

# An Investigation of Teaching Practice Organized By The Departments Of Science Of Education Of The English-Speaking Universities In Cameroon And How It Facilitates The Attainment Of Instructional Competences Of Their Graduates In Teacher Training Colleges In The English-Speaking Regions Of Cameroon

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## Abstract

*This study investigates the organization of teaching practice within the Departments of Science of Education at English-speaking universities in Cameroon and its impact on the attainment of instructional competencies among graduates of Higher Teacher Training Colleges. Acknowledging the important role played by teaching practice in the professional development of teachers, the researcher examines the adequacy of duration, timing, and quality of supervision during the practicum. Using the parallel mixed-method research design, data were collected from 214 teachers and 270 student teachers across several colleges. The findings reveal significant challenges, including inadequate supervision, misalignment of teaching practice timing with academic schedules, and insufficient support from supervisors. While a majority of respondents acknowledged the effectiveness of classroom management training, concerns about the use of resource and lesson delivery persist. The study highlighted the necessity for reforms in teacher training colleges to enhance instructional competencies and improve educational outcomes in the English-speaking regions of Cameroon.*

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## 1. Introduction

Education is an indispensable part of every human endeavour and a dynamic factor to establish a reliable connection between past and future events. Human beings can develop the community where they live and this

depends to a greater extent on the level of education they acquired (World Bank, 2011). The level of education acquired depends on teacher's professional development. Teaching Practice is one of the most important stages in

teacher professional development (Endeley, 2014, Owusu and Brown, 2014) as most of the time, the decision to either continue teaching or not depends heavily on how successful their teaching practice went. In all teacher education programs, teaching practice is a compulsory course to be taken by all the students as it is an important part of teacher's professional development (Aglazor, 2017 & Zailani 2013), although the nature, length and frequency of the practice varies from one institution to another.

Instructional competence is a multi-faceted concept, with its definition falling within many domains. Instructional competence is a phrase used extensively by different people in different contexts; hence, it is defined in different ways. Competencies are the requirements of a "competency-based" teacher education and include the knowledge (Skinner, 2005), skills and values a teacher-trainee must demonstrate for successful completion of a Science of Education programme (Teacher competence in higher education, 2012).

In essence the training obtained by student teachers during teaching practice is designed to enable them develop instructional competences. Despite this wide recognition and acceptance accorded to the role of Teaching Practice in the professional development of teachers, unfortunately the teaching practice organized by the department of science of education is not achieving this role. One factor that may account for this could be the way teaching practice is organised. If the organisation of teaching practice is not looked at, the result is that teaching practice will not achieve its role of developing instructional competences in student teachers. It is for these reasons that the researcher decided to examine the organisation of teaching practice and instructional competence of teachers. Thus, this paper is aimed at answering the question;

To what extent does teaching practice organized by the Departments of Science of Education of the English-speaking Universities facilitate the attainment of instructional competences of teachers in teacher training colleges in the English-speaking regions of Cameroon?

## 2. Literature Review

### Teaching Practice

In the field of teacher education, teaching practice has been described not only as the most influential component of teacher education, but also as among the most critical, important, and challenging experience for student teachers (Cohen et al., 2013; Dang, 2013; Ferrier-Kerr, 2009; Gebhard, 2009; Trent, 2013, 2014). Teaching practice is an

opportunity for student teachers to transfer theory, knowledge and skills, learned in a teacher education programme, into practice (Dang, 2013 and Gebhard, 2009). The practicum is also a chance for student teachers to learn about themselves and what kind of teachers they want to be (Brizman, 2003; Furlong, 2013 and Trent, 2010a).

Teaching practice is the time student-teachers are given the opportunity to practice the techniques of teaching to prepare them for the real world of the teaching profession. Student-teachers also know the rationale for teaching practice; they view it as an important aspect of their preparation for the teaching profession since it provides them with the skills of the real teaching profession (Aglazor, 2011). Perry (2004) shares his experience on teaching practice that, "although student-teachers gain specialised knowledge from class lectures, teaching practice adds value to this knowledge when students come into contact with the real classroom situation.

Whatever definition is given to Teaching Practice, the most important fact is that it is a professional exercise which is focused on helping the student-teacher to bridge the gap between theory and practice in education and develop competence as well (Endeley, 2014 & Kiggundu, 2007). In the process of bridging the gap between educational theories and practice, the student-teacher, through a program of cooperative and interactive guidance, acquires valuable skills in teaching and the management of teaching from experienced teachers thus improving their quality (Endeley, 2014).

Furthermore, during teaching practice, student teachers are brought face to face with concrete situations in the classrooms, and start to see how theories that they have learnt at the university should be applied in specific incidents and what kind of adjustments they need to perform. Such understanding and trials serve as a basis for student teachers to better prepare for their future teaching jobs (Marais and Meier, 2004; Quick and Sieborger 2005; Maphosa et al., 2007), The teaching practice exercise is the culminating point where the relationship among the three major players: university supervisor, host teacher, and aspiring teacher interface to determine the quality of experience the aspiring teacher will take away (Aglazor, 2017 & Chireshe & Chireshe, 2010). It becomes the bedrock on which the aspiring teacher once certified and employed builds his/her professional identity (Aglazor, 2017 & Ngidi & Sibaya, 2003). Literature also reports that an effective practicum has an influence over students' achievement, teachers' retention, and teachers' preparation for the lesson (American Association of Colleges for Teacher Education,

2010).

However, despite its importance, teaching practice could be very challenging and hence demoralizing and sometimes very frightening experience if students are not well prepared. It is worth noting that students' experiences during teaching practice can influence their perception and attitudes towards the teaching of the subjects they are trained to teach and their teaching profession as a whole (Mannathoko, 2013). Unfortunately, less attention is given to the quality of teaching practice in pre-service teacher education (Kiggundu, 2007; Hill et al., 2008).

In summary, teaching practice offers students opportunities to try out what they have learnt about teaching at the university in real school contexts. It also teaches students professional skills and values of the teaching job and contributes to their final decision of whether or not pursuing the teaching career. Under this sub topic, the following construct will be examined: objective of teaching practice; duration of teaching practice; supervision of teaching practice and lesson preparation.

### **Goals/objectives of teaching practice**

The competencies teacher candidates are expected to acquire during Teaching Practice are reflected in their intended outcomes or the goals and objectives. The goals of teaching practice are similar in most teacher training institutions. That makes teaching practice a compulsory course in all the teacher training institutions in Cameroon (Endeley, 2014). In the tradition of best practice, all courses are expected to have course descriptions; so, does Teaching Practice (Aglazor, 2017). The students undertaking the teaching practice experience are supposed to achieve certain objectives like to prepare lessons for use in the classroom and also to demonstrate an ability to conduct a lesson according to their lesson plan (Zailani, 2013). Sharing the same sentiment, Ngidi and Sibaya (2003) and Marais and Meier (2004) explained that the objective of teaching practice is to grant student-teachers experience in the actual teaching and learning environment therefore, it is an important component of becoming a teacher.

Furthermore, according to literature the following are the major kind of practicum purposes. A well-planned practicum: provides a real field to apply the acquired knowledge (Bezzina & Michalack, 2008 & Agalazor, 2017); provides a real field to understand the real context of professional understanding (Nancy, 2007; Kinggundu & Nyimuli, 2009); provides a laboratory to validate the choice of career and commitment to it (Yan & He, 2010); provides

feedback for further development and an opportunity to become a reflective practitioner (Laurentian University, 2011; Antioch University, 2010 & Agalazor, 2017); integrate/links the theory to the practice (Kiggundu, 2007; Cavanagh & Prescott, 2010, Salvatori, 2010 & Agalazor, 2017); provides the prospective teachers to observe and experience diverse contexts and learners (Beck & Kosnik, 2002 & Agalazor, 2017); and is a transition of roles from a student to a professional worker (Agalazor, 2017)

### **Duration of teaching practice**

Duration of teaching practice is the time spent by student teachers in practicing schools. This is the time when student teachers actually put theory into practice. This duration varies from country to country and from one training school to another. This section will look at the different duration of teaching practice in the world. In Ontario a province in east-central Canada, the law (Ontario College of Teachers Act 347/02, 1996) requires teacher candidates to participate in at least eight weeks of practicum (Cantalini-Williams et al., 2014).

Furthermore, the duration of teaching practicum in English teacher education program in Vietnam is from 8 weeks to 10 weeks. (Vo et al., 2018). In Nigeria, teaching practice is one-semester in duration; usually lasting from the beginning to the end of the First Semester of the final year of students' training (Aglazor, 2017). In Botswana Colleges of Education, it is in three phases. In their first year of study, students go for two weeks of observation and on completion compile reports which are graded by their tutors. The other two are taken during their second and third years of study. (Tlokweng College of Education teaching practice handbook, 2011). The handbook further indicates that second years have ten weeks of teaching practice while third years' teaching practice runs for five weeks (Mannathoko, 2013).

In six state universities in Cameroon, which have schools of education - Ecole Normale Supérieure (ENS) for the training of secondary school teachers (in Yaounde, Bamenda, Buea, Ebolowa, Bertoua and Maroua), a period of three months is blocked for teaching practice and it is done only once until the student graduates. During this time classes are not held so that student teachers and their supervisors can concentrate on teaching practice. The block period for teaching practice is used by most universities in the world and therefore it seems to be the standard model for teaching practice even though, within this model, there are discrepancies especially with regard to the duration.

However, the Bachelor's degree program of the Department of Curriculum Studies and Teaching of the Faculty of Education, University of Buea, trains secondary school teachers and has a unique model in Cameroon. Students are expected to go for teaching practice twice; in the second year (level 300) and in the third year (level 400) while classes for other courses in education and in their teaching subject area (taken in other faculties) are going on. Therefore, a student will have completed 24 weeks (six months) of teaching practice upon graduation. Students are posted to different schools where they are expected to spend 12 weeks per teaching practice session (Endeley, 2014).

### Supervision of student teachers

Development of instructional competence during teaching practice cannot be achieved unless it has been made possible through the supervisory function of school administration. Gautama, (2015) pointed out that administration does this through: deploying staff, allocating time to subjects taught at the school, providing teaching and learning materials, and creating an atmosphere conducive to effective teaching practices.

It is necessary that aspiring teachers are paired with competent, knowledgeable and concerned university supervisors to help them assume the full range of duties of a teacher during this hands-on training period. Host teachers have equally vital influence in aspiring teachers' professional growth and development (Aglazor, 2017). The quality of supervision depends on many elements such as the need for substantial investments of time, money, efforts and resources and the roles of teachers as role models and mentors (Saban, 2002; Nguyen & Baldauf, 2010). To raise the effectiveness of teaching practicum, there should be a better connection between lecturers and school teachers, as well as lecturers' on-time and effective support for students, and school teachers' sufficient supervision for students. (Vo et al., 2018). Supervision of students during teaching practice if properly done can contribute to the quality of student teacher's training.

Student teachers who undergo teaching practicum require a lot of support especially in skills in teaching and the emotional support (Arnold, 2006). They rely on various sources for guidance, one of which is from their cooperating teachers. According to Farrell (2008), one of the most influential people to the student teachers during their teaching practicum is the cooperating teachers as they are the people who spend more time with the students in school.

During teaching practicum in English teacher education

program (ETEP) in Vietnam, student teachers are sent to schools in groups. Each group is guided by one university lecturer and members of the group are under the supervision of school teachers (Vo et al., 2018). In ETEP, students are assessed by both lecturers, who are responsible for students' teaching practicum and school teachers, who directly guide students at high schools (Public University, 2015).

In the faculty of Education of the University of Buea student teachers are assigned to cooperating teachers who are selected based on their competence and to university supervisors only from the Faculty of Education, who are expected to see the student at least twice during each session. After observing the cooperating teacher, they begin teaching and the cooperating teacher follows up the student closely in all aspects of the student's professional life. At the end of the exercise, the student receives an aggregate score derived from the cooperating teacher, the University supervisor and a students' portfolio which is made up of a report, lesson plans, lesson notes, a journal and teaching aids. This is the only secondary teacher training programme in Cameroon where teaching practice takes place concurrently with classes in the University (Endeley, 2014).

### Instructional Competence of Teachers

Instructional competence has become a hot topic in education today, especially with increased accountability for classroom teachers (Gupta, 2017). The ultimate goal for any teacher training institution is to improve the ability level and prepare student teachers for effective instruction. Understanding instructional competence and factors that impact progress is critical to becoming a successful teacher. Effective teaching has always been important, and, in recent years, the effectiveness of programs to produce instructional competence teachers has become an issue of national concern (Worrell et al., 2014).

Vitello et al. (2021) look at competence as the ability to integrate and apply contextually-appropriate knowledge, skills and psychosocial factors (e.g., beliefs, attitudes, values and motivations) to consistently perform successfully within a specified domain. To Simonović (2021) the term competence stands for a complex mosaic of characteristics, knowledge, beliefs, abilities, skills, experiences, motivation, value attitudes, habits and self-regulation as interdependent and connected elements that enable an individual to be active and efficient in a certain specific situation.

In addition to the perspectives above, the five-point definition of teacher effectiveness by Little and Goe 2009

highlighted the following points; Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures; Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behaviour; Effective teachers use diverse resources to plan and structure engaging learning opportunities, monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence; Effective teachers contribute to the development of classrooms and schools that value diversity and civic-minded; and Effective teachers collaborate with other teachers, administrators and parents and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure” (Geo et al., 2008).

Keeping this multiplicity of perspectives in mind, we defined instructional competence in terms of teacher’s interaction in class. For the convenience of this study, an instructional competent teacher trainer is defined as an instructor who is able to exhibit the knowledge, skills and attitude about; delivery of instruction, drawing of good lesson plans, supervision of teaching practice, assessment of student teachers, classroom management, use of teaching aids/resources and mastering of subject matter. This study was guided by Social Development Theory by Lev Vygotsky (1896-1934). This theory is also known as Sociocultural Development Theory. This theory is based on the idea that children gain knowledge, from social interactions with adults and wiser children.

### Teaching Practice and Instructional Competence

Mannathoko (2013) carried out a study in three colleges of education in Botswana to find out how teaching practice effectively prepare student-teachers to teach Creative and Performing Arts. The findings revealed that student-teachers in the three Colleges of Education were introduced to the general pedagogy skills of teaching in primary schools by their tutors who in most cases were not arts specialists. There were concerns from student-teachers that lecturers were rarely there to supervise them during teaching practice and therefore, trainees did not get any assistance to effectively prepare them to face the teaching profession.

Owusu & Brown (2014) also carried out a study on Teaching Practice Supervision as Quality Assurance Tool in Teacher Preparation. The study revealed the unfriendliness

of lecturers/supervisors, lecturers assessing just a part of lessons to grade trainee teachers, failure on their part to discuss lessons delivered as a way of obtaining feedback, illegibility of assessment report making it difficult to obtain feedback to remediate subsequent teaching among others. These, they indicated, negatively affected the effectiveness of TP.

In a similar vein, Apolot (2018) carried out a study to examine the impact of teaching practice supervision on performance of student teachers in higher institutions of learning in Uganda. The result showed a significant positive relationship between teaching practice supervision and student teacher performance ( $r=0.518$ ,  $p<0.000$ ) in higher institution of learning in Uganda. It also showed that teaching practice supervision improves student teachers’ subject competence; enhance their confidence in teaching and learning of new teaching techniques.

Furthermore, Msangya et al. (2016) carried out a study on Teaching Practice Experience for Undergraduate Student Teachers: A Case Study of the Department of Education at Sokoine University of Agriculture, Tanzania. The findings indicate that the student teachers perceived teaching practice as an important tool of learning to teach because it promoted the development of teaching experience and prepared them for the real world of work. The results also revealed that teaching practice is insufficiently emphasized and lack of financial support and the mismatch of the teaching practice period with local secondary school calendar were the main challenges. The study also indicates that there is a problem of late beginning of teaching practice and teaching practice supervisors are unable to manage the large number of student teachers due to lack of coordination and follow up of problems. Teaching practice program gives no attention to satisfy the needs and interest of the student teachers and supervisors.

Manzar-Abbas and Lu (2013) carried out qualitative research on “Keeping the Practicum of Chinese Pre-service Teacher Education in World’s Perspective”. The researchers identified that the time allocated to practicum experiences in China was too short; the timing for sending student teachers (STs) to the field (schools) was inappropriate, and the mode of practicum adopted was out dated. In a study, Azeem (2011) found out that 20% of the participants did not have their lessons being checked regularly by concerned supervisors while 80% were of the mind that their lessons were being checked regularly. In addition, 23% of the participants expressed the view that the class teachers were often present in their classes during TP while the other 77% opined that class teachers or mentors were often not present

in their classes during the TP of the prospective teachers.

Hu and Wong (2006) also examined patterns of student teachers' talk during TP. The findings suggested that cooperating teachers were the ones with whom student teachers had most conversations. During TP Student teachers spent the less time talking to their college or University supervisors and school principals. A study carried out by Vo et al. in 2018 revealed that in ETEP, the implementation of teaching practicum is not very effective because students lack support from both high school teachers and lecturers, and are not given sufficient chances to apply what they learn from methodological courses. Finally, in a study conducted by the Asian Development Bank (2010), it was observed that no correlation existed between technical skills and duration for a training program and also finds out that some short duration training programs were more effective than long duration programs. (Asian Development Bank, 2010 as cited by Raja & Song, 2014).

### 3. Methodology

The parallel mixed method research design was used in this

#### Appropriateness of Teaching Practice Duration

**Figure 1: Appropriateness of the three-month duration of teaching practice**

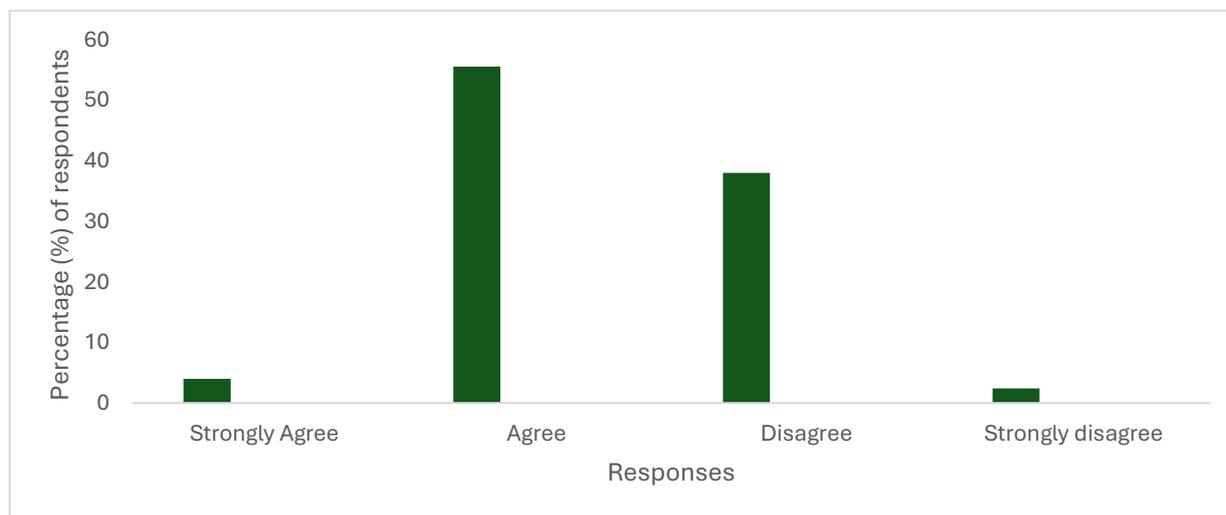


Figure 1 above shows that 55.6% agreed and 4% strongly agreed that teaching practice duration was appropriate. This result indicates that most of the respondent feel adequately prepared within this timeframe, suggesting that the duration allows for development of instructional competences. This result is in line with universal trend which indicates that most university in the world prefer the three-month teaching practice duration (Zailani, 2013). On the contrary, this result is not in line with the University of Buea teaching practice

study. The population of the study constitutes administrators, teachers and students in teacher training colleges (GTTCs). The target population of this study involves teachers of Teacher Training Colleges (GTTCs) who are teaching in the North West and South West Region of Cameroon. The target population also constitutes students taught by the teachers who answered the teachers' questionnaire. The sample size comprised of 250 teachers and 221 student teachers, selected using the random sampling technique. The instruments used for the study were the questionnaires for teachers and interview guide for student teachers and administrators (Dean of Studies). Data was analysed descriptively using percentages. Information obtained from the interview was analysed thematically.

### 4. Findings and Discussion

To what extent does teaching practice organized by the Departments of Science of Education of the English-speaking Universities facilitate the attainment of instructional competences of teachers in teacher training colleges in the English-speaking regions of Cameroon?

model which feels that duration of six months is more appropriate (Endeley, 2014). However, the remaining 40.4% who disagreed feel that three months is insufficient to fully grasp teaching methodologies and gain necessary instructional competences, which align with findings reported by Mokua (2017), where longer practice durations were linked to better development of instructional competence. Aglazor(2017) also recounted a study in Nigeria were extended practice durations (often six months)

significantly enhanced student-teachers' confidence and effectiveness (Aglazor, 2017).

### Timing of Teaching Practice

Table 1: Appropriateness of the Timing of Teaching Practice

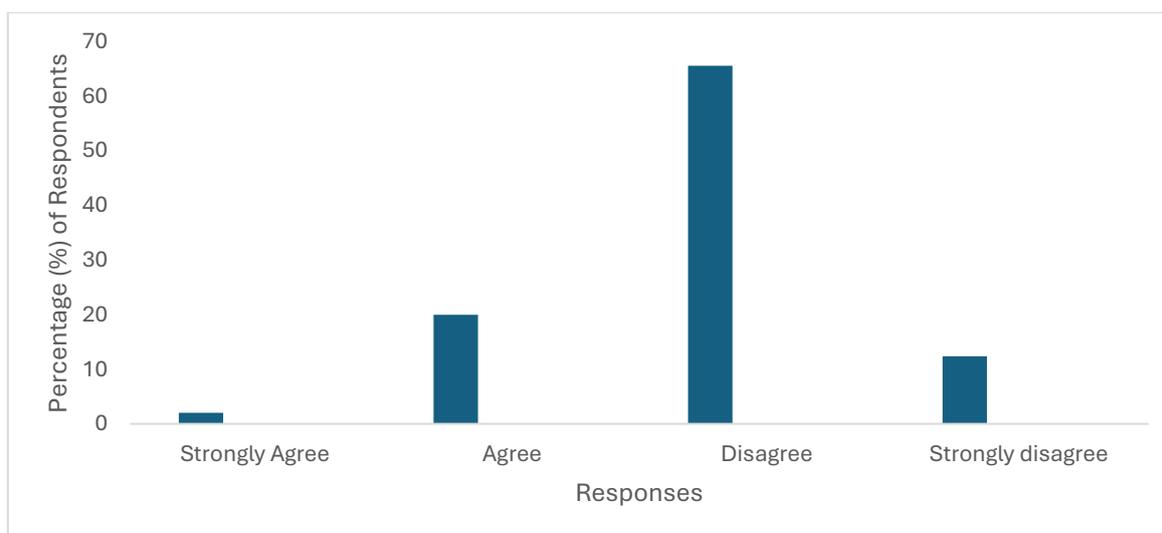
Responses	Frequency	Percent
Strongly Agree	6	2.4
Agree	99	39.6
Disagree	143	57.2
Strongly disagree	2	0.8
Total	250	100.0

The results show that 57.2% disagreed and .08% strongly disagreed on the appropriateness of the timing of the teaching practice. This result suggests a conflict between the academic calendar and the timing of teaching practice. This was also reported by (Tchombe, 2015). This result is not surprising because teaching practice mostly takes place during the second semester which falls in the second month of the second term of the secondary schools' calendar. This period coincides with bilingualism week, youth week and fourth sequence evaluation. Some student teachers reported that they were not able to deliver up to seven lessons throughout the practicum. Many student-teachers may feel

overwhelmed or underprepared because the timing does not allow them to integrate theoretical knowledge effectively with practical application. This misalignment can lead to stress and inadequate preparation for real classroom scenarios. This result is also in line with studies down in Uganda, which shows that poorly timed teaching practices hinder the learning experience, as students often feel rushed and unable to apply concepts learned in coursework (Apolot, 2018). This highlights a common issue across the region, where timing and scheduling are critical for effective teacher training.

### Quality of Supervision

Figure 2: Appropriateness of the Supervision of Teaching Practice



The result shows that 78% of the respondents felt that supervision was inadequate. This highlights a critical gap in support provided during teaching practice. This result

reflects the reality in the field where supervisors are hardly there to follow up the students. Most often the students see their supervisor only on the day of evaluation. Studies in

Nigeria echo this concern, highlighting how inadequate support negatively impacts teacher preparation (Ofoegbu, 2004). This result is similar to a study carried out in Botswana, which found that insufficient supervision led to

poor teaching practices among student-teachers (Mannathoko, 2013). The dissatisfaction with supervision in these findings reflects a global trend where inadequate mentorship can hinder teacher development (Apolot, 2018).

**Assistance from Supervisors**

**Table 2: Appropriateness of the Assistance given to Students by Supervisor**

Responses	Frequency	Percent
Strongly Agree	5	2.0
Agree	66	26.4
Disagree	162	64.8
Strongly disagree	17	6.8
Total	250	100.0

64.8% disagreed and 6.8% strongly disagreed that the assistance provided by supervisors was appropriate. This finding is similar to what was reported by Aglazor (2017) when he noted that many student-teachers in Cameroon reported limited interaction with their supervisors. This result is also in line with what was obtained by Akwesi and Brown (2014), when they found that many student teachers felt that supervisors were not adequately engaged during their practicum. This suggests that many student-teachers feel that their supervisors are not sufficiently engaged in

their development. The perception of inadequate assistance can lead to feelings of isolation and may hinder the development of teaching competencies. Research in Uganda and Kenya has shown that active engagement from supervisors significantly enhances student-teachers' instructional practices and overall confidence (Ngidi & Sibaya, 2003). The lack of perceived support in your study reflects a broader trend in teacher education programs within Africa, where mentorship quality often varies.

**Appropriateness of teaching practice objectives**

**Table 3: Appropriateness of the Objectives of Teaching Practice to Promote Skills in Classroom Management**

Responses	Frequency	Percent
Strongly Agree	29	11.6
Agree	146	58.4
Disagree	69	27.6
Strongly disagree	6	2.4
Total	250	100.0

The results above indicate a strong belief among respondents that the objectives of the teaching practice organized by the Departments of Science of Education in Cameroon effectively promote instructional competences. Specifically, 70% of respondents agreed or strongly agreed that the objectives enhance skills in classroom management. This aligns with the emphasis in teacher education literature

that underscores the need for practical skills in instructional settings (Aglazor, 2017). The stress on classroom management and instructional strategies in this study reflects findings in South Africa, which reinforced the notion that effective teaching practice is critical across different educational contexts in Africa (Mannathoko, 2013).

**Correction of Lesson Notes by Cooperating Teachers**

**Table 4: Effectiveness of Lesson Notes Correction by Cooperating Teachers**

Responses	Frequency	Percent
Strongly Agree	22	8.8

Agree	155	62.0
Disagree	65	26.0
Strongly disagree	8	3.2
Total	250	100.0

The results showed that a significant majority (70.8%) of respondents either agreed or strongly agreed that the correction of lesson notes by cooperating teachers was well done. This indicates a positive perception of the mentorship provided during teaching practice, which is crucial for developing instructional competence among student

teachers. This result contradicts what was obtained by Owusu and Brown (2014), when they found that many student teachers felt that cooperating teachers were not adequately engaged during their practicum, which may hinder the development of teaching skills.

**Effectiveness of Model Lessons Provided**

**Table 5: Effectiveness of Model Lessons Provided by the Supervisor or Cooperating Teachers**

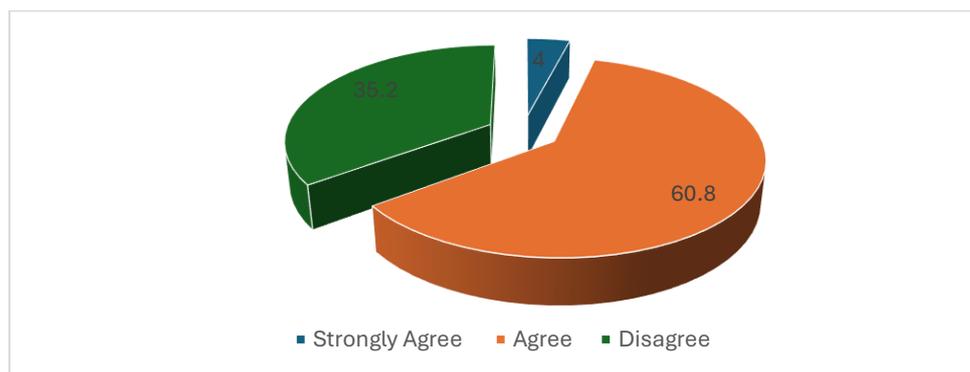
Responses	Frequency	Percent
Strongly Agree	29	11.6
Agree	113	45.2
Disagree	100	40.0
Strongly disagree	8	3.2
Total	250	100.0

Only 56.8% of respondents agreed or strongly agreed that model lessons from supervisors were helpful. This suggests that a number of students (43.2%) still consider model lessons provided not appropriate. Research has shown that effective modelling by experienced teachers is crucial for

student teachers' success (Gowers et al., 2005 & Mhando, 2020). This implies that the quality and relevance of the instruction provided by cooperating teacher should be improved.

**Seminars Organized Before Teaching Practice**

**Figure 3: Appropriateness of the Seminars Organized Before Teaching Practice**



A considerable 64.8% of respondents agreed or strongly agreed that the seminars were appropriate. This supports findings from other studies suggesting that pre-practicum training can enhance confidence and preparedness for

teaching (Ngidi & Sibaya, 2003). Nevertheless, the remaining 35.2% who disagreed signal a need for a well-planned and a well oriented seminar before teaching practice.

**Presence of Supervisors and Cooperating Teachers**

**Table 6: Effective Presents of Cooperating teachers and Supervisors during Teaching Practice**

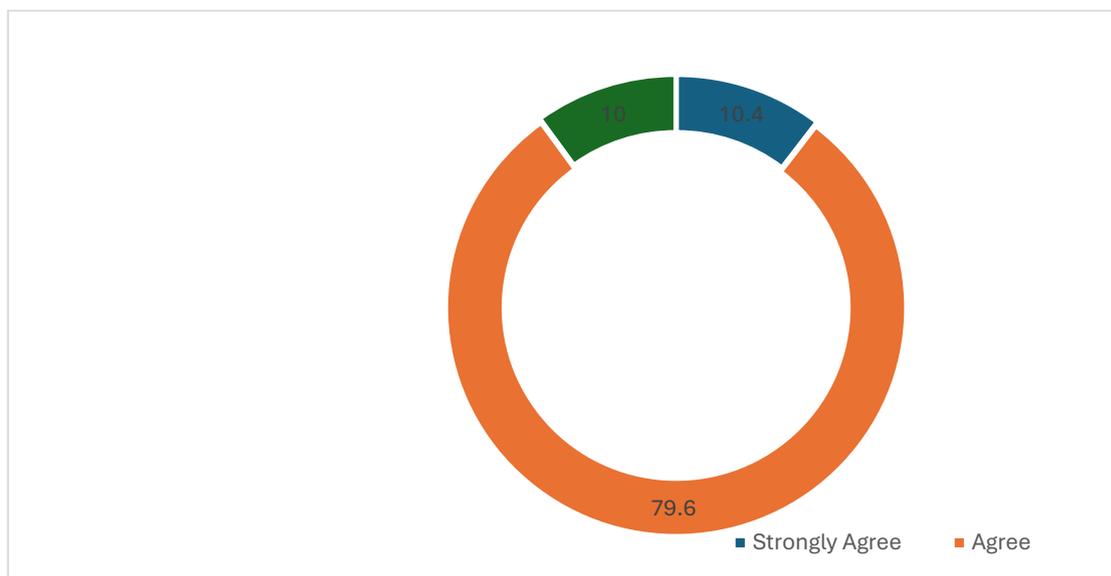
Responses	Frequency	Percent
Strongly Agree	20	8.0
Agree	113	45.2
Disagree	109	43.6
Strongly disagree	8	3.2
Total	250	100.0

Almost half of the student teachers, 46.8% of respondents felt that supervisors and cooperating teachers were not effectively present during teaching practice. This finding aligns with Azeem (2011), who noted that regular oversight

is critical for student teachers to develop their skills. Lack of supervisor’s presence can lead to feelings of isolation and negatively impact the quality of the teaching experience (Mutua, 2019).

**Instructional Delivery**

**Figure 4: Appropriateness of Instructional Delivery**

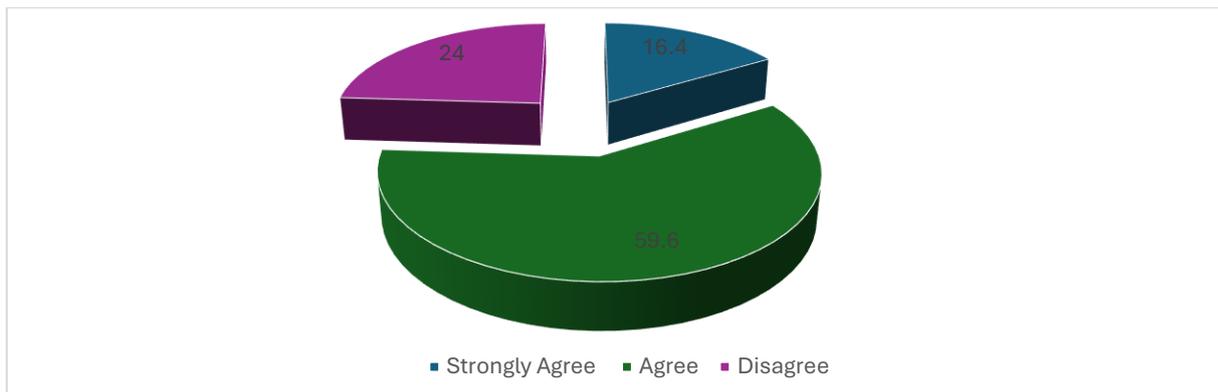


An important majority (79.6%) of respondents felt they could deliver instruction appropriately, indicating a high level of confidence in their teaching abilities. This aligns with findings by Aglazor (2017) and (Mhando, 2020), who

emphasized that effective teaching practice enhances self-efficacy among student teachers. However, a notable 10% disagreed, highlighting the need for improved support and training.

**Lesson Planning**

**Figure 5: Ability to Draw up Good Lesson Plans following the CBA**



While 76% agreed they could draw up good lesson plans, 24% disagreed. This suggests a gap in training, as effective lesson planning is crucial for instructional competence (Darling-Hammond et al., 2017). Inadequate preparation in

this area could lead to challenges in classroom management and student engagement (Lucero, 2018).

Supervision Skills

Table 7: Availability of Skills to Supervise Student teachers

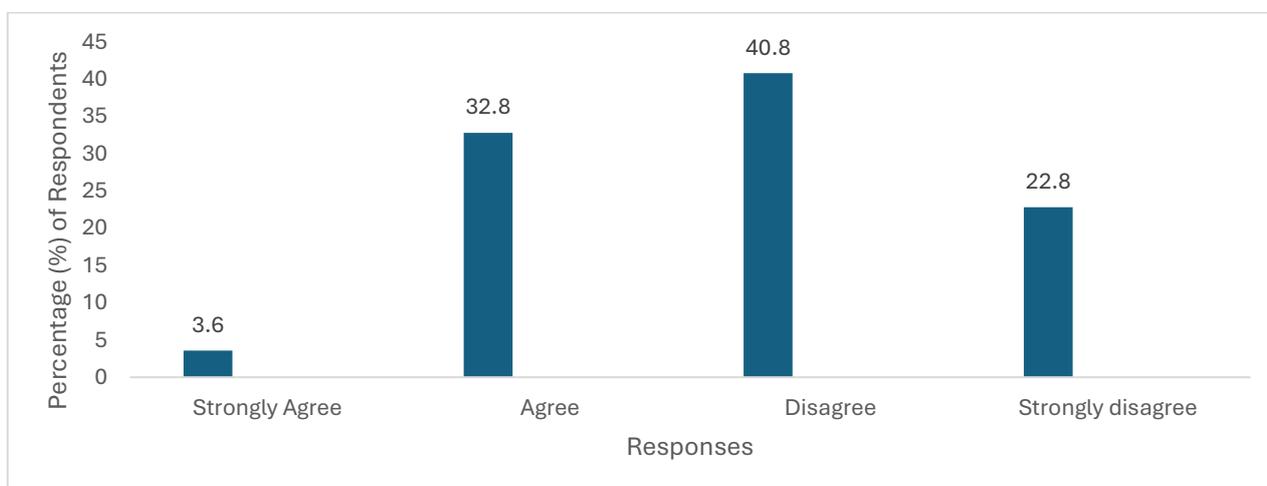
Responses	Frequency	Percent
Strongly Agree	44	17.6
Agree	130	52.0
Disagree	73	29.2
Strongly disagree	3	1.2
Total	250	100.0

Only 17.6% strongly agreed they had the skills to supervise student teachers. This raises concerns, as supervising student teacher is integral for professional development

(Farrell, 2008). The low confidence may indicate insufficient training in supervisory roles, which has been noted in similar studies (Nguyen & Baldauf, 2010).

Assessment Skills

Figure 6: Availability of Skills to a Carry out Assessment of Student Teachers



Only 36.4% felt competent in assessing student teachers.

This aligns with findings from Azeem (2011) that many

trainees lack confidence in assessment, which is critical for providing constructive feedback and ensuring student growth. Research has shown that inadequate assessment training can lead to ineffective teaching practices (Ofoegbu, 2004).

**Use of Teaching Resources**

**Table 8: Appropriate Use of Teaching/Learning Resources**

Responses	Frequency	Percent
Strongly Agree	8	3.2
Agree	116	46.4
Disagree	117	46.8
Strongly disagree	9	3.6
Total	250	100.0

Responses were nearly evenly split, with 49.6% agreeing or strongly agreeing that they used appropriate resources and 50.4% disagreeing or strongly disagreeing that they use teaching resources. This result is disturbing because it indicates a lack of access or lack of training in resource utilization, which is vital for effective teaching (Gowers et al., 2005).

**Classroom Management**

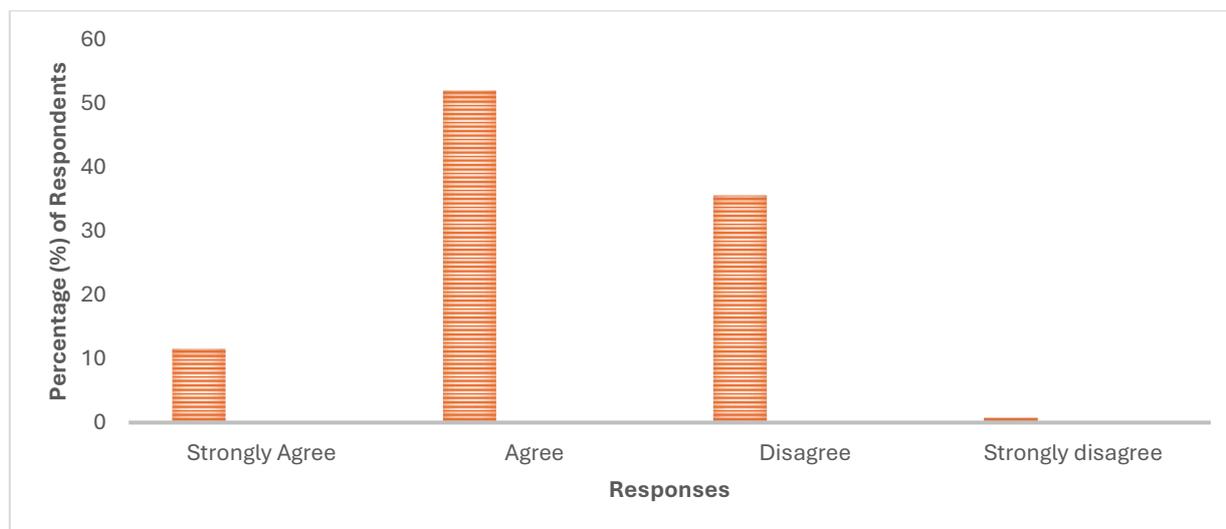
**Table 9: Appropriate Skills in Classroom management**

Responses	Frequency	Percent
Strongly Agree	42	16.8
Agree	139	55.6
Disagree	65	26.0
Strongly disagree	4	1.6
Total	250	100.0

Most of the respondent (72.4%) felt they had appropriate skills in classroom management. Classroom management is key to creating an effective learning environment (Deacon et al., 2015 & Nguyen, 2017). The relatively high confidence here suggests that this area may be adequately addressed in training.

**Test Item Construction Skills**

**Figure 7: Appropriate Skills in Good Test Item Construction**



52% of respondents agreed they had appropriate skills to construct good test items. However, 36.4% disagreed. The high proportion of respondent feeling competent in test item construction suggests a foundational understanding of test

item construction. However, a significant minority indicates potential gaps in training that could negatively affect their teaching effectiveness (Hudson, 2008).

**Mastery of Subject Matter**

**Table 10: Good Mastery of Subject Matter**

Responses	Frequency	Percent
Strongly Agree	82	32.8
Agree	115	46.0
Disagree	49	19.6
Strongly disagree	4	1.6
Total	250	100.0

The results indicated that a greater proportion, 78.8% respondents agreed or strongly agreed that they have a good mastery of their subject matter. This finding aligns with what was reported by Mutua, (2019). However, the

presence of 21.2% disagreement suggests that some teachers still have problems with content knowledge, which is essential for effective teaching (Worrell et al., 2014).

**Ability to Teach All Subjects**

**Table 11: Ability to teach all the Subjects in the Curriculum of TTC**

Responses	Frequency	Percent
Strongly Agree	4	1.6
Agree	61	24.4
Disagree	73	29.2
Strongly disagree	112	44.8
Total	250	100.0

Only 26% accepted that they could teach all subjects in the curriculum. This highlights a significant concern regarding

the breadth of training. This result also indicates that it is difficult to train one teacher to teach all the subjects in the curriculum. Teachers often require specialized training in their subject areas to feel confident in delivering a comprehensive education (Amin, 2005).

**Sensitivity to Individual Differences**

**Table 12: Sensitivity to Individual Differences**

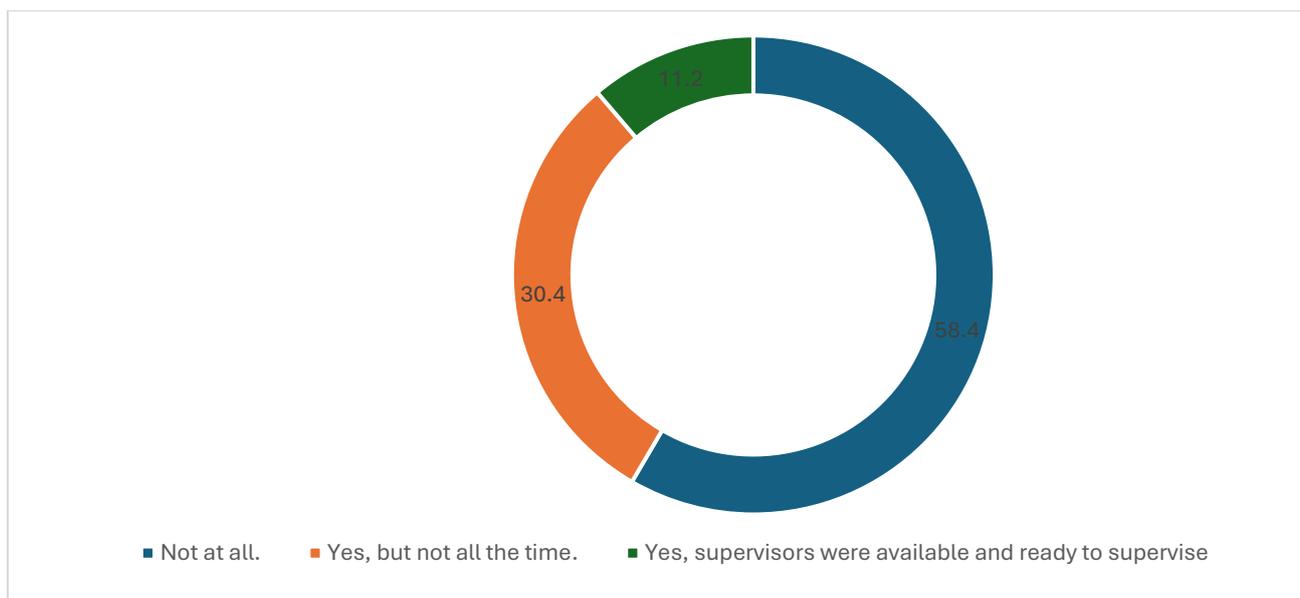
<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	3	1.2
Agree	102	40.8
Disagree	111	44.4
Strongly disagree	34	13.6
Total	250	100.0

58.0% respondents disagreed or strongly disagreed with the statement that they are not sensitive to individual differences. This indicates awareness among teachers regarding the need for differentiated instruction, aligning with modern pedagogical approaches that emphasize inclusivity (Kumar and Ratnalikar, 2005 & Huang &

Waxman, 2019). However, a disturbing 42% agreed or strongly agreed that they are not sensitive to individual differences. This indicates that training programs should incorporate modules on diversity, equity, and inclusive teaching practices to better prepare teachers for the realities of diverse classrooms.

**Supervisor’s Readiness**

**Figure 8: Readiness by the Supervisors to supervise Lesson Notes and Teaching**



A significant 58.4% of respondents felt supervisors were not always available, 30.4% noted supervisors were available but not consistently and only 11.2% felt supervisors were always ready to supervise. The low percentage of respondents who indicated that supervisors were always ready and consistently available suggests a significant gap

in support during the crucial teaching practice phase. This aligns with findings from Owusu & Brown (2014), who noted that inadequate supervision negatively impacts the effectiveness of teaching practice. Studies have shown that consistent supervisory support enhances teacher readiness and confidence (Huang & Waxman, 2019).

**Organization of Practicum**

**Table 13: Opinions about the Organization of Practicum**

Responses	Frequency	Percent
Duration and timing of practicum was not appropriate.	24	9.6
Supervisors were not there to assists students.	6	2.4
It was well organized	80	32.0
It was not well organized.	135	54.0
Practicum needs to be redesigned.	5	2.0
Total	250	100.0

54.0% felt the teaching practice was poorly organized, 32.0% believed it was well organized and 9.6% criticized the timing and duration of the practicum. The popular perception of poor organization reflects systemic issues within the training framework. Ineffective organization can

lead to ineffective learning experiences, as highlighted in various studies (Mannathoko, 2013). The feedback indicates a need for better structuring of the practicum to ensure it meets its aim of developing instructional competences in student teachers.

**Students' Interview: Instructional Competence**

**Use of Teaching and Learning Resources:**

**Table 14: Appropriateness in the use of Teaching and Learning Resources by Teachers of TTC**

Responses	Frequency	Percent
Yes	51	23.1
No	170	76.9
Total	221	100.0

Only 23.1% of students felt that the resources used were appropriate. This indicates a significant gap in the use of resource, suggesting potential deficiencies in training and support for teachers. This study is in line with a study in

Nigeria which noted that inadequate resource allocation during teacher training negatively impacted instructional competence (Owusu & Brown, 2014).

**Delivery of Lessons by Teachers**

**Table 15: Appropriateness of lesson delivery by Teachers of TTC**

Responses	Frequency	Percent
20 - 40% of the teachers deliver good lessons.	43	19.4
41 - 60% of the teachers deliver good lessons.	110	49.8
61 - 80% of the teachers deliver good lessons.	62	28.1
81 – 90 % of the teachers deliver good lessons.	6	2.7
Total	221	100.0

49.8% of respondents believed that 41-60% of teachers delivered good lessons, while only 2.7% stated that 81-90% of teachers did so. The majority perception of lesson quality suggests that while some teachers perform adequately, there

is substantial room for improvement. Studies show that effective lesson delivery is fundamental to student engagement and learning (Hattie, 2009).

**Mastery of Subject Matter**

**Table 16: Frequency Count and Percentage of Teachers’ Mastery of their Subject Master**

Responses	Frequency	Percent
Yes	212	95.9
No	9	4.1
Total	221	100.0

An overwhelming 95.9% of respondents believed teachers had a good mastery of their subjects. This high level of confidence in subject mastery suggests that teachers are well-prepared in content knowledge, which is essential for

effective teaching. However, subject mastery alone does not guarantee effective teaching without the integration of pedagogical skills (Glickman, 2002). The results indicate a need to balance content mastery with pedagogical training.

**Supervision during Teaching Practice:**

**Table 17: Effectiveness of Teaching Practice Supervision by teachers**

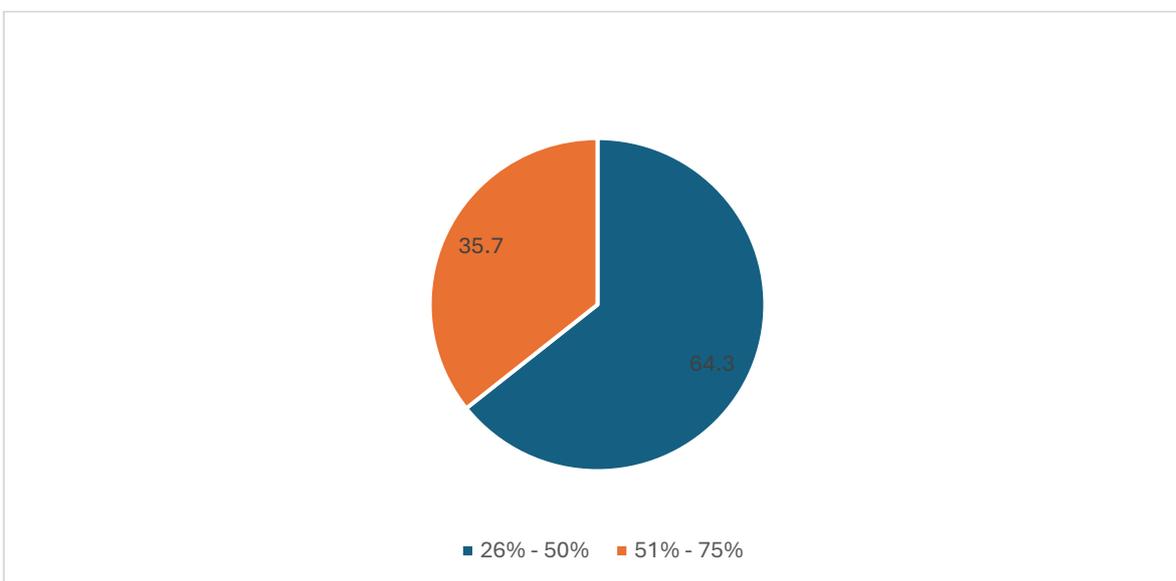
Effectiveness of Supervision	Frequency	Percent
0% - 25%	9	4.1
26% - 50%	126	57.0
51% - 75%	86	38.9
76% -100%	00	00
Total	221	100.0

The effectiveness of supervision was rated low, with 57% of respondents scoring it between 26-50%. This indicates that supervision practices may not be rigorous enough to ensure quality teaching experiences. A similar study in Nigeria

revealed that inadequate supervision and resource allocation during teacher training negatively impacted instructional competence (Owusu & Brown, 2014). This result indicates a need for more robust supervisory frameworks.

**Correction of Lesson Plans**

**Figure 9: Effectiveness of Correction of Lesson Plan during Teaching Practice**



64.3% of respondents noted that the effectiveness of lesson plan corrections was between 26-50%. This suggests that while some feedback is provided, it may not be comprehensive or constructive enough to foster significant improvement in teaching practices. Effective feedback is crucial in teacher development (Hattie, 2009). The results suggest that this aspect of teacher training requires enhancement to better support student teachers' growth.

**5. Conclusion**

The results of this study point out significant concerns regarding the effectiveness of teacher training in Cameroon, particularly in the use of resources, lesson delivery, duration and timing of practicum and supervision of student teachers. By comparing these findings with existing literature and findings from other researchers, it becomes evident that targeted reforms are essential to enhance the instructional

competence of teachers in the English-speaking regions of Cameroon, ultimately leading to improved educational outcomes. It is recommended that the government should develop and implement policies that prioritize effective teaching practice as a critical component of teacher training, ensuring that it is adequately funded and resourced. The training schools should establish formal mentorship programs that pair student teachers with experienced educators for guidance and support during their teaching practice. Student teachers should intentionally seek feedback and support from supervisors and cooperating teachers during teaching practice to enhance the development of instructional competences.

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