

Evaluation of the TDT- Teacher Training

Introduction

As part of the Teacher Development for Transition (TDT) activities, the Development Research and Project Centre (dRPC) organized a capacity-building workshop on language transition for 100 teachers from 10 primary schools in Kano State at the American Space, Kano. The training was designed to improve the English language skills of 100 State Universal Basic Education Board (SUBEB) Grade 3 English teachers in the area of transitioning from Hausa to English language.

The training content focused on equipping teachers with various methodologies for a smooth transition, supporting teachers to master the use of appropriate resource materials.



Figure 1: TDT Cohort 2 facilitator presenting a session at the TDT training for teachers

Before and after the training, the target teachers were assessed on the change in knowledge of the participants as a result of the training (Changes in knowledge of the participants with regards to the subject matter – which is language transition, their knowledge of various teaching techniques and strategies as well as the participants' competence in English Language as the target language of transition).

Methodology

The methodology employed for the purpose of this evaluation was a simple questionnaire based short experimental study. Pre-test and post-test questionnaires designed for this purpose were administered to the participants before and after the training respectively. A mixed-method approach was adopted with the tools comprising of both closed-ended and open-

ended questions to accurately capture relevant quantitative and qualitative information. The tools were designed and validated to satiate the purpose of the evaluation. The questionnaires for both pre- and post-training were identical to allow for accurate measurement of the knowledge change among the participants. The tool comprised of four sections. The first section deals with demographic and other control variables such as age, qualification, etc of the participants. The second section was formed to collect relevant information on the knowledge of the participants with regard to the subject matter – language transition. The third section measures the knowledge of the participants with respect to teaching technique. Lastly, section four assesses the participants' competence in English language.

The mode of questionnaire administration employed was self-administered interview where each participant was allowed to respond to the questions by themselves with little support from the interviewers.



Figure 2: Group photograph at the TDT training for teachers

Results

Demographics of the respondents: A total of eighty-one participants responded fully to both pre- and post-training questionnaires. The respondents had an average age of about forty years. They were found to be considerably experienced in teaching and in the educational sector as they had, on average, more than fifteen years of working experience. The participants were predominantly males accounting for more than three-quarter (79%) of the total participants. More than half (60%) of the respondents taught at rural schools at the time of this training as the rest (40%) reported to be teaching in an urban school. While only about one quarter of the respondents were university graduates, all the respondents appeared to be qualified teachers by educational qualification as they all reported to have at least an NCE certificate.

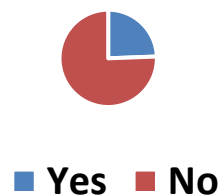
Previous exposure to similar event

Majority of the participants had no prior exposure to a similar event. Less than one in four (24.4%) participants reported to have previously participated in language transition training.

Change in knowledge of the Respondents/Participants

The respondents had an overall increase in knowledge of nineteen percentage points. The average overall scores were thirty-six percent and fifty-five percent before and after the training. Teaching technique was the knowledge area in which the participants showed the highest increase in knowledge with seventeen percentage points, followed by knowledge of the subject matter with thirteen percentage points. English language competence had the lowest increase in knowledge with an increase of just four percentage points.

Proportion of respondents previously exposed to similar training



Knowledge of the respondents before and after the training across different knowledge domains

Knowledge domain	Pre-training (%)	Post-training (%)	Change in knowledge (%)
Subject matter	16	50	+13
Teaching technique	33	50	+17
Language competence	60	64	+4
Average total	36	55	+19

Increase in knowledge as a result of the training was more among females (20 percentage points) as compared to their male counterparts (17 percentage points). Similarly, non-graduate participants had a slightly more increase in knowledge (27 percentage points) than the graduates (24 percentage points). More strikingly, participants from urban schools recorded much more increase in knowledge than their rural counterparts – while the former recorded an increase in knowledge of twenty-six percentage points, the latter had an increase of fourteen percentage points.

