

## ABSTRACT

This study sought to investigate how practice teaching is perceived by various participants (students, teachers, college tutors and participating teachers). It highlights some related problems and assesses how prepared students view themselves for the exercise.

The following four research questions were posed:

1. How do the different participants perceive the practice teaching?
2. What are some of the related problems that practice teaching poses for the various participants?
3. How prepared do students view themselves for the practice teaching exercise?
4. What difference, if any, exist between second and third year students in the perceptions held; problems encountered and level of preparation received?

The sample included eighteen (18) tutors, one hundred and five (105) students and eighty (80) teachers from one rural teachers' college and its participating schools. The major findings are as follows:

1. Most participants perceived practice teaching as it was intended, that is, giving first hand experience of the classroom situation. Only the

third year students perceived it more as a means certification.

2. The major problems experienced by students were classroom management skills, lack of supervision, and school disruptions.
3. Major problems of tutors were lack of time to supervise properly, and transportation difficulties.
4. Participating teachers experienced setbacks in the teaching of syllabuses and breakdown in classroom discipline.
5. Second year students viewed themselves as less prepared when compared to the third year students. Both cohorts felt incompetent in dealing with remedial pupils.

The following recommendations are advanced, based upon the findings of the research:

1. That the problem of the dual role of tutors and the difficulties with transportation, be examined to enhance the quality of supervision.
2. That classroom teachers be more involved in the supervision of students.
3. That the programme assist students more in the areas of classroom management skills and the

remedial teaching of pupils.

4. That the "timing" of practice teaching be examined.
5. That more time be allocated for practice teaching.