

**ASSESSMENT OF MILLENNIUM DEVELOPMENT GOALS (MDGS)
TRAINING PROGRAMME ORGANISED FOR JUNIOR SECONDARY
SCHOOL SOCIAL STUDIES TEACHERS IN THE OKE OGUN AREA OF
OYO STATE, NIGERIA**

Tiamiyu, Mumini Bamidele

Oyo State College of Agriculture, Igboora

Abstract

The study assessed the impact of the millennium development goals re-training of junior secondary school teachers on their performance in teaching Social Studies. A descriptive study approach was used to conduct the study. One hundred and eight junior secondary school Social Studies teachers that have participated in the MDGS re-training exercise in the four (4) Local Government areas of Oke-Ogun zone 1 were randomly sampled for the study. The questionnaire used to collect data for the study bothered on the relevance of the MDGs programme to the professional needs of junior Secondary School Social Studies teachers, regular involvement in the MDGs training, applicability of the methods and techniques discussed to the teachers' regular classroom practice and the major constraints to re-training programme as they affect teaching in the Social Studies classrooms. The data collected was analyzed using simple percentage, mean score and standard deviation. The result obtained shows that MDGs re-training programme is relevant to the professional needs of Social Studies teachers in the training and learning of Social Studies. The study also showed that the methods and techniques of teaching Social Studies discussed during the re- training programme are always applied in teaching by the participating teachers. Some constraints to programme in realizing its objectives were identified through the study. The study concluded that re-

training of teachers could be a facilitator of Social Studies Teachers' performance if done on a regular basis.

Key Words: - Social Studies, MDGs, training and junior secondary school teachers.

Introduction

The National Teachers Institute (NTI) was mandated by the act. No 7 of 1978 to organize programme for updating practicing teachers at all levels a task which has been embarked upon since its establishment. For a long time, there has not been any systematic attention to update regularly, the knowledge and skills of teachers in the light of changes in curriculum. This neglect adversely affected the quality of teaching and students academic performance in public and private examination in schools. It was in recognition of this that the federal government, under the millennium development Goals projects directed the NTI re - train school teachers in Nigeria. The re-training workshop was focused on innovative techniques of teaching Social Studies. (NTI, 2011)

The Millennium Development Goals (MDGs) projects is the eight international development goals that 192 united nation member states and as least 23 international organizations have agreed to achieve by the year 2015. According to UN millennium project (2006), at the millennium summit in September, 2000 the largest gathering of world leaders in history adopted the UN millennium declarations. Committing their nation to a new global partnership to reduce extreme poverty and setting out a series of time - bound targets, with a deadline of 2015 that have become known as the MDGs.

As part of government commitment to the improvement of the quality of learning at the junior school levels, the federal government began implementing a

nationwide re- training programme for junior school teachers in 2006. This means that while the goals of universalizing access are being addressed through the introduction of UBE programme, quality of teachers should also be development through re- training (NTI, 2009)

Every education system any human society requires highly skilled teaching personnel to sustain it. This explains why the teachers are regarded as the most important element in the school system. It is generally believed that no education system can rise above the quality of its teachers. Hence training and re-training programme are often organized for teachers to upgrade and Update their knowledge and skills (osunde & omoniyi, 2004). Ipaye, (1999) cited by Shittu-Gbeko (2010) contend that the destiny of a nation is shaped in the classroom and it is the teacher who is the important instrument in moulding that destiny. The importance of the teacher in any education system can therefore not be underestimated. Hence there is need for their regular training.

In Nigeria today, not only is there an acute of qualified teacher in the schools, the few qualified ones lack the opportunities to update themselves in both knowledge and pedagogy. The majority of teachers in the school system have not received any form of in - service training since they graduated from school. These teachers are therefore no longer current with innovations in instruction straggles and other research- based development in teaching and learning. Since one cannot give what one does not have, the situation raises quality issues in the school, (NTI, 2009)

From the foregoing, it is necessary to mention that an attempt has not been made to assess how attentive the MDGs junior secondary school teachers' re- training programme had been in helping to uplift the quality of teaching of Social

Studies in schools. Therefore the study intends to assess the relevance of the MDGs junior secondary school teacher re-training programme for teachers under MDGs and its relevance to the quality of teaching Social Studies.

Research Question

The following questions are answered in the study:

- i. Is the NTI re-organized programme relevant to the professional needs of junior Secondary School Social Studies teachers
- ii. How often do the Social Studies teachers involved in the MDGs training use the methods and techniques of teaching acquire in the classroom?
- iii. What are the major constraints to re-training programme in seeking to realize its objectives?

Methodology

Descriptive survey research design was used for the study. All Social studies teachers in the Oke-Ogun Zone 1 which comprised Iseyin, Itesiwaju, Kajola and Iwajowa local Government Areas constituted the population for the study. Twenty-seven Social Studies teachers that have participated in the MDGS retraining programmes organised by the National Teachers' Institute (NTI), both male and female (making a total of 108), were purposively selected from each local Government to participate in the study. The main instrument used for the study was a structured questionnaire divided into four sections.

Section A: - requested the respondents to supply their demographic information in terms of name of school, age, gender, years in service, education qualification, class taught, year (s) of participation in the re-training programme.

Section B: - the sampled teachers were requested to respond to three items based on their experiences from the exercise to know if the re- training programme is relevant to their professional needs in teaching of Social Studies

Section C: - contained three items which is to find out the various problems facing the re- training programme in realizing its objectives.

Section D: - Attempt to find out how often teachers apply the various teaching techniques they acquired during the programme in their classroom to ensure high quality of teaching.

Validity and Reliability of the Instrument

The Instrument was trial tested outside the Target Respondents. Split half method was used to determine the Reliability of the Instrument, which yielded 0.52 Reliability Coefficient.

Procedure for Data Collection

The research visited the four local governments under study to meet the targeted respondent and administered the questionnaire. All the questionnaire were collected back as we had 100% return rate with the assistance of the Social Studies teachers in each of the school visited.

Data Analysis

The data collected were analyzed using simple percentage, mean score and standard deviation.

Research Question 1: is the re - training programme relevant to the professional needs pf junior secondary school in the teaching of Social Studies?

S/N	Items	Relevant	%	Mean	SD	Not relevant	%	Mean	SD
1.	How relevant are the Social Studies discussed during the training programme?	88	81.5	0.81	0.90	20	18.5	0.19	0.43
2.	How relevant are the method of teaching taught during the learning to teaching and learning of Social Studies	94	87.0	0.87	0.93	14	13.0	0.12	0.36
3.	Is the training relevant to the required to teach some basic concepts in Social Studies?	100	92.6	0.92	0.96	8	7.4	0.07	0.27

The complete figure in table one reveal that 81.5% of the respondents agreed with the items which amounted to mean standard of 0.81 and standard deviation of 0.90 while 18.5 % of the respondent disagreed with the items which is equally to 0.19 mean standard and 0.43 standard deviation. Therefore, it showed that the technique of teaching Social Studies discussed during the training is relevant.

Items two of the table showed that 87.0 % of the respondent agreed. With the statement which is equally to mean standard of 0.87 and standard deviation 0.93 while 13.0 % of the respondents against the statement with mean standard of 0.12 and standard deviation of 0.36. The methods of teaching taught during the raining are relevant to teaching and learning of Social Studies,

Items three of the table showed that 92.6 % of the respondent agreed with the statement which is amounted to 0.92 mean standard and 0.07 standard deviation why 7.4 0 of the respondent against the statement with 0.2/ mean standard and 0.33 standard deviation. This showed that the training is relevant to the required knowledge to teach some basic concept in social studies

S/N	Items	Yes	%	Mean	SD	Not relevant	%	Mean	SD
1.	The teacher apply the knowledge gained from training in the Classroom when teaching Social Studies	101	93.5	0.94	0.96	7	6.5	0.06	0.25
2.	The teacher make use of different methods to gather information about issues or problems	89	82.4	0.82	0.91	19	17.6	0.18	0.42
3.	Teacher use evaluation guide to evaluate the Social Studies lesson	103	95.4	0.95	0.97	5	4.6	0.05	0.22

Presented figure in table two of items one revealed that 93.5 % of the respondent agreed with the items which amounted to mean standard of 0.94 and standard deviation of 0.96 while 6.5 % of the respondents disagreed with the standard which is equal to mean standard of 0.06 and standard deviation of 0.25. However, it showed that the teacher applies the knowledge gained from the training in the classroom.

Item two of the table showed that 82.4 % of the respondent which is equal to a mean of 0.82 and standard deviation of 0.91. While 17.6 % of the respondents were against the statement with mean standard of 0.18 and standard deviation of 0.42. This suggest that the teacher makes use of different methods to gather information about issues or problem in Social Studies.

Items three of the table revealed that 95.4 % of the respondents agreed with the statement which is equal to mean of 0.95 and a standard deviation of 0.97. This

implied that teachers used the evaluation guide that discussed at the training to evaluate social lesson.

Research Question 3: what are the major constraints facing the re-training programme in seeking to its objectives?

S/N	Items	Yes	%	Mean	SD	Not relevant	%	Mean	SD
1.	Government do nominate non-teachers to participate in the MDGs re-training programme	70	64.8	0.64	0.81	38	35.2	0.35	0.59
2.	Many of the Centre are overcrowded and not conducive for learning for adult	93	86.1	0.86	0.92	15	13.9	0.13	0.37
3.	Participating teachers are not given the approved allowance at the end of the re-training exercise	101	93.5	0.93	0.96	7	6.5	0.06	0.25

Presented figure in the table above revealed that 64.8 % of the respondent agreed with the item which equal to 0.64 mean standard and 0.81 standard deviation respectively while 35.2 % of the respondent disagreed with the items which is equal to 0.35 mean standard and 0.59 standard deviation that is to say government do nominate non - teacher to participate in the programme.

Item two of the table shows that 86.1 % of the respondent agreed with the statement with mean standard of 0.86 and 0.92 standards deviation while 13.9 %, 0.13 mean standards and 0.37 standard deviation of the respondent disagreed with the items. This implied that many of the centers are not conducive for learning for adults.

Item three of the table show that 93.5 % of the respondent agreed with the statement which equal to 0.93 mean standard and 0.96 standard deviation

respectively while 6.5 % of the respondents disagree with the item which is equal to 0.06 mean standard and 0.25 standard deviation. This means that participating teachers are not given the approved allowance at the end of the programme

Discussion

It was revealed from the study that the re- training programme is relevant to the professional needs of the teacher which promote effective and better teaching and learning of Social Studies at junior secondary school levels. The finding was in line with yusuff (2005) that Social Studies teacher are expected to possess the pedagogical knowledge, ability and disposition needed to create the kind of learning experience and school environments that are envisioned to favour learners.

It was also shown that, the mean and standard deviation of all the items are within the range. This is evidence that the methods and techniques of teaching highlighted during the training programme are applied in the classroom by the junior secondary Social Studies teachers which promote effective teaching and learning of Social Studies. This studied is not in support of Falaye (2007) when he conclude that teacher dominated conventional method of interactive strategist on facilitating the subject in order to attain the objectives of Social Studies.

It was found from research question three that training programme is faced with a number of constraints in seeking to realize its mandate. NYI (2009) reported that the analyzed statement serve as major constraints to the programme in seeking to realize objectives.

Conclusion and Recommendations

From the finding it could be concluded that re- training programme for junior secondary school teachers under MDGs is relevant to the professional need of Social Studies teachers. The programme equally has positive contribution to teacher performance in teaching and learning of Social Studies. but despite this the programme is facing some constraint in terms of human and materials which stand on its way in realizing the aims and objectives of vision 2020.

Based on the findings, it was recommended that the re- training of teachers should be a yearly exercise and not limited to Social Studies and MDGs alone. Adequate support both human and material should be readily available for the co-ordinating agents or body that oversees the programme

However, the supervising unit and NTI official should be sensitized with the appropriate values and skills, so that the teacher sustain the use of information techniques to achieve the objectives of teaching Social Studies.

References

- Falaye, E V (2007). Interaction patterns in junior secondary school studies classroom. Nigeria journal of Social Studies. Vol (1 & 2)
- Ipaye, B (1999). Teacher a party to teaching A. sub - theme paper delivered at 42nd annual national conference of ANOCOPSS at Akure 14th April, 1999.
- NTI, (2000), Social Studies instructional material: NCE/ DLS course book o Social Studies, Cycles 3 module 5 Kaduna, national teacher institute: NTI press
- NTI, (2009) A brief on: nationwide capacity building for primary and junior secondary school teachers under the millennium development goal projects. In sharehu, A.L (Eds): report on NTI MDGs training. Kaduna: NTI press NTI/ TESSA (2011). An NTI - Tessa integrated manual for the re- training of junior

school Teacher Social Studies under Millennium Development Goals project. Kaduna national Teacher Institute Osunde, AU & Omoruyi, F O. (2004) An evaluation of the national teacher institutes manpower training programme for teaching personnel in mid - western Nigeria international education journal. Vol 5 (3)

Shittu-Gbeko, E A. (2010) Appraisal of Millennium Development Goals Projects on Re- Training of Primary School Teacher in Teaching Social Studies, unpublished project works submitted to teacher education department university of Ibadan.

Yusuf, A. (200). Effect of comparative instructional strategy on students performances in Social Studies. Nigeria journal of Social Studies vol. XIII No 1 &2