

An Assessment of the Impact of the Teachers' Professional Development Programme under Lagos "Eko" Secondary Education Project in Lagos State

Dr. Oluwatomi M. Alade¹ Mrs Oluwatoyin O. Odebode^{2*}

¹ Department of Educational foundations, Faculty of Education, University of Lagos, Akoka-Yaba, Lagos Nigeria.

² Box 183, University of Lagos Post Office, Department of Educational Foundations, Faculty of Education, university of Lagos, Akoka-Yaba, Lagos, Nigeria.

E-mail of corresponding author: *toyinodebode65@gmail.com

Abstract

This study was designed to assess the impact of the Teachers' Professional Development Programme (TPDP) under Lagos "Eko" Secondary Education Project in Lagos State. Survey research design was adopted for this study. Simple random sampling was used in selecting 240 teachers from six secondary schools in Education District IV. The instrument used for data collection was the "Eko" Project Teachers' Professional Development Programme Questionnaire (EPTPDP). The reliability co-efficient of the instrument was 0.82. Five research questions and four research hypotheses were raised and tested at 0.05 level of significance. The data collected was analysed using simple percentage, independent t- test and ANOVA. The result showed that teachers' in Lagos state public secondary schools benefitted from the various Professional programmes they were exposed to Under the Lagos "Eko" secondary education project (LESEP). Further more the result showed that age, gender, educational qualification and years of teaching experience had no significant influence on the benefits derived by teachers' from the Professional Development Programmes. The researcher recommends that there should be continuous exposure of teachers' in Lagos State public schools to Professional Development Programme, as this will equip them with Knowledge, skills, strategies and methodology necessary in the teaching- learning process. This may lead to continuous improvement in the academic performance of students in Public Secondary School in Lagos State.

Key words: Professional status, Professional Development, Training programmes, "Eko" project, Secondary School, Education.

1. Introduction

Lagos "Eko" Secondary Education project is a project of the Lagos State Government in partnership with the World Bank. The main objective of this project is to enhance the learning outcomes of the six hundred and thirty-nine (639) public junior and senior secondary schools students in the State. This project is to complement the effort of the State government towards improving the overall standard of education in the State. The Lagos "Eko" Secondary Education project commenced on June 16th 2009, which was to last for a period of four years at the onset was extended for another two years. The initial capital outlay of the project was ninety million dollars (\$90m). Due to the extension of the duration of the project for another two years, an additional forty-two million dollars (\$42m) has been added to the capital outlay. (Lagos State web report 2012)

The project is an intervention targeted at addressing the deteriorating quality of education in the State. Over the years across the country, the performance of students in external examinations conducted by West African Examination Council (WAEC) and National Examination Council (NECO) has been poor. For example, the West Africa Examination Council, Research Division Annual Report 2011, revealed that less than 50% of the students had credit pass in Mathematics. Similarly, in English Language and Biology, the performance of students at credit passes has been below 40% and 50% respectively.

Before the commencement of Lagos "Eko" Project in 2009, Lagos State Public Secondary Schools were mainly funded by the State government. Schools were given a running cost on a monthly basis for the maintenance and day to day operations of the Schools. In addition, financial support also came from the Parents forum, Non-governmental Organisations, Old students associations, corporate bodies as well as rent for the use of School premises. This funding system left many of these Schools in a deplorable condition, evident in the poor learning environment which accounted for the poor academic performance of students in Public Secondary Schools in the state.

This situation made the Lagos State Government to take concrete steps to salvage the deteriorating situation. The Lagos "Eko" Secondary Education Project became necessary in order to improve on the quality and relevance of education by focusing on the learning outcomes in core subjects, which are English, Mathematics

and Biology at the senior secondary level and Basic Science at junior secondary level. The Lagos “Eko” project is the first education intervention in Lagos State with exclusive focus on “enhanced learning outcomes”. (Lagos State web report 2012)

The project was developed based on the premise that better results will be achieved when power is given to schools, as they understand the needs of the school and are able to implement effective and collaborative school management principles. Furthermore to this, all the 639 Secondary schools in the State were to receive grants ranging from one million Naira (₦1m) to three million five hundred thousand Naira (₦3.5m) on a yearly basis depending on the population of each school. (Lagos State web report 2012)

From the initial stage of the project a result monitoring framework was built-in with key performance indicators for the project development objectives covering grant disbursement, teachers professional development, standardised students assessment and attendance. The school development grant comprises the largest component of the project and it is the main tool deployed to achieve development objectives.

According to the “Eko” project grant manual, the School Development Grant (SDG) has the objective of raising learning outcomes in public secondary schools by providing access to discretionary grants to particularly improve English, Mathematics and Science subjects. The introduction of grant funding system is consistent with the objective of increasing capacity at the school level to improve school planning, management and accountability. The SDG was provided annually to all secondary schools to augment the schools budget operating cost and non-salary expenditures to improve learning performances of the students. The six hundred and thirty-nine (639) junior and senior secondary schools and the five technical colleges were eligible for the grant based on their School Improvement Plans (SIP) which should include activities that demonstrate impact on the student learning outcomes

The standardised student assessment is to show the learning gains achieved by the students over time and make learning outcomes more manageable and better understood. (Lagos State web report 2012)

Teachers’ Professional Development (TPD) forms an integral part of the Lagos State “Eko” Secondary Education Programme. The teacher is the medium through which instruction is communicated to the students. The National Policy on Education (2004) says “no educational system can rise above the quality of its teachers”. In view of this, the project has made adequate provision for Teachers’ Professional Development. With the advancement in knowledge and technological development globally, there is the need for teachers to be equipped and updated with knowledge, skill and strategies of modern times. In addition, there is an apparently universal agreement that high-quality, on-going professional development for teachers is equally necessary (American Federation of Teachers, 2002). This can only be achieved by exposing the teacher to trainings, workshops, seminars and other avenues through which the teacher can be adequately equipped to perform the role expected. The Teachers’ Professional Development Programme (TPDP), a component of the Lagos “Eko” Secondary Education Project gives the teacher this opportunity.

Under the project, the school principals were given the autonomy to identify trainings required for their staff, select the appropriate training service provider (TSP) to carry out the training and pay the TSP from the school budget. This is part of the process of developing school leadership.

About twenty-one (21) training programmes were available for teachers in the State to benefit from in order to enhance their professional development. The following are some of them:

1. Mathematics- Junior and senior secondary school (JSS&SSS).
2. English Language-Junior and senior secondary school (JSS&SSS).
3. Basic science- (JSS).
4. Biology- (SSS).
5. Leadership empowerment for school managers and administrators.
6. Application of MS word, excel and internet for effective education delivery (basic and intermediate).
7. Practical use of ICT equipment to deliver instruction (basic level, intermediate level and advance level).
8. Effective teaching and student-centred classroom management.
9. Improving the assessment and evaluation skills of school teachers.
10. Production and utilisation of instructional media.

Source: Lagos State Government Secondary School Development Grants Manual (2009).

Training service providers were engaged to train teachers in the various programmes. A total of thirty-five (35) of them were used for the exercise, among them are the following:

1. Adeniran Ogunsanya College of Education (AOCOED).
2. Customer Oriented Management Services Ltd.
3. Doyin Owolabi & CO

4. Fonas Berny Learning Clinic and Education Services.
5. International Centre for Leadership and Entrepreneur development (ICLED).
6. KOSOL Consult.
7. Lagos State University (LASU).
8. Mcwen Consulting.
9. University of Ibadan.

Source: Lagos State Government Training service providers Brochure (2013)

The duration of each of these training programmes was between three to four days, with course fees ranging from thirty thousand Naira (₦30, 000) to thirty-five thousand Naira (₦35, 000).

Many stakeholders and experts in the educational sector have commended the State government for embarking on the project with the submission that with the project, the State has gone to the root of education to build a strong foundation for the tertiary institution. In addition, in a 2012 publication by “Lagos Indicator” titled “Eko”project: Revolutionising public education system in Lagos”, it was mentioned that the “Eko” project has continued to live up to expectations with results showing the improved performances of the students in Lagos State public schools. This has made the State government to receive commendation from the World Bank which is the partner in the project. The “Eko” project coordinator Ms Ronke Azeez in her comment expressed her satisfaction with the progress recorded by the scheme, reiterating that, the project, which is part of the effort aimed at improving the overall quality of education in Lagos State has the objective of being able to improve learning outcomes of students in the six hundred and thirty-nine (639) junior and senior secondary schools over the years.

In the opinion of the researcher, Teachers’ Professional Development Programme which is one of the key performance indicators of the “Eko”project is an innovation by the State government in improving the professional status of the teacher in Lagos State. In time past, teachers were rarely exposed to training and re-training programmes, and even when they were, it did not go round all the teachers in the schools. With this initiative by the State government, all teachers have been given the opportunity to attend training programmes, workshops and seminars frequently within the last four years of the commencement of the project. Specifically the Governor of the State in his comment in the “Lagos Indicator” 2012 said his administration has continued to give adequate attention to teachers’ welfare through increased salary, training and retraining while each secondary school gets a direct fund ranging from one (₦1m) to three million five hundred thousand Naira (₦3.5m) annually for equipment, instructional materials and learning aids.

This study was therefore embarked upon to find out through research, the benefits which teachers specifically have derived as a result of being exposed to the various training programmes available under the Teachers’ Professional Development Programme which is a component, of the Lagos “Eko” Secondary Education project (LESEP).

1.1. Problem of the Study

One of the challenges facing Nigeria’s educational system is inadequate qualified manpower. This could explain the much talked about falling standard of education in the country. Performance of students in West Africa Senior School Certificate Examination (WASSCE) and National Examination council (NECO) examination over the years has been deteriorating. Some scholars are of the opinion that the incompetence of the teachers may be one of the factors responsible for this. Oyesiku (2013) is of the opinion that many teachers are teaching students with methods they learnt at least fifteen (15) years ago. This implies that the knowledge, skills and methodology the teachers gained during their period of university training may be obsolete because of advancement in knowledge in all fields of endeavour. Moreover Information Communication Technology (ICT) has been introduced lately into all fields of endeavour with education not been an exception. Today many teachers in public secondary school in Lagos State having graduated well over fifteen years ago, lack the knowledge, operations and skills involved in Information Communication Technology (ICT). Without these teachers being sent on in-service trainings, workshops and seminars on ICT they will remain novice in the skills, Knowledge and operations of the computer. The present educational system cannot afford to have such calibre of teachers because of expediency of ICT in the modern world of today.

Oyesiku (2013) posited that every teacher should be encouraged to go for retraining in his or her subject area once in three years. In addition, Ajeyalemi (2013) said there was need for in-service training programmes for teachers, stressing that, the importance of in-service training for teacher cannot be over emphasised. There is need therefore for teachers to be updated with modern strategies and methodology of teaching as well as be intimated with the emerging discoveries in the field of education to remain current and always relevant.

It is against this backdrop that the Lagos “Eko” Secondary Education Project included the Teachers’ Professional Development Programme as one of the key performance indicators for the project development objective. This

study was set out to find out how the trainings, workshops and seminars that teachers were exposed to under the Teachers Professional Development Programme, a component of “Eko” Secondary Education Project, has been able to improve Professional competencies of teachers in public junior and senior secondary schools in the state.

1.2 Purpose of the Study

The purpose of the study was to ascertain if the Teachers’ Professional Development Programme (TPDP), a component under the Lagos “Eko” Secondary Education Project (LESEP) had any impact on teachers in junior and senior secondary schools in the State. In addition, the study will:

1. Find out if the teachers benefited from the Professional Development Programme (TPDP) organised under LESEP.
2. Find out if gender will influence the benefit teachers derived from the Teachers’ Professional Development Programme (TPDP) organised under LESEP.
3. Investigate whether age will influence the benefit teachers derived from the Teachers’ Professional Development Programme (TPDP) organised under LESEP.
4. Find out if years of teaching experience will influence the benefit teachers derived from Teachers’ Professional Development Programme (TPDP) organised under LESEP.
5. Examine whether educational qualification will influence the benefit teachers derived from the Teachers’ Professional Development Programme (TPDP) organised under LESEP.

1.3 Research Questions

The following research questions were raised for the study:

1. Did teachers in Lagos State Secondary Schools derive any benefit from TPDP organised under the Lagos “Eko” Secondary Education project (LESEP)?
2. Will the benefits derived by teachers in Lagos State Secondary Schools from TPDP organised under LESEP differ as a result of gender?
3. Will age of the teacher influence the benefits derived from TPDP organised under LESEP?
4. Will years of teaching experience influence the benefits derived from TPDP organised under LESEP?
5. Will educational qualification of teacher influence the benefits derived from TPDP organised under LESEP?

1.4 Research Hypotheses

The following research hypotheses were tested in the study:

1. Gender of teacher will not significantly influence the benefits derived from TPDP organised under LESEP.
2. Age of teacher will have no significant influence on the benefits derived from TPDP organised under LESEP.
3. Years of teaching experience will have no significant influence on the benefits derived from TPDP organised under LESEP.
4. Educational qualification of teacher will have no significant influence on the benefits derived from TPDP organised under LESEP.

11 Methodology

2.2 Research Design: The research design for this study was survey, which was aimed at collecting information from the respondents (teachers) on how the Teachers Professional Development Programme organised under the Lagos “Eko” Secondary Education project has improved their professional competencies.

2.3 Area of Study: The study was carried out in Lagos State. Lagos State was created on May 27th 1967, with Ikeja as the capital. It lies within Latitude 6.5833N and Longitude 3.7500E with an area of around 3,577 KM². Lagos is made up of 20 Local Government Areas and 37 Local Council Development Areas. It is bordered by Ogun State and Benin Republic.

2.4 Population: The population for the study comprised the teachers in the six Educational Districts in Lagos State.

2.5 Sample and sampling technique: simple random sampling was used to select Educational District IV as the sample for study. Six secondary schools and two hundred and forty teachers in this District who had been exposed to any of the programmes at one time or the other under the project were selected for the study through simple random sampling.

2.6 Instrumentation: The instrument used for generating data was a questionnaire developed by the researcher. The questionnaire was titled ““Eko” Project Teachers’ Professional Development Questionnaire” (EPTPDQ). The questionnaire had two sections, the first being on personal data, which consisted of items on age, gender, subject taught, years of teaching experience, educational qualification and type of programme attended. The second section consists of 20 items measuring the benefits derived by the teacher from the “Eko” Project

Teachers' Professional Development Programmes. The response was of the Likert type on a rating scale of 1—4, ranging from strongly agree to strongly disagree. The items of the questionnaire that were positively worded were scored as strongly agreed (SA)-4, agreed (A)-3, disagreed (D)-2, strongly disagreed (SD)-1, while the negatively worded items were scored as strongly disagree (SD)-4, disagree (D)-3, agree (A)-2, strongly agree (SA)-1. The maximum score on the instrument was 80 while the minimum score was 20. The instrument used for data collection was validated by the researcher's supervisor and two postgraduate students in the Educational Foundations Department for face and content validity, while the reliability of the instrument was determined using the Cronbach alpha. The reliability co-efficient was 0.82.

2.7 Administration of the instrument/ Method of data collection: The 240 copies of the research instrument were handed out by the researcher but a total of 227 copies were duly completed and returned.

2.8 Method of data Analysis: The statistical tool that was used to test hypothesis one was independent t-test, while hypotheses, two, three and four were tested using analysis of variance (ANOVA).

III Discussion of Result

The result of the analysis done is presented as follows:-

Research Question one

Did teachers' in Lagos State Secondary Schools derive any benefit from TPDP organised under the Lagos "Eko" Secondary Education Project (LESEP)? To answer this Research question simple percentage was used. The scores of the items on the questionnaire were added together to give an overall TPDP index. The TPDP index for each **respondent** was converted into percentage. Those who scored 50% and above are categorised to have benefitted from the Programmes and as such the (TPDP) had an impact on such teachers. The results are presented in the table 1 below:-

TABLE 1

Descriptive statistics of the benefits derived by teachers from the TPDP organised under LESEP.

N	Minimum score	Maximum score	Mean	Standard deviation
227	44	75	66.9	6.46
Percentage	55%	94%		

This Research question was answered using simple percentage. The mean score was 66.9 while the standard deviation was 6.46. The minimum score of respondents on the TPDP index was 44 while the maximum score was 75. The sum total of score was 80. Converting the TPDP index into percentage shows that the least percentage of respondents was 55% while the highest percentage was 94%. This shows that teachers' in Lagos State Public Secondary Schools benefited from the Teachers' Professional Development Programme (TPDP) organised under Lagos "Eko" Secondary Education Programme (LESEP).

Hypothesis one

Gender of teacher will not significantly influence the benefits derived from TPDP organised under LESEP. This hypothesis was tested using the independent t-test. The results are presented in the table 2 below:-

TABLE 2

An independent t-test analysis of difference in benefit derived from TPDP organised under LESEP due to gender.

Variable (gender)	Mean	S.D	t-value	Df
Male	66.7	6.48	0.30	225
Female	66.0	6.47		

Not significant at 0.05 level (critical t-value= 1.96) N=227

Table 2 above indicates that the calculated t-value 0.30 is less than the critical t-value of 1.96 for a two tail test. This led to upholding the researcher's hypothesis that there is no gender difference in benefits derived by teachers' from TPDP under LESEP. This implies that both male and female teachers benefitted equally from the various programmes organised under LESEP.

Hypothesis two

Age of the teacher will have no significant influence on the benefits derived from the TPDP organised under LESEP. This hypothesis was tested using ANOVA. The results are presented in table 3 below:-

TABLE 3

One- way ANOVA of difference in benefits derived from TPDP organised under LESEP due to age.

Source of variation	Sum of squares	Df	Mean of squares	F- ratio
Between groups	143.160	1	143.160	3.45
With groups	15069.509	225	41.514	
Total	15212.668	226		

Not significant at 0.05 df=1 and 225 (critical t-value=3.84)

Table shows that the calculated F-value of 3.45 is less than the critical (table) value of 3.84 given 1 and 225 degrees of freedom at 0.05 level of significance. Hence the null hypothesis is retained, showing that age does not have a significant influence on the benefits derived from the TPDP organised under LESEP.

Hypothesis three

Years of teaching experience will have no significant influence on the benefits derived from TPDP organised under LESEP. The hypothesis was tested using ANOVA. The results are presented in table four below:-

TABLE 4

One-way ANOVA of difference in benefits derived from TPDP organised under LESEP due to years of teaching experience.

Source of variation	Sum of squares	Df	Mean of squares	F-ratio
Between groups	58.719	2	29.360	1.70
Within groups	15153.949	224	41.862	
Total	15212.668	226		

Not significant at 0.05 df= 2 and 224 critical value=3.99

The results from the table reveal that the calculated F-value 1.70 is less than the critical (table) value of 3.99 given 2 and 224 degree of freedom at 0.05 level of significance. This led to upholding the researcher's hypothesis that years of teaching experience has no significant influence on the benefit derived from the TPDP organised under LESEP.

Hypothesis four

Educational qualification of the teacher will have no significant influence on the benefits derived from the TPDP organised under LESEP. The hypothesis was tested using ANOVA. The results are presented in the table below:-

TABLE 5

One-way ANOVA of difference in benefits derived from the TPDP organised under the LESEP due to educational qualification.

Source of variation	Sum of squares	Df	Mean of squares	f-ratio
Between groups	77.971	1	77.971	2.87
Within groups	15134.697	225	41.693	
Total	15212.668	226		

Not significant at 0.05 df=1 and 225 critical value=3.84

The calculated f-value of 2.87 is less than the critical (Table) value of 3.84 given the degree of freedom of 1 and 225 with 0.05 level of significance. Hence the null hypothesis is retained, showing that educational qualification of the teacher has no significant influence on the benefits derived from the TPDP organised under LESEP.

IV Discussion of Results

The major findings of the study showed that Lagos state junior and senior secondary school teachers benefitted from the Teachers' Professional Development Programme (TPDP) organised under Lagos "Eko" Secondary Educational Programme (LESEP). This is an indication that the various programmes the teachers were exposed to actually influence the professional status of the teachers'. This assertion is confirmed by the result of the findings from research question one raised for the study. Respondents who scored 50% and above were categorised as those who benefitted from the various professional programmes teachers' were exposed to. The respondents least percentage score was 55% while 94% was the highest percentage score. This conforms to the assertion of Ajeyalemi (2013) that in-service training programme for teachers are very important. Teachers' need to be intimated with the emerging discoveries in the field of education to remain current and always effective in the classroom. Other findings of the study revealed that sex, age, educational qualification and years of teaching experience had no significant influence on the benefits derived from the TPDP organised under LESEP. In order to corroborate the responses of the teachers, the views and the opinions of some principals and students in the schools selected for the study were sought. The principals attested to the fact that the TPDP organised under LESEP was a commendable programme and also very timely. Given the poor academic performance that has been recorded in external examinations over a period time and coupled with the fact that many teachers had graduated from school over a number of years and the skills, methodologies and strategies acquired were already obsolete. Many teachers as a result of the various in service training programmes, workshops and seminars attended particularly on information communication technology (ICT) are now using modern means of instructional resources for teaching such as projectors, internet facilities are now installed in schools, giving teachers the opportunity to browse for current information about subject content and modern methods and strategies for passing on instructions in the teaching-learning process. The principals confirmed that the professional status of many teachers has improved remarkably which is reflected in the application of the knowledge acquired during the TPDP organised under the LESEP.

The students were not left out, they were so eager to air their views. They confirmed that the teaching-learning process has become more interesting and challenging as a result of the application of modern techniques of instructions their teachers had introduced. Many of the students also confirmed that their academic performances had improved because they have better understanding of the concepts taught as well as their improved ability to apply what is taught due to the new dimension their teachers have introduced in the teaching learning process.

V Conclusion and Recommendation

From the findings of the study, it is obvious that teachers in Secondary Schools in Lagos State need to be frequently exposed to Professional development Programmes, in other to enhance their Professional status. This is with the view to improving the academic performance of students in Secondary schools which had been a subject of concern to all stakeholders in education sector. It is often said that no educational system can rise above its teachers, if that be the case; all avenues must be exploited to ensure that teachers are competent to perform their responsibility of impacting knowledge. When the Lagos State Government took the initiative of incorporating Teachers' Professional Development Programme (TPDP) as one of the key performance indicator in the Lagos "Eko" Secondary Education Project (LESEP), it was really a major step in enhancing the Professional status of the teachers in the state public Secondary Schools. This is evident in the result of this study. The study was set out to assess the impact of the Teachers' Professional Development Programme (TPDP) under Lagos "Eko" Secondary Education Project (LESEP) in Lagos State. The findings from the study revealed that respondents from the study benefitted from the various programmes they were exposed to in the course of the in service trainings, workshops and seminars they attended. These programmes were centred on Subject content, information communication technology (ICT) as well as leadership and management training. A record of between 55% - 94% was the obtained by the respondents that participated in the study, which was well above the 50% criteria that were set for respondents that benefitted from the TPDP. The findings from the study also showed that gender, age, educational qualification and years of teaching experience had no significant influence on the benefits derived from the various programmes. This is an indication that gender, age, educational qualification and years of teaching experience will not prevent teachers' from benefiting from programmes that will enhance their professional status.

It is therefore recommended that the State Government make in service training programmes an on-going exercise in Lagos State public secondary schools. In addition school principals who have been given the prerogative to select teachers for the training programmes must ensure that all teachers under them are given the opportunity to attend a training programme at least once in a year. Furthermore the prevailing learning environment should be conducive enough so as to ensure that skills, methods and strategies acquired during the training programmes are put into adequate use by the teacher. This will likely go a long way in improving the

academic performance of students in public Secondary Schools in Lagos State which had been a matter of concern to all stakeholders in the educational sector.

References

- Ajeyalemi, D (2013, May 12). Challenges of Nigeria's educational system. The Tide newspaper online. Retrieved from www.thetidenewsonline.com/2012/12/05/challenges-of-Nigeria's-educational-system/.
- American Federation of Teachers (2002). Principles for Professional development: AFT's guidelines for creating professional development programme that makes a difference. Washington DC: author.
- Lagos "Eko" Project (2012, Feb 2). Revolutionising public Education system in Lagos. Lagos Indicator. Retrieved from <http://www.lagosekoproject.org/about-us.php>.2013.
- Lagos "Eko" project (2012, Feb 2). About us. Retrieved from <http://www.lagosEkoproject.org/about-us.php>.2013.
- Lagos State government: Training service provider brochure. Lagos "Eko" Secondary education project 2013.
- Lagos State government: Lagos "Eko" project secondary school development grants manual 2009.
- Oyesiku, K (2013, May 12). Challenge s of Nigeria's educational system. The Tide newspaper online. Retrieved from www.thetidenewsonline.com/2012/12/05/challenges-of-Nigeria's-educational-system/.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

