

## **Assessment of Basic Education Teachers' Professional Training Needs in Kano North Senatorial Zone.**

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### **Abstract**

*The success of every education system depends on the quality of the teachers that manages it. Due to this, Governments, Non-Governmental Organizations have persistently created an avenue to improve the worth of the teachers through capacity building workshops. However, despite workshops, the students' performance continues to dwindle! Hence, reflecting the inefficiency of the workshops that are organized without identifying the areas of need. There is therefore the need to assess the training needs of the Teachers. This study employed survey research design and class observation to assess the training needs of teachers of public Basic Schools in Kano North Senatorial Zone. The population of the study is the entire 371 teachers, in public primary schools level. The sample size was determined by subjecting the teacher population to the Raosoft® sample size calculator at 95% confidence interval to be 190. Two instruments developed by the researchers were used for data collection. The Teachers Needs Assessment Inventory (TNAI) and the Teachers needs Assessment Checklist (TAC). The instruments were validated by experts in measurement and evaluation, curriculum studies. Their reliabilities of instruments were established through the test-retest method and Cronbach alpha statistic to be 0.78 and 0.66 respectively. The study concludes that the teacher education system in Nigeria is deficient in producing teachers without the desired skills. Hence it is recommended that. Training needs be considered either through survey or literature search before the planning and execution of same. Primary schools teachers should be made to join professional organisations to enhance their interaction and collaboration skills as well as instil in them the skill of enquiry.*

**Key words:** *Assessment, Basic Education, Professional training needs.*

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### **I. Introduction**

Education has been the way in which the societies induct its youth to become worthy citizens that will contribute to its development. This understanding, prompted government, though, the National Policy on Education (2013) to make education compulsory and a right to all Nigerian citizens.

However, despite all the efforts by government and Non-Governmental Organizations at enhancing the quality of education, the state of Nigeria education is still discouraging! This is evident in the trend in students' academic performance which continued to dwindle (Jaiyeoba, 2011). The reading, writing and numeracy skills that are expected to be acquired at the primary school level are even disappearing. Adedeji and Olaniyan (2011) studied the achievement of Education for All (EFA) goals among Sub – Saharan African countries which Nigeria is among. They reported that the EFA index reveals that only one country (Seychelles) was close to achieving EFA goals in 2006 with an index of 0.97 while at least 17 countries (including Nigeria) were far from achieving the goals with EFA index of below 0.8. This performance reflects internal inefficiency in the education system of most of the countries and Nigeria in particular. Poor quality is often a reflection of the education system's teaching inadequacies. Ilori (2008) reported a disturbing situation where 259 primary teachers made to sit for primary 4 mathematics examinations scored zero in the test! The continued poor performance is of great concern to policy makers, teacher unions, development partners, donor agencies, parents and the society (Jaiyeoba, 2011). The system failure has been mainly attributed to the nature and experiences of the teachers.

Teachers are the most important factor in achieving quality education in any nation (Bichi, 2011; Lawal, 2008; Akale, 2006). This appreciation, prompted the Federal Government to stress that 'no education system can rise above the quality of its teachers'; and of course, the key point to improve an educational system is to reform teacher education (Akinsolu, 2010; Ngugi and Mumiukha (2016). According to Etuk, Etudor, Nwaoku, and Etuk (2006) "the quality of teaching depends on the quality of the teachers which, in turn, depends to some extent on the quality of their professional development". In this regard, teacher capacity development becomes important

spheres for research exploration. The FRN, 2013 emphasized that teachers would continually be exposed to innovations through capacity building and in service training.

Capacity building refers to a set of activities that are aimed at building abilities, relationships and values that will enable organizations, groups and individuals to improve their performance and achieve development objectives (United Nations Environment Programme (UNEP), 2006). There is an international consensus that capacity building is key to promoting sustainable development. Hence, UNEP (2006) observed that more attention needs to be drawn to the way to go about it. This is because, most capacity building programs and especially those in teacher development are conducted without taking cognizance of the professional needs of the teachers. Cannon, Kitchel, Duncan and Arnett (2011) lamented that the design of professional development programs were not collaborative venture between professional development providers and the teachers. Hence, teachers cannot account for the particular contexts within which they operate. Gaible and Burns (2005) and Moeini (2008) stated that needs analysis begins with problem identification and definition related to the beneficiary. Since teachers are adults and know best their needs; they advocate for teachers involvement in the development of the capacity building programmes through the identification of their professional needs. This study is aimed at assessing the professional needs of Teachers, at Basic Education Level in the Kano North Senatorial Zone.

### **Objectives of the Study**

The objectives of this study include:

- i. Distinctively identify the professional needs of Teachers,
- ii. Identify the areas of capacity building needs for the in-service teachers;
- iii. Provide the bases to improve the quality of teaching and learning;
- iv. Identify areas of weakness for effective curriculum review

The professional needs assessment will purposefully be centered around:

- i. Teaching methods and instructional materials
- ii. Classroom administration and management
- iii. Assessment and evaluation

### **Research Questions**

The following research questions were developed to guide the study

- i. What pedagogical skill needs do primary school teachers need?
- ii. What class evaluation skills do classroom teachers require?
- iii. What is the gender difference in the perceived need for the development, selection and use of instructional materials among teachers?
- iv. What is the impact of teachers' qualification on the perceived need for development of learners centered instruction among teachers?

### **Research Hypothesis**

**Ho<sub>1</sub>:** There is no significant gender difference in the perceived need for development, selection and use of instructional materials among teachers.

**Ho<sub>2</sub>:** There is no significant difference in the perceived need for development, selection and use of teachers of varying years of service.

## **II. Methodology**

### **Research Design**

The study employed survey research design in investigating the needs of teachers of public Basic Schools in Kano North Senatorial Zone. It also employed classroom-observation' being ways of getting true and reliable data (Sambo, 2005).

The population of this study is the entire teachers, in public schools at Basic level in Kano North Senatorial Zone. The detailed description of the population is presented in table 1.

The sample size was determined by subjecting the total population of teachers to the Raosoft® sample size calculator at 95% confidence interval. The sample size was determined to be 190. The samples size was proportionately distributed between gender and among Schools in the 13 local Governments. The summary of the population and the sample is presented in table 1.

**Table 1: Population and Sample Distribution of teachers in the 13 Local Government Areas of Kano North Senatorial Zone.**

Sn	LGA	No of Schools	Population of Teachers			Sample Selected		
			Male	Female	Total	Male	Female	Total
1.	Bagwai	21	31	2	33	16	1	17
2.	Bichi	41	33	9	42	17	5	22
3.	Dambatta	25	34	6	40	17	3	20
4.	Dawakin Tofa	17	24	3	27	12	2	14
5.	Gabasawa	23	29	3	32	15	2	17
6.	Gwarzo	31	31	2	33	16	1	17
7.	Kabo	29	30	2	32	16	1	17
8.	Kunchi	20	20	3	23	10	1	11
9.	Makoda	13	16	1	17	8	0	8
10.	Rimin Gado	19	22	3	25	11	1	12
11.	Shanono	23	24	1	25	12	0	12
12.	Tofa	20	19	2	21	10	1	11
13.	Tsanyawa	27	21	2	23	11	1	11
<b>Total</b>		<b>311</b>	<b>334</b>	<b>39</b>	<b>373</b>	<b>171</b>	<b>19</b>	<b>190</b>

**Instruments for Data collection**

Two instruments were used for data collection. The Teachers Needs Assessment Inventory (TNAS) and the Teachers needs Assessment Checklist (TAC). The instruments were developed by the researchers containing specific attitudes and actions indicating problem areas that are expected from teachers. The instruments are divided into sections. Section A comprises of demographic information such as respondents' age, sex of the respondents (i.e. male or female) and qualifications as a classroom teacher. Section B contains needs items relating to pedagogy; Section C contains items relating to learning resources; Section D deals with students' population and classroom management; Section E sought for responses related to classroom evaluation. the instrument also provide a spaces for the respondents to write freely such items identified not provided for in the instrument.

The instruments were validated by experts in measurement and evaluation, curriculum studies; from the Kano State Basic Education Board and the Federal College of Education (Technical), Bichi, Kano state, Nigeria. The validation was meant to determine the appropriateness of the language used and suitability of the instruments at providing the required data for the study.

The reliability of instruments was tested through the test-retest method using schools in an Ungogo Local Government area. Kano state. The reliability coefficient was statistically obtained to be 0.78 by subjecting the data to the Cronbach alpha statistic on SPSS version 24.

**Procedures for Data Collection**

The data collection was done in two stages by the researchers and associate researchers. **Stage I**; instruments were used to determine the needs areas of the respondents; **stage II**, a week after, a classroom observation was carried out in order to ascertain the data collected in stage I.

**III. Results**

The data collected from this study were analyzed using descriptive statistics of mean and standard deviation to answer the research question.

**Table 2: Summary of teachers Responses to items in TNAS.**

SECTION	SA	A	DA	SD	TOTAL	MEAN	SD	REMARK
A	10	38	58	10	280	2.41	0.77	DISAGREE
	20	66	27	3	335	2.89	0.71	AGREE
	13	45	52	6	297	2.56	0.76	AGREE
	27	79	10	0	365	3.15	0.55	AGREE
	8	43	59	6	285	2.46	0.70	DISAGREE
	21	79	13	3	350	3.02	0.63	AGREE
	5	39	61	11	270	2.33	0.71	DISAGREE
	9	10	72	25	235	2.03	0.79	DISAGREE

<b>B</b>	22	65	26	3	338	2.91	0.72	AGREE
	11	55	45	5	304	2.62	0.72	AGREE
	9	25	71	11	264	2.28	0.74	DISAGREE
	28	79	8	1	366	3.16	0.57	AGREE
	5	23	77	11	254	2.19	0.66	DISAGREE
	6	12	79	19	237	2.04	0.69	DISAGREE
	3	14	66	33	219	1.89	0.71	DISAGREE
<b>C</b>	20	63	32	1	334	2.88	0.69	AGREE
	14	38	53	11	287	2.47	0.83	DISAGREE
	9	29	71	7	272	2.34	0.71	DISAGREE
	10	37	63	6	283	2.44	0.73	DISAGREE
	10	34	66	6	280	2.41	0.72	DISAGREE
	6	18	75	17	245	2.11	0.71	DISAGREE
	3	33	67	13	258	2.22	0.67	DISAGREE
<b>D</b>	7	15	76	18	243	2.09	0.72	DISAGREE
	3	35	62	16	257	2.22	0.71	DISAGREE
	7	24	67	18	252	2.17	0.76	DISAGREE
	23	65	24	4	339	2.92	0.74	AGREE
	4	7	73	32	215	1.85	0.68	DISAGREE
	3	11	78	24	225	1.94	0.64	DISAGREE
<b>E</b>	13	63	39	1	320	2.76	0.65	AGREE
	9	75	25	7	318	2.74	0.69	AGREE
	9	42	62	3	289	2.49	0.68	DISAGREE
	5	30	70	11	261	2.25	0.68	DISAGREE
	9	34	61	12	272	2.34	0.77	DISAGREE
	4	25	76	11	254	2.19	0.64	DISAGREE
	7	39	60	10	275	2.37	0.73	DISAGREE

N = 179

Results from the table 2 above shows that teachers agreed that they find it difficult to employ different effective methods in teaching students. This is coupled with their perception of difficult of finding relevant learning resources. This position is glaring as most teachers employ persistently the lecture methods in teaching despite the confirmation of its ineffectiveness. this situation is due to the fact that the teachers themselves are taught (during their school days using the same teaching approach, that made them to be conditioned on such approach and they find it difficult to develop alternative or varied approaches that could enable them effectively deliver on their mandate in the classroom. This finding agrees with Hora and Oleson (2013) who established that teachers teach the way they were taught and the dominance of lecture method against the activity based approach is as a result of in ability of the teacher educators to instill creativity in prospective teachers.

Although the respondents disagreed on their inability to use learning resources in teaching processes, they agreed to the unavailability of the resources and the lack luster attitude of practicing teachers at sourcing and utilizing them. The results also revealed that the teachers lack appropriate classroom skills. Although they are bedeviled with extraordinarily large classrooms in terms of pupils' population, yet, a well-trained and innovative teacher creates some strategies to accommodate the overcrowded classrooms and provide the learners the opportunity to learn.

Another important deficiency revealed by the teachers is in the aspect of assessment. The assessment made by the teachers mostly borders on recall! This is however related to the objectives revealed in their plans. Most of the objectives stops at the knowledge sublevel of the blooms classification of cognitive domain. With this, the learners are not challenged to critical thinking and are therefore not creative.

The study went further to determine the impact of gender and qualification of teachers on their perception of need for the development, selection and use of instructional materials. To answer the research question the corresponding hypothesis was tested using the Mann - Witney-U-test. The summary of the result is presented in table 3.

**Table 3:** Mann Witney U test comparison of teachers' perception of training needs based on gender

		Ranks				
	GENDER	N	Mean Rank	Sum of Ranks	U	p
SCORE	Male	160	87.69	14030.50	1150	0.078
	Female	19	109.45	2079.50		
	Total	179				

From the results in table 3,  $U(177) = 1150$ ;  $p > 0.05$ . This shows that there is no significant difference in the perception of training needs between male and female teachers. Hence the null hypothesis is retained.

The null hypothesis 2 sought the impact of teachers' qualification on their perceived training area needs. To test the hypothesis, the data was tested with Kruskal - Wallis H test. The summary of the analysis is presented in table 4.

**Table 4:** Kruskal Wallis H test comparison of teachers' perception of training needs based on qualification

	Qualification	N	Mean Rank	df	Chi-square	p
SCORE	SSCE	34	32.43	56.038	3	0.001
	Diploma	43	95.67			
	NCE	77	103.91			
	BSc Ed/BED	25	115.70			
	Total	179				

From the results in table 4,  $H(3) = 56.04$ ;  $p < 0.05$ . This shows that there is significant difference in the perception of training needs among teachers of varying qualifications. Hence, the null hypothesis was rejected. However, looking closely at the mean ranks of the responses of the teachers in each group, it could be seen that mean ranks of Diploma, NCE and Bed/BSc Ed teachers are relatively closer but that of the SSCE teachers was the least and conspicuously different from others, this shows that the perception of needs is only different with the SSCE teachers.

#### IV. Conclusion and Recommendations

As cited earlier, teachers are the most important factors in achieving quality education in any nation (Bichi, 2011; Lawal, 2008; Akale, 2006). Good teachers in any system are as result of good training. There are short comings in every human endeavour including teaching. Such shortcomings leads to production of teachers with little or inadequate skills to deliver the expected educational growth. This study concludes that the teacher education system in Nigeria is deficient as such it is producing teachers without the desired skills. Such skills include poor classroom management skills, poor learning resources development and utilisation skill; poor assessment skills; etc. hence it is recommended that.

- i. Training needs be considered either through survey or literature search before the planning and execution of same;
- ii. Promotion of teachers should be made based on proven evidence of innovation not only based on attainment of minimum years of promotion.
- iii. Primary and secondary schools teachers should be made to join professional organisations to enhance their interaction and collaboration skills as well as instil in them the skill of enquiry.

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