



Application of Graham Gibbs Model of Reflection to Improve Teaching Understanding among Technical Education Students in Ambrose Alli University Ekpoma Edo State

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Abstract

This study sought to determine how Graham Gibb's model of reflection will improve teaching understanding of technical education students' in Ambrose Alli University, Ekpoma, Edo State. The descriptive survey research design was adopted in this study. The population for this study consisted of all the 61 year III and IV technical education student-teachers' in the 2017/2018 academic session in Department of Vocational and Technical Education, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria. Since the population of the students was few, the entire population was used. Therefore, there was no sample. The instrument used for data collection in this study was a 72-item questionnaire validated by three experts. The reliability of the instrument was determined using Cronbach Alpha and a reliability coefficient of .78 was obtained. Data collected were analyzed using mean statistics. Based on the data collected and analyzed, the study found among others that the application of Graham Gibb's model of reflection on technical education student-teachers enhanced their perception towards teaching practice and helped them to gain insight into the teaching profession. It was recommended among others that reflection should be incorporated into the teaching practice exercise to enable students' know what they did right or wrong during the exercise and see how they can improve on the areas towards fostering their teaching skills and competencies.

Keywords: Graham gibbs model of reflection; Technical education; Student-teachers.

1. Introduction

Teaching Practice is the practical side of teacher education programme used in preparing the teacher trainee for the future task of becoming a teacher. Sound professional preparation is fundamental for success on teaching. Teaching Practice constitutes a vital and indispensable component in the adequate preparation of professional teachers. It involves direct knowledge of a contact with students, classroom encounters, actual teaching subjects, management of the classroom and study of methods to employ. According to Eneogu (2012), Teaching Practice involves the student teacher practicing acquired theories of teaching under the genuine experience of the normal classroom situation. It is an experience used to improve level of skills, thinking and teaching style. Kelly (2011), asserted that to provide a teacher with the greatest channel of success, there is need to have completed a teacher preparation programme that provides student teachers with knowledge, experience and guidance.

The objective of Teaching Practice exercise cannot be achieved if the teacher trainees fail to reflect on their experiences to know what works and what does not work. Reflection is fundamental in teacher education. To this end, Zhu (2011) posited that teacher's reflection is a type of pedagogical thinking, and that 'to reflect is to think'. Zhu opined that reflection is an experience that distances itself from situations so that teachers can think about the meaning and consequences of their actions. Therefore, reflection is considered as a purposeful process that requires open-mindedness to look at the learning experience that the teacher provided for learners. The emphasis on teacher trainees' reflection is prevalent during teaching practice and other related field-based activities. Postholm (2008) in Eneogu (2012) asserted that teacher reflection is key for professional development and linked it to a variety of instructional activities in teacher education.

Reflection is a meta-cognitive strategy that assists learners as individuals or organization to reflect upon experiences, action and decision taken (Eneogu, 2012). It is a way of studying ones experiences to enhance the way and manner one works. Reflection develops a person's confidence and become a more proactive and qualified professional. A person engages in inflection when problem in practice arises and an attempt is made to understand and resolve it. According to Adler and Tomlinson (1991) in Zhu (2011), reflection has been widely used by educators to connote multiple independent cognitive procedure domains, such as problem-solving and decision-making. There are two types of reflection: reflection in action; and reflection on action (Zhu, 2011). Reflection in action is the making of decision guided by tacit knowledge that occurs in the midst of acting while reflection on action occurs after action has taken place. Both types of reflection are important at any point in time in teacher

preparation process. Reflection practice can be a beneficial process in teaching professional development, both for pre-service and in-service teachers (Ferraro, 2000).

Reflection practice is one which values reflection. It is the capacity to reflect on action in order to engage in process of continuous learning. It involves paying a critical attention to the practical values and theories which inform everyday actions, by examining practical reflectively. The primary benefit of reflective practice for teachers' is for a deeper understanding of their own teaching style and ultimately greater effectiveness as teachers apply theory to classroom practice (Ferraro, 2000). According to Carter (2003), many studies have been conducted on effects of some teaching methods, areas of socialization of teachers, impact of particular programmes, few studies have directly addressed what teachers know about their teaching practice. Britzman (2000), posited that there is little understanding regarding how those trying to teach actually learn from their practice. Huang (2000), stated that there is need to emphasize the conception of teaching on teachers' cognitive and mental work and to study teachers' thought and actions about their teaching practice, so as to enable them gain insights into the teaching profession. Reflective practice involves thoughtfully considering one's own experience in applying knowledge to practice while being coached by professionals in the discipline. To this end, Ferraro (2000) explored the role of the teacher as a coach in teaching practice exercise.

Towards fostering reflective practice, Rolfe *et al.* (2001) posited that the reflective practitioner utilize a given process or model. The models of reflective practice include: John' model of structured reflection which is about series of question that can guide reflection; Rolf's framework for reflective practice, who used three questions to guide reflection (what, so what and now what); among others. In this study, Gibbs model was employed. Gibbs model is used because it describes the direction of reflection in a way that the action taken at the final stage makes feedback into the first stage (that is, beginning the process again).

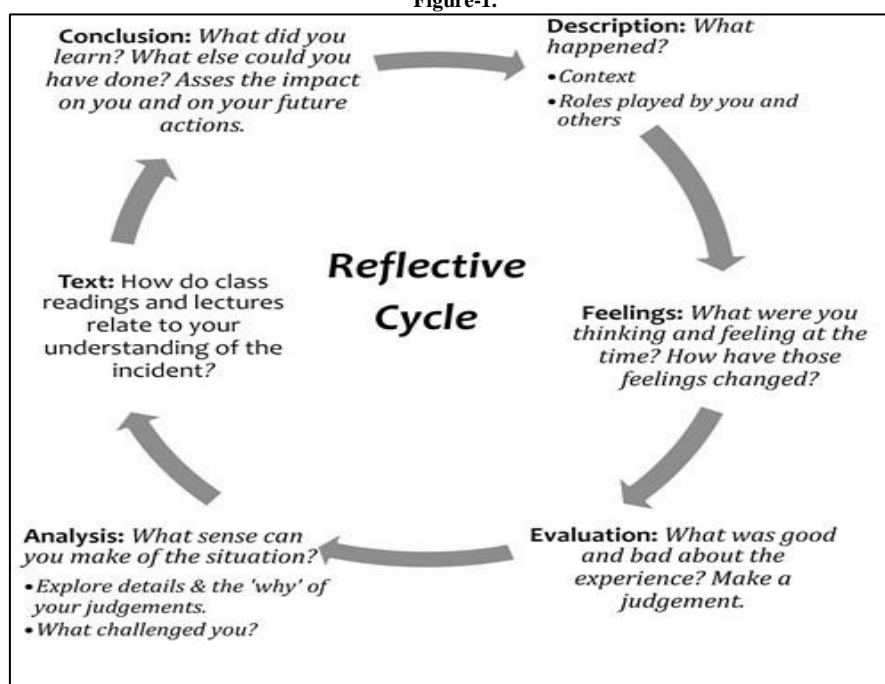
Reflection is fundamental in the teaching process particularly during the teaching practice exercise but it appears that the student teachers do not apply reflection during teaching practice exercise which could be responsible for their teaching skills remaining the same upon the completion of the exercise at their final year. The attitude of the student teachers seems not encouraging as they take the exercise as one of the courses they must pass in order to graduate. It is against this premise that this study was conducted to find out the ways in which Graham Gibbs model of reflection has foster the professional development training of technical teacher trainees.

1.1. Gibb's model of Reflection (1988)

The use of Gibb's model represents a fundamental shift from the ideas of Kolb (which has a four staged cyclical framework; concrete experience; observation and reflection; forming abstract concepts and testing in new situation) in that Gibb's model specifically refers to the key processes within reflection itself, rather than reflection as a process within general learning. The framework of Gibb's model assumes a repetitive experiential contexts and splits into six key stages. Thus:

- i. **Description of the event:** This entails the event you are reflecting on. It addresses the following questions: where were you? Who else was there? Why where you there? What were you doing there? What were other people doing? What was the extent of the event? What happened? What was your part in this? What part did others play? What was the result? This can be put in a simpler form to include: location, actions, participants, witnesses, context and results.

Figure-1.



- ii. Feeling and thought: Here, the practicum students try to recall and explore those things that were going on inside his/her head which include: how you were feeling when the event started, what you were thinking about at the time, how did it make you feel? How did other people make you feel? How did you feel about the outcome of the event? What do you think about it now?
- iii. Evaluation: The student teacher tries to evaluate or make judgment about what has happened. Tries to consider what was good about the experience and what was bad about the experience or what did or did not go so well.
- iv. Analysis: Break the event down into its components part so they can be explored separately. The questions to be asked here are: what went well? What did not go well? What did others do well? What went wrong or did not turn out how it should have done? In what way did you or others contribute to this?
- v. Conclusion: Here, the practitioner has explored the issue from different angles and have a lot of information to base his/her judgment. The student teacher develops insight into his/her own and other people's behavior in terms of how they have contributed to the outcome of the event.
- vi. Action Plan: In this stage, you take you mind in future into encountering the event again and to plan what you would do. Would you act differently or would you be likely to do the same?

The cycle is tentatively complete and suggests that, should the event occur again, it will be the focus of another reflective cycle. The process of reflection helps to bridge the gap between theory and practice. The effectiveness of a teacher depends on his/her ability to determine what works and what does not work in the teaching process. This can only be known through organized reflection like the Gibb's model. This process will improve teaching skills such that the first stage the teacher trainee start reflecting on who he/she is; why he/she want to be a teacher; what is teaching profession all about; what part did he/she play in teaching; among others.

In the second stage, the trainee teacher reflects on how he/she felt after the instruction delivery (whether satisfactory or not satisfactory), this takes him/her to the next stage to know what went right or wrong in the process and how he/she contributed to this. The answer to these questions will help in drawing a conclusion on the whole experience, it become clear to the teacher trainee as to what was right and wrong about the experience. Finally, the teacher trainee plans on what he/she would do differently having known the strengths and weaknesses if this arises again. It is only in reflection that the teacher thinks about his/her practice and without which effectiveness cannot be achieved. Organized reflection such as Gibb's model make problem-solving and decision making possible and thus enhances teaching skill. The process of reflection can be employed in teaching any subject including basic technology.

Basic Technology is one of the core prevocational subjects at the junior secondary school level which seeks to expose students to the world of work through exploration. Basic Technology being a prevocational subject that seeks to expose students to technology is a veritable tool for educational and technological advancement in Nigeria. It is a functional education which is geared towards general education purposes. Through the exposure of students to prevocational education, they develop a broader understanding of industrial and business processes, and are also able to expose their individual interest and aptitudes. Students can also develop desirable traits and attitudes such as pride in productive work, respect for authority and dignity for labour. These are attributes that can endear interest in technology and self-reliance. Its objectives include: (i) to provide prevocational orientation for further training in technology; (ii) to provide basic technological literacy for everyday living; and (iii) to stimulate creativity (Federal Ministry of Education, 2007).

Basic technology is both important in the life of the student as an individual and the nation; and so must be taught by teachers who not only understand and master the subject matter and its importance but who can reflect to know what works and what does not work in the process of teaching the subject. This will improve and foster students' performance as a result of the process of feedback involved in the process but the issue remains that teacher trainees seem not to attach importance to the preparation exercise neither do they seem to use reflection in the process. This will not only mar the purpose of the teaching practice exercise but also not enhance the professional preparation and development of the would-be teachers. It is against this background, that the researcher seeks to incorporate reflection in the technical education student-teachers teaching practice exercise which the researcher opines will foster their teaching skills as a result of the process of feedback involved.

The researcher assumes that there is positive link between teachers' reflectivity and growth in their ability to effect quality learning in their students but the case seems different amongst students that undergo teaching practice exercise. They seem not to attach much importance to teaching practice exercise nor reflect over it but take the exercise as one of the courses they are to pass in order to graduate. This may be the reason why their teaching skills remain the same even after the second exposure to teaching practice exercise in the final year of graduation. The influence of this non-reflectivity will be on the students whom they may encounter in their teaching professions as in-service teachers'. This is so, because the teacher who ought to be an expert and role model may lack the requisite competence to teach since no feedback is sought in the process of teaching to know what works and what does not. Most researches (Atsumbe *et al.*, 2018; Olunloye, 2010; Oviawe *et al.*, 2015) give the reasons for students' poor performance in basic technology and other technical subjects on poor teaching method, lack of facilities, among others, but care has not been taken to find the root cause of these problems. A trainee teacher that lacks the ability to reflect during teaching practice goes to the field of teaching with mistakes that would have been corrected if reflection had taken place. It is against this background, that this study sought to employ Gibb's model

of reflection to foster the Professional development skills of technical teacher trainees in Ambrose Alli University, Ekpoma, Edo State.

2. Method of the Study

This study was a descriptive survey research design on fostering technical teacher trainees’ Professional development skills using Graham Gibb’s Model of Reflection in Ambrose University, Ekpoma, Edo State.

The population for this study consisted of all the 61 year III (27) and year IV (34) technical education student-teachers’ in the 2017/2018 academic session in Department of Vocational and Technical Education, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria. These students were used in this study because they have been exposed to teaching practice exercise. Since the population of the students was few, the entire population was used. Therefore, there was no sample.

The instrument used for data collection in this study was a 62-item questionnaire. It consisted of two sections. Section A bordered on the bio-data of the respondents while section B addressed the research questions with a five point Likert-type scale. The respondents made judgments upon the statement by ticking (x) in any of these scales: Strongly Agree –5; Agree – 4; Undecided -3; Disagree -2; and Strongly Disagree -1.

The instrument was validated by three experts in test and measurement, and technical teacher education from Ambrose Alli University, Ekpoma and University of Benin, Benin City. Their criticisms and corrections were used to produce the final draft of the instrument used in this study for data collection.

The reliability of the instrument was determined by administering the validated instrument on a pilot group of 20 technical education students (10 year III and 10 year IV) from neighbouring University of Benin, Benin City, Edo State who were not part of the main study. The data obtained from the respondents were computed based on Cronbach Alpha and a reliability coefficient of 0.78 was realized.

The questionnaires were distributed personally by the researcher to the respondents used for this study. Upon completion, the entire 61 questionnaires distributed, were duly completed and returned which formed 100% return rate.

The data collected from this study were analyzed using mean and standard deviation statistics. The calculated mean of any item equal to or above 3.00 was regarded as **Agreed**, and any mean below 3.00 was regarded **Disagreed**.

3. Findings

Research Question 1: What is the perception of technical teacher trainees of teaching practice exercise before the use of Gibb’s model of Reflection?

Table-1. Mean Ratings and Standard Deviations of Respondents on their perception of the Teaching Practice Exercise before using Gibb’s model of Reflection

S/N	Items	X	SD	Remarks
1.	I see teaching practice exercise like any other course I must pass to graduate	3.68	.68	Agreed
2.	I do not attach any special importance to the teaching practice exercise	3.62	.51	Agreed
3.	I will deliver the lesson to please the Supervisors	3.33	.55	Agreed
4.	If given a choice, I will not want to experience teaching practice	3.58	.43	Agreed
5.	Teaching practice is not necessary in technical teacher education programme	3.27	.57	Agreed

In response to research question 1, results from Table 1 reveals that the respondents rated all the five items as agreed with mean values ranging from 3.27 to 3.68 as agreed. This implies that the teacher trainees were not interested in the teaching practice exercise before the utilization of Gibb’s model of reflection.

Research Question 2: What are the technical teacher trainees’ descriptions of the teaching practice exercise?

Table-2. Mean Ratings and Standard Deviations of Respondents on their description of the Teaching Practice Exercise

S/N	Items	X	SD	Remarks
1.	I was posted to a school of my choice	3.86	.50	Agreed
2.	I was posted to a school in the urban area	3.70	.36	Agreed
3.	I was posted together with other students from my Faculty	4.21	.29	Agreed
4.	We were posted to do our teaching practice exercise	4.01	.45	Agreed
5.	I met other students teachers from other institutions	3.87	.42	Agreed
6.	I was accepted to teach in the school I was posted to	4.14	.35	Agreed
7.	The teaching practice exercise lasted for six weeks	4.04	.35	Agreed
8.	I taught Basic Technology during the teaching practice exercise	2.23	.65	Disagreed
9.	I was given the subject content to teacher by the subject teacher in the school	3.97	.68	Agreed
10.	Our supervisor came for supervision during the teaching practice exercise	4.27	.35	Agreed
11.	We had an interactive session with our supervisor before the exercise	4.01	.59	Agreed
12.	We had an interactive session with our supervisor after the exercise	3.32	.12	Agreed
13.	Other trainee teachers took part in the exercise	3.73	.23	Agreed
14.	The school teachers cooperated with us during the exercise.	3.77	.37	Agreed
15.	I was made to teach other subject not Basic Technology	4.27	.35	Agreed

16.	The teaching practice exercise is an eye opener to how interesting the teaching profession is	4.29	.64	Agreed
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In response to research question 2, results from Table 2 reveals that the respondents rated 15 out of the 16 items as agreed with mean values ranging from 3.32 to 4.27 as agreed. This implies that the teacher trainees were duly exposed to teaching practice exercise and see it as an eye opener to the teaching profession. While item 13 dealing on the subject to them to teach in the school they were posted to, was rated as disagreed with a mean value of 2.23 which is below the criterion mean of 3.00. The finding indicates that most of the student teachers were not given their subject of study (Basic Technology) to teach.

Research Question 3: What are the feelings of teacher trainees’ about the teaching practice exercise?

Table-3. Mean Ratings and Standard Deviations of Respondents on their feeling about the Teaching Practice Exercise

S/N	Items	X	SD	Remarks
1.	I felt happy when the posting came out	4.68	.47	Agreed
2.	I was very happy when I got to the school	4.48	.85	Agreed
3.	I was happy when the teaching practice exercise started	4.69	.49	Agreed
4.	I felt great about the instruction I delivered	4.23	.45	Agreed
5.	I was happy with the supervisor	4.39	.49	Agreed
6.	The other student teachers made me feel happy and comfortable	3.76	.68	Agreed
7.	I felt dissatisfied with the teaching practice exercise because I was not given subject area (Basic Technology) to teach	4.48	.80	Agreed
8.	I feel unhappy because I lacked knowledge of the subject I was made to teach	4.48	.85	Agreed
9.	I feel satisfied and happy with the reception I got from the school	4.56	.50	Agreed
10.	I feel happy about the outcome of the teaching practice exercise	4.55	.50	Agreed

In response to research question 3, results from Table 3 reveals that the respondents rated all the 16 items as agreed with mean values ranging from 3.76 to 4.69 as agreed. This implies that the student-teachers had positive feelings about the teaching practice exercise.

Research Question 4: What are the issues encountered by technical education student- teachers’ during the teaching practice exercise?

Table-4. Mean Ratings and Standard Deviations of Respondents on the Issues encountered during the Teaching Practice Exercise

S/N	Items	X	SD	Remarks
1.	I was rejected in the school I was posted to	1.76	.97	Disagreed
2.	The transportation fare to my location was too much	1.48	.80	Disagreed
3.	The exercise affected my other academic activities	1.45	.67	Disagreed
4.	I was unable to manage the class due to lack of preparation	1.55	.64	Disagreed
5.	The class was too large for me to manage	4.79	.80	Agreed
6.	I was not well treated in the school I was posted by the teachers	1.48	.82	Disagreed
7.	I did not deliver my assignment well due to lack of orientation from my University before posting	1.45	.65	Disagreed
8.	We were not given orientation by the school authority upon our resumption in the school posted to	4.55	.69	Agreed
9.	I was not assigned to a subject teacher upon resumption to guide and monitor my activities	1.76	.97	Disagreed
10.	I experienced stage fright during the first few days of the exercise	3.76	.67	Agreed
11.	I experience supervisor phobia	3.27	.58	Agreed

In response to research question 4, results from Table 4 reveals that the respondents rated seven out of the 11 items as disagreed with mean values ranging from 1.45 to 1.79 as disagreed. The finding from the table indicates that these seven items were not perceived as issues encountered by the trainee teachers during the teaching practice exercise. While four items were rated as agreed with a mean values ranging from 3.27 to of 4.79, and were perceived as issues encountered by the students teachers’ during the teaching practice exercise. This implies that technical education student-teachers perceived stage fright, supervisor phobia, and inability to manage large classes affected their delivery during the teaching practice exercise.

Research Question 5: What is the benefit of the teaching practice exercise in improving the teaching skills of technical education student-teachers’?

Table-5. Mean Ratings and Standard Deviations of Respondents on the Benefits of the teaching practice exercise in improving the teaching skills of technical education student-teachers'

S/N	Items	X	SD	Remarks
1.	I learnt to talk freely to an audience	4.48	.51	Agreed
2.	I learnt to manage time	4.76	.43	Agreed
3.	I experienced how to relate with my students	4.65	.73	Agreed
4.	I delivered my instruction properly as a result of the corrections from my subject teacher and supervisor	3.33	.80	Agreed
5.	The teaching practice exercise improved my teaching skills	4.69	.49	Agreed
6.	My experience in the exercise made me to develop a positive attitude towards the teaching profession	4.19	.92	Agreed
7.	Teaching practice is an avenue for developing the practical skills of teaching	4.48	.85	Agreed
8.	The exercise gave me insight into teaching	4.23	.48	Agreed
9.	The exercise gave me the opportunity to test the theoretical ideas which I have learnt in the classroom	4.34	.48	Agreed
10.	The exercise gave me the opportunity to increase my professional skills and competence	4.69	.49	Agreed
11.	The exercise provided me the opportunity to acquire practical teaching skills through direct experience	4.76	.48	Agreed
12.	The exercise gave me the opportunity to practice formative and summative evaluation	4.35	.71	Agreed

In response to research question 5, result from [Table 5](#) reveals that the respondents rated all the 12 items as agreed with mean values ranging from 3.33 to 4.76. This implies that the respondents learnt what it is means to teach and through the corrections from their subject teachers and supervisors improved in their skills and class management.

Research Question 6: What is the perception of technical teacher trainees' about teaching practice?

Table-6. Mean Ratings and Standard Deviations of Respondents on their feeling about the Teaching Practice Exercise

S/N	Items	X	SD	Remarks
1.	Teaching practice is an avenue for developing teaching skills	3.64	.48	Agree
2.	It is opportunity to would-be teachers to acquire requisite skills and competences for effective teaching	3.50	.50	Agree
3.	It enables student-teachers' get acquainted to the school as an organization	3.42	.65	Agree
4.	It gives an opportunity to get acquainted to the school community around around	3.50	.50	Agree
5.	It is an opportunity to put learnt theories to practice	3.63	.48	Agree
6.	The exercise is irrelevant in the professional development of the would-be teachers	2.43	.63	Disagree
7.	It develops the student-teacher professionally	3.68	.72	agree
8.	It is a very stressful exercise	2.08	.71	Disagree
9.	The exercise is too tasking	2.11	.45	Disagree
10.	It is a waste of time and effort	2.01	.43	Disagree
11.	It does not play any role in the professional development of would-be teachers	2.00	.46	Disagree
12.	Supervisors of teaching practice are of no help in the teaching practice Exercise	2.02	.57	Disagree

In response to research question 6, results from [Table 6](#) reveals that the respondents rated six out of the 12 items as agreed with mean values ranging from 3.42 to 3.68 while the other six items were perceived by the respondents as disagreed with mean values ranging from 2.00 to 2.43. This implies that technical education student teachers' perceived that the teaching practice exercise is an avenue for developing and acquiring the requisite practical teaching skills and competencies; and putting learnt theory to practice.

Research Question 7: What are the strategies for fostering the teaching practice exercise?

Table-7. Mean Ratings and Standard Deviations of Respondents on the Strategies Fostering the Teaching Practice Exercise

S/N	Items	X	SD	Remarks
1.	Reflection should be integrated into the teaching practice	3.74	.44	Agree
2.	Reflection should be done during and after each teaching practice exercise	3.40	.65	Agree
3.	The exercise should take a full semester in order for the student teachers' to be adequately exposed and to achieve its objectives	4.43	.87	Agree
4.	Technical education student-teachers should be exposed to Micro-teaching before the commencement of teaching practice exercise	3.37	.45	Agree
5.	Subject teachers in schools should monitor and guide the activities of Student-teachers	3.39	.74	Agree
6.	Secondary school administrators should organize orientation programme for student teachers upon resumption to enlighten them of the importance of the exercise and their expectations	3.50	.50	Agree

In response to research question 7, [Table 7](#) reveals that the respondents rated all the six items as agreed with mean values ranging from 3.37 to 4.43. This implies that the respondents perceived these items as strategies for fostering the teaching practice exercise.

4. Discussion of Findings

The findings from this study indicated that technical education student-teachers were not interested in the teaching practice exercise before the utilization of Gibb's model of reflection. This implies that the respondents attached no importance to the exercise as they perceived the teaching practice exercise like other courses in the programme which they are required to pass to graduate; there was no reflection during the process; and they would not want to experience teaching practice exercise again.

The findings from this study indicated that technical education student-teachers were duly exposed to teaching practice exercise for a period of six weeks; assigned subjects to teach by the school teachers who cooperated with them and supervised by their lecturers who interacted with them after supervision; they saw the exercise as an eye opener to the teaching profession. This implies that technical education student-teacher were able to describe the event (teaching practice exercise). This finding is in line with [Gibbs \(1988\)](#) model, description of event which entails the event being reflected on.

The findings from this study indicated that technical education student-teachers perceived stage fright, supervisor phobia, and inability to manage large classes affected their delivery during the teaching practice exercise. The findings of the study also revealed that the student-teachers were not happy because they were given unrelated discipline (subjects) to teach and attributed this to the mistakes they made which they were unable to correct due to time. Emphasizing the need for reflection, [Ferraro \(2000\)](#) asserted that there is need for reflection during and after each classroom delivery, so that the feedback gotten can help for deeper understanding of the exercise.

The findings from this study indicated that technical education student-teachers learnt what it means to teach and through the corrections from their subject teachers and supervisors improved in their skills and class management. In line with this finding [Eneogu \(2012\)](#) stated that through reflection, teachers can react, examine and evaluate their teaching in order to make decision on necessary changes so as to improve attitude, belief and teaching practice.

The findings from this study indicated that technical education student-teachers perceived the teaching practice exercise as an avenue for developing and acquiring the requisite practical teaching skills and competencies; and putting learnt theory into practice. This finding is in line with the views of [Ferraro \(2000\)](#) who asserted that the main benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately greater effectiveness as teachers apply theory to classroom practice.

The findings from this study indicated that technical education student-teachers perceived these items as strategies for fostering the teaching practice exercise. They agreed that the teaching practice exercise should be a full semester programme for student-teacher to have enough time to do it well and achieve its objectives; student-teachers should be involved in micro-teaching exercise before posting them to schools for teaching practice; and that reflection should be incorporated in every stage of teaching practice exercise. This finding is in accordance with the assertion of [Postholm \(2008\)](#) in [Eneogu \(2012\)](#) viewed reflection as a key activity during teacher development process.

5. Conclusion and Recommendations

From the findings of this study revealed the need to foster the development of technical education student-teachers' towards understanding what and how they feel about their teaching practice which is reflection. It is concluded that reflection should be done during and after every teaching practice exercise in order for the students to know where they are, where they want to be and how they want to get there. In other words, having a deeper understanding of their own teaching. Based on the findings of this study, the following recommendations were made:

1. Reflection should be done during and after every teaching practice exercise to enable students' know what they did right or wrong during the exercise and see how they can improve on the areas towards fostering their teaching skills and competencies.

2. Faculties of education should encourage departments to organize micro-teaching exercises to expose their students to teaching before going into the field to practice.
3. Teaching practice exercise should be for a longer duration of at least a full semester and supervision should be at intervals to enhance feedback and enable the students' correct their wrongs and strengthen their weaknesses.

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