QUALITY ASSURANCE IN TECHNICAL TEACHER PREPARATION
FOR EFFECTIVE SCHOOL ADMINISTRATION

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Abstract

This study aimed at finding out education practices that will elicit quality assurance in technical teacher preparation for effective school administration. Two research questions and two null hypotheses were formulated to guide this study. A total of 50 lecturers in Department of Industrial and Technology Education, Federal University of Technology, Minna and Department of Technical Education, College of Education Minna were used for the study. The subjects were sampled. A structure questionnaire title Technical Teacher Preparation Practices for Effective Administration (TTPPEA) was constructed, validated, and used for data collection. Mean, standard Deviation and t-test were employed to analyze the data. The result of the study showed that the practices for quality technical teacher preparation in Universities and Colleges of Education. One of the recommendations was that these practices be fully incorporated and build into technical teacher education programmes for effective utilization and performance.

Introduction

Education worldwide is a complex process of socialization that transforms individual into social beings equipped with the necessary tools to participate fully in the dynamics of life. Transformation of the individuals can only be achieved through good quality technical teachers who are dispenser of education. Nigeria can make use of the tremendous power of education through quality teacher education to tackle her numerous problems and by so doing achieved rapid national development. Technical teachers are therefore at the vanguard of bringing about reforms in a nation's polity .One of the prime functions of the school, is to provide a setting within which boys and girls can grow intellectually; this can only be accomplished through the learner's association with information, knowledge, facts. Books can help, so can numerous other types of learning materials. But always there stands a teacher, always on the stage, often front and centre.

The quality of education that teachers receive will in turn determine the quality and quantum of reforms that they can inculcate in the nation's youths. That is to say that good teacher dispense good teaching which in turn, produces good quality workforce such as engineers, medical doctors, architects accountants, lawyers among others, that would work

towards the achievement of the national goal. Conversely, the consequences of poorly trained technical teachers is the production of half-baked automobile, building, electrical//electronic, metal and woodwork teachers who cannot teach, plan, organize, manage and implement policies in schools. Wikipeadia (2009) stated that quality assurance is a system in which the delivery service of the quality of the product is assessed and compare with that required. Accordingly, Campbell and Rosznyai (2002) stated that quality assurance is all-embracing effort covering all policies and actions through which the quality of higher education is maintained and developed. In the context of this study, quality assurance in terms of teacher preparation is the identification of educational practices for technical teacher preparation that will enhance effective school administration in schools.

The quality of technical teachers is enhanced by the quality of preparation give to the teachers in training. The nation must produce quality teachers so as to attain the aims and objectives of the nation. Saidu (2007) observed every year teachers are churned out of training institutions either as full time or part time, through outreach or sandwich programme, but they are deficient in content and methodology. Such deficient teachers cannot be appropriately handled as far as school administration is concerned. Going by the stipulation of the Federal Republic of Nigeria (2004:56) in her National Policy in education that the objective of the administrative service in education is to provide efficient administrative and management control for the maintenance and improvement of the system, one observes that the system cannot be improved if the principals and headmasters are of low quality, stocked with teachers of low quality bred under examination malpractice and as such lack knowledge of the subject matter coupled with laziness, lack of spirit of enquiry, creativity and inability to carryout assignments. Therefore the purpose of the study is to determine the educational practices that will elicit quality assurance in technical teacher preparation for effective school administration and the extent these practices are employed in teacher preparatory institutions.

Research Questions

1. What practices will elicit quality assurance in technical teacher preparation for effective school administration?
2. To what extent are these practices employed in technical teacher education programme?

Hypotheses

1.   There is no significant different between the mean ratings of lecturers in Department of Industrial and Technology Education, Federal University of Technology, Minna and lecturers in Department of Technical Education, College of Education Minna with regard to the practices for quality assurances in technical teacher preparation for effective administration of schools.

2.   There is no significant different between the mean ratings of lecturers in Department of Industrial and Technology Education, Federal University of Technology, Minna and lecturers in Department of Technical Education, College of Education Minna with regard to the extent of application of the practices in technical teacher education programme.

Methodology

The study adopted a descriptive survey design. The questionnaire was used to collect data from the respondents. A population of fifty (50) lectures was purposively selected from the two institutions. This is because the two groups of lecturers are from technical teacher preparatory department of the institutions. The questionnaire titled; "Technical Teacher Preparation Practices for Effective Administration (TTPPEA)" was constructed and used for data collection. The instrument was made up of two parts. Part one sought information regarding the name of the institution. Part two comprised 30 items in two clusters of 15 items each. A four point rating scale of Strongly Agree (SA) (4 points) Agree (A) (3 points), Disagree (DA) (2 points), strongly disagrees (SD) (1 point) for clusters one and Very Great Extent (VGE) (4 points), Great Extent (LE) (2 points), and Very Little Extent (VLE) (1 point) for cluster two was used.

The instrument was faced validated and trial tested for reliability using fifteen lecturers in College of education, Minna who were not among those that participated in the study. Cronbach Alpha was used to test for the internal consistency of the items. The items yielded a coefficient of 0.70 and 0.75 respectively for the two clusters.

Table 1

Mean Ratings of the respondents on the practices for quality assurance in technical teacher preparation.

		Lecturer FUT=25			Lecturer COE=25		
S/N	Items	Mean $\overline{X}$	SD	Decision	Mean	SD	Decision

S/N	Item	Mean	SD	Decision	Mean	SD	Decision
1	Administration of quality entrants with at least five credits including English and mathematics for student for the Universities and four credits including English and Mathematics for Student in College of Education.	3.65	0.50	SA	3.60	0.48	SA
2.	Setting up a well monitored supervisory team to assure service delivery to the student teachers	3.70	0.64	SA	3.72	0.55	SA
3.	Through written and oral evaluation of Student Devoid of examination malpractice	4.00	0.00	SA	4.00	0.00	SA
4.	Recruitment into technical teacher education high trainable individuals	4.00	0.00	SA	4.00	0.00	SA
5.	Effective supervision of teaching practice exercise through adequate monitoring of the student teachers at stages of lesson preparation, delivery and post teaching discussions	4.00	0.00	SA	4.00	0.00	SA
6.	Mapping out one full year for for teaching practice exercise	4.00	0.00	SA	4.00	0.00	SA
7.	Increase pass mark grades from 40% to 60%	4.00	0.00	SA	2.90	0.75	A
8.	Provision of instructional material allowance to pre and in services teachers	3.25	0.44	A	3.02	0.82	A
9.	Motivation of student teachers through awards e.g. (Bursary) for upliftment Interest in teaching	4.00	0.00	SA	4.00	0.00	SA
10.	Elevating in services teachers at all levels to the same grade based on qualification and prompt payment of salaries and allowances as						

S/N	Items	Mean	SD	Decision	Mean	SD	Decision
	a means of arousing pre service teachers' interest in teaching	3.70	0.50	SA	3.64	0.40	SA
11.	Involvement of subject teachers at the school in supervision and monitoring of student in teaching practice	3.30	0.60	A	3.00	0.50	A
12.	Lecturers supervising student teachers in teaching practice in Secondary or primary school must have taught at that level	2.76	0.87	A	2.55	0.50	A
13.	Organizing seminars and workshop at frequent intervals to develop the student teachers in language skills for fluency in English language.	4.00	0.00	SA	4.00	0. 0	SA
14.	Teacher/Students using computers and ensuring they have their own lap tops	3.50	0.46	SA	3.02	0.82	A
	TOTAL CLUSTER MEAN	3.66	0.33	SA	3.50	0.41	SA

	Lecturer UNN=25			Lecturer CEE=25		
S/N	Items	Mean X	SD	Decision	Mean	SD	Decision
16.	Admission of quality entrants With at least 5 credits including English for arts students and Mathematics for science students For the universities and four credit Including English for arts student and mathematics for science students In colleges of education.	3.40	0.48	GE	1.00	0. 00	VLE
17.	Well monitored supervisory team for Service delivery to student teachers	3.00	0.85	GE	2.35	0. 75	LE
18.	Well supervised written and oral evaluation of students devoid of examination malpractice	2.42	0.60	LE	2.40	0. 86	LE
19.	Recruiment into education high quality trainable candidates	2.60	0.40	GE	1.20	0. 54	LE

No.	Item	Mean	SD	Decision	Mean	SD	Decision
20.	Effective supervision of teaching practice devoid of malpractice	3.25	0.65	GE	2.70	0. 60	GE
21.	Use of one full year for teaching practice exercise	1.00	0.00	VLE	1.00	0.00	LE
22.	Pass mark grade to be revise to 60% in grading the students	1.00	0.00	VLE	1.00	0.00	VLE
23.	Provision of Instructional material allowance for pre and in service teachers	1.00	0.00	VLE	1.00	0.00	VLE
24.	Motivation of student teachers through bursary awards	1.00	0.00	VLE	1.00	0.00	VLE
25.	Involvement of subject teachers in supervision of student teachers in practice	2.25	0.40	LE	2.00	0.30	LE
26.	Use of lecturers for supervising students in teaching practice	2.00	0.60	LE	2.00	0.50	LE
27.	Organising seminars and workshop at frequent intervals to develop the student teachers in languge skills for fluency in english language	2.40	0.46	LE	1.80	0.65	LE
28.	Use of computers in teaching student teachers in technical teacher training institutions	1.00	0.00	VLE	1.00	0.00	VLE
29.	Compulsory Possession of lap top computers by all student technical teachers in teachers training institutions	1.00	0.00	VLE	1.00	0.00	VLE
	TOTAL CLUSTER MEAN	1.89	0.3	LE	1.56	0.28	LE

The data in table 1 show that both group of lecturers rated the 15 items in the first cluster high as practices that should be employed in technical teacher preparation for effective school administration. On the other hand, the extent of employment of the practices for technical teachers preparation were rated low in most of the items except in items 16,17, and 19 that were rated high by lecturers of COE. The only item rated high by both group of lecturers was item 20.

Table 3:

t-test Analysis of the difference between the mean scores of lecturers of FUT and COE on educational practices for technical teacher preparation for effective school administration

Group	N	X	SD	DF	Level of significance	Calculate t	Critical	Decision

Group	N	X	SD	DF	Level of significance	Calculate t	Critical	Decision
Lecturers FUT	25	3.66	0.33	48	0.05	1.45	2.02	Ho accepted
Lecturers COE	25	3.50	0.41					

Data in table 3 showed that the calculated t value of 1.45 is less than the critical value of 2.02 at 48 degrees of freedom and 0.05 level of significance. This shows that there is no significance different in the opinion of the groups. The null hypothesis is therefore accepted.

Table 4:

t-test Analysis of the difference between the mean scores of the lecturers in FUT and COE on the extent of educational practices in technical teachers preparation for effective school administration.

Group	N	X	SD	DF	Level of significance	Calculate t	Critical	Decision
Lecturers UNN	25	1.93	0.30	48	0.05	4.02	2.02	Ho Rejected
Lecturers CEE	25	1.60	0.28					

Data in table 4 indicated that the calculated t value 4.02 is greater than the critical value of 2.02 at 48 degree of freedom and 0.05 level of significance. This shows there is significance in the opinions of the two groups. Therefore, the null hypothesis is rejected.

Discussion:

The opinion of the lecturers in research question one was that the practices for quality assurance in technical teacher preparation for effective school administration should include admission of quality entrants with at least five credit passes including English language and mathematics into any teacher training institution, existence of well equipped supervision through adequate monitoring especially with the involvement of subject teachers and use of lecturers to supervise teaching practice use of full year for teaching practice exercise increasing the pass mark grade and number of years for degree and National Certificate in Education (NCE) awards, provision of instructional material allowance to both pre and in service teachers motivation of student teachers through bursary awards and in service teachers prompt payment of salaries and allowances based on qualification at all levels of education, initiating programmes at frequent intervals to develop skills in student teachers for fluency and accurate use of English language

and use of computers in teaching student teachers for achievement of vision 20-20:20. The finding is in line with the view of Garba (2007) that for quality to be achieved in teaching profession, teachers must be motivated through awards payment of salaries and allowances as and when due.

On research question 2, the application of the practices for quality assurance in technical teacher preparation institutions were rated low in most of the items. By implication, most of the educational practices are not applied in technical teacher training institutions. The research has shown for example, that the admission of quality entrants with at least five credit level pass including English language and mathematics is not attainable in College of Education Minna. The research has showed that recruitment of high quality trainable candidates was rated low by lecturers of COE. This is evidence that COE lecturers are not finding it easy coping with the quality of the student teachers under experience has shown the researchers in examination malpractice and are capable of passing senior secondary school examination with credit level pass in all the subjects without acquiring the actual knowledge. These students with good results that cannot be defended are pushed into College of Education and Universities. This will negatively affect the school.

Low ratings on extents of application of one full year for teaching practice exercise elevation of period for degree and NCE awards, increases of pass mark grade to 60% provision of instructional material allowance to pre and in service teachers, motivation student teacher's through awards and in service teachers through prompt payment of salaries and allowances based on the qualification at all levels among others, are indications that be programme for teacher preparation for quality assurance must be revisited.

The ratings were also very low in the use computers in training of technical teachers. This implies that the student teachers do not have their own personal computers and may not have the knowledge of its application and uses. This will also affect the children and the school administration in general.

The result of the t-test analysis on table 3 indicated that null hypothesis was accepted as stated. This shows that the practices for quality assurance in technical teacher preparation for effective school administration do not differ significantly between the two groups of respondents with the calculated t of 1.45 being less than critical value of 2.02 at 48 degree of freedom 0.05 level of significance. The result of t-test on table 4 showed that the null hypothesis was rejected.

This means that the extent of the practices for quality assurance in technical teacher preparation for affective school administration differ significantly between the two groups of respondents with calculated t. value of 4.02 and critical t of 2.02 at 48 degree of freedom and 0.05 level of significance. By implication, Federal University of Technology, Minna seems to be higher in attendant to some of the practices for quality assurance in technical teacher preparation in the area of admission of more quality entrant's well equipped supervisory team, and supervision of written and oral evaluation of students among others than College of Education, Minna.

Implication of the Research findings

The findings of this research showed the practice for quality assurance in technical teacher preparation for effective school administration to be achieved. This finding is of importance to the government, Ministry of Education, Vice Chancellors, Provost of Colleges of Education and administrators if quality teachers are to be produced to breed quality youths who will work for the nation to become among the best economics of the world. This study has also created awareness in the minds of the lecturers in technical teacher preparation institutions to initiating strategies that will bring about quality assurance in technical teacher preparation for effective administration.

Conclusion

This study has identified practices for quality assurance in technical teacher preparation for effective school administration. It has shown that some educational practices as admission of good quality entrants, well equipped supervisory team to monitor proper service delivery to student teachers, proper supervision of written and oral evaluation of students increment in pass mark grade, years of graduation and period of teaching practice exercise among others, are worthwhile and should be applied in teacher preparation programme to achieve quality assurance. The study also showed that the extent of the application of education programme needs revisiting for attainment of the nation's goals. Based on the discussions and implications of the study, the following recommendations were made.

Recommendation

1. Universities and Colleges of Education should accept minimum criteria for admission of entrants into any teacher training institution for the award of degree or NCE certificate to be five credit level pass including English language and mathematics.
2. Universities and Colleges of Education to increase pass mark grade from 40%to60%.

3. Technical teacher training institutions should map out one full year intensive teaching practice exercise in which the subject teacher of the school of practice must be extensively involved.

4. Technical teacher training institutions to enforce use of individual computers in teacher preparation institutions especially for those in their final year.

5. The Government should give incentive to student teachers and in service teachers in terms of awards, payment of salaries and allowances.

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