

## **TEACHING PRACTICE STRATEGIES AND PERFORMANCE REQUIREMENTS FOR EFFECTIVE TEACHER TRAINING IN CROSS RIVER STATE**

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### **Abstract**

*This study was conducted to determine the strategies and performance requirements for teaching practice as a tool for effective teacher training in Cross River State, Nigeria. Teaching practice serves as a crucial process for molding student teachers into qualified professionals, equipping them with competencies in environmental adjustment, communication, socialization, and mastery of subject matter. The study sought to examine whether these requirements are adequately implemented to ensure effective teacher training. To guide the study, three research questions and three corresponding hypotheses were formulated. The research adopted a descriptive survey design. Data were collected using a researcher-developed instrument titled Strategies and Performance Requirements for Teaching Practice Questionnaire (SPRTPQ), which was validated by experts in the field. Mean scores were used to analyze the research questions, while independent t-tests were employed to test the hypotheses at a 0.05 level of significance. Findings revealed that logistical strategies related to student teacher posting, accommodation, socialization, and competency enhancement are essential for effective teaching practice in Cross River State. Furthermore, the analysis indicated no significant difference in the logistics strategies and performance requirements, suggesting that proper posting, adequate accommodation, and socialization skills are critical for the success of teaching practice. Based on these findings, it was recommended that educational institutions ensure strategic posting, provision of suitable accommodation, and opportunities for socialization and adjustment to optimize teacher training. The study also suggested areas for further research to strengthen the teaching practice framework.*

**Keywords:** Strategies, teaching practice, performance requirement, effective teacher training.

### **Introduction**

Teaching practice is a fundamental component of teacher education and has been defined in various ways by education scholars and professionals. It represents a structured process through which student teachers are introduced into the norms, values, and professional culture of the teaching profession. According to Egun (2023), teaching practice is a process of socialization and adjustment that enables student teachers to internalize the expectations, beliefs, and standards that

guide professional teaching. This perspective highlights teaching practice as the backbone of teacher education, as it provides student teachers with opportunities to explore, experiment, and apply teaching methods that were previously learned theoretically in the classroom. Thus, teaching practice bridges the gap between theoretical knowledge and real-world instructional practice.

Beyond its role as a socialization process, teaching practice also serves as a critical period for acquiring practical experience in teaching and school administration. Gagne (2019) emphasized that teaching practice provides student

teachers with their first real opportunity to participate actively in classroom teaching and learning activities. During this period, student teachers not only observe experienced educators but also gradually assume responsibilities for lesson delivery, classroom management, and student engagement. Similarly, Evans (2014) described teaching practice as a form of professional apprenticeship in which student teachers model their instructional approaches after experienced teachers, often referred to as master teachers. This apprenticeship enables student teachers to develop practical skills, refine their teaching methods, and build professional competence.

In addition to providing experiential learning opportunities, teaching practice is recognized as an essential tool for developing the professional competencies required for effective teaching. It exposes student teachers to practical experimentation and enables them to acquire essential teaching attributes such as professional knowledge, skills, attitudes, and ethical values under the supervision of experienced educators. Teaching practice may also be referred to by other terms such as practicum, internship, or teaching placement, depending on institutional policies and educational contexts. Modern teacher education programmes have further enhanced teaching practice through preparatory activities such as microteaching and simulation exercises, which help student teachers develop confidence and competence before engaging in actual classroom teaching. Despite its importance, Rogers (2019) identified several criticisms associated with teaching practice, including ambiguity in its implementation, limitations of the apprenticeship model, insufficient duration, and challenges related to developing professional competence. Nevertheless, teaching practice remains a vital element in preparing future teachers.

Historically, the development of teaching practice has evolved through different stages, particularly the pre-professional and professional stages of

teacher preparation. During the pre-professional stage, formal teacher training structures were largely absent, and teaching responsibilities were often assigned to individuals with minimal formal education. Barrup (2017) noted that early teaching systems relied heavily on trial-and-error methods, with novice teachers learning informally through observation and experience. The establishment of teacher training institutions, such as the private normal school in England in the nineteenth century, marked the beginning of structured teacher preparation. These institutions introduced formal training and practical teaching components to improve the quality of teachers.

Similarly, early teaching systems in Nigeria were characterized by inadequate teacher preparation. Bell (2018) observed that many teachers were either untrained or poorly trained, which negatively affected the quality of education. Henson and Savage (2019) also reported that a significant proportion of teachers lacked formal professional training. These limitations underscored the need for structured teaching practice as part of teacher education programmes. Over time, teacher training programmes evolved to include formal teaching practice under supervision, enabling student teachers to develop professional competence before entering the teaching profession.

With the advancement of teacher education, teaching practice became an integral and compulsory component of teacher training programmes. Training institutions introduced structured programmes that included supervised teaching experience, formal evaluation, and professional development. The transition from three-year college programmes to four-year Bachelor of Education (B.Ed) degree programmes further strengthened the role of teaching practice in preparing competent teachers. This development ensured that teaching practice became a mandatory requirement for teacher certification and professional qualification.

The importance of teaching practice in teacher education cannot be overemphasized. Denga (2020) noted that teaching practice provides student teachers with opportunities to apply theoretical knowledge in real classroom settings, develop teaching skills such as lesson planning and classroom management, and build confidence in their teaching abilities. It also allows student teachers to receive mentorship and feedback from experienced educators, which enhances their professional growth. Furthermore, teaching practice prepares student teachers to manage diverse classroom situations and respond effectively to learners' needs.

Despite its numerous benefits, teaching practice is often associated with several challenges that may hinder its effectiveness. According to Denga (2020), one major challenge is the limited time available for student teachers to complete their teaching practice within academic schedules. In addition, inadequate mentorship and supervision, difficulty in securing suitable teaching placements, and challenges in evaluating student teachers' performance can negatively affect the teaching practice experience. Many student teachers have also reported insufficient guidance and support from supervising teachers, which may limit their professional development.

One of the critical factors influencing the effectiveness of teaching practice is the availability of adequate logistics and proper posting arrangements. Logistics in teaching practice refer to the planning, coordination, and provision of necessary resources to facilitate effective teaching practice (Barrup, 2017). Proper posting ensures that student teachers are assigned to appropriate schools where they can gain meaningful teaching experience. Denga (2020) described student teachers' posting as the official assignment of student teachers to schools where they undergo practical training under supervision. However, student teachers often face challenges such as rejection by schools, lack

of cooperation from school authorities, and misalignment between institutional and school calendars. These challenges may negatively affect the success of teaching practice programmes.

Closely related to posting is the issue of student teachers' accommodation, which plays a significant role in ensuring effective teaching practice. Accommodation provides student teachers with stability, comfort, and security, enabling them to focus on their teaching responsibilities. Dohson (2024) observed that many schools lack adequate accommodation facilities for student teachers, forcing them to seek housing independently under unfavorable conditions. Poor accommodation can create psychological stress, financial burden, and safety risks for student teachers, thereby affecting their teaching performance. Ajayi (2017) emphasized that student teachers should be assigned to schools with adequate accommodation facilities to ensure their well-being and effective participation in teaching practice.

In addition to accommodation, student teachers' socialization and adjustment are essential for successful teaching practice. Socialization enables student teachers to integrate into the school environment, build professional relationships, and develop effective communication skills. Berger and Lukeman (2020) explained that occupational socialization involves the process through which individuals internalize professional values, norms, and practices. During teaching practice, student teachers interact with school administrators, teachers, students, and community members. Positive social interaction enhances their professional development, while poor social adjustment may negatively affect their teaching effectiveness.

Overall, teaching practice remains a critical component of teacher education that prepares student teachers for professional teaching roles. It provides opportunities for skill development, professional socialization, and practical application of teaching

knowledge. However, the effectiveness of teaching practice depends largely on proper logistics, adequate accommodation, and effective socialization. Addressing these factors is essential to ensure that teaching practice achieves its primary objective of preparing competent and professional teachers.

### **Statement of the Problem**

Teaching and learning represent one of the most critical and sensitive components of human development. The quality of education an individual receives from the foundational stages significantly determines not only academic achievement but also future professional competence and societal contribution. When teaching is poorly handled at its formative stages, it may produce learners who are academically weak, morally ungrounded, and professionally unprepared. Consequently, the effectiveness of any educational system depends largely on the quality, competence, and preparedness of its teachers.

Adequate education and professional preparation are fundamental prerequisites for a successful teaching career. Williams (2020) emphasized that effective teacher preparation equips prospective teachers with the pedagogical knowledge, ethical standards, and professional competencies necessary for guiding learners. A student teacher is expected to internalize professional ethics, master subject content, and develop appropriate teaching methodologies before assuming full classroom responsibility. This expectation underscores the importance of structured teaching practice and professional training in shaping competent educators capable of positively influencing learners.

However, contrary to this expectation, contemporary educational systems are increasingly confronted with the challenge of unqualified and inadequately trained teachers. In many schools, particularly private institutions, individuals without formal teacher education training are employed to teach specialized subjects.

For instance, holders of certificates in catering may be assigned to teach Home Economics, while graduates in engineering may be employed to teach Physics or Mathematics without adequate training in pedagogy or instructional methodology. Although such individuals may possess subject knowledge, they often lack professional training in teaching methods, classroom management, assessment techniques, and educational psychology.

This situation has contributed to declining instructional standards and weakened the overall quality of teaching and learning. The absence of proper pedagogical preparation undermines the effectiveness of classroom delivery and may negatively affect students' academic performance and character development. In Cross River State, as in many parts of Nigeria, concerns about teacher quality, professional competence, and inadequate practical preparation have become increasingly prominent.

Given these challenges, there is a compelling need to critically examine the structures and requirements that ensure effective teacher preparation, particularly through teaching practice. Strengthening teaching practice as a core component of teacher education may serve as a strategic approach to addressing issues of professional incompetence and improving the overall quality of teacher training. It is against this background that this study seeks to investigate the strategies and performance requirements necessary for effective teaching practice in Cross River State.

### **Purpose of the study**

This study was conducted to determine the logistics, strategies, and performance requirements for teaching practice as a tool for effective teacher training in Cross River State. Specifically, the study sought to determine:

1. Logistics, strategies and performance requirements in student teachers posting as a tool for effective teachers training in Cross River State

2. Logistics, strategies and performance requirements in student teachers accommodation as a tool for effective teachers training in Cross River State.
3. Logistics, strategies and performance for student teachers socialization and adjustment as a tool for effective teachers training in Cross Riven State

### **Research question**

To guide the study, 3 research questions were formulated as follows:

1. What are the logistics strategies and performance requirements for student teachers posting as a tool for effective teacher training in Cross River State
2. What are the differences between logistics, strategies and performance requirements for student teachers accommodation for effective teacher training in Cross River State.
3. What difference exist between logistics strategies and performance requirements for student teachers socialization and adjustment in relation to effective teacher training in Cross River State

### **Statement of hypotheses**

In line with the research questions and the purpose of the study, the following hypotheses were formulated to guide the study and were tested at the 0.05 level of significance.

1. There is no significant difference between logistics, strategies and performance requirements for students posting for effective teachers training in Cross River State.
2. No significant difference exist between logistics, strategies and performance requirements for student teachers accommodation for effective teachers training in Cross River State
3. There is no significant difference between logistics, strategies and performance requirements for Student teachers socialization and adjustment for effective teacher's training in Cross River State.

### **Significance of the Study**

This study was conducted to provide useful information and practical solutions regarding the logistics, strategies, and performance requirements for teaching practice as a tool for effective teacher training in Cross River State. The findings of this study are expected to be beneficial to several stakeholders within the education sector. Firstly, the study will benefit student teachers who are preparing for or currently undergoing teaching practice. It will expose them to the essential logistics, strategies, and performance expectations required for successful teaching practice. This understanding will help them prepare adequately, adjust effectively to school environments, and develop the professional competencies necessary for effective teaching. Secondly, the findings of the study will be useful to serving teachers, particularly those who supervise and mentor student teachers. The study will serve as a guide to refresh their knowledge on their roles and responsibilities in supporting, guiding, and evaluating student teachers during teaching practice. This will enhance the quality of mentorship and contribute to the professional growth of prospective teachers.

Furthermore, school administrators such as principals and head teachers will benefit from the study, as it will help them understand the challenges faced by student teachers during teaching practice. This understanding will enable them to put appropriate logistics, accommodation, and supportive strategies in place to facilitate effective teaching practice and improve teacher preparation. In addition, the findings of this study will be valuable to teacher education institutions, policymakers, and educational planners. It will provide empirical evidence that can guide the development of policies, programmes, and strategies aimed at improving the organization and implementation of teaching practice. This will ultimately contribute to improving the quality of

teacher education and the overall standard of education.

The study will also serve as a useful reference material for future researchers and students in the field of education. It will contribute to existing literature on teaching practice and provide a foundation for further research on teacher preparation and professional development. Finally, it is expected that the findings and recommendations of this study will help to reduce the problem of quackery in the teaching profession by emphasizing the importance of proper training, structured teaching practice, and professional competence. This will promote the preparation of qualified, competent, and professionally trained teachers capable of delivering quality education.

### **Methods**

This study adopted a descriptive survey design, which involved collecting detailed information from respondents using a structured questionnaire. The descriptive survey design was considered appropriate because it allowed the researchers to gather first-hand data on the logistics, strategies, and performance requirements for teaching practice, as experienced by student teachers in real educational settings. The study was conducted in Cross River State, Nigeria, which comprises eighteen Local Government Areas. The population targeted for the study consisted of student teachers enrolled in tertiary institutions within the state, as these individuals were directly involved in teaching practice and could provide valuable insights into the logistics and strategies necessary for effective teacher training. The total population comprised 120 student teachers across the state's tertiary institutions.

To ensure that the sample was representative of all regions within Cross River State, a stratified random sampling technique was employed. The stratification was based on the three senatorial districts of the state. From each district, thirty student

teachers were selected from the following institutions: the Federal College of Education, Obudu; the University of Education, Akampa; and the University of Calabar. This procedure yielded a total sample of ninety student teachers who participated in the study. Data were collected using a researcher-designed instrument titled *Strategies and Logistics for Student Teachers Teaching Practice Questionnaire (SLSTTPQ)*. The questionnaire contained items structured on a four-point Likert scale, with responses rated as Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was validated by experts in teacher education to ensure that the items were relevant, clear, and capable of eliciting reliable responses. Data collection was facilitated by trained research assistants who administered the questionnaires directly to the respondents in their respective institutions.

The collected data were analyzed using descriptive and inferential statistical techniques. Mean scores were calculated to answer the research questions, providing insight into the level of agreement among respondents regarding the logistics, strategies, and performance requirements for teaching practice. Independent t-tests were conducted to test the formulated hypotheses at a 0.05 level of significance, determining whether any observed differences in responses were statistically significant. This combination of descriptive and inferential analyses ensured a comprehensive evaluation of both the perceptions of student teachers and the effectiveness of logistics and strategies for teaching practice.

### **Results**

#### **Research question one**

*what are the strategies and performance requirements for student teachers posting for effective teacher training in Cross River State.*

**Table 1: Mean analysis of difference between strategies, logistics and performance requirement for students teachers posting as a tool for effective teacher training**

S/N	Items on posting	X <sub>1</sub>	X <sub>2</sub>	X <sub>1</sub> – X <sub>2</sub>	Decision
1.	Organizers of teaching practice don't consult students before posting	2.21	2.20	1.1	Agree
2.	Student teachers are always posted to places of dislike	2.50	2.40	0.10	Agree
3.	Students teachers usually have favourable postings	3.9	3.8	0.1	Agree
4.	Organizers make negative demands from students before postings	4.10	3.4	1.2	Agree
5.	Students teachers bribe their ways for favourable posting	4.10	3.10	1.0	Agree

The analysis presented in Table 1 examined respondents' perceptions of the various posting practices and the associated logistics and requirements. From the table, the mean differences (X<sub>1</sub> – X<sub>2</sub>) for the items ranged from 0.10 to 1.2, indicating variations in the responses of student teachers regarding posting practices. Specifically, item 1, which addressed whether organizers of teaching practice consult students before posting, recorded a mean difference of 1.1, suggesting a noticeable gap in consultation processes. Item 2, which considered postings to places of student teachers' dislike, had a smaller mean difference of 0.10, but still indicated some level of dissatisfaction among respondents. Items 3, 4, and 5, which addressed the occurrence of favourable postings, negative demands before postings, and the practice of bribery for favourable placements, recorded mean differences of 0.1, 1.2, and 1.0 respectively, reflecting significant perceptions of irregularities and challenges in posting procedures.

Overall, the analysis indicates that student teachers experience inconsistencies and challenges in the posting process, highlighting the critical need for clear strategies, proper logistics, and well-defined performance requirements to ensure effective teacher training. The responses collectively suggest that effective postings should involve consultation with students, transparency, fairness, and adherence to ethical standards, thereby promoting an environment conducive to professional growth and skill acquisition. Therefore, it can be concluded that strategies and performance requirements for student teachers' posting are highly necessary for effective teacher training in Cross River State.

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**Research question two**

What are the difference between strategies of student teachers performance requirement and their accommodation for effective teachers training in Cross River State.

**Table 2: Mean analysis of difference between, strategies and student teachers performance requirements and accommodation for effective teacher training.**

S/N	Items on accommodation	X <sub>1</sub>	X <sub>2</sub>	X <sub>1</sub> – X <sub>2</sub>	Decision
1.	Most schools don't make arrangement for accommodation before requesting for student teacher	3.21	1.22	2.1	Agree
2.	Students are too selective of accommodation offered them while on practice	5.4	3.4	2.00	Agree
3.	Only township schools have accommodation for student teachers	4.33	3.30	1.3	Agree
4.	Many schools ask their student teachers to sort for their own accommodation	3.36	2.33	1.3	Agree
5.	Community donated accommodations are usually mixed with villagers and attract performance interference	4.50	3.40	1.1	Agree

The results presented in Table 2 show the mean analysis of respondents' perceptions of how accommodation affects student teachers' performance during teaching practice. The mean differences (X<sub>1</sub> – X<sub>2</sub>) across all items ranged from 1.1 to 2.1, reflecting significant variations in the responses of student teachers regarding accommodation logistics and its impact on performance. Item 1, which assessed whether schools make arrangements for accommodation before requesting student teachers, recorded a mean difference of 2.1, highlighting that many institutions fail to provide prior accommodation planning. Item 2, concerning student selectivity regarding accommodation, had a mean difference of 2.0, suggesting that students often face challenges accepting available housing or prefer specific types of accommodation.

Items 3 and 4, which addressed the availability of accommodation primarily in township schools and the expectation for student teachers to secure their own housing, both recorded a mean difference of 1.3. This indicates that limited institutional support for accommodation is a recurring challenge.

Item 5, which considered community-donated accommodations and potential interference with performance due to mixing with villagers, had a mean difference of 1.1, further emphasizing the impact of inadequate lodging arrangements on student teachers' effectiveness. Overall, the findings suggest that accommodation logistics and performance requirements are crucial factors for the success of teaching practice in Cross River State. Proper planning, provision, and supervision of student teacher accommodation are essential to ensure their comfort, security, and ability to focus on teaching tasks. The analysis indicates that strategies to address accommodation challenges are highly needed to optimize student teachers' performance and achieve the objectives of effective teacher training.

### Research question three

what difference exist between strategies and performance requirement for student teachers socialization and adjustment of effective teachers training in Cross River State.

**Table 3: Mean analysis of difference between strategies and performance requirements for student teachers socialization and adjustment for effective teachers training.**

S/N	Items on socialization and adjustment	X <sub>1</sub>	X <sub>2</sub>	X <sub>1</sub> – X <sub>2</sub>	Decision
1.	Most student teachers are naturally shy to socialize with people	4.80	2.30	2.20	Agree
2.	Most communities don't allow visitors like students teachers to socialize freely when posted to their communities	3.40	4.46	0.16	Agree
3.	Most schools don't give their students teachers proper orientation and adjustment before posting them out	3.56	2.46	1.16	Agree
4.	Students teachers who lack ability to socialize are those who did not attend teaching practice orientation.	6.20	5.20	1.10	Agree
5.	Most student teachers are naturally social and can adjust to any environment	8.2	4.1	4.0	Agree

Table 3 presents the mean analysis of respondents' perceptions regarding their ability to socialize and adjust to school and community environments, which are critical for effective teacher training. The mean differences (X<sub>1</sub> – X<sub>2</sub>) across the items ranged from 0.16 to 4.0, reflecting notable variations in respondents' experiences and perceptions. Item 1, which examined the natural shyness of student teachers in socializing, recorded a mean difference of 2.20, indicating that many student teachers initially face challenges in engaging with people outside their familiar environment. Item 2, addressing community restrictions on student teachers' social interactions, had a mean difference of 0.16, showing that while most communities permit social engagement, minor limitations still exist.

Item 3, concerning the lack of proper orientation and adjustment support from schools before posting, showed a mean difference of 1.16, highlighting the need for preparatory programs that help student teachers acclimatize to their practice environment. Item 4 emphasized that students who did not attend teaching practice orientation often struggle to socialize, with a mean difference of 1.10,

further reinforcing the importance of structured orientation sessions. Finally, item 5, which recognized that many student teachers are naturally social and adaptable, recorded the highest mean difference of 4.0, reflecting a strong recognition that socialization skills significantly enhance performance during teaching practice. Overall, the findings suggest that strategies and performance requirements for student teachers' socialization and adjustment are essential for effective teacher training in Cross River State. The results indicate that student teachers need structured support, orientation programs, and opportunities to interact with communities and school staff to perform optimally. Proper socialization and adjustment strategies ensure that student teachers can confidently integrate into their teaching environments, thereby improving the overall quality and effectiveness of the teaching practice exercise.

### **Hypotheses testing**

#### **Hypothesis one**

There is no significant difference between strategies and performance requirements for student teachers posting and effective teacher training in Cross River state

**Table 4: Independent t-test analysis of differences between strategies and performance requirements for student teachers posting and effective teachers training.**

Variables	N	$\bar{X}$	SD	d.f	t-cal	T-crit
Strategies and performance requirements	90	15.81	44.80			
				298	11.26	1.961
Student teachers posting	90	15.30	49.40			

The data presented in Table 4 revealed that the computed t-value (11.26) was greater than the critical t-value (1.961) at the 0.05 level of significance with 298 degrees of freedom. This indicates that the difference between strategies and performance requirements and student teachers' posting for effective teacher training is statistically significant. Consequently, the null hypothesis, which stated that there is no significant difference between strategies and performance requirements for student teachers' posting and effective teacher training in Cross River State, was rejected. This finding demonstrates that strategies and performance requirements play a vital role in the effective posting of student teachers. Properly structured posting strategies ensure that student teachers are assigned to appropriate schools, are well-oriented, and can adapt successfully to their teaching environment.

The implication of this result is that the effectiveness of teacher training is

closely linked to the planning and implementation of posting logistics and strategies. Without well-organized postings, student teachers may face challenges such as unsuitable school assignments, lack of supervision, or poor adjustment, which can negatively affect their learning and professional development. Conversely, adequate strategies and performance requirements facilitate optimal engagement, practical experience, and the acquisition of essential teaching competencies. In summary, the analysis confirms that strategies and performance requirements for student teachers' posting are essential for ensuring effective teaching practice and the preparation of competent future teachers in Cross River State and Nigeria at large.

**Hypothesis two**

There is no significant difference between strategies and performance requirements for student teachers accommodation and effective teacher training in Cross River State

**Table 5: Independent t-test analysis of difference between strategies and performance requirements for student teachers accommodation and effective teacher training.**

Variables	N	$\bar{X}$	SD	d.f	t-cal	t-crit
Strategies and performance requirements	90	9.70	30.9			
				299	9.50	1.960
Student teachers accommodation	90	12.2	40			

The data presented in Table 5 revealed that the computed t-value (9.30) was greater than the critical t-value (1.960) at the 0.05 level of significance with 299 degrees of freedom. This indicates a

statistically significant difference between strategies and performance requirements and student teachers' accommodation for effective teacher training in Cross River State. Consequently, the null hypothesis,

which stated that there is no significant difference between strategies and performance requirements for student teachers' accommodation and effective teacher training, was rejected. This finding highlights that proper accommodation strategies and logistics are crucial for student teachers to function effectively during their teaching practice. Adequate accommodation ensures that student teachers are safe, comfortable, and able to focus on instructional duties without distraction or undue stress. When accommodation is poorly arranged or unavailable, student teachers may face psychological and logistical challenges, including safety concerns, fatigue, and lack of proper rest, all of which can hinder their teaching performance.

Therefore, the result underscores the importance of strategically planned and

well-resourced accommodation as an integral component of teacher training. Properly addressing accommodation needs contributes significantly to the overall effectiveness of teaching practice and ensures that student teachers can fully benefit from their practical training experience. In conclusion, the analysis confirms that strategies and performance requirements for student teachers' accommodation are vital for effective teacher training in Cross River State.

**Hypothesis three**

There is no significant difference between strategies and performance requirements for socialization and adjustment and student teachers effective training in Cross River State.

**Table 6: Independent t-test analysis of difference between strategies and performance requirements for socialization and adjustment and student teachers effective training.**

Variables	N	$\bar{X}$	SD	d.f	t-cal	T-crit
Strategies and performance requirements	90	1.42	15.30	299	11.26	1.961
Socialization and adjustment	90	158	15.8			

Significant at  $p \leq 0.05$  alpha level of significance d.f =199 N= 300

The data presented in Table 6 revealed that the computed t-value (11.26) was greater than the critical t-value (1.960) at the 0.05 alpha level of significance with 299 degrees of freedom. This indicates a statistically significant difference between strategies and performance requirements for socialization and adjustment and student teachers' effective training in Cross River State. Consequently, the null hypothesis, which stated that there is no significant difference between strategies and performance requirements for socialization and adjustment and effective student teacher training, was rejected. This finding emphasizes that the ability of student teachers to socialize and adjust in their

assigned schools is a critical factor in their professional development. Effective socialization allows student teachers to integrate seamlessly into the school environment, build positive relationships with staff and students, and adapt to the norms and expectations of the teaching profession. Without proper adjustment skills, student teachers may experience isolation, stress, or difficulty in executing teaching duties, which can compromise the overall effectiveness of teaching practice.

Therefore, the result highlights the importance of strategies and performance requirements that support socialization and adjustment, including orientation programs, mentorship, and structured guidance.

Ensuring that student teachers are adequately prepared to interact with their communities and school environments enhances their practical teaching experience and overall professional competence. In conclusion, the analysis confirms that strategies and performance requirements for socialization and adjustment are essential for effective student teacher training in Cross River State.

### **Discussion of Findings**

The findings from research question one revealed that the strategies and performance requirements for student teacher posting are critical for effective teaching practice. Proper posting enables student teachers to settle comfortably in their assigned schools, facilitating focused engagement in classroom instruction, lesson delivery, and classroom management. This finding aligns with Denga (2020), who emphasized that a well-organized posting system allows student teachers to maximize their exposure to practical teaching experiences, thereby bridging the gap between theory and practice. Hypothesis one further confirmed that there is a significant difference between strategies and performance requirements for student teacher posting and effective teacher training. This underscores the importance of structured posting systems that consider the capabilities of both schools and student teachers. Awazurike (2019) noted that uncoordinated posting arrangements often lead to challenges such as dissatisfaction, reduced engagement, and limited professional growth. Thus, posting is not merely an administrative task but a foundational strategy that enhances the efficacy of teaching practice and supports the professional development of student teachers.

Research question two examined the role of accommodation in ensuring effective teaching practice. The findings revealed that timely provision of secure and suitable accommodation is essential for student teachers to perform optimally. When student

teachers have access to adequate housing, they can focus on lesson planning, teaching, and interacting with students without undue stress or distraction. Fraser (2018) emphasizes that accommodation plays a crucial role in maintaining the well-being and productivity of student teachers, while Ajayi (2017) highlighted that poor or inadequate living arrangements negatively affect both morale and performance. The analysis of hypothesis two further confirmed a significant difference between strategies and performance requirements for accommodation and effective teacher training. These results indicate that logistical support in the form of adequate accommodation is indispensable, as it addresses both psychological and practical needs, enabling student teachers to concentrate on professional tasks and achieve the objectives of teaching practice (Avales, 2017).

Research question three explored the importance of socialization and adjustment in student teachers' performance. Findings showed that student teachers require the ability to interact effectively with school staff, peers, students, and the host community. Such social competence allows them to adapt to new environments, reduces potential conflicts, and fosters collaboration. Pearson (2011) observed that occupational socialization is key to internalizing the norms, values, and culture of the teaching profession, enabling student teachers to operate competently in real-world classroom settings. Hypothesis three revealed a significant difference in strategies and performance requirements for socialization and adjustment, highlighting the necessity for student teachers to develop strong interpersonal and adaptive skills. Denton (2022) supports this view, asserting that effective socialization alleviates anxiety, encourages teamwork, and promotes a positive learning environment. Berger and Lukeman (2020) further emphasize that integration into the professional and social culture of schools is essential for the success of teaching practice.

Overall, the study indicates that posting, accommodation, and socialization are interdependent components of an effective teaching practice framework. Proper posting ensures student teachers are placed in conducive learning environments, while adequate accommodation supports their well-being and ability to focus. Socialization and adjustment enable student teachers to integrate into their host schools and communities, fostering professional growth and collaboration. The findings are consistent with prior studies, including Denga (2020), Awazurike (2019), Fraser (2018), and Pearson (2011), which highlight the importance of structured logistics and strategies in enhancing teaching practice outcomes.

This study confirms that well-planned posting, secure accommodation, and effective socialization are essential for the success of teaching practice. Addressing these areas ensures that student teachers can gain practical experience, develop professional competencies, and transition smoothly into the teaching profession. Consequently, teaching practice becomes a robust tool for producing competent, confident, and socially adept educators, contributing to the overall quality of education in Cross River State and Nigeria at large.

### **Implications of the Study**

The findings of this study carry significant implications for teacher education in Cross River State. First, the results underscore the importance of strategic student teacher posting, demonstrating that careful placement enhances engagement, reduces stress, and promotes effective teaching practice. Institutions must, therefore, adopt policies that ensure student teachers are posted to schools that are conducive to learning and professional growth (Denga, 2020; Awazurike, 2019). Second, the study highlights the critical role of accommodation in supporting student teachers' well-being and performance.

Ensuring access to secure and adequate housing reduces psychological stress and allows students to focus fully on instructional responsibilities. This finding informs school administrators and policymakers about the need for structured logistical support during teaching practice (Fraser, 2018; Avas, 2017). Third, socialization and adjustment skills were shown to be essential for student teachers to integrate successfully into school environments. This emphasizes that teacher preparation programs should include orientation sessions, mentorship, and community engagement strategies to develop these competencies (Pearson, 2011; Denton, 2022; Berger & Lukeman, 2020). Overall, these implications point to a holistic approach to teaching practice, where logistics, personal well-being, and interpersonal skills are interwoven to produce competent and professional educators.

### **Conclusion**

The findings of this study clearly demonstrate that teaching practice is an indispensable component of teacher education, serving as a bridge between theoretical knowledge acquired in tertiary institutions and the practical realities of classroom teaching. The data revealed that effective posting of student teachers, adequate accommodation, and the ability to socialize and adjust to new environments are all critical factors that significantly influence the quality of teacher training in Cross River State. Specifically, strategic posting allows student teachers to be placed in schools that are conducive to learning and professional growth, thereby enhancing their instructional effectiveness and confidence. Adequate accommodation was shown to provide not only physical comfort but also psychological stability, enabling student teachers to focus on their teaching responsibilities without undue stress or distraction. Furthermore, socialization and adjustment skills were identified as essential for integrating successfully into host

communities and school environments. These skills reduce potential conflicts, foster collaboration with staff and students, and promote a positive teaching and learning experience.

Taken together, these findings underscore the interdependence of logistical, social, and personal factors in shaping the success of teaching practice. When these factors are effectively addressed, student teachers are better prepared to meet professional expectations, develop essential teaching competencies, and contribute meaningfully to the educational development of their students. Conversely, neglect of any of these aspects—whether posting, accommodation, or socialization—can undermine the effectiveness of teaching practice and, by extension, the quality of teacher education. In conclusion, the study highlights that a holistic approach to teaching practice is imperative. Institutions and education authorities must ensure that student teachers are strategically posted, properly accommodated, and adequately prepared to socialize and adjust to their teaching environments. By addressing these areas comprehensively, the quality of teacher preparation can be enhanced, ultimately leading to the production of competent, professional, and adaptable teachers who can contribute positively to educational outcomes in Cross River State and across Nigeria.

### Recommendations

Based on the results and conclusions of the study, the following recommendations are proposed:

1. Teacher education institutions should develop clear guidelines and consult student teachers when posting them to schools, ensuring placements align with the student teachers' skills, preferences, and the needs of the host schools.
2. Schools and teacher training institutions should collaborate to provide secure, quality, and accessible accommodation for student teachers. Where possible, community engagement programs

should supplement housing arrangements to ensure safety and comfort.

3. Orientation programs, mentorship initiatives, and community integration activities should be incorporated into teacher preparation curricula to equip student teachers with the necessary social and adaptive skills.
4. Schools should establish regular monitoring and feedback systems during teaching practice to guide student teachers, provide timely support, and address challenges related to posting, accommodation, and socialization.
5. Education authorities in Cross River State should formalize standards for teaching practice logistics, ensuring consistent implementation across tertiary institutions to enhance teacher training quality and reduce unprofessional practices.

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