the factors that determine student-teacher effectiveness (Akpede, 2011). For instance, adequate availability of fund to finance transportation will make student-teacher be punctual at his/her place of teaching practice

(Ayeni, 2003). This is also applicable to all cost related activities involved in teaching practice. That is, adequate availability and utilisation of fund to finance various cost related activities during teaching practice will go a long way in helping the student-teacher to perform his/her expected roles and responsibilities effectively. According to Nakpodia (2011), during the early 1970s to 1980s, student-teachers were given some financial assistance in the name of “teaching practice allowance. This went a long way to helping them in their up-keep and the purchase of instructional materials and this enhanced their performance. He argued that unfortunately, the economic down turn of the late 1980s forced government to withdraw this financial assistance. The result is that students now go out for practice teaching ill-equipped financially. He recommended that financial assistance be provided for student-teachers and that student-teachers should be placed on salary grade level six and five for degree and NCE student teachers respectively. This fund will help to alleviate the financial problems identified and therefore student-teachers will have no excuse not to use the money to purchase the basic instructional materials for effective teaching.

Having considered the importance of teaching practice and cost, it could then be said that the issue of cost has serious implications on student-teachers’ effectiveness during teaching practice and therefore needs to be put into consideration. There is need to explore cost borne by student teachers during teaching practice and its implication on their effectiveness. This will go a long way in guiding all participants, student teacher inclusively to decide on fund availability and utilisation towards the attainment of teaching practice goals. This study therefore examined the different costs involved in teaching practice exercise borne by the student-teachers/parents which is known as private cost. As well as the significant contribution of cost towards student teacher effectiveness during teaching practice exercise

Statement of the Problem

Several studies have been conducted on different aspects of teaching practice, but a review of the literature indicated that there are limited studies that have been conducted on financial facilities, policy implications and cost implications of teaching practice. Additionally, the

costs involved and incurred by the various participants in the teaching practice exercise seem to be generally taken for granted. It is possible that many student-teachers might not perform their expected roles and responsibilities effectively because of cost constraints. In view of this, the problem of this study is to investigate the costs associated with teaching practice borne by student-teachers and its implications on their effectiveness during the exercise in the University of Ibadan and Emmanuel Alayande College of Education, Oyo.

Research Questions

The study attempted answers to the following research questions:

- (i) What is the average cost incurred by a student-teacher of both higher institutions during teaching practice?
- (ii) What are the perceived financial challenges faced by student-teacher of both higher institution during teaching practice exercise?
- (iii) How effective are student-teachers of both higher institutions during teaching practice exercise?
- (iv) What is the contribution of cost towards student-teacher effectiveness of both higher institution during teaching practice exercise?

Research Hypotheses

The following hypotheses were tested in the study:

- 1) There is no significant difference between average cost and teaching practice exercise in the University of Ibadan and Emmanuel Alayande College of Education, Oyo.
- 2) Higher Institution makes no significant difference in student-teacher effectiveness during teaching practice.

Research Methodology

This study as a comparative study adopted the descriptive survey research design using "ex-post facto" approach. The sample for the study consisted of 315 respondents drawn from all 300 level students from the six departments (participating in the exercise) in the Faculty of Education, University of Ibadan and the entire part three students from all the five schools in Emmanuel Alanyande College of Education, Oyo who participated in the teaching practice exercise for the academic

session 2013/2014 using stratified simple random sampling technique out of which 311 respondents were eventually used for the study. The study made use of a self-designed questionnaire titled: “Cost and Financial Implication of Teaching Practice Questionnaire for Students” (CFITPQS) was used in this study for data collection. The questionnaire was divided into four sections. Section A was used to collect background information of the respondents. Section B sought information on cost incurred by respondents during their last teaching practice. Section C elicited information about respondents’ effectiveness during teaching practice. It contained seventeen items constructed along a five point rating scale ranging from “Not at all” to Most frequently”. Section D consisted of six (5) items on financial challenges faced by respondents during teaching practice. The instrument yielded a reliability coefficient of 0.75 on the Cronbach alpha scale. Collected data were analysed using descriptive statistics of frequency counts, mean score and simple percentages as well as inferential statistics of T-test, Pearson Product Moment Correlation (PPMC) and Regression analysis. All the statistical tests were carried out at 0.05 level of significance.

Results and Discussion

Research Question 1: What is the average cost incurred by student-teachers during teaching practice?

Table 1: Average Cost of student teacher during teaching practice

| ITEM | Less than ₦1000 | ₦1000- ₦2000 | ₦2000- ₦3000 | ₦3000- ₦4000 | Above ₦4000 | Average Cost |
|------------------------|-----------------|--------------|--------------|--------------|-------------|--------------|
| Transportation | 87 27.8% | 73 23.3% | 58 18.5% | 35 11.2% | 60 19.2% | 2.71 |
| Accommodation | 82 30.0% | 50 18.3% | 28 10.3% | 22 8.1% | 91 33.3% | 2.31 |
| Stationery | 166 53.4% | 81 26.0% | 33 10.6% | 20 6.4% | 11 3.5% | 1.81 |
| Instructional Material | 135 43.1% | 97 31.0% | 55 17.6% | 17 5.4% | 9 2.9% | 1.94 |
| Incidental Expenses | 130 42.3% | 93 30.3% | 42 13.7% | 31 10.1% | 11 3.6% | 2.02 |

Table 1 shows the average cost of student-teachers in University of Ibadan and Emmanuel Alayande College of Education. The result of the analysis revealed that average cost of student-teacher on transport was about three thousand naira (₦3,000), accommodation was two thousand and three hundred naira (₦2,300) while for stationery, instructional material and incidental expenses were also roughly two thousands naira (₦2,000). The total amount spent during teaching practice was about eleven thousand naira (₦11, 000). In all, the most expensive aspect of teaching practice was transportation while the least expensive aspect was stationery.

Research Question 2: What are the perceived financial challenges faced by student-teacher during teaching practice exercise?

Table 2: Financial Challenges Faced by Student-Teacher during Teaching Practice

| Item | Strongly Disagree | Disagree | Agree | Strongly Agree | Mean | Std |
|--|-------------------|-------------|--------------|----------------|------|-------|
| Transportation was part of the financial hardship I faced during teaching practice | 45 14.3% | 63 20.1% | 122 38.9% | 84 26.8% | 2.77 | 0.978 |
| It was a bit hard to meet up with my accommodation charges | 106 33.6% | 92 29.2% | 85 27.0% | 32 10.2% | 2.11 | 1.039 |
| Another aspect of financial difficulty I faced was inadequate fund to prepare my instructional materials | 50 15.9% | 95 30.3% | 127 40.4% | 42 13.4% | 2.51 | 0.916 |
| Teaching practice was financially demanding for me | 45 14.4% | 60 19.0% | 133 42.2 | 77 24.4% | 2.77 | 0.978 |
| Cost associated with teaching practice was not a challenge for me | 34 10.8% | 80 25.4% | 120 38.1% | 81 25.7% | 2.78 | 0.964 |

NOTE: 0.00-2.00 = Disagreed and 2.10-4.00 = Agree.

Table 2 shows the financial challenges faced by student-teachers during teaching practice exercise. 65.6% of the student-teachers agreed that transport was part of hardship they faced during teaching practice exercise while 34.4% disagreed. Also, 37.2% of the respondents agreed that it was hard to meet up with accommodation charges while 62.8% disagreed. Furthermore, 53.8% of the respondents agreed that they faced financial difficulty in preparing instructional materials while 46.2% of the respondents disagreed. 66.6% of the respondents agreed that teaching practice exercise is financially demanding while 33.3% disagreed. Also, 63.8% of the respondents agreed that cost associated with teaching practice is not a problem while 36.2% disagreed. The mean responses from the table revealed that transportation is the most challenging aspect of teaching practice (M = 2.77, Sd= 0.98) followed by preparation of instructional materials (M =2.51, Sd=0.92), and lastly accommodation (M=2.11, Sd =1.04). Lastly, the respondents revealed that most students perceived teaching practice as a costly exercise (M= 2.77, Sd= 0.98) and challenging (M=2.78, Sd=0.96).

Research Question 3: How effective are student-teachers during teaching practice exercise?

Table 3: Student-teacher Effectiveness during Teaching Practice

| S/N | Item | Not at all | Occasionally | Frequently | More Frequently | Most Frequently | Mean | Std |
|-----|--|--------------|--------------|-------------|-----------------|-----------------|------|-------|
| 1 | Although it was inevitable, I didn't get to my practicing school late. | 110 34.9% | 86 27.3% | 51 16.2% | 39 12.4% | 29 9.2% | 1.34 | 1.314 |
| 2 | I was always at my practicing school whether I have lessons or not. | 43 13.7% | 39 12.4% | 77 24.4% | 46 14.6% | 110 34.9% | 2.45 | 1.421 |

| | | | | | | | | |
|---|---|--------------|--------------|-------------|-------------|-------------|------|-------|
| 3 | On a good number of occasions, I didn't make lesson notes because I was confident about what I want to teach. | 149 47.4% | 81 25.8% | 43 13.7 | 26 8.3% | 15 4.8% | 0.97 | 1.173 |
| 4 | I carefully followed the format of lesson note preparation as taught in the school. | 31 9.8% | 52 16.6% | 85 27.1% | 50 15.9% | 96 30.5% | 2.41 | 1.335 |
| 5 | My cooperating teacher and supervisor did make corrections on my lesson note. | 68 21.7% | 105 33.4% | 68 21.7% | 45 14.3% | 28 8.9% | 1.55 | 1.227 |
| 6 | I taught all lessons with instructional materials | 32 10.2% | 83 26.4% | 84 26.7% | 56 17.8% | 59 18.8% | 2.09 | 1.265 |
| 7 | I ensure good and conducive atmosphere for learning throughout | 25 8.0% | 69 22.0% | 86 27.4% | 67 21.3% | 67 21.3% | 2.26 | 1.242 |

| | | | | | | | | |
|----|---|--------------|--------------|-------------|-------------|-------------|------|-------|
| | my period of lessons. | | | | | | | |
| 8 | I was able to identify students who have difficulties and attend to them. | 108 34.4% | 89 28.4% | 69 22.0% | 35 11.1% | 13 4.1% | 1.22 | 1.156 |
| 9 | Students have not received rewards from me following their performance. | 33 10.5% | 68 21.7% | 89 28.3% | 63 20.1% | 61 19.4% | 2.16 | 1.262 |
| 10 | I have challenge motivating my class. | 98 31.1% | 101 32.2% | 63 20.1% | 32 10.2% | 20 6.4% | 1.28 | 1.191 |
| 11 | I found it difficult to put all taught theories into practice. | 109 34.7% | 87 27.7% | 73 23.2% | 34 10.9% | 11 3.5% | 1.21 | 1.135 |
| 12 | I made use of fact and illustrations not included in my lesson note for proper understanding. | 38 12.1% | 79 25.2% | 81 25.8% | 53 16.9% | 63 20.0% | 2.08 | 1.306 |
| 13 | I found myself getting | 176 55.8% | 66 21.0% | 45 14.3% | 21 6.7% | 7 2.2% | 0.78 | 1.061 |

| | | | | | | | | |
|----|--|-------------|-------------|-------------|-------------|-------------|------|-------|
| | into conflict with others at school on a number of issues. | | | | | | | |
| 14 | I asked co-teachers for guide about what I was expected to do. | 44 14.0% | 99 31.5% | 84 26.8% | 51 16.2% | 36 11.5% | 1.90 | 2.132 |
| 15 | I developed my skills in a positive interaction and communication with students. | 30 9.7% | 55 17.6% | 84 26.8% | 71 22.6% | 73 23.3% | 2.39 | 1.687 |
| 16 | I had mutual understanding with my students and school authority. | 19 6.0% | 53 16.9% | 71 22.5% | 79 25.2% | 92 29.3% | 2.55 | 1.241 |
| 17 | One area I had challenge with my supervisors was on my professional demeanor. | 98 31.1% | 93 29.5% | 82 26.0% | 27 8.6% | 15 4.8% | 1.26 | 1.130 |

NOTE: 0.00-1.00 = Ineffective; 1.01-2.00 = Less effective; 2.01-5.00 = Effective

Table 3 above shows student teachers effectiveness during teaching practice exercises in the aspect of: punctuality, lesson note preparation, use of instructional materials, ability to apply learnt theories, classroom management, comportsment and interpersonal relationship and mastery of subject. From the mean responses, items 1 and 2 revealed that in term of punctuality, student teachers were less effective (M=1.34 and M=2.45) respectively. Items 3,4 and 5 evaluated student teachers in the aspect of lesson note preparation and it was observed that they were less effective (M=0.97, M=2.41 and M=1.55) respectively. Item 6 showed that student teachers taught all lessons with instructional materials (M=2.09). It was observed from items 7, 8, 9 and 10 that student teachers were less effective in the area of classroom management (M=2.26, M=2.16, M=1.28 and M=1.21) respectively. Item 11 indicated that student teachers occasionally put all taught theories into practice. Item 12 showed that student teachers were effective in the aspect of mastery of subject matter (M=2.08). Finally, items 13, 14, 15, 16 and 17 revealed that student teachers were less effective in the area of comportsment and interpersonal relationship.

Research Question 4: What is the contribution of cost towards student teachers’ effectiveness?

Table 4: Contribution of Cost to Student teachers’ Effectiveness during Teaching Practice Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Remark |
|-------------------|-----------------------------|------------|---------------------------|--------|-------|-----------------|
| | B | Std. Error | Beta | | | |
| (Constant) | 28.289 | 1.700 | | 16.643 | .000 | |
| ¹ Cost | .187 | 0.142 | 0.082 | 1.316 | 0.189 | Not Significant |

a. Dependent Variable: Student teacher Effectiveness

The above table 4 shows the contribution of cost to the student teachers' effectiveness during teaching practices exercise. The result revealed that the cost incurred during teaching practice did not significantly contribute to the prediction of student teachers effectiveness during teaching practice $\beta = 0.082$, $t (1.316)$, $p > 0.05$. However, cost has little contribution towards student-teacher effectiveness ($\beta = 0.082$).

Research Hypotheses

Hypothesis 1: There is no significant difference in the average cost of teaching practice in the University of Ibadan and Emmanuel Alayande College of Education, Oyo.

Table 5: T-test Analysis of average cost of teaching practice between University and College students.

| Variables | N | Mean | Std. deviation | df | t | Sig | P | Remark |
|------------|-----|-------|----------------|-----|------|-------|-------|-----------------|
| University | 63 | 11.57 | 4.083 | 260 | 0.58 | 0.455 | >0.05 | Not Significant |
| College | 199 | 11.23 | 4.013 | | | | | |

Table 5 above represents information on hypothesis one as measured by t-test to compare the differences in average cost of teaching practice between students from University of Ibadan and Emmanuel Alayande College of Education. The result showed that there was no significant difference in the average cost of teaching practice between students from University and those from College of Education ($t=0.58$, $p > 0.05$). This implied that the mean differences of students from University ($M=11.57$, $S.D= 4.083$) was not significantly higher than College students ($M= 11.23$, $S.D=4.013$). Therefore, hypothesis 1 is retained.

Hypothesis 2: There is no significant difference in the perceived financial challenges in the University of Ibadan and Emmanuel Alayande College of Education, Oyo.

Table 6: T-test Analysis of Financial Challenges faced during teaching practice by students from University and College.

| Variables | N | Mean | Std. deviation | Df | t | Sig | P | Remark |
|------------|-----|-------|----------------|-----|------|-------|---|-----------------|
| University | 63 | 14.11 | 2.85 | 307 | 5.04 | 0.391 | | Not Significant |
| College | 199 | 12.40 | 2.72 | | | | | |

Table 6 above reveals that there is no significant difference in financial challenges faced by student teachers during teaching practice exercise between student-teachers from University of Ibadan and those in Emmanuel Alayande College of Education ($t=5.04$, $p>0.05$). The result shows a mean of 12.40 from the College of Education students compared with a mean of 14.11 from University students. This finding indicates that institution makes no significant difference on financial challenges faced by student teacher during teaching practice. Thus, hypothesis 2 was not rejected.

Discussion of Findings

Research Question one and Hypothesis one revealed that student teachers incurred cost on teaching practice exercise which was found to be averagely high. It was also found out that there is no significant difference in the money expended on teaching practice by student-teacher on the basis of institutional type. That is, student teachers from both University and College expended the same amount on teaching practice. Also, the aspect of cost of teaching practice that was most financially demanding was transportation (₦3,000). While on the average, the total cost incurred on teaching practice per student teacher was amounted to ₦11,000 approximately. This finding corroborates the view of Fabayo (2000) that teaching practice has many costs which include the cost of resources involved in preparing and providing the teaching practice; the cost of assessors' travelling and lodging and the cost of sponsorship of student teachers for the teaching practice.

From the findings of the study, research question two and hypothesis two show that student teachers faced some financial challenges during teaching practice. Student-teachers indicated that transportation and preparation of instructional materials were the most challenging followed by accommodation. It was further revealed that there was no significant institutional difference in the financial challenges faced by student-teacher during teaching practice. This implies that student-teachers from University and College faced the same financial challenges during teaching practice. Considering the total cost associated with teaching practice, majority of the student teachers agreed that cost associated with teaching practice is a challenge and teaching practice is financially demanding (Table 2 items 4 and 5). These findings are in agreement with earlier studies like Akpede (2011), Nwanekezi, Okoli and Mezieobi (2011), Okobia et al (2013) and Ekundayo et al (2014) which established that there are multi-faceted problems that face students on teaching practice exercise in which financial aspect was stated to be among.

Research question three investigated on student teachers effectiveness during teaching practice. The result show majority of the responses from the items tend toward 2 point (Occasionally). That is, student-teachers occasionally perform their expected roles and responsibilities which means that they are less effective. This finding corroborates earlier study of komba and Kira (2013) which pointed out that there are dissatisfactions on teaching practice effectiveness among education stakeholders which is also attributed to teachers' ineffectiveness after graduation. However, the finding of Oluwatayo and Adebule (2012) that the teaching performance of the student-teachers during teaching practice was satisfactory contradict this present finding. This might be due to the fact that this present study was not only limited to student-teacher teaching performance during teaching practice.

For research question 4, the result showed that cost incurred by student-teacher does not significantly contribute to their effectiveness during teaching practice. This implied that cost incurred by student- teacher (private cost) had little or no contribution towards student-teachers effectiveness. The rationale behind this finding might be connected with the fact that student teachers do not mind what the exercise will cost them rather they are so conscious of the need for

good grade since the exercise is also a criterion for completion of degree programme in Education. Also, since money was not the only cost put into teaching practice exercise.

Conclusion

From the study, the effectiveness of student teacher cannot be achieved without the combination of certain input factors in which cost also belong. Student teachers incurred cost on teaching practice exercise which was found to be averagely high. It was also found that there was no significant difference in the money expended on teaching practice by student-teacher on the basis of institutional type. Also, the aspect of cost of teaching practice that was most financially demanding was transportation (N3,000). While on the average, the total cost incurred on teaching practice per student teacher was amounted to N11,000 approximately. Student teachers faced some financial challenges during teaching practice. Student-teachers indicated that transportation and preparation of instructional materials were the most challenging followed by accommodation. It was further revealed that there was no significant institutional difference in the financial challenges faced by student-teacher during teaching practice. Cost incurred by student teacher does not significantly contribute to their effectiveness during teaching practice.

Recommendations

Based on the findings of this study, it was recommended among others that:

The government should give the student-teachers some financial assistance for their upkeep during the period of teaching practice. Aosl, the authority of all teacher training institutions should support of student-teachers with necessary instructional materials to succeed in their programmes.

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