

INTERVENTION FRAME WORK ON TEACHERS' CAPACITY DEVELOPMENT NEED AREAS FOR ENHANCING BASIC EDUCATION (0-8 YEARS)

By

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Abstract

The study which dealt with development of intervention framework in basic education in Anambra State nursery/primary schools sampled 516 veteran and 144 beginning teachers from 15 nursery/primary schools. Nursery education is attached to every public school in Anambra State. Also 108 market union executives, 6 traditional rulers, 114 senior officers from the State Ministry of Education were also used. Percentage, mean and standard deviation were used to answer the research questions, while t-test was used to test the hypothesis at .05 level of significance. Content analysis was used for analyzing focus group discussion and interview. The challenging needs (baseline data) were used to develop the objective, proposed intervention and activities. The major findings are that teachers are incompetent in teaching subject matter; teacher dominance of the talk/activities; lack of skills in production and use of local instructional materials; poor management of human and materials resources. The t-test results showed significant difference on veteran and beginning teachers.

Teachers represent the front line in education. They spend a great deal of time with the children and therefore, have a significant influence on them. For instance, quality teachers are key determinant of children's opportunities to be academically successful. Uhlenberg and Brown (2002) also observed that teachers are held more responsible for the success or failure of their children than anyone else in the school. Quality teachers are therefore key determinants of children's opportunities to be academically successful. This can be achieved through quality professional development. Goetz Floding, and O'Day (1995) noted that teachers capacity development is a key element in teacher professionalism because it enables teachers to teach well and this is critical to a school's success. As professionals, teachers must continually update their skills in the use of educational technology, methods of teaching one's subject field; in-depth study in subject field, student assessment, and cooperative learning in the school (Evans, 2002) to teach effectively (Ingersoll, 2001), and thus, improve student learning (Lieberman, 1988). Studies indicated that greater teacher

professionalization results in increases in the commitment, retention, motivation, and satisfaction of teachers which in turn, contribute to enhanced children learning (Baker and Smith, 1997; Darling – Hammond, 1997; and Ingersoll, 2001). On the other hand, poor or less teacher professionalization will result in weakness in commitment and motivation which contributes to poor learning.

Teacher's professional development, access to resources, and teacher empowerment all exert a significant influence on the degree of satisfaction teachers feel in their jobs (Learning Point Associates (2007)). Marvel, Lyter, Peltola, Strizek and Morton (2007) observed that teachers derive greater satisfaction from their work when they are able to contribute to decisions such as scheduling, selection of materials, and professional development experiences. Hirsch and Emerick (2006) in their study reported that ensuring that teachers have continued opportunities to develop skills to meet the diverse needs of learners contributes to a positive and supportive working environment. In the first-year phase-in of the Arizona teacher working conditions survey, 55 percent of teachers rated "effectiveness with the students as the most important factor influencing employment decision (Hirsch & Emerick, 2006).

Teacher quality is about the effectiveness of the teacher to achieve the desired educational outcomes. Effective teachers are those whose students are learning and such teachers have mastery of content, knowledge of the subjects that they teach and their overall academic ability is above average. Such qualities are highly associated with learners' attainment in terms of exams scores in the education programme and this is well acknowledged by the ministry (Bagonza, 2009). Jackson (2008) in his study on teachers' professional development noted that teachers must have the knowledge of content in order to effectively teach in their specific subject areas. He noted that when teachers do not know the content of subject areas in which they are teaching, their students are less likely to be exposed to challenging concepts or deeper meanings. Teacher candidates as a result should be required to complete rigorous coursework, professional development and or other appropriate experiences that increase their knowledge and skills in all areas in which they are licensed.

Similar study revealed that high-quality childhood programmes depend on teacher effectiveness (Hamre & Pianta, 2005; Loeb, Fuller, Kagan & Carrol, 2004). To be effective, early childhood teachers must develop specialized knowledge, skills, and classroom practices. The key to sustaining teacher effectiveness and promoting continuous growth is high-quality in-service professional development (Borko, 2004; Darling-Hammond & Bransford, 2005). In addition to knowledge, skills and classroom practices is the development of attitudes.

The weaknesses of the past Education for All (EFA) Programme in Nigeria had been identified by Nigeria: Report (2000) to include inadequate number of qualified teachers, low management capacity, lack of facilities for monitoring. These problems are quite regrettable and are bound to retard the federal government education programmes. Fordham (1992) noted that theory, research evidence and practice suggested investing in the curriculum, learning materials, instructional time, classroom teaching, pupils' learning capacity, teachers, community and buildings for improving learning etc. However, this quality system underscored the significance of professional development of teachers in local instructional material production and data collection. Therefore for basic education to achieve the desired goals under the present Universal Basic Education (UBE) scheme, teachers' capacity development for effective teaching and other factors need to be adequately coordinated. However, the approach in the present study is that intervention framework in teacher capacity development is an essential ingredient in enhancing basic education in the state. An intervention is a deliberate process by which change is introduced into people's thoughts, feelings and behaviours (White, White and Matsakis, 1998). Birmingham City Council (2006) noted that framework for intervention helps teachers tackle concerns about students' behaviour in schools, using staff development and environmental change. It works for all ages in all settings, promoting learning behaviour. The programme goal is to provide teachers with ongoing professional development in local teaching materials, competence in teaching subjects' matters, record keeping and human relations and incentive for job satisfaction.

Chauhan (1979) defined teaching as an interactive process where teachers and learners participate in a reciprocal manner. Interaction can be seen as student-student or teacher-student discussions, group discussions, and any type of classroom participation (Long and Sato, 1983). Afolabi, Nweke, Stewart and Stephens (2003) observed that teaching is a complicated, complex work that requires not only knowledge of complex subject matter but also many other functions like planning standard-based units and lessons; assessing children's progress continuously. These can be effectively done by experienced and knowledgeable teachers. To make matters more complicated, beginning teachers (inexperienced) must carry out the above assignments including class management and fitting into the school organization (Berry, Hopkins – Thompson and Hoke, 2002). Also, Chizhik (2003), Lankford, Loeb and Klystaff (2002) observed that unqualified teachers are often ill-prepared and ill-equipped to handle the educational challenges in schools. Experienced and competent teaching can be seen as facilitating factor towards achievement of the goals of the education.

There are some inexperienced and incompetent teachers in the field from the researcher's observation of classroom interaction and experience as Anambra State primary school teacher for over a decade and from the result of field-work carried out.

Teachers within the first three years of teaching according to Beginning Teacher Induction Programme (2004) are the inexperienced. The experienced ones are the veteran teachers who have taught for over three years. Beginning teachers according to Beginning Teacher Induction Programme (2004) are individuals serving under an initial provisional or conditional license; issued by the board of educational examiners as certified personnel. Afolabi, Nweke, Stewart, and Stephens, (2003), defined beginning teachers as classroom teachers new to the profession. Also, Librera (2003) defined veteran teachers as those with professional training who are licensed by the state, demonstrate competence in each academic subject matter taught based on high objective Uniform State Standard of Evaluation and are not new to the profession (Georgia High Qualified teacher Rubric, 2004). The intervention framework necessary to ensure success of the UBE scheme in the country will also be concerned with the quality of human resources needed for the scheme.

Purpose of the Study

The purpose of the study is to develop intervention framework for enhancing basic education in Anambra state nursery/primary schools. Specifically the study identified the need areas for capacity development for veteran and beginning teachers.

Research Questions

The study sought to answer the following questions:

1. In what capacity areas do teachers need intervention to enhance basic education in Anambra State nursery/primary schools?
2. What are the specific challenges for intervention framework in enhancing basic education.

Hypothesis

There is no significant difference in the mean responses of veteran teachers and beginning teachers on capacity development of teachers for enhancing basic education in Anambra State nursery/primary schools.

Method

The design of the study is Research and Development (R & D). Gay (1981) indicated that the major purpose of R & D efforts is to develop effective products for use in schools. Six hundred and sixty teachers (130 beginning and 530 veteran teachers) from 15 schools in the six education zones (Aguata, Awka, Nnewi, Ogidi, Otuocha and Onitsha), were visited by the researcher and two assistants; 108 market union executives; six traditional rulers from headquarter of each Local Government Area from the education zones; and also 114 senior officers on grade levels 12 and above from the State Ministry of Education (not zoned) from Anabmra State in the South Eastern Nigeria were sampled.

To generate comprehensive information and facts relevant to development of the Intervention Programme Framework, the questionnaires designated “Base Line Data Tool” (BDT) questionnaire, Intervention Framework Tool (IFT), Classroom Interaction Analysis Matrix (CIAM), Focus Group Discussion (FGD), and finally, Interview Schedule (IS) were employed in data collection. The instruments were designed by the researcher to elicit information on the issues raised concerning Anambra State nursery/primary School System. There are two questionnaires. The first questionnaire designed BDT has 31 items and structured on a five point weighted likert scale of Strongly Agree (SA:5); Agreed (A:4); undecided (U:3); Disagree (D:2); and Strongly Disagree (SD:1).

The respondents were given time to fill the questionnaire since the administration was carried out during working periods. The researcher with the assistants went back and collected them to ensure high return rate. The number of administered questionnaires was 700 but 660 was collected showing the return rate of 94.3 per cent.

Data were analyzed using percentage; mean scores, standard deviation, and t-test. Mean scores and standard deviation were used to answer the two research questions, while t-test was used to test the hypothesis at .05 level of significance. The challenging needs (baseline data) were used to develop the objective, proposed intervention, and activities in the framework that will mitigate the identified problems. The Likert-type level was assigned numbers ranging from 5 (SA) to 1 (SD). Thus, the mean score is

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

The mean was taken to be 3.5 which is greater than the lower limit of 4 which corresponds with agree. This means that any factor or variable with a mean of 3.5 and above was regarded as positive or accepted, while others with mean below 3.5 was regarded as negative or not accepted for the research questions.

The second questionnaire (IFT) has 5 items structured on a three point weighted scale of appropriate (A:3), undecided (U:2), and inappropriate (IA:1).

Thus, the mean score is $\frac{3+2+1}{3} = \frac{6}{3} = 2$.

But the mean was taken to be 2.5 which is greater than the lower limit of 3 that corresponds to agree. Any mean below 2.5 was regarded as negative or not appropriate.

The hypothesis was tested at .05 level of significance at 658 degree of freedom (df). The null hypothesis (Ho) was accepted when the calculated t-value was equal or greater than critical value at .05 level of significance at 658 degree of freedom. On the

other hand, the null hypothesis was rejected when the calculated t-value was less than critical value at the same level of significance and degree of freedom.

The equivalent talk category system (ETC) of classroom interaction scale was used to observe the classroom interaction. ETC is designed to classify classroom verbal interaction and places particular emphasis on the quality of verbal actions and reading behaviour. Again, systematic observation of the functions like presenting, questioning, responding, reactioning, and structuring that directly affect the level of cognitive interaction in the classroom is made possible by using ETC to observe classroom interaction (see the appendix for details).

Another instrument for data collection was focus group discussion. Focus group discussion was held to elicit qualitative information from parents/guardians (ages 20 – 40) of school pupils who did not participate in filling the questionnaires. There were 18 markets visited from the 6 zones. The participants were six in each group, and there were 18 groups totaling 108 participants who have school aged pupils to supply adequate information on the areas that need intervention in primary schools. These were market traders' executives who were informed in person (personalized invitation) before the actual discussion. The discussion questions (open-ended) were based on the research questions which were partly set questions and free discussion.

Interview was another instrument used to collect data from 114 State Ministry of Education staff on grade level 12 and above; 6 traditional rulers – one from headquarter of each zone through a face-to-face interview focusing on a specific issue. The interview schedule was based on the research questions. Interview permits flexibility or adaptability and allows for the collection of in-depth information from the respondents on any issues especially issues that ordinarily the interviewee would not supply in a questionnaire.

Intervention Frame Work on Teachers' Capacity Development Need Areas for Enhancing Basic Education (0-8 Years) – Azuka N. Uduchukwu

Table I
Distribution of Respondents (Teachers) According to their Education Zones, Highest Educational Qualification and Experience.

Characteristics	Awka		Nnewi		Onitsha		Ogidi		Aguata		Otuocha	
	N	%	N	%	N	%	N	%	N	%	N	%
No. of resp.	146	22.1	172	26.1	147	22.3	128	19.4	113	17.0	98	14.8
Veteran Teachers	120	82.2	139	0.8	127	86.4	107	83.6	90	79.6	77	78.6
Beginning Teachers	26	17.8	33	19.3	20	13.6	21	16.4	23	20.4	21	21.4
Highest Educational Qualification	NCE		(B.A, B.ED, B.SC)		(MA, M.ED, M.SC.)		Ph.D					
Frequency	350		18 222 31		10 20 2		7					
Percentage	50.0		2.7 33.6 4.7		1.5 3.0 0.3		1.1					
Years of Experience	1-5		6-10		11-15		16-20		21-25		26 and above	
Frequency	64		108		126		149		153		60	
Percentage	9.7		16.4		19.1		22.6		23.2		9.1	
N	= 660											

The data on table I showed that Nnewi zone has the highest percentage of respondents (22.1%). The table also showed that veteran teachers have greater percentage of respondents (82.2%) as against the beginning teachers with 17.8 percent. Results from the table showed that 350 respondents have NCE as their highest educational qualification (53.0%) while 7 (1.1%) have Ph.D as their highest.

Table 2
Means and Standard Deviation of the Respondents on Capacity Need Areas for Teachers

S/N	Teaching and Learning	\bar{X}	SD	Remark
1	Emergent nature of learning to be used and to design and assess learning experience.	4.16	.90	Agree
2	Current theories of development and learning	4.09	.91	Agree
3	Knowledge of how these theories would be reflected in actual	4.02	.95	Agree
4	Ethical principles involved in teaching and learning	4.08	.92	Agree
5	How ethical principles in teaching and learning can be applied	4.16	1.10	Agree
6	Workshop for skills in writing well planned lesson notes incorporating cognitive, affective and psychomotor domains of learning.	4.10	.91	Agree
7	Workshop on children's effective method of learning	4.05	.91	Agree
8	Training on classroom organization	4.05	.89	Agree
9	Workshop on strategies considered difficult to use example, demonstration, film show, field trips, etc.	4.03	.95	Agree
10	Training on motivational techniques	4.10	.93	Agree
11	Retraining on provision of activities that will promote children's self-concept, creativity and inventive	3.90	1.06	Agree
12	Professional Development of teachers on knowledge of content and pedagogy and understanding of students' need	4.21	1.00	Agree
13	Training to encourage the spirit of enquiry and creativity in teachers.	4.03	.96	Agree
14	Training for cultivation of social sensitivity	4.17	.95	Agree
15	Training on collection and analysis of data	3.88	1.07	Agree
Resource Management/Production				
16	Training on proper organization of material resources like textbooks to support the curriculum.	3.91	1.04	Agree

Academic Discourse: An International Journal

17	Retraining of teachers on skills for local teaching material production	4.07	1.00	Agree
18	Retraining of teachers on continuous assessment	4.03	.96	Agree
19	Retraining of teachers on right attitude to work.	4.11	.93	Agree
20	Retraining to enable them select and use different kinds of resource materials for effective teaching of school subjects.	.93	1.05	Agree
21	Teachers need seminar on management and care of the children	4.18	.86	Agree
22	Training on library usage and maintenance	4.17	.87	Agree
23	Workshop on maximum utilization of modern teaching materials such as computers, television, etc.	4.04	.88	Agree
24	Organization of workshops on local instructional materials production skills.	3.92	1.05	Agree
Interpersonal Relationship				
25	Retraining on human relations with the public	4.25 .88	Agree	4.25 .88
26	Training on the skills to draw on family and community resources to create or maintain safe schools and a school climate for learning	4.19	.92	Agree
27	Valuing and nurturing the inquisitive spirit, both in herself/himself and other learners.	4.09	.93	Agree
28	Engaging fully and whole heartedly in her/his own learning experience as well as in the learning of the pupils.	3.93	1.00	Agree
29.	Approaching teaching/learning process in a problem-solving manner	4.11	.83	Agree
30.	Willingness to recognize individual differences	4.16	.87	Agree
31.	Democracy in teaching/learning process	4.28	.83	Agree
N	=	660		

Data on table 2 revealed that all the 31 items on capacity building of teachers were agreed. Their means are above 3.5 lower limit of 4 which corresponds with agree. The summary of the data on the table showed that those items are salient capacity need areas for teachers' intervention programme.

Qualitative Analysis on Research Question I

Focus Group Discussion and Interview Question Guides/Results.

1. How are nursery/primary school teachers performing for enhancing basic education in the state schools?

Results from the Respondents

Some respondents stated that teachers lack ethical principles in teaching. Some have shops in the markets and combine them with teaching. There is illegal levy collection from the pupils in spite of regular salary payment. Some teachers are not competent enough to handle instruction and their products are educated illiterates who are not self-reliant, and nauseate the society.

2. What capacity areas do teachers need intervention?

They need retraining for competent teaching and management of finance. They also need training on how to handle instructional materials for effective teaching, and in human relation.

Result of the Interview

Emphasis was laid on capacity building of teachers in order to achieve the objectives of basic education. Some opined that there should be periodic training and retraining, and also retraining the trainers because of modern technology. This, to them, would ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning because no teacher can give what he/she does not have.

Table 3
Frequency Distribution of Classroom Interaction of the Teachers and Pupils in the Six Education Zones by the First Observer

Category Number	Completed Tally Marks by the First Observer																				Total Tallies	Percent (%)		
	Teacher Talk/Activities										Pupils' Talk Activities													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
Teacher Talk/Activities	1	713																				713	5.53	
	2			793																			793	6.15
	3				835																		835	6.48
	4					847																	847	6.57
	5						780																780	6.05
	6							940															940	7.30
	7								809														809	6.28
	8									750													750	5.82
	9										660												666	5.17
	10											103											103	0.8
Pupils' Talk/Activities	11											1392										1392	10.80	
	12												1205									1205	9.35	
	13													1040								1040	8.07	
	14														946							946	7.34	
	15															454						454	5.52	
	16																389					389	3.09	
	17																	171				171	1.33	
	18																		46			46	0.36	
	19																			6		6	0.05	
	20																					0	0	0
											5647 (43.83%)													
Total Tallies		713	793	835	847	780	940	809	750	666	103	1392	1205	1040	946	454	389	171	46	6	0	12885		
Percentage (%)		5.53	6.15	6.48	6.57	6.05	7.30	6.28	5.82	5.17	0.8	10.80	9.35	8.07	7.34	5.52	3.09	1.33	0.36	0.05	0			

Tallies = 12885

See the Activity Description of the Categories by Bentley and Miller (1970) in Appendix A

The data from the above table showed that category 6 (React-Maintain Level of participation: summarize ideas at the same or a lower level of cognition by the teacher) had 940 tallies (7.30%) which was higher than the corresponding pupils' category 16 with 389 tallies (3.09%). Category 4 (Respond-Restricted Thinking: Facts previously learned or easy to produce, lower level of participation) had 847 tallies (6.57%) and was higher than the corresponding pupils' category 14 with 946 tallies (7.34%). Category 5 (Respond-Expanded Thinking: Open-ended responses or answers to higher levels of cognition) had 780 tallies (6.05%) which again was higher than pupils category 15 with 454 tallies (5.52%). Categories 7 to 10 had higher tallies than 17 to 20.

On the contrary, category 3 (Question-Expanded Thinking: answers to higher levels of cognition) had 835 tallies (6.48%) which was less than the corresponding pupils' category 13 with 1040 tallies (8.07%). This is also applicable to categories 1 (present information) with 713 tallies (5.53 %); and 2 (Question-Restricted Thinking: Facts easy to produce, lower levels of cognition) against pupils' category 11 with 1392 tallies (10.80%) and 12 with 1205 tallies (9.35%). Categories 1 to 10 with 7238 tallies (56.17%) were higher than 11 to 20 with 5647 tallies (43.83%).

Table 4
Frequency Distribution of Classroom Interaction of the Teachers and Pupils in the Six Education Zones by the Second Observer
Frequency Distribution of Classroom Interaction of the Teachers and Pupils in the Six Education Zones by the Second Observer.

Completed Tally Marks by the Second Observer																						
Teacher Talk/Activities										Pupils' Talk Activities										Total Tallies	Percent (%)	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
729																					729	6.39
	714																				714	6.26
		679																			679	5.95
			662																		662	5.81
				627																	627	5.50
					857																857	7.52
						774															774	6.79
							639														639	5.60
								577													577	5.06
									165												165	1.45
										1223											1223	10.73
											1100										1100	9.65
												975									975	8.55
													823								823	7.22
														376							376	3.30
															275						275	2.41
																145					145	1.27
																	51				51	0.45
																		7			7	0.06
																			4		4	0.04
																					4979 (43.67%)	
729	714	679	662	627	857	774	639	577	165	1223	1100	975	823	376	275	145	51	7	4		11402	
6.39	6.26	5.95	5.81	5.50	7.52	6.79	5.60	5.06	1.45	10.73	9.15	8.55	7.22	3.30	2.41	1.27	0.45	0.66	0.04			

Tallies = 11402

Table 5: Frequency Distribution of Classroom of the Teachers and Pupils in the Six Education Zones by the Third Observer

Category Number	Completed Tally Marks by the Third Observer																				Total Tallies	Percent (%)		
	Teacher Talk/Activities										Pupils' Talk Activities													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
Teacher Talk/Activities	1	659																				659	5.47	
	2		826																				826	6.86
	3			829																			829	6.89
	4				864																		864	7.18
	5					702																	702	5.83
	6						823																823	6.84
	7							841															841	6.99
	8								678														678	5.63
	9									649													649	5.39
	10										141												141	1.17
Pupils' Talk/Activities	11											1251										1251	10.39	
	12												1153									1153	9.58	
	13													946								946	7.86	
	14														415							415	3.45	
	15															495						495	4.11	
	16																357					357	3.11	
	17																	352				352	2.92	
	18																		26			26	0.22	
	19																			24		24	0.20	
	20											5027									8	8	0.07	
Total Tallies	659	826	829	864	702	823	841	678	649	141	1251	1153	946	415	495	357	352	26	24	8	12039			
Percentage (%)	5.47	6.86	6.89	7.18	5.83	6.84	6.99	5.63	5.39	1.17	10.39	9.58	7.86	3.45	4.11	3.11	2.92	0.22	0.20	0.07				

Tallies = 12039

See the activity description of the categories by Bentley and Miller (1970) in Appendix A.

From the table above, only categories 1 to 3 were less than any or the categories 11 to 13. Category 4 (Respond-Restricted Thinking: Facts previously learned or easy to produce, lower level of participation) had 864 tallies (7.18%) which is less than category 14 with 415 tallies (3.45%). Category 9 (Structure-learning Activities: Assignments) had 649 tallies (5.39%) while category 19 had 24 tallies (0.20%). Again, category 10 (structure-pause-silence: absence of verbalization utilized to promote the sequence planned) had 141 tallies (1.17%) which was again higher than category 20 with 8 tallies (0.07%). On the whole, categories 1 to 10 had 7012 tallies (58.24%) while categories 11 to 20 had 5027 (41.72%).

Intervention Frame Work on Teachers' Capacity Development Need Areas for Enhancing Basic Education (0-8 Years) – Azuka N. Udchukwu

**Table 6
Means of Responses and Standard Deviation on Intervention Framework On Basic Education Needs of Teachers/ Caregivers in Anambra State Nursery/Primary Schools**

S/N	CHALLENGES/PROBLEMS FACING BASIC EDUCATION	INTERVENTION OBJECTIVES	PROPOSED INTERVENTION CONTENT	ACTIVITIES	\bar{X}	SD	REMARKS
1.	Incompetence in teaching subject matter	<ul style="list-style-type: none"> -Enable teachers acquire more skills and knowledge in various methods and techniques of handling instruction, observation of classroom interaction. -Encourage teachers to develop spirit of enquiry and creativity towards subject mastery. - Provide a reasonable standard of living motivate teachers to work. -Developed a sense of self evaluation or assessment. 	<ul style="list-style-type: none"> -Retraining of teachers in their subject areas, especially in practical subjects. -Retraining of teachers in classroom interaction analysis. -Increasing teachers' salaries and earnings, prospects or conditions of service relative to those in other comparable jobs. -Providing incentive structure that rewards individuals and promotes collective improvements in performance. 	<ul style="list-style-type: none"> -organizing training, workshops, seminars, conferences and support from in-service advisers and inspectors. -Encouraging inter-school visits and peer consultation in teacher clusters by the Education Authority from each local Government Area. -Introducing inter-teacher classroom observation for classroom interaction analysis. -Encouraging necessary provisions by the Governments for further training of teachers in the subject matters. -Using students' work as vehicles for teachers to deepen their understanding of the students' thought on key concepts (video tapes lessons). -Combining school-based training with distant education through Government's effort. 	3.00	.00	Appropriate
2.	Lack of skills in local instructional material production (improvised by the teachers.	<ul style="list-style-type: none"> -Develop spirit of creativity and manipulative skills in local material production. -Use local materials to produce instructional materials capable of providing varied learning experiences in each subject area. -Reduce cost of procurement. -Ensure availability of materials for instruction at any point in time. 	<ul style="list-style-type: none"> -Production of local instructional materials. 	<ul style="list-style-type: none"> -Organizing and producing high quality low cost teaching/learning materials by the teachers through the use of school/center cluster model where one school center in each cluster is equipped with resources that can facilitate production of teaching and learning aids. -Arranging for professionals/experts by the government in each subject area from the communities, universities, to teach the skills and or act as mentors to teachers. -Organizing workshops on production of instructional materials from local resources. 	3.00	.00	Appropriate
3.	Poor management of human and material resources.	<ul style="list-style-type: none"> -Contribute to quality of teachers' work lives/performance. -Increase teachers' motivation. -Use and Manage well the 	<ul style="list-style-type: none"> -Improving management of human and material resources. 	<ul style="list-style-type: none"> -Ministry of Education to: expose teachers to management of ICT and others. train teachers in ICT organize courses on 	2.71	.76	Appropriate

		modern instructional materials such as information communication technology (ICT) and others.		management of human and material resources through conferences and seminars. -Collaborative discussion and exchange of ideas on successful management and organization of human and material resources with the experts in the field.			
4.	Record keeping: Inaccurate data on pupils' enrolment, retention, completion and drop-out rates.	-obtain accurate and up-to-date records from UBE schools to be stored in a central zonal data-base for effective planning and management of information on the pupils.	Establishing data-base for storing and retrieving pupils' records.	-Training/orientation of teachers on record keeping in the schools and also use of ICT in storing data. -Teachers to submit accurate records to head teachers for onward submission to central zonal data-base.	3.00	.00	Appropriate.
5.	Lack of data on gifted children in practical subjects.	-Obtain accurate data on gifted children in each practical subject.	-Establishing central budget or financial-based for grant in aids or scholarships to gifted children.	-Teachers to submit the names of real gifted children to the head teachers for submission to central budget or finance-base. -Teachers to encourage creativity and enquiry in children through workshops, seminars and conferences.	3.00	.00	Appropriate

Key:

X = **Mean**

STD = **Standard Deviation**

The table above showed appropriateness in all the items. The means are all above 2.5 respectively which is the lower limit of 3. Showing intervention need areas for teachers towards enhancement of basic education.

Hypothesis

There is no significant difference between the mean responses of veteran and beginning teachers on their capacity building for enhancing basic education in Anambra State nursery/Primary Schools.

Table 7

The t – test Summary Examining Differences in Mean Ratings of Beginning and Veteran Teachers

Variables	Number of Cases	Mean of Ratings	Standard Deviation	t
Beginning Teachers	130	4.05	0.96	1.33
Veteran Teachers	530	4.21	0.86	530

df = 658

p > 0.05; $t_{cal(1.33)} < t_{cri(1.96)}$

H₀ upheld

From the above table, the probability (P) of difference being do to error is greater than 0.05. This is because at the 658 degree of freedom and 0.05 level of significance, the critical/ table t value is 1.96 which is more than the calculated t value of 1.33. Following this, the null hypothesis is accepted. Accordingly, the beginning teachers and veteran teachers did not significantly differ in their mean ratings on teachers' capacity development need areas for enhancing basic education in nursery/primary schools in the State.

Discussion

The respondents from the findings asserted that there is need for capacity building of teachers to save the schools from further deterioration. The findings are supportive of Haddad (2000) who maintained that teachers' professional development should include pre-service (initial preparation/training) that provides teachers with a solid foundation of knowledge, competence in teaching, classroom management, organizational skills, mastery of the subject matter they will teach, and proficiency in using a variety of educational resources including technology. They also need workshops, seminars, and short courses (in-service) that offer structured opportunities for acquisition of new teaching skills.

The results from comparing the tallies and percentages from the three groups of observers showed that teacher-talks were greater than pupils-talks. For instance, pupils average participation during presentation of information, demonstrations and responses from facts previously learned, were at lower levels of cognition. Lecture method was mainly used with close-ended question approach. This is supportive of English, Hargreaves and Hislam (2002) who found that teachers were asking more questions and making statements. In fact, the findings of Galton, Hargreaves, Comber, Wall and Pell (1999) which showed a rise from 74.6 per cent to 83.8 per cent did not mean that pupil contributions were extended, rather, pupils were limited to providing answers which were three words or less for 90 per cent of responses. The rest of the categories showed teacher-dominance of the talk/activities, without relating new information to the old one. Classes were most of the time quiet and uninteresting. For quality basic education to be actualized, pupil-talk should be greater than teacher-talk.

Again, the findings from the framework showed, among others, the need for proper retraining of teachers for competency in teaching subject contents, local teaching material production, classroom management and in using a variety of educational resources including technology. Science and Mathematics Educators (2004) in line with this, have realized the value of focusing on classroom practice in professional development, illustrating how teacher knowledge of content and pedagogy, and the

understanding of students need to come together in the context of instructional decision-making. They developed a number of materials in the database to facilitate the process. Such materials were the use of examples of students' work as vehicles for teachers to deepen their own understanding of Science/Mathematics and sharpen their understanding of how students think about key Mathematics and Science concepts. Such materials also help teachers reflect on ways to enhance student understanding.

Conclusion and Recommendation

The importance of intervention framework on capacity development of the teachers cannot be overestimated. This is because quality teachers are key determinants of children's opportunities to be academically successful. Greater teacher professionalization usually leads to the commitment, retention, motivation, and satisfaction of teachers which in turn, contribute to enhanced children's learning. This can be achievable if teachers must continually update their skills to teach effectively through workshops, seminars, conferences, in-service training and thus, improve children's learning. This will save schools from further deterioration because many teachers use lecturer method, and this shows teacher-dominance in the class activities. Based on the finding of this study, it is therefore recommended that:

1. Teachers should be provided with ongoing professional development in local teaching materials, teaching subject matters and record keeping.
2. The Government should design performance based pay and professional career ladders to keep effective educators in the field.
3. Teacher quality partnership grants should be maintained with a specific clinical preparation focus, while increasing funding for the programme.
4. There should be constant provisions for workshops, conferences, seminars, in-service training for updating of teachers knowledge.
5. There should be regular accreditation of academic programme/monitoring and evaluation.

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APPENDIX A
Equivalent Talk Category System (Etc) By Bentley and Miller (1970)

Teacher Cod	Student Code
1. Present Information Unsolicited information – lecture; explanation related to lesson; demonstration; description; important comments; rhetorical questions.	11
2. Question-Restricted Thinking Call for responses that result from restricted thinking-factual knowledge or simple recall; an accepted or predetermined correct answer; facts previously learned or easy to produce; lower levels of cognition.	12
3. Question-Expanded Thinking Call for responses that result from expanded thinking, open-ended responses: generation and application of principles, concepts, and generalisations; solutions generated by application of rules or procedures; answers to higher levels of cognition.	13
4. Respond-Restricted Thinking Result from restricted thinking-factual knowledge; an accepted or pre-determined correct answer; facts previously learned or easy to produce; lower level of participation.	14
5. Respond-Expanded Thinking Result from expanded thinking-open-ended responses; generation and application of principles, concepts, and generalisations; solutions generated by application of rules or procedures; answers to how, why, what do you think; higher levels of cognition.	15
6. React-Maintain Level of Participation Verbal behaviour that maintains current level of thinking; invitation to continue thinking, amplify, clarify, or summarize ideas at the same or a lower level of cognition.	16
7. React-Extended Level of Participation Verbal behaviour that extends current levels of thinking – request for further information; generation of data or principles or reconsideration of ideas requiring increased complexity of thinking; obvious utilisation of information supplied by another where level of cognitive participation is raised.	17
8. React-Terminate Level of Participation Verbal behaviour that brings current topic or thought to a close termination of responses through comment or intervention; indication that thought sequence is ended; change or introduction of new topic; summation or relationship building activity when new learning is related to old.	18
9. Structure-Learning Activities Comments that organise learning activities-commands, directions; assignments.	19
10. Structure-Pause-Silence Absence of verbalisations utilised to promote the sequence planned.	20