

Assessment of Initial Teacher Preparation: A Tracer Study of Serving NCE Graduates of Shehu Shagari College of Education, Sokoto State, Nigeria

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Abstract

The study assessed how adequately prepared serving Shehu Shagari College of Education, Sokoto (SSCOE), Nigeria Certificate in Education (NCE) graduates were by their Initial Teacher Preparation (ITP) to teach at Basic Education level. It was Mixed method that involved Descriptive Survey and Case Study research design and the population of the study are all the 7, 246 NCE graduates teaching in primary schools across the 23 LGEAs in Sokoto state represented in the multi-stage sampling procedure by 357 serving SSCOE Sokoto NCE graduates as recommended by Research Advisor (2006). Triangulation was used in data collection; the instruments were two Researcher-designed questionnaires for the teachers and Head-teachers of primary schools they teach, Researcher-designed Classroom Observation Checklist for teachers and In-depth Interview guide. All the instruments were validated by team of experts and supervisors from the Department of Educational Foundations, Usmanu Danfodiyo, University, Sokoto. While reliability index (.61, .68 and .63) of Questionnaires and Checklist were obtained through Test-re-test method using Spearman Rank Order Correlation. For the Qualitative interview, a technique of repeating question in a slightly different form during the interview was used. Data was analysed using frequency and mean score as well as thematic analysis. Among the findings of the study were serving SSCOE Sokoto NCE graduates perceived themselves inadequately prepared by their ITP in some pedagogical areas namely Classroom management, application of instructional materials and management of school records and thus one of the recommendations was that Colleges of Education, SSCOE in particular should give extensive ITP to the NCE pre-service teachers on pedagogical aspects of training especially those considered inadequate by the College's serving graduates.

Keywords: initial teacher preparation, Nigeria Certification in Education graduates, Shehu Shagari College of Education, Sokoto

Access to formal schooling in most developing countries like Nigeria in the past was limited to the children of a particular class. It was a situation referred to by Sociologists Bray et al. (1986) as Capitalists educational policy that tolerates social inequalities and stratification. However, the introduction of Universal Basic Education in Nigeria has improved access to Basic Education with the drastic increase in enrolment of pupils. Millennium Development Goals Report cited in Junaid and Makah (2014) found that nearly 9 out of every 10 children (representing 88.8%), were enrolled in Basic Education schools in Nigeria by 2010. The quality of Basic Education in Nigeria however, has not kept pace with the increase in enrolment. For instance, National Assessment of Performance at Basic Education in the core subjects revealed that Pupils' performances were low because the national performance ranged from mean score of 21.05% to 50.00% (Nwokeocha, 2017).

Although many different factors can be associated with performance, the quality of teachers as Wise and Leibbrand (1996) pointed out, is one of the most important factors. The responsibility of producing quality teachers rests heavily on the shoulders of Teacher Training Institutions (TTIs), which are responsible for Teacher Preparation in form of Pre-service and In-service training. Pre-Service also known as Initial Teacher Preparation (ITP) refers to professional training learners attend before first teaching appointment which provides foundational content and pedagogical knowledge adequate to enable them work as qualified teachers. However, ITP Programmes run by TTIs are frequently criticized for being inadequate and with apparent disconnection to the practical demands of the classroom (Darling-Hammond, 2010).

In support of this claim, an empirical study conducted in the US by Nova Scotia (2011) found that only 27% of the graduate teachers reported that their ITP course of Bachelor of Education Degree prepared them very well for teaching. While Öztürk and Yildirim (2013), found in Turkey that Pre-service teachers reported not adequately prepared by their ITP in aspects of Classroom management. Similarly, many studies in Africa further reinforced the aforesaid findings among them Boakye and Ampiah (2017) in Ghana, who found that graduate Science Teachers were deficient in content knowledge; while in a study conducted in Namibia by Uugwanga (2010), the participants reported not adequately having been prepared in content knowledge by their ITP.

Evidence from these studies seems to suggest that, in the design and development of the ITP, the existential realities of the classroom should be considered if the training is to be relevant and adequate to meet the demand of the service sector or schools it is meant for. For this reason, in Nigeria, the framework for the implementation of New National Teacher Education Policy of (2017) considered tracer study as a necessary requirement and a duty of every College of Education Academic and Quality Assurance Unit. Information gained from Tracer or Follow-up study can be used for curriculum development and reform.

In Nigeria, one large scale national tracer study of NCE graduates was conducted in 2005 whose main concern was to determine how many of COES NCE graduates were in gainful teaching employment. One of the main findings of this study as noted by National Commission for Colleges of Education, NCCE 2002 (cited in NCCE, 2012) was that, there were many qualified NCE graduates roaming the streets without jobs despite the persistent hues and cries about acute shortage of qualified teachers, in the Basic Education sector at the time. The key recommendations of this study led to the establishment of the Federal Teachers Scheme (FTS), which recruited these surplus qualified teachers and deployed them to states that were in deficit of qualified teachers.

Beyond this tracer Study, there is scarcity of Tracer studies especially those involving NCE graduates of Colleges of Education in Nigeria (Bennell et al., 2015; Sunday & Abubakar, 2020). Where empirical studies involving serving COES NCE graduates are reported (Chinyere & Ojinnakaeze, 2018; Onuegbu, 2015, Waziri, 2018), there is evidence to suggest that the perceptions of the NCE teachers begin to call into question some of the taken-for-granted assumptions that lie behind the policies and programmes of the TTIS ITP. Onuegbu's (2015) study which investigated NCE Business Education student-teachers from two Colleges of Education in Ondo and Ekiti States in Nigeria, for example, revealed that majority of the respondents did not feel confident that the ITP they were undergoing would equip them with the required skills for entrepreneurship. Similarly, Waziri's (2018) study in Sokoto State, Nigeria, found NCE graduates prepared by Colleges of Education deficient in Classroom management when compared with National Teachers Institute prepared NCE graduates. Similarly, Chinyere and Ojinnakaeze (2018) found that, pre-service teachers in Enugu State, Nigeria felt inadequately prepared in some aspects of teaching and indicated areas where their alma mater needed to improve on including teaching methodology, curriculum implementation, use of information communication technology (ICT), classroom management and organization as well as increased period of practical experience.

The current study therefore investigated serving NCE graduates of Shehu Shagari College of Education Sokoto and found out teaching tasks that they are deficient as well as areas where they liked the college to improve upon.

Statement of the Problem

The present study was intended to contribute to TTIS ITP by using data from survey and case study of serving NCE graduates of the SSCOE Sokoto, teaching in various Basic Education Schools in Sokoto State to examine the extent to which the NCE teachers themselves perceive the efficacy of their initial training in preparing them to teach at Basic Education Level. The main aim of the present study was to assess how adequately prepared or otherwise they were by ITP and also to obtain feedback from them on how to improve the NCE ITP.

Tracer studies involving serving SSCOE Sokoto NCE graduates could not be found despite investigations from the College's Academic and Quality

Assurance Unit. Data obtained from this Study, it is believed, would serve as an important resource for improving the overall quality and relevance of pre-service ITP at the SSCOE Sokoto in particular and at all TTIs in the country in general.

Research Questions

The research questions for the study were as follows:

1. How adequately prepared are serving SSCOE Sokoto NCE graduates by their ITP to discharge their duties as teachers?
2. What aspects of ITP would serving SSCOE Sokoto NCE graduates like to see be improved?

Objectives of the Study

The objectives of the study were as follows:

1. To examine perceptions SSCOE Sokoto NCE Graduates on how adequately prepared they are by their ITP to discharge their duties as teachers.
2. To find out aspects of ITP that serving SSCOE Sokoto NCE Graduates would like to see be improved.

Theoretical Framework

A Micro Sociological perspective, Symbolic Interactionism provides a theoretical basis upon which this research was conducted. Rather than from Macro like Functionalists and Conflicts, the theory according Mahuta (2007) is concerned with the study of social interaction between individuals or between groups of individuals. George Herbert Mead (1863 – 1931), Herbert Blummer (1900 – 1987) and Charles Horton Cooley (1885 – 1971) and most prominent proponents of the theory agreed on these three points to be the central premises of the Symbolic interactionism, namely:

- i. Human beings act towards things based on meanings those things have for them.
- ii. That those meanings arise out of the interaction of the individual with others.
- iii. An interpretative process is used by a person in each instance in which he must deal with things in his environment.

Upon these premises, it can be understood according to Interactionists that social reality (pattern of behaviours including teaching tasks in the classroom) is symbolic in nature constructed and reconstructed at the context during social interaction by people participating in it rather than by the external laws (social institutions or capitalists). The present research problem perceptions of NCE graduates about their ITP when viewed from the frame of Symbolic Interactionism, can be considered as a social reality (ITP) and social reality or ITP need to be understood from the context (classroom), rather than the external laws (Teacher Training Institutions). Therefore, social interaction taking place in the classroom context where pre-service teachers apply their ITP

needed to be studied to determine how adequately prepared the graduates are, and where the training should be improved. According to Denscombe (1982), although at the college, Students-Teachers are well aware of the need to form and internalize attitudes and pedagogies of teaching, but such attitudes are partly for the purpose of the written, academic and theoretical demands qualification. Away from the College in the classroom, however, there is a change in focus and demand, thus the expression of attitudes or pedagogy can now be regarded as context-specific response to the new situation.

Research Methodology

Research Design and Sampling

A Mixed Method of Descriptive Survey and Case Study was used as research design for the study. The population of the study was all the 7,246 serving NCE graduates teaching in the 2, 008 primary schools across the 23 Local Government Education Authorities in Sokoto State as obtained from Sokoto State School Census report 2017. As recommended by Research Advisor (2006) a sample of 357 was used for the study which represented the 7,246 serving NCE graduates. The sampling technique involved multi-stage method: Stage 1 involved using the existing Cluster of Sokoto State Universal Basic Education Board (SUBEB) that distributed the 2, 008 primary schools in the state into Four (4) Educational Zones, namely: Sokoto Central, Goronyo, Tambuwal and Illela Educational Zones. Stage 2 involved proportionate stratified sampling. Since the population of the participants (serving NCE graduates) in the 4 Zones was not evenly distributed, the proportionate technique was used so that the 357 sample size recommended by Research Advisor (2006) was sampled based on the population of serving NCE graduates (see Table 1).

Table 1

Sample of the Study

S/N	Educational Zones	Population of NCE graduates	of serving	Sampled SSCOE NCE graduates
1.	Sokoto Central	3157		156
2.	Illela	678		33
3.	Goronyo	1499		74
4.	Tambuwal	1912		94
	Total	7,246		357

Source: Sokoto State Universal Basic Education Board, 2017

Thirty serving SSCOE NCE graduates were sampled for Qualitative study. Mark (2010) argued that, large sample size in qualitative research risk having repetitive data. The 30 serving SSCOE NCE graduates were identified and purposively sampled based on their responses on the questionnaire as well as classroom observation conducted which the researchers believed had information of special interest to the study. This in line with Nwanunobi (2002)

who recommendation that, in Qualitative study, in-depth interview is usually conducted with participants identified to have possessed knowledge of special interest to the researcher.

Research Instruments

Triangulation was used in data collection and the instruments were two Researcher-designed questionnaires, Classroom Observation Checklist and In-depth Interview. The questionnaires contained open- and close- ended items divided into 2 sections, which are section A and B. Section A dealt with some relevant demographic data of the respondents, whereas sections B contained items that sought to ascertain how adequate the graduates felt prepared by their NCE training. Similarly, the checklist also had 2 sections. Section A elicited general information while in Section B, the observers checked the lists and rated preparedness of the NCE graduates by their NCE training with a 4-point rating scale namely: 1 – Behaviour not observed, 2 – Behaviour rarely observed (i.e., once or twice), 3 – Behaviour occasionally observed (i.e., 3 or 4 times) and 4 – Behaviour frequently observed (i.e., more than 4 times).

Methods for Data Collection

The questionnaires were administered to the respondents through direct administration while for the checklist, the researchers and assistants were physically present in each of the sampled classrooms and observed the teaching sessions using the Classroom Observation Checklist.

For the Qualitative data, In-depth interview was conducted with the NCE graduate teachers. The interview was divided into two sessions namely: Pre classroom interaction interview session which was conducted prior to the classroom interaction of teacher and pupils and Post classroom interaction interview Session which was after the Classroom Observation Checklist was administered. Similarly, 10 Focus Groups of 6 pupils (boys and girls mixed giving the total of 60 pupils) were formed in 10 primary schools that are part of the context of the Study. During the conduct of the interviews and discussions, devices such as Audio Voice Recorder and Field Notes were used to record and note issues that were raised during the interviews.

Validity and Reliability of the Instruments

Content validity of all the instruments was ascertained by the researcher's supervisors and some experts from the Faculty of Education and Extension Services Usmanu Danfodiyo University, Sokoto whose suggestions were incorporated in the final drafts of the instruments. Reliability index of 0.61, 0.68 and 0.63 for the two of Questionnaires and Checklist were obtained through Test-re-test method using Spearman Rank Order Correlation. The Qualitative interview guide reliability was ensured through a technique of repeating questions in a slightly different forms during the interviews as recommended by Best and Kahn (1986).

Method for Data Analysis

Quantitative data obtained with the help of four research assistants was analysed using descriptive statistics namely frequency, and mean scores set at 2.2 for Table 2, and 2.3 for Tables 3 and 4 weighted means. Observed tasks were rated on a 4-point scale and later broadly interpreted into two namely: Rarely Observed and Frequently Observed. Qualitative method of thematic analysis was used to analyse data obtained through In-depth Interview.

Results

Table 2

Classroom Observations on How Adequately NCE ITP Prepared the Graduates for Some Teaching Tasks

SN	Teaching Tasks	Mean	Decision
1.	Command of the subject matter	3.2	Frequently Observed
2.	Defined unfamiliar terms and concepts	3.3	Frequently Observed
3.	Efficient use of chalk board	3.1	Frequently Observed
4.	Clarity of objectives (in behaviour terms)	3.0	Frequently Observed
5.	Evaluation items (if appropriate)	2.4	Frequently Observed
6.	Executing lesson based on the lesson plan	2.2	Frequently Observed
7.	Acknowledges pupils' answers	2.4	Frequently Observed
8.	Moves around the class to attend to all pupils	2.0	Frequently Observed
9.	Relates well with learners	2.2	Frequently Observed
10.	Use of examples for clarity of concepts	2.1	Rarely observed
11.	Efficient use of Instructional Materials	1.8	Rarely observed
12.	Manage lesson time	1.8	Rarely observed
13.	Use of Lesson Plan as a guide	1.8	Rarely observed
14.	Good classroom arrangement	1.9	Rarely observed
15.	Relevant set induction	1.8	Rarely observed
16.	Pupils' involvement	1.8	Rarely observed
17.	Teacher calls pupils by their names	2.0	Rarely observed
18.	Attending to pupils with learning need	1.9	Rarely observed
19.	Pupils working in groups	1.9	Rarely observed

Source: Field Survey, 2019

* Weighted Mean = 2.2

Table 2 above indicates that, items 1 to 9 with their Mean scores ranging from 2.2 to 3.3 were frequently observed during classroom observation, while items 10 to 19 with their mean scores ranging 1.8 to 2.1 were rarely observed.

Table 3

Responses on How adequately NCE Training Prepared the Graduates for Some Teaching Tasks

SN Teaching Tasks	Mean	Decision
1. Content of the teaching subject	2.9	Adequate
2. Relating with pupils	2.9	Adequate
3. Lesson planning	3.2	Adequate
4. Assessment of Pupils	3.0	Adequate
5. Relating with parents	3.0	Adequate
6. Coping with Workload	2.3	Adequate
7. Use of visual teaching aids	2.7	Adequate
8. Methods of teaching subject	2.2	Not adequate
9. Classroom management	1.5	Not adequate
10. Time Management	1.8	Not adequate
11. Record keeping (diary, register)	1.7	Not adequate
12. Resolving pupils' disputes	1.6	Not adequate
13. Motivating pupils	2.0	Not adequate
14. Use of audio teaching aids	2.1	Not adequate
15. Use of audiovisual teaching aids	1.9	Not adequate
16. Practical experience (micro-teaching and TP)	1.9	Not adequate

Source: Field Survey, 2019

* Weighted Mean = 2.3

Table 3 above indicates that, serving SSCOE Sokoto NCE graduates considered their ITP to be adequate in seven items (1 to 7) with their mean scores ranging from 2.3 to 3.2; while the ITP was considered in adequate in 9 items (8 to 16) with their mean scores ranging from 1.5 to 2.2.

Table 4

Head-Teachers' Responses on Aspects of NCE ITP that Need be Improved

SN Teaching tasks	Mean	Decision
1. Updating school record	2.2	Deficient
2. Communication skills	2.1	Deficient
3. Method of teaching	2.2	Deficient
4. Utilization of Instructional materials	2.2	Deficient
5. Classroom management	1.9	Deficient
6. Assessment of pupils	2.2	Deficient
7. Time Management	2.2	Deficient
8. Breaking down of syllabus	2.5	Not Deficient
9. Lesson plan	3.0	Not Deficient
10. Mastery of subject matter	2.9	Not Deficient

Source: Field Survey 2021

* Weighted Mean 2.3

Table 4 above reveals that, Head-teachers of primary schools considered serving SSCOE Sokoto NCE graduates deficient in seven teaching

tasks (1 to 7) which the College need to improve with their Mean Scores ranging from 1.9 to 2.2. They however considered serving SSCOE Sokoto NCE graduates not deficient in three items (8-10) with Mean Score ranging from 2.5 to 3.0.

Theme: Aspects of SSCOE Sokoto NCE ITP that Need be Improved According to the College's Serving Graduates

Based on the in-depth interview conducted, aspects of SSCOE Sokoto NCE ITP that need to be improved are listed and under the following sub-themes; some of which are elaborated on in subsequent sections:

- i. Review Classroom Management Techniques
- ii. Improve the Mode of Micro-Teaching Practicum
- iii. Improve the conduct of Teaching Practice Supervision
- iv. Give more emphasis on training student-teachers Coping mechanism:
- v. NCE ITP Combinations should be in line with primary school subjects
- vi. Re-introduce classroom observation
- vii. Incorporate post TP or follow-up TP as a course in NCE ITP:
- viii. Maintain balance between theory and practice
- ix. Provision of adequate teaching and learning materials.

Reviewing the Classroom Management Techniques

Majority of the respondents involved in the present research suggested the need for review of classroom management training to reflect the situation in classrooms (R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19 and R20). However, the respondents differed in opinions on how it should be done. Some group of respondents who pointed out the inadequacies of the ITP in the area of classroom management suggested for the introduction of separate course on classroom management rather than being part of the whole (R1, R2, R3, R8, R9, R13, R16, R17 and R18). One of them for instance, suggested that:

Leaving the instruction on classroom management to be part of some courses such as EDU 113 (Principles and Methods of Teaching) and EDU 231 (Micro-teaching) is not enough to enable student-teachers acquire classroom management skills, but teaching it as a separate course reflecting the realities of primary classrooms will enable students acquire better skills of managing situations. (R1)

Another respondent, R17 suggested that: *“The course ‘Practicum in Classroom Management and Organization’ should take into cognizance the existing teacher-pupils ratio in primary schools”*. He also suggested that: *“there is need to review the NCE minimum standard so that classroom management should be treated as an independent course, not a topic in other courses such as EDU 113 and EDU 213”*.

Reviewing the Mode of Micro-teaching Practicum

Based on their experience during the micro-teaching practicum, majority of the respondents expressed the need for better organization of micro-teaching. Micro-teaching is good practical experience in teacher preparation because if it can be properly conducted, half of the challenges and reality shocks in the classroom can be minimized for student-teachers. Respondents with this view are (R3, R8, R17, R24 and R25). One of the respondents stated that: “SSCOE Sokoto should improve the process of microteaching practicum. All student-teachers should present their lesson plans practically, followed by appropriate comments and feedback from lecturer(s)” (R8).

Another respondent explained that:

There is the need for adequate time so that each student-teacher will be given time to stand before his colleagues and make presentation. It should be on individual basis not group basis; that gives room for some students to be passive. (R17)

Through rigorous Micro-teaching practicum exercise student-teachers’ weakness can be minimized.

Improving the Conduct of Teaching Practice Supervision

Majority of the respondents also pointed out areas where Teaching Practice should be improved. However, the quality of Teaching Practice supervision is one area that need to be improved according to the following respondents (R13, R14, R26 and R30). One of them stated that: “Supervisors should ensure that students are adequately followed to classrooms” (R26).

This type of supervision does not allow lecturers opportunity to assess student-teachers in the classroom so as to offer corrections.

Giving More Emphasis on Training Student-teachers’ Coping Mechanisms

Since challenges, especially for novice teachers are inevitable, some respondents suggested that, Training Institutions should train student-teachers on how to survive reality shocks and tackle challenges effectively. Respondents with this view include R6, R14, R15, R21 and R24. According to Respondent 15, “Since it is a common knowledge that there is no standard teacher-pupil ratio in most public primary schools, Colleges of Education should always train pre-service teachers on how to cope with the overcrowded classrooms”. Colleges of Education according to him: “should also train pre-service teachers on especially, how they can deal with the challenges in the first year and how to manage their problems effectively”.

Another Respondent (R21) asserted that: “Teacher Training Institutions should pay greater emphasis on training student-teachers on how to improvise teaching materials which are seriously lacking in many public primary schools”.

Aligning NCE ITP Combinations with Primary School subjects

Respondents whose NCE ITP subject combinations are not in line with the syllabus of primary schools (such as R22 who read Biology/Chemistry) found their content knowledge not in line with that of primary schools where they teach.

Although, some of these respondents (R14, R 22 and R30) said they found no difficulty teaching primary subjects even though they were not prepared for, they still suggested that the curriculum of NCE ITP for their subject combinations should be reviewed so that all subject combinations should have primary school subjects. This, according to R22, “*will enhance subject matter confidence and competence of the student-teachers*”.

Summary of Major Findings

The major findings of the study are:

1. Serving SSCOE Sokoto NCE graduates perceived themselves inadequately prepared by their ITP in some pedagogical areas namely Classroom management, application of instructional materials, practical experience and management of school records. The respondents however considered themselves adequately prepared by their ITP in subject matter and other pedagogical areas such as lesson preparation.
2. Serving SSCOE Sokoto NCE graduates identified aspects of the College’s ITP which they would like to see the ITP been improved to make the training adequate and relevance to the Basic Education schools. The areas include namely: Classroom management techniques and some practical components of the ITP.

Discussion

Based on the views on respondents in Tables 2 and 3, the main teaching tasks where ITP was considered inadequate include classroom management, application of instructional materials, record keeping and practical experience which all fall below the weighted mean of 2.3. This concurred with the findings of relevant studies among which are studies conducted by Nova Scotia (2011), Öztürk and Yildirim (2013) and Chinyere and Ojinnakaeze (2018). From Tables 2 and 3 also serving SSCOE Sokoto NCE graduates considered adequate their ITP in subject matter and lesson planning. This was further complemented by Head-teachers views where these teaching tasks were rated to pass the mean score of 2.3 in table 3. This is however not in line with the findings of studies conducted by Uugwanga (2010) where the participants in the study reported to be struggling within the areas of content knowledge and where they found college theory on lesson planning not in line with the realities of the classroom.

Respondents were also asked during the In-depth interview to reflect on their experiences during their ITP and the actual teaching and suggest how best SSCOE Sokoto can improve. The main suggestion made by respondents as explained in theme and sub-themes was on the need to review the NCE minimum standard to give more emphasis weighting on classroom management.

Other suggestions made are in the subject matter and pedagogical preparation; there should be a balance in emphasis between theory and practice. This is necessitated by the fact that respondents were unanimous in their argument that during the training, little prominence is given to the practical aspects which exposed respondents to challenges of applying what they learnt at the college to real practice in the classroom.

The findings in the study further concur with the initial stated assumption of Symbolic Interactionism that social reality (pattern of behaviours including teaching tasks in the classroom) is symbolic in nature constructed and reconstructed at the context during social interaction by people participating in it rather than by the external laws (social institutions or capitalists). Therefore, tracer study is important for the Colleges to obtain feedback about the service they provide to be able to determine how adequately prepared the graduates are, and where the training should be improved. This is through tracing and investigating the social interaction taking place in the classroom context where their pre-service teachers apply their ITP.

Conclusion

The study investigated perceptions of serving SSCOE Sokoto NCE graduates working as fulltime teachers in primary schools in Sokoto State on adequacy of their college ITP. It can therefore be concluded that serving SSCOE Sokoto NCE graduates considered themselves adequately prepared content wise but inadequately prepared in some pedagogical skills which they would like to see the College improve upon during the Initial preparation.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Colleges of Education, SSCOE Sokoto in particular should give extensive ITP to the NCE pre-service teachers on pedagogical aspects of training especially those considered inadequate by the College's serving graduates such as Classroom management, application of instructional materials practical experience and management of school records.
2. Colleges of Education, SSCOE in particular should improve upon its aspects of the NCE ITP which serving graduates would like to see been improved. Aspects to be improved are especially on practical components namely; adequate emphasis on Classroom management practicum, Micro-Teaching Practicum and Teaching Practice Supervision as well as maintenance of balance between theory and practice.

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