

# Service-Users' Perceptions of Quality of Teacher Education Products in Lagos State, Nigeria

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## Abstract

*It is generally believed that the quality of teachers affects the quality of education in any society. Consequently, the Federal Government of Nigeria recognizes the need to place emphasis on teacher education in national development. This study therefore investigated the quality of the products of teacher education programme as perceived by the users of teachers' services in schools. The study was guided by four research questions and corresponding null hypotheses. The descriptive survey research design, which was 'ex-post facto' in nature was used for the study. The study population comprised Principals of public and approved private secondary schools in Lagos State. Stratified random sampling technique was used to select 530 participants. A researcher-designed instrument entitled "Quality of Teacher Education Programme Descriptive Questionnaire (QTEPDQ) was used for data collection. Independent t-test statistical tool was used for data analysis. Findings showed a significant difference in the quality of lesson preparation ( $t=-.312$ ;  $df=528$ ;  $p<.05$ ), lesson delivery ( $t=-.422$ ;  $df=528$ ;  $p<.05$ ) and mastery of the subject matter ( $t=-.333$ ;  $df=528$ ;  $p<.05$ ) between graduates of Colleges of Education and Universities. However, no significant difference was established in classroom management effectiveness ( $t=-.304$ ;  $df=528$ ;  $p>.05$ ). It was suggested that teaching practice exercise, especially in Nigerian universities should be re-organized to better equip the teacher-trainees in the practical aspect of teaching. There is also the need for teacher registration council of Nigeria to be more proactive in its mandates, specifically, as it concerns the internship programme.*

**Keywords:** Perception, Service users, Quality, Teacher education.

## Introduction

It is generally believed that the quality of teachers affects the quality of education in any society. Consequently, the Federal Government of Nigeria recognizes the need to place emphasis on teacher education in national development, when it asserted that "no education system may rise above the quality of its teachers, and no nation can rise above the quality of its education" Federal Republic of Nigeria in the National Policy on Education [NPE] (2014:39). The policy document further identifies the following as the goals of teacher education:

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

In Nigeria, teacher education, both pre- and in-service programmes are being offered in the Universities, Colleges of Education, and the National Teachers' Institute with different tags, such as, distance education, sandwich or part time. The interest of the government in strengthening the knowledge and skills of teachers could be seen in the mandate of Teachers Registration Council of Nigeria (1993) which includes:

determining what standards of knowledge and skill are to be attained by persons seeking to become registered as teachers...and raising those standards from time to time as circumstances may permit: classifying from time to time members of the teaching profession according to their level of training and qualification(p.5).

Colleges of education prepare teachers for the Basic Education and award the Nigeria Certificate in Education (NCE). Some of the colleges run first degree programmes in affiliation with some Nigerian universities. Faculties and Institutes of Education are based in the universities, and award Bachelor of Arts (Education), Bachelor of Science (Education) or Bachelor of Education. They also run the Postgraduate Diploma in Education Programme for first degree holders (and in some cases, holders of Higher National Diploma) who do not possess teaching qualification, but are interested in joining the teaching profession. The National Teachers' Institute, Kaduna was originally established to run Grade II certificate through Distance Learning but since the Grade II certificate became moribund, and NCE became the minimum teaching qualification, the Institute now runs the NCE and the Postgraduate Diploma in Education Programme. Lately, the Institute has also mounted first degree programmes in Education in affiliation with the National Open University of Nigeria.

According to Jaiyeoba and Atanda (2005), quality has to do with whether something is good or bad. It is about the standard of something when compared with other things. It therefore pre-supposes that there is a standard set against

which the outcome is compared. Quality could be viewed as degree or level of excellence. It is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it therefore means the success with which an institution provides appropriate academic standard. It is generally agreed that the quality of any educational system is a function of quality of input through process.

Borishade (2002) stated that poor quality in teacher education will be a national disaster which must be avoided by insisting on only the best. In any product, the issue of quality has always been a focal point. In other words, the marketability of any product, to a large extent, depends on its quality. Quality in this perspective is seen as the standard of a product when it is compared with a similar product.

The quality of the products of teacher training institutions was depreciating daily due to obsolete, inadequate or even non availability of materials and equipment. There is therefore the need to enhance the quality of certificates instead of cheapening the award of certificates through sandwich programmes that lack quality, all in the name of generating funds for the system (Ajayi, 2004). In a workshop organized by the National Universities Commission, Okebukola (2004) affirmed that part time/sandwich programmes were being run at sub-standard level in most Faculties of Education in Nigeria.

Alani (2005) had earlier observed that one of the problems facing teacher education in Nigeria is the quality of trainees. Most Faculties of Education usually fail to fill their admission quotas, and therefore, have to recruit more candidates from those who cannot secure admission into other faculties, while some graduates of colleges of education find it difficult to go for further studies because of poor academic background. This unsatisfactory academic background of teacher-trainees has negative consequences on their on-the-job performance after graduation.

In the teaching learning process, the curriculum and the learner are blended together in order to produce a well-educated person. In order to do this effectively, the teacher should be very versed both in theory and practice about learning and human behaviour, in addition to his possession of certain qualities that will affect his performance. Such qualities include scholarship, loyalty, honesty, self-discipline, sociability, resourcefulness, and neatness among others. The teacher should also possess technical skills of teaching as well as having good human relations. The absence of these qualities/attributes in a teacher will affect his teaching negatively (Akande, 2001).

Darling-Hammond (as cited in Adekunle, 2012) found out a positive correlation between teachers general academic ability and intelligence, subject matter knowledge, knowledge of teaching and learning, teaching experience certification status, behaviour and practices on the one hand, and their effectiveness in pedagogical activities on the other hand. Researchers (Rowan, Currenti & Miller, 2002; Rivkin, Hanushek & Kain, 2002) suggested that teachers exert an influence on students' achievement and quality of education. However, Guarino, Santibanez and Daley (2006) found out that it was difficult to establish an agreed upon definition of teachers' attributes since there is no clear evidence of observable characteristics of effective teachers. They concluded that studies which had examined the available indicators of teachers' qualities such as academic ability, certification status and experience found out that the effects of those indicators were often mixed or very small. This is suggestive that the research community was yet to come to a consensus as to what characteristics influence achievement and quality of education. There is therefore the need to revitalize the system so as to achieve the goals of teacher education as stipulated in the NPE.

According to Oni and Dabalen (2000), the labour market report on the prospect of Nigeria graduates shows that employers complained that graduates of the Nigerian higher educational institutions are poorly prepared for work. The report affirmed that academic standards have fallen drastically over the past decades and that higher institution degree and certificates are no longer a guarantee of communication skills and technical competence. As a result of this, the Nigerian graduates are viewed as half-baked and ill equipped for the labour market.

Teaching-learning process starts with teacher's preparation which includes designing lesson plan based on the predetermined time frame. The onus lies on the teacher who is the class manager to have control over his class (Durowoju & Onuka, 2012). A good and dedicated teacher should not only impart the rightful knowledge to the students but also strive to develop desirable character in them. This could be achieved through effective classroom management which according to Obadara (2006) has to do with the organization and maintenance of human and material resources of education in the classroom for effective and efficient teaching-learning process. This involves physical learning environment, teachers' personality, teachers' ability to maintain discipline in the classroom, and effective communication.

It is clear that a teacher needs to demonstrate evidence of adequate teacher education in terms of well integrated cognitive, affective and psychomotor

development. Thus, the teacher's physical appearance, voice projection, emotional control and adequate sense of responsibility are very essential in this regard so as to enhance the accomplishment of goals of education.

### **Statement of the Problem**

The teacher is an important school-related factor influencing goal attainment at any level of the educational system, thus, the quality of the teachers are capable of inspiring significantly greater learning gains in students. However, in recent time, the quality, relevance and efficiency of products of teacher education programme has come under severe criticism from stakeholders in education. While some argue that the graduates of colleges of education are better groomed in methodology at the expense of the content areas, others believe that the first degree holders are better in content areas and less effective in methodology. The need to investigate this, especially from the perceptions of users of services of the products of teacher education programmes in Lagos State has necessitated this study. This study therefore investigated service-users' perceptions of quality of teacher education products in terms of lesson preparation, lesson delivery effectiveness, mastery of subject matter, and classroom management effectiveness in Lagos State, Nigeria.

### **Purpose of the Study**

The broad aim of the study was to investigate service-users' perceptions of quality of teacher education products in Lagos State, Nigeria. In specific terms, the study sought:

1. To examine the difference in quality of lesson preparation between Graduates of Colleges of Education and Universities
2. To investigate the difference in lesson delivery effectiveness between Graduates of Colleges of Education and Universities
3. To determine the difference in the mastery of subject matter between Graduates of Colleges of Education and Universities
4. To investigate the difference in classroom management effectiveness between Graduates of Colleges of Education and Universities

### **Research Hypotheses**

The following four null hypotheses, tested at .05 level of significance guided the study:

1. There is no significant difference in quality of lesson preparation between Graduates of Colleges of Education and Universities.

2. There is no significant difference in lesson delivery effectiveness between Graduates of Colleges of Education and Universities.
3. Mastery of subject matter does not differ significantly between Graduates of Colleges of Education and Universities.
4. Classroom management does not differ significantly between Graduates of Colleges of Education and Universities.

### **Method**

This section discusses the procedure used to carry out this study. It was discussed under the following sub-headings:

### **Design**

The descriptive survey research design, which was '*ex-post facto*' in nature was used for this study. This design is appropriate for the study because it has to do with the collection of data through questionnaire over a large population with a view to describing the existing situation. The researchers did not also manipulate any of the study variables.

### **Study Population**

The target school population was 5222 secondary schools at the time of conducting this study. This consists of 666 public and 4556 registered private. Participants were Principals, Vice Principals (Academics) and three Heads of Departments of Science, Humanities and Business in public and approved private secondary schools in Lagos State. The figure as the time of this study was 6,712.

### **Sample and Sampling Techniques**

Disproportionate stratified random sampling process was used to select 20 schools each (10 public and 10 private) from each of the six Education Districts in Lagos State. All the schools were first stratified into Education Districts, then zone, and finally local government areas/local council development areas. This gives a total of 120 schools for the study. As regards the participants, Proportionate stratified random sampling was used. The schools were first stratified into public and private. Proportionate random sampling was then used to select 600 participants based on the participants' population in each stratum (200 from public and 400 from private secondary schools). This figure consist of 80 Principals, 150 Vice Principals (Academics) and 370 Heads of Departments of Science, Humanities and Business respectively.

### **Instrumentation**

A researchers' designed instrument entitled "Quality of Teacher Education Programme Descriptive Questionnaire (QTEPDQ) was used for data collection. It is made up of two Parts. Part one probed into the socio-demographic background of the participants, while the second part has 5 items each on the selected criteria namely quality of lesson preparation, lesson delivery, mastery of the subject matter, and classroom management effectiveness. The scoring of the instrument was done using four-point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) which carries 4, 3, 2, 1 weights respectively. All negative items were reversed coded for analysis purpose. There were five items in each of the criteria, totaling twenty it all. The maximum and the minimum score obtainable for each of the criteria are 20 and 5, while 80 and 20 are the maximum and the minimum score obtainable for the entire instrument. High score indicates positive perceptions while low score signifies negative perceptions.

### **Validity and Reliability of the Instrument**

Three draft copies of the instrument were given to some Lecturers in the Faculty of Education, University of Lagos for vetting and experts' opinions. The final draft was used after considering the observations and effecting the corrections noted by these experts. In estimating the reliability status of the instrument, a pilot study was conducted using 85 Principals of secondary schools not included in the main study. Internal consistency technique of estimating reliability value, specifically the Cronbach Alpha was used. The obtained Alpha value was .85. Hence, the instrument was adjudged reliable.

### **Procedure for Instrument Administration**

The questionnaire was administered on the participants with the aid of three Research Assistants, who are doctoral students in the department of the researchers. These research assistants were first given proper training on instrument administration. They were then attached to each of the Researchers in order to ensure that the same procedure was used in data collection. The six Education Districts were covered within four weeks. 600 copies of the questionnaire were administered, while 555 were retrieved. Out of the retrieved ones, 530 copies that were found completely filled were used for the study.

### **Method of Data Analysis**

Inferential statistics, specifically Independent samples t-test was used to test all the hypotheses at 5% significant level.

**Data Analysis, Findings and Discussions**

Findings generated from tested hypotheses and the relevant discussions are presented in this section.

Hypothesis One: There is no significant difference in quality of lesson preparation between Graduates of Colleges of Education and Universities.

**Table 1: Difference in quality of lesson preparation between Graduates of Colleges of Education and Universities**

Variable Decision	Graduate	$\bar{X}$	SD	N	df	t	P	Remark
	CoE	17.15	.42	235				
Qual. of Lesson Prep.				528	.312	.004	Sig	Reject H <sub>0</sub>
	Univ.	15.82	.38	295				

\* Difference is significant at the 0.05 level.

Table 1 shows the independent-samples *t*-test conducted to determine whether teacher education graduates from Colleges of Education and Universities differed significantly on quality of lesson preparation, using an alpha level of .05. The test was significant,  $t = .312$ ,  $p < .05$ ,  $df = 528$ . An examination of the group means indicate that teacher education graduates from Colleges of Education ( $M = 17.15$ ,  $SD = .42$ ) performed significantly better on quality lesson preparation than teacher education graduates from Universities ( $M = 15.82$ ,  $SD = .38$ ). Thus, the null hypothesis which stated that there is no significant difference in quality of lesson preparation between Graduates of Colleges of Education and Universities is rejected.

Hypothesis Two: There is no significant difference in quality of lesson delivery between Graduates of Colleges of Education and Universities.



**Table 2: Difference in lesson delivery effectiveness between Graduates of Colleges of Education and Universities**

Variable	Graduate	X	SD	N	df	t	P	Remark	Decision
	CoE	15.21	.33	235					
Lesson Delivery					528	.422	.015	Sig	Reject H <sub>0</sub> <sub>2</sub>
	Univ.	13.58	.20	295					

\* Difference is significant at the 0.05 level.

Table 2 shows that the independent-samples *t*-test conducted to determine whether teacher education graduates from Colleges of Education and Universities differed significantly on lesson delivery effectiveness, using an alpha level of .05. The test was significant,  $t = .422, p < .05, df = 528$ . An examination of the group means indicate that teacher education graduates from Colleges of Education ( $M = 15.21, SD = .33$ ) were significantly more effective in lesson delivery than teacher education graduates from Universities ( $M = 13.58, SD = .20$ ). Thus, the null hypothesis which stated that there is no significant difference in lesson delivery effectiveness between Graduates of Colleges of Education and Universities is rejected.

Hypothesis Three: Mastery of subject matter does not differ significantly between Graduates of Colleges of Education and Universities.

**Table 3: Difference in Mastery of Subject Matter between Graduates of Colleges of Education and Universities**

Variable	Graduate	X	SD	N	df	t	P	Remark	Decision
	CoE	18.32	.35	235					
Mastery of Subj. Matter					528	.333	.010	Sig	Reject
H <sub>0</sub> <sub>3</sub>									
	Univ.	16.66	.26	295					

\* Difference is significant at the 0.05 level.

An independent-samples *t*-test was conducted to determine whether teacher education graduates from Colleges of Education and Universities differed significantly on mastery of subject matter, using an alpha level of .05. Table 1 shows that the test was significant,  $t = .333, p < .05, df = 528$ . An examination of the group means indicate that teacher education graduates from Colleges of Education ( $M = 18.32, SD = .35$ ) performed significantly better on mastery of subject-matter than teacher education graduates from Universities ( $M = 16.66, SD = .26$ ). Thus, the null hypothesis which stated that there is mastery of subject matter does not differ significantly between Graduates of Colleges of Education and Universities is rejected.

Hypothesis Four: Classroom management effectiveness does not differ significantly between Graduates of Colleges of Education and Universities.

**Table 4: Difference in classroom management effectiveness between Graduates of Colleges of Education and Universities**

Variable	Graduate	$\bar{X}$	SD	N	df	t	P	Remark
Decision								
	CoE	16.89	.28	235				
Classroom Mgt. Effect					528	.304	.061	Not Sig
Retain H <sub>0</sub>								
	Univ.	15.03	.21	295				

\* Difference is not significant at the 0.05 level.

Table 4 shows the independent-samples *t*-test conducted to determine whether teacher education graduates from Colleges of Education and Universities differed significantly on quality of lesson preparation, using an alpha level of .05. The test was not significant,  $t = .304, p > .05, df = 528$ . An examination of the group means indicates that teacher education graduates from Colleges of Education ( $M = 16.89, SD = .28$ ) and teacher education graduates from Universities ( $M = 15.03, SD = .21$ ) are almost the same in classroom management effectiveness. Thus, the null hypothesis which stated that classroom management effectiveness does not differ significantly between Graduates of Colleges of Education and Universities is retained.

### **Discussion of Findings**

The null hypothesis one which stated that there is no significant difference in quality of lesson preparation between Graduates of Colleges of Education and Universities was rejected because the test was significant,  $t = .312, p < .05, df = 528$ . An examination of the group means indicate that teacher education graduates from Colleges of Education ( $M = 17.15; SD = .42$ ) performed significantly better on quality lesson preparation than teacher education graduates from Universities ( $M = 15.82, SD = .38$ ). This finding validates results earlier reported in some previous studies like those of Oladejo (2010) and Babatunde (2012). These studies argued that graduates of Colleges of Education are far better than those of their university counterparts because they are usually exposed to basic rudiments of teaching pedagogy. However, Adekunle (2012) argued that the quality of the products of teacher education programme from the universities is far better than their Colleges of Education counterparts due to quality if the academic staff that trained them. Hence, there is no difference between the two categories of teacher education products.

As regards the second null hypothesis which stated that there is no significant difference in lesson delivery effectiveness between Graduates of Colleges of Education and Universities, this hypothesis was rejected because the test was significant,  $t = .422, p < .05, df = 528$ . This finding is in line with the finding of Adekunle (2012) who established that products of Colleges of Education appear better prepared and groomed, especially in teaching practice unlike their university counterparts.

Also, the third null hypothesis which stated that there is mastery of subject matter does not differ significantly between Graduates of Colleges of Education and Universities was equally rejected because test was significant,  $t = .333, p < .05, df = 528$ . This finding is a contradiction to the study of Oladejo (2010), who discovered that mastery of subject matter does not differ but rather, it is a matter of interest the students have in teaching profession. This finding might be due to the fact that teaching practice in Colleges of Education is usually better planned than that of the university.

Finally, the researchers retained the null hypothesis which stated that classroom management effectiveness does not differ significantly between Graduates of Colleges of Education and Universities because the test was not significant,  $t = .304, p > .05, df = 528$ . In other words, products of teacher education programmes from both the Colleges of Education and the Universities are effective in

classroom management. The reason for this finding could be due to the fact that participants might have been taught some skills required in maintaining effective classroom management, and they were able to bring these skills into practice.

### **Conclusion and Recommendations**

Having recognised the fact that no education can rise above the quality of its teachers, the implication is that teacher education should be given special consideration in any deliberation on education, if we want to achieve quality education for the citizenry. Teacher education programme, as a matter of national urgency and necessity, should be re-engineered and repositioned so that its products would be of acceptable quality. On the basis of the findings which this study has generated, the following recommendations are hereby suggested:

- i. In today's world, technology cannot be under estimated as one of the most efficient means of improving the quality delivery of teaching especially in a nation like Nigeria where we still use the traditional chalk and talk system of teaching. The use of modern techniques has made the process of teaching and learning more interactive especially in advanced countries of the world.
- ii. Teaching practice exercise, especially in Nigerian universities should be re-organized to better equip the teacher-trainees in the practical aspect of teaching.
- iii. There is also the need for the teaching regulatory body, that is, Teacher Registration Council of Nigeria (TRCN) to be more proactive in its mandates, specifically, the internship programme.
- iv. The entry requirement into education courses should be raised and admission requirements into educational institutions be revisited. This will ensure admission of quality students.

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