



NATIONAL TEACHERS' INSTITUTE, KADUNA
QUALITY ASSURANCE & ICT DEPARTMENT

**INTERNAL AND EXTERNAL QUALITY ASSURANCE MONITORING
AND EVALUATION REPORT**

ON

**2019 2ND SEMESTER TEACHING PRACTICE MONITORING EXERCISE FOR
POST GRADUATE DIPLOMA IN EDUCATION (PGDE), BACHELOR
DEGREE (BDPs) 300 LEVEL AND NIGERIA CERTIFICATE IN
EDUCATION (NCE) CYCLE II**

18TH NOVEMBER, 2019.

THE EXECUTIVE SUMMARY

The Second Semester 2019 PGDE, BDP 300 Level and NCE II Teaching Practice Exercise was monitored by the Quality Assurance and ICT Department of the National Teachers Institute. Mixed research methodology of both quantitative and qualitative was adopted in data collection which involved the use of a dedicated check list and interview in gathering information. The check list was validated by Professionals in Quality Assurance and in the procedure for data collection. Six (6) External Assessors drawn from the Institute's affiliating Universities and six (6) Internal Assessors from the Quality Assurance and ICT Department of the NTI Headquarters were deployed to monitor, assess and evaluate the conduct of the teaching practice from 11th to 15th November, 2019 in the six (6) Geographical Zones in which one hundred and nineteen schools (119) were visited and two hundred and four (204) Student-Teachers were sampled within the time frame of one week. Great improvement in TP monitoring exercise of the Quality Assurance and ICT Department was recorded in the second semester TP, compared to the 1st semester with forty-eight (48) schools and one hundred and two (102) student-teachers. The collated data was analyzed and presented using descriptive statistics (frequency distribution tables and simple percentage were used in the analysis. Findings from the analysis show that, student-teachers participated in the teaching practice exercise. The analysis also proved that, many supervisors did as expect while some few ones supervised at the last week when the monitoring officers were going round. The major challenges observed during the Teaching Practice monitoring was non-compliance to the given standard of lesson note and the delinquency of absenteeism.

1.0 INTRODUCTION

Quality Assurance is a mechanism inaugurated to ensure the attainment of organizational goals and objectives. Its function cut across all the institutes' service delivery aimed at ensuring compliance to the laid down standards in order to attain satisfaction in service delivery to clients. It is best on the above basis that the 2019 Second Semester Teaching Practice Exercise for NCE II, BDPs 300 Level and PGDE Student were monitored by the Department nationwide between 11th -15th November, 2019.

2.0 OBJECTIVES

The aim of the monitoring and evaluation exercise is to ascertain the quality and standards of the NCE cycle II and BDP 300 level and PGDE 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, six (6) External and six (6) Internal Assessors were assigned to monitor, assess and evaluate the conduct of 2019 NCE II and BDP 300 Level and PGDE teaching practice exercise nationwide from 11th to 15th November, 2019. An Evaluation Questionnaire was used as a yardstick, Interviews were held with some individuals and small groups so as to have an insight into certain practices. The interviews were guided by generally agreed to broad questions. Random sampling was adopted to select both states and schools to administer the questionnaires.

4.0 METHOD OF DATA ANALYSIS

The methods used in the Data Analysis are:

An evaluation checklist of Nine (9) items covering the Three (3) programmes (PGDE, BDP and NCE) was administered during the teaching practice period. In each case, the Quality Assurance Officers assessed the responses in the checklist. And scores were measured on a scale of 1 to 5, based on either Yes or No response.

Table 1: Number Sampled Students Monitored per Programme

PROGRAMME	NCE	BDP	PGDE	TOTAL
No of students visited	47	59	98	204

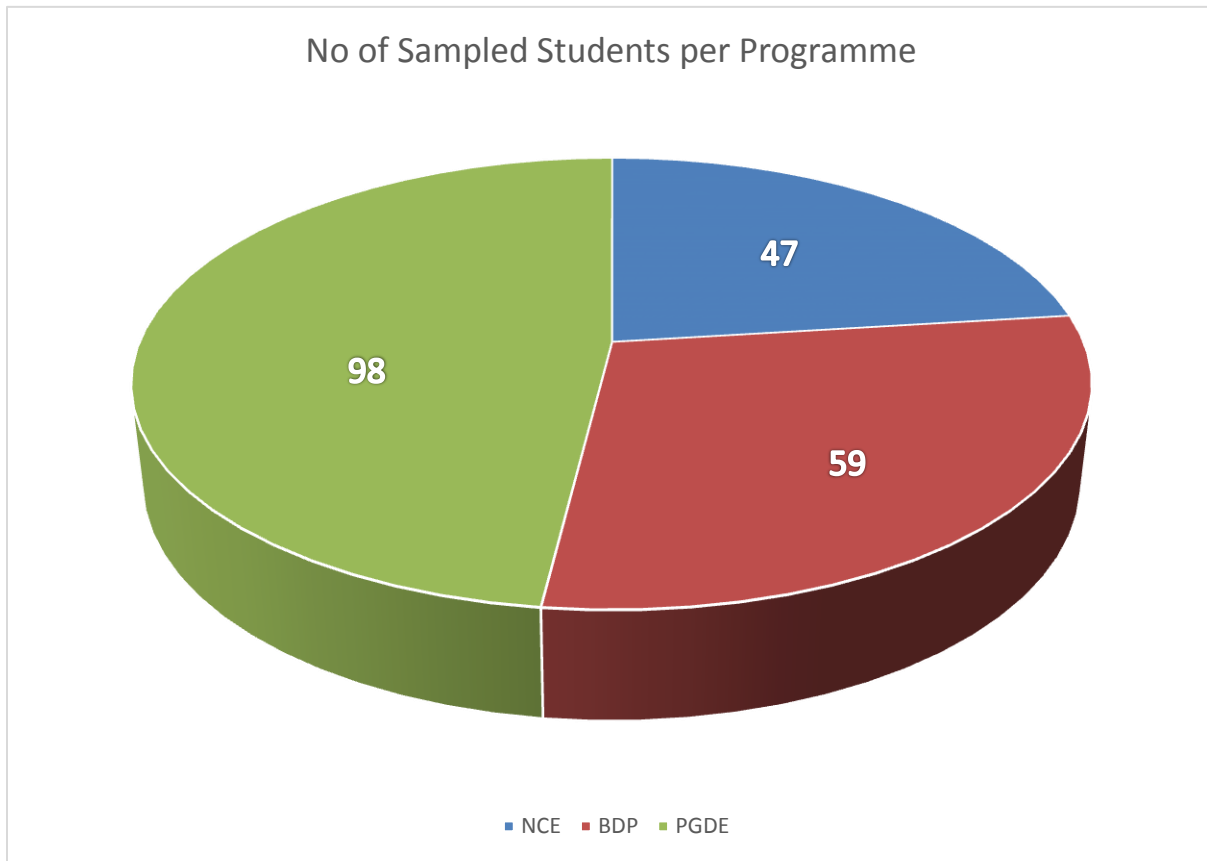


Figure 1

Table 1 and figure 1, display the sampled student-teachers monitored: NCE 47, BDP 59 and PGDE 98.

Table 2: Number States Monitored

1	No states visited	33
2	No of states not visited	4

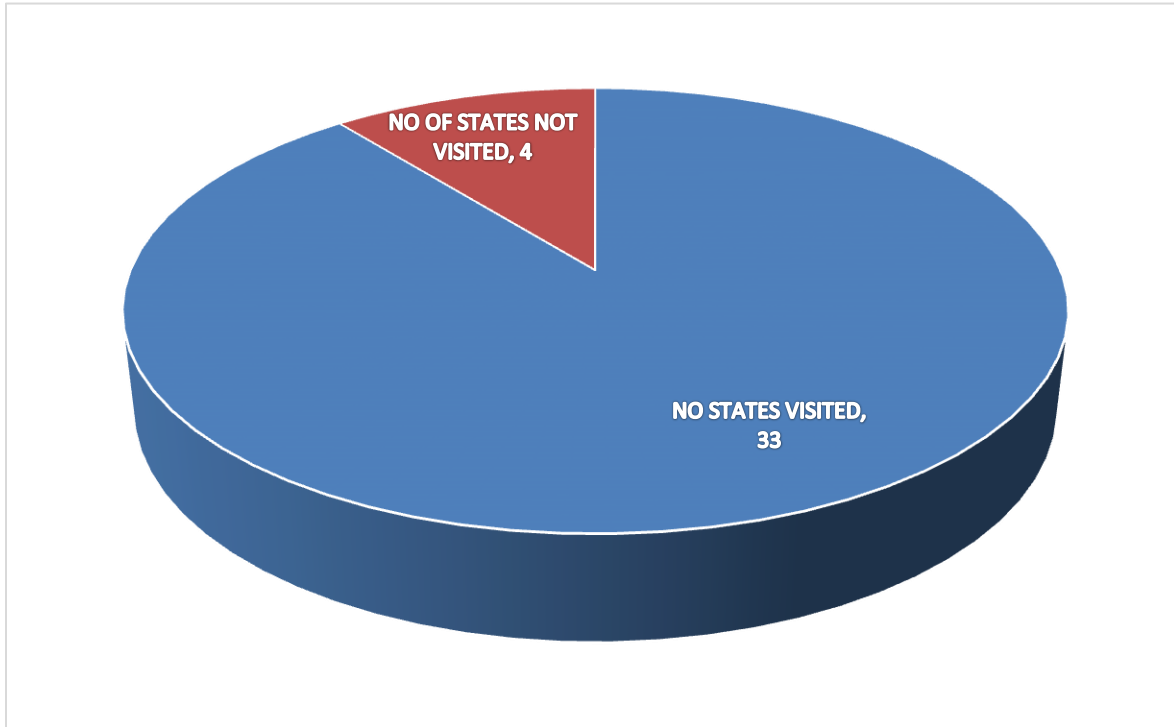


Figure 2

Table 2 and figure 2, shows the states covered during the Quality Assurance monitoring. Thirty-three states were successfully monitored despite the time constrain faced.

The findings were discussed under the following sub-headings:

- **General Information**
- **ITEM 1:** Schedule of Activity
- **ITEM 2:** Payment
- **ITEM 3:** TP Teacher Personality
- **ITEM 4:** Classroom Activity
- **ITEM 5:** School Environment
- **ITEM 6:** Seminar
- **ITEM 7:** Micro - Teaching
- **ITEM 8:** Supervision
- **ITEM 9:** Post Teaching Practice
- **Challenges and Recommendations**
- **Conclusions**

Table 3: Schedule of Activities, evidence of payment and Teachers personality (N=204)

S/N	PERFORMANCE INDICATORS	PERFORMANCE LEVEL						
		YES	NO	1	2	3	4	5
1	The NTI Schedule of Activities on Teaching Practice is available at the Study centres	178	36					
2	Was there evidence of school fees payment? e.g. registration print out.	192	12					
3	Do the student-teacher portray good qualities of a teacher (sanity, simplicity, dressing, neatness)?	163	41					

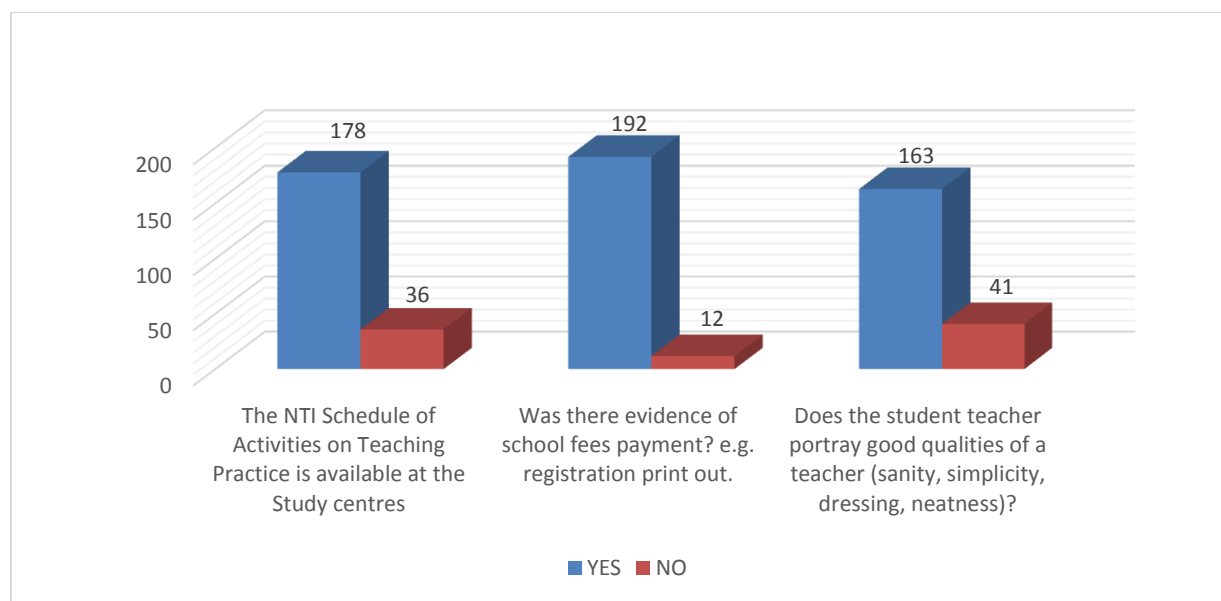


FIGURE 3

ITEM 1: Schedule of Activity

The Schedule of activities was sent from Headquarters to the State offices, which was subsequently sent down to the study centres and it reached the students in good time (two weeks to the commencement). Among the 204 student-teachers monitored, only 36 claimed they do not have information in good time.

ITEM 2: Payment

There was a remarkable achievement on student payment. The student-teachers monitored had evidence of payments in form of registration print-out. Twelve (12) students were not able to present their evidence of payment as at the time of monitoring, they claimed to have forgotten it at home.

ITEM 3: TP Teacher Personalities

Generally, the student-teachers assessed portrayed very good teacher qualities (sanity, simplicity, dressing, neatness) with average grade of Three point five (3.5) on the assessment checklist. Only 41 student-teachers out of 204 were found with some unethical qualities and they were corrected.

Table 4: Classroom activity for students (N = 204)

S/No	PERFORMANCE INDICATORS	PERFORMANCE LEVEL						
		Yes	No	1	2	3	4	5
i	Present lesson linked to previous lesson	193	11					
ii	Use of Related Instructional Materials	204	0					
iii	Learners Activity-based lesson	113	91					
iv	Assessment was concurrently done	189	15					

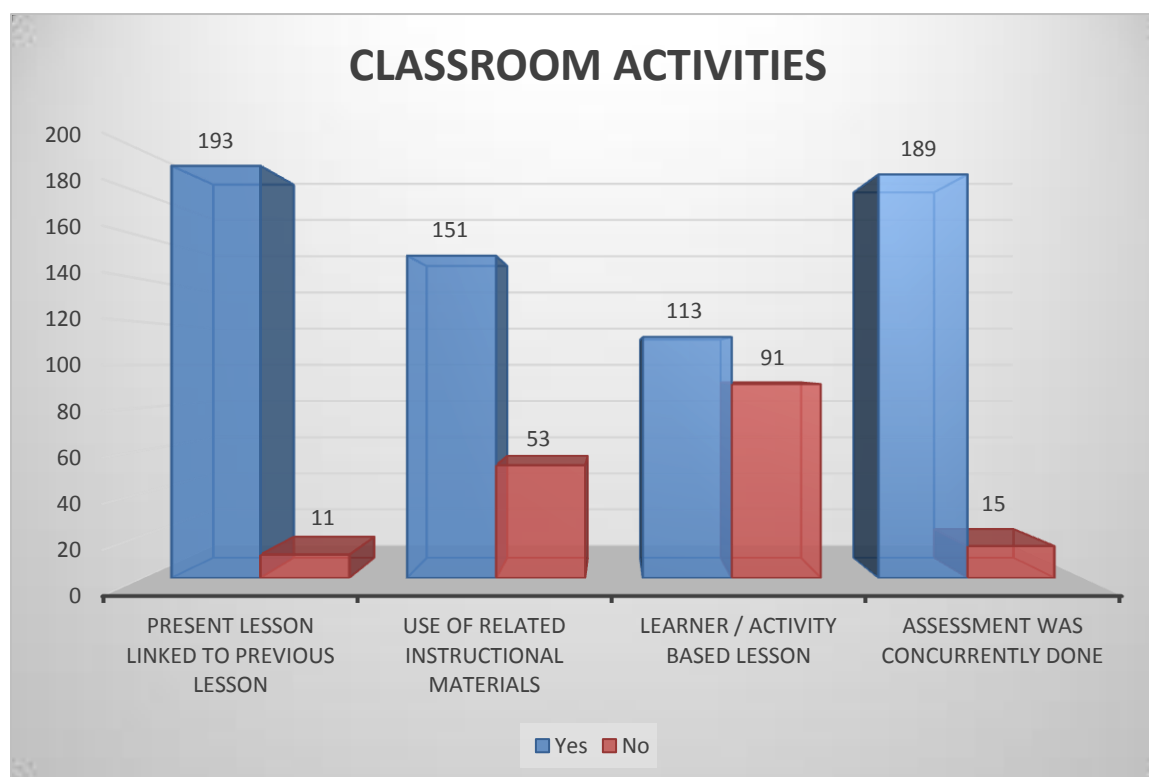


FIGURE 4

Tables 4 and figure 4, contain the assessment of the classroom activity for student-teachers visited across the nation.

- i) **Present lesson linked to previous lesson:** 193 students were able to link their lessons with the previous lesson while 11 students were corrected on how to bridge the present and previous lessons.
- ii) **Use of related instructional materials:** Majority of the student-teachers tried using related instructional materials in teaching and learning processes during the teaching practice period. One Hundred and Fifty-One students were able to provide and use relevant instructional materials during their lessons while Fifty-Three student-teachers could not.
- iii) **Learner-centered/Activity-based lesson:** Many student-teachers planned a learner-centered and activity-based lessons but a significant number of them i.e. Ninety-One student-teachers out of the sampled Two Hundred and Four were unable to accomplish that.

- iv) **Concurrent assessment:** But a significant number of the students were supervised and assessed as scheduled, while some were not supervised at all. Some absconded while some did not attend at all.
- a. Those that were not supervised at all:
 - i. Faith Adejo (NTI/PGDE/2019/4424) - Colonel Isah Ahmed Memorial School, Jimmeta Yola, Adamawa State
 - b. Those that did not participate/report to the posted schools:
 - i. Grace Togor Passa (NTI/PGDE/2019/...) - Colonel Isah Ahmed Memorial School, Jimmeta Yola, Adamawa State
 - ii. Beatrice Saleh (NTI/PGDE/2019/...) - Colonel Isah Ahmed Memorial School, Jimmeta Yola, Adamawa State
 - iii. Nnadi Akudo Reg. No. 0258
 - iv. Nwokeke Mary Jane Tochuku NCE II

Table 5: School Environment (N = 204)

S/No	Items	Yes	No	1	2	3	4	5
i	Accessibility of the school	195	19					
ii	Conducive classroom	153	51					
iii	Availability of student teacher register	186	18					
iv	Students teacher participated in extracurricular activities	31	173					
v	Acceptance of other responsibility by student teachers	162	42					

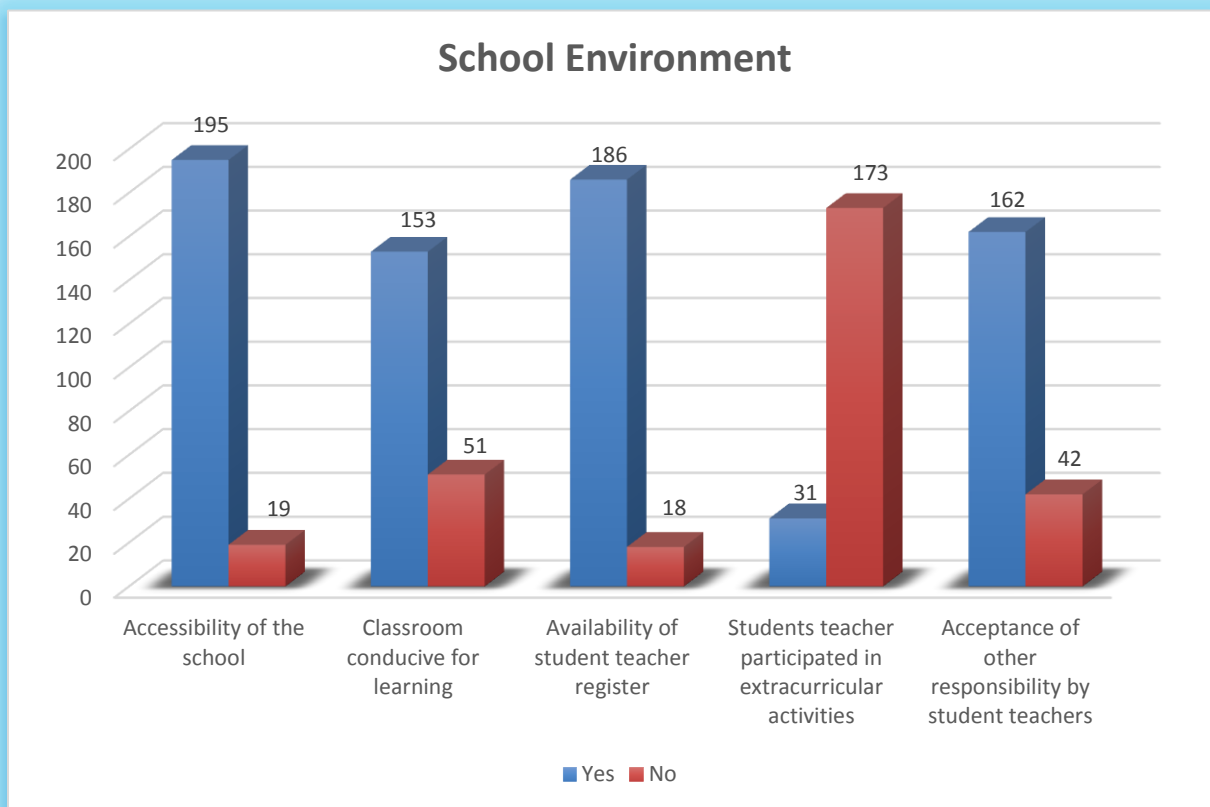


Figure 5

Table 5 and Figure 5 shows the school environment report of the schools visited during the quality assurance teaching practice monitoring:

- a) The schools visited were accessible, the schools were located in urban and semi urban areas.
- b) One Hundred and Fifty-Three (153) classes visited were conducive while Fifty-One (51) classrooms were reported congested.
- c) One Hundred and Eighty-Six (186) assessed have attendance registers Eighteen (18) have none.
- d) Only few of the student-teachers participated in co-curriculum activities during the teaching practice exercise. Thirty-One out of Two Hundred and Four students engaged in co-curriculum activities.
- e) Remarkable number of the student-teachers accepted other school responsibilities during the monitoring exercise.

ITEM 6: Seminar

Report shows that seminar was conducted at the states level, equally monitored Students affirmed that seminars were conducted at the study centre level for all programmes NCE, BDP and PGDE.

ITEM 7: Micro-Teaching

Micro teaching exercise were reported to have been conducted in study centres before commencement of the teaching practice exercise and students' performance in the micro-teaching had not been released hence students do not know their scores. The micro teaching laboratories with media resources were not available in almost all the centres.

ITEM 8: Supervision

Teaching practice supervisors (course facilitators) visited and assessed students according to the posting list provided from the State offices. However, students' scores by the supervisor could not be ascertained because the results were yet to be collated and submitted to the State offices.

ITEM 9: Post Teaching Practice

The teaching practice moderation in all the States visited will take place after the students have completed the teaching practice exercise.

GENERAL CHALLENGES AND RECOMMEDATIONS

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	Non-Supervision of TP students by supervisors till the last week of the programme which leads to congestion in supervision.	The supervisors should conform with the TP guidelines.	FOSS
3	Wrong placement of student teachers to a class above their capability e.g. posting student to SS class.	student on TP should not be placed in SS classes.	FOSS
4.	Non-availability of TP attendance register	Attendance register for TP students should be made compulsory in the posted schools	HOST SCHOOLS
5.	Indecent Dressing	Student teachers should be educated on the need to dress decently during and after teaching practice.	FOSS
6	Dirty instructional aids	Facilitators should make emphasis on clean instructional aids in line with the behavioural objectives	FOSS
7	Non-conformity to the given standard of lesson plan (student center and activity- based)	Supervisors should only assess the acceptable format	FOSS and QA/ICT
8	Non-engagement in co-curricular activities of the school	State Coordinators should solicit with the schools involve.	FOSS
9	Assessment of lesson note at the study center and offices instead of TP supervision in their posted schools.	Such supervisors should be warned to desist from this unethical act	FOSS (STATE COORDINATORS)
10	Unsafe terrain	Students should do TP in their primary place of assignment.	FOSS
11	Large class size e.g. 218 in a class		
12	Few supervisors to Large number of TP students in some states e.g. Kaduna State.	There should be a standard ratio for supervisor/TP students	FOSS

S/N	CHALLENGES	RECOMMENDATIONS	ACTION BY
13	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
14	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
15	Use of small notebook for lesson plan	Higher education note book should be used as recommended.	FOSS
16	Non accessibility of school	Schools without sign post should not be approved for teaching practice	FOSS
17	ABSENTEEISM: a) Adamawa State: 1) Grace Togor Passa NTI/PGDE/2019/...) 2) Beatrice Saleh (NTI/PGDE/2019/...) b) Imo State: 1) Nnadi Akudo Reg. No. 0258 2) Nwokeke Mary Jane Tochuku NCE II	The Management should suggest.	FOSS
18	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
19	Undocumented change of posting	The center managers should have proper documentations of teaching practice records	FOSS
20	Non-signing and marking of lesson note.	Supervisors should mark, comment, sign and write dates on the lesson notes	FOSS
21	Non-compliance to supervision time schedule.	Supervisors should be enforced to comply with the given supervision schedule.	FOSS (State Coordinator)
22	Non – Payment of T.P fee	State Coordinators should enforce T.P. payment`	FOSS (State Coordinators)

7.0 CONCLUSION

Findings extracted from the checklist and verbal interview that was carried out on 2019 BDP 300 Level and NCE II 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

Ag. Director Quality Assurance & ICT