



# Implementation of Universities and Colleges Teaching Practice towards Teaching Competence to Student-Teachers: A Case of Arusha Region

Eva Samwel & Perida Mgecha

Department of Education, Tumaini University Makumira, Tanzania

Email : [evalaiser6@gmail.com](mailto:evalaiser6@gmail.com)/[peridamgecha@gmail.com](mailto:peridamgecha@gmail.com)

**Abstract:** *This study compares the implementation of teaching practice in universities and colleges towards improving teaching competence to student-teachers in Arusha Region. The study employed mixed approach in which convergent parallel design was applied. Simple random, homogeneous and snowball sampling methods were used to sample 60 participants. Interview, questionnaire and documentary analysis were applied for data collection. Pre-field and during field activities were compared. The aspects specifically compared were practical skills, orientation course, assessment mode, supervision mode and duration of TP. Findings revealed that college student-teachers undergo more practical skills trainings like micro-teaching, single lesson practice and demonstration while university student-teachers receive little trainings on practical skills in teaching. The findings also revealed that university supervisors were not much effective in supervision, and assessment while colleges have strong supervision and assessment process as student-teachers are assessed twice by different supervisors, which is not practiced in universities. T-test results show that there is significant different in pre-field activities between universities and colleges. Therefore, teacher trainees are more effective prepared in teachers teaching colleges compared to universities. The study recommends that universities should adopt more practical and competent based trainings so as to empower student-teachers to gain relevant skills for teaching.*

**Keywords:** *Teaching practice, Student-teacher, University, College, Implementation, Competence*

## How to cite this work (APA):

Samwel, E. & Mgecha, P. (2023). Implementation of Universities and Colleges Teaching Practice towards Teaching Competence to Student-Teachers: A Case of Arusha Region. *Journal of Research Innovation and Implications in Education*, 7(4), 202 – 214. <https://doi.org/10.59765/nmar8263>.

## 1. Introduction

Teacher education is a central element of any educational system because any profession is the product of it. In formal education, teachers are to be trained to become professional teachers. One of the vital elements in teacher education is teaching practice, in which a student-teacher is supposed to practice the teaching in the real school environment. According to Endeley (2014), most universities in the world use specific block teaching period. However, the duration of teaching practice varies from one institution to another or country to country. Some provide

five to six weeks while others have year long internships for their student-teachers. Apart from this variation in duration of teaching practice, during this period the main focus is on the assessment of student's teaching competence. In general, the assessment is based on six aspects namely, lesson plan, the application of the teaching materials, lesson conduct, knowledge of the subject content, classroom management and teacher's personality, leaving out other competencies such as research and cultural aspects (Oluwatayo & Adebule, 2012). The criteria appearing in the assessment form is narrowed compared to

competencies demonstrated by student-teachers during teaching practice session.

The aspect of teaching practice to teacher education should be seriously handled. Amollo, Lilian and Boniface (2018) assert that enough preparation to work enhances learning process and directs learners in appropriate application of knowledge, skills and attitudes for professional competency. Effective teaching practice begins with authentic preparation through; identifying teaching practice school, attending to briefing prior to posting for teaching practice, gathering teaching practice preparation materials, preparing and teaching learning resources, and identifying appropriate assessment methods. However, among weak areas of professional development are proficiency in preparation and management of teaching practice. Generally, in order to ensure that teaching practice is appropriately managed to achieve professional development, more research has to be done concerning effectiveness of teaching, and financing teaching practice exercise.

## 2. Literature Review

Teaching practice program faces with many challenges. These challenges according to Msangya, Mkoma, and Yihuan (2016), include inadequacy finance to conduct effective supervision, lack of teaching and learning materials to student-teachers, and lack of accommodation to student teachers as well as the mismatch of the teaching practice period with local secondary school calendar. Obiweluozor, Momoh, and Ogonnaya (2013) add that shortage of supervisors is among the major challenges faced by many educational institutions. This inadequate number of teaching practice supervisors makes the assessment exercise to student-teachers to be done under expectation. As a result, some institutions decide to assess the student-teachers only once. Also, student-teachers are faced with lack of guidance from supervisors and practice teachers, lack of being followed during application, and lack of feedback (Aldabbus, 2020). Another challenge regarding TP supervisors is that some of them lack skills and information about their responsibilities, and therefore they fail to help student-teachers on appropriate skills for improvement (Mukeredzi, 2016).

Ndegero, Rupia, and Onyango (2022) in their study affirm that for the case of courses that include practical part like teaching practice, especially in universities, are poorly organized, supervised and evaluated. This situation contributes much to having incompetent teachers. Poor organization and inadequate support to student-teachers may lead teaching practice to be fruitless exercise for teacher trainees (Odundo, Othuon, & Lilian, 2017). Therefore, there is a need to compare the implementation

of teaching practice in universities and colleges. Msangya, Mkoma, and Yihuan (2016) insist that the improvement of the teaching process to reflect new needs of society is needed. Teaching practice course makes significant contributions to student-teachers to practice the knowledge learnt in the class in the real teaching situation, it helps to develop self-confidence, as well as to get professional experiences. Similarly, the studies done by Aglazor (2017), and Yikealo and Karvinen (2018) assert that teaching practice provides opportunity to student-teachers to apply their knowledge and skills in the classroom as teachers.

In Tanzania university graduates, including student-teachers are blamed of being incapable of practicing what they have learnt in classes into real-life situation (Kajoro, Chirure & Simiyu, 2013). Despite student-teachers graduating with excellent grades, still the motivation and quality of teachers employed in secondary schools in Tanzania has come in for criticism from several institutions. In this situation, in which teachers are being employed because they hold paper qualifications but without having candid proof of the ability for quality teaching brings confusion between quality and qualification (Kitta & Fussy, 2013). Previous studies did not point out the practical trainings and the activities given to the student-teachers in improving their profession. Therefore, the current study compares the practical implementation of teaching practice provided by universities and colleges towards improving teaching competence.

Also in Tanzania, it has been noted that a degree holder trained teacher does not attract academically and professionally towards teaching carrier. The situation is different with college student-teachers who observed to be more attractive in academic development and employment as well as competent in teaching profession. For that reason, this study compares universities and college teaching practice towards teaching competence of student-teachers to see what makes this difference.

The study was guided by Situated Learning Theory. It is an instructional approach developed by Jean Lave and Etienne Wenger in the early 1990s, and follows the work of Dewey, Vygotsky and others who claim that students are more included to learn by actively being involved in the learning experience. Situated learning basically is a matter of creating meaning from the real activities of daily life where learning occurs relative to the teaching environment. Therefore, it is created on the belief that what people learn, see and do is situated in their roles as members of a community (Lave & Wenger, 1991). The study about teaching practice allows student-teachers to construct the knowledge and experiences of teaching when they are in schools for teaching practice in which external environments help them to learn more by interacting with

experienced teachers work with them and collaborate with them in solving various challenges. Situated learning stresses the opportunities for student-teachers to reveal their abilities and talents.

The purpose of this study was to compare how teaching practice is implemented in universities and colleges in improving teaching competence among student-teachers. The hypothesis stated that there is no significant difference between participants' mean scores about implementation of pre-field teaching practice activities between universities and colleges. Hence the study compares pre-field teaching (in campus) activities done in universities and colleges, and during field activities (in field practices) done by universities and colleges. The article is organized into five sections, which are introduction, literature review, methodology, results and discussion, as well as conclusion and recommendations.

### **3. Methodology**

This section presents the methodological part of the study. It presents the research approach and design, study area and sampling, sample size, and methods of data collection. The section also presents information on how data were analysed.

#### **3.1 Research Approach, Design and Area of Study**

This study used mixed approach. The approach was chosen because it helped to answer the research questions that cannot be answered by qualitative or quantitative methods alone as affirmed by Dawadi, Shrestha and Giri (2021). This approach enabled the researchers to establish deep understanding on how teaching practice is implemented in universities and in colleges towards teaching competence among student-teachers.

In this study a convergent parallel design was used. The design shows deep integration across program, and to gain an in-depth understanding of the topic where by the researcher aims to triangulate the methods by directly comparing the quantitative statistical results and qualitative

findings (Doyle, Byrne & Rrady, 2014). In this study quantitative and qualitative data were separately analysed, then the findings were directly compared during the similar time frame. The study was done in Arusha region because it has a mixture of universities and teachers' colleges hence it gave a possibility of studying the phenomena under investigation.

#### **3.2 Sampling and Sample Size**

The study used three sampling techniques which were homogeneous sampling, snowball sampling and simple random sampling. The homogeneous sampling technique was used to choose the teaching practice coordinators. The significance of homogeneous sampling in this study was to get participants with shared characteristics which were present within a specific population group.

Snowball sampling was used to obtain teaching practice supervisors from universities and colleges. The researchers used the first participant of the study to identify more research participants. In this session, participants who were identified to share similar characteristics relevant to the study that were used as research participants. This sampling sequence continued until there were 16 participants for the study.

Simple random sampling was also used to obtain student-teachers from every group. In this, 10 pieces of papers written "YES" and other 10 pieces of papers written "NO" were prepared and mixed up for the second and third year classes, student-teachers were asked to pick only one piece of paper, and for those who picked the one written "YES" were included in the sample of the study while those who picked papers written "NO" were excluded from the sample. This process was done to both universities and colleges. In total, therefore, the study included 60 participants. They were drawn from two universities and two colleges from which fifteen participants were chosen from each institution. The sample was drawn from the population of teaching practice coordinators, TP supervisors and student-teachers as summarized in Table 1.

**Table 1: Sample of the Study**

| <b>Participants Category</b> | <b>Universities</b> | <b>Colleges</b> | <b>Total</b> |
|------------------------------|---------------------|-----------------|--------------|
| TP coordinators              | 02                  | 02              | 04           |
| TP supervisors               | 08                  |                 | 08           |
| Student-teachers             | 20                  | 20              | 40           |
| <b>Total</b>                 | <b>30</b>           | <b>30</b>       | <b>60</b>    |

### **3.3 Data Collection and Analysis Procedures**

The study employed interview, questionnaires and documentary analysis. In the interview, the study used semi-structured interview which allowed the researchers to ask both open and closed questions. The choice of this instrument was because of ability of the participants to express their experience about the implementation of teaching practice. Interview technique was used to 4 TP coordinators and 16 supervisors from universities and colleges while questionnaires were administered to 40 student-teachers. In documentary analysis, existing documents were analysed to determine if the implementation of teaching practice program reflected program plans as supported by (Dalglish, Khalid & McMahon, 2020). Documents analysed were TP assessment forms given to TP supervisors, heads of schools, and the one given to the student-teacher for feedback. Data were analysed through thematic and descriptive statistics analysis techniques. In thematic analysis method, data were organized in two column environments (verbal quotes and themes). Through coding, researchers summarized the collected data into themes and sub-themes for the purpose of creating meaningful units of analysis that appeared in terms of words, phrases and sentences. Descriptive statistics technique was used to analyse quantitative data. It was used to compute frequencies, percentages, mean and standard deviation as well as the application of t-test for hypothesis testing. The hypothesis stated that there is no significant difference between participants' mean scores about implementation of pre-field teaching practice activities between universities and colleges.

### **4. Results and Discussion**

The study aimed to compare how teaching practice is implemented in universities and colleges. Data were collected from TP coordinators, supervisors and student-teachers to examine how teaching practice is done in their institutions. The comparison used on the implementation of teaching practice was based on pre-field TP activities and during TP activities as follows;

#### **Pre-field Teaching Practice Activities**

In this part, the researcher prepared questionnaires to university student-teachers where by participants were asked to put a tick to indicate their level of agreement or disagreement in one of each item. The questionnaires were prepared having five-points Likert scale ranging from strongly agreed (=5) to strongly disagreed (=1). Mean and Standard Deviation were used to determine the average score of participants' responses for each item. Criteria for comparison was based on campus practical skills to student-teachers, orientation courses and control before TP.

The findings were analysed based on Mean and Standard Deviation. Within the five-points ranges, two bisecting mean scores were used to make the analysis clear as suggested by Gay and Airasian (2013); these scores were (1.00 – 3.40) and (3.41 – 5.00). The remark was reached upon the mean value, whereby a mean value between 1.00 and 3.40 were considered Disagreed and from 3.41 to 5.00 was considered Agreed. Pre-field teaching activities noted from student-teachers are summarized in Table 2 bellow.

**Table 2: University Student-teachers' Responses on the Pre-field TP Activities (n=20)**

| Item No | Universities pre-field TP activities   | M    | SD    | Remark    |
|---------|--|------|-------|-----------|
| 1       | Learn basic principles of teaching as a general course                           | 4.07 | 0.910 | Agreed    |
| 2       | Learn teaching methodologies on the subject of specialization                    | 3.69 | 1.291 | Agreed    |
| 3       | Training on how to prepare teaching documents including how to fill log books    | 1.21 | 0.418 | Disagreed |
| 4       | Student-teachers are ensured conducive environment for TP                        | 1.32 | 0.529 | Disagreed |
| 5       | Student-teachers undergo practical training like microteaching and demonstration | 1.24 | 0.455 | Disagreed |
| 6       | Student-teachers are oriented on code of ethics and conduct                      | 3.47 | 1.393 | Agreed    |

Key: M=Mean, and SD=Standard Deviation

Data in Table 2 show that majority of university student-teachers agreed for items 1, 2 and 6 about prior TP training program to student-teachers. Data indicate that, student-teachers learn basic principles of teaching (M= 4.07, SD= 0.91), teaching methodologies on subject of specialization (M= 3.69, SD= 1.291), and orientation on code of ethics and conduct (M=3.47, SD=1.393). Meanwhile, participants disagreed with item 3, 4 and 5 that, preparation of TP documents include how to fill log books (M= 1.21, SD= 0.418), student-teachers are ensured conducive environment (M=1.32, SD=0.529) and training on practical skills like micro-teaching and demonstration (M= 1.24, SD= 0.455) were not practiced as ways of increasing student-teachers competence.

This implies that university student-teachers lack crucial practical skills like micro-teaching and demonstration. Training of student-teachers contributes in providing professional skills which are to meet and satisfy the needs of the profession as well as the environment to which the student-teachers are being prepared for. However, one of the university coordinators reported that, student-teachers in the universities undergo through courses which help them in teaching such as teaching methodologies for subject of specialization. To second it, one supervisor from university affirmed that,

*...TP activities include confirming allocation of student-teachers to TP schools, preparation of TP assessment documents, conducting seminars with student-teachers about TP ethics and they are reminded on expected behaviour.” (Interview with University supervisor 4 (18 March 2023)*

Findings imply that universities provide many techniques and teaching materials to student-teachers concerning teaching practice which is crucial for a betterment of teaching career. This helps student-teachers to have enough materials and methodologies to apply when teaching.

On the other hand, through questionnaire college student-teachers were asked on how teaching practice was implemented in their institutions. The questionnaires were prepared having five-points Likert scale ranging from strongly agreed (=5) to strongly disagreed (=1). Mean and standard deviation were used to determine the average score of participants' responses for each item. These scores were (1.00 – 3.40) and (3.41 – 5.00). The remark was reached upon the mean value, whereby a mean value between 1.00 and 3.40 were considered Disagreed and from 3.41 to 5.00 was considered Agreed. Findings from teachers are presented in Table 3 below.

**Table 3: College Student-teachers' Responses on the Pre-field TP Activities (n=20)**

| Item No | Colleges pre-field TP activities   | M    | SD    | Remark |
|---------|--|------|-------|--------|
| 1       | Learn basic principles of teaching as a general course                           | 3.92 | 1.044 | Agreed |
| 2       | Learn teaching methodologies on the subject of specialization                    | 4.07 | 0.910 | Agreed |
| 3       | Training on how to prepare teaching documents including how to fill log books    | 4.66 | 1.42  | Agreed |
| 4       | Student-teachers are ensured conducive environment for TP                        | 4.10 | 1.20  | Agreed |
| 5       | Student-teachers undergo practical training like microteaching and demonstration | 4.55 | 1.32  | Agreed |
| 6       | Student-teachers are oriented on code of ethics and conduct                      | 3.66 | 1.15  | Agreed |

Key: M=Mean, and SD=Standard Deviation

Data in Table 3 shows that all college student-teachers are well prepared as they learn principles of teaching, methodologies of teaching on the specialized subjects, taught how to prepare teaching aids as well as how to prepare field practical sessions; they conduct micro-teaching, demonstration, single lesson practice, trained on ethical code of conducts. Student-teachers are also taught on how to fill log books, prepare schemes of work, lesson plans and lesson notes.

The researchers used t-test to check if the Mean scores for

universities and colleges were significantly different statistically. The 95% confidence interval means the 5% (or 0.05) level of significance which is used for hypothesis testing. The decision rule states that Null hypothesis (Ho) is rejected if the sig. value (p-value) is less than the level of significance (alpha) value (0.05) and the alternative hypothesis is retained. We fail to reject hypothesis if the p-value is greater than the level of significance as stated by Mugenyi and Mokoro (2022). Table 4 shows the independent t-test results on pre-field TP activities.

**Table 4: Independent T-test Results**

| Mean scores for pre-field TP activities |          | Df | p-value | Mean difference |
|---|----------|----|---------|-----------------|
| Universities                            | Colleges |    |         |                 |
| 2.5                                     | 4.16     | 10 | 0.017   | 1.66            |

The findings show that the calculated Means differ from universities and colleges by 1.66. Since the sig (p-value) of 0.017 is less than the alpha value (0.05), this different is significant and the null hypothesis is rejected. Therefore, there is a significant difference between participants Mean scores about pre-field TP activities between universities and colleges.

This implies that student-teachers from colleges receive practical trainings before teaching practice. This is done to ensure that teaching practice is the place to improve and add expected teaching skills, knowledge and competence. Also, one college supervisor affirmed that:

*...before teaching practice the student-teachers are given general instructions about TP, single lesson is done and microteaching, also having a meeting every Friday for three weeks before TP for better performance of student-*

*teachers when they are on TP. (Interview with college supervisor 1 (20 March 2023)*

Another college coordinator explained that:

*...One of the activities include training student-teachers on the best teaching practice, teaching aids inspection for student-teachers, demonstration, looking for schools for TP and searching for accommodation for the student-teachers (Interview with college coordinator 1 (20 March 2023)*

The explanation above suggests that those prior activities to student-teachers help to make student-teachers get ready to be exposed in school's environment to practice what they have got in class. Moreover, the effective training of student-teachers in colleges has the great influence in addition of values, skills and competencies in teaching

profession. TP supervisors play a great role to make sure that student-teachers get enough and relevant knowledge for teaching as well as different skills. This was supported by one college supervisor that one of their roles is to guide their student-teachers to conduct micro-teaching and single lesson.

Regular support and guidance of supervisors enables student-teachers to get enough skills, positive attitudes and knowledge in teaching profession. On the other hand, inadequate support may turn teaching practice into unproductive exercise for students-teachers. A comparison drawn between universities and colleges on prior TP activities is summarized in table 5.

**Table 5: Comparison of Universities and Colleges Pre-field TP Activities**

| S/N | Universities pre-field TP activities to student-teachers  | Colleges pre-field TP activities to student-teachers  |
|-----|---|---|
| 1   | Student-teachers are not taught how to fill log books   | Student-teachers are taught how to fill log books   |
| 2   | Student-teachers do not do micro-teaching   | Student-teachers do micro-teaching  |
| 3   | Student-teachers do not perform single lesson practice  | Student-teachers perform single lesson practice   |
| 4   | They do not get demonstration from expert teachers  | They have demonstration from expert teachers (sometimes experts are invited from outside colleges)              |
| 5   | Student-teachers search TP schools themselves (student-teachers are not ensured conducive environment for TP) | Institutions search TP schools for student-teachers (student-teachers are ensured conducive environment for TP) |

The aspect of pre-field programs in colleges differs from universities whereby colleges have many practical sessions which are micro teaching, single lesson practice and demonstration. Universities do not teach student-teachers on how to fill log books while colleges teach, also university student-teachers search TP schools themselves while colleges search TP schools for student-teachers.

Similarities are also revealed in terms of teaching whereby all student-teachers from universities and colleges undergo curriculum course, learn teaching methodologies of the subject of specialization, learn psychology course, oriented on code of ethics and conducts also they are trained on how to prepare teaching documents like scheme of work, lesson plan and lesson notes.

### **During TP (in the field) Activities**

Participants were asked on how teaching practice was implemented during the field; also, assessment document were analysed. Elements of comparison used during TP include assessment mode, duration of TP, code of ethics and conduct as well as supervision and follow-up.

In assessment mode, researchers used documentary analysis as a technique to check assessment documents to see how teaching practice is implemented during assessment of student-teachers in the field. Criteria for comparison included skills and knowledge, teaching methods, teaching aids, chalkboard work, ethical conduct and self-assessment of the lesson. Table 6 gives a comparison of assessment aspects (from assessment forms) done in universities and colleges during classroom observation.

**Table 6: A Comparison of Assessment Aspects Done in Universities and Colleges**

| S/N | University assessment  | College assessment  |
|-----|--|---|
| 1   | Ability to relate on part of the lesson to another, ensure student participation in the class.                                   | Compliance of subject matter with environment, quantity, quality and adequate of student activities.  |
| 2   | Ability to use teaching and learning resources   | Selection and proper application of the teaching method. Effectiveness of the method.   |
| 3   | There is no assessment of the teaching aids  | Assessment of teaching aids in terms of compliance with specific objectives, size and visibility, creativity and innovativeness as well as ability to use them. |
| 4   | There are no assessment of chalkboard works  | Assessment of chalkboard works in terms of readability of writings, proper positioning during explanation and proper use of chalkboard aids.                    |
| 5   | Assessment on clothes type and proper wearing style with non-labels. Clothes cleanliness, hair dressing, and non-body decoration | Assessment on wearing of uniforms, neatness of dressing and body, self-confidence, appropriate language use   |
| 6   | There is no self-assessment of the lesson after classroom observation  | Self-assessment of the lesson, strategies for improvement, acceptance of advice given by assessor   |

Documents show that universities assess few aspects in classroom observation like classroom interaction and the use of teaching and learning resources while colleges assess many aspects such as assessment of teaching aids, teaching materials, application of teaching methodologies, chalkboard work and code of ethics and conduct which contribute to improvement of teaching skills and competency.

Similarities were also revealed whereby student-teachers from universities and colleges were assessed on lesson competence and clarity of objectives, selection of appropriate teaching and learning materials, proper writing of scheme of work and lesson plan. Again student-teachers are assessed on mastery of subject matter, ability to use teaching and learning resources, skills of questioning and ability to handle students' responses, communication skills (language use, loudness, clarity and articulation), ability to engage student in critical thinking and problem solving as well as classroom organization and management.

The data also show that, university assessment is done, once and the duration for it last for five to six weeks. Limited timetable and overcrowded of university student-teachers led to the minimized duration of teaching practice. This makes a supervisor to visit each school once for assessment in order to complete the timetable of assessing the high number of student-teachers over a limited time of teaching practice. One university supervisor affirmed that, "...TP for university student-teachers mostly take five to six weeks, and assessment is done once per teaching practice." Another university supervisor added that, "...assessment of student-teachers is done once but it can be done more than one when needed. We meet with school administration for ethical issues and give feedback to student-teachers." (Interview with University supervisor 3 (16 March 2023). The quotation signifies that apart from academic assessment student-

teachers have to adhere to school rules and regulation which is public servants code of conduct as well as schools' timetable. This helps to shape student-teachers behaviour in their profession.

On the other hand, participants from teachers' colleges reported the field activities as: visiting TP schools for assessment, assessing student-teachers twice or three times by different supervisors, making advice to some challenges observed during assessment and monitoring. One College supervisor asserted that:

*...during TP we asses student-teachers twice or three times when needed and it is done with different supervisors in order to avoid bias, we also assess teaching and learning documents, advice student-teachers on how to improve their teaching and we make follow up in the implementation of teaching activities. (Interview with College supervisor 5 on 17, March 2023)*

Another college coordinator affirmed that:

*...TP for colleges last for two months (8weeks), and this give a room for student-teachers to learn and adopt different skills of teaching in school's environment which student-teachers improve teaching professional. (Interview with College coordinator 2 on 18 March 2023)*

The data show that time is a very important component in teaching whereby TP is a period which is used to create competent teachers. Therefore, during TP student-teachers



are supposed to have enough time to transfer their knowledge from theory to practice, applying their skills and competencies in teaching. Duration of teaching practice was not constantly 8 weeks as stated in the frame of teacher education.

Implementation of teaching practice in colleges is different from universities in terms of assessment mode where by college student-teachers are commonly observed twice. One of the college coordinators explained that:

*...the first assessment mostly done in the third week and the second assessment is done in the sixth week of teaching practice by different supervisors to avoid bias This also make student-teacher improve their teaching after assessment.*

(Interview with college coordinator 1 on 20 March 2023)

This signifies that college student-teachers have more time to spend in TP which make them competent in teaching as they go for 8 weeks with close supervision compared to university student-teachers who have little time in TP as they spend 5-6 weeks.

Also, in colleges, student-teachers are more disciplined, knowledgeable; skilled, and competent because of close supervision and follow up from the tutors; but in universities, it is very difficult to monitor student-teachers behaviour because they are many, and they lack close supervision which results to many challenges in teaching competence. The differences between universities and colleges practices during field activities are summarized in Table 7.

**Table 7: Differences between Universities and Colleges Practices during Field Activities**

| S/N | Universities practices during TP      | Colleges practices during TP                                   |
|-----|---------------------------------------|--|
| 1   | Assessment is done once               | Assessment is done twice                                       |
| 2   | TP lasts for five to six weeks        | TP lasts for eight weeks                                       |
| 3   | Student-teachers do not wear uniforms | Student-teachers wear uniforms (they have specific dress code) |
| 4   | Little supervision and follow up      | There is more supervision and follow up                        |

Through TP, student-teacher acquires knowledge, skills and experience about teaching career. However, it was noted that some practices were similarly done during field such as physical classroom observation, assessment of teaching and learning document as well as provision of feedback to student-teachers.

Generally, the study revealed that filling log books, demonstration, single lesson practice, micro-teaching, close supervision and the assessment mode (assessing student-teachers twice by different supervisors) should be emphasized to university student-teachers while college student-teachers should be ensured with enough teaching and learning materials and frequent demonstration. These practices make student-teacher to reflect on their performance in school environment, and if there are weaknesses, she/he should make correction for good performance as the result of being competent in teaching profession.

## Discussion

The article specifically compares how teaching practice is implemented in universities and colleges. The findings reveal that there are variations in the following aspects: micro-teaching, single lesson practice, demonstration, assessment

mode, duration of teaching practice, close supervision and follow up as discussed below.

### Micro-teaching

One of the activities done in colleges includes micro-teaching while university student-teachers lack the technique. Micro-teaching is very important in teaching professional development as Reddy (2019) refers to it as a teaching technique which is used as a tool for enhancing teaching profession for pre-service or in-service teacher training programs. It helps student-teachers to improve teaching and learning skills and provides the opportunity to study their own teaching and study the teaching of others.

Micro-teaching is conducted in order to help student-teachers acquire intended skills and knowledge. Mungure (2016) asserts that micro-teaching is conducted under the supervision of a subject tutor, and usually it is done within the normal classroom session. The aim of micro-teaching practice is to help the student-teachers be acquainted with various teaching methods then later use them in teaching in a classroom situation during TP. Aldabbus (2020) adds that before student-teachers start actual teaching practice in schools, they have to do micro-teaching in the college with their classmates, and only those who performed well in it could go for teaching practice to schools. Micro-teaching is

an excellent way to build up skills and confidence, it is the key factor for better achievement as the theory of situated learning suggests that a student-teacher learn more by actively participating in the learning experience.

Therefore, micro-teaching is a primary aspect to college student-teachers before teaching practice. It provides opportunity to student teachers to develop self-confidence, and work independently in the classroom as it involves practical teaching and productive timing feedback from observers. Important teaching elements which are observed during micro-teaching lesson are such as classroom management, teaching and learning materials, communication skills and personality. Hence, this practical training should be emphasized also to universities teaching programs.

### **Single Lesson Practice**

The findings indicate that, single lesson is not done in universities while in colleges it is practiced in order to help student-teachers to acquire classroom experience including classroom management, confidence and ability to engage students in teaching and learning activities. Single lesson is a training strategy in which the student-teacher is allowed to teach one period per week in a nearby school or demonstration school. Mungure (2016) asserts that before the actual teaching practice exercise student-teachers are supposed to conduct a single lesson to put into practice the theoretical part. In this, the student-teacher is observed by the tutor and gets feedback on strengths and weaknesses at the end of the lesson. This helps the student-teachers to make self-reflection on teaching profession.

University supervisor may learn on how to conduct single lesson practice in their institution in order to help student-teachers to build confidence in teaching as Situated learning theory suggests that practical skills are essentially a matter of creating meaning from the real activities of daily living where learning occurs relatively to the teaching environment. Single lesson practice has been developed specifically to assist student-teachers who are practicing teaching in a real situation. Student-teachers are expected to give their best in teaching as it is time to show skills gained from theoretical courses.

### **Demonstration**

Findings revealed that college student-teachers receive skills from their tutors through demonstration as a method of improving teaching while university student-teachers do not practice it. Demonstration helps student teachers to clarify the questions and doubts on the teaching strategies, used resources and the selection of the content and examples used. This is supported by Khan (2020) who affirms that

demonstration allows student-teachers to see the practical application of their education, making it more likely to remember and understand what they learn if they see it demonstrated. It also encourages critical thinking and participation. This is in line with Situated learning theory which asserts that all activities that are done in class and school environment are the key creators of knowledge to the student-teachers where they are given a room for them to share their ideas in learning which equip student-teachers participation in learning when they are in teaching practice. Demonstration should be made for university student-teachers too as it is the process of making future professional teachers with enough and high-quality skills.

### **Assessment Mode**

The findings reveal that assessment is one of the activities done during teaching practice. However, criteria for assessment differ between universities and colleges. University student-teachers are assessed using few criteria while colleges have many criteria which help them to develop skills, knowledge and competence in teaching. This results in the differences in teaching competence among university and college student-teachers.

The differences in assessment mode between universities and colleges can be seen that there are significant physical, human and financial differences in terms of assessment where practical training and experiences for innovation and sharing knowledge should be emphasized. The differences revealed on the area of teaching competence in class as it focuses on professional specialization as a result of pre-field activities which is also supported by Nam (2020). Assessment as the role of university and college supervisors, more emphasize should be put on practical training than theoretical part. The findings also reveal that university student-teachers are assessed once per teaching practice session especially in the third week of TP while in colleges assessment is done twice in a whole TP duration with different supervisors. Assessment helps student-teachers to improve ability and experience of teaching by improving some areas which needs adjustment. The purpose of student-teachers assessment is to improve teachers' effectiveness, and in turn increase student learning as suggested by Elmabruk (2020). Also, it creates a room to discover new and appropriate methodologies of teaching during TP for future career. Msuya (2022) points out that, assessment results in positive impacts to allow student-teachers have enough time of practical rather than theory. This will help student-teachers on professional development and achievements through frequent assessment and evaluation.

Therefore, effective assessments to student-teachers are the matter of creating meanings from the real activities of daily living where learning occurs relative to the teaching environment as suggested by the learning theory. Assessment in colleges has positive results to individual student-teachers

where they are able to cope with the school environment and fully participate in teaching activities. The development and establishment of an assessment system in any institution may not achieve the desired goals of maintaining the most motivated and highly qualified teachers if it does not take into account the initial teacher preparation and the recruitment criteria that reflect the level of established professional standards (Sanga, 2016). Even the best teacher assessment and evaluation systems are likely to fail if an education system fails to provide the necessary training and preparation to ensure the teachers acquire appropriate skills, knowledge and dispositions. It is generally in line with situated learning theory which suggests that learning occurs when someone actively participate in learning process and connecting prior knowledge to generate ideas (creativity) for effective teaching. Therefore, the function of assessment is to enable beginning teachers to engage themselves and develop proper skills required for success in the teaching profession.

### **Duration of TP**

The findings reveal that duration of teaching practice was not constantly 8 weeks as stated in the frame of teacher education; it fluctuated depending on expenditure and allocation of that academic year. Duration of teaching practice in private universities and colleges depend on each institutions philosophy which results into time differences in the implementation of teaching practice. Also, to the government owned universities and colleges it depends on the guidelines that highlighted by the ministry of Education.

Some universities are full of student-teachers and lecturers are few in number which becomes the challenge for enough time of assessment. This is also indicated by Danielson (2011) who asserts that many supervisors find it difficult to conduct meaningful observations that engage in professional conversations about teaching practice because of time constraints. It is the duty of universities and colleges to adjust the institution's timetable in order to give more time of teaching practice. Universities also may reduce break time especially after second semester and send student-teachers to teaching practice for more practice. This is because teaching practice enables student-teachers to be well professionally prepared, motivated, conscientious and efficient in classroom teaching with the spirit of inquiry, creativity and intellectual development of educational practice.

### **Close Supervision and Follow-up**

During teaching practice close supervision is important in helping student-teachers to be much focused in teaching process. The findings reveal that university supervisors were not effective in supervision where by participants expressed concerns which indicate that the current supervision is ineffective. Sanga (2016) asserts that it is ideally expected

that the supervisors of the teaching practice have the role of guiding, advising and helping the student-teachers in the acquisition of the intended teaching skills. However, this study found that university supervisors are not flexible enough to guide, advice, and discuss with student-teachers on the strengths and weaknesses revealed during the teaching. This is because university student-teachers are many while TP supervisors are few in number. Supervisors are always in rush to complete assessment of student-teachers within the given time, the condition does not allow flexibility of supervisors to perform their duties. The situation in the study reveals limited mentorship and ineffective supervision of university student-teachers as it results to incompetent teachers.

## **5. Conclusion and Recommendations**

### **5.1. Conclusion**

The article was about the comparison on the implementation of universities and colleges teaching practice towards teaching competence to student-teachers. The research findings reveal that college student-teachers undergo more practical trainings which are micro-teaching, single lesson practice and demonstration which add skills and competence while university student-teachers receive relatively little trainings on practical skills. Therefore, teacher trainees are more effective prepared in teachers teaching colleges compared to universities.

### **5.2. Recommendations**

This article firstly concurs with the new proposed education system (TAMISEMI, 2023) which suggests that student-teachers should be practically trained. Secondly, teachers should go for practical interviews before being employed as a professional teacher. This calls for universities and colleges to adopt and give more emphasize on practical trainings to student-teachers than theoretical part. Thirdly, universities and colleges could establish strong collaboration in which they could share ideas, knowledge and experiences on training these student-teachers. Fourthly, universities could strongly consider and adopt these practical skills (micro-teaching, demonstration and single lesson) when reviewing their curricular for teacher education. However, further research could be done on the quality of teaching as demonstrated by teachers after accomplishment of their teacher education program.

## **References**

- Aglazor, G. (2017). The Role of Teaching Practice in Teacher Education Programmes: Designing Framework for Best Practice. *Global Journal of*

*Educational Research*, 16, 101-110.

- Aldabbus, S. (2020). Challenges Encountered by Student-Teachers in Practicing Teaching. *British Journal of Education*, 8(7), 1-8.
- Amollo, O. P., Lilian K. G., & Boniface, N. (2018). Preparation and Management of Teaching Practice Process at University of Nairobi, Kenya: Appropriateness of Methods and Resources. *International Journal of Learning, Teaching and Educational Research*, 17, (8), 107-128.
- Danileson, C. (2011). Evaluation that Helps Teachers Learn. *Educational Leadership*, 68 (4), 35- 39.
- Dawadi, S., Threstha, S. & Giri, R. A. (2021). Mixed – Method Research. A Discussion on its Types, Challenges and Criticism. *Journal of Practical Studies in Education*, 2(2), 25-36.
- Doyle, L., Byrne, G., & Brady, A. (2014). An Overview of Mixed Research. *Journal of Research in Nursing*, 14(2), 175-185.
- Ebrahim, A., Elyadat, W. & Alshammar, F. (2017). Challenges in Teaching Practice at the College of Education based on the Perception of Pre-service Teachers. The case for Kuwait University. *The New Education Review*, 49 (3), 20-49.
- Elmabruk, R. (2020). Judging the Judges. Examining Supervisors Assessment of Unobservable Skills in Developed EFL Teaching Practice Model. *European Journal of Educational Studies*, 7(1), 157-182.
- Endeley, M. N. (2014). Teaching Practice in Cameroon: The Effectiveness of the University of Buea model and Implications for Quality. *Australian Journal of Teacher Education*, 39(11).
- Fraenkel, J. R., & Wallen, N. E. (2015). *How to Design and Evaluate Research in Education (9th Ed.)* Boston: McGraw-Hill.
- Gujjar, A. A., Naoreen, S. S., & Bajwa, M. J. (2010). Teaching practice: Problems and Issues in Pakistan. *International Online Journal of Education*, 2 (2), 339-361.
- Hardman, F. M., Abd-kadir, J & Tibuhinda, A. (2012). Reforming Teacher Education in Tanzania. *International Journal of Educational Development*, 7 (32) 826-834.
- Kajoro, P., Chirure, H. N & Simiyu, I. (2013). Investigation of Factors Hindering Quality Education in Secondary Schools in Mbeya. *International Journal of Learning and Development*, 3 (6), 52-63.
- Khan, D. (2020). Demonstration Method. *Education, Awareness and Research*, 5 (2), 26-64.
- Kitta, S., & Fussy, D. (2013). Bottlenecks in Preparation of Quality Teachers in Tanzania. *Time Journal of Arts and Educational Research*, 1 (5), 29-38.
- Lave, J. & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press.
- Manwa, L., Mukeredzi, T. G., & Manwa, L. (2016). Rural School Teaching in Zimbabwe: Mentoring Experiences of ‘Beginning’ Primary School Teachers. *Australian and International Journal of Rural Education*, 26(2), 63-76.
- Msangya, B. W., Mkoma, S. L. & Yihuan, W. (2016). Teaching Practice Experience for Undergraduate Student Teachers: A Case Study of the Department of Education at Sokoine University of Agriculture, Tanzania. *Journal of Education and Practice*, 7(14), 113-118.
- Msuya, O. (2022). Exploring Experiences of Teaching Practice among Student Teachers in Tanzania: Opportunities and Challenges of the Host Institutions. *Research & Reviews: Journal of Educational Studies*, 8 (6), 164-169.
- Mungure, D. M (2016). An exploration of the Preparation and Organization of TP exercise to Prospective Science and Mathematics Teachers towards Improving Teaching Profession at Morogoro Teachers’ college. *Journal of Education and Practice*, 7 (33), 1735-2222.
- Nam, J. (2020). Comparative Study of Teaching and Learning Centres in Universities by Country. *Global Research in Higher Education*, 3 (4), 12-22.
- Nderego, E. L., Rupia, C., & Onyango, D. O. (2022). Advanced Planning: Reforming Teacher Education Curriculum in Universities to Prepare CBC Compliant Secondary School Teachers for East Africa. *Journal of Research Innovation and Implications in Education*, 6(2), 344 – 351.

- Obiweluozor, N., Momoh, U., & Ogbonnaya, N.O. (2013). Supervision and Inspection for Effective Primary Education in Nigeria: Strategies for Improvement. *Academic Research International*, 4(4), 586-594.
- Odundo, P. A., Othuon, L., & Lilian, G. K (2017). Assessors, School Support and Teaching Practice at the University of Nairobi Kenya: Addressing Teacher Professional Competence. *World Journal of Educational Research*, 4(3), 2333-5998.
- Oluwatayo, J. A., & Adebule, S. O. (2012), Assessment of Teaching Performance of Student Teacher on Teaching Practice. *International Education Studies*, 5(5).
- Reddy, K. R. (2019). Teaching how to Teach: Microteaching (a way to build up teaching skills). *Journal of Gandaki medical college*, 12 (1) 65-71.
- Sanga, P. L. (2016). Implication of Teacher Educator's Practice in Assessment for Student Learning in Tanzania. *Makerere Journal of Higher Education*, 8 (1), 3-24.
- Wizara ya Elimu, Sayansi na Teknolojia, (2023). Rasimu ya Ripoti ya Kamati ya Kitaifa ya Wataalamu wa Kusimamia Kazi ya Maboresho ya Mitaala ya Elimu ya Awali, Msingi, Sekondari na Ualimu. Taasisi ya Elimu Tanzania.
- Yikealo, D., & Karvinen, I. (2018). Teaching Practice Program in the College of Education –Its Strengths and Challenges. *Open Science Journal*, 3(1), 1-23.