

**ASSESSMENT OF CAPACITY BUILDING PROGRAMMES
OF NATIONAL TEACHERS' INSTITUTE, KADUNA ON
THE PERFORMANCE OF TEACHERS IN NORTH - WEST
GEO-POLITICAL ZONE IN NIGERIA**

BY

JEGA ABBAS FATIMA

M.ED/EDUC/10500/07 – 08

**BEING A THESIS SUBMITTED TO THE SCHOOL OF POST-GRADUATE
STUDIES IN PARTIAL FULFILMENT FOR THE AWARD OF MASTER OF
EDUCATION (M.Ed) IN EDUCATIONAL ADMINISTRATION AND PLANNING**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA**

SUPERVISORS:

DR. B.A. MAINA

DR. M.O. DARE

MARCH, 2013

CERTIFICATION

This thesis entitled the Assessment of Capacity Building programmes of National Teachers' Institute on the performance of Teachers in North – West geo-political zone, Nigeria by Fatima Abbas Jega meets the regulation governing the award of degree of Master of Education (M.Ed) in Educational Administration and Planning of Ahmadu Bello University, Zaria and approved for its contribution to knowledge and literary presentations.

.....

Dr. B.A. Maina

Chairman Supervisory Committee

.....

Date

.....

Dr. B.A. Maina

Head, Department of Educational
Foundations and Curriculum

.....

Date

.....

Prof. A.A. Joshua

Dean, School of Post-Graduate Studies

.....

Date

DEDICATION

This write-up is dedicated to my husband for his unflinching support and understanding, and to my lovely daughters for their patience.

ACKNOWLEDGEMENT

The desire for knowledge, practical implementation of the desire and its usage were inspired by many. It is impossible to mention all who played these vital roles, but your efforts are acknowledged. Specific mention will, however, necessarily be made of:

- Ambassador Sani Kangiwa (Turakin Kebbi, of blessed memory) who blazed the trail, and kept the flag flying.
- My family for the understanding and support.
- My supervisor, Dr. B.A. Maina for his patience, painstaking corrections and understanding.
- Dr. M.O. Dare for his time. Second supervisor and other staff of the Department.
- Dr. A.A. Ladan, Ahmadu Bello University, Zaria.
- M.Ed 2007/2008 group for their support.
- Mallam Mailafiya, and Mallam Musa of Education Department, ABU, Department.
- Mallam Lukman Musa of National Teachers' Institute, (NTI), Headquarters, Kaduna.

May Allah reward you all abundantly.

ABSTRACT

The purpose of this study is to assess the Capacity Building programmes of the National Teachers' Institute on the performance of teachers in North-West geo-political zone of Nigeria. Four objectives, corresponding research question and hypotheses were posed for the study. The review of related literature gave broad spectrum on the conceptual framework, teacher education in Nigeria, capacity building programmes through the NTI, Kaduna and their predetermined objectives in nation building. The descriptive research designed was adopted using the survey method. The population of the study was drawn from five states within North-West geo-political zone. The sample drawn from the population was three hundred and thirty (330) representing 250 students and 90 teachers. The researcher adopted the likert five point scale questionnaire of the instrument for data collection.

Furthermore, descriptive statistics; frequency and percentage were used to illustrate the responses of students and staff on the issues raised in the questionnaire. The hypotheses were tested using the t-test statistics at 0.05 level of significance to determine where the respondents differ in their opinions. The four hypotheses were retained.

LIST OF TABLES

- Table 4.1 Opinions of respondents on the strategies used for the capacity building of teachers through the NTI.
- Table 4.2 Opinions of respondents on the quality and standard of teachers in capacity building programmes.
- Table 4.3 Opinions of respondents on the monitoring and supervision of instruments in capacity building programmes.
- Table 4.4. Opinions of respondents on the performance of teachers upon the completion of training workshop.
- Table 4.5 T-test analysis of difference on the strategies for capacity building of teachers through the NTI.
- Table 4.7 T-test analysis of difference on the monitoring and evaluation of teachers' performance in capacity building.

TABLE OF CONTENTS

Title Page	
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	vi
List of Tables	vii
Table of Contents	viii

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Objectives of the Study	8
1.4 Research Questions	9
1.5 Hypotheses	9
1.6 Basic Assumption	10
1.7 Significance of the Study	11
1.8 Scope and Delimitation of the Study	12

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction	14
2.2 Conceptual Framework	14
2.3 Teacher Education Programmes in Nigeria	16

2.4	Capacity Building Programmes of the National Teachers' Institute (NTI), Kaduna	19
2.5	Issues in Teacher Education Programmes	22
2.6	Capacity Building and Information and Communication Technology (ICT)	28
2.7	Quality Assurance in National Teachers' Institute Capacity Building Programme	30
2.8	Summary	35

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction.....	36
3.2	Research Design.....	36
3.3	Population.....	36
3.4	Sample and Sampling Techniques.....	37
3.5	Instrumentation.....	38
3.6	Validity of the Instrument.....	38
3.7	Pilot Study.....	39
3.8	Reliability of the Instrument.....	39
3.9	Administration of the Instrument.....	40
3.10	Methods of Data Analysis.....	40

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1	Introduction.....	41
4.2	Data Presentation.....	41
4.2.1	Respondents' Opinions on the Strategies used on Capacity Building of Teachers through the National Teachers' Institute.....	42

4.2.2	Opinions of respondents on the Quality and Standard of Teachers in Capacity Building Programmes.....	45
4.2.3	Opinions of Respondents on the Monitoring and Supervision of Teachers to ascertain performance	47
4.2.4	Respondents Opinions on the Performance of Teachers after the Completion of Training Workshops	50
4.3	Hypotheses Testing.....	51
4.4	Summary of Tested Hypotheses.....	55
4.5	Discussion of Findings.....	56

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary.....	59
5.2	Conclusion.....	60
5.3	Recommendations.....	61
	References.....	64

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education and school personnel are elements of socio-economic, scientific and technological development of a nation (Hinjari, 2005). Thus, it is good to give education to all citizens as contained in the National Policy on Education (NPE: 2004). In addition, Drakes (1996) posits that, in any educational programme designed for capacity building in a contemporary society, the role of the teachers is central since they form the most indispensable inputs and hold the key to successful implementation of the educational curriculum and national philosophy. Therefore, teacher has the key to the vehicle that steers the Nation towards capacity building and development. With the increased popularity of members in the society, capacity building is a necessity in the husbanding of scarce resources and for the rapid achievement of economic and social goals, (Adams 1980, Cunningham, 1982 and Kaufman 2001). Today, the worlds workplace is becoming increasingly geographically fluid across national, required and international borders due to economic globalization and the development of advanced communications and information technologies. In this context, knowledge has emerged as an economic commodity which has in turn placed pressure on existing national systems to ensure they are placed competitively in the international market place. Therefore, qualitative

education is especially acknowledged as a vital driving force for the socio-economic growth and technological development of the country. Higher education according to the National Policy on Education (2004) is the education given after secondary education in Universities, Colleges of Education, Polytechnic, monotechnics and Institutions such as NTI offering courses through correspondence. The National Goals of Higher Education in Nigeria are as follows:

- Contribute to National development through high level relevant manpower training;
- Develop and inculcate proper values for the survival of the individuals and society;
- Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- Acquire both physical and intellectual skills which will enable individuals to be self reliant and useful members of the society;
- Promote and encourage scholarship and community do not highlight services;
- Forge and cement national unity; and
- Promote international understanding and interaction.

It is therefore, expected that the goals shall be pursued through; teaching, research, virile staff development programmes, generation and

dissemination of knowledge, building a variety of modes of programme including full time, part-time, block-release, day-release, sandwich, access to training funds, maintenance of minimum educational standard, inter-institutional cooperation and dedicated service to the community. The goal of higher education is to improve all aspects of the quality of education to achieve recognized and measurable learning outcomes for all especially, in literacy, numeracy and essential life skills.

It is important to recognize that education has not been used as an instrument to prepare individuals for the labour market and good citizenship, but it also serves other sectors in the economy for National Development. Thus, the challenge to education lies with the foundation for change and maintenance of the best qualities of life.

The need for the attainment of literacy, scientific and technological development as well as to the production of adequate, qualified and specialized teachers aimed at delivering qualitative education to citizens of the country prompted the Government of Nigeria under the leadership of General Murtala Mohammed in 1976 to establish the National Teachers' Institute (NTI), Kaduna to among other things; provide in-service training for teachers through the Distance Learning System (DLS) as contained and emphasized in section 7 of the 1976 Act establishing the Institute. Consequently, the section 7 of the Act stipulated that, the National Teachers' Institute (NTI) is charged with the responsibility of:

- Providing programmes for the training, development, upgrading and certification of teachers;
- Conducting post-graduate courses and examinations in education for graduate teachers;
- Researching in conjunction with other bodies on matters relevant to educational, scientific and technological development of Nigeria; and
- Formulating policies and initiating programmes at all levels of education designed to improve through research, the quality and content of education in Nigeria.

Capacity building is a relative term in which the attainment can be measured against the background of National philosophy and aspirations, (Adamu, 2001). This implies that capacity building increases the range of people, organization and communities through solutions to problems, especially those which arise through social inequality and exclusions on the conventional institutions. Bamgbose (1999) states that in order to meet up with the challenges that bedevil the educational sector, as a pivotal to capacity building, the National Teachers' Institute (NTI) runs and coordinates programmes in conjunction with the State Government through workshops in the attainment of Millennium Development Goals (MDGs) as well as induction training for newly employed teachers with emphasis on pedagogy. The immediate objective of the programme is to achieve quality education for all

learners through universal access, child-centred learning environments and the fostering of a learning culture in schools and classrooms as well as to improve teachers status nationally and socially through emphasis in policy, legislation and administrative decisions on achieving and maintaining the professional nature of teaching, (ILO, UNESCO, 2004).

The strategies used in the programme are as follows:

- a. strengthen high quality, relevant and professional standards, initial teacher education and life long professional development;
- b. establish a sub-regional inter-ministerial, inter-sector process for enriching the quality of teacher education reform in sub-regions in which several ministries of education or higher education are engaged in fundamental reform of teacher education programme to meet MDGs goals;
- c. achieve adequate qualifications and responsibilities;
- d. ensure appropriate teacher recruitment and deployment to meet educational demands in all levels and subject areas; and
- e. improve quality teaching and learning environment.

It is obvious that the philosophical objectives in quality assurance are the decisions of educational programme to train individuals to achieve competence in given subject areas.

1.2 **Statement of the Problem**

The national experience has caused a relationship between heavy investment in University Education and economic growth and development. Under the pressure to expand access and reduce the financial burden of education, the National Teachers' Institute was established to provide quality educational programme by maintaining minimum accepted standards. It is observed that capacity problem is believed to be a major impediment to economic growth which brought about public outcry on the deteriorating quality of public education.

It is obvious that the educational system in Nigeria is faced with the problems as observed and accounted by the researcher amongst which include inadequate qualified teachers, materials and facilities, poor conditions of service and delay or non-payment of salaries and other entitlements. This is accounted for the poor learning facilities in the Study Centres of NTI across the country and delay in the printing and production of learning materials such as the modules, course contents and guides.

The increasing rate of examination malpractices among students of NTI Distance Learning System (DLS) and the rate of discrimination on certification lower the quality standards in output compared with the conventional institutions. There are also other challenges such as inappropriate monitoring, supervision and evaluation of activities by NTI personnel charged with the responsibilities of overseeing programmes,

the non-easy access to tutors and other educational resources by students where students only rely on handouts. This results to poor study-skills and examination malpractices. Also, very little or no guidance and counseling benefits are available to learners. In most cases facilitators from different study centres of National Open University of Nigeria have complained about irregular payment and omission of their names in the schedule for payment of their honorarium. When such happens no supplementary voucher is raised to pay them before the next semester runs out. For instance, the facilitators have not received their last two semesters' honorarium up till now including those whose names were omitted before. This results to negative motivation of the affected facilitators. They become frustrated and their rate of work will be drastically reduced.

The leadership style adopted by most centre managers could be branded as "medieval instrument." They tend to be autocratic in the way they manage their permanent staff and facilitators. The human side of management is a thing that "belongs to the other side of the fence." Communication style between management and employees whether on permanent or temporal basis is jaundiced." It is usually from top-down, not the other way round, workers are given rare opportunity to talk let alone defend their rights.

The administrators mainly are "those who must be obeyed." Some of the centre Directors or coordinators have been found wanting or dismissed due to negligence of duty, abetting examination malpractices and being

involved in one corrupt practice or another. In view of this many Nigerians still doubt the quality and acceptability of the products of open and distance education in the labour market.

Furthermore, the academic system does little to accord NTI poor recognition so that many potentially good leaders are reluctant to accept leadership opportunities in distance learning. Therefore, this study is aimed at developing a viable procedure in enhancing capacity building through qualitative teacher training programmes. Finally, the cost of distance education seem to be a major set back.

1.3 Objectives of the Study

The objectives of the study are to:

- i. determine the strategies adopted on the implementation of teacher training programmes of Nigerian Teachers through the NTI Kaduna;
- ii. assess the quality and standard of teachers produced through the NTI teacher training programmes;
- iii. examine the monitoring and supervision techniques employed by NTI to ascertain the performance of teachers during the programme;
- iv. ascertain the performance of teachers in the class after the training programme workshop.

1.4 **Research Questions**

The following research questions were asked in this study:

- i. What are the capacity building strategies designed for teachers by the National Teachers' Institute (NTI)?
- ii. How does the quality of teacher education through the NTI influence capacity building?
- iii. Why is the quality of teacher education in NTI different compared to other institutions on their certification and capacity building?
- iv. Are there adequate and appropriate monitoring and evaluation on teacher education and capacity building in National Teachers' Institute (NTI), Kaduna?

1.5 **Hypotheses**

Based on the objectives and research questions, four null hypotheses were formulated for the study.

- i. There is no significant difference in the opinions of staff and students on the strategies used on capacity building of teachers through the National Teachers' Institute (NTI), Kaduna.
- ii. There is no significant difference in the opinions of staff and students on the quality and standard of teachers on influence of teacher education and capacity building in the National Teachers' Institute (NTI), Kaduna.
- iii. There is no significant difference in the opinions of staff and students on monitoring and evaluation of teachers to ascertain their performance during the programme.
- iv. There is no significant difference in the opinions of staff and students on the performance of teachers in the class after completion of training workshop.

1.6 **Basis Assumptions**

For the purpose of this research study, it is assumed that:

- i. Teacher education and capacity building are intertwined aimed at National Development in all facets of the economic, social, political and technological sectors of the society.
- ii. Staff and students who form the respondents of the study, would respond objectively to the quality of teacher education and

capacity building of the National Teachers' Institute (NTI), Kaduna.

- iii. Appropriate and adequate evaluation and monitoring activities are carried out to facilitate and ensure quality in teacher education and capacity building through the National Teachers' Institute (NTI), Kaduna.
- iv. Through capacity building, National Teachers' Institute (NTI), Kaduna in collaboration with State Governments, Universal Basic Education Commission (UBEC) and Non-Governmental Organisation (NGOs) is aimed at realizing the Millennium Development Goals (MDGs) of the Federal Government.
- v. The National Teachers' Institute (NTI), Kaduna was established based on the needs, aspirations of the National Philosophy as contained in the National Policy on Education, (NPE, 2004) to bridge the gap eroding the quality and standards in primary and secondary education.
- vi. Funding and cost of production of human and material resources such as printing of modules, payment of allowances to instructors as well as infrastructure affect the realization of the goals and aims of capacity building of teachers in the National Teachers' Institute (NTI), Kaduna.

1.7 Significance of the Study

The significance of the study lies in the fact that its outcome will enhance capacity building of teachers as well as other professionals through the National Teachers' Institute (NTI), Kaduna. This implies that an economy with qualified and sufficient teaching manpower will certainly impart on all other professions such as business, medicine, as well as to develop a steady economy and political society.

The relevance also remains that the opinions of staff and students would help to reactivate the members of the populace on the efficiency and effectiveness of teacher education and capacity building through the National Teachers' Institute (NTI), Kaduna. This implies that the public and labour market would recognize and accept the quality of their training of certificates upon completion of training from the National Teachers' Institute (NTI), Kaduna.

The study shall also be a professional tool for Educational Planners, Curriculum Specialists, Ministries of Education as well as State Governments on the impact and positive harmonization of human and material resources towards capacity building in Nigeria.

The study is significant as it would expose the relevance of adopting appropriate monitoring, supervision and evaluation techniques to check the prevalence of examination malpractices in the National Teachers' Institute capacity building initiatives.

Finally, it will serve as a basis for further studies on the ways of improving and maintaining standards as well as facilitate recognition and acceptance from the public, labour market and meeting entry requirements to the Conventional Universities in Nigeria.

1.8 Scope and Delimitation of the Study

The scope of the study covers the following programmes of the National Teachers' Institute (NTI), Kaduna.

- Teachers Grade II (TC II)
- Pivotal Teacher Training Programme (PTTP)
- Nigerian Certificate in Education (NCE)
- Post-Graduate Diploma in Education (PGDE)
- Advanced Diploma in:
 - i. School Supervision and Inspection (ADSIS)
 - ii. Early Childhood Education (ADECE)
 - iii. Guidance and Counselling (ADGC)
- Special Teacher Upgrading Programme (STUP)
- Millennium Development Goals (MDGs) and Capacity Building initiatives.

In attempt to produce viable response to the research problems, the opinions of staff and students on teacher education and capacity

building were sampled through the National Teachers' Institute (NTI), Kaduna. Therefore, the study is delimited to the assessment of Capacity Building of Nigerian Teachers through the National Teachers' Institute (NTI), Kaduna.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study sets to investigate on the assessment of capacity building of Nigerian Teachers through the National Teachers' Institute (NTI), Kaduna. Therefore, the review of literature focuses on the following sub-topics:

- i. Theoretical framework;
- ii. Teachers education in Nigeria;
- iii. Teacher Training programmes in Nigeria;
- iv. National Teachers' Institute and teacher training programmes in Nigeria; and
- v. Teacher Training Programmes and quality assurance of teachers – National Teachers' Institute and quality assurance

2.2 Theoretical Framework

Teachers are irreplaceable by any scientific technological devices, hence their preparation in various teacher education institutions becomes imperative, (Goshe, 2005). The prominence teachers occupy in the training of young minds is a justification of the popular saying by scholars that no education system can rise above the level of its teachers. This means that, the system of education being operated through pre-primary, primary, secondary and tertiary levels would not be qualitative and standardized to serve its purpose of fulfilling its stipulated goals of education to the Nigerian society without capacity building. This

means that teacher education connotes the pivotal in all levels of societal development, (Hakimi, 2005).

Teacher education refers to a system of education planned for the preparation of the would be teacher to perform his functions effectively and efficiently in accordance with the needs and requirements of the teaching profession, (Shika, 2001). The concept of teacher education in Nigeria refers to the stipulated goals of teacher education as enshrined in the National Policy on Education (2004):

- i. produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- ii. encourage further the spirit of enquiry and creativity in teachers;
- iii. help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals;
- iv. provide teachers with intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and
- v. enhance teachers' commitment to the teaching profession.

This means that teacher education encompasses all the courses of study, theoretical and practical aspects that professionally equip an individual to be a teacher. Hence teacher training institutions namely:

Colleges of Education, Faculties of Education, Institutes of Education, National Teachers' Institute (NTI), Schools of Education in the Polytechnics, National Institute for Nigerian Languages (NINLAN) and National Mathematics Centre (NMC) have teacher education programmes structured to equip teachers to effectively perform their duties towards nation building.

2.3 Teacher Education Programmes in Nigeria

The history of teacher education is interwoven with western education in Nigeria essentially where most teachers were not professionally trained and whose qualification was the ability to propagate Christianity in addition to importing secular knowledge of the missionaries, (Shika, 2001). However, Formal Teacher Education in Nigeria started in 1896 when the Church Mission Society (CMS) opened St. Andrews College at Oyo with an initial enrolment of only ten students. In the recognition of the inadequacy of teachers, in 1912 teachers began to enroll in evening classes, short vacation courses in Kings College Lagos, Government Training Institute at Onitsha and the Normal Training classes at Warri and Bonny, (Achimuga, 2002).

The introduction of formal education in Northern Nigeria by the Government started with the establishment of Nassarawa Teachers' College, Katsina Teachers' College and the Nigerian College of Arts, Science and Technology, (Ukuje, 2002). Furthermore, in recognition and

re-organisation of education in 1929, two teacher training institutions emerged as the Elementary Scholars and Higher Elementary Training College (HETC) for higher primary schools which later metamorphosed into Teachers' Grade II.

Consequently, Ashby commission philosophized that higher education is built upon a solid foundation of primary and secondary education, hence the need for Universities to introduce B.A. Ed programmes and to produce a minimum of 700 graduates annually. Subsequently, the Institute of Education of the Premier Universities in Nigeria organized in-service training during vacation and also served as moderators of the Nigerian Certificate in Education from the first generation Advance Teachers Colleges. Similarly, since independence in 1960, International Organisations such as UNESCO, DFIS, UNICEF enhanced the development of Teacher Education in Nigeria amongst which involves the Afro Anglo-American Teacher Education programme (AAA) and the Association for Teacher Education in Africa (ATEA) which strengthened teacher education programme in Africa through regular conferences, exchange of staff assisting in the development of staff in the Institutes of Education, conducting research and exchange of information on capacity building techniques.

The Nigerian Certificate in Education (NCE) was the outcome of the Ashby Commission's recommendation in 1960 towards manning primary and secondary schools in Nigeria. (Ukuje, 2002) opined that the Federal

Government's crash programme for teachers in 1968 earmarked the production of two thousand graduates and NCE teachers annually for five years to commensurate the expansion of schools earmarked by the Ashby Commission. This effort in teacher education was formally enshrined in the National Policy on Education (NPE, 2004) when the government indicated the aim of teacher education is to produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system.

Consequently, as a result of the increased enrolment of pupils, high level of illiteracy and changing nature of society, the Federal Government in 1976 established the National Teachers' Institute (NTI), Kaduna and charged it with a mandate to speed up the process using the open and Distance Learning System (DLS) of delivering qualitative education to the serving but under qualified teachers as well as upgrading the knowledge of the qualified teachers to meet up with trends in the society, (Fatima, 2009).

The National Teachers' Institute (NTI), Kaduna was established purposely to provide in-service education for teachers through the Distance Learning System (DLS) as enshrined in Act No. 7 of 10th April, 1978 to upgrade the quality of teachers in the nation's educational sector.

The NTI is charged with the following functions:

- (a) Providing programme for the training, development, upgrading and certification of teachers;
- (b) Conducting post-graduate courses and examinations in education for graduate teachers;
- (c) Researching to educational development in Nigeria;
- (d) Formulating policies and initiating programmes at all levels of education designed to improve by way of research, the quality and content of education in Nigeria.

2.4 Teacher Training Programmes of the National Teachers' Institute (NTI), Kaduna

The Federal Ministry of Education through the National Teachers' Institute, Kaduna implemented a capacity building programme for one hundred and forty-five thousand (145,000) primary school teachers in all States of the Federation and the Federal Capital Territory aimed at realizing the Millennium Development Goals (MDGs). The objectives of the capacity building programme are to:

- i. update the teachers knowledge of subject matter;

- ii. contribute to the development of positive attitude and self concept by the teachers; and
- iii. enable teachers to make pupils perceive learning as an interesting and pleasant activity that promotes the development of self understanding, inquiry and critical thinking abilities (NTI Act, 1978).

The Millennium Development Goals (MDGs) is the response to the development and challenges of the nation. The Nigerian citizens are optimistic on the social, political and economic development of the country. Therefore, NTI is to lay a solid foundation for viable and sustainable teacher education for the reduction of illiteracy, poverty, unemployment and value reorientation. This vision on the capacity building programme is built on a truly great African democratic country, politically united, integrated and stable, economically prosperous, socially organized with equal opportunity for all, and responsibility from all to become catalyst of Nigerian renaissance and making adequate all embracing contributions sub-regionally, regionally and globally, (MDGs, 2004).

This laudable programme is indispensable to the education sector, as such the Federal Ministry of Education recognizes the NTI, Kaduna as the vital transformational tool and a formidable instrument for socio-economic empowerment and in response to the crusade and position of

the teacher, quality of education in the development of Nigeria, (Moda, 2002).

Sokan (2002) posited that due to the role of the teacher as an indisputable input and that which holds the key to successful implementation of educational curriculum and development, the National Teachers' Institute, Kaduna initiated the following programmes:

- (a) Teachers Grade II (TC II);
- (b) Pivotal Teachers Training Programme (PTTP);
- (c) Nigerian Certificate in Education (NCE);
- (d) Post-graduate Diploma in Education (PGDE);
- (e) Advanced Diploma (AD) in:
 - i. School Supervision and Inspection (SSI)
 - ii. Early Childhood Education (ECE)
 - iii. Guidance and Counselling (DGC); and
- (f) Special Teacher Upgrading Programme (STUP)

Consequently, in the realization of the goals of Universal Basic Education (UBE) in Nigeria, the NTI introduced an intensive professional school based support for teachers which include:

- a. Teaching teachers how to prepare lesson plans;

- b. Teaching teachers how to develop simple and inexpensive teaching aids;
- c. Helping teachers to develop a handbook of ideas that can be shared with other teachers on how to organize teachers meeting;
- d. Structuring the teachers meetings;
- e. Providing support for teachers when trying out new ideas on how to make lessons in reading, writing, arithmetic, primary science and social studies; and
- f. Organizing need-based workshop for teachers in selected schools at the end of the programme.

Similarly, Delar (2004) stated that the aspiration for accelerating achievements and capacity building require four types of learning as presented:

- i. Learning to be;
- ii. Learning to know;
- iii. Learning to do; and
- iv. Learning to live together.

This means that people should become literate to learn more, to free themselves from ignorance of not knowing themselves and the world around them. Rather, individuals should learn to acquire necessary skills

and knowledge to address the issues of renewable energy generation, management and the development of the society.

2.5 Issues in Teacher Education Programmes

By international conventions, one of the major factors that determine standards and professionalism in teacher education is the selection of entrants into teacher education. The teaching profession has continued to attract the dregs as students mainly due to poor remuneration and lack of clearly defined career growth pattern, are reluctant to enroll as teacher trainees. In Nigeria, the minimum standards for the training of NCE teachers (NCCE 1990) require a secondary school certificate or the Teacher Grade Two certificate or their equivalents, with 5 passes at a sitting including a minimum of 3 credits obtained in the proposed major subjects of study, plus success in the examination set by the Joint Admissions and Matriculation Board (JAMB). However, one serious problem confronting teaching education as regards the selection of entrants is the absence of any strategy for assessing the personality traits of the candidates as well as their interest in the teaching profession. It is a mere waste of resources to recruit and train people as teachers who have no interest in teaching as a career. These issues of recruitment and retention had been posing great threat to the educational sector. In fact, it is sad to note that teaching profession is nothing to many but a mere “stepping stone” or a “parking lot” for other professions. In the words of Ukeje (1991), he posited that the recruitment and retention of competent people in the teaching profession

is a perennial problem all over the world. But the case of Nigeria is particularly serious and fast becoming the last hope of the hopeless that is the profession for those who have nothing else better to do. Teaching phenomenon has to change in order to user in a new social order in Nigeria (op cit). In spite of the low quality of entrant's requirement, enrolment still remains abysmally low. Though the minimum standard for the NCE programme is five passes in the WASCE with at least three at credit level, enrolment still remains abysmally low.

Pre-service Programme for Teachers

Braineld (1965) cited by Nkeye (1986) suggested that the teaching profession should establish the same standards of preparation that would at least be equal to those of the medical profession. This is so because, in his own words; both serve the public welfare in the modest and deepest sense of the term, both are concerned with the fullest development of the human being so that he may carry on his life unhampered by the deficiencies of ignorance and illness. If anything, the teacher serves as a still higher function; he is properly concerned not only to prevent or correct deficiencies but, even more to stimulate and nourish positive qualities of each person in his score. Teacher education programmes must stress both theoretical and practical disciplines of education. The statutory responsibilities for teacher education are vested in colleges of education (COE), Institutes of Education, Polytechnics and National Teachers' Institute (NTI) by distance learning. Teachers are also trained in the University Faculties of Education for B.Ed, B.A. Ed

and M.Ed programmes. Teacher education programmes in all these institutions should centre on foundation courses. The foundation approach to education draws its substance from established disciplinary fields and attempts to stimulate broad, comprehensive and synthetic thinking. Durosaro (2003), Lassa (2000) and Akinsolu (2007) identify four major requirements for a teacher preparation programme. These are general studies, educational studies, studies related to the students intended field of teaching and teaching practice.

In Aaron (2003) cited by Akinsolu (2007) revealed that recent report from classroom research indicates that teachers still needed training in language, skills in teaching initial literacy, number and basic science concepts in the children's mother tongue, more ability to manage children's learning needs during the transition to English as the medium of instruction and more awareness of the importance of language across the curriculum.

Curriculum Delivery

Conventional teaching procedures are the major mode of curriculum delivery of teacher education in Nigeria. Effort in providing appropriate solution as regards this requires adequate proper planning on equipping institutions, their academic staff and non-tutorial personnel for effective use of ICT for continuous improvement of teacher education. The NCE curriculum is reviewed in five year cycle. The review should be a

continuous process. It should be possible to begin with first principles of what do we know about learning at all levels of education and teachers need to know and be able to do to meeting the demands of teaching and learning. This could lead to building a framework for developing a modular approach to initial teacher preparation and certification. All primary school teachers should be trained as multi grade teachers, able to teach the core subjects across the curriculum. However, this is not sufficed to say that there would be no area of specialization in their subject areas.

Funding

The issue of funding of education generally in Nigeria has been generating a lot of controversies for years. The problem of underfunding of higher education has nearly marred teacher education in Nigeria. It poses a great threat to the quality of teachers produced for the society. The effect of the underfunding varies from one institution to another. This, however, depends on the person at the helm of the affairs of the institution. Of recent, institutions are now devising method of fund raising in order for them to be able to cope financially with the situation on their campuses. But this cannot but has effect on the totally quality of the products of the institution. The global economic recession is not helping matter. As reported by Lassa (2000); “the gloomy economic conditions in Nigeria, particularly the galloping inflation that steadily reduces the purchasing power of the naira, have strong enough influences to stultify many attempts at setting minimum standards for institutional budgets.” It

is, therefore, incumbent on the teacher education institutions to look outward for any alternative avenues where fund can be generated to meet the demand of its institution. Many of our teacher education institutions are nothing but a mere commercial venture where the dictates of selling handouts, textbooks, stationeries and other jewelries is the order of the day.

Facilities

The expectation of any teacher education institution is to have physical structures that are conducive enough for training teachers. It is expected of such institution to have adequate and well ventilated classrooms/lecture halls, laboratories for carrying out scientific experiments, a well flourished and well stocked with latest textbooks, journals, magazines and the likes to help produce quality teachers. However, the above is far from what is attainable today in our various Teacher training institutions. What we have on ground are a battered like buildings, unavailability of good libraries and non-existence of laboratories. It is pathetic to note that student teachers have to bring from home or improvise if he or she could, some of the chemicals for their experiment. With this situation on ground, it is highly difficult to produce a well sound teacher. This is to say that the availability of the school facilities in right quantity and quality cannot but aid the good academic output of the teachers in training. Availability of school building and their plant facilities contribute to good academic performance as they enhance effective teaching and learning activities.

As succinctly being put by Abdulkadir (1991), the issue of quality of education does not stop on setting minimum academic standards or setting up high entry admission requirements and high cut off point, but also on improvising the condition under which the students both in and outside the classroom, are made to learn.

Staffing

The academic staff of teacher education institutions play a vital role in terms of quality and quantity of teachers produced. It is expected that he who will teach or lecture at the teacher education institution must be professionally qualified and of high moral integrity. This is because teachers are seen as role models. On no account must teacher educator be not professionally qualified since no nation can rise above the quality of her teachers. Teacher educators must have sense of belonging, loyal and dedicated and of course must have a mission for the institution. The issue of social and economic gain and benefit must be secondary to them. Although, it is perceived that teachers were seen as the most cheated group (Akinwumi, 2000). However, that must not be basis for losing their mission and objectives. Once they deviate from their missions, it will definitely affect the academic performance of teachers in training and therefore, have a negative effect in their overall output. This, however, is not good enough for teacher education.

Professionalisation

The issue of professionalization has remained very fundamental to the quality and people's perception of any profession. It is expected that whosoever will practice any profession must have been well grounded, trained and of course licensed to be able to function well in that profession. This, however, is conspicuously missing in the teacher education sector. Teacher education in Nigeria is an all comer profession. It has been regarded as a dumping ground or lay about profession. As being rightly put by Shokan (2007) "the teaching profession has suffered a lot of bastardisation where it has been regarded as a parking lot for other professions, an all-comers trade with teachers of multifarious backgrounds, training and qualifications.

2.6 Teacher Training Programmes and Information and Communication Technology (ICT)

Technology has helped human civilizations process to improve the quantity and quality of services in human life while Information and Communication Technology (ICT) has revolutionized the flow of information as well as meeting the challenges of learning. Daniel (2005) opined that e-Learning in open and distance learning has taken a multi-media approach comprising mass-media and electronic media. The use of multi-media open and distance learning requires a reliable and cost effective communication vehicle.

The NPE (2004) contained that open and distance learning uses a variety of media and technologies to provide and improve access to good quality education for large number of teachers wherever they may be. The combination of new technologies and partnership between states and institution lead to the development of new models of teaching and learning. This means that information technology based on capacity building programme of the National Teachers' Institute, Kaduna depends on an extensive telecommunications network to bridge the gap between the rich and poor, distance and conventional learning institution in terms of access to communication technologies.

Therefore, the Institute explores three strategies in its capacity building programme as accounted in Monye (2002). These include the following:

- (a) Traditional mass media to by-pass the energy and terrestrial-based communication networks that have not yet reached into villages. The form of capacity building programme based on centralized production of materials, use of mass media such as broadcasting, television and radio as well as the economies of scale through delivery to very large numbers is professionally applied in NTI to facilitate dissemination of information and encourage participation at the grassroots.
- (b) Develop low-cost alternatives and variations of information technologies that are appropriate to the current level of

development in Nigeria. This means that with alternative sources of power and energy, students and teachers can learn to use the Computers, CD-ROM, Internet facilities for enhanced teaching and learning. Such a strategy is developed to facilities access to data learning resources, information and to update the teachers understanding of new approaches to teaching and learning, (Adeyanju, 2003).

- (c) Create centres of excellence for the development of new education and training services to ensure that the skills and knowledge needed for the realization of the goals of education and national development are emphasized and appropriately made suitable and accessible to members of the community to enhance functional quality education at affordable rates and cost.

However, none of the strategies diminishes the need for government and private sector partnership in the development of IT networks reaching into energy facets of the society as well as the need for equity in providing access to education.

2.7 Quality Assurance in National Teachers' Institute Teacher Training Programmes

Quality assurance is a set of activities or procedures that an organization undertakes to ensure that standards specified and reached consistently for a product or service. Therefore, its goal is to create reliable systems

by anticipating problems and designing procedures to avoid errors, (Okebukola, 2005). He further stated that though quality is improved incrementally, project by project, an institution needs institutionalized policy framework for ensuring that the quality in capacity building programmes is achievable through effective participation and management of resources at its disposal.

Uvah (2005) opined that, the quality in capacity building programmes can be measured by how well they have been prepared for life and for service to society in various spheres of human endeavours. This means that, it can be determined and considered on the basis of how good and efficient the teachers are; how adequate and accessible the facilities and materials needed for effective teaching and learning are and how prepared the graduates are for meeting the challenges of life and for solving societal problems, (Middlehurst, 2005). Therefore, quality assurance is the guarantee of confidence and certainly by the programme of study designed by the National Teachers' Institute, Kaduna to enhance the capacity building of Nigerian teachers as well as enhance national development on the promise that quality education is key to positive social changes, (Moda, 2002).

It is obvious therefore, that the philosophical objective of quality assurance are the decisions of the educational programme of the NTI to train and re-train teachers to achieve competence in their various fields of study. This means that the focus of this programme is to prevent

problems, strengthen organisational system, continually improve performance.

The NTI, Kaduna accounted for the first universalisation of quality assurance in the capacity building programme for Nigerian teachers. To achieve high quality in performance of teachers in the programme, Adedipe (2007) posited that emphasis is placed on the following criteria:

- i. Total Quality Management (TQM) models linked to the institution mission, culture, strengths and weaknesses.
- ii. Strategic implementation framework aimed at encouraging participatory management and partnership.
- iii. Curriculum and instructions to specify academic standards and quality as well as educational processes, learning experiences and resources used.
- iv. Staff support services in relevant aspects of students' management systems, educational design, pedagogy, ICT, policy and procedures as well as on students' support, document the nature and content of students and staff records, locations, scope, standard of service and accessibility.
- v. Establish procedures for the scheduling, notification, administration and conditions of examinations along with

processes that ensure the integrity of examinations and marking, schedule of regular monitoring and review against specified performance indicators.

This is not far from Egbokhare (2006) identification of quality having placed emphasis on staff, environment of instruction; content of instruction; student support services; culture of quality; management processes and facts; continuous learning and improvement; quality of instruction as well as the feedback from clients participants and consumers of instructions as the basis for ensuring quality in the capacity building programme of Nigerian teachers through the National Teachers' Institute, Kaduna.

The high demand for quality education in Nigeria is based on the fact that teachers are critical factors in ensuring the quality and standard of the kind of education delivered. Therefore, emphasis on teacher preparation and professionalism must be pursued with vigour through the cluster teacher support and teacher monitoring of the NTI capacity building programmes aimed to facilitate a process where they become creative in problem solving, production of teaching and learning materials, preparation of lesson plans and classroom management structured by careful and thoughtful resource persons of the National Teachers' Institute, Kaduna.

The cluster teacher support programme is designed to achieve the following objectives:

- a. Intensive school-based professional support;
- b. Structuring teachers' meetings where new ideas are tried out on a weekly basis;
- c. Assisting teachers in the production and use of relevant instructional materials;
- d. Mentoring teachers in classroom practice;
- e. Monitoring classroom management and students' learning; and
- f. Providing support for teachers when trying out new ideas or preparing lessons plans in English, Mathematics, Social Studies and Primary Science, (Gidado, 2003).

To foster the capacity building of teachers across the country, the Institute stepped up its retraining programmes across national boundaries and states of the federation to build the capacity of teachers for improved quality of teaching and learning, (Fatima, 2009). Consequently, the emphasis of such training is based on pedagogy and the application of effective techniques of teaching the four core subjects; English, Mathematics, Primary Science and Social Studies in Primary and Junior Secondary Schools of the country.

In collaboration with the Institute, Universal Basic Education Commission conducted training to trainer's workshop in seventeen states to expose the teachers to the teaching techniques and strategies required for the implementation of the Basic Education Curriculum. By implication, the National Teachers' Institute, Kaduna established strong working relationship with both local and international agencies to support the capacity building programme for Nigerian teachers in improved scientific and technological skills in the use of internet facilities to enhance compliance to the national philosophy.

2.8 **Summary**

This chapter discussed the capacity building programme of teachers through the National Teachers' Institute, Kaduna. It explores the issues of quality in teacher education as well as the issue of quality assurance in open and distance learning of the Institute. It also presents that the Nigerian educational system has experienced massive shortfalls in the supply of teachers at the primary level.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology adopted for the study and presents the research design, population, sample and sampling techniques, research instrument administration of instrument validity of

instrument reliability of instrument, pilot study and method of data analysis.

3.2 Research Design

The research design adopted for this study is a cross sectional survey being a descriptive and explanatory research which demands the technique of observation of the target respondents as a principal means of data collection. The choice of the design is based on the fact that it allows for the collection of data from heterogeneous groups on which inferences drawn can be generalized on the entire population where data were collected.

3.3 Population

The population of the study consists of all the thirty-six field Centres within the country. This is made up of the Zonal Offices in each of the six geo-political zones who supervise on group of field centres. This means that the National Teachers' Institute capacity building programme is all inclusive with a student population of seventy-six thousand (76,000), thirty-six (36) Zonal Offices and fourteen thousand, two hundred and ten (14,210) teaching and non teaching staff. Therefore, the total population for the study is eighty-eight thousand, two hundred and forty-six (88,246) to represent students, resource persons, Zonal Officers and administrative staff of the National Teachers' Institute, Kaduna. The source of this data is the department of Field Operations and Students

Services (FOSS) of the National Teachers' Institute, Kaduna. Therefore, the population of the study consists of the resource persons and staff of the National Teachers' Institute, Kaduna and the Kaduna and Katsina Study Centres.

3.4 Sample and Sampling Techniques

The researcher will adopt the random sampling procedure for the selection of sample for the study. The names of Study Centres within North-West Zonal Office were collected and stratified according to their level of programme. This involves NCE, Grade II, Certificate and PGDE. Therefore, the sample size to be drawn to represent resource persons is one hundred and twenty (120) and two hundred and ten (210) to represent NCE and PGDE students. This sample is considered adequate based on the recommendations of Krejcie and Morgan (1970) and Aderemo (1996) in their table determining the sample size in a descriptive research adequate in order to ensure an acceptable representation of the population.

The selection of sample will be done through the stratified random sampling technique in order to take care of the study centres into which the National Teachers' Institute, Kaduna is represented. Consequently, the cluster sampling procedure will be derived from the strata based on the fact that the distribution of respondents each study centre varies.

Therefore, the total number of sample expected to participate in the study is three hundred and thirty (330).

3.5 Instrumentation

The instrument to be adopted as a principal means of data collection for this study is the likert three point scale questionnaire (Agree, Disagree, Undecided). The questionnaire will be designed and adopted by the researcher to generate data and gather responses from the resource persons and students on their assessment of capacity building of National Teachers through the National Teachers' Institute, Kaduna. Furthermore, the questionnaire will be designed based on the research questions and hypotheses formulated for the study.

Consequently, a five sectioned questionnaire (A, B, C, D and E) will be designed with section A posed to generate response on the demographic characteristics of respondents while the other four sections will be based on each hypotheses as posed in the study in order to elicit data on the assessment of the target respondents.

3.6 Validity and Reliability of the Instrument

The content validity method will be adopted by the researcher since it is the most suitable means for the verification of the questionnaire items. Kerlinger (1986) and Ajayi and Bello (2006) posited that validity refers to

when an instrument measures what it supposes to measure. Therefore, validation of the content of the questionnaire will be done by experts in the field of educational administration and planning, research and statistics to determine the level of consistency and relevance of item in the questionnaire.

Reliability on the other hand refers to when an instrument of data collection measures what it is designed to measure. This will be determined using appropriate statistical methods of Pearson product moment correlation coefficient to determine the level of reliability.

3.7 Pilot Study

To determine the reliability of the questionnaire as an instrument for data collection, a pilot study will be conducted on independent respondents using a set of five sectioned questionnaire validated by experts to be administered on thirty respondents representing ten resource persons and twenty students (NCE and PGDE) respectively on their assessment of capacity building of teachers through the National Teachers' Institute, Kaduna. The data collected were subjected to a reliability test using the Pearson product moment correlation coefficient to determine the level of reliability of the instrument.

3.8 Reliability of the Instrument

Reliability on the other hand refers to when an instrument of data collection measures what it is designed to measure. This was determined using appropriate statistical methods of person product moment correlation coefficient to determine the level of reliability. The correlation coefficients of the two sets of scores were calculated and were found to be 0.62 and 0.68 for students and staff, respectively.

3.9 Administration of the Instrument

The questionnaire will be administered personally and through research assistants to the resource persons and students of the National Teachers' Institute, Kaduna, Katsina State in order to elicit data on their assessment of the capacity building of teachers through the National Teachers' Institute, Kaduna.

3.10 Methods of Data Analysis

The data retrieved on the assessment of capacity building through the National Teachers' Institute, Kaduna were computed, tabulated, analysed and presented using simple percentages, frequencies, mean, median and standard deviation as well as the inferential statistics of the T-test employed at 0.5 level of significance to test the hypotheses formulated for the study. The choice of the T-test statistics is based on the two variables involved i.e. students and resource persons of the National Teachers' Institute, Kaduna.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the statistical analysis of the data collected from the students and resource persons in relation to the study on the impact of capacity building programmes of National Teachers' Institute on the performance of teachers in North-West geographical zone. The analysis of data and interpretation of findings for the study were carried out on the basis of the responses collected from the questionnaire administered by the researcher. The data were illustrated and presented in tables using the descriptive statistics of frequency and percentages to illustrate

the opinions of respondents on each item in all sections of the questionnaire.

The hypotheses were tested in order to provide valid solutions to the research questions in the chapter for each of the four stated hypotheses. The t-test statistics for independent samples was adopted to ascertain the result of the analysis using the overall mean scores to draw conclusion according to the decision rule at 0.05 level of significance.

4.2 Data Presentation

This section presents a description of data retrieved on each item to the sections of the questionnaire administered to students and resource persons on their responses on the issues raise for the study.

4.2.1 Opinions of respondents on the Strategies used on Teacher Training Programmes of Teachers through the National Teachers' Institute

This section sets to determine the responses of students and staff on the strategies implored by the National Teachers' Institute on capacity building of teachers in North-West Nigeria.

Therefore, table 4.1 contains the item description and presentation of the data retrieved on the strategies for capacity building of teachers as mentioned in table 4.1.

Table 4.1: *Opinions of respondents on the strategies used for the Teacher Training Programmes through the NTI*

S/No	Item Description	Agreed		Disagreed		Undecided	
		Frq	%	Frq	%	Frq	%
1.	The NTI encourages minimum academic standards	216	78.5	45	16.4	13	5.1
2.	It has a detailed curriculum required for the capacity building of teachers	194	70.5	65	23.6	15	5.9
3.	The varying capacity sustains quality	173	62.9	70	25.5	29	11.6
4.	There are adequate structures and utilities to ensure quality in teacher education	111	40.4	134	48.7	29	10.9
5.	The capacity building programme is for teachers who don't have qualifications in education	226	80.7	43	13.5	12	5.8
6.	The capacity building programme is based on nationally agreed criteria	138	50.2	102	37.1	33	12.7
7.	It is aimed at creating access to quality teacher education	222	80.7	43	15.6	9	3.7
8.	The NTI is aimed at training, developing, upgrading and certification of teachers	152	55.3	92	33.5	29	11.2
9.	It formulates policies and initiates programmes at all levels of education to improve quality and standard	139	50.5	134	49.5	-	-
10.	It collaborates with other bodies on the						

	educational, scientific and technological development of the teachers	221	80.4	51	19.6	-	-
--	---	-----	------	----	------	---	---

From table 4.1, the data collected on item 1 of the questionnaire showed that two hundred and sixteen (78.5%) respondents agreed that the NTI encourages minimum academic standard while forty five (16.4%) disagreed and thirteen (5.1%) showed no response. Responding to item 2 of the questionnaire, one hundred and ninety four (70.5%) of the total respondents agreed that the NTI has a detailed curriculum required for capacity building of teachers. Sixty five (23.6%) disagreed while fifteen were undecided.

One hundred and seventy three representing (62.9%) of the total respondents agreed that the varying capacity building programmes sustain quality, seventy (25.5%) disagreed, while twenty nine (11.6%) remained undecided.

Responding to the assertion that there are adequate infrastructures and utilities for quality in teacher education, one hundred and eleven (40.4%) of the total respondents agreed, one hundred and thirty four (48.7%) disagreed and twenty nine (10.9%) were undecided.

Two hundred and twenty six (80.7%) of the total respondents agreed that capacity building programmes are for teachers who do not have

qualifications in education. Forty three (13.5%) disagreed and twelve (5.8%) remained undecided.

On the assertion that the capacity building programme is based on the nationally agreed criteria, one hundred and thirty eight (50.2%) of the total respondents agreed, one hundred and two (37.1%) disagreed and thirty three (12.7%) remained undecided.

Responding to the statement that capacity building programme of NTI is aimed at creating access to quality teacher education, two hundred and twenty two representing (80.7%) of the total respondents agreed, forty three (15.6%) disagreed and nine (3.9%) were undecided.

Responding to the statement that NTI is aimed at training, developing, upgrading and certification of teachers, one hundred and fifty two (55.3%) of the total respondents agreed, ninety two (33.5%) disagreed and twenty nine (11.2%) were undecided.

One hundred and thirty nine representing (50.5%) of the total respondents agreed that NTI formulates policies and initiates programmes at all levels of education to improve quality and standard, while one hundred and thirty four (49.5%) disagreed. Furthermore, two hundred and twenty one (80.4%) of the total respondents agreed that

the NTI collaborates with other bodies on the educational, scientific and technological development of teachers, fifty one (19.6%) disagreed.

4.2.2 Opinions of Respondents on the Quality and Standard of Teachers in Capacity Building Programmes

This section described the responses of students and staff from items 1 – 10 in section C of the questionnaire which aimed at assessing their opinions on the quality and standards of programmes under the capacity building of teachers in North-West Nigeria. The data obtained are presented in table 4.2.

Table 4.2 Respondents' Opinions on the Quality and Standard of Teachers in Capacity Building Programmes

S/No	Item Description	Agreed		Disagreed		Undecided	
		Frq	%	Frq	%	Frq	%
1.	The quality and standard of the teacher through the NTI programmes are poor	178	64.7	78	28.4	16	6.9
2.	Most participants in NTI programmes face much discrimination among members of the society	232	84.4	40	15.6	-	-
3.	The NTI programmes are characterized with examination malpractices	182	66.2	92	33.8	-	-
4.	Monitoring and supervision of instruction is lacking are the programme	96	34.9	179	65.1	-	-
5.	The quality and standard in NTI programmes do not encourage transition into conventional	238	86.6	37	13.4	-	-

	University education						
6.	Frequent changes in resource persons affect the quality in the teaching and learning process	222	80.7	52	19.3	-	-
7.	Students from the NTI programmes cannot compete academically with their contemporaries in the conventional Universities	66	24.7	207	75.3	-	-
8.	The duration of the programme in NTI affects quality and standards	195	70.9	76	29.1	-	-
9.	The frequent change in course modules and resource persons distorts compliance to the curriculum	201	73.1	71	26.9	-	-
10.	The enrolment of students is too much for teaching and learning process	149	54.2	123	45.8	-	-

From table 4.2, it is revealed that one hundred and seventy eight representing (64.7%) of the total respondents agreed that the quality and standard of the teachers through the NTI programme are poor, seventy eight (28.4%) disagreed, while sixteen (6.9%) were undecided.

On the assertion that most participants in NTI programmes face discrimination among members of the society, two hundred and thirty two representing (84.4%) of the total respondents agreed while forty (15.6%) disagreed.

On the other hand, one hundred and eighty two representing (66.2%) of the total respondents agreed that the rate of examination malpractice is

high, ninety two (33.8%) disagreed. Responding to the statement that monitoring and supervision of instruction are poorly done, ninety six (34.9%) of the respondents agreed while one hundred and seventy nine (65.1%) disagreed.

On the assertion that the quality and standard in NTI programme do not encourage transition to conventional Universities, two hundred and thirty eight (86.6%) agreed while thirty seven (13.4%) disagreed.

Responding to the assertion that frequent changes in resource persons affect the quality in the teaching and learning process, two hundred and twenty two representing (80.7%) of the total respondents agreed while fifty two (19.3%) disagreed.

Furthermore, sixty six (24.7%) of the respondents agreed that student of NTI cannot compete with their counterparts from the conventional Universities, two hundred and seven (75.3%) disagreed. One hundred and ninety five representing (70.9%) of the total respondents agreed that the duration of the programme affects the quality while seventy six (29.1%) disagreed.

On the assertion that frequent changes to course modules and resource persons distorts compliance to the curriculum, two hundred and one (73.1%) agreed while seventy one (26.9%) disagreed.

Responding to the assertion that the enrolment of students is too much for teaching and learning process, one hundred and forty nine (54.2%) of the total respondents agreed while one hundred and twenty three (45.8%) disagreed.

4.2.3 Opinions of Respondents on the Monitoring and Supervision of Teachers to ascertain performance

This section describes the responses of the students and staff on the monitoring and supervision of capacity building programme in North-West Nigeria. The data obtained are presented in table 4.3.

Table 4.3: Opinions of respondents on the monitoring and supervision of instruments in capacity building programme

S/No	Item Description	Agreed		Disagreed		Undecided	
		Frq	%	Frq	%	Frq	%
1.	Monitoring and supervision are inadequate	174	63.3	99	36.7	-	-
2.	Resource persons often times do not attend their classes	152	55.3	125	44.7	-	-
3.	Infrastructural facilities are often times in bad conditions for teaching and learning to take place	201	73.1	71	26.9	-	-
4.	The rate of examination malpractice is high because supervision is poorly done	217	78.9	55	21.	-	-
5.	Total quality management on the NTI mission, vision and strengths encourages checks and balances in performance	201	73.1	55	20.0	16	6.9

6.	Regular departmental and zonal meetings are held to encourage feedback for zonal heads on students' performance	217	78.9	55	21.1	-	-
7.	Criteria are set to determine approval and review procedures for evaluation of performance	195	70.9	76	29.1	-	-
8.	Supervision and evaluation help to determine students outcome and establish rates of progression and retention	141	51.3	132	48.7	-	-
9.	Check up visits are encouraged from the NTI Headquarters to ensure compliance of the Zonal Offices	163	59.6	63	24.4	-	-
10.	Monitoring and supervision are done regularly to check students' population and determine conducive learning environment	208	75.6	63	24.4	-	-

From table 4.3, it is revealed that one hundred and seventy four representing (63.3%) of the total respondents agreed that monitoring and supervision are inadequate while ninety nine (36.7%) disagreed.

Responding to item 2, one hundred and fifty two (55.3%) of the total respondents agreed that resource persons often times do not attend to their classes while one hundred and twenty five (44.7%) disagreed.

In response to item 3, two hundred and one representing (73.1%) of the total respondents agreed that infrastructural facilities for the programme are in bad conditions while seventy one (26.9%) disagreed.

Furthermore, two hundred and seventeen (78.9%) of the respondents agreed that the high rate of examination malpractices is based on poor supervision, fifty five (20.0%) disagreed while sixteen (6.9%) were undecided.

On the assertion that criteria are put in place to check and review procedures for the evaluation of students, one hundred and ninety five (70.9%) of the respondents agreed while seventy six (29.1%) disagreed.

Responding to the assertion that supervision and evaluation help to determine students' performance, one hundred and forty one (51.3%) agreed while one hundred and thirty two (48.7%) disagreed.

On the assertion that check up visits are encouraged from the NTI Headquarters to ensure compliance with Zonal Offices, one hundred and sixty three (59.3%) agreed while one hundred and nine (40.7%) disagreed.

Two hundred and eight representing (75.6%) of the total respondents agreed that monitoring and supervision are done regularly to check students' population and determine on conducive learning environment, sixty three (24.4%) disagreed to the assertion.

4.2.4 Respondents' Opinions on the Performance of Teachers after the completion of Training Workshops

This section sets to determine the responses of students and staff on the performance of teachers after the completion of training workshops. Therefore, table 4.4 contains the details.

Table 4.4: Opinions of respondents on the performance of teachers upon the completion of training workshop

S/No	Item Description	Agreed		Disagreed		Undecided	
		Frq	%	Frq	%	Frq	%
1.	The academic performances of the teachers remain the same after workshops	59	22.9	212	77.1	-	-
2.	Transition to further students is hindered in conventional Universities	216	78.5	55	21.5	-	-
3.	There is a limit to how far the teachers can go in terms of furthering the education	200	72.7	71	27.3	-	-
4.	Results and certificates are often delayed after completion of programmes	60	22.9	212	77.1	-	-
5.	The objectives of NTI programmes are achieved at the end of the training programmes of teachers	225	81.8	46	18.2	-	-

From table 4.4, it is revealed that fifty nine representing (22.9%) of the total respondents agreed that the academic performances of the teachers remain the same after workshops while two hundred and twelve (77.1%) disagreed.

Two hundred and sixteen representing (78.5%) of the total respondents agreed that transition to further studies is hindered in conventional Universities, fifty five (21.5%) disagreed.

Responding to the assertion that the objectives of NTI programmes are achieved at the end of the training programme of teachers, two hundred and twenty five (81.8%) agreed while forty six (18.2%) disagreed.

4.3 Hypotheses Testing

The four null hypotheses formulated for the study by the researcher were to proffer solutions to the questions raised in the study. The hypotheses were tested using the t-test statistics for independent samples at 0.05 level of significance by this, when the probability value is less than the level of significance set for the study ($P < 0.05$) the hypothesis is rejected while it is said to be accepted when the probability value is higher than the level of significance ($P > 0.05$) the hypothesis is accepted. Where the hypothesis is retained or rejected, the mean statistics is used to probe further into the results of the hypothesis and to test the significant relationship of the mean.

Hypothesis I

There is no significance different in the opinions of staff and students on the strategies used on capacity building of teachers through the National Teachers' Institute, Kaduna. This hypothesis was set to determine whether the respondents differed in their opinions on the strategies implored for capacity building programmes. Therefore, table 4.5 contains the t-test analysis.

Table 4.5: T-test analysis of difference on the strategies for Teacher training programmes of teachers through the NTI

Status	N	Mean	SD	SE	DF	t-cal	P	t-cril
Staff	90	25.6000	3.5909	.3785				
Students	240	25.6417	4.0329	.2603	328	.931	0.91	1.96

From table 4.5, the calculated value of t (.931) is less than t-critical (1.96) at 0.05 level of significance at 328 degree of freedom. This implies that there is no significant difference in the opinions of staff and students on the strategies for capacity building programmes of teachers through the National Teachers' Institute. Therefore, the null hypothesis is retained.

Hypothesis II

There is no significant difference in the opinions of staff and students on the quality and standard of teachers on the capacity building of teachers through the NTI, Kaduna. This hypothesis was set to determine whether the respondents differed in their opinions on the quality and standard of capacity building programmes. Therefore, table 4.6 contains the t-test analysis.

Table 4.6 Quality and standard of teachers on the teacher training programmes of teachers through the NTI, Kaduna

Status	N	Mean	SD	SE	DF	t-cal	P	t-crit
Staff	90	22.6333	3.3468	.3528				
Students	240	23.0500	4.3205	.2789	328	.927	.355	1.96

From table 4.6, the calculated value of t (.927) is less than the critical value of t (1.96) at 0.05 level of significance at 328. This implies that there is no significant difference in the opinions of staff and students on the quality and standard of capacity building of teachers through the NTI, Kaduna. Therefore, the null hypothesis is retained.

Hypothesis III

There is no significant difference in the opinions of staff and students on the monitoring and evaluation of teachers' performance in capacity building programmes through the NTI, Kaduna. This hypothesis was set to determine whether the respondents differed in their opinions on the monitoring and evaluation of teachers. Therefore, table 4.7 contains the analysis.

Table 4.7: t-test Analysis of difference on the monitoring and evaluation of teachers performance in capacity building

Status	N	Mean	SD	SE	DF	t-cal	P	t-cril
Staff	90	21.4111	2.5213	.2658				
Students	240	21.9542	3.8293	.2472	328	1.496	.213	1.96

From table 4.7, the calculated value of t (1.496) is less than the critical value of t (1.96) at 0.05 level of significance at 328 degree of freedom. This implies that there is no significance difference in the opinions of staff and students on the monitoring and evaluation of teachers' performance in capacity building. Therefore, the null hypothesis is retained.

Hypothesis IV

There is no significant difference in the opinions of staff and students on the performance of teachers upon completion of training workshops. This hypothesis was set to determine whether the respondents differed in their opinions on performance of teachers upon completion of training workshops. Therefore, table 4.8 contains the analysis.

Status	N	Mean	SD	SE	DF	t-cal	P	t-crit
Staff	90	12.7111	2.1891	.2307				
Students	240	13.0583	2.4641	.1591	328	1.239	.217	1.96

From table 4.8, the calculated value of t (1.239) is less than the critical t (1.96) at 0.05 level of significance at 328 degree of freedom. This implies that there is no significance difference in the opinions of staff and students on the performance of teachers upon completion of training workshops. Therefore, the null hypothesis is retained.

4.4 Summary of Hypotheses Testing

The table 4.9, gives a summary of the statistical analysis conducted to test the four null hypotheses formulated for the study and the results obtained at 0.05 level of significance of the t-test statistics and results obtained.

S/No	Hypotheses	Statistics	Sign	Decision	Restate Ho
------	------------	------------	------	----------	------------

1.	Ho ¹ there is no significant difference in the opinions of staff and students on the strategies used for the capacity building of teachers through NTI	t-test	0.05	Retained	Ho ¹ there is no significant difference in the opinions of staff and students on the strategies used for the capacity building of teachers through NTI.
2.	Ho ² there is no significant difference in the opinions of staff and students on the quality and standard of teachers on the influence of teacher education and capacity building of teachers through NTI.	t-test	0.05	Retained	Ho ² there is no significant difference in the opinions of staff and students on the quality and standard of teachers on the influence of teacher education and capacity building of teachers through NTI.
3.	Ho ³ there is no significant difference in the opinions of staff and students on the strategies adopted for the monitoring and evaluation of teachers to ascertain their performance during the programme.	t-test	0.05	Retained	Ho ³ there is no significant difference in the opinions of staff and students on the strategies adopted for the monitoring and evaluation of teachers to ascertain their performance during the programme.
4.	Ho ³ there is no significant difference in the opinions of staff and students on the performance of teachers in the class after completion of training workshop.	t-test	0.05	Retained	Ho ³ there is no significant difference in the opinions of staff and students on the performance of teachers in the class after completion of training workshop.

4.5 Discussions of the Findings

There is no gain saying the fact that education is vital to the pace of social, political and economic development of a nation. The enrolment pattern in the educational system follows the pyramidal structure of the nation's population distribution. Enrolment structure depicts the structure of our social demand for the various levels of education.

The study also revealed that there exist institutional gaps in capacity building programme for teachers. The school structures were not well maintained and facilities were not adequately provided due to the fact that monitoring and supervision were poorly done.

Furthermore, the study revealed that the restructuring of the programme was done by expanding it to accommodate both the NCE (DLS) and PGDE education curriculum.

The study also revealed that the emergence of the NTI capacity building programme is an inevitable and phenomenal evolution in the history of educational development. This is based on the fact that it has led to expansion, provision of access, equity and cost-effectiveness, the growth in participation and distance mode of education has made education to be more flexible, learner friendly, and multi-perspective in approaches to teaching and learning.

It is further revealed that capacity building strategies implored through the NTI involves the introduction of policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender or time constraints. This implies that, courses are made up of a number of course components or learning materials which may include teaching texts, study guides course guides, anthologies, assignments, television broadcasts or video tapes, radio broadcasts, software or online information and data.

The study also revealed the absence of significant relationship between the achievement of minimum academic standards and the age of University. It also showed significant relationship between students' enrolment and carrying capacities of the programme. It was also observed that significant difference exists between the quality of output through the NTI and conventional Universities. This implies that in order to guarantee continuous sustainability of the quality of programmes through the NTI, attempt should be made to ensure that they don't exceed their carrying capacity.

The study also shows that teachers who hope to ensure prompt employment should strive to do well in their first training workshops in order to get the attention of the institutional heads for job offers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The main purpose of this study was to assess the impact of capacity building programme of National Teachers' Institute on the performance of teachers in North-West geographical zone of Nigeria. The major factor considered was the impact of the programme on the performance of teachers. Consequently, four objectives and corresponding research questions and hypotheses were formulated for the study.

The review of literature gave broad spectrum on the conceptual framework, teacher education in Nigeria, capacity building programmes in Nigeria, history and establishment of the National Teachers' Institute, Kaduna, North-West Nigeria and their predetermined goals in the quality in teacher education and performance in Nigeria.

The design adopted for the study was the descriptive research design using survey as the methodology. The population of the study was drawn from the five states (Kaduna, Kano, Zamfara, Sokoto and Kebbi) which comprises the states within North-West Nigeria. Two hundred and forty students were randomly selected to represent students while ninety staff, were selected representing a total of three hundred and thirty (330) respondents involved in the study. The instrument used for data collection was the likert five point scale questionnaire designed, adopted

and administered by the researcher. The data retrieved from the respondents were analysed and used to answer the research questions as well as to determine the level of significance at 0.05 level of the t-test statistics.

The findings of the study helped to answer the research questions raised in chapter one of this study and also disapproved some assumptions underlying the study. It was observed that the four null hypotheses formulated for the study were retained. This implies that the respondents do not significantly differ in their opinions on the issues raised in the questionnaire. The data as presented on table 4.9, recalled the results as well as a decision to retain the hypothesis. Furthermore, summary of the study was carried out while the conclusions were made and recommendations proffered based on the findings of the study.

5.2 Conclusions

The professional development of teachers is a key guarantor of quality education and must be linked to all phases of teacher education programmes and research. For any teacher education to achieve its desired goal and objectives, it must be tailored towards four basic components; methodology, pedagogy, practice and curriculum areas. The presence of all four components is, however, essential to achieving a balance between general theory and the professional oriented training.

Teacher education programmes cannot be regarded as initial teacher education, it is also important that teachers receive in-service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching methods. This is because teaching is a life long process of learning. Human knowledge is expanding, facts are changing and there is always a risk that the teacher will be stuck in old tracks repeating the same kind of instruction year after year.

It is quite clear from the foregoing that for the capacity building programme through the NTI to achieve its stated objectives, crucial issues of policy, findings, data, curriculum review and capacity building gaps must be squarely addressed by education managers to efficiently deploy funds in the face of the dwindling financial resources, innovative and purity driven styles of resources management and policy revitalization in the areas of staffing, facility levels, minimum academic standards and matching students enrolment with carrying capacity. These have been seen to be the main strategies and determinants for quality in the capacity building programmes of teachers through the NTI, Kaduna.

5.3 Recommendations

⇒ Capacity building is about what people at different levels or units of an institution contribute to accepted standard of product quality.

This involves a coordinated quality assurances system which is systematic, provide fundamentals of practice as well as manageable so that its participants will use it, integrate it and allow scope for individual initiative and professional judgement to meet the dynamics of the society.

- ⇒ A number of strategies should be adopted to enable the capacity building programmes through the NTI system record success in its quality and standards. Kirkpatrick (2005) stated the strategies to include among others.
- ⇒ Total Quality Management (TQM) models should be applicable to NTI programmes. These models should be appropriately linked with the institutions' mission, culture, strengths and weaknesses, opportunities and strengths.
- ⇒ A strategic implementation framework is also vital to the success of the capacity building programmes. The framework should begin with a quality policy statement for managing and encouraging participation management. All teachers should be trained in quality methods and standards, problem solving techniques as well as communication techniques to address the issues of gap in effective communication.

- ⇒ Inter study centre and zonal meetings should be a useful strategy for problem solving and new programme initiatives. A watch dog body should be necessary to ensure quality in the supervision, monitoring and evaluation of students and staff as well as defining the benchmark against which to judge standards and quality.

- ⇒ On the curriculum and instruction, specific academic standards and quality should be specified. This involves setting criteria such as the educational processes, learning experiences and resources to be used, mode of assessment, as well as establishing standard for ensuring quality in programme design, approval and review procedures to include both interval and external peer review of learning materials to suit desired outcomes, moderation of assessment and course evaluation.

- ⇒ On staff support, they should be provided with training in relevant aspects of student management system, educational design and pedagogy, ICT use and policy. This is to enable the teachers become aware of the students' support services available.

- ⇒ Student support services should be built around nature and content of students' records, and assign responsibility for tracking them. Students' support services should consider the locations, scope, standard of service suitability and accessibility as well as establish procedures for the scheduling, notification,

administration and conditions of examinations along with processes that ensure the integrity and quality of examinations and marking.

⇒ Regular monitoring and review against specified performance indicators to determine students' outcome through progression and retention.

REFERENCES

Achimugu, A.O. (2002) Accreditation for Quality Assurance in Higher Education. Panorama Internet edition.

Adams, E.O. (1980) The practice of qualitative education in Nigeria. Paper presented at the Nigerian Association of Educational Administration and Planning, Awka.

Adamu, Y. (2001) Problems and prospects of Open and Distance Education in Nigeria, unpublished M.Ed Thesis Bayero University, Kano.

Adedipe, N.O. (2007) University quality assurance funding strategy and task allocation. A paper presented on funding tertiary Qucation, University of Lagos.

Aderemo, A. (1996) Fundamental Research Statistics for behavioural sciences.

Adeyanju, A. (2003) Quality Education and Interdisciplinary Imperative at all levels. Postman paper publications.

Ahmad, S. Nigerian Educational System: Issues and contentions. Zaria, Conglomeratics.

Ahmed, A.A. (2007) Towards improved quality assurance system for Nigerian schools. Federal Ministry of Education, Abuja.

Ajayi, O. and Bello, R. (2006) Research Methods and Statistics in Education, Josa Publications.

Bamgbose, A. (1999) Enhancing access to Education in the Open and Distance Learning programmes in Nigeria.

Cummingham, R. (1982) Assuming quality of a mobile in a human resource management. Learners perception, education.

Dare, M.O. (2008) Quality and Reference in University Distance Learning programme, Post-graduate school, Ahmadu Bello University, Zaria.

Delar, P. (2004) Quality Assurance in continuing Professional Education. New York, Routeedge.

Drakes, J.S. (1996) Quality management and quality assurance, Geneva, International Organisation for Standardization.

Egbokhare, F.O. (2006) Quality Assurance in Distance Learning, Ibadan University Press.

Fatoye, B. (2003) Sharing a new action for more functional and qualitative Quation in Lagos State. A paper delivered at Excellence Hotel.

Federal Government Nigeria; (2004) National Policy on Education NERDC

Gidado, T.G. (2003) Teacher Education in Nigeria: Current states, challenges and strategies for improvement Jos, University of Jos Conference presentation.

Goshe, M.D. (2005) Management of Teacher Education in Nigeria: Issues and Challenges. Journal of Educational Management and Planning Vol.2.

Hakimi, A. (2005) Taking the Distance out of University Education in the 21st century in Nigeria, Zazzau Press.

Hinjari, H.S. (2005) Enhancing productivity of Teachers: A key to successful implementation of the UBE programme. Journal of Educational Management and Planning.

Jega, A. F. (2009) Assessment of Capacity Building Programmes of the National Teachers' Institute, Kaduna. Seminar presentation, Ahmadu Bello University, Zaria.

Karlinger, F.N. (1986) Foundations of Behavioural Research. New York. Holt Rinehart and Winston Inc.

Kaufman, P. (2001) Quality assurance in open and Distance Learning in Commonwealth of Learning. Monsah University, Australia.

Krejcie, P.C. and Morgan, W.W. (1970) Determining the sample size for Research Activities. Journal of Education and Psychological Measurement.

Middlehurst, R. (2005) Quality Assurance Implications of new forms of higher education. European Network for quality assurance in Higher Qucation, Helsinki.

Moda, A. (2002) Towards Quality Education in Nigeria, Owerri, Totan publications.

Monye, O. (2002) Quality or Quantity in Teacher Education in Nigeria. Zaria, Gaskiya Press Limited.

Okebukola, P.A.O. (2005) The State of University Education in Nigeria, Ibadan; Heineman Publication.

Shuka, A. (2001) Management Administration and Quality Education in Distance Learning Programmes, NIEPA.

Sokan, A.B. (2002) The Quality Assurance Process in the Nigerian University System, Ibadan Spectrum Books.

Tijjani, A. and Imikari, S. (2008) Distance Education and the Teaching of Science and its impact on society.

Ukeje, P. (2002) Strategising for Nigerian University System: knowledge generation and dissemination and challenges in Distance Learning programmes.

Uvah, I, I, (2005) Quality assurance and Institutional Stability in the Nigerian University System. Nigerian Journal of Educational Administration and Planning.

Questionnaire

Questionnaire for students and staff on the impact of capacity building programme of National Teachers' Institute on the performance of teachers in North-West geo-political zone

Department of Educational Foundation and Curriculum,

Faculty of Education,

Ahmadu Bello University,

Zaria.

Dear Respondent,

The researcher is a Post-graduate student conducting a research on the impact of capacity building programme of NTI on the performance of teachers in North-West Geo-political zone in Nigeria.

Your honest opinion will very much enhance the quality and validity of the study in the fulfillment of the criteria for the award of Master's Degree in Educational Administration and Planning.

Thanking you in anticipation of your cooperation.

Fatima Abbas Jega

SECTION 'A'

Sex: Male [] Female []

Status: Student teacher [] Resource person []

Educational Qualification: NCE [], B.Ed. [], PGDE [], M.Ed. [], Others []

Years of teaching experience as a student: 1 – 5 years [], 6 – 10 years, 11 – 15 years [], 16 years above []

Years of experience as a resource person: 1 – 5 years [], 6 – 10 years, 11 – 15 years [], 16 years above []

Location of Study Centres: Urban [] Rural []

Instruction: Beside each statement are possible options of Strongly Agree (SA) Agree (A) Strongly Disagree (SD) Disagree (D) Undecided (UD) respectively. Tick (√) appropriately that which agrees with your opinion.

SECTION 'B'

	<i>Opinions of staff and students on the strategies used on capacity building of teachers through the NTI</i>	SA	A	SD	D	UD
1.	The NTI encourages minimum academic standards.					
2.	It has a detailed curriculum required for the capacity building of teachers.					
3.	The varying capacity sustains quality.					
4.	There are adequate structures and utilities to ensure quality in teacher education.					
5.	The capacity building programme is for teachers who don't have qualifications in education.					
6.	The capacity building programme is based on nationally agreed criteria.					
7.	It is aimed at creating access to quality teacher education.					
8.	The NTI is aimed at training, developing, upgrading and certification of teachers.					

9.	It formulates policies and initiate programmes at all levels of education to improve quality and standard.					
10.	Collaborate with other bodies on the educational, scientific and technological development of the teachers.					

SECTION 'C'

	<i>Opinions of staff and students on the quality and standard of teachers on capacity building programmes</i>	SA	A	SD	D	UD
1.	The quality and standard of the teachers through the NTI programmes is poor.					
2.	Most participants in NTI programmes faces much discrimination among members of the society.					
3.	The NTI programmes are characterized with examination malpractices.					
4.	Monitoring and supervision of instruction is lacking in the programme.					
5.	The quality and standard in NTI programmes does not encourage transition into conventional University education.					
6.	Frequent changes in resource persons affects the quality in the teaching and learning process.					
7.	Students from the NTI programmes cannot compete academically with their contemporaries in the conventional Universities.					
8.	The duration of the programme in NTI affects the quality and					

	standards.					
9.	The frequent change in course modules and resource persons distorts compliance to the curriculum.					
10.	The enrolment of students is too much for teaching and learning process.					

SECTION 'D'

	<i>Opinions of staff and students on monitoring and supervision of teachers to ascertain their performance during the programmes</i>	SA	A	SD	D	UD
1.	Monitoring and supervision is inadequate.					
2.	Resource persons often times do not attend to their classes.					
3.	Infrastructural facilities are often times in bad conditions for teaching and learning to take place.					
4.	The rate of examination malpractice is high because supervision is poorly done.					
5.	Total quality management on the NTI mission, vision and strengths encourages checks and balances in performance.					
6.	Regular departmental and zonal meetings are held to encourage feedback for zonal heads on student performance.					
7.	Criteria are set to determine approval and reviews procedures for evaluation of performance.					
8.	Supervision and evaluation help to determine students outcome and establish rates of progression and retention.					
9.	Checkup visits are encouraged from the NTI headquarters to ensure compliance of the zonal offices.					
10.	Monitoring and supervision is done regularly to check student					

	population and determine conducive learning environment.					
--	--	--	--	--	--	--

SECTION 'E'

	<i>Opinions of staff and students on the performance of teachers after the completion of training workshops</i>	SA	A	SD	D	UD
1.	The academic performance of the teachers remain the same after workshops.					
2.	Transition to further studies is hindered in conventional universities.					
3.	There is a limit to how far the teachers can go in terms of furthering the education.					
4.	Results and certificates are often delayed after completion of programmes.					
5.	The objective of NTI programmes are achieved at the end of the training programmes of teachers.					