

**IMPROVING PEDAGOGICAL CAPACITY OF TEACHER-TRAINEES THROUGH
SWOT ANALYSIS OF TEACHING PRACTICE PERFORMANCE**

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Introduction and Background to the Study

The teaching practice is part of the curriculum for the production of newly trained teachers. It is also the practical aspect of the teachers' preparation where the trainees have the benefit of practical usage of all the educational theories acquired in the period of training. The trainees are also being developed as subject specialists with exposure to content in the knowledge, information, and skill and value orientation in their chosen field. The teaching practice affords the trainees the opportunity to showcase their mastery of content and pedagogical capacity acquired during training. The teaching practice is usually designed to be taken as a course in the penultimate and the final years of training. This is to allow for adequate content and pedagogical acquisition before being exposed to the practical aspect of the training. This practical aspect needs to be evaluated on regular basis to assess if it is meeting its desired objective for inclusion into the curriculum for the teacher training.

SWOT analysis is one of the tools of evaluation of projects to check its strengths, weaknesses, opportunities, and threats. As inexperienced teachers, the trainees will need to be evaluated using SWOT analysis to assist them and their trainers identify areas where necessary training impact need to be more emphasized to produce the kind of teachers envisaged by the institution.

Olowoye (2015) in reference to numerous authors' perceived teaching practice as 'an opportunity for pre-service teachers to apply the theoretical learning offered by the university teaching programs in the real life of school setting'. This theoretical exposure of the trainees before embarking on the teaching practice exercise is geared towards producing qualitative teachers who are the pivot of quality education of any society. Many factors such as geographical distance, low and uneven levels of teacher expertise, a wide range of lack of resources, lack of discipline among learners and educators could make the teaching practice challenging for the teacher trainees (Marais and Meier, 2004). With reference to Olaitan and Agusiobo (1981), Olowoye (2015) pointed out the importance of the teaching practice to include 'its ability to allow student-teachers to have ample chance to real life situation to apply theories and principles of education they have been taught in their institutions'.

The teaching practice also affords the trainees the opportunity to become more familiar with variety of instructional materials and resources, evaluate and select those appropriate for the objectives of the lesson, acquire practical skills through direct experience, and provides the trainers the opportunity of both assessing and guiding the trainees for both formative and summative evaluation purpose (Afolabi, 2006; Adekunle, 2006; Adelaide, 2006).

The origin of SWOT analysis was credited to Albert Humphrey who led a research project in Stanford University in the 1960s and 1970s using data from top companies. The goal was to identify why corporate planning failed. The resulting research identified a number of key areas and a tool used to explore each of the key critical areas was called SOFT analysis. The SO stood for Satisfactory and Opportunity respectively. These were factors that were good in the organization at the present and in the future. The FT stood for Fault and Threat respectively. These too represented what was bad in the present and future operations of the organization. However, in 1964, Urlick and Orr at a conference changed the F to a W, thus changing SOFT to SWOT since then. SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats. SWOT analysis provides a tool to explore both internal and

externa factors that may influence work (Renault, 2011). Morrison (2016) defined SWOT analysis as a ‘planning tool used to understand the strengths, weaknesses, opportunities and threats involved in a project of a business’. According to Morrison (2016), SWOT analysis involves specifying the objective of the business or project, and identifying the internal and external factors that are supportive or unfavorable to achieving the objective. SWOT analysis helps in providing answers to pertinent questions the tool poses. These questions include: How can we use our strengths? How can we address each weakness? How can we exploit each opportunity? How can we guard against each threat? The advantages of using SWOT analysis are numerous. Some of them are: It has potential for straightforward usage and only cost time to do; produce new ideas to help take advantage of an organization’s strengths and defends against threats, and creates an awareness of political and environmental threats that allows an organization to have response plans prepared. SWOT analysis is often interpreted and used as SWOT analysis 2×2 matrix. The template is normally presented as a grid, comprising of four sections: strengths, weaknesses, opportunities, threats. This template is shown in Figure 1 below.

Figure 1: SWOT template in 2×2 matrix

SWOT factors	Positive	Negative
Internal	STRENGTHS	WEAKNESSES
External	OPPORTUNITIES	THREATS

Dauids (1993) proposed ‘TOWS matrix’ which is appropriate for a larger initiative that requires detailed planning. This is illustrated in Figure 2 below.

Figure 2: TOWS Matrix

SWOT	STRENGTHS	WEAKNESSES
OPPORTUNITIES	(Opportunity-Strength (OS) Strategies) [Use the strength to take advantage of opportunities]	Opportunity-Weakness(OW) Strategies [Overcome weaknesses by taking advantage of opportunities]
THREATS	(Threat-Strength (TS) Strategies) [Use Strength to avoid Threats]	(Threat-Weakness (TW) Strategies) [Minimize weakness and avoid threats]

SWOT analysis can be used for business planning, strategic planning, business and product development, research report and team building games. SWOT analysis can offer helpful perspective at any stage of an effort. It can be used to explore possibilities for new solutions to problems, make decisions about best path for an initiative, determine where change is possible and adjust plans mid-course. The purpose of performing SWOT analysis is to reveal positive forces that work together and potential problems that need to be recognized and

possibly addressed. The application of SWOT analysis on the teaching practice exercise will bring to bear all the benefit of the tool and consequently improve on the product of the system

Statement of the problem

Teacher-trainees have a firsthand experience at the teaching task through the teaching practice exercise. It is not unexpected therefore that as a novice there would be grey areas in their performances during the internship exposure. However, the teacher-trainees also have some innate abilities and theoretical knowledge that could work to their advantage even though they are having a firsthand experience at teaching. There are factors, both internal and external to the teacher-trainees that contribute to their performances during the teaching practice. To this end, this study intends to investigate the strengths, weaknesses, opportunities and threats that affect the teacher-trainees in their firsthand experience in the teaching practice exercise with a view of using these results as a springboard in their future performances as trained teachers. It is needful to state that it is important one learns from ones or another person's shortcomings and experience to forestall similar errors in the future.

Purpose of the study

The purpose of this study is to find out:

1. The strengths or strong points in the performance of the student-teachers during the teaching practice exercise.
2. The weaknesses or weak points in the performance of the student-teachers during the teaching practice exercise.
3. The opportunities the teaching practice exercise portends for the student-teachers during the teaching practice
4. The threats the student-teachers faced during the teaching practice exercise that could be inimical to their performance during the exposure.

Research questions

In line with the above purposes, this study will pursue to provide answers to the following questions:

1. What are the strengths or the strong points in the performances of the student-teachers during the teaching practice exercise?
2. What are the weaknesses or the weak points in the performances of the student-teachers during the teaching practice exercise?
3. What opportunities existed for the student-teachers in participating in the teaching practice exercise?
4. What threats did the student-teachers face during the teaching practice exercise that could be inimical to their performance in the exercise?

Significance of the study

The essence of including the teaching practice as part of the curriculum of teachers' preparation is to afford the trainees the opportunity of putting the theories learned during training into practice during classroom teaching. The performances of the teacher-trainees need to be analyzed to show how the trainees' could best benefit from their participation. When this is done, the trainees will have the benefit of hindsight to plan remedial actions at improving their pedagogical capacity in future. The trainers will also be given the opportunity of identifying areas of training needing further reinforcement in the further training efforts of those examined and the up-coming trainees. The benefit of hindsight after a thorough analysis of performance has the tendency of producing a better, more effective and efficient classroom teachers.

Research methodology

This study is descriptive and ex-post factor in design. The population of the study comprised of all the 400 level undergraduate students in a pioneer University of Education who participated in the teaching practice exercise in 2008/2009 session numbering 1,120 students. A sample of 100 student-teachers was randomly selected from all the four Colleges in the university. A questionnaire was designed by the researcher to collect data for this investigation. The questionnaire had three sections. Section A structured objective items about respondents bio-data and numbers of times supervised, feedback mechanism to evaluate and discuss the supervisor's observations of the student-teacher's actual classroom teaching exercise. Section B had four open-ended question items on the strengths, weaknesses, opportunities and threats of the teaching practice exercise. Section C also provided six open-ended questions to demand for truthful response about the respondents' weaknesses on all the parameters of the instrument used by the supervisors to assess them during the exercise. The questionnaire was administered to the respondents personally and collected immediately after completion. The questionnaires returned were collated and analyzed using descriptive statistical technique. Frequency tables were constructed and simple percentages were calculated to explain the characteristics.

Presentation of Results

Table 1: Classification of respondent by Year, Consultation with supervisors, Times supervised and with Feedback Records.

S/N	ITEM DESCRIPTION	(%)	ITEM DESCRIPTION	(%)
1.	Year of admission		Colleges of Respondents	
	2005	82	COAEVOT	25
	2006	18	COSIT	25
	TOTAL	100	COHUM	25
			COSMAS	25
		TOTAL	100	
2.	Duration		Level	
	5 months	100	400	100
2.	Number of respondents with consultation with supervisors after supervision.		Age	
		75	18-20	1
		25	21-25	79
		100	26-30	16
			30 above	4
	TOTAL	100	100	
3.	Number of times supervised during the teaching practice exercise.		Marital Status	
		47	Married	14
		30	Single	86
		18	TOTAL	100
		5		
		100		
4.	Number of respondents given assessment/feedback records.			
		62		
		38		
		100		
	TOTAL			

Table 2: Areas of strength of respondents during the teaching practice exercise

ITEMS	(%)
What was your area of strength during observation by the TP supervisor?	
❖ Good mastery	12
❖ Explanation	13
❖ Mode of dressing	14
❖ Punctuality	6
❖ Class- Control/	48
Arrangement	7
❖ Audibility	5
❖ Instructional materials	6
❖ Communication Skills	7
❖ Use of Chalk-board	2
❖ Morals	
Total	100

Table 3: Area of weakness of respondents during the teaching practice exercise

ITEMS	(%)

What was your area of weakness during observation by the T.P. Supervisor?	
❖ Evaluation	3
❖ Audibility	13
❖ Fidgeting & Tension	3
❖ Use of instructional material	29
❖ Use of Chalk-board	18
❖ Communication Skills	6
❖ Class- Control/ management	10
❖ Poor Appearance(mode of dressing)	7
❖ Formation of objective	1
❖ Lesson note writing	4
❖ None	6
Total	100

Table 4: Areas of opportunities of respondents during the teaching practice exercise

ITEMS	(%)
What was the greatest opportunity the T.P offered you when you were Supervised in the class?	
❖ Discovering of weakness & Strength	8
❖ Boldness	29
❖ Ability to manage people	10
❖ Opportunity to exhibit courage	20
❖ Communication skill (audibility)	6
❖ Relationship with the staff & pupils	14
❖ Class control/management	3
❖ Ability to teach well	8
❖ None	2
Total	100

Table 5: Areas of threat of respondents during the teaching practice exercise

ITEMS	(%)
What was the greatest threat or danger to your performance when you were being observed by the supervisor?	
❖ Self-comportment	5
❖ Communication skill	4
❖ Instructional materials	34
❖ Class control/management	7
❖ Audibility	9
❖ Use of Chalkboard/bad handwriting	16
❖ Poor Appearances	5
❖ Explanation	2
❖ Pupils don't respond to question	6
❖ Lesson notes preparation	2
❖ Truancy of student	2
❖ Evaluation	3
❖ None	5
Total	100

Table 6: Areas of weakness noted by the supervisor on note of lesson preparation

ITEMS	(%)
What was the weakness observed by the Supervisor in your note of lesson preparation?	
Date writing	3
Misuse of verbs/adjectives	10
No instructional aid	3
Reference	5
Formulation of objectives	20
Addition of letter "s"	12
Evaluation	5
Abbreviation of words	2
Co-operating teacher signature	1
Wrong spelling/punctuation marks	9
Repetition of word	4
Incorrect sentences	8
Bad handwriting	4
None	14
Total	100

Table 7: Area of weakness noted by the supervisors on class management of respondents.

ITEMS	(%)
What was the weakness the Supervisor commented on about your class Management?	
Poor class control	24
Row management	16
Noisy class	22
Poor communication with Pupils	3
Fair	5
None	30
Total	100

Table 8: Areas of weakness by the supervisors on communication skill of respondents.

ITEMS	(%)
What was the weakness observed by your supervisor about your Communication skill?	
Bad usage of English language	20
Audibility	18
Usage of Incorrect verbs& Adjectives	15
Talking too fast(stammering)	5
Explanation	6
None	36
Total	100

TABLE 9: Areas of weakness noted by the supervisor on evaluation technique of respondents.

ITEMS	(%)
What was the weakness observed about the way you evaluate your lesson during the last T.P?	
Too much questions (irrelevant)	15
No assignment/Evaluation	16
Assignment before Summary	10
Bad summary	5
Evaluation not corresponding to instructional materials	10

Instructional materials is improper	4
None	40
Total	100

Table 10: Areas of weakness about personality of respondents

ITEMS	(%)
9. What was the weakness observed by the T.P supervisor about your personality?	
Garrulous (talkative)	6
Communication skill	2
Too social/playful	18
Morality	3
Audibility	7
Too careful/harsh	3
Fidgeting/tension	10
Too strict/moody	5
Poor Appearance	11
Comportment	5
None	30
Total	100

Data Analysis

Research question 1:

What are the strengths or the strong points in the performances of the student-teachers during the teaching practice exercise?

From Table 2, the respondents indicated their areas of strengths to include majorly: class control and arrangement (18 percent); mode of dressing (14 percent); ability to explain well during the lesson (13 percent) and good mastery of content (12 percent).

Research question 2

What are the weaknesses or the weak points in the performances of the student-teachers during the teaching practice exercise?

Table 3 indicated the areas of weaknesses to include principally: inability to use instructional materials properly (29 percent); inappropriate use of the chalkboard (18 percent); inability to speak audibly in the class (13 percent); and class control/management (10 percent).

Research question 3

What opportunities existed for the student-teachers in participating in the teaching practice exercise?

From Table 4, the respondents pointed out that teaching practice afforded them the opportunity to exhibit boldness while teaching (29 percent); opportunity to exhibit courage (20 percent); have relationship with staff and students (14 percent); and providing the opportunity to learn how to manage people (10 percent). These opportunities highlighted may not be unexpected as many of these student-teachers are having the chance to teach for the

first time. The anticipation of the challenges of facing the crowd probably for the first time could also be responsible for the boldness, courageous and interpersonal relationship opportunities that excited the trainees.

Research question 4

What threats did the student-teachers face during the teaching practice exercise that could be inimical to their performance in the exercise?

The threats to the teaching practice were highlighted in Table 5. The major threats are in the issues bordering on: the use of instructional materials (34 percent); use of chalkboard and bad handwriting on the board (16 percent); and the inability to speak loud (inaudibility, 9 percent). As novices in the teaching profession, the threats to their performance, one can say may not be unwarranted due to their inexperience in the design, handling and use of instructional materials. The use of the chalkboard, which sometimes constituted part of instructional materials, has also been a related threat. Learning how to address an audience has been a major threat of performance for communicators for a long time especially when it is been done for the first time.

From the above analysis, a SWOT analysis matrix can be illustrated in Figure 1 showing the strengths, weaknesses, opportunities and threats the student-teachers had during their teaching practice experience.

Figure 3: SWOT analysis matrix of student-teachers' performance

<p>STRENGTHS</p> <ul style="list-style-type: none"> ❖ Class control/ arrangement ❖ Mode of dressing ❖ Ability to explain well ❖ Good mastery of content 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> ❖ Use of instructional materials ❖ Use of chalkboard ❖ Inaudible in speech ❖ Class control/management
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> ➤ Boldness to demonstrate ➤ Exhibit courage ➤ Relationship with staff and students ➤ Ability to manage people 	<p>THREATS</p> <ul style="list-style-type: none"> ➤ Use of instructional materials ➤ Use of chalkboard ➤ Bad handwriting of the chalkboard ➤ Inaudible speech making

From the above matrix, the student-teachers are of the view that their areas of weaknesses essentially posed great threats to their teaching practice performance.

The essence of SWOT analysis is to use its benefit at improving the performance of a given task. Consequently, the study took further step at investigating, from the point of view of the supervisors, about the weaknesses of the student-teachers in all the parameters of the teaching practice assessment forms used in evaluating the trainees.

In Table 6, the student-teachers reported that the supervisors identified major weaknesses about lesson preparation to include: incorrect formulation of instructional objectives (20 percent); misuse of verbs and adjectives (10percent) and wrong addition of letter's' in the note of lesson (12 percent). Table 7 revealed the supervisor's comment on weaknesses of student-teacher in classroom management. The supervisors identified: weakness in class control (24 percent); noisy class (22 percent); and row management (16 percent). The

comments of the supervisors on communication skill of student teachers in Table 8 delved on: bad use of English language (20 percent); poor audibility (18 percent) and incorrect use of verbs and adjectives (15 percent). The major weaknesses of student-teachers as commented to by their supervisors in Table 9 include: not giving assignments (16 percent); too much irrelevant questions (15 percent); giving assignments before summary (10 percent). The supervisors comment about student-teachers' personality during the teaching practice is contained in Table 10. The main emphases are on: too playful/too social (18 percent); poor appearance (11 percent); and fidgeting/ tense (10 percent).

Discussion of findings

The responses of the student-teachers revealed the areas of strength that revealed weaknesses in the core professional duties. It would have been expected that as trainee-teachers, who have undergone theoretical exposure for a least three years, their exposure to teaching practice should have given them the opportunity to exhibit the require skill in lesson preparation, as in writing an adequate and achievable instructional objective and other developmental stages in the note of lesson. It was expected that the trainees should have demonstrated strength in lesson presentation, classroom management and classroom evaluation techniques. The show of strength by the student-teachers in such areas as class control and arrangement and teacher's personality demonstrated the need for trainers to intensify efforts on acquiring teaching skills by the student-teachers.

From time immemorial, the Nigerian classroom arrangement has usually been the fixed rectangular design. The student-teachers' perspective of acquiring strength in this inflexible arrangement really showed a weakness rather than strength. Secondly, while teachers' personality is important, its weight in assessment of the whole classroom management practice is rather insignificant. It is worrisome also that only 13 percent indicated their ability to acquire strength in the ability to explain concepts well during the teaching session. This may not be unconnected with what the supervisors' observed in their listing of weaknesses of the student-teachers in Table 6 that the trainees had problems with bad use of English language and incorrect usage of verbs and adjectives. In essence, the student-teachers had problems with communication skills.

The weaknesses about the use of instructional materials, inability to speak out audibly and inappropriate use of the chalkboard are all problems associated with lesson presentation. It is baffling to observe from the respondents that they did not indicate that the teaching practice afforded them the opportunity to demonstrate their teaching potential of skill which they have acquired in the past three year prior to the teaching practice exposure. Rather, their preferences were on social factors. The student-teachers need to acknowledge that the teaching practice is the practical arm of their training and not an opportunity to only socialize. It is important to restate that boldness, courage and management of students and staff can be further enhanced if the teacher has adequate mastery of content and demonstrate the skill of good communication during lesson presentation.

From the above SWOT analysis, it became clear that student –teachers from the university of education need to be properly informed that the essence of their training is to produce qualitative teachers. The need to acquire the skills required of this expectation should be paramount as they undergo preparation toward this end. While the student-teachers identified a component of teachers’ personality, that is mode of dressing, as part of their strengths, the supervisors on the other hand, observed that the trainees were too playful and social in the class, fidgeting and appeared too tensed and stressed during supervision. These lapses constitute comportment issues of the student-teachers. Comportment of the teacher is the second arm of teachers’ personality during the teaching practice exercise ratings. Stress and/or tension are sometimes the hallmarks of student-teachers during observation. A way to overcome this is through a true demonstration of quality lesson preparation and lesson presentation. The interplay of the SWOT analysis elements can be used to overcome the weaknesses and avoid threats by capitalizing on the strengths and opportunities respectively. The suggested interplay is shown in Figure 4 below.

Figure 4: SWOT analysis elements interplay matrix

SWOT	STRENGTHS ❖ Class control/arrangement ❖ Mode of dressing ❖ Ability to explain well ❖ Good mastery of content	WEAKNESSES ❖ Use of instructional materials ❖ Use of chalkboard ❖ Inaudible in speech ❖ Class control/management
OPPORTUNITIES ➤ Boldness to demonstrate ➤ Exhibit courage ➤ Relationship with staff and students ➤ Ability to manage people	(Opportunity-Strength (OS) Strategies) [Use the strength to take advantage of opportunities] ✓ Arrange class into small groups to manage students ✓ Bold and courageous to institute laws and regulation for class control and arrangement ✓ Neat dressing commands respect and affinity and management of people ✓ Boldness, courage helps assertiveness and demonstration of mastery of content.	Opportunity-Weakness(OW) Strategies [Overcome weaknesses by taking advantage of opportunities] ✓ Use boldness to control class ✓ Use courage to manage class through diversified seating arrangement ✓ Use good relations to tap experience on instructional materials and chalkboard usage ✓ Be courageous to improve on quality of speech making ✓ Use good relations with students to increase class participation in the use of instructional materials.
THREATS ➤ Use of instructional materials ➤ Use of chalkboard ➤ Bad handwriting of the chalkboard ➤ Inaudible speech making	(Threat-Strength (TS) Strategies) [Use Strength to avoid Threats] ✓ Use class control to reduce demand to increase voice volume ✓ Explain thoroughly concepts on instructional materials ✓ Use class arrangement to break students into groups in using instructional materials ✓ Use class control to involve student in intermittent chalkboard notations of their contribution to the lesson	(Threat-Weakness (TW) Strategies) [Minimize weakness and avoid threats] ✓ Cultivate skill in instructional material usage ✓ Improve handwriting on chalkboard ✓ Practice voice control ✓ Improve on group work in class to cope with voice volume projection

Recommendations

The University of Education has as one of its aims the production of qualified and skillful teachers who can demonstrate the propensity to educate, teach, inform and pass knowledge to an immature person. A cursory look at the Figure 4 above reveal some recommendations with particular reference to the factors identified in the SWOT analysis of the student-teachers. To further improve pedagogical capacity of teacher-trainees, some more recommendations are hereby put forward:

1. The student-teachers while on the teaching practice should work together in groups and create teams to critically analyze their teaching activities. This is what SWOT analysis helps to achieve. It is important that the groups should be aligned towards subject specialization and should seek the involvement of cooperating teachers as the leader of the team.
2. In technological environment that the student-teachers have found themselves, Information and Communication Technology (ICT) tools can be used to record their classroom teaching sessions which can then be previewed or replayed at convenient time to analyze the Strengths and Weaknesses (SW) areas in need of further improvements before the next lesson. Regular analysis of this type will definitely improve the committed student-teachers pedagogical capacity.
3. The university system should develop an enhanced system of sharpening the communicative skills of the trainees. A 'good' teacher is expected to be a 'good', effective and efficient communicator. The theoretical courses on communication skills in the university should be designed, developed and implemented to allow highly participatory technique within an small class size environment.
4. The course on Micro-teaching in the university should be handled by professional teachers among the faculty. The course should be practical, involving, intensive and participatory in execution. This will afford all the lapses in classroom presentation to be corrected. Proper acquisition of teaching skills will be imbibed if the course is handled effectively.
5. As good role models, the student-teachers should be trained in skill of chalkboard writing. Clear, bold and straight handwriting on the board has the intangible effect on the classroom students in preference for the teacher and what he has to teach.
6. The student-teachers should engage in regular practice to improve their pedagogical capacity. It is often said, 'practice makes perfect'. The trainees should also acquire mentors whose teaching methodology interests them and find time to watch them teach during the teaching practice.
7. The teacher trainers and the student-teachers should concentrate on core teaching skill during teachers' preparation. Ability to write adequate instructional objectives and note of lesson, effective lesson presentation with focus of mastery of content, effective teaching method, use of instructional materials, legible chalkboard notations, classroom management and evaluation will suppress the domination of bold, courageous and tension soaked classroom environment.

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