Evaluation of Teacher Programme of National Teachers` Institution in South-West, Nigeria

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Abstract: *This paper evaluated the teacher education programme (PGDE) of National Teachers` Institution in South West Nigeria. Descriptiveresearch of the survey design was adopted. The population for the study comprised of all programme staff, stakeholders in Education and 1,673 students on 2015/2016 session in South West. The sample consisted of 860 participants which wereselected from the states using multistage sampling technique. An evaluation question was raised and an inventory to collect the data, which was analyzed descriptively using coefficient of discrepancy. The study showed that there were discrepancies between the target standard and the actual performance of some variable investigated. It is therefore, recommended that NTI should improve on their adherence of admitting student for PGDE programme. More so, board of governing council of the institution should be more committed to the programme to ensure that the standards are met. NTI award committee, the management, the board of studies should be more committed to improve the performances of the programme to ensure quality education. NTI should include an inbuilt evaluation procedure to the programme to ensure quality.*

I. Introduction

The importance of education as a weapon against ignorance, conflicts, diseases and poverty demand coherent information anchored on manipulative skills which help to coordinate and transform idea into life supporting operation beyond the school settings. Olayanju (2014) corroborated this fact and posited that education plays a critical role in human capacity building, skills acquisitions and the development of the nation. However, Abdul-Raheem(2015) drew attention to the public outcries the low quality of education in Nigeria.

Around the 1970s, the quality of Nigerian education seemed to be the pride of the black race, the envy of many developing and developed nation of the world. At that time, it was a common view that an American degree seemed to be equal to a sixth form certificate in Nigeria. But after about three decades of systematic mismanagement by both military and civilian rulers, the Nigeria education now looks so dropped that what we have today appear to be a mere shadow of its past glory. Hence, call for the need to maximize the attention given to education particularly teachers education at all levels.

Teacher education is an educational programme that involves a deliberate upbringing of individual through training in order to acquire knowledge, skills and values and transmit such to others. As reviewed in specific terms, the goals of teacher Education as stipulated by the Federal Government of Nigeria (2014) in the national policy on Education is to:

- Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- Encourage further the spirit of Enquiry and creativity in teachers;
- Help teachers to fit into the social life of the community and society at large and to enhance their commitment of national goals;
- Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the winder world; and
- Enhance teacher's commitment to teaching profession

However it seems that these objectives have not been achieved. It appears some problems are still prevalent according to Mahmood(2013) and as observed among teachers recently. National Teachers' Institute was one of the institutions established by the Federal Government to train the certify the non-education graduates who are willing to take up teaching job or those who are teaching without the teaching qualification (PGDE). The programme took off in February 2005. The enabling act that established the institute to inter alia:

- Conduct post graduate courses and examination in the education for graduate
- Carry out research in collaboration with other bodies on any matter relevant to educational development of the country.
- Formulate policies and initiate programme at all levels of education in Nigeria
- To provide in-depth knowledge and skills in specialized fields in education
- To offer such assistance, either alone or in cooperation with other educational bodies as may be requested by the institution controlled by or associated with the institute(NTI2013).

The guidelines for operation are used from NTI Headquarters through the zonal coordinators to the state coordinators down to the facilitators at the various study centers. In South West, the institute hasits study centers located in some secondary schools and colleges of educations in the area. Despite the good intentions of the Federal Government to promote Teacher education in Nigeria through the institute, it appears that the general publics are indeed skeptical about the quality of the education implemental for PGDE.

They are seen as sub-standard. There are complains that the facilitators implementing the course contents at the institute are sub-standard in their educational qualification couple with in-experience to manage such institution contrary to the set standard of at least a senior lectureship with Doctorate degree (NTI,2015). More so, News Tower Newspaper (2012) revealed that NTI looks like an institute that has been shaken to its knee by corruption, especially looking at the manner with which they award certification across the country. It also appears that admission there is always automatic as long as you apply. It seems the institute cannot afford to miss the money a candidate will bring as tuition fee. Hence the qualification for admission into post graduate Diploma in Education programme of NTI seems to be one of the major problems.

Student teachers teaching practice constitutes a vital tool for success in any area of teacher Education(Aglazor,2017). The aim is to give the trainee an opportunity to integrate the theories learnt and practice within the supportive and nurturing learning environment offered in the placement schools. There is a great difference between knowing about a topic(content-knowledge) and the rudiments/methods of teaching the students in the classroom. Hence, in a case where there seems to be an act described as "trading of grades" for such exercise; such individual will end up facing with myriads of problems in the classroom.

Thus, there appears to be an overwhelming demand for inbuilt evaluation procedure for PGDE programme of NTI. According to Bandele (2006) he posited that the bane of most educational programme in Nigeria in the non-inclusion of an inbuilt evaluation procedure at the inception of such programme. Without evaluations as part of the programme, there will be no feedback from the students' facilitators and other stakeholders in education. All the evaluation information would be gathered through some instruments of without good psychometric properties.

Evaluation Model

Provus' Discrepancy Evaluation model (DEM) was developed in 1966 by MalcomProvus to help us find the best way to focus more light on the many excellent features educational programmes already have (Gredler in Jamil, 2011). Also, according to Reegan, Triggs& Wallace (2000) Provus purpose was to determine whether to improve, maintain or terminate a programme. It is primarily a problem solving set of procedures that seeks to identify weakness according to the corrected standard and to take corrective measures. Provus developed this model for use as new programme were designed and implemented in the Pittsburgh public school Pennsylvania, USA.

He used a system approach to determine whether programme performance met accepted programme standards; determine whether a discrepancy exists between some aspects of the programme performance and the set standard for the programme; and using discrepancy information either to change the performance or to modify the standard/benchmark.

In Provus original model, the evaluator is involved in the design of the programme as well as the standards for assessment, in consultation with the stakeholders. With the design and standards in hand, he evaluates each of the five stages of the programme namely; Design, Installation, process, product and cost though (optional). In comparing the programme standard and performance (expected and actually); the comparison often show differences called discrepancy.
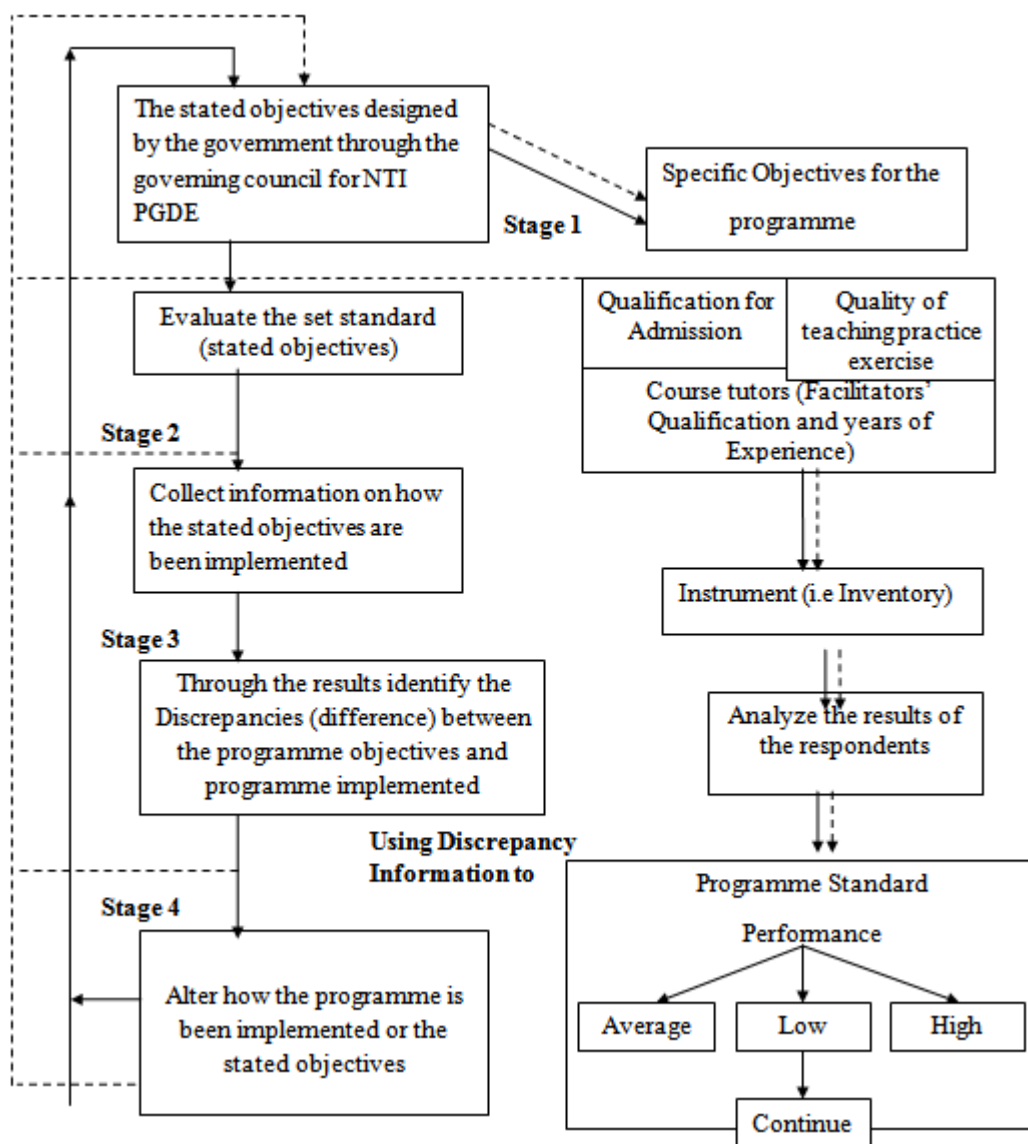
Figure 1: Provus Discrepancy Evaluation Model
Source: Adapted from Jamil (2011)

II. Statement of the problem

It has been observed that the aim of the Federal Government through the Nation Teachers` Institute to train and retain teachers to checkmate poor quality of education at the secondary school level appears not to be effectively implemented.It seems there has not been enough systematic attention to update regularly the knowledge and skills of the teacher education (PGDE)such as Qualification for admission, teaching practice, Adequacy of Educational resources and instructional facilities in the light of change in the milder society. This research is attempted to fill that gap. It is therefore pertinent at this time when Nigeria is moving towards scientific advancement to constantly monitor and evaluation our educational programme as it determines the direction of our societal breakthrough.

Purpose of the Study

This study was evaluating the post graduate Diploma in Education programme of National Teachers` Institute. In this regards the study was designed specifically to achieve this objective. To determine if there is any discrepancy in the programme standard and the programme performance listed. To guide the study, this evaluation question was raised:

–   Are there any discrepancy in the programme standard raised and the programme performance of Teacher education programme (PGDE) of NTI?

Here are the regulations governing the programme standard of the institute (NTI handbook, 2013)

i.   Qualification for appropriate admission is five credit including English and Mathematics together with a Bachelor Degree or a Higher National Diploma Certificate in any discipline.

ii.   Evidence of instructional facilities must be on ground before the commencement of contact session in any study centre.

iii.   Availability of education resources must be ensured i.e. internet to enhance communication between the facilitator and the student.

iv.   Evidence of three months teachers' internship must be ensured for an appropriate programme standard.

v.   Recruitment of facilitators for PGDE must be a minimum of Ph.D in the relevant areas of specialisation in education cum less that 5years experience as shown in table below.

III.   Methodology

The study adopted the descriptive research design of the survey type. The population for the study comprised all programme staff and 1,673 students on 2015/2016 session for PGDE programme in Southwest Nigeria. The sample consisted of 800 students selected using multistage sample techniques proportional stratified random sampling and 30 facilitators using purposive sampling technique from the sampled states. The data collected were analyzed descriptively using coefficient of discrepancy.

IV.   Results

Evaluation Questions:-

Table 1: Discrepancy analysis between the target standard and the actual performance of some variables under study

Variables	Sub-Variables	State	Target Standard (TS)	Actual Performance (AP)	TS	AP	Discrepancy	Coefficient Of Discrepancy
	Qualification for admission O'Level	A	5credits including English & Mathematic	Missed out;	24	21	-3 students	Check -0.125
Students		B	5 credits including English & Mathematics	4 credit with pass in English & Mathematics	184	162	-22 students	-0.120
		C	5 credits including English & Mathematics	4 credits + pass in English	592	574	-18 students	-0.030
	Duration for Teaching Practice	A	At least 3 months (12 weeks)	Missed Out: 10 weeks not up to	12	10	-2weeks	-0.166
					12	10	-2weeks	-0.166
				Standard	12	10	-2weeks	-0.166
Facilitators	Academic qualification of the facilitators	A	At least Ph.D in the relevant areas of specialisation	B.Ed1	4	1	-3	-0.75
				B.Sc PGDE 2				
				M.Sc-				
				M.Ed-				
				P.hD1				
		B	At least Ph.D in the relevant areas of specialisation	B.Ed1	9	5	-4	-0.44
				B.Sc PGDE 3				
				M.Sc-				
				M.Ed-				
				P.hD5				
		C	At least Ph.D in the relevant areas of specialisation	B.Ed	17	11	-6	0.35
				B.Sc PGDE 3				
				M.Sc-				
				M.Ed 1				
				Ph.D 5				
	Years of Experience the facilitators	A	Not less than 5	<5 years				
			Years i.e. appropriately skilled through practice effect of the subject matter	6-10 years 11-15 years 16 years & Above 2	4	4	0	0 No
		B	Not less than 5 years i.e. appropriately skilled through practice effect of the subject matter	<5 years 6-10 years 4 11-15 years 2 16years & Above 3	9	9	0	0 No
		C	Not less than 5 years i.e.	<5 years 6-10 years 6	17	17	0	0 No

			appropriately skilled through practice effect of the subject matter	11-15 years 4 16years & Above 7				

Note: Zero – No discrepancy

Table 1 revealed the discrepancies in the Target Standard (TS) and the Actual Performance (AP) of some of the variables under study. The qualification for admission has low coefficient of -0.125 in state A, high coefficient -0120 in State B and low coefficient -0.030 in state C. The duration for teacher practice as specified in the Target Standard (TS) was missed out in all the states with a low coefficient of discrepancy of -0.166. More so, the instructional process and educational resources of NTI for PGDE programme as specified in the Target Standard (TS) were missed out. Similarly, the Educational qualification of the facilitators has a high coefficient of discrepancy of -0.75 in State A, -044 in State B and –0.35 in Sate. While their year of experience conform with the Target Standard (TS) with zero discrepancy that is, no coefficient of discrepancy.

V.   Discussion

The findings revealed the evaluation of the post-graduate Diploma in education programme of National Teachers' Institute the term of objectives given according to the school curriculum, duration of twelve weeks for teaching practices, admission criteria of students for the programme were not in line with the targeted standard (TS) as stipulated. Hence, having discrepancies except the facilitator's years of experience with zero discrepancy.

Thus, this implies that the qualification for admission, the educational qualifications, instructional process and educational resources of NTI did not conform with the target standard(NTI Handbook, 2013).it needs to undergo repeated evaluation procedure to enhance quality education at the institute.

VI.   Recommendations

In view of the findings of this study, the following recommendations were made:

1. The award committee, the board of the Governing council, the management, the board of studies of NTI should be more committed to improve the performance of the programme to ensure quality education.
2. NTI should include inbuilt evaluation procedure into the PGDE programme to reduce discrepancies and to assist improve the programme performance.
3. NTI should involve expert in reviewing the programme every five years to ensure effectiveness or otherwise with which the cynics indicate the work of the programme as written in the regulation governing the programme standard.

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