CONTINUOUS SCHOOL PRACTICE

PROGRESS SURVEY

TTE PROJECT

PEDAGOGY COMPONENT

19th November, 2018
<table>
<thead>
<tr>
<th>Activity Title and Reference Number</th>
<th>Continuous School Practice Baseline Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive</td>
<td>X:_M&amp;E\J2_CSP\J2b_Results\Reports\Progress\181106_CSP_progress survey report</td>
</tr>
<tr>
<td>Document prepared by:</td>
<td>Namyalo Hellen</td>
</tr>
<tr>
<td>Document commented by:</td>
<td>Hallet Virginie</td>
</tr>
<tr>
<td>Last revision date</td>
<td>19th November, 2018</td>
</tr>
</tbody>
</table>
Table of Contents

List of Acronyms/Abbreviations ......................................................................................... 4

Executive summary ................................................................................................................ 5

1.0 Background of study ....................................................................................................... 7

1.1 Introduction ...................................................................................................................... 7

2.0 Survey Methodology ....................................................................................................... 7

2.1 Study population ............................................................................................................ 7

2.2 Sample size .................................................................................................................... 7

2.3 Data collection and data analysis instruments ................................................................. 8

2.4 Limitations of the study ................................................................................................. 8

3.0 Biographical summary .................................................................................................... 8

3.1: Distribution of Respondents ......................................................................................... 8

3.2: Age of respondents ....................................................................................................... 8

3.3: Gender of Respondents ............................................................................................... 9

4.0: Status on key questions related to ATL application ..................................................... 10

4.1: Status on key questions related to CSP ....................................................................... 14

4.1.1: Have you been taking part in the continuous School Practice activities in the NTC and partners secondary schools? .......................................................................................................................... 14

4.1.2: How satisfied are you with the Continuous School Practice activities provided in your NTC? ................................................................................................................................................... 15

4.1.3: How satisfied are you with the Continuous School Practice activities provided in the partner secondary schools? ............................................................................................................................. 16

4.1.4: Which Continuous School Practice activities have helped you the most to feel confident for Examination School Practice? .............................................................................................................. 17

4.1.5: According to you, what have you learnt through Continuous School Practice? ........ 18

4.1.6: What would you identify as benefits of Continuous School Practice so far? .......... 18

4.1.7: What challenges have you faced during the implementation of Continuous School Practice? ........................................................................................................................................... 19

4.1.8: To which level has Continuous School Practice prepared you for Examination School Practice? ....................................................................................................................................... 20

4.1.9: How satisfied are you with the Examination School Practice? ................................. 21

4.1.10: In which areas of ESP or CSP do you find most difficulty? ...................................... 22
### List of Acronyms/Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP</td>
<td>Continuous School Practice</td>
</tr>
<tr>
<td>DES</td>
<td>Diploma in Education Secondary</td>
</tr>
<tr>
<td>ESP</td>
<td>Examination School Practice</td>
</tr>
<tr>
<td>MoES</td>
<td>Ministry of Education and Sports</td>
</tr>
<tr>
<td>NTC</td>
<td>National Teachers’ College</td>
</tr>
<tr>
<td>PSS</td>
<td>Partner Secondary Schools</td>
</tr>
<tr>
<td>SPO</td>
<td>School Practice Officer</td>
</tr>
<tr>
<td>TTE</td>
<td>Teacher Training and Education project</td>
</tr>
</tbody>
</table>
Executive summary

The survey, which occurred from 16th July to 11th August 2018, focused on determining the respondents’ take on the continuous school practice (CSP) system that was piloted in the partner secondary schools to complement the examination school practice (ESP). A desired number of DES yr.1s students from the 5 National Teachers’ Colleges (NTCs) of Kabale, Kaliro, Mubende, Muni and Unyama participated in this survey.

The major aim of CSP is to avail the pre-service NTC students with more opportunities to practice so that they are not only confident but have more opportunities of evaluating themselves and putting theory to practice.

The survey applied the random sampling technique with reference made from Krejcie and Morgan (1970) for the minimum sample size.

The survey aimed to find out if the students applied the different ATL elements in school practice to get feedback on the piloted CSP system in the NTCs and partner secondary schools (PSS) to bring out the role CSP has played towards ESP.

To find out if the students applied the different ATL elements in school practice, the questions asked were related to the ATL methods, techniques, resources and assessment. Problem based learning was the ATL method that was used most by the respondents. Brainstorming was the most used ATL technique and charts were the most used from the various listed ATL resources. On average, most of the respondents had used at least one ATL assessment during school practice and classroom assessment, was the most used ATL assessment.

On average, to most of the respondents (55%), the interaction rate with their students in the classroom was good during school practice. In 3 NTCs, their highest percentages were of respondents who had had a good interaction with their students in classroom. The highest percentages for NTCs Kabale and Muni, were of respondents who had had an excellent interaction with students in classroom.

In the 5 NTCs, majority of the respondents were of the view that the participation rate of their students in the classrooms was good during school practice thus the rate had an average of 62%. Those who were of the view that the participation rate of their students in the classrooms was excellent followed with 30%. The average and poor rates had percentages of 8% and 0% respectively.

Likewise, when it came to the practicality of the respondents’ lessons during school practice, majority of them on average, across the 5 NTCs were of the view that it was good (65%). To 22% of the respondents, it was excellent while to 13%, it was average. The least percentage was that of respondents who were of the view that it was poor (1%).
The study also assessed questions that were connected to CSP and ESP. A couple of questions from the baseline survey, which took place from 29th January to 4th May, 2018 were also considered for this survey. These included:

- which CSP activities had helped students the most to feel confident for ESP,
- what had students learnt through CSP,
- what would students identify as benefits of CSP so far,
- what challenges had students faced during the implementation of CSP,
- to which level had CSP prepared students for ESP,
- How satisfied the students were with ESP etc.

The study revealed that most of the respondents on average were of the view that CSP moderately prepared them for ESP. Interestingly, It was also discovered that the benefits of CSP that had the highest percentages were those which were related to ESP i.e. it improves the respondents’ confidence for ESP and it improves results of ESP. The study also revealed that the most helpful CSP activities selected by the respondents were those that occurred in the NTCs.

The challenges of CSP included; insufficient transport, financial costs not taken in charge for some colleges, its negative impact on the NTC timetable. The study also showed that preparing schemes of work was the area of ESP or CSP where the respondents found most difficulty despite it being identified as the CSP activity that helped the students most to feel confident for ESP and as one which was learnt most through CSP.

The survey has already shown the positive change of perception about school practice amongst the students after the first year of piloting CSP in NTCs and partner secondary schools. However, there are also several areas of improvement that have been identified. To further strengthen CSP, the following recommendations could be useful:

a) NTCs need to make the methods courses more practical by including micro-teaching and lesson plans.

b) There is need to strengthen the partner secondary school teachers to develop and use instruction/teaching materials.

c) Lecturers as well as the NTC students need to be strengthened on assessment

d) There is need for more focus to be put on self and peer reflection as well as on feedback by NTC lecturers and partner secondary school teachers.

e) Funding for continuous school practice needs to be considered relevant and essential.
1.0 Background of study
The NTC pre-service students have for long been exposed to the ESP which comes at the end of each year of their college life. This school practice lasts for seven weeks and at the end of it, the students are assessed and awarded marks.

The TTE project piloted a system of CSP in partner secondary schools to complement the existing ESP. The aim of CSP is to avail the pre-service NTC students with more opportunities to practice so that they are not only confident but have more opportunities of evaluating themselves and putting theory to practice.

1.1 Introduction
Before the piloting of the CSP system in the NTCs and partner secondary schools in February 2018, a baseline survey was carried out by the TTE project with the aim to gain the respondents’ take on it. This was then followed up with another survey that took place from 16th July to 11th August 2018. The aim of the survey was to get the NTC students’ insight on CSP and ESP now that they had taken part in both systems.

2.0 Survey Methodology
2.1 Study population
The study population for the CSP progress survey were the DES yr.1 students of the five National Teachers’ Colleges (NTCs): Kabale, Kaliro, Mubende, Muni, and Unyama.

2.2 Sample size
Random sampling was used for the survey so that a required portion of students in the 5 NTCs were reached. In addition, the minimum sample size of respondents that was required was got using Krejcie and Morgan (1970) as detailed in the table below:

<table>
<thead>
<tr>
<th>Name of NTC</th>
<th>Respondents’ Categories</th>
<th>Minimum Sample required</th>
<th>Actual Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NTC students (DES yr.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTC Kabale</td>
<td>531</td>
<td>217</td>
<td>213</td>
</tr>
<tr>
<td>NTC Kaliro</td>
<td>432</td>
<td>201</td>
<td>242</td>
</tr>
<tr>
<td>NTC Mubende</td>
<td>333</td>
<td>175</td>
<td>170</td>
</tr>
<tr>
<td>NTC Muni</td>
<td>370</td>
<td>186</td>
<td>203</td>
</tr>
<tr>
<td>NTC Unyama</td>
<td>526</td>
<td>217</td>
<td>247</td>
</tr>
<tr>
<td>Total</td>
<td>2192</td>
<td>996</td>
<td>1075</td>
</tr>
</tbody>
</table>

With ±2% marginal error, this indicates that the results got closely reflect the views from the overall population hence the survey was effective.
2.3 Data collection and data analysis instruments
Google forms that were designed by the pedagogy team of the TTE project were used for data collection.

With the assistance of field coordinators and NTC SPOs, links to the forms were shared with the NTC respondents who filled them in.

The data was analysed using Excel and Stata software.

2.4 Limitations of the study
- Inadequate access to computers and unreliability of internet

3.0 Biographical summary
For this survey, NTC DES year 1 students were the only respondents considered.

3.1: Distribution of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTC Kabale</td>
<td>213</td>
<td>20%</td>
</tr>
<tr>
<td>NTC Kaliro</td>
<td>242</td>
<td>23%</td>
</tr>
<tr>
<td>NTC Mubende</td>
<td>170</td>
<td>16%</td>
</tr>
<tr>
<td>NTC Muni</td>
<td>203</td>
<td>19%</td>
</tr>
<tr>
<td>NTC Unyama</td>
<td>247</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>1,075</td>
<td>100%</td>
</tr>
</tbody>
</table>

Overall, NTC Unyama had the highest number of respondents (23%) followed by NTC Kaliro (22%). NTC Mubende had the least number of respondents (16%).

3.2: Age of respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>997</td>
<td>93%</td>
</tr>
<tr>
<td>25 to 34</td>
<td>75</td>
<td>7%</td>
</tr>
<tr>
<td>35 to 49</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>50 or older</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,075</td>
<td>100%</td>
</tr>
</tbody>
</table>
The highest number of respondents were under 25 years (997). Those that were 25 to 34 years followed and only three respondents were in the age bracket of 35 years and above.

### 3.3: Gender of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Survey Population</th>
<th>Actual Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>NTC Kabale</td>
<td>83</td>
<td>130</td>
</tr>
<tr>
<td>NTC Kaliro</td>
<td>106</td>
<td>136</td>
</tr>
<tr>
<td>NTC Mubende</td>
<td>59</td>
<td>111</td>
</tr>
<tr>
<td>NTC Muni</td>
<td>53</td>
<td>150</td>
</tr>
<tr>
<td>NTC Unyama</td>
<td>84</td>
<td>163</td>
</tr>
<tr>
<td>Total</td>
<td>385</td>
<td>690</td>
</tr>
</tbody>
</table>

In terms of gender for the survey, 64% were male students and 36% were female students. In comparison with the actual population of the students in the NTCs, the male students’ percentage was higher by 2% while that of the female students was lower by 2%.
4.0: Status on key questions related to ATL application

4.0.1: Which ATL Methods did you use the most during school practice?

With 80%, problem based learning was the ATL method that was used most by the students. Learning stations followed with 51% and learning contract had only 7%. Project based learning was the least used ATL method as it only had 4%.

4.0.2: Which ATL Techniques did you use the most during school practice?

Brainstorming (80%) was the most used ATL technique by the NTC students during school practice. Second to brainstorming was group work with 63%. It was followed by presentations, which had 47%. With 19%, storytelling was the least used ATL technique by the students during school practice.
4.0.3: Which ATL Resources did you use the most during school practice?

From the various ATL resources, charts (89%) were the most used by the students during school practice. With 27%, Experiments were the second most used ATL resources during school practice and were followed by Maps with 24%. The least used ATL resources were social media, multimedia and textbooks as their percentages were 4%, 2% and 1% respectively.

4.0.4: Did you use any ATL assessments during School Practice?

On average, 71% of the respondents had used ATL assessments during school practice and only 29% of them had not used any ATL assessments during school practice. Out of the 5 NTCs, NTC Muni (86%) had the highest percentage of respondents that used ATL assessments and the least...
percentage of those that did not use any ATL assessments (14%). On the other hand, NTC Unyama had the lowest rate of respondents that used ATL assessments (55%) and the highest percentage of those that did not use any ATL assessments during school practice (45%).

4.0.5: State the ATL assessments you used during school practice

Classroom assessment (33%) was the ATL assessment that was most used by most of the NTC students during school practice. It should be noted that the classroom assessment component is composed of those that mentioned exercises and tests as assessments used. Second to classroom assessment was formative assessment with 29%. It was followed by continuous assessment, which had 8%. Other numerous ATL assessments were mentioned and their response rates ranged from 1% to 7% as shown in the chart above.

Despite of the fact that 747 respondents replied yes to the previous question (4.0.4), only 447 of them answered this question.

![Chart showing the percentage of respondents who used different ATL assessments during school practice.]

4.0.6: To what extent did you interact with your students in the classroom during school practice?

Averagely, to most of the respondents, 55%, the interaction rate with their students in the classroom was good during school practice while to 38% of them, the interaction rate with their students in the classroom was excellent. 7% of the respondents reported that their rate of interaction with their students in the classroom was average. None of the respondents was of the view that their interaction with their students in the classroom was poor.
4.0.7: To what extent did your students participate in your classroom during school practice?

On average, 30% of the respondents were of the view that the participation rate of their students in the classroom was excellent during school practice while to 62% of the respondents, it was good. 8% of the respondents recounted that the participation rate of their students in the classroom was average and no one reported that the students’ participation rate was poor during school practice.

4.0.8: To what extent were your lessons practical during school practice?

On average, 65% of the respondents reported that the practical rate of their lessons during school practice was good while to 22% of them, it was excellent. To 13% of the respondents, the practical
rate of their lesson was average and to 1%, it was poor during school practice. It should be noted that out of the 5 NTCs, with 89%, NTC Kaliro had the highest percentage of respondents whose practical rate of lessons was good.

4.1: Status on key questions related to CSP
In this section, percentages were used for rating the respondents’ responses to the questions that were mostly close ended.

4.1.1: Have you been taking part in the continuous School Practice activities in the NTC and partners secondary schools?
On average, most of the respondents (96%) had been taking part in the CSP activities in the NTC and partner secondary schools. Only 4% of them indicated that they had not been taking part in the CSP activities in the NTCs and partner secondary schools.

Nevertheless, they also gave responses to all the questions that were asked in the survey.
Most of the respondents in the 5 NTCs had taken part in the CSP activities in the NTCs and PSS. With 99%, NTC Kaliro had the highest percentage of respondents that had taken part in the CSP activities in the NTCs and PSS. NTC Mubende followed with 97% and then NTC Muni with 96%. The percentages of respondents that had not taken part in the CSP activities were greatly low for all the NTCs as they were all below 10%. Their rages were from 1% to 7% respectively as shown in the graph above.

4.1.2: How satisfied are you with the Continuous School Practice activities provided in your NTC?

On average, for all NTCs, most of the respondents (44%) were satisfied with the CSP activities provided in their NTCs while 33% of them were fairly satisfied with them. For the least percentages, 20% and 4% were those of respondents who were very satisfied or not at all satisfied with the CSP activities provided in their NTCs respectively.

From the NTCs’ perspective, NTC Kabale had the highest percentage of respondents that were very satisfied (38%) with CSP activities in the NTC. NTC Unyama had the highest percentage of those that were satisfied (54%), NTC Kaliro had the highest percentage of respondents who were fairly satisfied (56%) and NTC Mubende had the highest percentage of respondents that were not at all satisfied (8%) with the CSP activities in their NTC as detailed below.
The highest percentages of students in 3 NTCs (Kabale-42%, Muni-48%, Unyama-54%) were of those who were satisfied with CSP in the PSS. In NTCs Kaliro, the highest percentage was that of students who were fairly satisfied with the CSP activities provided in the PSS. Interestingly for NTC Mubende, both fairly satisfied and satisfied had the same percentage rates (39%).

4.1.3: How satisfied are you with the Continuous School Practice activities provided in the partner secondary schools?

Similar to the previous question, for all NTCs on average, most of the respondents (41%) were satisfied with the CSP activities provided in PSS while 39% of them were fairly satisfied with them. For the least percentages, 16% and 4% were those of respondents who were very satisfied or not at all satisfied with the CSP activities provided in the PSS respectively.

From the NTCs’ perspective, similar to the previous question, NTC Kabale had the highest percentage of respondents that were very satisfied (31%). NTC Unyama had the highest of those that were satisfied (55%), NTC Kaliro had the highest percentage of respondents who were fairly satisfied.
(75%) and NTC Mubende had the highest percentage of respondents that were not at all satisfied (9%) with the CSP activities in their NTCs.

The highest percentages of students in 3 NTCs (Kabale-49%, Muni-52%, Unyama-55%) were of those who were satisfied with CSP in the PSS. In NTCs Kaliro and Mubende, the peak percentages were of students who were fairly satisfied (75% and 45% respectively) with CSP in the NTCs.

4.1.4: Which Continuous School Practice activities have helped you the most to feel confident for Examination School Practice?

With 59%, development of lesson plans was the CSP activity that was most selected by NTC students as one that helped them the most to feel confident for ESP. Development of schemes of work
followed with 57%, and then class observation in a partner secondary school with 56%. The rest of the CSP activities were rated 7% to 49% by the NTC students as detailed above.

4.1.5: According to you, what have you learnt through Continuous School Practice?

<table>
<thead>
<tr>
<th>Elements of CSP distribution by selection rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
</tr>
<tr>
<td>INCREASED REFLECTION</td>
</tr>
</tbody>
</table>

With 82%, lesson preparation was rated as the leading element that the respondents learnt through CSP. Class management came next with 78% and then lesson delivery followed with 73%. The rest of the elements that the respondents learnt through CSP had response rates that ranged from 57% to 19% as detailed in the chart above.

4.1.6: What would you identify as benefits of Continuous School Practice so far?

<table>
<thead>
<tr>
<th>Elements of CSP distribution by selection rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
</tr>
<tr>
<td>IT INCREASES OPPORTUNITIES FOR REFLECTION</td>
</tr>
</tbody>
</table>
With 81%, CSP improving confidence for ESP was the benefit that was selected most by the respondents. CSP improving results of ESP (55%) was the second most selected benefit and it was followed by the fact that it relates theory to practice with 52%. The remaining benefits of CSP had percentages that differed as shown in the pie chart above.

4.1.7: What challenges have you faced during the implementation of Continuous School Practice?

With 42%, lack of transport was the biggest challenge that the students faced during the implementation of CSP. Financial costs not taken in charge came next with 40% while the challenge of CSP having a negative impact on NTC timetable had a percentage rate of 36%. The rest of the challenges of CSP had response rates that ranged from 0% to 29% as detailed above.

From each NTC’s perspective, the biggest challenges varied. For NTC Kabale, their biggest challenge was the negative impact CSP had on the NTC timetable (112 responses). NTC Kaliko’s biggest challenge was lack of transport (149 responses). That of NTCs Mubende and Muni, was Financial costs not taken in charge (87 responses and 101 responses respectively) while that of NTC Unyama was inadequate support from partner secondary schools towards the NTC students (139 times). More details of the challenges can be viewed in the graph described below.
4.1.8: To which level has Continuous School Practice prepared you for Examination School Practice?

Overall, on average, most of the respondents from the 5 NTCs (47%), approved that CSP moderately prepared them for ESP. To 40% of the respondents, CSP prepared them a lot for ESP while to 11%, it prepared them a little for ESP. Only 2% of the respondents reported that CSP did not prepare them at all for ESP.

From the NTCs’ viewpoint, for NTCs Kabale and Muni, the highest percentages (63% and 55% respectively) were those of respondents who were of the view that CSP prepared them a lot for ESP while for NTCs Kaliro, Mubende and Unyama the highest percentages (73%, 50% and 45% respectively) were of those who responded that CSP moderately prepared them ESP.
4.1.9: How satisfied are you with the Examination School Practice?

Averagely from the 5 NTCs, most of the respondents (47%) were satisfied with the ESP while 27% of them were fairly satisfied with it. For the least percentages, 22% and 3% were those of respondents who were very satisfied or not at all satisfied with the ESP respectively as shown in the graph above.

Apart from NTC Kaliro, the highest percentages of the other NTCs, NTC Kabale (46%), NTC Mubende (42%), NTC Muni (51%) and NTC Unyama (58%) were of respondents who were satisfied with ESP. The highest percentage of the respondents in NTC Kaliro (55%) were fairly satisfied with ESP and from all the 5 NTCs, NTC Kaliro had the lowest percentage of respondents (7%) who were very satisfied with ESP. More details are shown in the graph below.
4.1.10: In which areas of ESP or CSP do you find most difficulty?

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting on my lesson</td>
<td>18%</td>
</tr>
<tr>
<td>Managing discipline</td>
<td>31%</td>
</tr>
<tr>
<td>Preparing lesson plan</td>
<td>33%</td>
</tr>
<tr>
<td>Incorporating ATL in teaching</td>
<td>35%</td>
</tr>
<tr>
<td>Preparing a portfolio</td>
<td>37%</td>
</tr>
<tr>
<td>Preparing schemes of work</td>
<td>38%</td>
</tr>
<tr>
<td>Preparing instructional materials</td>
<td>39%</td>
</tr>
</tbody>
</table>

With 38%, preparing schemes of work was the area of ESP or CSP where the respondents found most difficulty. Preparing a portfolio came next with 37%, followed by incorporating ATL in teaching with 35% then preparing a lesson plan with 33%. The rest of the areas of ESP or CSP where the respondents found most difficulty had different percentage rates as detailed above.

5.0 Analysis

The survey aimed:
- To find out if the students applied the different ATL elements in school practice
- To get feedback on the piloted CSP system in the NTCs and PSS
- To bring out the role CSP has played towards ESP.
- To find out if the students applied the different ATL elements in school practice
Problem based learning (80%) was the ATL method that was used most by the respondents. Brainstorming (80%) was the most used ATL technique and charts (89%) were the most used from the various listed ATL resources. On average, most of the respondents had used at least one ATL assessment during school practice and classroom assessment (33%), which included elements like exercises and tests, was the most used ATL assessment.

On average, to most of the respondents (55%), the interaction rate with their students in the classroom was good during school practice. In 3 NTCs, their highest percentages were of respondents who had had a good interaction with their students in classroom. The highest percentages for NTCs Kabale and Muni, were of respondents who had had an excellent interaction with students in classroom.

In the 5 NTCs, majority of the respondents were of the view that the participation rate of their students in the classrooms was good during school practice thus the rate had an average of 62%. Those who were of the view that the participation rate of their students in the classrooms was excellent followed with 30%. The average and poor rates had percentages of 8% and 0% respectively.

Likewise, when it came to the practicality of the respondents’ lessons during school practice, majority of them on average, across the 5 NTCs were of the view that it was good (65%). To 22% of the respondents, it was excellent while to 13%, it was average. The least percentage was that of respondents who were of the view that it was poor (1%).

Additionally, this survey sought to get feedback on the piloted CSP system in the NTCs and PSS as well as to bring out the role CSP has played towards ESP. The questions that stood out most at pointing out these views were; which CSP activities had helped students the most to feel confident for ESP, what had students learnt through CSP, what would students identify as benefits of CSP so far, what challenges had students faced during the implementation of CSP, to which level had CSP prepared students for ESP.

Regarding the students’ satisfaction CSP, those who were satisfied with the CSP activities provided in the NTCs were significantly more than those who were satisfied with the CSP activities provided in the partner secondary schools by 7%. 64% of the students were satisfied (20% very satisfied, 44% satisfied) with the CSP activities provided in their NTCs. More than half of the students (57%) were satisfied (41%- satisfied, 16%- very satisfied) with the CSP activities provided in the partner secondary schools.

The CSP activities, which take place in the NTCs, that helped students the most to feel confident for ESP included; Development of lesson plans, Development of schemes of work and Observation of a demonstrative lesson by a NTC lecturer

For the CSP activities in partner secondary schools, class observation (56%), and class practice (28%) helped students the most to feel confident for ESP.
The key aspects learnt through CSP are lesson preparation (82%), class management (78%), and lesson delivery (73%). The most important benefit of CSP being that it improves confidence for ESP and results to ESP. For the majority of respondents CSP prepare them for ESP (40% a lot, 47% moderately).

The most vital challenges of CSP were lack of transport (42%), financial costs not taken in charge (40%), its negative impact on the NTC timetable (36%) and inadequate support from partner secondary schools to NTC students, which was rated 29%.

The data still showed the importance of offering teaching practice to the students in the NTC activities, via microteaching, preparation of instruction materials and class observation in partner secondary schools.

The survey also showed that lesson preparation, class management, and lesson delivery as well as practicing of Active teaching and learning were selected most as the elements that the respondents had learnt through CSP.

Despite the fact that preparing schemes of work was identified as the CSP activity that helped the students most to feel confident for ESP as well as the element that was learnt most through CSP, it was identified as the area of ESP or CSP where the respondents found most difficulty (38%). Other areas where students found most difficulty included; preparing portfolios (37%), incorporating ATL in teaching (35%) and preparing of lesson plans (33%).

**6.0 Recommendations**

This survey has already shown the positive change of perception about continuous school practice amongst the students after the first year of piloting CSP in NTCs and partner secondary schools. However, there are also several areas of improvement that have been identified. To strengthen CSP further, the following recommendations and actions could be useful to address the identified shortcomings, thereby contributing to improving the NTC students’ confidence and results for ESP:

- **f)** NTCs need to make the methods courses more practical like micro-teaching and lesson plans.
- **g)** There is need to strengthen the partner secondary school teachers to develop and use instruction/teaching materials.
- **h)** Lecturers as well as the NTC students need to be strengthened on assessment
- **i)** There is need for more focus to be put on self and peer reflection as well as on feedback by NTC lecturers and partner secondary school teachers.
- **j)** Funding for continuous school practice needs to be considered relevant and essential.
k) Further solidification of CSP follow up mechanisms, in particular feedback meetings with SPOs, NTC staff and PSS representatives, CSP reports as well as email and phone call reminders to partner secondary schools staff as these will not only improve the CSP system objective in the NTCs and PSS but also increase its chances of being rolled out in other institutions.

l) Focused group discussions need to be organized for teachers and students in the NTCs and PSS to get a better understanding of the results got in the 2nd survey especially.

m) An end-line survey targeting the DES yr.2 students in academic year 2018/19 needs to be organized in order to have a complete view of the CSP system and thus draw conclusions for it. A question related to if they would recommend the CSP system to be added into the colleges’ calendar needs to be added then.

References