IMPACT OF NATIONAL TEACHERS' INSTITUTE TRAINING PROGRAMMES ON THE CAPACITY BUILDING OF PRIMARY SCHOOL TEACHERS IN ZAMFARA STATE

BY

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DECLARATION

I wish to declare that this thesis titled "Impact of National Teachers' Institute Training Programmes on the Capacity Building of Primary School Teachers in Zamfara State" was carried out by me in the Department of Education Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Dr. B.A. Maina and Dr. E.I. Makoju. The information derived from the literature has been acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another M.ED at any university.

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CERTIFICATION

This thesis titled "Impact of National Teachers' Institute Training Programmes on the Capacity Building of Primary School Teachers in Zamfara State" by Sa'adatu Usman Mayana meets the regulations governing the award of degree of Masters of Education (Educational Administration and Planning) of the Ahmadu Bello University, Zaria and has been approved for its contributions to knowledge and literacy presentation.

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DEDICATION

This work is dedicated to my late mummy Haj. Aishatu, my daddy and my uncle, for the solid life foundation laid for me, and to my husband Alh. Abubakar Dewu and children for their support, patience and prayers.

ACKNOWLEDGEMENT

All praise be to Allah (S.W.T.) whose divine guidance and support made it possible for me to accomplish this work.

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ABSTRACT

The training of primary school teachers is of utmost importance. However, little is known about the capacity of the National Teachers' Institute (NTI) in the improvement of teachers' capacity building in the classroom situation. This study examines the impact of National Teachers' Institute training programme on the capacity building of primary school teachers in Zamfara State. The work takes a look at the problem associated with the quality of teachers in primary schools, most especially those that have undergone NTI programmes. The concern of many researchers had always been why the prevalent problems in spite of quality programmes offered by the institute. Focus was made on the capacity building of teachers by the Institute. The Institute's programmes offered by various centers across the country were observed. Zamfara State teachers' capacity building as a case study. Chapter three deals with the procedure adopted by the researcher in carrying out the research work and the population covered. Statistical techniques used in analysing the data are also highlighted.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The National Teachers' Institute, Kaduna was established in 1976 by the Federal Government to produce qualified teachers that will meet the needs of the universal primary education. The Institute's enabling Law/Act No. 7 of 1978 charged it, to among other things; provide courses of instruction leading to the development, upgrading, and certification of teachers as specified in the relevant syllabus using distance Education Techniques.

With the lunching of Universal Basic Education (UBE) programme by the Federal Government in 1999, National Teachers Institute (NTI) was further tasked to produce more qualified teachers to meet the challenges posed by acute shortage of teachers to implement the programme.

Every educational system in any known human society requires highly skilled teaching personnel to sustain it. This explains why the teachers are regarded as the most important elements in the school system. It is generally believed that no educational system can rise above the quality of

its teachers. Hence training is often organized for teachers to upgrade and update their knowledge and skills. In Nigeria, the need for well qualified teachers gained pre - eminence because it is considered as a means of not only providing them with the necessary skills and knowledge needed to help educate those who could not gain admission into the regular programs but also for those who are unwilling to leave their jobs for full - time Education and training programmes (Imhabekhai, 1998).

Training is conceived as an organized procedure by which people learn and acquire knowledge and skills for a definite purpose (Oyitso, 1997). Nwanchukwu (1990) also sees training as the process of increasing human efficiency through the opportunity to acquire new skills and current knowledge required in carrying out various specialized task in their place of work. Training and retraining arc necessary if efficiency and profits are to be attained. When people are offered training, they acquire new and improved skills and knowledge that will enable them to perform better thereby enhancing their level of productivity. Training and retraining for teachers therefore, are capable of enhancing their level of performance and also enabling them to cope with the ever - increasing challenges of educating the mass of the people in the country (Woghiren, 1997).

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 has been how best to cope with the increasing population of students as well as provide the well - qualified teaching personnel that would help in empowering the individual students through the acquisition of knowledge and skills and would enable them to participate fully and actively in nation building (Imhabekhai, 1999/2000). It was in response to this challenge that the federal government in 1976 through act No. 7 established the National Institute (NT1 2001 report). The enabling Act mandated the Institute to inter alia:

- Provide refresher and upgrading course for teaching personnel;
- Upgrade under qualified and untrained teachers;
- Organize workshops, seminars and conferences, which will assist/ in the improvement of teachers;
- Conduct examinations;
- Perform such other functions as necessary expedient for the full discharge of all the functions of the council under act.

- Carry out research in conjunction with other bodies on any matters relevant to education development in the country;
- Formulate policies and initiate programs that would lead to the improvement in the quality and content of education in the country;
- Offer such assistance, either alone or in co-operation with educational bodies as may be requested by the Institutions controlled by or associated with the institute;
- Asses from time to time the training programme offered by institution controlled by or associated with the institute, with a view to ascertaining the professional competence of those institutions; and
- Foster and enhance International co-operation with education in the education of teachers.

The overall goals of the institute therefore, were to uplift the quality and the quantity of teaching personnel in Nigeria through training and retraining programs (Omoruyi, 2001). The institute was thus expected to provide courses of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabus using a distance education approach or technique. The institute's distance learning programs

cover the entire country and are managed through field centers located in each of the 36 states including the federal territory. The headquarters is located in Kaduna. The policies and guidelines operation are issued from the headquarters. Reports on the implementation of the state universal basic education commission suggest that there have been quantitative achievements in Zamfara state in the past ten years particularly with regard to enrollment, expansion, teacher recruitment on deployment, construction of classrooms and sanitary facilities, provision of teaching and learning materials, as well as provision of pre - service and in - service teacher teaching. The trend has been to create better conditions at school level (inputs) and improving the content or pedagogic capacities of the teachers (processes). 'The teaching and learning process needs to be transformed to become participatory, interactive, gender sensitive, child focused in safe and supportive school environments' and that interventions welcomed by many teachers and could, in principles, be effective in improving teaching methods but they either lacked materials or support (Minduva, 2004) This review emphasizes the point that quantitative improvement does not guarantee quality education and it is not a sufficient condition for good education (Rajani & Sumra, 2003).

A school mapping and micro - planning the study could strengthen institutional capacity targeted local authority in educational administration. The exercise has contributed substantially towards the improvement of capacity in data collection, consolidation and in planning at school, wards and council levels. Based on the data collected through school mapping, the schools are supposed to be in a better position to plan for quality enhancement.

Higher education in Nigeria has witnessed unprecedented expansion since independence in 1960. From only a few institutions in 1960, the higher education sector has now grown, to over 150 institutions in the form of universities, polytechnics and colleges of education. Despite this huge increase in numbers, the sector has not been able to meet exponential rise in the demand for higher education. For example, while there are no more than 100, 000 places in the universities over half a million candidates compete for these places each year (Fme2003). To meet this demand, nearly all the tertiary institutions offer part - time degree and diploma programs which are operated through the so - called satellite campuses. The teacher education sub - sector has also expanded significantly in response to shortfalls in the supply of teachers needed for the implementation of the universal basic

education programme which was lunched in 1999. There are now 64 teachers training colleges with a total graduate output of 30, 000 each year. The increase in the number of higher education institutions offering sub - degree, undergraduate and postgraduate courses using distance - learning techniques has received mixed responses from the government and the public.

On one hand, there is a sense of relief that higher education institutions are making a shift from elitism to egalitarianism, and thus are taking the issue of access and equity very seriously and it is urged that universities are responding to the phenomenal rise in demand for higher education because formal conventional forms of education have failed to meet this demand. For example, data from the Joint Admission and Matriculation Bard, which selects candidates for admission into tertiary institutions, indicate that less than 10 percent of qualified applicants are offered admission in any given year. Therefore, some stakeholders see the proliferation of open and distance learning (ODL) programs as a welcome relief. On the other hand, however, the expansion of Open Distance Learning has also generated a different set of responses, particularly from the government and segment of the "general public who, while

acknowledging the necessity of using Open Distance Learning to promote access and equity see the unregulated growth Open Distance Learning as a trait to the quality of higher education and even to access and equity which, paradoxically, this phenomenal growth of Open Distance Learning programs seeks to promote. It is in this context that the national council on education, the highest policy - making body in the country, directed that all the so - called satellite campuses established by nearly all the tertiary institutions closed by December, 2000 and a regulatory system based on well-defined norms and standards be established. The overriding concern was the quality of Open Distance Learning programs and the parity between Open Distance Learning and the conventional educational provision. Since 2011, every Open Distance Learning institution is required to demonstrate that the .quality of its delivery system and its graduates are comparable to those of the conventional institutions based on the same sets of performance indicators.

1.2 Statement of the Problem

There is general perception of a decline in the quality of education in Nigeria, especially at the primary schools. When the first school was established in Badagry - Lagos in 1843, there were no qualified indigene teachers. From 1843 to 1970's, numbers of teachers were in adequate. Hence teachers training institutions were established in different parts of Nigeria. In 1999, the Federal Government mandated the national teachers institute to organize training centers to produce teacher's grade two certificate teachers in different parts of the country. The universities and colleges of educations also organized weekend and sandwich programmes to produce professional teachers at different levels. From experience of the researcher, teacher training institutions have awarded certificates to a good number of persons to impact knowledge to pupils in primary schools. It is surprising to observe that in the 21st century, graduate primary schools cannot be regarded as literates in terms of simple writing and calculations. They cannot identify road signs; carry out simple measurement as craft men in training. The products of our primary schools especially in rural areas are not practically qualified as messengers, and domestic servants, even though they are certificated. The percentage dropout at primary school level is also higher

especially in the rural areas (Oghuvbu, 2008). This unhealthy situation in the state calls all stakeholders to mind certain questions such as are the products of teacher training institutions not properly managed by the state primary education board? Are there facilities in primary schools? Are the available facilities proportionally distributed in primary schools? Zamfara state was created in 1996, ever since creation, primary education has been a thing of concern to the government.

There are debates as to whether the increase in key quantitative inputs in the education process, notably classroom construction and teacher recruitment, have been sufficient to compensate for the rapid expansion in access to primary schools, state ministry of education in agreement with the national policy declaring NCE as the minimum requirement for primary school teachers, embark in teacher education program through which National Teachers' Institute conducts programmes for the upgrades of less qualified teachers' in primary schools in the state. There have been criticisms about the new program including but not limited to the quality of teachers produced under the new programme.

Strategies devised by the ministry responsible for education and vocational training for the realization of quality education involved school

teachers and pupils the training of teachers of primary school teachers is of utmost importance. However, little is known about the capacities of school management to use the skills acquired in micro planning to support teacher capacity building and improvement of classroom processes. Therefore, there is a gap in knowledge particularly with regards to the capacity of school management to support teachers, who are the single most important factor for the realization of quality education.

1.3 Objectives of the Study

The study is set to achieve the following objectives:

1. Determine the impact of Distance learning System on the capacity building of teachers in Zamfara state.
2. Assess the impact of Post Graduate diploma in Education Programme on the capacity building of teachers in Zamfara State.
3. Ascertain the impact of strengthening mathematics and Science education programme on the capacity building of teacher in Zamfara State.
4. Examine the impact of special teachers upgrade programme on the capacity building of teacher in Zamfara State.

5. Find out the impact of teacher education in Sub-Sahara Africa on the capacity building of teacher in Zamfara State.
6. Determine the impact of Millennium development goals programme on the capacity building of teacher in Zamfara State.

1.4 Research Questions

The study is set to find out answers from the following questions:

1. What is the impact of Distance Learning System on the capacity building of teachers in Zamfara?
2. Does post graduate diploma in education programme have any impact on the capacity building of teacher in Zamfara State?
3. What is the impact of strengthening mathematics and Science education programme on the capacity building of teacher in Zamfara State?
4. Does the special teachers upgrade programme have any impact on the capacity building of teacher in Zamfara State?
5. What is the impact of teacher education in Sub-Sahara Africa programme on the capacity building of teacher in Zamfara State?

6. What is the impact of millennium development goals on the capacity building of teacher in Zamfara State?

1.5 Research Hypotheses

The study formulated the following hypotheses: -

1. There is no significant difference in the opinions of stakeholders on the impact of Distance Learning System on the capacity building of teacher in Zamfara State.
2. There is no significant difference in the opinions of stakeholders on the impact of post graduate diploma in education programme on the capacity building of teacher in Zamfara State.
3. There is no significant difference in the opinions of stakeholders on the impact of strengthening mathematics and science education programme on the capacity building of teacher in Zamfara State.
4. There is no significant difference in the opinions of stakeholder on the impact of special teachers upgrade programme on the capacity building of teacher in Zamfara State.

5. There is no significant difference in the opinions of stakeholders on the impact of teacher education in Sub-Sahara Africa programme on the capacity building of teacher in Zamfara State.
6. There is no significant difference in the opinion of stakeholders on the impact of millennium development goals programme on the capacity building of teacher in Zamfara State.

1.6 Significance of the Study

The study shall be of great significance to national teachers institute in creating widespread, effective and ongoing capacity building opportunities for Educator to build content competence, methodological expertise, and administrative capacity. Also significance to teachers by improving classroom practices becoming reflective practitioners and ensuring access to relevant, effective, locally developed print and multimedia materials and resources to improve classroom teaching, teachers training, and school administration. And finally it shall be significance to state governments by ensuring, conducive atmosphere to conduct effective workshop for in-service training programme in their own locality. Findings will also add to the current body of knowledge and debates about the

concepts of teachers capacity building and school management capacity. And will make a contribution to policy that will lead to enhancement of school management capacity for teacher capacity building.

1.7 Scope and Delimitation of the Study

This study attempts to assess the impact of NTI programme in capacity building of primary school teachers in Zamfara State. It properly takes a look at various forms through which NTI admits and graduates her students. The result provided by the comprehensive analysis of the programmes of the institute in this study will shed light on some other areas which research could be carried out to contribute to overall effective performance of the institute on primary school teachers. This study is basically limited to Zamfara State alone, though sample can be generalized due to financial and time constraint. The researcher is not ignorant of the administrative and financial problem in education, most especially in UBE but this study doest not investigate those elements.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

The study is focused on the impact of National Teachers Institute training programme in the capacity building of primary school teachers in Zamfara State. The research efforts therefore focused on:

2.2 Theoretical Framework of the Study

2.3 Historical Overview of National Teachers' Institute (NTI)

2.4 Programmes of National Teachers' Institute (NTI)

2.4.1 Impact of Distance Learning System

2.4.2 Postgraduate Diploma in Education

2.4.3 Strengthening Mathematics and Science Education (SMASE) Programme

2.4.4 Special Teacher Upgrading Programme (STUP)

2.4.5 National Teachers' Institute/Teachers' Education in Sub-Saharan Africa

2.4.6 NTI and Millennium Development Goals in Zamfara State

2.5 Staff Development

2.6 The vision of National Teachers' Institute

2.7 Admission Policies

2.8 Assessment Regulation and Mechanisms

2.9 Primary Education in Nigeria

2.9.1 Contemporary Issues in Primary Education Management

2.10 NTI and Teachers' Capacity Building in Zamfara State

2.10.1 NTI AND Millennium Development Goals in Zamfara State

There is a severe shortage of teachers at all levels of the education system. United nation education scientific and cultural organizations (UNESCG)'S Education sector plan for 2005 - 07 predicts that in Sub-Saharan Africa (SSA), at a conservation estimate, 4 million additional teachers will be needed by 2015 to meet the universal primary education goal alone. This is in addition to the needs of literacy and health education in the non-formal system. In some SSA countries, the majority of primary education teachers have only a lower secondary qualification, often without any professional training. These personnel enter the profession reluctantly, and leave quickly, and include large numbers of so-called teachers. This tells us that Africa faces a massive need to train teachers both before service and during their service. The pre-service and in-service training of teachers is the

key to increasing access to schooling and to improving the outputs of schooling. It is now clear that conventional methods of teacher's education can neither scale up to meet the numerical challenge nor supply the consistency of training necessary to ensure quality.

Teachers are not only one of the 'variables' that need to be changed in order to improve their education system, but they are also the most significant change agents in the reforms. "Teachers plays pivotal role in any teaching-learning process. For the actual implementation of the student's curriculum, it is the teacher who can fill the gap through the oral interaction and activity-based learning. Well trained or innovative teacher can even teach without books or in the absent of the other physical facilities (UNESCO 2005). The double role of teachers in education reforms-being both subject and object of change-makes the field of teacher capacity building a growing and challenging area, and one that has received major attention during the past few years". Teaching is life-long process on learning. Continuous capacity building through the in-service training to update the teacher's knowledge and teaching methods is of crucial importance in providing quality education (World Education Forum, 2000). This is new emphasis has been welcomed by teachers in educator in general

"as it represents a much needed appreciation of teacher's work and also promotes the concepts of teaching as a profession. The vast majority of teachers and school administrators encountered are dedicated individuals who work hard under demanding conditions. It is for this hard working teachers and educators that development opportunities are needed, not only because they promote the recognition of their work as teachers but also because as in the case for all professional in any field, new opportunities for growth, explorations, learning, and development are always welcome.

Good leaching methods have a significant positive impact on how what students learn. Learning how to teach, and working to become excellent teachers, is a long-time process that requires not only the development of very practical and complex skills under the guidance and supervision of certain ethical values and attitudes. In the words of Calderhead and Shorrok (1997), in addition to knowing what' and 'knowing how' teachers must also be competent in 'knowing why' and 'knowing when'. Capacity building, in a broad sense, refers to the development of a person in his or her profession role. More specifically, "teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn,

1995). Contrary to the traditional staff development opportunities that did not relate ' training' to actual classroom experiences, the most effective form of capacity building is that which is based in schools and is related to the daily activities of teachers and learners, (baker and smith 1999), In spite of having training institutions and trained teachers we could not enhance the leaning capability of learners and quality of the educational institutions. The main reason among other reasons for this was non-implementation of the training models by the teachers in real spirit. We have institutionalization for giving a way training to teachers but have failed to build follow up mechanism for the implementation of trainings in the school situation. We have monitoring system for the educational institutions but have no system for monitoring the classrooms. Administrators of the educational institutions and training institutes have no co-ordination for the implementation of trainings. It is based on this that national teachers institutes Kaduna was established in 1976.

2.2. Theoretical Framework of the Study

Teachers are expected to play new roles as a part of the systematic reform effort. Teachers' capacity building provides opportunities for

teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and individuals. It is important that educators, parents, policy makers and the general public should understand the new expectations of teachers, the new roles and responsibilities, and current definitions of capacity building. Recognition by the entire community, of the complex nature of changes needed is the first step in building the necessary support to ensure that teachers can fulfill their crucial role in systematic reform.

However, schools are bureaucratic, and hierarchical; teachers are isolated from one another and have learned to work alone; teachers usually have not been asked to support teamwork; leadership has been likened only to formal roles. Capacity building has relied upon a deficit model in which an expert impairs knowledge and information to teachers who are assumed to be deficient and in need of outside experts to teach them new modes of working with student.

Capacity building requires systemic reforms, changing both structure of school and the norms and practices within them. According to Fullan (2001), the change involve four levels, namely active initiation and participation, pressure and support, changes in behavior and belief, and

active ownership, Without understanding the complex nature of changes required, and without creating capacity building opportunities for teachers and other, school communities can end up adopting innovation after innovation without seeing any permanent improvement in the achievement of schools goals. The design, implementation, and evaluation of capacity building must ensure attention to all phases of the changes process. Reform efforts that do not focus on teacher acceptance may fail. Therefore, capacity building must shift its emphasis from working on teachers toward improvement of teaching and learning for all students.

In the context of Zamfara state, teacher capacity building refers to the process, organizational mechanisms and practice that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties. Organizational mechanisms for monitoring continuous development of the teachers. This may take the form of planned and scheduled short term training programmes and seminars aimed at meeting various professional means of the teaching force (Symonds, 2000).

Practices, on the other hand, include the formal monitoring programme developed, e.g. advice that the teachers gets from the head teacher, ward education officer, Other forms of practice are the meeting held

at school level and at cluster level with the purpose of reviewing and reflecting on practice and a regular basis.

Establishment and effective utilization of teachers resource center is an important element in the capacity building of teachers. This fact is supported by scholars such as Kruse and Luis (1997) as well as Quinn and Restine (1996) who acquire for an interactive, on-the-job coaching and monitoring approach of teacher capacity building because it is cost effective. Training can be organized in small school clusters and. qualified senior teachers or university lectures are invited to these clusters to serve as trainers and such formal arrangements for capacity building need to be supported by informal practices like team teaching and the sharing of experiences and educational resources among teachers, which greatly contributes to self improvement. This approach has the advantage of stimulating healthy debates about various reform measures and innovations and encouraging collaboration, peer coaching, inquiry, collegial study groups, reflective discussion and action (pounder, 1999).

2.3 **Historical Overview of National Teachers' Institute** (NTI)

The national teachers' institute, Kaduna was established in 1976 by the Federal Government to meet the challenges of producing adequate number of qualified teachers using Distance Learning Strategies. The institute was established through Act No.7 of] 978 which charged it to among other things, provide courses of instruction leading to the development, upgrading and certification 0f teachers as specified in the relevant syllabus using Distance Education Techniques.

The establishment of NTI was a necessary response by the government, to meet to produced teachers that will implement effectively the universal primary Education (UPE) with the recent lunching of Universal Basic Education (USE) programme over a decade ago by the Federal Government, the NTI has been further tasked to address existing shortfalls in. teacher supply in produce qualified teachers for the smooth and effective implementation of the UBE.

The NTI Kaduna was therefore further directed to design, develop arid implement a special training programme for the production of qualified teachers for the successful implementation of the UBE programme.

Over the years, the institute has not only established itself as a major teacher education institution for the production of quality teachers for the nation's educational system, she has also made a decisive breakthrough in providing leadership in teacher education delivery through the Distance learning System. It is the only dedicated open and Distance Learning institution for teacher education in the world.

2.4 Programmes of National Teachers Institute (NTI)

This chapter review literature is related to the study. The review of related literature is on the following areas:

The institute has since mounted six teacher training programmes by the Distance Learning System all aimed at uplifting the quality of teachers in Nigeria. The programmes and dates of commencement are:

2.4.1 Impact of Distance Learning System

Due to the dearth of professionally qualified teachers in the primary school system, the National Teachers Institute (NTI), Kaduna was directed by" the federal government to introduce the teacher's grade Two (TC.II) programme by Distance Learning system in order to upgrade the many

under-qualified and unqualified serving primary school teachers for all interested states. The programme delivered through distance learning techniques, was essentially intended to improve on the quality of serving teachers at the primary school level. Since the programme was designed to meet a areas of need of the various states of the federation, there is different entry qualifications for candidates but majority were either Referred Grade Two teachers or holders of the senior secondary school certificate. The period of training therefore varied from 1 year to 3 year. The minimum number of contact hours for tutorials per academic session is 60 excluding those of self study by the students.

1990 to date ensured that graduates of the TCII upgrade themselves to NCE which is the minimum teaching qualification in Nigeria. The National Certificate in Education (NCE) is the approved minimum teaching qualification required to work in Nigeria schools. NTI's .distance taught National Certificate in Education (NCE) was lunched in 1990 in response to the need for more qualified teachers in the system and the desire to meet the needs to a larger number upgrade II teachers wishing to be upgrade to National Certificate in Education (NCE) level. So far the institute has produced 67, 000 National Certificate in Education NCE graduates and 93,

000 students are currently enrolled in the programme. In 2003, the governing council engaged a team of external consultants to undertake a comprehensive evaluation of the National Certificate in Education (NCE) programme. The objectives of the study were to:

- Assess the teaching effectiveness of the graduates of the NTI NCE by Distance learning (DLS) in the classroom.
- Examine the status of learning environment of the study centers with emphasis on the physical and infrastructural facilities.
- Examine student's academic professional performance across cycles.
- Examine the professional profile of the course tutors and supervisors in terms of their qualification, experience and eligibility to teach and supervise the courses assigned to them.
- Examine the existing learner support system.
- Determine whether or not and to what extent the state coordinators involve relevant stakeholders, especially the local education authorities and the state primary education boards, in the implementation of reforms and policies related to the NTI NCE DLS programme.

- Assess the general status of the National Certificate in Education on Distance Learning System (NCE) DLS programme in the light of the above and make appropriate recommendations necessary to improve the quality and standard of the programme and to move it forward.

I will highlight the major findings that give an indication of the relative quality of the National Certificate in Education NCE by Distance learning system (DLS). These are as follows:

- The graduates of the National Certificate in Education on Distance Learning System were effective in their classroom teaching and their performances were good. They were found to perform well in relation to abilities, skills and knowledge in the following aspects of classroom teaching: lesson preparation, communicating in English and the mother tongue, motivating and sustaining learners, and record keeping.
- The printed self-instructional modules were rated very highly by the students and the stakeholders (i.e., the ministry of education and the state primary of education boards that ultimately employ the NTI graduates).

- The results of the comparison of NTFs NCE (by DLS) graduate with those of conventional colleges of education showed no significant difference in their classroom performance.
- Although the course tutors have the requisite qualification prescribe by the accreditation body and the institute's governing council, most of them need training on the methods and techniques of open and distance learning.
- The attempt to use audio materials to enrich student's learning has recorded only limited success and most students rely exclusively on the Print-based self instructional modules.

2.4.2 Postgraduate Diploma in Education (affiliated to Usmanu Dan fodiyo University Sokoto) 2005 to date, 12- month training in pedagogy for graduate teachers without teaching qualification.

The affiliation was approved by the senate of the University at it 239th regular meeting held on June 1 2006. Some of the term and conditions of the affiliation are:

The faculty of education and extension services of the university will henceforth coordinate all activities connected with the running of the

affiliated programme for control and other academic and administrative considerations. It shall be the join responsibility of the university and the National Teachers Institute (NTI) to work out an acceptable academic programme before its use while the Usumanu Dan Fodio University will moderate and approve examinations. The university will also be responsible for issuing certificates to graduates of the programme.

2.4.3 Strengthening Mathematics and Science Education (SMASE) programme:

Strengthening Mathematics and Science Education programme (SMASE) stands for strengthening mathematics and science education, the programme of SMASE in Nigeria at primary level Strengthening Mathematics and Science Education (SMASE Nigeria programme) is an initiative of federal ministry of education in collaboration with universal basic education board (UBEC), national teachers' institute (NTI), state universal basic education board (SUBEB) and JAPAN international cooperation agency (JICA), (SMASE) newsletter, 2011).

The objectives of Strengthening Mathematics and Science Education (SMASE) Nigeria programme are:

1. Positive change of teacher's attitude to the teaching profession in general and the teaching and learning of mathematics and science in particular.
2. Improvement in performance of teachers in subject mastery, pedagogical skills and resource utilization as well as pupil's participation in classroom activities. These objectives could be achieved through in-service education and training (INSET).

SMASH INSET is composed of three cycles over the period of three years. Each cycles is a ten-day training in the following themes: 1st cycles: enhancing positive attitude towards teaching generally and mathematics and: science in particular. 2nd cycle: enhancing classroom activities for effectives teaching and learning. 3rd cycle: actualization of actively involve student (pupils) through experience and demonstration, improvising by utilizing locally available materials in the classroom (ASE1) and plan, do, see, and improve cycle of teacher's activity (PDSI).

SMASE INSET has a 3 level cascading system; national INSET, state INSET and local INSET Nigeria programme phase 1 implemented training

of state trainers (STS) at The National INSET and training of core teachers (CTs) at the INSET in the three pilot states; Kaduna, Niger and plateau.

In phase 2, the programme is set to implement national INSET targeting STs from 33 states and federal capital territory and local INSET targeting classroom teachers in the pilot state, (SMASE newsletter, 201).

2.4.4 **Special Teacher Upgrading Programme** (STUP),

2007 to date, is an intensive 2-years programme aimed at fast-tracking the attainment of the national goal of making NCE the minimum qualification.

The special teacher upgrading programme (STUP) was officially flagged off on November 17 2007 in Gombe state by the minister of state for Education, Hajia Aisha Jibril Dukku who announced at the occasion that the federal government will sponsor about 170, 000 qualified grade II teachers nationwide to obtain Nigerian certificate in Education (NCE).

The STUP was initiated by the federal government and is being implemented by national teacher's institute (NTI) to give serving grade Two teachers at last opportunity to get upgraded to qualify for the award of the Nigerian certificate for education which is new minimum qualification for

teaching in Nigeria. The minister said, the federal government also planned to use the STUP to address challenges posed by the, larger number of under-qualified teachers in the basic education sector and urged the NTI as the policy implementation agency to evolve effective strategies for giving such teachers an opportunity to obtain the NCE.

The Special Teachers of Upgrade Programme (STUP) is an intensive two years programme that is designed to train teachers to acquire the basic knowledge and skills to enable them perform better in the teaching and learning process. This is consistent with Nigerian's commitment to improving the quality of education in the attainment of the Millennium Development Goals (MDGs). Special Teachers of Upgrade Programme (STUP) is fully sponsored by the Federal Government through the education trust fund (ETF) Its tuition is free and students are given all the book and other materials needed for the programme at free of charge.

The objectives of the Special Teachers of Upgrade Programme (STUP)

- To phase out grade II and upgrade its holders who are currently teaching in the public school system to NCE status in consonance with the decision of the national council on education that the NCE is the minimum teaching qualification.

- To provide alternative route to serving teachers who possess the grade II Certificate attains the NCE which is the minimum teaching of qualification.
- To phase out grade II teachers from the public School system.
- To increase the number of qualified teachers in the basic Education sector.
- To improve the overall quality of Teaching and Learning in schools, particularly at the basic Education level.
- The programme was Approved by the National Council on Education at its extraordinary meeting held in Abuja early this year and Subsequently by the Federal Executive Council in April 2007. The programme Which being implemented by the National Teacher institute Ministry of Education has the following characteristics:.
- It is based on a flexible approach, in which teacher are allowed to remain on their jobs teaching even while they are in the course.
- It combines face to face lectures, tutorials and integrated school experiences. Tuition shall be provided during weekends and holidays period, by course facilitated drawn from tertiary institutions under the supervision of centre manager.

- In terms of content, the STUP programme uses the same NCE curriculum that is followed by full time pre-service in the colleges of education. However, it differs slightly in so far as it incorporates an additional component of school-based capacity building through mentoring.
- The time the teacher spend in their respective schools and the normal teaching that they do will earn them credits for teaching practice.

2.4.5 National Teachers' Institute/Teachers' Education in Sub-Saharan Africa programme:

It is an integrated aspect of the teachers' education Sub-Sahara Africa (TESSA) materials into NTI/NCE course modules on education and primary education studies for cycle 2 and piloted the materials as part of the teacher education at maximum scale (TEAMS).

2.4.6 NTI and Millennium Development Goals in Zamfara State

Millennium development goals (MDGs) project in the education sector by the federal ministry of education and execute by NTI, the programme which is mainly for primary school teachers across the country

to undergo a week's intensive retraining course focusing on improving their knowledge and teaching skills in four subjects areas: English language, mathematics, social studies and basic science and technology as well as computer appreciation, improvisation of instructional materials and school-based assessment. According to the DG of NTI, Dr. Aminu Ladan Sharehu priority will be given to the teachers in the rural areas in this year's millennium development goals (MDGs) capacity building programme for primary school teachers, the NTI boss stated this when speaking at a meeting with stakeholders on the 2010 MDGs capacity building programme in Kaduna, he said as much as possible, teachers in the rural areas that had been neglected in the past will be given priority this year. During this years' training, he said states with difficult terrains would be given more training centers and urged government to provide suitable schools to host the training centers, (Daily Trust, 2010).

In this word "we want to ensure that teachers that have benefited from previous workshop will not be re-nominated, except where all teachers from the state have benefited". He urged the state government to complement efforts of the federal government by coming up with capacity building programme for teachers in their respective states for the overall development

of education in the country, he said the institute is currently partnering with more than twenty (20) states on various teachers capacity building programmes. Dr, Sharehu while reiterating the readiness of the institute to partner with state governments to upgrade the standard of teachers said the development of the education sector will not be possible without training and retraining teachers.

The proper implementations of any curriculum depend on the quality of the teachers. The need to update the knowledge of the basic school teachers who are responsible for the implementation of the basic teachers education curriculum at that level is paramount. The federal government of Nigeria recognized this fact as basic schools teachers were involved in the nationwide Millennium Development Goals Project (MDGs) retraining workshop since 2006 for the development of teachers teaching skills. The workshops were organized by national teachers institute (NTI) on behalf of the Zarnfara State Ministry of Education for the basic school teachers within the state, sensitization of teachers, on new 9 years basic education curricula.

In addition NTI used experienced consultants and resource persons in the training that was conducted within the state and involved the use of self-instructional modules, audio and video programmes.

The assessment of Universal Basic Education (UBE) Teachers, Universal Basic Education Commission Officials, State Universal Basic Education Board Officials, NTI officials, Local Government Education Authority Officials on the Millennium Development Goals Project (MDGs) retraining workshops in the implementation of UBE in Zamfara state become paramount as they are major stakeholders in the implementation of the programme in the country.

The adoption of the programme and consideration of stakeholders' opinions are effort aimed at assessing government plan to combat illiteracy in the state. It is based on this fact that the country introduced the NTI/MDGs workshops as a means of improving teaching and learning at the basic education level. The success or failure of any programme depends to a large extent on the assessment of such a programme by the major stakeholders who are involved in it. The millennium development goals and NTI training programme is a yearly programme of one-week long and intensive training workshop across the selected centers in the country.

2.5 Staff Development

Like every other conventional in the country, National Teachers Institute (NTI) give various support and encourage staff to go on further study as it is the base of their promotion both the senior and junior staff of the institute. Teaching and non-teaching staff, including the health workers of the institute have their staff trained within and outside the shore of this nation it is discovered that for better quality delivery in the institute NTI staff must braced up with present socio-economic and technological change.

According to National Teachers Institute NTI Newsletter of 2006, three National Teachers Institute NTI staff bagged PhD In different field, while two of them study in JSS Nigeria, the remaining one study in united kingdom. Also that same year four National Teachers Institute (NTI) staff completed their postgraduate Diploma in distance education (PDDE). Their study was the collaborative effort of commonwealth of learning, the Indira Gandi National Open University, India, and National Open University of Nigeria (NOUN).

Also in effort for upward movement in the capacity building of a staff of the institute Bagged HND in the public health from college of health science and technology, Makarfi, formally school of health and technology,

Kaduna and she receives an award from the school for outstanding academic performance.

It is also worthy of note that the researcher is a staff of National Teachers Institute (NTI) Kaduna undergoing master's degree program at Ahmadu Bello University, Zaria, with one of her colleague in the same department, this amount to staff development and encouragement and support from the institute. As if is often said "you cannot give what you don't have"[1] therefore, for National Teachers Institute (NTI) to provide capacity building to present universal basic education teachers, she has to facilitate the development on her own human resources via staff development mechanism and acquisition of basic knowledge to meet the changing need of twenty first century age.

2.6. The Vision of National Teachers' Institute:

- To enhance the professional skills of serving teachers for higher quality Education delivery at primary and secondary levels with a view to uplifting the standard of education system of the country.

- To upgrade teacher's knowledge and skills in curriculum implementation while instilling in them the virtues of dedication, loyalty, commitment, discipline and resourcefulness.

1. Strengthen quality assurance mechanism of teacher training programmes of the institute.
2. Expansion of the NTI programmes and the application of ICT in the programme delivering.
3. Integration of ICT in all the operations of the institute.
4. Enhancement of revenue generation, mobilization and its optimum utilization.
5. Staff sourcing, welfare and general development.

2.7 Admission Policies

The admission policies on the institute are exactly the same as those of the conventional institutions and are approved by the national council on education and the relevant accreditation bodies so that only qualified students are admitted. This is done to ensure parity and uniformity in the quality of students admitted to and the final output from all the teacher-training institutions in the country. This practice is understandable given the

prevailing prejudices and misconceptions about the nature of Open Distance Learning (ODL) and the Quality of its products, but it also raise question about the "openness" of NTI as an ODL institute, given the stringent criteria for admission into its programmes.

2.8 Assessment Regulation and Mechanisms

The institute's procedure for evaluating students[1] learning has two components: continuous assessment (CA) comprising tests, assignments, and practical's; examinations conducted at the end of each semester. As specified in the national policy on education and the national minimum standards for teacher education, CA constitute 40 percent of the overall assessment, while the related examination constitutes 60 percent. All study centers are require to generate their CA scores based on at least three tutor-marked assignment, and tests taken from a sets of modules. Uniformity in maintained with the help of marking schemes for all this assignment/tests.

To ensure that quality and standards are maintained in uniformly at all the study centers, all scores are moderated centrally at the institute's headquarters using external moderators drawn from the collaborating universities. Similarly, question papers and scores for all examinations are

moderated centrally using external examiners drawn from all over the country. Rules and regulation regarding eligibility to sit for examinations, conducts of examinations and scoring/grading have been published in the form of a hand book on examinations, copies of which have been circulated to all state offices and study centers. This information is also contained in the student's handbook which is issued to every student at the time of registration. A handbook on CA has also been published and circulated to all study centers.

2.9 Primary Education in Nigeria

In 2000, 164 countries committed to achieving education for all by 2015. As access to education is improving, enrollment figures are rising fast, and developing communities. now urgently need qualified teachers to deliver quality education (World Bank, 2002).

There is no gainsaying the fact that education is very vital to the pace of social political and economic development of any nation. This is why most nations of the world strive to devote a sizeable proportion of their Gross national income to develop the educational .sector. In Nigeria, between 7.6% and 9.9% of our annual expenditure is devoted to education.

Management of primary education refers to the process of planning, organizing, directing, staffing, coordinating, budgeting for and reporting on primary education system (Durosaro, 2000).

Primary education in Nigeria refers to education which children receive from the age of 6 years to 12 years plus, it is the foundation level of educational system which runs for six years, and it is aimed at developing basic literacy, numeracy, communication skills and the transmission of the culture of the people to younger generations. The structure of our population in Nigeria is such that 45% of the people are within the age bracket of six to twelve years. According to the provision of national policy on education, this is the corresponding age group of national policy on education, this is the corresponding age group for primary education.

Obviously, the enrolment pattern in the educational system follow the pyramidal structure of the nation's population distribution. The primary level has the largest enrolment, followed by the secondary level and then the tertiary level. This enrolment structure, no doubt, depicts the structure of our social demand for the various levels of education, the primary education level, being the bedrock of the child's basic Education, is very vital aspect of the nation's educational system that deserves to be handled with great care

by the nation. Any error committed in the organization and management of this level of education may sound on the other levels which may seriously mar the lives of the people and indeed the overall development of the nation. This is one good reason why all the stakeholders must show enough concern for those issues that concern the organizing and managing of primary education system.

2.9.1. Contemporary Issues in Primary Education Management.

No doubt, there are numerous issues and problems involved in the management of primary education system in Nigeria. However, some of the crucial ones include:

a) Policy gap in the management of primary education in Nigeria,

b) Data gaps,

c) Funding gaps,

d) Institutional capacity gaps,

e) Expansion of the curriculum to cater for early childhood care,

f) Gender balancing in enrolment,

g) Quality assurance in primary education,

h) Improved nutrition/health of learners and

i) Issues of HIV/AIDS pandemic.

Over the last two decades, the management of primary education had been experiencing some problems as a result of policy gaps. Teacher's salaries were not paid regularly, schools were not well-maintained and facilities were not adequately provided owing to the fact that management of primary education had to be oscillating among the state government, Local government and federal government and then to a federal commission. Moreover, it was just until that concrete legislation was passed on primary education in Nigeria-the UBE Bill in 1976 (Symonds, 2000).

Lack of accurate and timely data has been bane of policy formulation and management of our primary education system in Nigeria. To obtain accurate data on enrolment, teachers, non-teaching staff and even facilities appears to be difficult task for the school managers. The school managers and teachers appears to lack adequate cognitive development in the areas of data collection, analysis and storage. Apart from this lack of capacity of the school managers, school data collection seem to be marred by other socio-politico-economic factors such as fraud, politics of national resources allocation and social apathy.

Another issue of concern in the management of primary education in Nigeria is that of inadequate funding. According to a word bank survey on Nigeria, the federal expenditure on education seems to be below 10% of its overall expenditures. For instance, between 1997 and 2002, the total share of education in total federal expenditure ranged between 9.9% with the trend showing a downward plunge (World Bank, 2002).

It would have been more interesting to spell out proportion of this expenditure on education actually goes to primary education but the non availability of accurate data did not permit this. It is even worth mentioning here that the bulk of this meager expenditure even goes recurrent activities. This issue under-funding of education is so endemic that it has now encompassed series of other problems of shortages of human and material resource (Durosaro, 2000). The current pattern of investment within the education sector is such that the tertiary level gets the lion share while the primary level gets the least. This pattern is inversely related to number of institutions, enrolment and teachers of different education levels. Table 2 presents the data on the pattern of funding of the educational levels by the federal government. The issue of gaps in the pattern institutional capacity to deliver primary education of a sound quality is also crucial in the

management of primary education in Nigeria. It is neither a known fact that most of our institutions do not have vision whether written or unwritten nor a mission statement to guide the activities. There widespread shortage of qualified teachers, shortage of even classrooms, shortage of both pupils' and teachers' furniture and a dearth of required fund, teaching materials and textbooks. In an survey conducted on primary education cost, financing and management in federal capital territory, Kogi, Kwara and Niger states, it was discovered that only f9.57% of the schools in Kwara and 27.08% of the schools in FCT has school libraries while none of the schools in both Kogi and Niger states Had any school Library. It was also found that 24% of schools in Kogi state. 21% of schools in Kwara state, 40.3% of schools in Niger state and 16.75% of schools in FCT were not using form of wall charts teaching aids (Abdulkareem ND Umar, 1997). All these gaps have combined with frequent teachers' strikes and absenteeism in recent years to weaken the capacity of the institutions to deliver sound primary education (Durosaro, 2000).

Furthermore, there is an emerging issue of great importance in the management of primary education in Nigeria. This is that of restricting the level by expanding it to accommodate both the early childhood care and the

pre-primary education curriculum. This is now a burning issue in view of the level of social poverty and the need for poverty alleviation by economic empowerment of women. Stakeholders in primary education are now being mobilized towards this direction with a view to encouraging both public and private participation. This issue will however grave. implications for funding, personnel, facilities, curriculum development and monitoring. A related dimension of this issue is that of expanding and restructuring the system to also cater adequately for the almajiris, area boys, street children and disabled school-age populace across the nation.

Furthermore, the issue of poor enrolment in primary schools in some special areas should be of great importance to primary education management in Nigeria. This issue has three major dimensions. The first is that of how to ensure gender balance in enrolment in some part of the country. Owing to some socio-cultural factors in some parts of the country, female enrolment needs to be improved. But in majority of cases, the second since they appear more effective. The third dimension of this issue is ensuring retention and completion once enrolled, Resolving this issue is closely connected to the next issue of poverty alleviation and provision of good nutrition for children.

The issue of poverty alleviation is more about the parents and wider social constituency of primary education. This phenomenon impacts greatly on schooling particularly at the primary level. Owing to poverty, parents cannot afford to buy school uniforms, books, pay transportation cost and even provide good nutrition for their children. These impair both teaching and learning. There is no doubt that the primary school management should find a way of intervening in assisting the pupils within the national framework of poverty alleviation scheme. Some states already introduced free mid-day meal service to primary schools. This meal service has some implication for school management to ensure it is not counter-productive. Nutritional well-being in childhood has been shown to have larger benefit on school performance as well as physical and mental capacity in later life (World Bank, 2003).

2.10 NTI and Teachers' Capacity Building in Zamfara State

Zamfara State Universal Basic Education (UBE) board has embarked on the training of 1,500 primary school teachers in the state under the first and second quarters of 2010 action plan for teacher-capacity building, (Idris Salisu, 2010). Chairman of the board, Mohammed Aliyu Anka, disclosed

this at the official flagging off of teachers capacity building programme for primary school teachers in Gusau. He said the national teacher's institute Kaduna, will train the teachers in teaching methods in core subjects and the practical writing and implementation of teacher-made lesson plans.

He explained that the training of the teachers, which will last for five days between February 8 and 12, 2010, will be conducted in four centers of the state-Anka, Marafa, Kaura Namoda and Gusau.

The chairman further explained that under the programme, Usman Danfodio University, Sokoto, will also conduct the training of junior secondary teachers in the same centers for five days between February 15 and 19, 2010, as a training would focus on ways and means of improving instructional materials in the core subjects taught at JSS level.

He also stated that 154 participating teachers will receive their training in the Early Childhood Care Development Education (ECCDE) at the federal college of education (Technical,) Gusau, stressing that their training will be on teaching methods in early childhood care and development as well as improvisation of instructional aids in EC.CDE classes. Another batch of 1.300 primary teachers, he said, will be trained in four centers under Zamfara state college of education, Maru, where their

training will focus on effective schools and classroom management and unified continuous assessment strategies for basic education delivery. The chairman said emphasis being given to the capacity building of teachers' implementation of UBE programme was because the success of any school system is determined by the capability and aptitudes of its teachers, which ensure the quality of educational output. (Idris Salisu, 2010).

2.10.1 NTI and Millennium Development Goals in Zamfara State

Millennium development goals (MDGs) project in the education sector by the federal ministry of education and execute by NTI, the programme which is mainly for primary school teachers across the country to undergo a week's intensive retraining course focusing on improving their knowledge and teaching skills in four subjects areas: English language, mathematics, social studies and basic science and technology as well as computer appreciation, improvisation of instructional materials and school-based assessment. According to the DG of NTI, Dr. Aminu Ladan Sharehu priority will be given to the teachers in the rural areas in this year's millennium development goals (MDGs) capacity building programme for primary school teachers, the NTI boss stated this when speaking at a meeting

with stakeholders on the 2010 MDGs capacity building programme in Kaduna, he said as much as possible, teachers in the rural areas that had been neglected in the past will be given priority this year. During this years' training, he said states with difficult terrains would be given more training centers and urged government to provide suitable schools to host the training centers, (Daily Trust, 2010).

In his words, "we want to ensure that teachers that have benefited from previous workshop will not be re-nominated, except where all teachers from the state have benefited". He urged the state government to complement efforts of the federal government by coming up with capacity building programme for teachers in their respective states for the overall development of education in the country, he said the institute is currently partnering with more than twenty (20) states on various teachers capacity building programmes. Dr, Sharehu while reiterating the readiness of the institute to partner with state governments to upgrade the standard of teachers said the development of the education sector will not be possible without training and retraining teachers.

The proper implementations of any curriculum depend on the quality of the teachers. The need to update the knowledge of the basic school

teachers who are responsible for the implementation of the basic teachers education curriculum at that level is paramount. The federal government of Nigeria recognized this fact as basic schools teachers were involved in the nationwide Millennium Development Goals Project (MDGs) retraining workshop since 2006 for the development of teachers teaching skills. The workshops were organized by national teachers institute (NTI) on behalf of the Zarnfara State Ministry of Education for the basic school teachers within the state, sensitization of teachers, on new 9 years basic education curricula.

In addition NTI used experienced consultants and resource persons in the training that was conducted within the state and involved the use of self-instructional modules, audio and video programmes.

The assessment of Universal Basic Education (UBE) Teachers, Universal Basic Education Commission Officials, State Universal Basic Education Board Officials, NTI officials, Local Government Education Authority Officials on the Millennium Development Goals Project (MDGs) retraining workshops in the implementation of UBE in Zamfara state become paramount as they are major stakeholders in the implementation of the programme in the country.

The adoption of the programme and consideration of stakeholders' opinions are effort aimed at assessing government plan to combat illiteracy in the state. It is based on this fact that the country introduced the NTI/MDGs workshops as a means of improving teaching and learning at the basic education level. The success or failure of any programme depends to a large extent on the assessment of such a programme by the major stakeholders who are involved in it. The millennium development goals and NTI training programme is a yearly programme of one-week long and intensive training workshop across the selected centers in the country.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This research sought to assess the impact of National Teachers Institute's training programmes on the capacity building of primary school teachers in Zamfara State, therefore this chapter will described the research design, methodology, population, sample and sampling technique sample size, instrument, validity and reliability of the study.

3.1 Research Design

The research sought to assess the impact of National Teachers' training programme on the capacity building of teachers in Zamfara State. The research relies on the descriptive survey design because it involves the use of questionnaire to determine the response and perception of various participants involved at every level. It is used in a situation that the whole population can not be studied. It hinges on the fact that it is acceptable by social and educational researchers as it yields reliable data on which generalization can be made on the entire population (Afolabi, 1993:55) in Oguh (2002).

3.3 Population

The population for this study comprised all UBE teachers i.e. primary 1 to JSS 3 numbering 6,200 teachers attending the national teachers institute manpower training programmes. Teachers are drawn from the six Local Government Areas in Zamfara State with their head teachers. The choice of this group of participants is based on the fact that they have gone through the programme and so are in a position to assess the programme as well as ascertain its impact on them as teachers.

3.4 Sample and Sampling Technique

Stratified random sampling technique was used to select the 3 Senatorial Districts and three Local Government Areas from each Senatorial District in the State. The sample size was selected using simple random sampling procedure.

The sample of the study comprised 400 participants. 100 participants were selected from the NTI Kaduna, while the remaining 300 teachers were selected on the basis of 100 teachers per each Senatorial District and 9 Local Governments used, i.e. three in each Senatorial District.

3.5 Instrumentation

The instrument for the data collection was questionnaire designed by the researcher and validated by the experts and the supervisors. As a result of the input of the experts, some items were added. The instrument based on five point Likert's scale of rating in which respondents were required in some cases to indicate the extent to which they strongly agree or strongly disagree with-the items was constructed.

3.6 Validity of Instrument

The instrument designed for this study was validated by the thesis supervisor and a group of lecturers in the faculty of education. They gave their comments and suggestions on the construction and the content of the instrument.

3.7 Pilot Study

A pilot test was conducted in which forty participants were used. The forty copies of the questionnaire were distributed to respondents in NTI staff

primary school, Kaduna. All the forty copies of the questionnaire were filled and returned.

3.8 Reliability of the Instrument

The reliability of the instrument was obtained, using Cronbach's alpha of reliability. A reliability coefficient of .914 alpha was obtained. This reliability coefficient was considered adequate for the internal consistencies of the instrument. According to Spiegel and Stevens (1986) an instrument was considered reliable if its reliability coefficient lied between "CT and "1". The closer it was to I, the more reliable and the closer to O, the less reliable. This reliability co-efficient confirmed the reliability of the instrument for this study.

3.9 Administration of the Instrument

The instrument was administered by the researcher through personal visits to areas of the study.

3.10 Methods of Data Analysis

Data gathered were analyzed using simple percentage method. The responses were tallied, analyzed and discussed using descriptive and inferential statistics. One Way Analysis of Variance was used to hypotheses at 0.05 level of significance.

CHAPTER FOUR

ANALYSIS: DISCUSSION AND PRESENTATION OF DATA

4.0 Introduction

This chapter presents the analysis, discussions and data presentations. The data are related to the issues discussed in chapters one and two. The information gathered from the questionnaire form the data. The data are presented by the use of frequencies and simple percentages to give general descriptions of the information obtained. Hypotheses formulated were tested using chi square and Anova.

4.1 Opinions of Respondents on the Impact of NCE through Distance Learning Systems on the Capacity Building of Teachers in Zamfara State

This section presents the opinions of respondents on the Impact of Distance Learning Systems on the capacity building of teachers in Zamfara State. The section relates to items 1-10 in the questionnaire while items 1 and 2 attempted to find out whether through the Distance Learning System programmes, teachers in Zamfara State were able to obtain NCE and Degrees, Items 3, 4 and 5 attempted to find out if the Distance Learning System in Zamfara State enabled teachers to acquire teaching skills, become

professionals and moved to administrative positions in education, respectively.

Items 6, 7 and 8 solicited the opinions of respondents on whether the Distance Learning System in Zamfara State was able to improve the teaching performance of teachers, able the teachers to get appointment in other sectors and able the teachers to get promotion in their places of work. Items 9 and 10 tried to find out whether the graduates of Distance Learning System could compete favourably with other graduates and whether the programme increased the competence of teachers in and outside the classroom.

Responses of all respondents were collected, analysed and presented in a table. Thus, table 4.1 gives the details.

Table 4.1: Opinions of Respondents on the Impact of NCE through Distance Learning System (DLS) on the Capacity Building of Teachers in Zamfara State.

S/N	Item Statement	RESPONSES									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	Through Distance Learning System Programme, primary school teachers in Zamfara State were able to obtain NCE.	137	35.7	100	26.0	28	7.3	100	26.0	19	4.9
2	The NCE teachers obtained through distance learning system programme enables them to go for degree programmes	34	8.9	17	4.4	33	8.6	112	29.2	188	49.0
3	The NCE teachers obtained through distance learning system programme enables them to acquire teaching skills	145	37.8	90	23.4	40	10.4	50	13.0	46	12.0
4	The NCE teachers obtained through distance learning system programme enables them to become professional	184	47.9	70	18.2	30	7.8	42	10.9	58	15.1

5	The NCE teachers obtained through distance learning system programme enables them move to administrative positions in education	46	12.0	45	11.7	154	40.1	125	32.6	14	3.7
6	The NCE teachers obtained through distance learning system programme enables them to improve their teaching performance	164	42.7	137	35.7	51	13.3	17	4.4	15	3.9
7	The NCE teachers obtained through distance learning system programme enables them to get appointment in other sectors	53	13.8	95	24.7	189	49.2	32	8.3	15	3.9
8	The NCE teachers obtained through distance learning system programme enables them to get promotion in their places of work	191	49.7	98	25.5	51	13.3	30	7.8	14	3.7
9	The NCE teachers obtained through distance learning system programme produces candidates that can compete favourably with other candidates who attended other institutions in Nigeria	45	11.7	51	13.3	16	4.2	156	40.6	116	30.2
10	The NCE through distance learning system programme in Zamfara State, increases the competence of teachers in and outside the class room.	211	55.0	15	3.9	45	11.7	90	23.4	23	6.0

There is a consensus opinions among respondents that through distance learning system programme, teachers were able to obtain NCE in Zamfara State. This is sequel to responses of respondents when 61 per cent of them agreed on item 1. However, the NCE teachers acquired through distance learning was used for degree programmes. This is evident from the responses of 78.1 per cent of respondents who did not agree on item 2.

The NCE teachers in Zamfara State obtained enabled them to acquire teaching skills. This is in line with revelation of 61.2 per cent of respondents when they agreed on item 3. The NCE acquired by the teachers enabled them to become professionals in Zamfara State. This is deduced from the responses of 66.1 per cent of respondents when they agreed on item 4.

On whether the NCE teachers obtained through distance learning system made them move to administrative positions, majority of respondents remain undecided. However, 78.4 per cent of respondents agreed that the NCE obtained by teachers enabled them to improve their teaching performance. This is respondents' responses to item 6.

In response to item 7, majority of respondents chose to remain neutral. However, in response to item 8, 75.3 per cent of respondents agreed that the NCE teachers obtained through distance learning system enabled them to get promotion in their places of work.

It was argued by 70.8 per cent of respondents that products of NCE distance learning system could not compete favourably with products of other institutions in Nigeria. However, 58.9 per cent of respondents believed that the NCE through distance learning system increases the competence of teachers in and outside the classroom.

4.2 Opinions of respondents on the impact of PGDE through Distance Learning System (DLS) on the Capacity Building of Teachers in Zamfara State.

This section presents the opinions of respondents on the Impact of PGDE through Distance Learning System on the Capacity Building of Teachers in Zamfara State. The section relates to items 11-20 in the questionnaire.

Responses of all respondents were collected, analysed and presented in a table. Details are presented in table 4.2.

Table 4.2 Opinions of respondents on the impact of Post Graduate Diploma in Education Programme (PGDE) through Distance Learning System (DLS) on the capacity building of Teachers in Zamfara State.

S/N	Item Statement	RESPONSES									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
11	The Post Graduate Diploma in Education programme makes teachers in Zamfara state professionals.	150	39.1	125	32.6	33	8.5	53	13.8	23	6.0
12	The Postgraduate Diploma in Education programme of NTI in Zamfara State covers a widespread area in education and this makes teachers in the state well versed on issues related to education.	20	5.2	61	15.9	22	5.7	180	46.9	101	26.3
13	The Postgraduate Diploma in Education programme of NTI , encourages teachers to be hardworking since it's covered within one year.	51	13.3	15	3.9	17	4.4	164	42.7	137	35.7
14	Through Postgraduate Diploma in Education programme of NTI, teachers in Zamfara State were able to obtain master's degree in education.	30	7.81	81	21.09	238	62.0	27	7.03	08	2.08

15	Through Postgraduate Diploma in Education programme of NTI Teachers in Zamfara State acquired adequate teaching skills.	208	54.2	106	27.6	34	8.8	30	7.8	6	1.6
16	Through postgraduate diploma in education programme of NTI, teachers in zamfara state were able to move to administrative positions in educational organisations.	30	7.81	101	26.3	221	57.6	26	6.77	6	1.56
17	Through Postgraduate Diploma in Education programme of NTI, teachers in Zamfara State were able to improve their teaching performance	178	46.4	120	31.33	33	8.6	47	12.2	6	1.6
18	Through Postgraduate Diploma in Education programme of NTI , teachers in Zamfara State were able to get promotion in their places of work	124	32.3	173	45.1	34	8.9	30	7.8	23	5.9
19	Through Postgraduate Diploma in Education programme of NTI, teachers in Zamfara State were able to get appointments in other sectors.	22	5.73	84	21.88	250	65.1	23	5.9	5	1.30
20	Through the Postgraduate Diploma in Education progamme of NTI, teachers in Zamfara State become competent in and outside the classroom	100	26.0	135	35.2	61	15.9	25	6.5	63	16.4

It was agreed by respondents that most teachers in Zamfara State become professionals through the Postgraduate Diploma in Education (PGDE) offered by NTI. However, according to 73.2 per cent of respondents, the programme does not cover a widespread area in education, hence teachers are not well versed on issues related to education.

Despite making the teachers professional, the PGDE does not encourage them to be hardworking. This is the submission of 78.4 percent of respondents when they disagreed with item 13. On whether through the PGDE conducted by NTI teachers were able to obtain master's programme, majority of respondents remain neutral.

According to 81.8 per cent of respondents, through PGDE, teachers in Zamfara State acquired teaching skills. However, majority of respondents chose to remain neutral on whether the PGDE programme enables teachers move to administrative positions in educational organizations.

Through the PGDE programme teachers in Zamfara state were able to improve their teaching performance. This was revealed by 77.3 per cent of respondents when they agreed on item 17. Majority of respondents

represented by 77.3 per cent agreed that through PGDE teachers were able to get promotion.

The PGDE programme, according to majority of respondents, is not relevant in other sectors. According to 61.2 per cent of respondents, the PGDE programme makes teachers to be competent in and outside class room.

4.3 Opinions of Respondents on the Impact of Strengthening Mathematics and Science Education Programme (SMASE) on the Capacity Building of Teachers in Zamfara State.

Opinions of respondents in respect of Impact of strengthening Mathematics and Science Education Programme (SMASE) on the Capacity Building of Teachers in Zamfara State and presented in this section. Items 21-29 in the questionnaire relate to this section.

Responses of all respondents were collected, analysed and presented in a table. Thus table 4.3 gives the details.

Table 4.3 Opinions of Respondents on the Impact of Strengthening Mathematics and Science Education Programme (SMASE) on the Capacity Building of Teachers in Zamfara State

S/N	Item Statement	RESPONSES									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
21	Through Strengthening Mathematics and Science Education programme of NTI, primary school teachers in Zamfara State are equipped with the skills of teaching science subjects.	100	26.0	135	35.2	20	5.2	69	17.9	60	15.6
22	Through Strengthening Mathematics and Science Education programme of NTI,primary school teachers in Zamfara State become more skillful in teaching mathematics.	100	26.0	120	31.3	32	8.3	65	16.9	67	17.4
23	Through Strengthening Mathematics and Science Education programme of NTI,primary school teachers in Zamfara State acquire skills to go for degree programme in science education.	103	26.8	120	31.3	34	8.9	60	15.6	67	17.4
24	Through Strengthening Mathematics and Science Education programme of NTI,primary school teachers in Zamfara State become competent in teaching of sciences in and outside the class room.	110	28.6	130	33.8	22	5.7	29	7.6	93	24.2

25	Through Strengthening Mathematics and Science Education programme of NTI, primary school teachers in Zamfara State become competent in teaching mathematics.	100	26.0	151	39.3	20	5.2	63	16.4	50	13.0
26	Through Strengthening Mathematics and Science Education programme of NTI, primary school teachers in Zamfara State get promotion.	27	7.0	116	30.2	6	1.6	205	53.4	30	7.8
27	Through Strengthening Mathematics and Science Education programme of NTI,primary school teachers in Zamfara State are made to be head teachers.	20	5.2	82	21.4	4	1.0	182	47.4	96	25.0
28	Through Strengthening Mathematics and Science Education programme of NTI,primary school teachers in Zamfara State are made supervisors of Integrated Science.	50	13.0	44	11.5	45	11.7	105	27.3	140	36.5
29	Through Strengthening Mathematics and Science Education programme of NTI,primary school teachers in Zamfara State are made supervisors of Mathematics.	40	10.4	43	11.2	7	1.8	179	46.6	115	29.9

According to 61.2 per cent of respondents, through Strengthening Mathematics and Science Education Programme (SMASE), primary school teachers in Zamfara State were equipped with skills of teaching science subjects. Majority of respondents also agreed that mathematics teachers become more skilful in teaching mathematics through SMASE.

According to 58.1 per cent of respondents, through SMASE many science teachers acquired skills to go for degree programme in science education. It was agreed by 62.5 per cent of respondents that through strengthening mathematics and Science Education programme, primary school teachers in Zamfara State became competent in teaching of sciences in and outside the class. Majority also agreed that through SMASE mathematics teachers became competent.

There is concensus of opinions among respondents that Strengthening Mathematics and Science Education Programme of NTI, did not serve as an impetus for primary school teachers to get promoted. This was the outcome of respondent's responses on item 26 which is represented by 61.2 per cent.

It was maintained by 72.4 per cent of respondents that SMASE programme of NTI did not make primary school teachers in Zamfara State

head teachers. Majority of respondents also maintained that the programme did not make teachers to become inspectors of Integrated Science. It was also maintained by 76.6 per cent of respondents that SMASE programme did not make teachers in Zamfara State supervisors of mathematics.

4.4 Opinions of respondents on the Impact of Special Teachers' Upgraded Programme (STUP) on the Capacity Building Teachers in Zamfara State

This section presents the opinions of respondents on the impact of Special Teachers' Upgraded Programme (STUP) on the capacity building of teachers in Zamfara State. Items 30-39 in the questionnaire relate to the section. To address the issue, responses of all respondents were collected, analysed and presented in a table. Details are given in table 4.4.

Table 4.4: Opinions of Respondents on the Impact of Special Teachers Upgrade Programme (STUP) on the Capacity Building of Teachers in Zamfara State.

S/N	Item Statement	RESPONSES									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
30	Through Special Teacher's Upgrade programme of NTI, teachers in Zamfara State are creative and initiative in teaching.	110	28.6	123	32.0	33	8.6	68	17.7	50	13.0
31	Through Special Teacher's Upgrade programme of NTI, teachers in Zamfara State deliver better in classroom situation.	100	26.0	123	32.0	32	8.3	32	8.3	97	25.3
32	Special Teacher's Upgrade programme of NTI broadens the mind of teachers for achievement in their assigned duties.	34	8.9	99	25.8	223	58.1	23	5.9	5	1.3
33	Special Teachers' Upgrade Programme of NTI enables teachers in Zamfara State to gain adequate professional knowledge.	181	47.1	123	32.0	27	7.0	47	12.2	6	1.6

34	Special Teachers' Upgrade programme of NTI enables teachers in Zamfara State to acquire skills to improvise teaching and learning materials.	100	26.0	159	41.4	9	2.3	36	9.4	80	20.8
35	Through Special Teacher's Upgrade programme of NTI, teachers in Zamfara State were able to make up their National Certificate in Education (NCE).	134	34.9	142	36.9	17	4.4	64	16.7	27	7.0
36	Through Special Teacher's Upgrade programme of NTI, teachers in Zamfara State were appointed administrators in different educational organisations.	25	6.5	61	15.9	269	70.0	25	6.5	4	1.0
37	Through Special Teacher's Upgrade programme of NTI, teachers in Zamfara State are getting promotion to other salary grade level.	25	6.5	119	31.0	211	54.9	25	6.5	4	1.0
38	Through Special Teacher's Upgrade programme of NTI, teachers in Zamfara State are abreast with new knowledge of teaching methods.	108	28.1	160	41.7	30	7.8	21	5.5	65	16.9
39	Through Special Teacher's Upgrade programme of NTI, teachers in Zamfara State become good instructional supervisors in their various schools.	26	6.8	98	25.5	229	59.6	26	6.8	5	1.3

It was agreed by 60.9 per cent of respondents that through Special Teachers Upgrade Programme (STUP) of NTI, teachers in Zamfara State were creative and initiative in teaching. Majority of respondents (58.1 per cent) also agreed that through STUP teachers in Zamfara State delivered better in the classroom.

On whether or not the STUP broadens the minds of teachers for achievement in their assigned duties, majority of respondents (58.1) decided to remain neutral. However, 79.2 per cent of respondents agreed that STUP enabled teachers in Zamfara State to gain adequate professional knowledge.

According to 67.5 per cent of respondents, STUP enabled teachers in Zamfara State acquired skills to improvise teaching and learning materials. It was also believed by 71.9 per cent of respondents that STUP enabled many teachers in Zamfara State to obtain NCE.

On whether or not teachers trained through STUP were appointed administrators in different educational organizations, majority of respondents represented by 70.00 per cent decided to remain neutral. Majority of respondents were also neutral on whether teachers were able to get promotion to other salary grade level through STUP.

Through STUP, teachers in Zamfara State became abreast with new knowledge of teaching methods. This is the opinion of 60.8 per cent of respondents when they responded in agreement with item 38. On whether the teachers that went through STUP are good instructional supervisors in their various schools, 59.6 per cent of respondents remain undecided.

4.5 Opinions of Respondents on the Impact of Teacher's Education in Sub-Sahara Africa (TESSA) on the Capacity Building of Teachers in Zamfara State.

This section contains the opinions of respondents on the Impact of Teachers' Education in Sub-Sahara Africa (TESSA) on the Capacity Building of Teachers in Zamfara State. Items 40-49 relate to the section. To discuss this section, that relate to it were collected before going into analysis. Therefore, data were collected, analysed ad presented in a table to give clear picture of the issues raised. Table 4.5 gives the details.

Table 4.5: Opinions of Respondents on the Impact of Teacher's Education in Sub-Sahara Africa (TESSA) on the Capacity Building of Teachers in Zamfara State.

S/N	Item Statement	RESPONSES									
		Strongly Agreed		Agree		Undecided		Disagree		Strongly Disagreed	
		F	%	F	%	F	%	F	%	F	%
40	Through Teacher's Education in Sub-Sahara Africa programme of NTI, teachers in Zamfara State acquired skills for classroom management.	22	5.7	104	27.1	229	59.6	25	6.5	4	1.0
41	Through Teacher's Education in Sub-Sahara Africa programme of NTI, teachers in Zamfara State acquired skills for improvisation of teaching aids.	100	26.0	163	42.4	46	12.0	45	11.7	30	7.8
42	Through Teacher's Education in Sub-Sahara Africa programme of NTI, teachers in Zamfara State acquired skills for use of teaching aids in the classroom.	102	26.6	140	36.5	51	13.3	28	7.3	63	16.4
43	Through Teacher's Education in Sub-Sahara Africa programme of NTI, teachers in Zamfara State learned communication skills in the classroom.	24	6.3	81	21.1	247	64.3	25	6.5	7	1.8

44	Through Teacher's Education in Sub-Sahara Africa programme of NTI, teachers in Zamfara State acquired skills for evaluating students during and after lessons.	27	7.0	61	15.9	226	58.9	45	11.7	25	6.5
45	Through Teacher's Education in Sub-Sahara Africa programme of NTI, teachers in Zamfara State were abreast with new knowledge of teaching methods.	104	27.1	150	39.1	10	2.6	20	5.2	100	26.0
46	Through Teacher's Education in Sub-Sahara Africa programme of NTI, teachers in Zamfara State acquired skills for handling the teaching and learning materials	102	26.6	130	33.9	100	26.0	45	11.7	7	1.8
47	Teachers Education in Sub-Sahara Africa programme of NTI broadens the mind of teachers in Zamfara State for better achievement in their assigned duties.	103	26.8	120	31.3	33	8.6	26	6.8	102	26.6
48	Through Teacher's Education in Sub-Sahara Africa programme of NTI, teachers in Zamfara State are acquainted with the problems of education.	96	25.0	121	31.5	17	4.4	50	13.0	100	26.0
49	Through Teachers' Education in Sub-Sahara Africa programme of NTI, teachers in Zamfara State were promoted to various administrative positions.	24	6.3	83	21.6	266	69.3	6	1.6	5	1.3

On whether through TESSA, teachers in Zamfara State acquired skills for classroom management, 59.6 percent of respondents did not decide. However, 68.5 percent of respondents agreed that through TESSA teachers acquired skills for improvisation of teaching aids. It was also agreed by 63.0 percent of respondents that through TESSA teachers acquired skills for use of teaching aids in the classroom.

On whether through TESSA teachers in Zamfara State learned communication skills in the classroom, 64.3% of respondents were neutral. This means majority of respondents did not agree or disagree with item 43. About 58.9 per cent of respondents did not decide on item 44 which solicited their opinions on whether through TESSA teachers in Zamfara State acquired skills for evaluating students during and after lessons.

It was agreed by 66.1 per cent of respondents that through TESSA teachers in Zamfara State were abreast with new knowledge of teaching methods. It was also agreed by 60.4 per cent of respondents that through TESSA teachers in Zamfara State acquired skills for handling teaching and learning materials. About 58.1 per cent of respondents believed that through

TESSA the minds of teachers were broadened for better achievement in their assigned duties.

Majority of respondents agreed that through TESSA teachers in Zamfara State were acquainted with the problems of education. On whether teachers were promoted to administrative positions, 69.5 per cent remained neutral on the item.

4.6 Opinions of Respondents on the Impact of Millennium Development Goals Programme on the Capacity Building of Teachers in Zamfara State.

The section presents the opinions of respondents on the Impact of Millennium Development Goals Programme on the Capacity Building of Teachers in Zamfara State. Items related to this section range from 50-59 in the questionnaire. Data that relate to the section were collected, analysed and presented. Thus, table 4.6 gives the details.

Table 4.6: Opinions of Respondents on the Impact of Millennium Development Goals Programme on the Capacity Building of Teachers in Zamfara State.

S/N	Item Statement	RESPONSES									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
50	Through Millennium Development Goals programme, the minds of teachers in Zamfara State are broadened for better understanding of education.	103	26.8	170	44.3	13	3.4	25	6.5	73	19.0
51	Through Millennium Development Goals programme, teachers in Zamfara State acquire skills for content delivery in the classroom.	100	26.0	134	34.9	25	6.5	65	16.9	60	15.6
52	Through Millennium Development Goals programme, teachers in Zamfara State acquire modern teaching techniques.	109	28.4	160	41.7	80	20.8	24	6.3	11	2.9
53	Through Millennium Development Goals programme, teachers in Zamfara State have better understanding of students.	110	28.6	150	39.1	23	6.0	75	19.5	26	6.8

54	Through Millennium Development Goals programme, teachers in Zamfara State acquire skills for classroom management.	100	26.0	100	26.0	26	6.8	152	39.6	6	1.6
55	Through Millennium Development Goals programme, teachers in Zamfara State acquire techniques for time management.	100	26.0	120	31.3	11	2.9	100	26.0	53	13.8
57	Through Millennium Development Goals programme, teachers in Zamfara State acquire skills for proper evaluation of students.	104	27.1	120	31.3	30	7.8	35	9.1	95	24.7
57	Through Millennium Development Goals programme, teachers in Zamfara State have mastery of the subject matter.	37	9.6	99	25.8	221	57.6	21	5.5	6	1.6
58	Through Millennium Development Goals programme, teachers in Zamfara State acquire skills for application of teaching aids.	102	26.6	130	33.9	28	7.3	64	16.7	60	15.6
59	Through Millennium Development Goals programme, teachers in Zamfara State become more committed in teaching as a profession.	34	8.9	80	20.8	261	68.0	2	0.5	7	1.8

There is agreement among respondents that through Millennium development goals the mind of teachers in Zamfara State were broadened for better understanding of education.

It was also agreed by 60.9 per cent of respondents that MDGs programme in Zamfara State made teachers in Zamfara State to acquire skills for content delivery in the classroom. About 70.1 per cent of respondents also agreed that MDGs programme for Zamfara State enabled teachers to acquire skills for modern teaching techniques.

Majority of respondents represented by 67.7 per cent agreed that through MDGs programme, teachers in Zamfara State have better understanding of students. It was also agreed by 52.1 per cent of respondents that MDGs programme made teachers to acquire skills for classroom management.

It was agreed by 57.3 per cent of respondents that through MDG programme teachers in Zamfara State acquired techniques for time management. It was also revealed by 58.3 per cent of respondents that through MDGs programme teachers acquired skills for proper evaluation of

students. On whether the MDGs programme made teachers in Zamfara State have mastery of their subjects, 57.6 per cent of respondents did not decide.

Majority of respondents agreed that MDGs programme in Zamfara State made teachers acquired skills for application of teaching aids. On whether the MDGs programme in Zamfara State made teachers become more committed in teaching as a profession, 68.0 per cent did not decide.

4.8 Hypotheses Testing

Hypothesis One: The null hypothesis states that, there is no significant impact of Distance Learning System (DLS) programme on the capacity building of teachers in Zamfara state.

Justification for statistical technique: The data for this hypothesis for responses on items on impact of Distance Learning System (DLS) programme on the capacity building of teachers in Zamfara state, which is in ordinal responses of frequency counts, , hence the appropriate statistical technique is the chi square.

Table 4.3.1: Chi square statistics on the impact of Distance Learning System (DLS) programme on the capacity building of teachers in Zamfara state.

Chi-Square Test

Variables	SD	D	UD	A	SA	TOTAL SCORE	X^2 Calculated	Df	X^2 critical	P (SIG)
V1	5	3	284	74	18	384	1078.719	**36**	11.07	0.000
V2	4	21	214	125	20	384				
V3	4	182	96	84	18	384				
V4	23	75	225	45	16	384				
V5	3	156	181	25	19	384				
V6	3	2	195	160	24	384				
V7	3	23	232	99	27	384				
V8	2	20	232	101	29	384				
V9	4	47	181	127	25	384				
V10	2	1	270	82	29	384				

Results : The result of the chi square test above, showed that the calculated chi square value of 1078.719 is higher than the critical chi square of 11.07 at df 36 while the calculated p value of 0.000 is less than the 0.05 alpha level of significance, this indicates that there **is** significant impact of Distance Learning System (DLS) programme on the capacity building of teachers in Zamfara state. Therefore the null hypothesis which states that there is no significant impact of Distance Learning System (DLS)

programme on the capacity building of teachers in Zamfara state, , is hereby rejected.

Hypotheses Two: The null hypothesis states that, there is no significant impact of Post Graduate Diploma in Education programme (PGDE) of NTI on the capacity building of teachers in Zamfara state.

Justification for statistical technique: The data for this hypothesis is responses on items on impact of Post Graduate Diploma in Education programme (PGDE) of NTI on the capacity building of teachers in Zamfara state which is in ordinal responses of frequency counts, , hence the appropriate statistical technique is the chi square.

Table 4.3.2: Chi square statistics on the impact of Post Graduate Diploma in Education programme (PGDE) of NTI on the capacity building of teachers in Zamfara state.

Chi-Square Test

Variables	SD	D	UD	A	SA	TOTAL SCORE	X^2 Calculated	Df	X^2 critical	P (SIG)
V1	27	56	146	137	18	384	302.625	**36**	11.07	0.000
V2	2	22	279	61	20	384				
V3	1	22	217	123	21	384				
V4	4	22	273	66	19	384				
V5	3	23	238	101	19	384				
V6	2	22	238	105	17	384				
V7	4	44	194	122	20	384				
V8	25	23	251	62	23	384				
V9	5	23	250	84	22	384				
V10	24	44	235	61	20	384				

Results: The result of the chi square test above, showed that the calculated chi square value of 302.62 is higher than the critical chi square of 11.07 at df 36 while the calculated p value of 0.000 is less than the 0.05 alpha level of significance, indicate that that there significant impact of Post Graduate Diploma in Education programme (PGDE) of NTI on the capacity building of teachers in Zamfara state. Therefore the null Consequently the

null hypotheses which state that there is no significant impact of Post Graduate Diploma in Education programme (PGDE) of NTI on the capacity building of teachers in Zamfara state , is hereby rejected.

Hypotheses Three: The null hypotheses state that there is no significant impact of Strengthening Mathematics and Science Education programme (SMASE) on the capacity building of teachers in Zamfara state

Justification for statistical technique: The data for this hypotheses is responses on items on impact of Strengthening Mathematics and Science Education programme (SMASE) on the capacity building of teachers in Zamfara state which is in ordinal responses of frequency counts, , hence the appropriate statistical technique is the chi square.

Table 4.3.3: Chi square statistics on the impact of impact of Strengthening Mathematics and Science Education programme (SMASE) on the capacity building of teachers in Zamfara state

Chi-Square Test

Variables	SD	D	UD	A	SA	TOTAL SCORE	X^2 Calculated	Df	X^2 critical	P (SIG)
V1	3	2	258	103	18	384	1133.044	**36**	11.07	0.000
V2	5	43	216	102	18	384				
V3	5	23	231	14	21	384				
V4	7	4	204	153	16	384				
V5	3	2	276	84	19	384				
V6	5	3	284	74	18	384				
V7	4	21	214	125	20	384				
V8	4	182	96	84	18	384				
V9	23	75	225	45	16	384				
V10	3	156	181	25	19	384				

The result of the chi square test above, showed that the calculated chi square value of 1133.044 is higher than the critical chi square of 11.07 at df 36 while the calculated p value of 0.000 is less than the 0.05 alpha level of significance, indicate that that there significant impact of Strengthening

Mathematics and Science Education programme (SMASE) on the capacity building of teachers in Zamfara state. Therefore the null Consequently the null hypotheses which state that there is no significant impact of Strengthening Mathematics and Science Education programme (SMASE) on the capacity building of teachers in Zamfara state , is hereby rejected.

Hypothesis Four: The null hypothesis states that, there is no significant impact of Special Teacheers Upgrade Programme (STUP) on the capacity building of teachers in Zamfara state

Justification for statistical technique: The data for this hypotheses is responses on items on i impact of Special Teacheers Upgrade Programme (STUP) on the capacity building of teachers in Zamfara state which is in ordinal responses of frequency counts, , hence the appropriate statistical technique is the chi square.

Table 4.3.4: Chi square statistics on the impact of Special Teacheers Upgrade Programme (STUP) on the capacity building of teachers in Zamfara State Chi-Square Test

Variables	SD	D	UD	A	SA	TOTAL SCORE	X^2 Calculated	Df	X^2 critical	P (SIG)
V1	3	2	195	160	24	384	377.961	**36**	11.07	0.000
V2	3	23	232	99	27	384				
V3	2	20	231	102	29	384				
V4	4	47	181	127	25	384				
V5	2	1	270	82	29	384				
V6	27	56	146	137	18	384				
V7	2	22	279	61	20	384				
V8	1	22	217	123	21	384				
V9	4	24	271	66	19	384				
V10	3	23	238	101	19	384				

The result of the chi square test above, showed that the calculated chi square value of 377.961 is higher than the critical chi square of 11.07 at df 36 while the calculated p value of 0.000 is less than the 0.05 alpha level of significance, indicate that that there significant impact of Special Teacheers Upgrade Programme (STUP) on the capacity building of teachers in Zamfara state. Therefore the null Consequently the null hypotheses which state that there is no significant impact of Special

Teacheers Upgrade Programme (STUP) on the capacity building of teachers in Zamfara state , is hereby rejected.

Hypothesis Five: The null hypothesis states that, there is no significant impact of Teachers Education in Sub-Sahara Africa (TESSA) on the capacity building of teachers in Zamfara state

Justification for statistical technique: The data for this hypotheses is responses on items on impact of Teachers Education in Sub-Sahara Africa (TESSA) on the capacity building of teachers in Zamfara state, hich is in ordinal responses of frequency counts, , hence the appropriate statistical technique is the chi square.

Table 4.3.5: Chi square statistics on the impact of Teachers Education in Sub-Sahara Africa (TESSA) on the capacity building of teachers in Zamfara state

Chi-Square Test

Variables	SD	D	UD	A	SA	TOTAL SCORE	X^2 Calculated	Df	X^2 critical	P (SIG)
V1	2	22	237	106	17	384	286.930	**36**	11.07	0.000
V2	4	44	194	122	20	384				
V3	25	23	251	62	23	384				
V4	5	23	250	84	22	384				
V5	24	44	235	61	20	384				
V6	3	2	258	103	18	384				
V7	5	43	216	102	18	384				
V8	5	23	231	104	21	384				
V9	7	4	204	153	16	384				
V10	3	2	276	84	19	384				

The result of the chi square test above, showed that the calculated chi square value of 286.930, is higher than the critical chi square of 11.07 at df 36 while the calculated p value of 0.000 is less than the 0.05 alpha level of significance, indicate that that there significant impact of Teachers

Education in Sub-Sahara Africa (TESSA) on the capacity building of teachers in Zamfara state. Therefore the null Consequently the null hypotheses which state that there is no significant impact of Teachers Education in Sub-Sahara Africa (TESSA) on the capacity building of teachers in Zamfara state, is hereby rejected.

Hypotheses Six: The null hypothesis states that there is no significant impact of Millennium Development Goals Programme on the capacity building of teachers in Zamfara state.

Justification for statistical technique: The data for this hypothesis is responses on items on impact of Millennium Development Goals Programme on the capacity building of teachers in Zamfara state, which is in ordinal responses of frequency counts, , hence the appropriate statistical technique is the chi square.

Table 4.3.6: Chi square statistics on the impact of Millennium Development Goals Programme on the capacity building of teachers in Zamfara state.

Chi-Square Test

Variables	SD	D	UD	A	SA	TOTAL SCORE	X^2 Calculated	Df	X^2 critical	P (SIG)
V1	5	3	284	74	18	384	1075.496	**36**	11.07	0.000
V2	4	21	214	125	20	384				
V3	4	182	96	84	18	384				
V4	23	75	225	45	16	384				
V5	3	156	181	25	19	384				
V6	3	2	195	160	24	384				
V7	3	23	232	99	27	384				
V8	2	20	231	100	31	384				
V9	4	47	181	127	25	384				
V10	4	1	269	81	29	384				

The result of the chi square test above, showed that the calculated chi square value of 1075.496, is higher than the critical chi square of 11.07 at df 36 while the calculated p value of 0.000 is less than the 0.05 alpha level of significance, indicate that that there significant impact of Millennium Development Goals Programme on the capacity building of teachers in Zamfara state. Therefore the null hypothesis which states that there is no

significant impact of Millennium Development Goals Programme on the capacity building of teachers in Zamfara state, is hereby rejected.

4.8 Discussion of the Findings

Responses on items 1, 2 and 3 indicate respondents' agreement that through distance learning system, teachers in Zamfara state were able to obtain NCE and this afforded them opportunities to acquire teaching skills and go for degree programmes. This is a good development because one expects good and effective teaching from teachers in Zamfara State. A good number of respondents were of the opinions that through distance learning system, teachers in Zamafara State become professionals, were able to move to administrative positions and improved their preference in the class. The respondents also agreed that through distance learning system, teachers in Zamafara State got promotions in their peace of works the competence of teachers in and outside the class were oged. However, the respondents did not agree that through distance learning system teachers did not get appointments in other sectors and the programme did not produce products that could complete favourably with others who attended other institutions in Nigeria. This calls for a review in the curriculum of the programme to

enable it become diversified so that it accommodates introduction of new ideas.

Majority of respondents were of the opinion that Postgraduate Diploma in Education (PGDE) of the National Teachers' Institute made teachers in Zamfara state Professionals. Majority of the respondents did not believe that PGDE covers a wide spread area in Education. This means it does not make teachers in Zamafara State well versed on issues related to education. This calls for review of the programme to make it well versed on issues related to education. The reponses of respondents revealed that through PGDE programme teachers in Zamfara State acquired teaching skills adequately, were able to improve their teaching performance and get promotions in their places of work. The respondents were also of the opinions that PGDE programme made teachers in Zamfara State competent in and outside classroom.

Respondents' responses on issues related to impact of Strengthening Mathematics and Science Programme (SMASE) on the capacity building of teachers in Zamfara State revealed that the programme equipped teachers with skills of teaching science subjects and mathematics, enabled them acquire skills to go for degree programmes in science subjects and become

competent in teaching sciences and mathematics in and outside classroom. However, the programme could not enable teachers be made head teachers, supervisors in science and mathematics. This calls for a review of the programme to make it address need of the learners because under normal situation capacity building programmes are supposed to enable recipients develop in their careers.

In response to issues related to the impact of special teachers upgrade programme (STUP) on the capacity building of teachers in Zamfara State, majority of respondents believed that the programme enabled teachers in the state to become creative and initiative in teaching, deliver better in the classroom, gain adequate professional knowledge, acquire skills to impromise teaching and learning materials, abreast with new knowledge of teaching methods. However, majority also tend to suggest that the programme could not afford teachers the opportunities to be appointed educational administrators, get promotion to other salary grade level and become instructional supervisors in their various schools. Thus, there is the need for a review of this programme to make it all encompassing.

The view of respondents on issues related to the impact of teachers education in sub-sahara Africa (TESSA) on the capacity building of teachers

in Zamfara State revealed that the programme could not enable teachers in the state to acquire skills for classroom management. However, the programme enabled teachers to acquire skills for improvisation of teaching aids, make them acquire skills for use of teaching aids in the classroom, abreast with new knowledge of teaching methods, acquire skills for handling the teaching and learning materials, broadened. The mind of teachers for better achievement in their assigned duties and get acquainted with problems of education in the state. However, the programme could not enable teachers in the state to get promoted to various administrative positions. The programme could not also enable teachers acquire skills to evaluate students during and after lessons and communicate effectively in the classroom. This calls for a review of the programme to enable recipients acquire skills for effective communication in the classroom and evaluate the students during and after lessons.

The last section of the questionnaire dwelt on the impact of Millennium Development Goals Programme on the capacity Building of teachers in Zamfara State. Majority of respondents maintained that the programme broadened the minds of teachers in the state to understand education better the programme enabled the participants to acquire skills for

content delivery in the classroom. Modern teaching techniques, better understanding of students, classroom management. The programme also enables the participants acquire skills for time management, evaluation of students and application of teaching aids. However, the programme could not make the teachers in state master the subject matter better and be committed to teaching as a profession.

SUMMARY OF MAJOR FINDINGS

i. The NCE through distance learning system builds the capacity of teachers in Zamfara State by enabling them to go for degree programmes, acquire teaching skills, become professional teachers, improve their teaching performances. However the distance learning system does not afford them the opportunities to get administrative positions in educational organizations and appointments in other sectors.

ii. The postgraduate diploma in education obtained by teachers in Zamafara State through NTI enables them become professionals require adequate teaching skills, improve their teaching performance, get promotion in their places of work and become competent in and

outside the classroom. However, the programme does not enable them get appointments in other sectors, move to other administrative positions in educational organizations or to obtain master's degrees in education.

iii. Strengthening Mathematics and Science Education Programme (SMASE) has impact on the capacity building of teachers in Zamfara State in that through it teachers in the state were able to acquire skills of teaching science and mathematics, go for degree programmes, become competent in teaching of sciences and mathematics in and outside the classroom. However, through the programme teachers in Zamfara State could not be made supervisors in science and mathematics, head teachers.

iv. Special Teachers Upgrade Programme (STUP) enhances the capacity building of teachers in Zamfara State in that it makes them to be creative and initiative in teaching, deliver better in classroom, broadens the minds of teachers, gain adequate professional knowledge, acquire skills to improvise teaching and learning materials, obtain NCE and abreast with new knowledge of teaching methods. However, the programme could not make teachers in the

state become good instructional supervisors, appointed into administrative positions or promoted to other grade levels.

v. Teachers education programme in sub-saharan Africa (TESSA) has impact on the capacity building of teachers in Zamfara State because it enabled them acquire skills for improvisation of teaching aids, use of teaching aids in the classroom, abreast with new knowledge of teaching methods, how to handle teaching and learning materials, get acquainted with problems of education and broadens their minds. However, the programme was not a means for teachers to get promotion, acquire administrative positions. Equally, the programme does not make teachers acquire skills for evaluating students or improve on their communication skills.

vi. The Millennium Development Goals Programme has an impact on the capacity building programme of teachers in Zamfara state in that it broadens the minds of teachers, acquire skills for content delivery in the classroom, acquire teaching techniques, understand students better, acquire skills for classroom management, acquire techniques for time management, acquire skills for evaluation of students, and acquire skills for application of teaching aids. However, the

programme does not make teachers become committed to teaching as a profession and does not make them have mastery of the subject matter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations. The chapter is, therefore, organized as follows:

5.2 Summary

5.3 Conclusions

5.4 Recommendations

5.5 Suggestions for Further Studies

5.2 Summary

The study was set to achieve certain objectives among which are to determine the impact of distance learning system, Postgraduate Diploma in Education, strengthening Mathematics and Science Education, Special Teachers Upgrade Programme, Teacher Education in Sub Sahara Africa, and Millennium Development Goasl Programme of NTI on the capacity building of teachers in Zamfara State. The study reviewed literatures related to the study. The areas reviewed include NTI's programme in respect of Nigeria

Certificate in Education (NCE), Postgraduate Diploma in Education (PGDE), strengthening Mathematics and Science Education, Special Teachers' Upgrade Programme, Teacher Education in Sub-Sahara Africa and Millennium Development Goals Programme.

The study is descriptive survey design which was carried out by the use of questionnaire designed by the researcher. The questionnaire was vetted by experts in Educational Administration and Planning and pilot tested where reliability coefficient was arrived at 0.914. The population comprised 3000 teachers in six Local Government Areas in the State. Out of the 3000 population, 400 was used as sample which is more than 10% as recommended by Roscoe (2005). Descriptive statistics and inferential statistics, frequency counts and chi square were used respectively. All the hypotheses tested at 0.05 level of significance were rejected. This means there is significant difference in the perception of respondents in respect of the impact of NTI's programmes on the capacity building of teachers. Majority of respondents believed that the programmes had positive impact on the capacity building of teaches in Zamfara State.

5.3 Conclusions

On the basis of findings of the study the following conclusions are made:

i. The Nigeria Certificate in Education of NTI has positive impact on the capacity building of teachers in Zamfara State.

ii. The Postgraduate Diploma in Education of NTI has positive impact on the capacity building of teachers in Zamfara State.

iii. That Strengthening Mathematics and Science Education Programme of NTI has positive impact on the capacity building of teachers in Zamfara State.

iv. That special teachers' upgrade programme of NTI has positive impact on the capacity building of teachers in Zamfara State.

v. That teacher Education in sub-Sahara Africa has positive impact on the capacity building of teachers in Zamfara State.

vi. That the Millennium Development Goals programme of NTI has positive impact on the capacity building of teachers in Zamfara State.

5.4 Recommendations

The following recommendations are hereby put forward as a result of the outcomes of the study:

i. The Distance Learning programme of the NTI should be improved by setting many internet facilities all over the state to reach many beneficiaries.

ii. The Postgraduate Diploma in Education programme of NTI, in Zamfara State should be enhanced by using qualified teachers to realize its goals within the one year limit.

iii. Teachers who successfully undergo the Strengthening Mathematics and Science Education programme of NTI, in Zamfara State should be made supervisors of mathematics in order to improve the learning and teaching of the subject.

iv. The Special Teachers Upgrade Programme (STUP) of NTI in Zamfara State should include professionals such as Accountants, Engineers, Bankers in order to improve the professionalism and skills acquisition by the teachers.

v. The Teachers Education in Sub-Sahara Africa programme of NTI should accommodate more specialists in all the major African languages in order to broaden the mind of teachers.

vi. The Millennium Development Goals programme of NTI should be improved by making available many teaching aids including infrastructural and instructional facilities.

5.5 Suggestions for Further Studies

i. There is the need for similar study to be carried out in other states of Nigeria to ascertain the relevance of programmes of NTI.

ii. There is the need for a study to be carried out to determine the existing teaching and learning facilities of NTI's programmes in Nigeria.

iii. There is also the need for a study to be carried out to determine qualifications of teachers handling NTI's programmes in Nigeria.

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RESEARCH QUESTIONNAIRE
ON THE

IMPACT OF NATIONAL TEACHERS INSTITUTE'S TRAINING PROGRAMMES ON THE CAPACITY BUILDING OF PRIMARY SCHOOL RTEACHERS IN ZAMFARA STATE

Faculty of education,
Education Department,
Educational Administration
and Planning Section,
Ahmadu Bello, University,
Zaria.

Dear Respondents,

This is a questionnaire prepared to assess the inpact of National Teacher's Institute's Training programme on the development of primary school teachers in Zamfara State. The respondent are kindly requested to give your opinion on the issues raised. The information provided will be treated with confidentiality and for research purpose only.

Yours Sincerely

Saadatu Usman Mayana

Instruction: Tick (√) in the space provided to indicate your candid opinion

SECTION A

Biodata

1. Sex: Male ( ) Female ( )
2. Age: a. 15-24 ( ) b. 25-34 ( ) c. 35-44 ( )
   d. 45-54 ( ) e. 55-above ( )
3. Marital Status: Single ( ) b. Married ( ) c. Divorced ( )
4. Highest Academic Qualification:
   a. Doctorate Degree ( )
   b. Masters Degree ( )
   c. Bachelor Degree/HND ( )
   d. N.C.E ( )
   e. National Diploma ( )
   f. Others Specify: _____
5. Occupation: _____
6. Position of Establishment: _____