TEACHER STRATEGY IN EVALUATION OF TECHNICAL PROGRAMMES IN TECHNICAL COLLEGES IN AKWA IBOM STATE, NIGERIA.

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ABSTRACT

The study determined teaching strategy in evaluation of technical programmes in Technical Colleges in Akwa Ibom State. Three specific objectives, three research questions and three research hypotheses were formulated to guide the study. Survey research design was adopted for the study. The population of the study comprised 170 respondents (134 technical teachers and 36 school administrators. The sample of the study consisted of 119 participants (74 technical teachers and 25 school administrators) drawn through simple random sampling by balloting. The researchers developed instrument entitled, "Teacher Strategy in Evaluation of Technical Programmes Questionnaire (TSETPQ) was used to collect data for the study. Three lecturers in the faculty of Education, University of Uyo validated the instrument. Cronbach alpha formula was used to estimate the reliability coefficient of the instrument which was 0.78. Mean and t-test statistic were used data analysis. Findings of the study revealed that there is no significant difference in the mean responses of technical teachers in school administrators on the methods used by teachers in evaluating technical programmes; how teachers assess the effectiveness of the evaluation methods; and how students assess the effectiveness of the evaluation method. It is recommended among others that Government should give training to teachers to update their knowledge on the appropriate methods of evaluating technical programmes.

KEYWORDS: Teacher, Strategy, Evaluation, Technical programme, Technical College.

INTRODUCTION

One of the basic requirements of technical and vocational education and training is the acquisition of both intellectual and manipulative skills to enable an individual to be self-reliant and a useful member of the society. Technical and vocational education and training also refers to deliberate intervention to bring about learning which will make people more productive in designated areas of economic activities. This is the distinctive purpose of TVET (Onweh, 2014). The main thrust of TVET is to develop skills in the learners. Education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge that will enable an individual to secure employment in a particular occupation for

sustainable livelihood. These skills cannot be acquired in a vacuum but rather in a well-established and functional workshop with the right tool, equipment and machines for effective teaching of technical and vocational education programmes.

Usoro *et al.* (2012) maintained that technical education is a workshop based education designed to equip the students with balanced work behavior reflecting cognitive, affective, psychomotor and perceptual skills. This programme is comprehensively designed to cover various subjects such as technical drawing, woodwork, metalwork, electrical and electronics, building constructions, automobile technology and power mechanics. The programmes of technical education needs to be evaluated from time to time in order to ascertain their effectiveness.

Evaluation is the systematic process of collecting, analyzing and interpreting information to determine the extent to which students are achieving instructional objectives. Evaluation involves different methods. Evaluation Methods are the methods that have the primary aim of identifying whether the students are moving towards the right path in the achievement of academic goals (Kapur, 2020). Most of the TVET products lack the skills and competence to excel in the modern world of work. This lapse could be attributed to inadequacy or ineffectiveness in the evaluation of technical programmes. Programme evaluation does exist in Nigeria but it is inadequate, informal, unsystematic and uncoordinated (Essien, 2017). It is through evaluation that the effectiveness of vocational programme inputs, namely, goods, objectives, standards, study materials, planned delivery strategies, trainees, trainers can be effectively ascertain and where problems have been identified in any area or aspect, correction can be made against the future (Ekpenyong, 2011).

Evaluation field data upon which the effectiveness of teachers in teaching, research, liaison with industry and professional contributions could be decided and where need be, improved upon. It enables the evaluator to assess which of the goals of educational programmes have been attained or to compare the effectiveness of one educational method or programme with one another (Ekpenyong, 2011). Evaluation serves different functions which often times, are over lapping (Falaye, 2013). These functions are to provide information about the on-going implementation of programmes so that its progress and strategies can be assessed and mid-course correction instituted, draw condition or judgments about the degree to which the programme has achieved its goals; support a collaborative process of change that combines creative knowledge, education and mobilization for action, promote a public relations and fund raising capacity, and contribute to the development of broad knowledge and theory about the implementation and outcomes of the programmes. It is based on the foregoing issues that the researcher intended to determine the teacher's strategy in evaluation of technical programmes in technical colleges in Akwa Ibom State.

Statement of the Problem

Technical and vocational education and training was designed to equip the learners with technical knowledge and skills that would enable them to function effectively in the world of work and be self-reliant. The reverse is seen with graduate of technical colleges as they are short of the foregoing competence to compete favourably in the modern technological society. This ugly trend could be attributed to inadequate evaluation of technical programmes in technical colleges to ensure that the right type of manpower is being produced. Besides, the evaluators fail to obtain enough information from various stakeholders to guide them in conducting effective evaluation.

If proper and adequate information is provided about any program, effective evaluation can easily be carried out to ascertain the extent to which the progamme is meeting the goals and objectives as stated in terms of the end products, the changing needs of the society and to bring into sharp focus how those passing through the programme can fully be equipped to meet the varied challenges in their chosen trades.

It is based on the foregoing issues that this study was conducted to determine the teacher's strategy in evaluation of technical programmes in technical colleges in Akwa Ibom State.

Purpose of the Study

The main purpose of the study was to determine the teacher's strategy in evaluation of technical programmes in Technical colleges in Akwa Ibom State, Nigeria. Specifically, the study sought to

i. Determine the methods used by teachers in evaluating technical programme
ii. Determine how teachers assess the effectiveness of the evaluation method
iii. Determine how students asses the effectiveness of the evaluation method.

Significance of the Study

The findings of the study will be of benefits to the students, teachers, government and future researchers. The students and the teachers will be aware of the various ways of assessing the effectiveness of the evaluation methods used in technical colleges in Akwa Ibom State. The teachers in technical colleges will be equipped with the methods appropriate for evaluating technical programmes. The government will see the need to educate the technical teachers in technical colleges on the proper methods of evaluating technical programmes through seminars and workshop. The findings of the study will serve as reference materials to future researchers.

Research Questions

The following questions were answered to guide the study

1. What are the methods used by teachers in evaluating technical programmes?
2. How do teachers assess the effectiveness of the evaluation methods?
3. How do students assess the effectiveness of the evaluation methods?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance

HO_1: There is no significant difference in the mean responses of technical teachers and school administrators on the methods used by teachers in evaluating technical programmes.

HO_2: There is no significant difference in the mean responses of technical teachers and school administrators on how teachers assess the effectiveness of evaluation methods.

HO_3: There is no significant difference in the mean responses of technical teachers and school administrators on how students assess the effectiveness of evaluation methods.

Scope of the Study

The study was delimited to the teacher's strategy in evaluation of technical programmes in technical colleges in Akwa Ibom State. Methods used by teachers in evaluating technical programmes, and how teachers and students assess the effectiveness of the evaluation methods were considered in the study. Technical teachers and school administrators in technical colleges in Akwa Ibom State constituted the sample of the study.

Concept of Evaluation

Evaluation refers to the systematic process or body of processes by which information or data are collected, collated and analysed in efforts to judge and assess all the component parts of a programme of

the study with a view to determining their degree of acceptability, merit, appropriateness, goodness, attainability, desirability or otherwise (Amadi, 2016). Evaluation provides the practitioner with the feedback on the outcomes of the programs in terms of what had been taught and what the students have learned. Such feedback or information becomes highly useful when taking decision on the direction which further improvement should take.

It should be noted that the different purposes which evaluating, either formative or summative serves put different premiums on the kind of data and invariably the methods, the evaluator needs to adopt. In vocational and technical education, the primary purpose of evaluation should be to find out if we are succeeding in favourably influencing the condition of one's work and how the school's vocational programme is protecting and maintaining people's interests in the work of the community. Ideally, the purpose of evaluation in TVET should include:

i. To determine the present vocational and technical knowledge and practices in various trades as a basis for developing objectives for subsequent instructions;
ii. To identify and diagnose sources of learning difficulties;
iii. To assess the effectiveness of instructional material and strategies;
iv.
v. To provide continuing information about students achievement as a basis for motivation or grading
vi. To provide a basis for the necessary modification or improvement of all aspects of vocational programmes (Nwachukwu, 2006).

Educational evaluation process can be brought to bear on the programme itself through the product's performance. This is done to ascertain that the progamme is doing what was set up for and to decide whether it is successful or not (Ogwo and Oranu, 2006). In doing this, the programme's main elements are assessed: objectives, curriculum contents, target groups, the context and resources (persona, funds, facilities, equipment, and materials among others). By the assessment of the main elements of a programme, it is possible to understand how elements of a programme relates to other national programmes or its contribution to national development (Ogwo and Oranu, 2006). Etuk and Afangide (2008) stated that the questions, which must be answered on evaluation of an instructional programme: is the content of the programme worthwhile? Does the content reflect recent developments and contemporary ideas in a given field of knowledge? Is the content free from obsolete concepts and idea? Can the new programme be successfully implemented under the prevailing system of teaching and learning?

Methods Used by Teachers in Evaluating Technical Programmes

Evaluation methods are the criteria for evaluating the success of a program or project. It provides staff, board members and donors with a clear assessment of whether the organization or programme is achieving its goals and objectives. Kapur (2020) asserted that evaluation methods are the methods that have the primary aim of identifying whether students are moving towards the right path in the achievement of the academic goals.

According to Cornell University (2023), information about student learning can be assessed through both direct and indirect measures. Direct measures may include homework, quizzis, exams, reports, essays, research projects, case study analysis and rubrics for oral and other performances. Examples of indirect measures include course evaluation, students surveys, course enrollment information, retention of students, alumni surveys and graduate school placement rates. Methods of measuring students learning are often characterized as summative or formative assessments (Cornell University, 2023).

Falaye and Akorede (2013) noted that evaluation and assessment procedures can be categorized

into two: direct methods and indirect methods. Direct methods of assessment are those in which students themselves judge their own ability to achieve the learning outcomes. They are not based directly on student academic work but on what they perceive about their own learning. In essence, the assessment is based on perception rather than direct demonstration. Examples are students self-efficacy, student attitudinal surveys, exit interviews and employer surveys. Falaye and Akorede (2013) asserted that the psychomotor (Psycho-productive) domain, which involves physical skills, that is, what the students can do or make in addition to what they know are most often neglected in the classroom evaluation. Assessment of educational objectives in practical examinations falls under the psychomotor domains. Evaluation of practical test involves two aspects. Assessment of the degree of performance skills exhibited of the students and assessment of the quality of the output, that is, the product emanating from the process (Falaye and Akorede, 2013).

In evaluating students cognitive domain of learning, achievement tests are commonly used which are either standardized or made by the teachers. Achievement tests are usually constructed to determine the status of an individual student on completion of a course of study or training (Falaye and Akorede, 2013). Test experts have classified achievement test using different criteria. Some classify tests on the basis of the behavior that is being measured. Other classify them based on the type of items contained in the test, the purpose of the test and so on.

Burneth and Clarke (2015) asserted that TVET teachers should be aware of the need for self-evaluation of their own teaching quality. This can be achieved by using checklist to identify areas needing closer attention. Teachers should be encouraged to carryout the evaluations voluntarily and routinely. Burneth and Clarke (2015) stressed that self evaluations can be subjective and triangulated with data from at least one other source.

How do teachers assess the effectiveness of the evaluation methods

A teacher occupies a central position in the implementation of the curriculum or its programmes. He interacts with the learners and understands more than any external person and therefore, is in a more vantage position to appreciate their learning problems more than the external board members or administrators (Amadi, 2016). The teachers, task in interpreting programme goals, objectives and content is a difficult but important one. The teacher therefore plays a vital role in the successful evaluation of any educational programme and based on this, his cooperation must be solicited. The teacher's involvement should as a matter of fact start right from the inception of the programme, the stage of goals and objectives determination. The purpose of evaluation must be made clear and known to the teacher if the best is expected from him (Amadi, 2016).

The teacher has a very great influence on the curriculum. Teaches are these who are directly involved with the learners. By virtue of their training, they can identify the societal needs through the students the teach for onward transmission to the curriculum planners (Etuk and Afangide, 2008). The authors added that the teachers select the learning experiences and the materials resources used in implementing the curriculum. They help to evaluate both the learning programme and the student.

Teacher evaluation has typically two major purposes. First, it seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development-improvement function. Second, it is aimed at ensuring that teachers perform at their best to enhance student learning-the accountability function (organization for economic and cooperation and development (OECD), 2009). Teacher evaluation for improvement focuses on the provision of feedback, useful for the improvement of teaching practice through professional development. It involves helping teachers learn about, reflect on and improve their practice. The accountability function of teacher evaluation focuses on holding teachers accountable for their performance associating it to a range of consequence for their career. According to

OECD (2009), teacher evaluation for accountability is summative in nature and usually improves, evaluating performance at model posits in a teacher's career.

Particular features of evaluation procedures include; teachers assessed, character of evaluation, nature of evaluation and frequency (OECD, 2009).

i. Teachers accessed: A particular teacher evaluation model might cover the totality of teacher in the system or a subset of teachers depending on the contract type, stage of career, level of education and type of education.
ii. Character of evaluation: Teacher evaluation may be mandatory or voluntary. The latter might however be linked to promotion within the career.
iii. Nature of evaluation: Teacher evaluation might be mostly externally driven or primarily internally based (school-based). In the former case, aspects assessed, instruments used as well as evaluation criteria are predominantly external to the school of the assessed teacher. In the latter case, the school takes responsibility for designing specific evaluation criteria and instruments, following up evaluation results and evaluators are mostly internal to the school.
iv. Frequency: Teacher evaluation can be carried out at regular intervals, at key stages of the career or on specific or for contract renewal for contract teachers.

Organization for economic and cooperation and development (2009) highlighted aspects evaluated to include planning and preparation, classroom environment, instruction and professional responsibilities.

Aloo, Ajowi and Aloka (2017) established the impact of teachers performances appraisal (TPA) policy on effectiveness in curriculum evaluation in public secondary schools in Kenya. The study employed a correlational research design. Additionally, the study used stratified random sampling technique to select 179 principals and 179 deputy principals. The study used questionnaire to collect data for the information. Pearson product moment correlation and linear regression were used for data analysis. Findings of the study revealed that the established teacher performance appraisal policy had a significant positive influence on curriculum evaluation by teachers. The study established TPA to be a significant predictor of curriculum evaluation.

How do student assess the Effectiveness of Evaluation Methods

Involvement of students in programme evaluation is a very critical one, so important that it should start while the students are still on the programme and continues with upon graduation from the programme and possibly having secured a job. Amadi (2016) added that student are ready source of information that no category of personnel can offer. Since students are the target beneficiaries of educational programmes, they are most strategically pertinent to tell if their needs are being met by the programme. Students can provide information for evaluating instructional method, quality of instruction and instructional personnel, student personnel services as well as programme goals and objectives.

The learners is about the most important factor that extents influences on the curriculum. Therefore, everything about curriculum becomes meaningful with the learners in view. According to Etuk and Afangide (2008), learners influence the curriculum in the following ways.

i. What is taught (content) is selected with age and level of the learners in view.
ii. The method of teaching: Teachers adopt different methods of teaching to satisfy the aptitudes interest andneeds of different learners.
iii. Feedback on the curriculum: Learners are usually given questionnaire to fill which are designed to appraise the learning programmes. Students in higher institutions of learning make inputs into the educational system, which are utilized in modifying what each system offers to students.
iv. Performance in examinations: Students performance in examinations are used as source of information about the instructional programme. The information may be used in revising the

curriculum. Organization for Economic and cooperation and development (2009) upheld that governments set standards for student attainment, clearly defining the knowledge and skills students are expected to have at different stages of their education. The curriculum covers the objectives identified in standards and students assessments focus on attainment of standard. If the assessments do not well match the curriculum and the standards, then results have little value in judging how well students are learning and in diagnosing school or student needs. Hence policy needs to give considerable attention to strategies to assess performance against standards. Part of the strategy may consist of developing large scale standardized tests with a high degree of validity, reliability and usability. Another possible strategy to develop teacher capacity in assessing against standards, provide detailed guidelines on marking, assessments and strengthen moderation processes between teachers and schools.

Research Methods

Design of the Study

Survey research design was adopted for the study. Survey research design is a procedure in quantitative research where the investigator administers a survey to a sample or to the entire population to describe the attitudes, opinions, behavior or characteristics of the population.

Population of the Study

The population of the study comprised 134 technical teachers and 36 school administrators (9 principals and 27 vice principals) in all the technical colleges in Akwa Ibom State. The total population was 170 respondents.

Sample and Sampling Technique

A sample size of 94 technical teachers and 25 school administrators (6 principals and 18 vice principals) were drawn for the study. The total sample size was 119 (70% of the population). The sample for the study was selected using simple random technique through balloting. This simple random technique gave every participant equal chance of being selected.

Instrumentation

The researcher-developed instrument called Teacher Strategy in Evaluation of Technical programmes questionnaire (TSETPQ) was used in collecting data for the study. The instrument was classified into section A, B and C. Section A gathered information on the methods used by teachers in evaluating technical programmes; section B elicited data on how teachers assess the effectiveness of the evaluation methods and section C obtained information on how students assess the effectiveness of evaluation method. The instrument was graded on a four-point scale of strongly Agree (SA), Agree (A), Disagree (D) and strongly Disagree with 4 points, 3 points, 2 points and one point respectively.

Validation of the Instrument

The instrument was face validated by three experts in the Faculty of Education, University of Uyo. These experts included one lecturer of Educational Evaluation and two experts of Technical Education. The suggestions given by these experts were used in modifying the instrument.

Reliability of the Instrument

The copies of the instrument were administered once on 20 members of the population (15 technical teachers and 5 school administrators) that were not part of the actual study. The internal

consistency reliability of the instrument was established using Cronbach alpha formula which was 0.78. The high value of the reliability coefficient obtained indicated that the instrument was suitable for the research study.

Method of Data Analysis

Mean was used to answer research questions while t-test was used to test hypotheses at 0.05 level of significance

Decision Rule

If the calculated t-value is greater than the critical t-value, the null hypothesis is rejected or otherwise uphold at 0.05 level of significance.

Results and Discussion

The result of data analysis are presented based on research questions and null hypotheses.

Research Question 1:

What are the methods used by teachers in evaluating technical programmes?

Table 1: Mean analysis of the methods used by teachers in evaluating technical programmes

N = 119

S/N	Item	$\bar{x}$	Remark
1.	Students are assessed while the programme is going on	3.24	Agree
2.	Students are assessed at the end of the programme	3.51	Agree
3.	Practical demonstration is used to test psychomotor skills	2.84	Agree
4.	Written exams are used for testing cognitive domains	3.62	Agree
5.	Projects are used to evaluate the products of students work	2.81	Agree
6.	Students attitudes are measure with attitude survey	3.02	Agree
7.	Achievement tests measures the status of the students	3.16	Agree

Data analysis in Table 1 reveals that the mean value for item number 1 to 7 are greater than the average mean score of 2.50. The results indicate that the methods used by teacher in evaluating technical programmes in Technical Colleges in Akwa Ibom State are appropriate as specified in each item.

Research Question 2:

How do teachers assess the effectiveness of the evaluation methods?

Table 2: Mean analysis of how teachers assess the effectiveness of the evaluation methods.

N = 119

S/N	Item	$\bar{x}$	Remark
8.	The area of difficulties can be detected during evaluation	3.14	Agree
9.	Teachers can say whether goals of the programme are achieved	2.61	Agree
10.	Teachers can give information on methods most suitable for practical work	3.23	Agree
11.	Teachers provide feedback about student's programme	3.53	Agree
12.	Societal needs are identified for curriculum review by the teacher	3.37	Agree

Data analysis in Table 2 shows that the mean values for items number 8 to 12 are greater than the average mean score of 2.50. The result reveal that all the items stated in Table 2 clearly indicate how teachers assess the effectiveness of the evaluation methods.

Research Question 3
How do student assess the effectiveness of evaluation methods?

Table 3: Mean analysis of how students assess the effectiveness of evaluation methods.

N = 119

S/N	Item	$\bar{x}$	Remark
13.	Students have adequate facts on the level of teaching and learning	2.94	Agree
14.	Students can tell if they actually perform enough practical work	2.72	Agree
15.	Students provide information to evaluators on the areas of needs	2.82	Agree
16.	Students observed to ascertain work performance level	2.64	Agree
17.	Students easily detect areas of difficulties	2.58	Agree

Data analysis in Table 3 indicates that the mean values for item number 13 to 17 are greater than the average mean score of 2.50. The results show that all the statement of table 3 are applicable to the student assessment of the effectiveness of evaluation methods in Technical College in Akwa Ibom State.

Research Hypothesis 1

Table 4: t-test analysis of the mean responses of technical teachers and school administrators on the methods used by teachers in evaluating technical programmes (N=119)

Variable	n	$\bar{x}$	SD	df	tcal	tcri
Teachers	74	22.89	7.14			
				117	0.85**	1.98
Administrators	25	21.64	6.38			

** Not significant at 0.05 alpha level.

Data analysis in Table 4 shows that the calculated t-value of 0.85 is less than the critical table value of 1.98 at the df of 117 and at 0.05 level of significance, hence, the null hypothesis is upheld. Therefore, there is no significant difference in the mean responses of technical teachers and school administrators on the methods used by teachers in evaluating technical programmes.

Research Hypothesis 2:
There is no significant difference in the mean responses of technical teachers and school administrators on how teachers assess the effectiveness of the evaluation methods.

Table 5: t-test analysis of the mean responses of technical teachers and school administrators on the teachers assess the effectiveness of the evaluation methods (N=119)

Variable	n	$\bar{x}$	SD	df	tcal	tcri
Teachers	94	15.88	7.21			
				117	0.60**	1.98
Administrators	25	14.92	7.01			

** Not significant at 0.05 alpha level.

Data analysis in Table 5 reveals that the calculated t-value of 0.60 is less than the critical t-value of 1.98 at the degree of freedom of 117 and at 0.05 level of significance; hence, the null hypothesis is maintained. Therefore there is no significant difference in the mean responses of technical and school administrators on how teachers assess the effectiveness of the evaluation methods.

Research Hypothesis 3

There is no significant difference in the mean responses of technical teachers and school administrators on how students assess the effectiveness of evaluation methods.

Table 6: t-test analysis of the mean responses of technical teachers and school administrators on students assess the effectiveness of evaluations (N=119)

Variable	n	$\bar{x}$	SD	df	tcal	tcri
Teachers	74	13.70	6.74			
				117	1.11**	1.98
Administrators	25	12.10	6.50			

** Not significant at 0.05 alpha level.

Data analysis in Table 6 reveals that the calculated t-value of 1.11 is less than the critical table value of 1.98 at the df of 117 and at 0.05 level of significance, hence the null hypothesis is upheld. Therefore, there is no significant difference in the mean responses of technical teachers and school administrators on how students assess the effectiveness of evaluation methods.

Findings of the Study

Findings of the study are as follows:

i. There is no significant difference in the mean responses of technical teachers and school administrators on the methods used by teachers in evaluating technical programmes.
ii. There is no significant difference in the mean responses of technical teachers and school administrators on how teachers assess the effectiveness of the evaluation methods.
iii. There is no significant difference in the mean responses of technical teachers and school administrators on how students assess the effectiveness of the evaluation methods.

Discussion of Findings

Results of data analysis indicated that there is no significant difference in the mean responses of technical teachers and school administrators on the methods used by teachers in evaluating technical programmes. Technical teachers and school administrators agreed that students are assessed while the programme is going on and at the end of the programme. Besides, written examinations are used in testing cognitive domains while practical demonstrations are used to test psychomotor skills. Projects, attitude survey and achievement tests are also used in assessing the students. The findings of the study agree with the work of Cornell University (2023) that information about students learning can be assessed through both direct and indirect measures. Direct measures may include both direct and indirect measures. Direct measures include among others: homework, quizzes, exams, research projects, while indirect measures include students' surveys, course enrollment information etc. Cornell University found that methods of measuring students learning are often characterized as summative or formative assessments. Falaye and Akorede (2013) discovered that the assessment of educational objectives in practical examination fall under the psychomotor domains. Besides, cognitive domains of learning of students are assessed using achievement tests which are either standardized or teacher-made test.

Findings of the study showed that there is no significant difference in the mean responses of

technical teachers and school administrators on how teachers assess the effectiveness of the evaluation methods. Technical teachers and school administrators agreed the area of difficulties can be detected during evaluation, teachers can give information on methods most suitable for practical works. They also agreed that teachers provide feedback about school's programme among others. In support of the findings of the study, Aloo, Ajowi and Aloka (2017) found that the established teacher performance appraisal policy had a significant positive influence on curriculum evaluation by teachers. Organization for economic and cooperation and development (2009) discovered that teacher evaluation for improvement focuses on the provision of feedback, useful for the improvement of teaching through professional development.

Findings of the study revealed that there is no significant difference in the mean responded of technical teachers and school administrators on how students assess the effectiveness of the evaluation methods. Both technical teachers and school administration agreed that students have adequate facts on the level of teaching and learning and easily detect areas of difficulties. In corroboration of the findings of the study, Amadi (2016) discovered that students can provide information for evaluating instructional methods, quality of instruction as well as programme goals and objectives. Etuk and Afangide (2008) maintained that students' performance in examinations are used as source of information about the instructional programme.

SUMMARY

The study examined teacher's strategy in evaluation of technical programmes in Technical Colleges in Akwa Ibom State. Three specific objectives, three research questions and three research hypotheses were formulated to guide the study. Survey research design was adopted for the study. The population of the study comprised 170 respondents (134 technical teachers and 36 school administrators). The sample consisted of 94 technical teachers and 25 school administrators which gave the total sample size of 119. Simple random sampling technique was used in selecting the sample for the study through balloting. The researcher-developed instrument called "Teacher Strategy in Evaluation of Technical Programmes Questionnaire (TSETPQ) was used to gather data for the study. Mean was used to answer research questions while t-test was used to test hypotheses at 0.05 level of significance.
Findings of the study revealed that;

i. There is no significant difference in the mean responses of technical teachers and school administrators on the methods used by teachers in evaluating technical programmes;
ii. There is no significant difference in the mean responses of technical teachers and school administrators on how teachers assess the effectiveness of the evaluation methods; and
iii. There is no significant difference in the mean responses of technical teachers and school administrators on how students assess the effectiveness of the evaluation methods.

CONCLUSION

Based on the findings and discussion of study, it is concluded teachers apply different methods in evaluating technical programs. Some of the strategies for evaluating technical programmes include the assessment of the students while the programme is going on and at the end of the programme; practical demonstration, written examinations, projects, attitude survey and achievement tests. Teachers assess the effectiveness of the evaluation methods through the provision of feedback about students' programme and information on the suitable methods for practical activities. Students assess that effectiveness of the evaluation by detecting easily the areas of difficulties and providing information to evaluators on the areas of needs.

RECOMMENDATIONS

Based on the findings and discussion of the study, the following recommendations are made

1. Government should give training to teachers in Technical Colleges in Akwa Ibom State to update their knowledge on the appropriate methods of evaluating technical programmes.
2. Teachers should be trained through workshop and seminars by their employers on how to assess the effectiveness of the evaluation methods.
3. The teachers in technical colleges in Akwa Ibom State should provide feedback to students from the outcome assessment and evaluation of their work or activities in technical colleges.

Educational implication of the findings

Educational implication of the findings is that the educational, academic and behavioural problems of the students will be easily detected if appropriate methods are used by the teachers in evaluating technical programmes. As such, the learning outcomes of the students will be enhanced. Also, the implication of the findings to education has it that the students performance and achievement will be improved if the teachers effectively evaluated the technical programmes in Technical Colleges in Akwa Ibom State.

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