

NONPAYMENT OF STUDENT TEACHERS TEACHING PRACTICE ALLOWANCES AND FATE OF STUDENT TEACHERS IN TEACHING PROFESSION IN NIGERIA

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Received: 03/02/2026

Accepted: 09/02/2026

Published: 16/02/2026

ABSTRACT

Teaching practice remains a fundamental component of teacher education in Nigeria, serving as a structured programme for equipping student teachers with essential pedagogical, behavioral, and professional competencies. Historically rooted in the missionary era, teaching practice has evolved to accommodate contemporary educational standards while maintaining core values such as moral instruction, classroom management, and effective instructional delivery. Despite its significance, student teachers in Nigeria face considerable challenges, particularly the persistent nonpayment of teaching practice allowances. This study examines the implications of nonpayment of student teachers' allowances on their morale, professional commitment, and long-term engagement in the teaching profession. It highlights how inadequate funding, lack of transportation support, poor instructional materials, and personal financial burdens negatively affect student teachers' performance and perception of teaching as a viable career. The paper argues that neglect of student teachers during their formative professional training undermines the quality of teacher preparation and, by extension, national educational development. It concludes that adequate funding, proper monitoring of allocated resources, and provision of monthly allowances are necessary to strengthen teacher education and sustain the future of the teaching profession in Nigeria.

Keywords: Teaching Practice; Student Teachers; Nonpayment of Allowances; Teacher Education; Professional Commitment; Educational Funding; Teaching Profession; Nigeria.

1.0 INTRODUCTION

Teaching practice started when the first Missionary school was opened in Badagry, Lagos state. The White Christian Missionaries who visited Nigeria then taught the early teachers behavioural, legal and intellectual skills needed to undertake teaching as a profession. Though, there are innovations in teaching profession today, but still, those traditions such as parent teacher's relations, dignity of human persons, child right act are strictly observed in teaching profession in this contemporary Nigerian society. Though, some standards needed to be revisited for proper realignment of teachers in their profession.

1.1 Meaning of Teaching Practice Skill Acquisition

Teaching practice is one of the teachers education programmes designed for inculcating relevant skills to would be teachers in their various schools of teaching practice. It is a programme planned and designed for effective instructional delivery, classroom management and organization. Teaching practice is programmed to help student teachers know their dos and don'ts in the school of their teaching practice. It is also, planned and designed to enable student teachers acquire behavioural and health management skills. Teaching practice is hinged on effective lesson planning, note making, self- control, critical thinking and observational skills.

1.2 Teaching Pedagogies acquired by Student Teachers in teaching Practice Programme

Acquisition of teaching pedagogies is imperative for student teachers. Pedagogical skills acquired by student teachers during teaching practice include: Fluency skills, questioning, problem-solving, hands-on learning and collaborative learning skills. Other skills acquired by student teachers in the classroom include: Skills of class room management and organization, knowledge of learner's abilities, behaviours and attitudes. Student teachers are trained to develop quality voices, practical questioning skills, question solving skills during teaching and learning in the classroom.

2.0 HISTORY OF TEACHING PRACTICE IN NIGERIA

The White Christian Missionaries who visited Nigeria came with three cardinal purposes: Evangelism, commerce and education. However, at the peak of converting many Christians, churches, hospitals and schools were built. Apart from the informal education system acquired at home, formal education institutions were built to inculcate literacy to students in those days. Hospitals were built also, to get the old and young free from rashes, polios, leprosy, partial and total blindness prevailing in those days. Novitiates were also, built to build the spirit of young Nigerian who wished to become Priests, Pastors in the early churches in Nigeria (Uruakpa, 2005). White Christian Missionaries visited some states in Nigeria, some of them survived their journey to Nigeria while some died in the process. The state visited by White Christian Missionaries in Nigeria include: Abeokuta, Ibadan, Ondo, Delta, Anambra, Imo Enugu, Imo and Cross River and Rivers state (Osokoya, 2007).

Many Nigerians were sluggish to be converted to Christianity because there were deeply rooted in idolatry practices. Propagation of Christianity in Nigeria brought innovations in trade, evangelism and education in Nigeria.

2.1 18th Century Teaching practice in Nigeria

In most of the White Christian Missionaries schools, certain levels of passes in grade 11 and grade 1 examinations were used to rate the intelligent and practical teaching skills of the early teachers in Nigeria. Morality, effective teaching skills, crafts and hygienic living were taught in White Christian Missionary schools then. The skills acquired by Nigerians who taught in White Christian Missionaries schools then led to the training of quality teachers who later kept the fate for teachers training till today. Teaching practice provided avenues for cross fertilization of teaching and learning skills to students. These strategies have in no small

measure helped student to study together and engage in discussion classrooms to actualize better learning outcomes (Christian, 2025),

2.2 19th Century Teaching Practice Skills Acquisition

Teachers are inevitable in human development. Where there are no teachers there are no classrooms. Quality education is imperative for nation building. When teachers responsibilities to children and young adults that will take responsibilities to their nation's economy are relegated to the background that nation will produce citizens that does not have values for human existence. Illiteracy and high rate of crimes will be upsurge in that country. Without teachers medical doctors, engineers, accountants, lawyers, estate valuers, statisticians and other professions will not be trained. Teaching practice skill acquisition adds values to student teachers knowledge of education law. It enables student teachers develop intellectual and critical thinking skills in teaching profession (Uzoehina, 2015).

2.3 Fate of Student teachers and the Teaching profession

There is high neglect in teaching profession. The same has reflected on how teachers are trained in Nigeria. Vast majority of Nigerians are taught by teachers in the classroom. Students have as well seen how teachers have ensured that their responsibilities inside and outside their schools are achieved. Teachers are second parent to the children brought to them to teach in classrooms. Both cultural, healths, social and religious skills are taught to students by teachers. Teachers taught lawyers, doctors, engineers, nurses, accountants and other professionals that are today, waxing strong in their offices.

It is very pathetic that after training students in different works of life, when they occupy position of authority in government, they turn back to make laws that are detrimental to teachers job dis satisfactions in teaching profession. Teacher's training hinged on their training and development (Ajuonuma & Oguguo, 2014). Services teachers render in molding student lives, community services and nation building at large cannot be over emphasized. Teaching is a very complex responsibility. It endears when society remember teachers efforts as nation builders. Teachers are top most in inculcating morality to students. In a nation where there are no teachers, the economy of that nation will degenerate into frictions. Teaching starts from simple to complex teaching and learning methods. It endears when students are receptive to the learning given to them (Ezike, 2019). The issues of non-payment of student teachers allowances or stipends started from many decades ago. Today still, government has not put up solutions to ameliorate students teachers conditions during teaching practice. Funds are mapped out for teachers training but they are diverted into private other uses.

It is mandatory for all student teachers in undergraduate and post graduate programmes to undergo teaching practice skill acquisition programme. The main reasons are to acquire teaching skills so as to teach effectively in the classroom. It is also, established in teacher education curriculum for student teachers acquisition of education law.

Issue of non- payment of allowances to student teachers the way their colleagues in medical, paramedical and science courses are paid is a strong let down to the teaching profession. It is like robbing Peter to pay Paul.

Funding is imperative and inevitable in all sphere of education. All spheres of education must be monitored and supervised to discover problems confronting them from delivery of services which they are built for. This will ensure realization of education goals in the 21st century educational system Abudllahi, 2010, Akintola & Eyengbe, (2007). However, student teachers suffer from instructional and personal needs. The instructional needs include: Poor classrooms and lack of instructional materials. Personal problems of student teachers include: Lack of allowances to student teachers, no means of transportation to student teachers schools of teaching practice. Student teachers suffer from poor feeding especially those that do not come from their homes (Koros, 2016). It is of no doubt that majority of students teachers rent rooms, while some comes from very far states and communities to do their teaching practice to schools of their teaching practice.

Lack of transportation fares demoralizes student teachers during teaching practice. Some student teachers bore the cost of their education personally while some students relied on helps they got from friends and well-wishers. Student teachers needed foods to get sustained from hungry during teaching practice. Some of them do not have good clothing's to put on. Some students that do not have personal money to acquire instructional materials, teach students without the use of instructional materials in the classroom. Teaching is a noble profession therefore stake holders in education should provide needed logistics, ideas and standards to ensure teachers quality and effective instructional delivery (Offorma, 2012 & Oforma, 2016). It is very excruciating that school heads of today, complain bitterly on poor funding to their schools as many secondary schools are under leaking roofs, no chairs and desks for students and teachers comfortable stay in the classroom. Funding of the three educational sectors in Nigeria is imperative for economic development (Etuk, 2012).

3.0 CONCLUSION

Teaching and learning are processes of human development. The beauty of teaching and learning demands that teachers should be properly equipped to impart worthwhile knowledge to students. Teachers adore the classroom with effective teaching skills they have acquired from their training. Poor teaching is a show of poor classroom management, poor organization of learning contents and poor knowledge about learner's abilities. Portrayal of effective teaching skills positively results to effective delivery of instructions. Teaching profession should be funded so that the aims and goals of establishing educational institutions in Nigeria will be realized.

4.0 RECOMMENDATIONS

1. A Nation collapses where new generations of people that comes to occupy it are unable to hold education as a yardstick for national development. Therefore, Nigerian educational system should be adequately funded so that effective teaching and learning will be realized from her educational institutions.
2. Government should provide monthly allowances to student teachers. This will enable student teachers developing morale in teaching profession.
3. Permanent teachers in teaching profession should instill the needed skills to student teachers. This would ensure effective use of standard teaching principles in delivery of instructions and effective students learning out comes.

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