



Attitude and Level of Satisfaction of Student Teachers with the Teaching Practice Exercise in Nigerian Universities

BUKOLA AHIMIE, ABIGAIL A. KAREEM,
OMOLARA K. AJIBOYE
University of Lagos, Nigeria

ISIAKA GAFAR
Alhikmah University, Ilorin, Nigeria

Abstract. Teaching practice is the backbone of training in teacher education. It provides the opportunity for would-be teachers to put into practice theoretical knowledge in real life teaching situations. The attitude of student teachers to teaching practice determines their behaviour and how teaching is considered as enjoyable or not. Likewise, their level of satisfaction with the teaching practice exercise serves as feedback for all stakeholders of the teaching practice committee and the teaching profession. This study investigated the attitude and level of satisfaction of student teachers with the teaching practice exercise in Nigerian Universities. This is a mixed-method research design, combining quantitative research of descriptive survey and qualitative research of thematic analysis. The population of the study consisted all final year education students in 2024/2025 session in three universities in Nigeria. Convenience sampling procedure was used to select a total sample of 348 respondents. Three research questions were answered, and three hypotheses were tested in this study. A researcher developed questionnaire administered through google forms was used in collection of data. The research questions were analyzed using descriptive statistics of mean and simple percentages, while the hypotheses were tested using inferential statistics of chi-square and independent t-test at 0.05 level of significance. The result revealed that most respondents have a positive attitude towards teaching practice. However, a majority of respondents have low level of satisfaction with respect to their level of preparedness, supervision expectation and institutional support during teaching practice. Also,

there seems to be no gender difference in attitude and level of satisfaction of student teachers with the teaching practice exercise. The study recommended among others, that teaching practice exercise orientation should be organized for student teachers for at least one month before the exercise in order to have ample time for preparation.

Keywords: Attitude, Level of Satisfaction, Student Teachers, Teaching Practice.

1. Introduction

Teaching practice is the backbone of training in teacher education. It is to teachers-trainee as industrial training is to the engineers, quantity surveyors, bankers and other practical oriented disciplines. It is a compulsory 6-unit course, that provides the opportunity for would-be teachers to put into practice knowledge gained in the classroom to real life teaching situations. It is a period where would-be teachers display and sharpen their pedagogy skills and imbibe the qualities and culture of the teaching profession. Student teachers are deployed or posted to schools for a significant period, a minimum of 12 weeks or more, to teach and be actively involved in all school and pedagogically related activities. These activities include but not limited to writing lesson notes and plan, morning assembly coordination, examination invigilation, open day, Parent-Teacher Forum meetings, extracurricular activities, developing teaching-aids, and class management.

Aiyedun (2020), submits that teaching practice is a practical oriented course where a student teacher is given the opportunity to take part in actual teaching and learning experience through guidance from qualified and experience teachers so as to prepare them for the real world of the teaching profession. They have the privilege to be mentored by on-site professional teachers called cooperating teachers. They are also assessed and given feedback in the following areas; lesson plan, classroom teaching, use of instructional resource, classroom management or control, teacher-trainee's personality and teaching evaluation procedure.

Teachers-trainee are not only recipient of pedagogical knowledge and skills. They are key stakeholders when policies and laws are to be considered with respect to their training and the future of the educational system of any country. The 4th goal in the SDGs on quality of education cannot be fully accomplished without due consideration on teachers and the training process. Hence, the attitude of student-teachers towards teaching practice, a compulsory component of their training must be studied. This is necessary because it serves as feedback in formulating and implementing policies that affects the posterity of the teaching profession.

Attitude determines behaviour. It determines a person's reaction towards an event, person, object, experience, idea or stimuli. This reaction may be favourable or otherwise. Favourable attitudes are associated with positive reactions as revealed by feelings and corresponding behaviour of satisfaction, happiness and enjoyment. Unfavourable attitude is associated with negative feelings and reactions like dislike, sadness, pessimism, anger and resentment towards the stimuli. Attitudes are important to be studied because it has a profound effect on school learning (Okoli, 2014). A student's attitude plays a role in how learning is perceived as pleasant or unpleasant (Okoli, 2014). Thus, studying student-teachers attitude teaching practice provides information as to whether teaching practice is considered pleasant or unpleasant.

Aiyedun (2020) opined that positive attitude helps teachers to develop an all-inclusive learners' friendly environment not just in the four walls of the classroom but in outdoor learning experiences. Individual's attitudes toward their profession appears to have effect on their performance and affect competencies and achievement. Student teachers' attitudes and level of satisfactions seem to depend on their experiences in the course of teaching practice. Some of the student teachers seem to exhibit negative attitude in various

ways like lateness to place of assignment, absenteeism, missing of periods, unattended classes, undated lesson note, interpersonal relationship challenge with cooperating teacher, and disappearance from school after supervision.

Many studies report that student-teachers generally hold positive attitudes toward teaching practice and consider it essential for professional development (Asiyai, 2016; Farauta & Amuche, 2013; Wanekezi, Okoli, & Mezieobi, 2011; Msangya, Mkoma, & Yihuan, 2016). Positive attitudes are often linked to stronger motivation and professional commitment, with teaching beliefs and self-efficacy serving as significant predictors of motivation to teach (Bas, 2021). However, findings are not entirely consistent, as some studies reveal negative attitudes among student-teachers depending on context and experiences (Ikitde & Ado, 2016). This suggests that attitudes toward teaching practice are shaped by situational and institutional factors rather than being inherently stable.

There seems to be an interconnection with students' attitude to teaching practice and level of satisfaction. It is easy to believe that positive attitudes to teaching practice exercise will translate to increased level of satisfaction with the exercise and vice versa. Research on student-teacher satisfaction indicates that it is a key indicator of practicum quality and programme effectiveness. Satisfaction has been associated with supervision quality, communication, and institutional support (Saġi, 2013). Studies also show that factors such as ICT competence, collaborative experience, and teacher-student relational dynamics influence satisfaction (Shonfeld, 2021; Rezaei et al., 2023). Despite these insights, much of the satisfaction in literature focuses on isolated predictors rather than examining how satisfaction interacts with attitudes and lived practicum experiences simultaneously.

A substantial portion of the literature highlights persistent challenges in teaching practice, including inadequate supervision, financial difficulties, poor placement processes, and limited instructional resources (Ekundayo, 2014; Mayowa, 2019; Msangya et al., 2016). Classroom management difficulties are repeatedly emphasized, often linked to the mismatch between theoretical preparation and real classroom demands (Mayowa, 2019). While Annan-Brew and Arhin (2022) present a more optimistic picture with minimal reported challenges, the broader consensus points to systemic issues in practicum organization. However, many of these studies rely heavily on quantitative surveys, offering limited insight into the nuanced personal experiences of student-teachers.

Another recurring recommendation in the literature is the need for microteaching, simulation, and structured orientation prior to practicum (Ekundayo, 2014; Wanekezi et al., 2011; Ikitde & Ado, 2016). While these recommendations are well documented, empirical studies evaluating student-teachers' perceptions of preparedness alongside their satisfaction and attitudes remain limited. Importantly, the literature shows inconsistencies regarding gender differences. Some studies report gender-based variations in attitudes and satisfaction, while others find none (Ikitde & Ado, 2016; Farauta & Amuche, 2013). This indicates the need for further context-specific investigation. Additionally, broader discussions on declining teacher prestige and retention (Kraft & Lyon, 2024; Westphal et al., 2024) suggest that early practicum experiences may play a role in shaping long-term career commitment, yet few studies explicitly link practicum satisfaction and attitudes to these broader professional concerns.

This study addresses several gaps in the literature. First, it integrates attitude, satisfaction, and lived experiences within a single framework, rather than examining them in isolation. Second, by adopting a mixed-methods approach, it captures both statistical trends and rich experiential data, thereby providing a more holistic understanding of teaching practice. Third, it offers context-specific evidence from Nigerian universities, where updated empirical data remain relatively limited. Fourth, it empirically examines the relationship between attitude and satisfaction, contributing evidence to an area that previous studies have often implied but rarely tested directly. Finally, the study clarifies the issue of gender differences within this context, adding to the ongoing debate in the literature.

Overall, this study extends existing knowledge by providing a more integrated, contextually grounded, and empirically tested perspective on student-teachers' teaching practice experiences in Nigeria.

1.1 Statement of Problem

Teaching practice is an important part of teacher training in Nigerian universities. It allows student teachers to gain real-life experience by applying what they have learned in class to actual teaching in schools. However, many student teachers face challenges during teaching practice, such as poor preparation, lack of support from their universities, limited teaching materials, and poor supervision. These issues can affect how they feel about the experience and whether they are satisfied with it.

Some student teachers develop a positive attitude and feel satisfied with the teaching practice, while others feel frustrated and unsupported. This can affect how well they perform and even their interest in becoming teachers. Although teaching practice is a key part of becoming a good teacher, there is still not enough information about how student teachers in Nigerian universities truly feel about it.

It is important to study their attitudes and level of satisfaction so that universities can improve the way teaching practice is organized and supported. This will help ensure that student teachers are better prepared and more confident when they enter the teaching profession.

1.2 Purpose of the Study

The main purpose of the study was to investigate the attitude and level of satisfaction of student teacher to the teaching practice exercise in Nigeria. Specifically, the study sought to:

- determine the attitude of student teachers towards the teaching practice exercise in Nigeria.
- investigate student teachers' satisfaction towards the teaching practice exercise in Nigeria
- explore students' positive and negative experiences during the teaching practice exercise
- examine the association between attitude and level of satisfaction of student teachers to the teaching practices exercise in Nigeria.
- examine gender difference in the satisfaction of student's teacher to the teaching practice exercise in Nigeria.
- examine gender difference in attitude of student's teacher to the teaching practice exercise in Nigeria.

1.3 Research Questions

- What is the attitude of student's teachers towards the teaching practice exercise in Nigeria?
- Are student teachers satisfied with the teaching practice exercise in Nigeria?
- What were students' positive and negative experiences during the teaching practice exercise?

1.4 Research Hypotheses

- There is no significant association between the attitude and level of satisfaction of student teachers to the teaching practice exercise in Nigeria.
- There is no significant gender difference in the satisfaction of student’s teacher to the teaching practice exercise in Nigeria.
- There is no significant gender difference in attitude of student’s teacher to the teaching practice exercise in Nigeria.

2. Methodology

2.1 Research Design

This study employed a mixed-methods approach to investigate the attitude and level of satisfaction of student teachers to the teaching practice exercise in Nigeria. Thematic analysis was used as a qualitative approach to investigate students’ positive and negative experiences during the teaching practice exercise in an open-ended response format, while descriptive survey research design was used as a quantitative approach to investigate the attitude and satisfaction to the teaching practice exercise, as well as to determine the association between their attitude and level of satisfaction.

2.2 Sample and Sampling Technique

The sample for this study consisted 348 students, comprising 132 males and 216 females gotten through convenience sampling technique from three Nigerian

universities. This entails collecting data from respondents based on their availability and willingness to participate in the study.

2.3 Research Instrument

Data for this study were collected using a questionnaire titled Attitude and Level of Satisfaction of Student Teachers to Teaching Practice Questionnaire (ALSSTTPQ) administered via Google Forms. The questionnaire was designed to capture the demographic information, attitude and satisfaction of students to teaching practice exercise. Two Open ended statements related to students' positive and negative experiences during teaching practice were also included in the instrument to gather qualitative responses regarding their experiences. Students were able to openly express themselves in words, which helped to foster a better understanding of their viewpoints and experiences.

2.4 Data Analysis

Research question 1 was analysed using simple percentage and frequency counts portrayed in bar chart. Research question 2 was analysed using simple percentage and frequency counts. The response to each statement on students’ satisfaction with respect to their preparedness, institutional support and ability to meet their supervisors’ expectation was presented in a table using frequency counts and simple percentage. Research question 3 was analysed using thematic analysis. Hypothesis 1 was analysed using chi-square, while hypotheses 2 and 3 was analysed using independent samples t-test

3. Result

Research Question 1: What is the attitude of student’s teachers towards teaching practice in Nigeria?

Figure 1: Attitude of student’s teachers towards teaching practice in Nigeria

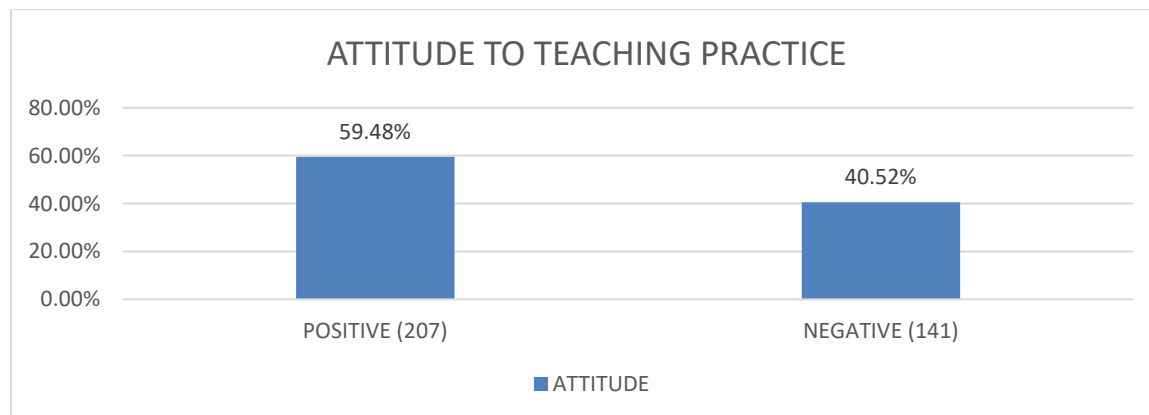


Figure 1 reveals that a preponderance of respondents (59.48%) has a positive attitude to the teaching practice exercise, while 40.52% have a negative attitude towards teaching practice.

Research Question 2: Are student teachers satisfied with the teaching practice exercise in Nigeria?

Table 1: Student's Satisfaction with Teaching Practice

Statement		Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Students' Satisfaction with Preparedness Teaching Practice	348				
How satisfied are you with your financial readiness for teaching practice?	N %	103 29.60	162 46.55	60 17.24	23 6.61
How satisfied are you with your readiness to teach?	N %	152 43.68	171 49.14	24 6.89	1 0.29
How satisfied are you with your readiness to use instructional materials and teaching aid?	N %	161 46.27	172 49.42	12 3.45	3 0.86
How satisfied are you with your mental readiness for teaching practice?	N %	132 37.93	177 50.86	34 9.77	5 1.44
How satisfied are you with your readiness to assess student's learning?	N %	161 46.27	172 49.42	11 3.16	4 1.15
How satisfied are you with your readiness to write lesson plan?	N %	136 39.08	176 50.57	26 7.47	10 2.87
How satisfied are you with your preparedness for classroom management?	N %	156 44.82	171 49.14	16 4.60	5 1.44
Satisfaction with Institutional Support					
I'm satisfied with the orientation organised by my university before the teaching practice	N %	155 44.54	164 47.13	19 5.46	10 2.87
I'm satisfied with the organization of the placement process into schools	N %	126 36.21	184 52.87	29 8.33	9 2.59
I'm satisfied with the school I was posted for teaching practice.	N %	155 44.54	161 46.26	21 6.03	11 3.16
I'm satisfied that my university communicated effectively with the host school concerning my placement	N %	120 34.48	189 54.31	27 7.76	12 3.45
I'm satisfied with the emotional support by my institution during the teaching practice	N %	116 33.33	171 49.14	46 13.22	15 4.31
My institution provided financial support during my teaching practice	N %	50 14.37	82 23.56	99 28.45	117 33.62
I'm satisfied with the overall support provided by my institution during teaching practice	N %	78 22.41	178 51.15	62 17.82	30 8.62
Satisfaction with Supervisor's Expectation					
I am satisfied that I met my supervisor's expectation in my Lesson Plan.	N %	144 41.38	176 50.57	23 6.61	5 1.44
I am satisfied that I met my supervisor's expectation in Classroom Management	N %	137 39.37	191 54.89	15 4.31	5 1.44
I am satisfied that I met my supervisor's expectation in classroom teaching	N %	132 37.93	196 56.32	16 4.60	4 1.15
I am satisfied that I met my supervisor's expectation in Mastery of subject content.	N %	127 36.49	192 55.17	26 7.47	3 0.86
I am satisfied that I met my supervisor's expectation with the integration of instructional resources	N %	132 37.93	192 55.17	20 5.75	4 1.15
I am satisfied that I met my supervisor's expectation Professional appearance and demeanor	N %	131 37.64	192 55.17	22 6.32	3 0.86
I am satisfied that I met my supervisor's expectation with respect to evaluation of students' learning in the classroom	N %	143 41.09	194 55.75	10 2.87	1 0.29

The satisfaction of student teachers was examined in three areas; readiness or preparedness for teaching practice, institutional support, and supervisors' expectations. The result in table 1 reveals that students reported high levels of satisfaction with their readiness for teaching practice. A large number of respondents were either satisfied or very satisfied with their readiness to teach (92.82%), use instructional materials and teaching aids (95.69%), assess students' learning (95.69%), and write lesson plans (89.65%). Mental readiness also attracted a high level of satisfaction with 88.79% of respondents indicating satisfaction. However, financial readiness had comparatively lower satisfaction rates, with only 76.15% satisfied or very satisfied, and 23.85% expressing dissatisfaction or strong dissatisfaction. This suggests that financial constraints posed a significant challenge to student teachers.

Regarding institutional support, students expressed moderate to high satisfaction in areas such as pre-practice orientation (91.67%), the school placement process (89.08%), and the university's communication with host schools (88.79%). Nevertheless, satisfaction was lower concerning emotional and financial support. Only 56.90% were satisfied with emotional support from their institutions, while a larger portion (62.07%) expressed dissatisfaction with the financial support received. This indicates a perceived lack of adequate institutional support in emotional and monetary aspects during the teaching practice.

The majority of students reported being satisfied with how well they met their supervisors' expectations in various teaching competencies. For example, more than 90% of students felt they met expectations in classroom teaching (94.25%), lesson planning (91.95%), classroom management (94.26%), subject mastery (91.66%), use of instructional resources (93.10%), professional appearance and conduct (92.81%), and evaluating students' learning (96.84%). These findings point to a strong sense of preparedness and achievement among the student teachers in fulfilling supervisor expectations.

Research Question 3: What were students' positive and negative experiences during the teaching practice exercise?

Positive experiences

Thematic analysis was used to categorize students' positive experiences in to seven themes; professional growth and skill development, building relationships, confidence and personal development, positive teaching environment, engagement in extracurricular

activities, application of theoretical knowledge and inspiration for future career. This is presented below:

Professional Growth and Skill Development

Student teachers reported gaining practical or hands-on experience in lesson planning, classroom management, and using instructional materials. Many mentioned that they learned a lot from mentors (cooperating teachers and other staffs) and developed skills like multitasking, public speaking, and time management. Here are some statements by the students:

"I gained more knowledge on how to manage a class effectively..."

"I am pleased with my mentor... he helped me build more confidence about teaching."

Building Relationships

A prominent theme across responses was building relationship with students, staff, and other student teachers. Many saw these relationships as sources of joy and support. Here are some statements by the students:

"I created strong relationships with my students..."

"I loved the school activities and teachers. Also, it was fun interacting with the students."

Confidence and Personal Development

Teaching practice boosted students' self-esteem and courage. Students who feared public speaking or teaching crowds said they became bolder and more self-assured. Comments like;

"Before my teaching practice, I had phobia... but now I'm bold and encouraged."

"It boosted the confidence in me." was expressed by some students.

Positive Teaching Environment

Many described the school environments as welcoming and conducive to teaching. Staff cooperation, availability of resources, and overall support enhanced their experiences. Here are some statements by the students:

"The school was well organized... the students and staff were accommodating."

"The environment was conducive for teaching and learning to take place."

Engagement in Extracurricular Activities

Some students expressed that participation in non-academic roles like organizing debates, sporting events, and morning assemblies helped them feel integrated and capable.

"I was entrusted with organizing inter-house sports... it boosted my confidence."

"It gave me an opportunity to participate in extracurricular activities like sports."

Application of Theoretical Knowledge

Several respondents highlighted how teaching practice helped in applying knowledge gained from university coursework in real-life teaching situations:

"I was able to put everything I learnt in class into practice."

"It really helps put my theoretical knowledge into well attainable practice."

Inspiration for Future Career

Few students expressed that teaching practice strengthened their desire to pursue teaching or counselling as a profession. Here are some statements by the students:

"It increases my motivation to be a teen counsellor."

"It inspired me to become a lecturer someday."

Negative experiences

Thematic analysis was used to categorize students' negative experiences in to eight themes; financial and logistical challenges, placement and institutional support issues, supervision and assessment concerns, student behaviour and classroom management, inadequate facilities and resources, lack of orientation and preparation, psychological and physical stress and equity and fairness in policy implementation. These themes are briefly explained below:

1. Financial and Logistical Challenges

A dominant theme in the responses is the lack of financial support, long commuting distances, and accommodation issues. These caused stress, especially for students posted far from home or who had to relocate. Here are some statements by the students:

"We were not even getting paid... how are we supposed to pay for transportation?"

"Posting me to a very distant school from Ago (Ijebu Igbo)"

"Cost of transportation is expensive."

2. Placement and Institutional Support Issues

Many respondents criticized the school placement process, claiming it lacked transparency, fairness, or student input. Some schools were unprepared or unwelcoming. Here are some statements by the students:

"The school I was posted to just used us... most of the teachers weren't willing to communicate or work with

us."

"Students were not considered in the school selection process."

3. Supervision and Assessment Concerns

There were many complaints about late, infrequent, or biased supervision, as well as unfair grading practices. Here are some statements by the students:

"Late supervisor."

"Some students bribed at the point of presentation while others didn't undergo thorough assessment."

"Supervisors don't give good marks."

4. Student Behaviour and Classroom Management

Some student teachers faced difficult or undisciplined students, which made teaching frustrating. Here are some statements by the students:

"The students are very rude and stubborn."

"Some classes are over-crowded which might hinder effectiveness of learning."

5. Inadequate Facilities and Resources

Respondents noted shortage of teaching materials, uncondusive classrooms, and lack of space or furniture. Here are some statements by the students:

"Limited availability of teaching materials and resources."

"Not enough places for the teaching practice students to sit down."

6. Lack of Orientation and Preparation

Some participants felt underprepared due to poor communication or lack of training, especially in using psychological assessment tools or writing lesson plans. Here are some statements by the students:

"We were not taught how to use some of the psychological test materials."

"Proper orientation was not given before posting."

7. Psychological and Physical Stress

The teaching practice was reported to be physically exhausting, mentally draining, and emotionally taxing, especially with combined academic workload. Here are some statements by the students:

"Balancing teaching practice with academic responsibilities can be stressful."

"I was so stressed I had to borrow money to go to my teaching school."

8. Equity and Fairness in Policy Implementation

Some students questioned unequal treatment in grading, expectations, and location assignments. Here are some statements by the students:

"Students that got rejected from their posted schools had to undergo a very stressful process for reposting."

"Some students bribed at the point of presentation."

Hypotheses Testing

Hypothesis 1: There is no significant association between the attitude and level of satisfaction of student teachers to the teaching practice exercise in Nigeria.

Table 2: Cross-tabulation of Attitude and Satisfaction

	High Satisfaction	Low Satisfaction	Total
Negative attitude	120	21	141
Positive attitude	198	9	207
Total	318	30	348

Table 2 is a cross-tabulation between students' attitudes (positive or negative) and their satisfaction levels (high or low).

Table 3: Chi-square analysis on attitude and satisfaction about teaching practice

	N	Mean	SD	df	χ^2_{cal}	χ^2_{tab}
Attitude to teaching Practice	348	25.92	3.24	1	10.54	3.84
Level of Satisfaction		30.38	3.91			

Table 3 reveals that a χ^2 value of 10.54 resulted as the association between students' attitude and level of satisfaction to teaching practice. This value is greater than the critical tabled value of 3.84 given 1 degree of freedom at 0.05 level of significance. Thus, the null hypothesis that states that there is no significant association between the attitude and level of satisfaction of student teachers to the teaching practice exercise in Nigeria is rejected. This implies that the chi-square test result was statistically significant, indicating that students' attitudes are significantly associated with their satisfaction levels. Students with positive attitudes were more likely to report high satisfaction.

Hypothesis 2: There is no significant gender difference in the satisfaction of student's teacher to the teaching practice exercise in Nigeria.

Table 4: Independent samples t-test analysis on satisfaction scores between male and female students

	N	Mean	SD	Df	t-cal	p-value
Male	132	30.64	4.04	346	0.96	0.33
Female	216	30.22	3.81			

An independent samples t-test was conducted to determine whether there was a significant difference in satisfaction scores. The t-test showed no statistically significant difference in satisfaction levels between male and female students, $t(df) = 0.95, p = .342$. Thus, gender does not appear to influence satisfaction.

Hypothesis 3: There is no significant gender difference in attitude of student's teacher to the teaching practice exercise in Nigeria.

Table 5: Independent samples t-test analysis on attitude scores between male and female students

	N	Mean	SD	Df	t-cal	p-value
Male	132	25.63	3.33	346	-1.309	0.817
Female	216	26.10	3.20			

An independent samples t-test was conducted to examine gender differences in attitude scores.

The result indicated no significant gender difference in attitude scores.

4. Discussion of Findings

The present study examined the attitude and level of satisfaction of student-teachers with the teaching practice exercise in Nigerian universities. The findings provide important insights into how student-teachers perceive and experience teaching practice, and how these perceptions align with existing literature.

The study revealed that a majority of student-teachers exhibited a positive attitude toward teaching practice. This suggests that most student-teachers value teaching practice as a meaningful component of their professional preparation. This finding aligns with earlier studies which reported generally positive attitudes toward teaching practice among pre-service

teachers (Asiyai, 2016; Farauta & Amuche, 2013). These studies similarly observed that student-teachers recognize teaching practice as an opportunity to gain real-life classroom experience and develop professional skills. However, the existence of a considerable proportion of student-teachers with negative attitudes indicates that not all trainees experience teaching practice positively. This supports Ikitde and Ado (2016), who found that some student-teachers hold negative attitudes toward teaching practice, often influenced by the conditions under which the exercise is conducted.

Regarding satisfaction, the findings showed that while student-teachers reported high satisfaction with their personal preparedness (readiness to teach, lesson planning, use of instructional materials, and assessment skills), their satisfaction was lower in areas related to financial readiness, emotional support, and institutional financial support. This implies that although universities may be preparing student-teachers academically and pedagogically, the welfare and support structures surrounding teaching practice may be inadequate. This finding is consistent with Msangya, Mkoma, and Yihuan (2016), who highlighted funding constraints and logistical challenges as major concerns during teaching practice. Similarly, Ekundayo (2014) emphasized that inadequate preparation and lack of structured support reduce the quality of teaching practice experiences.

The dissatisfaction with financial support is particularly noteworthy. Teaching practice often requires transportation, accommodation, and procurement of teaching materials, which may impose financial strain on student-teachers. When these costs are borne largely by students, it can create stress and reduce overall satisfaction. This may explain why some student-teachers develop less favorable perceptions of the exercise despite its professional value.

The findings also showed high satisfaction with meeting supervisors' expectations. Most student-teachers believed they performed well in lesson planning, classroom teaching, classroom management, and subject mastery. This reflects a sense of competence and self-efficacy among the trainees. Bas (2021) found that self-efficacy and positive teaching beliefs significantly predict motivation to teach, suggesting that when student-teachers feel capable, their professional commitment increases. However, qualitative responses in the present study revealed complaints about inconsistent supervision, lateness, and perceived bias in grading. This mirrors Mayowa (2019), who found that

supervisory problems significantly affect student-teachers' performance. The dual finding high perceived competence but concerns about supervision suggests that while student-teachers may feel capable, the supervisory process itself may not always be perceived as fair or supportive.

The qualitative findings further enrich the discussion. Positive experiences such as professional growth, confidence development, relationship building, and application of theoretical knowledge confirm that teaching practice fulfills its core purpose as a bridge between theory and practice. These outcomes support experiential learning principles and echo Wanekezi, Okoli, and Mezieobi (2011), who advocated for practical exposure and microteaching to strengthen teaching competence.

On the other hand, negative experiences such as financial hardship, poor placement processes, inadequate facilities, student misbehavior, and psychological stress highlight systemic issues in the organization of teaching practice. These findings align strongly with Mayowa (2019) and Ekundayo (2014), who both identified classroom management difficulties, inadequate facilities, and insufficient preparation as major challenges. The reported gap between theoretical preparation and real classroom realities further supports the argument for more simulated teaching experiences before actual school placement.

The hypothesis testing revealed a significant association between attitude and satisfaction. This indicates that student-teachers with positive attitudes are more likely to report higher satisfaction levels. This finding is theoretically meaningful because attitude influences perception and engagement. Tang and Hu (2022) noted that negative educational experiences and poor teacher attitudes can lead to demotivation. By extension, positive attitudes may enhance satisfaction and resilience during teaching practice.

The study also found no significant gender differences in attitude and satisfaction. This aligns with Ikitde and Ado (2016), who similarly found no gender-based attitudinal differences. This suggests that teaching practice experiences and perceptions may be shaped more by institutional and contextual factors than by gender.

Overall, the findings suggest that teaching practice in Nigerian universities is valued by student-teachers and contributes significantly to their professional growth. However, structural issues particularly financial

support, supervision quality, and placement logistics reduce satisfaction. These gaps indicate that improving the support system surrounding teaching practice may enhance both attitude and satisfaction, ultimately leading to better teacher preparation outcomes.

5. Conclusion

This study examined the attitude of student teachers toward teaching practice in Nigeria, their level of satisfaction with various aspects of the teaching practice experience, and the influence of gender and attitude on satisfaction. The findings revealed that student teachers generally possessed positive attitudes toward teaching practice and reported high levels of satisfaction across multiple domains, particularly in preparedness, institutional support, and supervisor expectations. However, financial support from institutions emerged as a significant area of dissatisfaction.

Statistical analysis confirmed a significant association between students' positive attitudes and their satisfaction with the teaching practice, indicating that fostering a positive mindset among student teachers could enhance the overall practicum experience. Meanwhile, gender did not significantly influence either satisfaction or attitude, suggesting equitable experiences among male and female student teachers.

The implications of these findings underscore the importance of maintaining quality teacher education programs that not only build pedagogical competencies but also provide strong institutional and emotional support. However, the persistent issue of inadequate financial support must be addressed, as it can negatively affect students' engagement and overall experience.

6. Implications for Counselling

The study shows that counselling services are very important in Nigerian universities, especially in faculties of education. Counselling units should support student teachers before, during, and after teaching practice, as real classroom teaching can be stressful. Counsellors should be involved in planning and running the teaching practice orientation programme. Before teaching practice, counsellors can help student teachers develop a positive mindset by preparing them for what to expect, reducing stress, and building self-confidence through activities such as group discussions and role-playing. Counselling also supports students' personal and professional growth by helping them manage emotions, behave

professionally, relate well with others, understand learners' needs, and handle classroom challenges.

During the orientation period, counsellors can collaborate with experienced teachers, principals, and supervisors to provide mentorship and career guidance, helping student teachers remain motivated and view teaching as a meaningful career. After teaching practice, counselling can help student teachers reflect on their experiences, address challenges, and improve future performance. Overall, counselling plays a key role in making teaching practice orientation successful by supporting student teachers emotionally, mentally, and professionally, and by producing confident, responsible, and well-prepared teachers.

7. Recommendations

Based on the findings, the following recommendations are offered:

Enhance Financial Support for Student Teachers: Institutions and education policymakers should prioritize financial assistance schemes or stipends for student teachers during teaching practice. This will not only alleviate financial stress but also improve students' focus, morale, and engagement in the field.

Strengthen Pre-Practicum Orientation and Mentorship Programs: While orientation programs were rated positively, they should be further enhanced to include realistic simulations, hands-on workshops, and emotional readiness sessions. Experienced mentors should be assigned to provide consistent guidance throughout the practicum.

Sustain and Improve Supervisor-Student Communication: High satisfaction with supervisors' expectations suggests a strong support system. Institutions should continue to train supervisors on how to provide constructive feedback and maintain professional but supportive relationships with student teachers.

Encourage Positive Attitude Formation through Counselling and Motivation: Given the significant association between attitude and satisfaction, universities should offer regular motivational talks, counselling support, and reflective learning sessions that promote confidence, adaptability, and a growth mindset among student teachers.

Policy Enforcement for Equitable Placement and Institutional Involvement: Universities should ensure equitable, transparent, and well-organized school placements and follow-up visits. Stronger collaboration between institutions and host schools is essential for reinforcing the value of the teaching practice experience.

Further Research on Teaching Practice

Challenges: It is recommended that future studies investigate other possible barriers to satisfaction during teaching practice, such as workload, peer collaboration, school environment, or regional differences, in order to further refine practicum frameworks.

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