



NATIONAL TEACHERS' INSTITUTE, KADUNA

QUALITY ASSURANCE AND ICT DEPARTMENT

INTERNAL AND EXTERNAL QUALITY ASSURANCE MONITORING AND EVALUATION REPORT

ON

**2019 TEACHING PRACTICE MONITORING EXERCISE FOR
BACHELOR DEGREE PROGRAMME (BDPs) 400 LEVEL AND NIGERIA
CERTIFICATE IN EDUCATION (NCE IV)**

10TH -14TH JUNE, 2019

THE EXECUTIVE SUMMARY

The Quality Assurance Department of the National Teachers' Institute moved off to monitor and evaluate the quality in the conduct of 2019 BDP 400 Level and NCE 4 teaching practice exercise. The instrument for data collection was Check list and interview. The check list was validated by five external assessors. A random sampling technique was used to select seventeen (17) states out of 36 states of the federation and FCT. As a means of procedure for data collection Three (3) external assessors and Three (3) internal assessors were deployed to monitor, assess and evaluate the conduct of the teaching practice from, 10th-14th June, 2019 in which Forty eight (48) schools were visited and one hundred and two (102) students teachers were sampled within the time frame of 5 days. The collated data was analyzed and presented using descriptive statistics i.e. frequency distribution tables and simple percentage was specifically employed in the analysis. The analyzed data proved that, student teachers participated in the teaching practice exercise except few cases where some student teachers missed the last 2-3 days of the exercise. They felt they've been supervised twice. The findings also revealed that, the supervisors supervised the student teachers as scheduled except in Ekiti state where few supervisors did their supervision at the last week when the monitoring officers were going round. A remarkable compliance to the Teaching Practice exercise guideline was observed. One of the challenges associated with the conduct of the Teaching Practice exercise was the clash of the Teaching Practice with Mid-term break in States like Anambra and Sokoto.

1.0 INTRODUCTION:

The essence of Quality Assurance cannot be overemphasized in any organization where visions and missions are set. The next most important thing to put in place is a mechanism that will ensure the attainment of the organizational goals and objectives; this is what is referred to as quality assurance or control.

The functions of Quality Assurance and ICT Department cut across all spheres of the Institute's service delivery aimed at ensuring compliance to the laid down standards to achieve customer satisfaction. It's saddled with the responsibility of ensuring that standards drawn for all programmes are set and met in the Institute's service delivery, in which teaching practice is paramount. The NCE IV and BDP 400 Level teaching practice monitoring exercise held nationwide from 10th to 14th June 2019.

2.0 OBJECTIVES

The aim of the monitoring and evaluation exercise is to ascertain the quality and standards of the NCE cycle IV and BDP 400 Level teaching practice, while the specific objectives are to:

- Determine the extent to which student teachers participate in the exercise
- Investigate the extent to which supervisors visit and assess the student teachers
- Examine the student compliance to laid down guidelines
- Identify the challenges associated with the conduct of the teaching practice exercise.

3.0 METHOD OF DATA COLLECTION

In line with the above objectives, three (3) External and three (3) Internal Quality Assurance Assessors were assigned to monitor, assess and evaluate the conduct of 2019 NCE IV and BDP 400 Level teaching practice exercise nationwide from 10th to 14th June 2019 . An Evaluation Questionnaire was used as a yardstick. Also interviews were held with some individuals and small groups so as to have an insight into certain practices. Such interviews were guided by a set of generally agreed to, broad questions. Random sampling was adopted to select both states and schools to administer the questionnaires.

4.0 DATA ANALYSIS METHOD

The methods used in the Data Analysis are:

An evaluation questionnaire of twelve (12) items covering the two (2) different programmes (BDPs and NCE) was administered during the teaching practice period. In each case, the Quality Assurance Officer assessed the responses in the questionnaire. The scoring was on scale of 1 to 5, based on either Yes or No response.

Table 1

S/N	PERFORMANCE INDICATORS	PERFORMANCE LEVEL		EXTENT OF ACTIVITY				
		YES	NO	1	2	3	4	5
1	Is the TP schedule of activities available at the center?	82	16					
2	Was there evidence of school fees payment?	68	28					
3	Was the pre-TP seminar conducted at the study center?	92	4					
4	Student Teacher's personalities:	79	17					

Chart 1

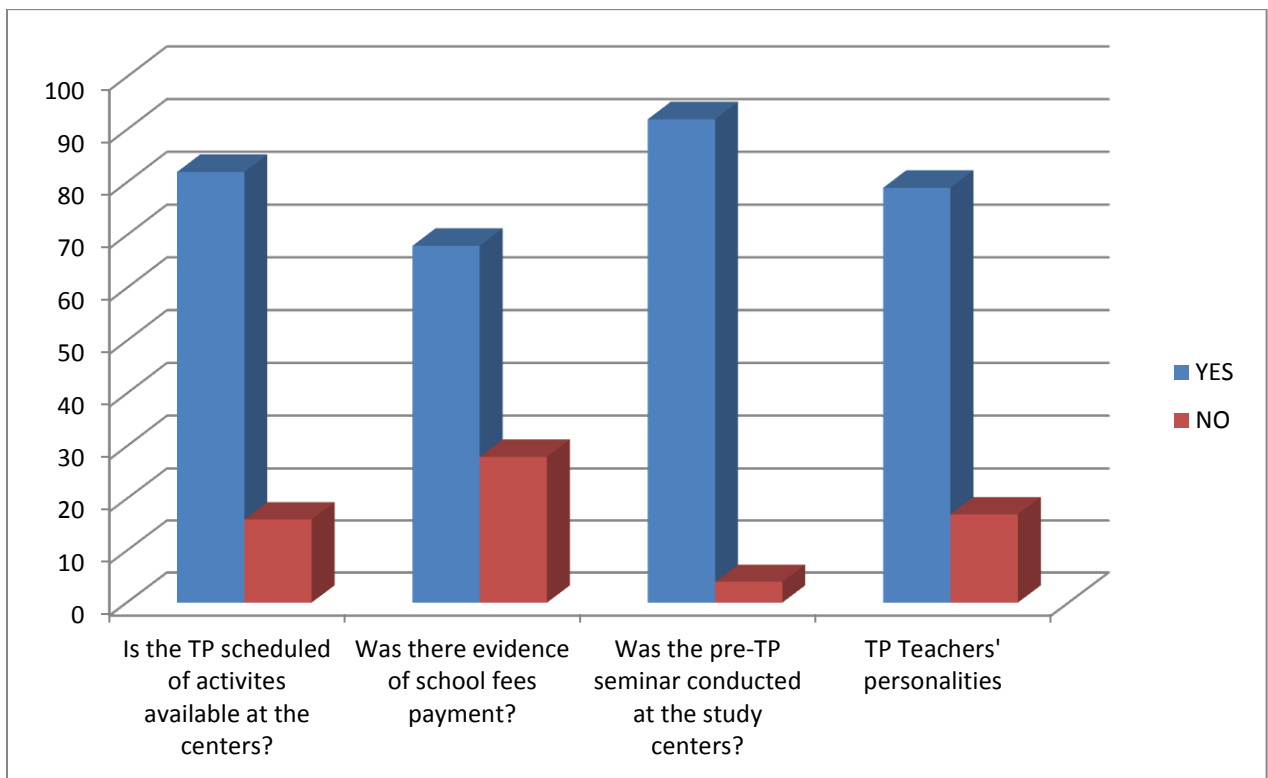


Table 1 and Chart 1 showed that, scheduled of teaching practice activities, evidence of payment, pre-teaching practice seminar and student teachers personalities were satisfactory.

Table 2

S/ N	PERFORMANCE INDICATORS	PERFORMANCE LEVEL		EXTENT OF ACTIVITY				
		YES	NO	1	2	3	4	5
5	Are there efficient classroom activities?	78	19					
6	Was micro teaching conducted before TP?	24	51					
7	Did the study centres have records of micro-teaching scores?	22	46					
8	Did the Study centres have microteaching Laboratories?	29	57					

Chart 2

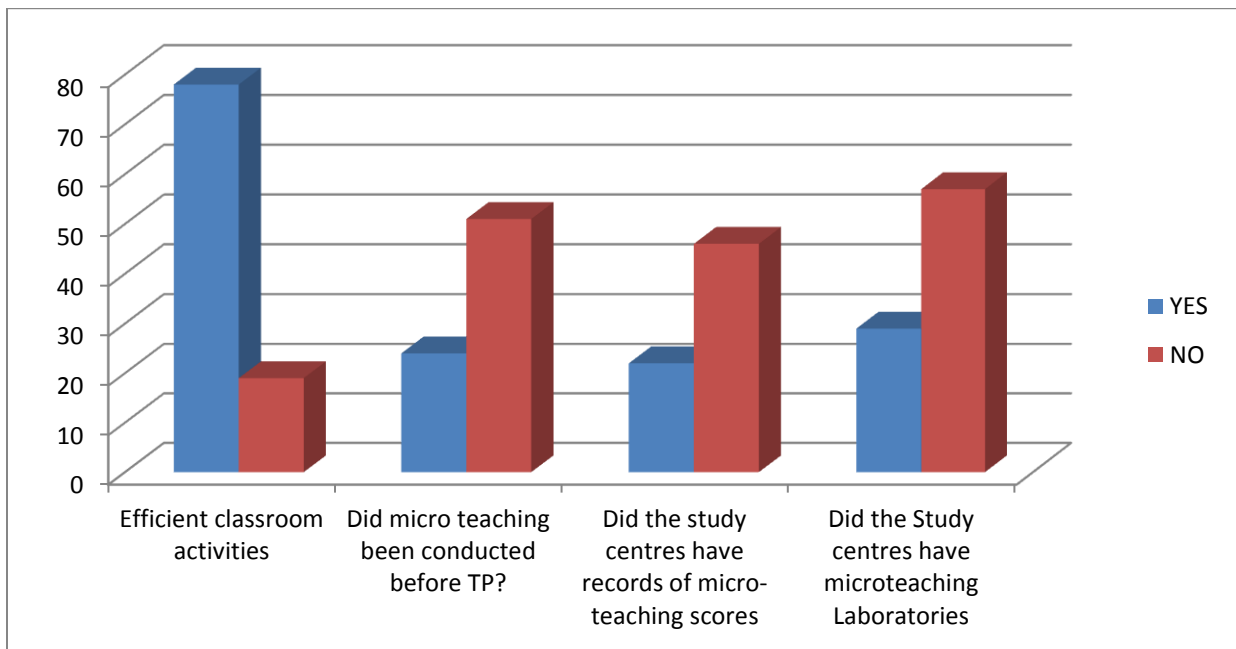


Table 2 and Chart 2 revealed that, classroom activities were efficient. However, records of micro-teaching and micro-teaching laboratories were inefficient.

Table 3

S/N	PERFORMANCE INDICATORS	PERFORMANCE LEVEL		EXTENT OF ACTIVITY				
		YES	NO	1	2	3	4	5
9	Were the students supervised at the scheduled time?	91	8					
10	Was micro-teaching Laboratory well equipped?	18	77					
11	Does Micro teaching scores correspond with the number of students?	0	0					
12	Was there post Teaching Practice moderation at the State level?	0	0					

Chart 3

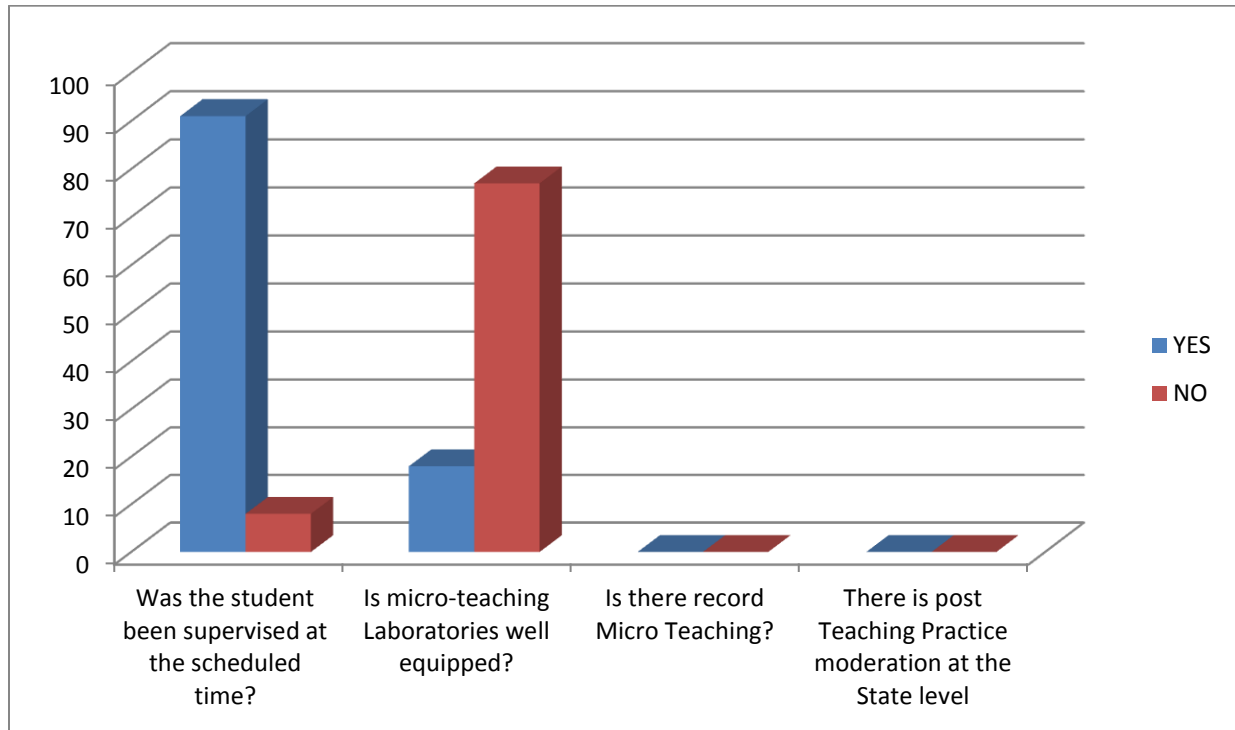


Table 3 and Chart 3 disclosed that, majority of the student teachers were supervised at the scheduled time while the micro-teaching laboratories were not fully equipped where available. The scores of micro-teaching and post Teaching Practice moderation were not accessible at the time of visit.

6.0 CHALLENGES/RECOMMENDATIONS FROM INDIVIDUAL REPORTS

S/N	CHALLENGES	RECOMMENDATIONS	ACTION BY
1.	Non-evidence of payment	All Students must come to their school with evidence of payment of teaching practice and school fees. And State Coordinators should ensure that students pay their school and teaching practice fees before being posted for the exercise.	FOSS
2.	Inability to generate RRR number.	Accessibility of Portal should be improve to enhance payment	QA/ICT /ARD
3.	Wrong teaching position of Student Teachers	Classroom management should be observed by the student teachers.	FOSS
4.	Mannerism:	Student teachers should be discouraged from repeating words while teaching.	FOSS
5.	Indecent Dressing	Student teachers should be educated on the need to dress decently during and after teaching practice.	FOSS
6	Irrelevant instructional aids	Facilitators should make emphasis on relevant instructional aids in line with the behavioural objectives	FOSS
S/N	CHALLENGES	RECOMMENDATIONS	ACTION BY
7	Late arrival to school and early closure from school.	Student teachers should be disallowed from going to their place of primary	FOSS

		assignment late and closing earlier than the school closing hour.	
8	Inconsistency in teaching techniques and methodologies.	Further training need to be provided for the TP students on classroom management and emphasis should be made on the use of learner centered method approach.	FOSS
9	Distractions from nursing mothers	Babies should not be brought into the classroom by student teachers.	FOSS
10	Inability to access TP scores in good time	The process of submitting TP scores should be online	FOSS
11	Interference of school breaks on Teaching Practice period.	Public holidays and Mid-term Breaks should be taken into cognizance when preparing teaching practice time table.	FOSS
12	Non-availability of micro-teaching laboratory in most centers	There is need to have Micro teaching laboratories at the state offices and centers. Centre Managers/ State Coordinators should liaise with host schools to have an extra room to serve as micro teaching laboratories at the centres.	FOSS
13	Non-equipped Micro-Teaching laboratories	All Study Centres must have well equip micro teaching laboratories Suitable teaching aid can be retrieved from the students to equip the micro teaching lab	FOSS
S/N	CHALLENGES	RECOMMENDATIONS	ACTION BY

14	Use of wrong phone numbers	Centre Manager should include students' functional phone number on his centre post list. Any student found with wrong phone number should be sanctioned	FOSS
15	Non accessibility of school	Schools without sign post should not be approved for teaching practice	FOSS
16	Absenteeism	Proper monitoring of the student teachers should be enhanced.	FOSS
17	Non specification on the type of lesson note.	Lesson note should be daily not weekly. To enable the student teacher get use to all the processes involve in writing lesson notes.	FOSS
18	Undocumented change of posting	The center managers should always update their teaching practice records	FOSS

7.0 CONCLUSION

Findings extracted from the checklist an interview analysis that was carried out on 2019 BDP 400 Level and NCE IV Teaching Practise showed that the Teaching Practise Exercise was successful despite the challenges encountered. It is hope that the Institute will consider the observations and recommendations made.

Mrs. F.A. Belgore

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