

ASSESSMENT OF COOPERATING TEACHERS' MENTORSHIP RESPONSIBILITIES TO STUDENT-TEACHERS ON EFFECTIVE TEACHING PRACTICE EXERCISE IN OYO STATE

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Abstract

Assessment of cooperating teachers' mentorship responsibilities to student-teachers towards effective teaching practice exercise is a survey study geared towards determining the extent to which cooperating teachers carry out their mentorship responsibilities during teaching practice exercise. Five research questions and three hypotheses guided the study, and it sampled 182 secondary school teachers in Oyo State using purposive and quota non-probability sampling techniques. A researcher self-constructed questionnaire (QUESCOTRETP) which grouped the responsibilities into preparatory, pedagogical, managerial and evaluative responsibilities was used for data collection. Data collected were analysed using simple percentage, measures of central tendency and Mann Whitney U test. The findings revealed that teachers carryout the mentorship responsibilities to the highest extent, and the extent to which they carry out the responsibilities does not differ in terms of teachers' gender, years of experiences and school location. In view of the findings, the study recommended among other things that universities/colleges of education should promote the exercise of the mentorship responsibilities through organization of seminars and workshops for practicing schools' teachers prior to the commencement of teaching practice. Managements of practising schools should encourage their teachers through ensuring that trainee teachers are assigned to teachers appropriately, and provision of material resources to enhance the discharge of the mentorship responsibilities.

Keywords: *Teaching Practice, Cooperating Teachers, Cooperating Teachers' Responsibilities*

Introduction

One of the goals of teacher education in Nigeria is to provide teachers with intellectual and professional backgrounds adequate for their assignments and to make them adaptable to changing situations (FGN, 2013). That is why its curriculum is structured to reflect the following components: general education (basic academic studies), foundation studies (principles and practices of education), field of teaching studies or discipline and teaching practice. Except teaching practice, other components of teacher education offer student-teachers

theoretical foundations for building teaching skills. Cicero, (2009) affirms that theoretical foundations for building teaching skills are provided in lectures and seminars but the actual acquisition of skills, concerning their nature, should certainly be a matter of methodically controlled practice and not of trial and error performance during teaching itself. In other words, student-teachers exposure to general studies education, foundation studies and studies related to the field of teaching only, do not justify the acquisition of the subject area knowledge and teaching skills until the student-teachers undergo a period of apprenticeship with constant mentorship and supervision. Thus, creating an opportunity to practising actual teaching is made available for student-teachers through teaching practice exercise.

Teaching practice is a very crucial component of the teacher education curriculum. This accounts for why it is made compulsory for every trainee-teacher. It is a phase of pre-service education of teachers in which the trainee teacher is allowed to bring together educational theories and actual teaching procedures under competent supervision (Olaitan and Ausiobo cited in Nakpodia (2011). The importance of teaching practice in teacher education programme is emphasized by the number of credit loads (6) and the number of supervision (minimum of 10) given to it before the final collation of the trainee-teacher's scores (FGN, 2012). Efed (2013) adds that the position of teaching practice in teacher education makes it a culminating experience in teacher preparation programme which provides the opportunity for beginners in the teaching profession to socialize; thus predicting their capabilities and further successes in teaching. Andabai (2013) in a study reported that student-teachers derive great benefits during teaching practice exercise but the researcher revealed that trainee teachers complained about some cooperating teachers' unfriendliness and hoarding of professional advice. Opara, Nwoke and Ikwuanusi (2017) in a similar study reported that trainee teachers have high positive perceptions towards the influence of teaching practice exercise on their professional development. There is no doubt saying that during the period of teaching practice, student-teachers' knowledge about teaching goes beyond theoretical knowledge of the subject matter to include knowledge about pupils/students, curriculum, teaching methods, other factors that influence teaching and learning, and knowledge about the teacher's own skills.

Sequel to the multiplicity of knowledge, the training institute's supervisor, who is not a staff of the practicing school, may not give a comprehensive assessment of the student-teacher's practices. More so, leaning on the three major connotations of teaching practice which include the application of teaching skills, acquisition of the role of a teacher, and the whole range of experiences and practical aspects of the course as distinct from theoretical studies (Imart 2003 cited in Andabia 2013), there is a dire need for regular valuable contributions to the professional development of the would-be teachers. This valuable contribution can only be guaranteed when there is a relationship between a student-teacher and a more experienced teacher that should be the mentor, and by the designate of the host teachers of the practicing schools, they take up the mentorship responsibilities.

Mentoring of student-teachers at their practicing schools is very important as it complements the theoretical knowledge of subject matter and knowledge of teaching skills which they have been exposed to at their various teacher training institutes. It is obvious that supervisors from teacher training institutes cannot render mentoring services to trainee teachers alone, except with the assistance of the practicing schools' certified subject-teachers in the same area of study as the student-teachers. It is on this note that school based teachers or host teachers are assigned to student-teachers as cooperating teachers. The cooperating teacher according to the University of Minnesota (2012) is a classroom teacher

who is willing to mentor the student-teachers using co-teaching. The person is a well-honed skilled educator in the educator-pupil relationship and a trained educator selected to oversee student-teachers interns who are trained to teach in the classroom setting (Sam, 2013). The cooperating teacher, who is usually assigned to student-teachers by the school management, is not only seen as a mentor but is seen as an expert, a model teacher, an evaluator, a counselor, and a resource person.

By the virtue of these statuses, the cooperating teachers' responsibilities are inevitable during teaching practice, and are expected to begin at the very day student-teachers arrive at their schools of practice through proper orientation to prepare them for the task ahead of them. They are also expected to guide student-teachers through the pedagogical process and put trainee teachers through in some managerial skills especially those skills that will enable them to control and coordinate activities of students inside and outside the classroom, as well as provide regular evaluation feedback to trainee teachers and training institutes' supervisors. Thus, for effectiveness and efficiency in teaching practice exercise, there should be a positive working relationship between school subject-teachers and their respective subject student-teachers but the nexus between the student-teachers' teaching practice competence and the supposed working relationship remains unfathomable. It is expected that the practicing school-based teachers, who have acquired a profound practical and professional experience in the course of teaching for good number of years should be disposed to share such pedagogical and professional experiences with trainee teachers.

Teacher's experience on the job is one of the indicators of their qualification for assuming the position of a mentor or a model in the practicing schools. Aina and Olanipekun (2015) affirms that teachers' years of experience is one the teachers' qualification indicators that is believed to be a significant determinant of students' academic performance. Agharuwhe (2013) adds that studies have established that a positive relationship exists between teacher's effectiveness and years of experience. Therefore, the quality of mentoring services to be rendered by the cooperating teacher may be determined by the cooperating teacher's years of experience on the teaching job. Leaning on this, teachers years of experience is made a considerable variable in the study. However, teachers' experiences are enhanced by the various locations they have taught. Location of schools has a slight influence on teachers' commitment to work especially in developing countries like Nigeria. School location refers to a particular place where a school is situated, and in the Nigerian context, it is classified under urban and rural. This classification is based on homogeneity and uniformity of the people in terms of cultural practices, socio-economic activities, and distribution of social amenities as well as educational facilities. Schools in urban areas tend to have a better distribution of social amenities, educational resources, higher distribution of teachers, and regular supervision and monitoring than schools in rural areas. These advantages given to urban schools give them more educational opportunities than their counterparts in rural areas. And they tend to affect teachers' job disposition. Giving credence to these location traits, the study considers their influences on cooperating teachers' discharge of their mentorship responsibilities.

In the contrary, the dispositions of student-teachers at their various practicing schools tend to negate the fact that they work with professional and experienced teachers who act as cooperating teachers. Visitations and monitoring of teaching practice programme by training institutions' supervisors reveal that cooperating teachers, who are expected to co-teach with trainee teachers, usually abandon their classes for the student-teachers. In most government funded secondary schools, some of the cooperating teachers seem to see student-teachers as

duty-relievers while in some private secondary schools, proprietors use student-teachers as a make-up for shortage of teachers in their schools. The statutory mentoring role expected from the cooperating teachers is only visible in the cooperating teachers' hasty comments on the student-teachers' lesson plans which has not gone beyond "satisfactory" even when there are glaring defects in the lesson plans. Sometimes the working relationship between the cooperating teachers and the student-teachers is gender biased.

The biologically determined sexual traits of men and women are not the focus, but the socially constructed masculine and feminine characteristics, roles, norms and relationships. Thus, the sex of the student-teachers sometimes has some influence on their working relationship with cooperating teachers. Female student-teachers tend to receive more attention from male cooperating teachers than male student-teachers vice-versa. Vijayachandra (2021) affirms this when he posits that there are disparities and inequalities between man and women, boys and girls in all spheres of life which include the economic, educational, social or political spheres. Very importantly, the increase in gender sensitivity initiatives in the workforce has made gender a considerable variable while measuring the productivity of employees even in the education industry.

Taking cognizance of student-teachers' shortcomings in the practical teaching/real classroom situation after spending not less than six weeks on teaching practice, there is a dire need to assess the extent to which cooperating teachers carry out their mentorship responsibilities, beginning from the day student-teachers reported at their schools of practice, through their teaching and learning activities till the end of the exercise. It is on this note that the study classifies the mentorship responsibilities into four groups: preparatory, pedagogical, managerial and evaluative. Also, for apt determination of the extent to which the responsibilities are carried out by cooperating teachers, their gender, age and school locations are put into consideration.

Objectives of Teaching Practices

Aglazor (2017) x-rays the National University Commission manual (NUC, 2007) and National Commission for Colleges of Education manual (NCCE, 2015) to arrive at the following objectives of teaching practice in Nigeria

- a) To expose student-teachers to real life classroom experiences under the supervision of professional teachers.
- b) To provide a forum for student-teachers to translate educational theories and principles into practice.
- c) To enable student-teachers discover their own strength and weaknesses in classroom teaching and provide opportunities to enable them address their weaknesses and enrich their strengths.
- d) To familiarize student-teachers with real school environment as their future work place
- e) To provide student-teachers with an opportunity for further acquisition of professional skills, competencies, personal characteristics and experiences for full-time teaching after graduation.
- f) To help student-teachers develop a positive attitude towards the teaching profession.
- g) To serve as a means of assessing the quality of training being provided by teacher training institutions.

Cooperating Teachers' Responsibilities

The University of Illinois (No Date) highlights the following responsibilities of cooperating teachers:

1. The cooperating teacher will orient each student to the total school setting, organisation policies, duties and responsibilities of the faculty and other professionals.
2. The cooperating teacher will help each student teacher understand his/her role and define the extent of his/her responsibility and authority, including location of curriculum materials, school crisis plan, and classroom and school rules.
3. The cooperating teacher will discuss organizational programmes with each Student-teacher so that he/she will understand activities in relation to immediate and long-term goals.
4. The cooperating teacher will provide opportunities for each student teacher to gain experience in management of regular organizational duties as soon as advisable and with as much initiative and responsibility as the situation will permit.
5. The cooperating teacher will delegate increasing authority to each student teacher to make decisions about instruction and discipline matters.
6. The cooperating teacher will serve as a model and information source, helping each student-teacher improve professional skills, strategies, interpersonal rapport, and understanding of both cognitive and affective aspects of teaching and other professional responsibilities.
7. The cooperating teacher will evaluate the progress of each student teacher on a continuing basis, gathering and recording information and conferring with each other student teacher for purposes of analysis, feedback, and guidance.
8. The cooperating teacher will offer weekly constructive feedback to each of the student-teachers. This should be offered in writing each week.
9. The cooperating teacher will schedule regular times to conference with each student teacher about his/her progress and responsibilities.
10. The cooperating teacher will be candid with each student teacher about his/her progress. This includes providing copies of any written documentation given to the supervisor.

Research Questions/Hypotheses

1. To what extent do cooperating teachers carry out their preparatory and orientation responsibilities towards student-teachers in public secondary schools in Oyo?
2. To what extent do cooperating teachers carry out their pedagogical responsibilities towards student-teachers in public secondary schools in Oyo?
3. To what extent do cooperating teachers carry out their managerial responsibilities towards student-teachers in public secondary schools in Oyo?
4. To what extent do cooperating teachers carry out their evaluative responsibilities towards student-teachers in public secondary schools in Oyo?
5. To what extent do cooperating teachers above 10 years of teaching experience carry out these responsibilities?
6. To what extent do cooperating teachers under 10 years of teaching experience carry out these responsibilities?

Hypotheses

1. The extent to which male cooperating teachers carry out their responsibilities to

- student-teachers does not differ significantly from their female counterparts.
2. The extent to which cooperating teachers in urban schools carry out their responsibilities does not differ from their counterparts in the rural schools.
 3. The extent to which cooperating teachers under 10 years of teaching experience carry out their responsibilities to trainee teachers does not differ significantly from those above 10 years of experience.

Methodology

The study adopted a survey approach to assess the responsibilities of cooperating teachers towards effective teaching practice exercise. This design is suitable to study the entire secondary school teachers in Oyo State as it enabled a better description of the cooperating teachers' responsibilities. The study's population is all the government secondary school teachers in Oyo State. A total of 182 teachers were sampled from schools that take trainee teachers on teaching practice in the urban and rural areas through purposive and quota non-probability sampling techniques. The schools were chosen from the list of teaching practice schools compiled by a College of Education Teaching Practice unit. Total of 26 government schools (15 urban and 11 rural) were selected. 7 teachers out of each selected school were sampled, making it a total of 182 teachers. Data was collected using researcher self-constructed questionnaire which has into two parts: Respondent's data and the other part containing statements of measurement grouped under preparatory and orientation responsibilities, pedagogical responsibilities, managerial responsibilities and evaluative responsibilities. The responses of the respondents were guided using 4-point rating scale: RD (Regularly Done), ID (Irregularly Done), UD (Undecided) and ND (Not Done). The instrument was validated by some experts in Departments of Curriculum and Instruction and Educational Foundations, and a reliability coefficient of 0.88 was established. Data collected were analyzed using percentage and measures of central tendency (median and mode), and Mann-Witney U test was used to test the hypotheses at 0.05 alpha level.

Results

S/N	STATEMENTS	ND %	UD %	ID %	RD %	Median	Mode	Sig Value For Sex	Sig Value for Location	Sig Value for Experience
1	Preparation of students to receive student-teachers as professional co-worker	0	5	9.9	87.4	4.0	4.0	.274	.451	.350
2	Provision of a workspace with desks and chairs for student-teachers	3.3	3.8	11.0	81.9	4.0	4.0	.339	.961	.827
3	Grant of access of the curriculum and teaching materials to student-teachers	0.5	2.7	11.5	85.2	4.0	4.0	.581	.565	.717
4.	Introduction of									

	student-teachers to classroom students	0.5	3.3	9.3	86.8	4.0	4.0	.109	.080	.529
5	Introduction of student-teachers to classroom procedures, school calendar and daily schedules of school activities	0.5	3.8	14.3	81.3	4.0	4.0	.810	.573	.505

Table 1: Preparatory and Orientation Responsibilities

Note: ND = Not Done, UD = Undecided, ID = Irregularly Done, RD = Regularly Done

In table 1, all statements made the highest percentage under regularly done: 87.4, 81.9, 85.2, 86.2, and 81.3, and 4 points for both the median and the mode which is the highest point of the response scale. The results reveal that cooperating teachers accepted to the highest extent that they prepare their students to receive student-teachers as their professional colleagues; they provide workspaces with desks and chairs for student-teachers, and grant them access to the curriculum and teaching materials. The results equally show that cooperating teachers introduce student-teachers to class students, and to the classroom procedures and schedule of the school’s daily activities. For the Mann-Witney test of hypotheses, a comparison of the following values: .274, .339, .581, .109 and .810 with 0.05 alpha level of significant reveals that the extent to which male and female cooperating teachers carryout the above responsibilities does not differ. Also, the values for school location (.451, .961, .565, .080, .573) and the values for years of experience (.350, .827, .717, .529, .505) which are all above 0.05 level of significance reveal that the extent to which cooperating teachers carry out their preparatory and orientation responsibilities does not differ in location and years of experience.

Table 2: Cooperating Teachers’ Pedagogical Responsibilities

S/N	STATEMENT S	ND %	UD %	ID %	RD %	Median	Mode	Sig Value for Sex	Sig Value For Location	Sig Value for Experience
1	Assist student-teachers in the use of curriculum guide, teachers’ manual and other resources needed for teaching	0	3.3	9.9	86.8	4.0	4.0	.154	.700	.004
2	Review and assessment of lesson plan/notes	0	0.5	9.3	90.1	4.0	4.0	.170	.050	.172
3	Provision of guidance to demonstrate methods and resources for creating daily	0	3.8	13.2	83.0	4.0	4.0	.545	.449	.070

4	lesson plans that are sequential and integrated Observation of student-teachers' instructional performance	0	6.0	20. 9	73. 1	4.0	4.0	.836	.740	.396
5	Identification of student-teachers' area of instructional strength and specific areas for refinement	1.6	3.3	20. 3	74. 7	4.0	4.0	.664	.510	.322
6	Making request of lesson plans for assessment two or three days in advance	0.5	2.7	21. 4	75. 3	4.0	4.0	.167	.814	.185
7	Creation of opportunities to plan, teach and discuss lessons with student-teachers	2.2	2.2	18. 7	76. 9	4.0	4.0	.327	.948	.232

Table 2 represents cooperating teachers' responses to their pedagogical responsibilities. Regularly Done got the highest percentage in all the statements (86.8, 90.1, 83.0, 73.1, 74.7, 75.3, 76.9), and the median and mode values for each statement is 4 point respectively, which is equal to the highest scale of the responses. Assessing from highest the percentages, median and mode of the responses, Cooperating teachers accepted that they assist student-teachers in the use of curriculum guide, teachers' manual and other teaching resources; they review and assess student-teachers' lesson plans/notes; they provide student-teachers guidance on demonstration of methods and resources for creating daily lesson plans that are sequential and integrated; they observe student-teachers' instructional performance, and identify student-teachers' areas of instructional strength and specific areas for refinement. Cooperating teachers equally accepted making request of student-teachers' lesson plans for assessment two or three days in advance, and create opportunities to plan, teach and discuss lessons with student-teachers.

From the stance of the test of hypotheses, the following calculated values: .154, .170, .545, .836, .664, .167 and .327 which are above the 0.05 significant level reveal that the extent to which male teachers carry out their pedagogical responsibilities does not differ from that of the female teachers. Also, looking at these values .700, .050, .449, .740, .510, .814 and .948 which is above the 0.05 significant level, the extent to which pedagogical responsibilities are carried out by cooperating teachers does not differ in location. With the exception of a statement which assesses the extent to which teachers assist student-teachers in the use of curriculum guide, teachers' manual and other materials whose calculated value (.004) is below 0.05 significant level, the extent to which cooperating teachers carryout their pedagogical responsibilities does not differ according to years of experience when the following values: .172, .070, .396, .322, .185, .232 are compared with 0.05 significant level.

Table 3: Cooperating Teachers' Managerial Responsibilities

S/N	STATEMENTS	N D %	UD %	ID %	RD %	Media n	Mod e	Sig Valu e for Sex	Sig Value for Locatio n	Sig Value for Experienc e
1	Monitoring of effective use of instructional materials and time allotted to a class lesson	2.2	4.4	13. 7	79. 7	4.0	4.0	.646	.513	.687
2	Guiding student-teachers towards acceptance of varied school duties and tasks which represent a teacher's workload	1.1	7.7	14. 8	76. 4	4.0	4.0	.093	.133	.452
3	Explaining the methods of recording for attendance, tardiness, grades and conducts	2.2	9.3	20. 3	68. 1	4.0	4.0	.989	.044	.275
4	Having discussion with student-teachers on emergency, and health procedures such as fire drills, illness, fighting etc	2.7	10. 4	26. 9	59. 9	4.0	4.0	.096	.295	.531
5	Providing student-teachers with specific instruction on how to set up a classroom for the beginning of the year.	4.9	8.8	14. 3	72. 0	4.0	4.0	.946	.265	.768

Table 3 represents cooperating teachers' responses to their managerial responsibilities. All the statements respectively recorded the highest percentage at the "regularly done" scale of measurement (79.7, 76.4, 68.1, 59.9, and 72.0), and 4 points for both the median and mode respectively. The results show that cooperating teachers accepted that they monitor student-teachers' effective use of instructional materials and lesson time; they guide them towards acceptance of varied school duties and tasks; they explain methods of record keeping for attendance, tardiness, grade and conducts. Also, cooperating teachers accepted that they engage student-teachers in discussion about emergency and health procedures, and provide them with specific instructions on how to set up a classroom. From the test of hypotheses, the following values, which are above the 0.05 significant level, .646, .093, .989, .096 and .946 affirm that the extent to which male cooperating teachers carry out their managerial responsibilities does not differ from that of

their female counterparts. Also, these values for the test of school location .513, .133, .044, .295 and .265 reveals that the extent to which cooperating teachers carryout these responsibilities does not differ in terms of school location except in the responsibility of explaining the methods of record keeping for attendance, tardiness, grades and conduct. In the same vein, the calculated values for years of experience (.687, .452, .275, .531 and .768) when compared with the 0.05 level of significant affirm that the extent of carrying out the responsibilities does not differ.

Table 4: Cooperating Teachers Evaluative Responsibilities

S/N	STATEMENTS	N D %	U D %	ID %	RD %	Media n	Mod e	Sig Valu e for Sex	Sig Value for Locatio n	Sig Value for Experienc e
1	Assessment and evaluation of student-teachers' teaching, classroom management and professionalism.	2.2	3.3	15.4	79.1	4.0	4.0	.191	.064	.660
2	Provision of guide for student-teachers' reflection and self-evaluation	1.6	5.5	15.4	77.5	4.0	4.0	.229	.000	.986
3	Provision of written or verbal feedback on assessment of student-teachers' daily performance	2.2	6.0	21.4	70.3	4.0	4.0	.204	.216	.332
4	Making recommendation for improvement on student-teachers' in and out classroom activities	3.3	3.3	15.9	77.5	4.0	4.0	.914	.243	.381
5	Furnishing supervisors and school authorities objective information about the conduct, progresses and weaknesses of student-teachers	3.8	6.0	19.8	70.3	4.0	4.0	.184	.314	.795

Table 4 represents cooperating teachers' responses to their evaluative responsibilities. All the statements recorded their highest percentage at the regularly done scale of measurement (79.1, 77.5, 70.3, 77.5, and 70.3), and each statement made the highest point (4) at the median and mode calculation. This reveals that cooperating teachers accepted that they assess and evaluate student-teachers' teaching, classroom management and professionalism; they provide guides for student-teachers' reflections and self-evaluation;

provide written or verbal feedback on assessment of student-teachers' daily performance. Cooperating teachers equally accepted that they make recommendations for student-teachers' improvement on classroom activities, and furnish supervisors and school authorities with objective information about student-teachers' conduct, progresses and weaknesses. The test of hypotheses, having recorded the following values for each statement .191, .229, .204, .914, 184 which are above 0.05 level of significant, reveal that the extent to which cooperating teachers carryout their evaluative responsibilities does not differ in terms of sex. Also, with the calculated values for the test of hypothesis on school location, the extent of carrying out the responsibilities does not differ except on the provision of guide for student-teachers' reflection and self-evaluation. While for the years of experience, a significant difference does not exist across all responsibilities.

Discussion

From the analyses of cooperating teachers' responses to the extent they carry out their preparatory, pedagogical, managerial and evaluative responsibilities, the study reveals that cooperating teachers accepted that they perform the duties to the highest extent. In other words, trainee teachers who gained from these responsibilities are considered satisfactory and efficient for the teaching job. This revelation affirms Anadabai's (2013) findings that trainee teachers derive great benefits during teaching practice exercise. Also, the findings of the present study may be the reason for the high positive perception held by trainee teachers about the influence of teaching practice in their professional development as reported by Opara et.al (2017) in their survey study. Significantly, the findings of this study have affirmed that cooperating teachers contribute effectively towards the development of teaching profession in Nigeria. However, most of the reports of teaching practice university/college supervisors against some private and rural practicing schools may put a doubt to this claim, for instance when one juxtaposes a report against poor learning environment, over-crowded trainee teachers and absence of school infrastructures with findings of the study.

Conclusion

The results of the study reveal that cooperating teachers acknowledged and accepted that they perform some responsibilities to student-teachers during teaching practice. Thus, a religious and effective exercise of the responsibilities will not only expose some inadequacies of some training institutes but will be a veritable source of feedback for them to improve on while preparing trainee teachers in their foundational and general studies, and subject areas.

Recommendations

In view of the findings of the study, the following recommendations are given:

1. Colleges/Universities of Education and other teachers' training institutes should promote the exercise of cooperating teachers' responsibilities through organization of seminars and workshops before the commencement of every teaching practice exercise.
2. Managements of practising schools should encourage their teachers through ensuring that trainee teachers are assigned to teachers appropriately, and provision of material resources to enhance the discharge of the mentorship responsibilities.
3. For effective management of student-teachers at their various schools of practice, universities/colleges of education should regulate posting of student-teachers to

schools by considering the schools' teacher numerical strength, and ensure that a ratio is maintained.

4. Stakeholders in teacher education should motivate cooperating teachers by providing stipends for mentoring trainee teachers at the end of every teaching practice exercise.

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