



Evaluation of Continuous Teacher Education Programmes for In-Service Teachers. A Case Study of Some Selected Centres in Lagos State

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ABSTRACT

The research study titled "Assessment of the Continuous Education Manpower Training Program in Selected Centers of Lagos State" employed the Input Processing Output (IPO) Model for evaluation and adopted a descriptive survey research design. The main objective was to evaluate the effectiveness of the Continuous Teacher Education Manpower Training Program. The study concentrated on students enrolled in the National Teachers Institute (NTI) in Lagos State, specifically those pursuing a Post Graduate Diploma in Education across Alimosho, Ikeja, Badagry, Kosofe, and Ojo Local Government Areas (LGAs). Through a straightforward sampling method, 300 postgraduate students were selected, with 60 from each LGA, and data were collected using a 20-item questionnaire named "Evaluation of Continuous Teacher Education Manpower Training Program Questionnaire" (ECTEMTPQ). The instrument's validity was confirmed by three academics from the Department of Educational Administration at the University of Lagos. Assessment of the instrument's reliability was accomplished using the split-half method, resulting in a reliability index value of 0.863, indicating the suitability of the instrument for the study. Data analysis employed Statistical Package for Social Sciences (SPSS) version 26, utilizing simple percentage, mean, and regression analysis with a significance level of 0.05. The study's findings demonstrated that Academic Qualification significantly predicted effective teaching within the NTI Program, with higher qualifications corresponding to enhanced teaching experiences. The study concluded that in-service training contributes to the quality of teaching by providing exposure and refinement opportunities for academic personnel. Among its recommendations, the study highlighted the importance of aligning curriculum content with the needs of participants, learners, and students.

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INTRODUCTION

The success of any educational system is determined primarily by the quality of its teachers as no educational system of any nation can rise above the quality of its teachers. The higher the quality of the teachers, the greater the success of the education offered, hence the need for teachers to be the best in terms of professional competence and discipline which becomes even more urgent (Ibraheem, 2001). Every educational system in

any known human society requires highly skilled teaching personnel to sustain it. This explains why teachers are regarded as the most important element in the school system. It is generally believed that no educational system can rise above the quality of its teachers. Hence training is often organised for teachers to upgrade and update their knowledge and skills (Osunde and Omoruyi, 2004). In Nigeria, the need for well-qualified teachers has gained prominence because it is considered as a

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means of not only providing them with the necessary skills and knowledge needed to help educate those who cannot gain admission into regular programmes but also assisting those who are unwilling to leave their jobs for full-time education and training programs (Osunde and Omoruyi, 2004).

In the enforcement of any educational programme, there is a need to provide periodic training to keep stakeholders updated on the trend of events and occurrences (Yoloye 2008). Technically, training can be conceived as an organised procedure by which people learn and acquire knowledge and skills for a definite purpose over time. Nwanchukwu (1990) refers to training as the process of increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialised tasks in their place of work. Training and retraining are necessary if efficiency and profits are to be attained. Osunde and Omoruyi (2004) claimed that when people are offered training, they acquire new knowledge and improved skills that will enable them to perform better, thereby enhancing their level of productivity. Training and retraining for teachers, therefore, can enhance their level of performance and also enable them to cope with the ever-increasing challenges of educating people.

Evaluation is an important part of every programme as it provides feedback for programme improvement. It also indicates the process of determining programme performance for the purpose of improving service delivery (Okotie & Okon, 2020). Aina (2005) noted that evaluation remains the only process through which the value and worth of any given programme or curriculum can be undertaken. A programme that is successfully evaluated stands a better chance for sporadic growth and development, expansion, creation of awareness, increase in programme courses, refurbished curriculum, production of quality outcome among others. For easy determination of a programme's value, such programmes must meet the conditions stated in the various scientific evaluation models. These models have been built in them certain parameters that the set programme must meet over time in order to validate the worth of the programme. Prominent among these programmes include;

Antecedents Transactionary Outcomes, ATO; Context Input Process Product model, CIPP; Environment Input Processing Outcomes Long-range model, EIPOL and Input Process Output Model, IPO respectively.

Since the early 1980s, the Nigerian education system has witnessed an unprecedented increase in population. The major challenge that has continued to agitate the minds of educational planners, administrators and the government is how best to cope with the increasing population of students as well as provide well-qualified teaching personnel who could help empower individual student through the acquisition of knowledge and skills that would enable them to participate fully and actively in nation building. It was in response to this challenge that the Federal Government in 1976 established the National Teachers' Institute as a swift response to the country's urgent demand for educated and competent teaching staff at all levels of the educational system. The core objectives of NTI include:

1. Help teachers rediscover their passion for their subjects
2. Bring cutting edge thinking into their classrooms and
3. Improve the quality of education in Nigeria

The overall goal of the Institute, therefore, was to uplift the quality and quantity of teaching personnel in Nigeria through training and retraining programs. The institution was thus expected to provide courses of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabus using distance education. The Institute's distance learning program covers the entire country and is managed through field centres located in each of the 36 states, including the federal capital territory. The headquarters are located in Kaduna. The policies and guidelines of operation are issued from these headquarters.

In a bid to achieve the above objectives, the Institute initiated a training program for helping unqualified teachers and also offer refresher courses in teacher training colleges. The NTI Programme is also known to embark on Nigeria Certificate in Education (NCE) program through the distance learning

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system (DLS), Degree programmes and intermediate programmes as well where graduates without teaching certificates are privy to one. The Institute also provides training for the Pivotal Teachers' Training Program (PTTP) by the distance learning system. The Pivotal Teachers' Training Program was introduced in 2002 as a means of producing teachers to fill the gap in teacher supply for the newly introduced Universal Basic Education program of the Federal Government and State Universal Basic Education Board, SUBEB respectively.

In order to fill up the void of teachers needed across the federation and states, the institute has taken it upon itself to site viable centres across the states' metropolis all in a bid to encourage registration and exposure to the programme. Many teachers have been encouraged to take advantage of the opportunity offered by the Institute in order to upgrade and update their skills as the 21st century classroom demands differ significantly from that of the previous dispensations.

Statement of the Problem

Just like every other profession, programme developers systematically come up with time plans and expectations deemed to hybridize members so as to make them conform to the principles and tenets of their profession, the emergence of National Teachers Institute is no exception. In spite of this, it has been observed that many teachers in the teaching profession both in Public and Private practice are yet to benefit from this programs provided by the National Teachers' Institute as the state still records a large percentage of teachers without teaching certificates let alone teaching experience found in the teaching profession. Failure to compel them to update themselves may possibly lead to poor teaching, dissemination of obsolete information, and lack of effective methodology which would lead to poor performance of students. This study is therefore inspired by the desire to determine how effective the training program has been in helping to uplift the quality and quantity of teaching personnel in the state. In view of the above, this study was designed towards the Evaluation of Continuous Teacher Education Programme in Selected Centres in Lagos State: (A Case of Academic Personnel in Use).

Objectives of the study

1. Investigate the relevance of National Teachers Institute training programs across the centres in the state.
2. Identify the possible constraints confronting the mandate of National Teachers Institute.
3. Justify the effectiveness of the National Teachers Institute programme
4. Explain how academic Qualification serves as a good predictor of effective teaching in the programme.

Research Questions

1. How relevant are the National Teachers Institute training programs?
2. What are the major constraints confronting the mandate of National Teachers Institute?
3. Are the institute's programme very effective?
4. Does Academic Qualification serve as a good predictor of effective teaching in the programme?

RESEARCH METHODOLOGY

Naturally, evaluation models are formulated to guide the evaluation of programmes and other exercises. The model adopted for this study was the Input-Processing- Output Model type. In the face of multi-dimensional characteristics of quality assessment, the use of Input- Processing-Output (IPO) would help to guide a step-by-step evaluation of educational quality. This model is perceived as the best to determine the Input-Processing-Output relationship in which NTI programme is best fitted for. This model remains one of the best verified models that has been used by various evaluators and that also been severally recommended by Onwuakpa (1998) and Obanya (2010).

The researchers used descriptive survey type of research design. This design type is one that affords the platform to study large population (universe) by selecting and studying samples chosen from the population; the researchers identified all students from National Teachers Institute in Lagos state. The target population was all Post Graduate Diploma in Education Students from Alimosho, Ikeja, Badagry, Kosofe and Ojo Local

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Government Areas of the state. Furthermore 300 Postgraduate students' were selected using simple sampling technique. From each of

the 5 LGA's, 60 students were selected from each of the LGA;s to make a total of 300 respondents.

Table1: Summary of sample Presentation

S/N	Name of L.G.A Sampled	NTI Centre	No of Sample
1	Alimosho	School A	60
2	Ikeja	School B	60
3	Kosofe	School C	60
4	Ojo	School D	60
5	Badagry	School D	60
Total			(300)***

Source: Research Work (2023)

Dichotomous scale point of True and False was used to self-construct an instrument containing 20 items titled, Evaluation of Continuous Teacher Education Manpower Training Programme Questionnaire (ECTEMTPQ) was used to collect data. The Questionnaire was divided into two sections A and B. Section A., generated items on respondents' bio-data while Section B generated statement items from Evaluation of Continuous Teacher Education Manpower Training Programme. The instrument was

validated by 3 Academics in the Department of Educational Management of the University of Lagos. The instrument was acclaimed to meet construct and content validity. Split-half method of reliability was used to determine reliability and an index value of 0.863 was obtained depicting that items in the instrument are relevant and suitable for study. With the aid of Statistical Package for Social Sciences ver. 26 the data generated was analysed using simple percentage, mean and Analysis of Variance statistics at 0.05 level of significant.

RESULTS

Table 2: Relevance of the programme

		Frequency	Percent	Valid Percent
Valid	Very relevant	170	56.7	56.7
	Relevant	116	38.7	38.7
	Not relevant	14	4.7	4.7
	Total	300	100.0	100.0

From table 2 above it shows that out of the total number of students who participated in this study, 170(56.7%) participants claimed the programme is very relevant;

116(38.7%)participants claimed the programme is relevant and only 14(4.7%) vehemently stated that the programme is not relevant.

Table 3: Effectiveness of the Programme

		Frequency	Percent	Valid Percent
Valid	Highly effective	202	67.3	67.3
	Moderately effective	91	30.3	30.3
	Not effective	7	2.3	2.3
	Total	300	100.0	100.0

From table 3 above it is stated that majority of the participants 202(67.3%) maintained that the programme is very effective; 91(30.3%) noted that its moderately effective

and an insignificant participant of 7(2.3%) persons categorically stated that it's a waste of time and resources because it's not effective at all.

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Table 4: Mean score distribution on the constraints of the program (N=300)
(Criterion mean score 3.61)

Variables	Mean	Rank	Remark
Lack of training	3.97	1 st	Good
Inadequate finance	2.51	7 th	Bad
Poor recruitment of academic staff	3.82	3 rd	Good
Lack of motivation	3.78	4 th	Good
Lack of laboratory	3.50	6 th	Bad
Lack of library facilities	3.76	5 th	Good
Poor salary	3.96	2 nd	Good

From Table 4 above it shows that seven items sort to justify the possible constraints that may affect this programme. Out of which 5 were seen to have possible items to justify while 2 were seen to be poor or bad items that didn't justify the possible constraints. For the good items, it shows that lack of training,

poor salary, poor recruitment of academic staff, lack of motivation and lack of library facilities were seen to justify the possible constraints confronting the programme while inadequate finance and lack of laboratories were seen as items that didn't really fit in to justify constraints facing the programme.

Table 5: Academic Qualification as predictors of effective Teaching in NTI Programme

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.912 ^a	.832	.826	.39739		
a. Predictors: (Constant), B.ED, M.ED, PhD						
Coefficients ^a						
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta		
1	(Constant)	2.318	.824		2.815	.007
	B.ED	1.106	.293	.480	3.773	.000
	M.ED	-.361	.285	1.161	2.268	.009
	PhD	-.035	.252	.068	.438	.003
a. Dependent Variable: Effective teaching						

From table 5 above it shows that all the independent values contributed to R-value of .912 and an error term of 0.088 was accounted for outside this model with R² of 0.832; meanwhile owing to the predictive variable of B.ED it has a beta value of 0.480 and significant at 0.000; M.ED has a beta value of 1.161 and significant at 0.009 and PhD have a beta value of 0.068 and significant at 0.003. By interpretation it states that academic qualifications are good predictors of effective teaching by NTI academic staff.

This study shows that Academic Qualification is a predictor of effective teaching in NTI Programme. The higher the qualification the better the teaching experience one is exposed to. This can obviously be tied to the study of Oni, (2012) who stated that the level of academic attainment acquired by an individual the better the information sourced. The period spent in acquiring more quality academic qualification or higher degrees, the better the quality of information privy to. In Programmes where instructors have higher qualifications, Oni (2012) reiterated that it tends to improve their teaching methodology, view point to stated

DISCUSSION OF FINDINGS

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concepts, intricate understanding of the course content among others.

Moreso, it also reveals that NTI programme is very relevant because it provides intermediate manpower supply to the teaching space at the primary, secondary and even semi-tertiary level. The existence of NTI programme since 1984 have gone a long way to provide quality teachers who are saddled with the task of providing training to young learners. The outcome of this work conforms to that of Okonkwo and Ephraim (2019) who alluded that educational programmes provides quality and structured teaching that are designed to bring about a change in the behavioural pattern of students. These programmes go further to justify the obvious that information is power.

CONCLUSION

In-service training plays a pivotal role in enhancing the quality of teaching services, as it facilitates exposure and refinement for academic personnel. The experience and quality of teaching are notably elevated with higher academic qualifications. Moreover, substantial resource allocation to the program proves instrumental in providing the essential infrastructure and facilities, leading to a significant improvement in the overall program.

Recommendations

1. **Curriculum Planners and Developers: Addressing Participant Needs:** Curriculum planners and developers are at the forefront of designing educational content that directly addresses the specific needs of the participants. They should adopt a participant-centered approach, taking into account the diverse backgrounds, experiences, and challenges that in-service teachers' encounter in their classrooms. By conducting thorough needs assessments and engaging in open dialogue with teachers, curriculum designers can create tailored learning materials that directly align with the practical realities faced by educators. This ensures that the content is not only relevant but also applicable, fostering a deeper engagement and a more impactful

learning experience for the participants.

2. **Periodic Evaluation for Program Viability and Relevance:** The dynamic nature of education demands that in-service training programs undergo regular and systematic evaluation. Periodic assessments should be carried out to gauge the ongoing viability and relevance of the programs. This evaluation involves gathering feedback from participants, analyzing their performance and outcomes, and assessing the alignment of the program's goals with current educational trends and policies. Through such evaluations, program coordinators can identify areas for improvement, adapt to emerging challenges, and ensure that the training remains a valuable and meaningful resource for in-service teachers over time.
3. **Motivating Manpower Personnel through Adequate Remuneration:** The effectiveness of in-service training programs relies heavily on the competence and dedication of the personnel involved. To enhance the efficiency of these programs, it is essential to recognize the pivotal role played by the manpower personnel. This recognition extends beyond mere acknowledgment and includes offering competitive and well-deserved remuneration. Adequate compensation serves as a motivational factor, incentivizing trainers, facilitators, and support staff to invest their expertise and efforts wholeheartedly in the program. By ensuring that these professionals are fairly compensated, the training environment becomes conducive to impactful learning, knowledge transfer, and the overall success of the in-service training initiatives.

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