

Evaluation of Post Graduate Diploma in Education Program in The University of Port Harcourt Using the CIPP Evaluation Model

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Abstract

The study evaluated the Post Diploma Program in Education a venerable linchpin of teacher training. Seven research questions and one hypothesis were formulated to guide the study. The research was an evaluation research and the CIPP Evaluation model was employed for the study. The population of the study was all 165 lectures in the Faculty of Education and 629 PGDE students from 2014/2015 session to 2020 session. A sample of 20 lectures and 100 PGDE students making a total of 120 (51 male and 61 female) were drawn using stratified random sampling technique based on gender. An instrument package titled Post Graduate Diploma in Education Program Evaluation Questionnaire Package (PGDEPEQP) was used to obtain data. This instrument package was divided into two parts A with part A containing demographic information and part B containing 7 sections. Face and content validity was ensured and the reliability index of the 7 sections of the instrument was estimated using Cronbach alpha to obtain coefficient values of .97, .64, .81, .84, .96, .95, .97, .88. Data collected were analyzed using descriptive statistics of number count, mean, standard deviation and percentage in answering the research question. Also, the inferential statistics of One-way Analysis of variance (ANOVA) was employed in testing the null hypothesis. On analysis, the result revealed that the number of lecturers available is fairly adequate for teaching Post Graduate diploma program in Education, the lecturers teaching in the program are all senior lectures with 10years and above teaching experience and that both male and female are studying for the award of a diploma in PGDE. Analyzed result also revealed that all areas of the content of the program were taught by the lecturers, PGDE students which were over 90 percent have acquired the relevant methods and techniques in methods of research in the field of education and are Well Acquainted with procedures and methods of research in the field of Education. Result also revealed a significant difference exists between the groups based on their levels of acquaintance with these procedures and methods of research in the field of Education. Based on the finding's it was recommended amongst others that the institute should continue to focus on providing students with strong methodological training, as this is essential for effective teaching. Suggestion for further studies were also made.

Keywords: Evaluation, CIPP Model, Post Graduate Diploma in Education

Introduction

The realm of education is a dynamic and multifaceted sphere, constantly evolving to meet the ever-changing needs of our society. This is due to the fact that it is undoubtedly stands as the bedrock of progress in our society. and at the heart of this bedrock, lies the indispensable role of dedicated and skilled educators. In the training of educators that can fulfil the heavy mandate of education, the Post Graduate Diploma in Education (PGDE) has emerged. The Postgraduate Diploma in Education (PGDE) is a one- to two-year postgraduate program designed for bachelor's degree graduates aspiring to become qualified teachers in primary, secondary, and junior college settings. The program addresses the philosophical problems of the bases of educational practice, the diverse human settings within which teaching and learning occur, the practical process and content of teaching, the definition of the teacher's role and teaching ethics (Chukwu et al 2010; Teachers Registration Council of Nigeria, (TRCN) 2010). This program equips students with the necessary knowledge and skills to specialize in one or two school subjects, providing comprehensive teacher preparation which is encapsulated by the Philosophy of Post Graduate Diploma in Education which is to produce educators who will serve as agents of positive change through the social engineering processes of education as teachers, researchers, experts, educational policy/program designers, developers, implementers, evaluators and experts whose services shall be useful in related fields of national and international development (TRCN,2010). Thus this program covers a wide range of pedagogical skills, enabling graduates to pursue roles as school teachers, educational administrators, education research specialists, and elementary education specialists (Opara & Eteng-Uket 2021).

The Post Diploma Program in Education, a venerable linchpin of teacher training, represents a critical juncture in the educational continuum, serving as the crucible where the seeds of pedagogical excellence are sown, cultivated, and, ultimately, germinated into fully-fledged educators. This program is more than just an academic stepping stone; it is the gateway through which individuals seeking to transition into the noble vocation of education gain the essential skills, knowledge, and pedagogical insights necessary to make a lasting impact on the future minds of our society. It is through this program that the transformation of aspirations into capabilities and dreams into tangible educational contributions occurs.

The Postgraduate Diploma in Education (PGDE) program is a conversion course designed to equip individuals without prior teacher training with essential skills and knowledge to become effective educators in Nigeria (Opara & Eteng-Uket 2021). Offered by various institutions, including the University of Port Harcourt's Institute of Education, the PGDE was introduced in response to a government directive mandating qualified teacher training for all educators in the country. The PGDE program extends over two semesters and covers core educational practice areas. Admission to this competitive program requires strong academic performance. It aims to provide professional training for teachers and serve as a foundation for their continuous professional development. The objectives of the program are to:

- Provide the students with professional grounding in the theory and practice of education
- Enable students acquire the relevant methods and techniques in the teaching of their special subjects
- Acquaint students with procedures and methods of research in the field of education

- Provide a training for the professional growth and personal improvement of serving teachers.

Since its inception decades ago, the Postgraduate Diploma in Education (PGDE) has been pursued by many, indicating its long-standing presence. It is imperative to evaluate this program, as with all educational initiatives, to ensure it aligns with its objectives. Evaluation of educational programs is essential for program refinement, enhancement, or discontinuation if it fails to fulfill its intended purpose or objectives.

Evaluation is a systemic, rigorous and meticulous application of scientific methods to assess the design, implementation, improvement or outcomes of a program Rossi, et al., (2004). This process can take many different forms. It might involve evaluating student performance as well as the administration, curriculum, facilities, goals, staff, and programs—the latter of which is the focus of this work. Numerous evaluation models have been created for program evaluation. These comprise, among others, the Countenance or Antecedents, Transaction and Outcomes Model (ATO) by Stakes, the Provus Discrepancy Evaluation by Provus, the Tyler Objective evaluation model by Tyler, the Hammond evaluation model by Hammond, and the CIPP evaluation model developed by Daniel Stufflebeam in the early 1970s. Various researchers and scholars all over has employed these models and other ways in evaluating educational programs overtime (Atiat & Atiat 2010; Al Dhaher & Al Basoumi 2009; Al Malki 2017; Al Logmani 2015; Alkhasawneh & AlMahdawi, 2023; Alkhasawneh 2021; Eleri; 2012 Jabeen 2020; Oluwatobi 2015; Sweidan & Abdul, 2010; Shatnawi & Oleiman, 2008; Talitha et al 2013). While in the context of this current study, the CIPP model precisely was applied in evaluating the Post Graduate Diploma in Education Program in university of Port Harcourt .This has become expedient a in our rapidly evolving world, where the horizons of knowledge continue to expand and the methods of instruction undergo perpetual transformation, evaluating how this program aligns with its objectives and the contemporary needs of education becomes of paramount importance. Thia is more so as there is a growing concern about declining education standards, both in terms of learner quality and the competence of educators in Nigeria. While numerous institutions offer educator training programs and others provide professional training for non-educators, there is uncertainty about whether these programs fulfill their objectives and if graduates are adequately prepared to be professional educators. This situation not only undermines educational quality but also results in wasted resources, including time and money. Precisely in the University of Port Harcourt, despite the Post Graduate Diploma in Education Program's duration, enrollment rate and the number of graduates it has churned out, there's a lack of documented evaluation to determine the extent to which the program's objectives are met. This has thus necessitated this study which is targeted at evaluating the Post Graduate Diploma in Education Program in University of Port Harcourt using the CIPP Evaluation model. This is in terms of the extent to which the program objectives are currently being achieved, the suitability of the personnel available for the implementation (qualification, experience, number), availability, adequacy and utilization of facilities, equipment and resources, methods and strategies for teaching the program content, the problems encountered in the course of implementation, as well as, the learning outcomes as measured by proficiency in the PGDE program. From the fore going, the study aim is to; to evaluate the input aspect of the PDGE program as it affects

institutions, students and lecturers' data such as gender, qualification, experience and number of personnel available, facilities and equipment necessary for the implementation of the program, to evaluate the program process such as the actual classroom teaching, as well as, problems of implementation of the program; and to investigate the product stage such as assessing the outcome of the objective in terms of their proficiency as post graduate diploma holder in education.

Research Questions

The study sought answers to the following research questions:

1. What is the status of the Post Graduate diploma program in Education with respect to: Number of lecturers available, Lecturers' qualification, Lecturers 'Experience and Rank and Students 'gender
2. What is the level of availability, adequacy and utilization of facilities, resources, and equipment necessary for the implementation of the program?
3. How comparable is the content taught with the content specified in the Post Graduate diploma program in Education?
4. What strategies are adopted by the lecturers in the course of implementing the objective of Post Graduate diploma program in Education?
5. How effective is the actual classroom teaching of elements of the Post Graduate diploma program in Education?
6. What are the problems encountered by lecturers in the implementation of the Post Graduate diploma program in Education?
7. To what extent are Post Graduate diploma in Education students acquainted with procedures and methods of research in the field of education?

Hypothesis

This study formulated and tested the null hypothesis at 0.05 level of significance.

1. There is no significant difference between post graduate students who are well Acquainted, Acquainted Not Well Acquainted and Not Acquainted at all with procedures and methods of research in the field of education

Methodology

The research design for the study is the Evaluation research design. Evaluation research is the use of scientific methods to measure the implementation and outcomes of programs for decision-making purposes (Opara & Eteng-Uket 2021). Kpolovie (2010) saw evaluation research as the investigation that is meticulously executed for passing value judgement on the basis of standard goals or objectives set, actual implementation of entire human and physical resources of a particular program and the result yielded by the program within a given time. This design is suitable for the study as the study seeks to evaluate the objective of the PGDE program, if it has been achieved. Within this design, the Context, Input, Process, Product (CIPP) evaluation model was adopted. Specifically, the input, process and product evaluation were applied in evaluating the Post Graduate diploma program in Education to see if the objectives of the program have been achieved (i.e evaluation of the objectives been achieved in terms of student's proficiency).

The population of the study was all 165 lectures in the Faculty of Education and 629 PGDE students from 2014/2015 session till date. (Source; Center for Higher Education Studies). (HOW DID YOU REACH THOSE THAT GRADUATED?). The sample of the study was 15 lectures and 120 PGDE students (51 male and 69 female). The stratified random sampling technique based on gender was used to obtain the sample size

The instrument for data collection was the Post Graduate Diploma in Education Program Evaluation Questionnaire Package (PGDEPEQP). The package was divided into two parts. Part A and B. Part A contained items that were demographic in nature as sex, age, qualification and so on. Part B contained six sections. The first section was the Facilities, Equipment and Resources Inventory (FERI). This instrument contained 12 items that was designed to elicit information on the availability, adequacy and utilization of facilities, equipment and resources for the teaching and learning in the PGDE Program. The second section was the Strategies for Teaching Post Graduate Diploma in Education Content (STPGDEC). This instrument contained 7 items that was designed to elicit information from lecturers on the various method/strategies used for teaching courses in post graduate diploma in education program. The format of the instrument was patterned along the 4-point Likert scale of Always (A), Sometimes (S), Rarely (R) and Never (N) to which 4, 3, 2 and 1 were attached. The third section was on the Questionnaire on Problems of Post Graduate Diploma Program Implementation (QPPGDPI). This contained 11 items that was designed to elicit information from lecturers on the various problems encountered in the course of implementing the objective of the post graduate diploma program in Education i.e find out the particular problems which lecturers see as actually hindering the effective and smooth and successful delivery of instructions. This instrument was structured along the 3-point Likert scale of the Very Serious (VS), Serious (S) and Not Serious (NS) for items which have been rated as constituting problem by indicating —Yes. The fourth section was the Questionnaire on Content Coverage of Post Graduate Diploma Program (QCOPGDEP). This instrument contained 31 items that was designed to elicit information on if they were taught or not the content specified in the PGDE Program. The respondents were to tick the contents taught and those not taught. The items on this section were drawn from the topics that students were to learn during the program which are imbedded in all the courses that is to be offered during the program. The fifth section was the Assessment of The Effectiveness of Classroom Teaching Of Post Graduate Diploma Program In Education Questionnaire (AECTPGDPE). This instrument contained 17 items that was designed to elicit information on the appropriateness or effectiveness of classroom features which spanned from class atmosphere, instructional objectives, teaching techniques to evaluation and assignments in the course of teaching and learning in the PGDE Program. The 20 items were on a 5-point rating scale and they were to rate the features observed as effective or appropriate by ticking from 1 to 5 as applicable with 1 indicating the lowest rating while 5 indicated the highest. A score of 46-85 showed that classroom features is assessed as effective or appropriateness while score of 0-45 showed that classroom features is assessed as ineffective or inappropriate. The sixth section was the Post Graduate Diploma Program in Education Student Proficiency Scale (PGDESTS). This scale section covered the objective of the PGDE Program. The items were drawn from the course outline which draws on areas that reflects the objective. The section of

the scale contained 15 items covering items on the third objective of the PGDE Program which was to provide avenue for students to be acquainted with procedures and methods of research in the field of education. The 15 items required students to respond if they were acquainted or not and the extent they were with the procedures and methods of research in the field of education using the option response of Well Acquainted (WA) Acquainted (A) Not well Acquainted (NWA) and Not Acquainted at all (NAA) which were scored 4, 3, 2 and 1 respectively. A score of 46-60 showed that students are Well Acquainted with the procedures and methods of research in the field of education, score of 31-45 showed that students are Acquainted, score of 16-30 showed that students are Not Well Acquainted with the procedures and methods of research in the field of education, and score of 0-15 showed that students are Not Acquainted at all with the procedures and methods of research in the field of education

The Post Graduate Diploma in Education Program Evaluation Questionnaire Package (PGDEPEQP) was validated for face, content and construct by first comparing the items with the objectives specified by the Brochure of the post graduate school of university of Port Harcourt. Further, 4 draft copies were given to lectures in the faculty of Education. Their comments and criticisms were then collated and used to make necessary amendments. For reliability, twenty draft copies of the instrument were administered to post graduate education students. Responses were analyzed using Cronbach alpha method. A reliability coefficient of .97 was obtained for the Post Graduate Diploma in Education Program Evaluation Questionnaire Package (PGDEPEQP) as a whole. The Facilities, Equipment and Resources Inventory (FERI) had a reliability coefficient of .64, the Strategies for Teaching Post Graduate Diploma in Education Content (STPGDEC) had a reliability coefficient of .81, Questionnaire on Problems of Post Graduate Diploma Program Implementation (QPPGDPI) had a reliability coefficient of .84, Questionnaire on Content Coverage of Post Graduate Diploma Program (QCOPGDPE) had a reliability coefficient of .96, the Assessment of The Effectiveness of Classroom Teaching Of Post Graduate Diploma Program In Education Questionnaire (AECTPGDPE) had a reliability coefficient of .95 the Post Graduate Diploma Program in Education Student Proficiency Scale (PGDESTS) had a reliability coefficient of .97. This indicate that the instrument has a good measure of internal consistency and therefore, reliable.

Data collected were analyzed using descriptive statistics of frequency count, mean, standard deviation and percentage. Also, the inferential statistics of One-way Analysis of Variance (ANOVA) were employed in testing the null hypothesis formulated.

Results

1. What is the status of the Post Graduate diploma program in Education with respect to: Number of lecturers available, Lecturers' qualification, Lecturers 'Experience and Rank and Students 'gender?

Table 1.1: Number and percentage of the number of lecturers available, lecturers' qualification , lecturers' experience and students' gender

S/N	1a Number of Lecture Available per Course	Response Count	Percentage %
1	Less than 2	10 (8)	8%
2	2-3	101	84.1%
3	More than 3	9	7%
S/N	1b. Lectures Qualification		
1	B.sc, ME.d	0 (0)	0%
2	B.Sc, M.ed, Ph.d	120	100%
S/N	1c. Lectures Rank and Experience		
1	Below Senior Lecturer	0	0%
2	Senior Lecture and above	120	100%
3	Below 10 Years Teaching Experience	0	0%
4	Above 10 years teaching Experience	120	100%
S/N	1d. Students Gender		
	Male	51	43%
	Female	69	57%

The table 1.1 shows that number of lecturers available per course was between 2-3 lectures which accounted for 84% of the response while less than 2 and more than 3 lectures available per course was 8% and 7% respectively. Lecture's qualification was B.Sc, M.ed, Ph.d, Rank of Lecture was Senior Lecture and above, experience of lectures was Above 10 years teaching . This can be inferred from the percentage of 100 and response count table in 1.1. This indicates that the lectures available for the PGDE program are all senior lectures, they all hold a Ph.d in their field and have more than 10years of teaching experience. The postgraduate students gender mix was 51 male and 69 female representing 43% and 57% respectively. This shows that the two gender groups are studying for the award a post graduate diploma in education.

Research Question 2: What is the level of availability, adequacy and utilization of facilities, resources, and equipment necessary for the implementation of the program?

Table 1.2 showing Number count showing the level of availability, adequacy and utilization of facilities, resources, and equipment necessary for the implementation of the program

S/N	Facilities, equipment and Resources	Availability			Adequacy			Utilization		
		Available	Not very Available	Decision	Adequate	Not Adequate	Decision	Utilized	Not Utilized	Decision
1.	Classrooms	99	21	Avail	28	15	Not Adequate	20	3	Utilize
2.	Boards	80	5	Avail	13	10	Adequate	10	9	Utilize
3.	Air conditioners, Fans	24	38	Not very Avail	18	19	Not Adeq	13	4	Not Utilize
4.	Desk and chairs	58	7	Avail	13	10	Adequate	7	5	Utilize
5.	Library	69	8	Avail	20	32	Not Adeq	17	8	Utilize
6.	Internet facility	18	52	Not very Avail	28	38	Not Adeq	10	18	Not Utilize
7.	Rest room/Convenience	26	46	Not very Avail	21	36	Not Adeq	17	7	Utilized
8.	Cafeteria	18	15	Not very Avail	28	19	Not Adeq	18	6	Utilized
9.	Projectors	19	36	Not very Avail	25	28	Not Adequate	15	8	Utilized
10	Bulletin/Notice Board	61	13	Avail	26	23	Adeq	22	3	Utilized
11.	Classroom Audio System or public address system	66	20	Avail	25	21	Adequate	23	10	Utilized
12	Markers and Eraser	56	15	Avail	27	14	Adeq	28	9	Utilized

This table 1.2 shows that the of the listed twelve facilities, equipment and resources (Classrooms, Boards, Internet facility, Library, etc), necessary for the implementation of the program of the PGDE, 7 was available while 5 were not very available, 7 was not adequate and 5 was not adequate, 10 was utilized and 2 not utilized. This count shows that more facilities, equipment and resources necessary for the implementation of the program of the PGDE program in Education was more available than not very available, was more adequate than not very adequate, was more utilized than not utilized, Thus, some very necessary facilities, equipment and resources needed for effective implementation are not in place.

Research Question 3; How comparable is the content taught with the content specified in the Post Graduate diploma program in Education?

Table 1.3: Number count and percentage showing the comparability of content taught with the content specified in the Post Graduate diploma program in Education?

Content Coverage	TAUGHT		NOT TAUGHT		Decision
	Number Count	Percentage	Number Count	Percentage	
38 Content Area	120	100%	0	0%	Taugh

Table 1.3 shows that the 120 respondents representing 100% of the sample indicated that the 31 content areas covering the whole content of the PGDE program was taught. This means that contents specified in the program were all taught

Research Question 4: What strategies are adopted by the lecturers in the course of implementing the objective of Post Graduate diploma program in Education?

Table 1.4; Number count showing the strategies adopted by the lecturers in the course of implementing the objective of Post Graduate diploma program in Education

S/N	Strategies for Implementation	Always	Sometimes	Rarely	Never
1.	Lecture	110	9	1	0
2.	Discussion	75	39	5	1
3.	Demonstration	66	36	19	1
4.	Laboratory	31	53	15	18
5.	Excursion/Field trip	29	48	38	13
6.	Project	44	53	17	6
7	Group Work	40	56	16	6

The number count shows the highest count of Lecture (110) as the strategy that is always adopted by lectures in the course of implementing the objective of Post Graduate diploma program in Education, this is closely followed by Discussion (75) and then Demonstration (66). This is followed by Group work (56) as the strategy that is sometimes used, followed by Project (53) and Laboratory (53) and Field trip (48).

Research Question5; How effective is the actual classroom teaching of Elements of the Post Graduate diploma program in Education?

Table 1.5: Mean & standard deviation analysis of post graduate students' assessment of the effectiveness of the actual classroom teaching of Elements of the Post Graduate diploma program in Education

Classroom Features	N	Mean	Std. D	Std. Error
Very Effective	112	67.42	10.17	.9612
Not Effective	8	34.25	6.487	2.426

Table 1.5 shows that 112 PGDE students with a mean of 67.42 and SD of 10.17 sees the classroom features of the PGDE program as effective and appropriate. While 8 PGDE students with a mean of 34.25 and SD of 6.48 sees the classroom features of the PGDE program as ineffective and inappropriate. Since the number of PGDE students who sees the PGDE classroom features as very effective and appropriate as seen with their N and mean

(N=112, Mean= 67.42) is higher than those who sees it as ineffective as seen with their n and mean (N= 8, Mean=34.25), it implies that the actual classroom teaching of elements (Classroom atmosphere, Instructional Objectives, Teaching Techniques, Instructional Objectives and Evaluation and Assignments) of the Post Graduate diploma program in Education is assessed as very effective and appropriate

Research Question 6: What are the problems encountered by lecturers in the implementation of the Post Graduate diploma program in Education?

Table 1.6: Number count and percentage showing the problems encountered by lecturers in the implementation of the Post Graduate diploma program in Education.

S/N	Possible Problems of Implementation	No	Yes	Extent			
				Very Serious	Serious	Not very serious	Decision
1	Lack of facilities and equipment	26	62	36	10	3	Serious Problem
2	Death of qualified lectures	47	30	20	13	16	Not a serious Problem
3	Low moral	8	51	48	11	2	Serious Problem
4	Lack of funds	8	47	44	17	5	Serious Problem
5	Population explosion	10	48	44	21	9	Serious Problem
6	Inadequate time for teaching	12	44	41	27	11	Serious Problem
7	Poor attendance by students	14	45	44	22	10	Serious Problem
8	Ineffective teaching method	24	38	34	18	14	Serious Problem
9	Age of the students	28	41	38	20	20	Serious Problem
10	Negative attitude of students	20	36	39	22	19	Serious Problem
11	Unseriousness of students	14	44	43	24	13	Serious Problem

Table 1.6 shows that from the 11 (Lack of facilities and equipment., Negative attitude of students, Ineffective teaching method and the likes) as possible problems of program implementation listed, 10 are problems affecting the smooth implementation of the program. The table further shows that these problems are serious.

Research Question 7: To what extent are Post Graduate diploma in Education students acquainted with procedures and methods of research in the field of education?

Table 1.7; Mean & standard deviation analysis of the extent to which Post Graduate diploma in Education students acquainted with procedures and methods of research in the field of education

Procedures and methods of research in the field of education	N	Mean	Std. D
Well Acquainted	110	48.834	9.345
Acquainted	7	42.714	9.159
Not Well Acquainted	3	29.666	3.519
Not Acquainted at all	0	0.000	0.000

Table 1.7, shows that a large number of (110) PGDE Students with mean of 48.834 are Well Acquainted with procedures and methods of research in the field of education, 7 PGDE Students with mean of 42.714 are Acquainted with procedures and methods of research in the field of education, 3 PGDE Students with mean of 29.66 are Not Well Acquainted with procedures and methods, no PGDE students was found not to have been Acquainted at all with procedures and methods of research in the field of education. From the foregoing, in total (N- 110+ 7= 117) PGDE students which is over 90 percent have acquired the relevant methods and techniques in are Well Acquainted with procedures and methods of research in the field of education,

Hypothesis 1; There is no significant difference between post graduate students who are well Acquainted, Acquainted Not Well Acquainted and Not Acquainted at all with procedures and methods of research in the field of education.

ANOVA Showing the no significant difference between post graduate students who are well Acquainted, Acquainted Not Well Acquainted and Not Acquainted at all with procedures and methods of research in the field of education

Groups	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1280.850	2	640.425	7.458	.001
Within Groups	10047.150	117	85.873		
Total	11328.000	119			

Table 1.8 shows a computed $F(3,117) = 7.458$ $P > 0.05$, i.e $p = .001$; $P > 0.05$, i.e. $p = .001$ is less than 0.05 and this is statistically significant at the chosen alpha level of 0.05.. This shows that there is significant difference between post graduate students who are well Acquainted, Acquainted Not Well Acquainted and Not Acquainted at all with procedures and methods of research in the field of education. The null hypothesis is rejected and the alternate accepted. This means that there is a significant difference between post graduate students who are well

Acquainted, Acquainted Not Well Acquainted and Not Acquainted at all with procedures and methods of research in the field of education.

Discussion of Findings

The study revealed that lectures are available in numbers considered to be moderately adequate for the effective implementation of the PGDE program in the faculty of post graduate program. It is not very inadequate in relation to the number of students that offer the program in a particular session. Further, because it is just moderately adequate, lecturers may have to interact with very many students, this could lead to the lecturers having large classes. The prevalence of large classes could lead to lecturers not having enough time to measure, assess or even evaluate on regular basis how much of the contact objectives have been mastered by the students. However, this could lead to overdependence or dependence on one short examination by (Kaval, 2005; Pugach, 2005). This is closely similar to the findings of Eleri (2012) whose study revealed that lectures are available in numbers considered to be grossly inadequate for the effective implementation of the Elements of Special Education Curriculum in the NCE-awarding institutions in Nigeria. This present finding on the qualification in terms of rank and experience of the personnel who teach in this program sampled was contrary to the finding of Boe & Cook (2006) as well as Billingsloy, et al (2006) which revealed high percentage of uncertified educators staffing special education institutions in the USA. This divergent finding could be because the areas of evaluation was on Special Education Institute while the current study is on PGDE, another reason could be that this study is local while the first mentioned is foreign in relation to this current study. This is a development which is cheery.

Facilities, equipments and inventories for the implementation of PGDE program was found to be available to a moderate extent. With the unavailability, inadequacy and some non-utilization rate of Facilities, equipment and inventories, the implementation of PGDE program is far from being well implemented. This is in agreement with the findings of Jabeen (2010). Rao (2005). This is consistent with the findings of Al malik (2015) whose result revealed that modest level of quality, facilities and equipment received low ratings in terms of level of quality. This result also tallies with the arguments of Trait and Purdie (2000) that lack of facilities in any educational program would make for the failure of such program. Furthermore, result revealed also that all the content as specified in the PGDE program was taught. This is also somewhat consistent with the result obtained by Alkhasawneh & AlMahdawi (2023), This finding is consistent also with the findings of Eleri (2012) Result revealed also that all the content as specified in the PGDE program was taught.

Results also showed that the lecture method was predominant in the implementation of the course with the discussion and demonstration methods occasionally used. This is despite the widespread criticism of the lecture method as ineffective and outdated. Also both discussion and demonstration would not make for the interaction of the students with materials, equipment and practical exploration of resources for handling the needs and diverse characteristics of students in the school system. This is in not tandem with the findings of Jabeen (2010), whose study revealed that educators used a variety of teaching methods and that teachers 'classroom practices must include use of effective teaching strategies to make teaching effective. This divergent findings could be due to difference in the locale of studies.

This is also in line and consistent with Borich (2000) findings which showed that students did viewed that there was not a variety of teaching methods that was employed in teaching.

Findings further revealed that Problems constraining effective implementation of the program are in 11 areas and these problems are serious. This is in line with the findings of Eleri (2012) Findings further revealed that the classroom teaching is assessed as very effective in every ramification ranging from class atmosphere, use of instructional objectives, teaching techniques, evaluation and assignments. This could be due to the fact that some of facilities were available and the lecturers were able to use their experience to effectively teach in the classrooms. This finding however is different from that of Eleri (2012), who found Ineffective classroom teaching features in their study. This could be due to difference in the locale of studies

It is also noteworthy that the PGDE students were all well-grounded and have acquire and have acquitted themselves with the theory and practice of education, methods and procedure for teaching their special subjects as well as the relevant methods and techniques in methods of research in the field of education. This is in tandem with the findings of Chukwu et al (2017) which showed that PGDE holders possess significantly methodological competencies. This is also consistent with the result obtained by Alkhasawneh & AlMahdawi (2023), Alkhasawneh 2021, Jabeen 2010, Al Dhaher & Al Basoumi (2009), Shatnawi and Oleimant (2008) whose various findings revealed that PGDE holders possess competences in methodological areas and other areas

Conclusion

This study evaluated the PGDE Program in Education in Faculty of Education, University of Port Harcourt and exposed the areas of strengths and weakness in the different areas. In the course of this study, evaluation was done for the following

Program Input; Evaluation of the program input aspect of the PDGE Program as it affects student's and lecturers 'data such as, qualification, experience, rank and number of personnel available. At this stage, the evaluation shows that number of lecturers available is fairly adequate for teaching Post Graduate diploma program in Education. This is not so much of a strength and can be improved on. The lecturers teaching in the program are all senior lectures with Ph.ds and 10years and above teaching experience. These are strengths of the PGDE program. Both male and female are studying for the award of a diploma in PGDE which are strengths of the PGDE program. This aspect of the program is worthy and should be continued. This stage of the evaluation also showed variables such as facilities and equipment necessary for the implementation of the program. At this stage, the evaluation shows that more facilities, equipment and resources necessary for the implementation of the program of the PGDE program in Education was more available than not very available, was more adequate than not very adequate, was more utilized than not utilized. This implies that very few and necessary facilities equipment and resources needed for effective implementation are not in place. This aspect of the PGDE program demands modification as more facilities and equipment need to be provided.

Program Process Stage (evaluation on the actual teaching, classroom teaching features, the strategies employed in the course of the program, as well as, problems of implementation of the program). Evaluation at this stage shows that All areas of the content of the program are taught by the lecturers. This needs to be continued. There is no discrepancy between the standard set as stated in the PGDE document and the response of the PGDE students. Lecturers Always use Lecture of as the strategy for implementing the objective of Post Graduate diploma program in Education, this is closely followed by Discussion, Demonstration and others. The actual classroom teaching of Elements (Classroom atmosphere, Instructional Objectives, Teaching Techniques, Instructional Objectives and Evaluation and Assignments) of the Post Graduate diploma program in Education is assessed as very effective and appropriate. Problems constraining effective implementation of the program are in 11 areas and these problems are serious. These are areas where the program is weak and these aspect of the PGDE program demands modifications

Program Product Stage (evaluation of if the objectives been achieved in terms of student's proficiency) Evaluation at this stage was based on the objective three of the PGDE program. The objective is to acquaint students with procedures and methods of research in the field of education; Evaluation data at this stage showed that Majority of PGDE students are acquainted with the relevant methods and techniques in methods of research in the field of education and are Well Acquainted with procedures and methods of research in the field of education. This means that there is no discrepancy between the stated objected and the actual program outcome. As such, this program is worth continuing.

Recommendations

Recommendations Based on the findings of the study,

1. Since the study indicates that lectures may lead to large class sizes and limited interaction with students, it is advisable for the institution to consider strategies for improving teacher-student interaction. This could involve including more lecturers, utilizing smaller group discussions, or incorporating technology to facilitate better communication and assessment of students' progress.
2. The study highlights the importance of adequate facilities and equipment for the successful implementation of the PGDE program. It is recommended that the institution invest in upgrading and maintaining the existing facilities, ensuring that they are in good working order and easily accessible to both students and educators. Additionally, unused equipment should be put to productive use.
3. The prevalence of the lecture method, suggests a need for diversifying teaching approaches. The institution should encourage educators to adopt a variety of teaching methods, including discussion and demonstration, to enhance student engagement and understanding. Also, Professional development programs and opportunities should be initiated to train educators in effective teaching strategies and also to keep them updated with the latest trends and methodologies in the field of education. This can help them adapt to changing educational needs and improve their teaching skills.

4. The positive findings regarding the methodological competencies of PGDE students should be celebrated and maintained. It is recommended that the institution continues to focus on providing students with strong methodological training, as this is essential for effective teaching.
5. It is recommended that collaborate with other institutions, locally and internationally is established to facilitate the exchange of ideas, best practices, and resources. Such collaborations can bring fresh perspectives and innovations to the PGDE program.

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