

EVALUATION OF NIGERIA CERTIFICATE IN EDUCATION PROGRAMME OF THE NATIONAL TEACHERS' INSTITUTE IN NORTH WESTERN NIGERIA

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Abstract

This study evaluated the National Teachers' Institute Nigerian Certificate in Education programme by Distance Learning System in north-western Nigeria. The study was guided by four specific purposes and four research questions. The study adopted evaluation research design. The population of the study was 14280 comprising all the students and facilitators in the 73 accredited designated study centres of NTI/NCE in the area. The sample for the study was 389 respondents drawn using multi-stage sampling technique. The instruments used for data collection were NTI/NCE Programmes Achievement Instrument (NNPAI), NTI/NCE Evaluation Strategies Instrument (N.N.ESI), Observational Checklist, NTI/NCE Checklist on Facilitators' Qualification (NN.CFQ), NTI/NCE Proforma Evaluation Form (NNPEF) and the Focus Group Discussion Guide (FGDG). Quantitative data collected were analyzed using means and standard deviations and percentages, while qualitative data were analyzed to answer some of the research questions. The findings of the study showed that the NCE programme objectives have been implemented by NTI to upgrade teacher's qualification to a great extent. It also showed that the NTI facilitators are qualified to implement the NCE programme in north western Nigeria to a great extent. Furthermore, based on the findings and conclusions, it was recommended among others that more PhD holders should be employed as facilitators in the implementation of the NCE programme by the NTI. It was also recommended that government and other relevant stakeholders should organize workshops and seminars for NTI facilitators. This will help to equip them with the appropriate skills, strategies and experiences that can promote better implementation of the NCE programme by the NTI.

Keywords: Evaluation, Certificate, Education,

Introduction

The development of any nation depends largely on the overall empowerment of its citizens through quality education. This makes teacher quality a vital tool in any educational system. Hence, the Nigeria certificate in education (NCE) by distance learning system of the NTI is an in-service training programme instituted by the Federal Republic of Nigeria to upgrade, train and retrain teachers to meet their training needs in order to achieve the objectives of basic education.

According to Ukpo (2006), the problems that plague the basic education sub-sector in Nigeria is that of the quantity and quality of teachers. Perhaps, this is why Igwe and Rufai (2012) concluded that quality teacher education programme is capable of contributing to the social, political and economic development of the country to meet up with the world competitive economy. According to Samuel and Okodoko (2012), such innovations in teacher education preparation border on the areas of quality

assurance, instructional strategies, accountability, funding, evaluation procedure, content areas and teacher retention. According to Muyinda (2012), distance education is a set of teaching and learning strategies that can be used to overcome spatial and temporal separation between educators and learners. This strategy can be integrated into any educational programme and used in any combination with any other teaching and learning strategies in the provision of quality education (Ebirim & Okenwa, 2014). As noted by Jegede (2003), this strategy of DLS is sensitive to the Federal Government's Commitment to quality teacher production and retention as stipulated in her National Policy on Education.

Useful information from evaluations are important not only for policymakers but also for all those involved in implementing the programme to improve service delivery (Okoye, 2012)

Findings on the NTI DLS indicated that the NTI DLS could be weak in the area of programme delivery, which border on late and inadequate supply of instructional materials to study centres; inadequate and unqualified personnel as course facilitators and supervisory ranks and unqualified students being admitted into the scheme (Mbaya, 2005).

Some literature (Aderinoye & Ojokheta, 2004; Baker, 2003) have addressed parameters and themes of teacher quality through distance learning, but there is none yet known to the researcher about the implementation of the NCE/DLS/NTI programme in North-western states of Nigeria. Evaluation in the context of this present study is the systematic collection and analysis of all relevant information necessary to promote the improvement of NTI/ NCE by DLS context, input, process and product; to assess its effectiveness and efficiency, as well as the participants' attitudes within the milieu of the programme. Most often, feedback from evaluation is perceived as "useful" if it aids in decision making (Stufflebeam, 2007).

Thus, different evaluation models are amenable to the NTI/NCE/DLS programme. They include the Context, Input, Process and Product (CIPP) model; Environmental, Input, Process and Outcome (EIPO) model; Context, Input, Process, Output and Impact (CIPOI) model, etc. According to Fatima (2010), the Stufflebeam's CIPP model of evaluation is most suited in evaluating teacher preparation programmes because it gives a comprehensive and systematic look at different aspects of programme system-based models, which seem to be more useful in terms of thinking about the overall context and situation. With regard to the gains of the CIPP model of evaluation, Okoye (2012) noted that a well-designed evaluation exercise through the CIPP model improves practices and ensures quality of educational growth.

The researcher therefore needed to produce an objective-balanced overview of the programme context by triangulating findings. Triangulation makes use of combinations of methods, investigators and perspectives in empirical context. In support of this approach in evaluation endeavours, Chen (2009) and Guerra-Lopez (2008) in their separate studies stress that over-dependence on a particular method of data collection and interpretation will invariably distort the overall picture of a programme evaluation.

Since evaluation is vital in programme implementation, this gives serious concern to the decision makers and stakeholders regarding what needs to be done? How should it be done? Is it being done? And did it succeed? With respect to support services, learning resources, and effectiveness of instruction, as well as how the Institute monitors the quality of the programme. As a matter of fact, not a bit of the related literature which provide answers to these pertinent questions and its dimensions at different levels did so in north-western states of Nigeria. In this study however, Stufflebeam's Context, Input, Process and Product (CIPP) will be used. Therefore, the aim of this study was to

evaluate the National Teachers Institute Nigerian certificate in Education programme by Distance Learning System in north-western Nigeria. Specifically, the purpose of the study were to: (i) find out the extent to which the NTI/NCE programme objectives has been implemented; (ii) ascertain the qualification of facilitators in the implementation of the NTI/NCE programme; (iii) find out the evaluation strategies adopted in the implementation of NTI/NCE programme; (iv) ascertain the pass rate of graduate in the NTI/NCE programme.

Methodology

The study adopted evaluation research design. The study was carried out in North West of Nigeria. Population of the study was 14280 comprising all the students and facilitators in the 73 accredited designated study centres of NTI/NCE in the area. Sample size of the study was 389 respondents. This includes 3 state coordinators, 6 NTI staff (officers), 6 NCCE staff, 6 centre supervisors, 18 facilitators and 350 NCE students. Multistage Sampling Technique was used to draw the sample. The instruments used for data collection were NTI/NCE programmes achievements instruments (NNPAI), NTI/NCE Evaluation Strategies Instrument (N.N.ESI), NTI/NCE checklist on facilitators qualification (NN.CFQ), NTI/NCE proforma evaluation instrument (NNPEI), and Focus groups protocol. The internal reliability estimates of the NNPAI, N.N.ESI, NFS-NNPI, and NNPCI were 0.878, 0.836, 0.885 and 0.864 respectively. Quantitative data collected were analyzed using means and standard deviations and percentages, while qualitative data were analyzed accordingly to answer some of the research questions posed in the study.

Results

The results of the data collected and analyzed for the research questions are presented in line with the research questions that guided the study.

Research Question One: To what extent has the NCE programme objectives have been implemented by NTI?

Table 1: Mean and Standard Deviation of the extent NCE Programme Objectives been Implemented by NTI to upgrade Teacher’s Qualification

Item	Minimum Standard (MSTD)	Availability	SD	Decision
Trains and upgrades teachers to NCE level.	NCE	1127	3.59	0.81
Provides background for teachers to go for further studies	3 years in-service training	4 years	3.31	0.86
Produce teachers for the successful implementation of the National Policy on Education			3.44	0.75
Provide opportunities for the training of teachers	Compulsory to all TCII teachers	All the states	3.21	0.89

Item	Minimum Standard (MSTD)	Availability	SD	Decision
Promotes healthy learning environment.			3.49	0.55
Eliminates the inherent problems of teachers leaving schools for further training	Award of scholarship	Award study fee	3.36	0.62
Produce competent teachers who will demonstrate the knowledge of the subject in theories and principles			3.51	0.82
Motivate teachers to enroll and be upgraded to NCE level	Seminar/workshop	With Subec/NTI	3.31	0.65
Distributes course materials to students	At least 8 course books per student	8 per group of 5	3.15	0.84
Provide orientation to teachers on effective pedagogy through workshops and seminars	At least one per year	1	3.49	0.82
Cluster Mean			3.38	0.44

Key: 3.50 – 4.00 = Very Great Extent (VGE), 2.50 – 3.49 = Great Extent (GE), 1.50 – 2.49 = Less Extent (LE), while 1.00 – 1.49 = Very Less Extent (VLE).

The results of the study as presented in Table 1 show the cluster mean of 3.38 with a standard deviation of 0.44 implies that the NCE programme objectives were implemented by NTI to upgrade teacher’s qualification to a great extent.

Research Question Two: What are the qualifications of NTI facilitators in the implementation of the NCE programme?

Table 2: Frequencies and Percentages of the Qualifications of NTI Facilitators in the Implementation of the NCE Programme

SN	Items	Ratio of Qualification(Minimum Standard)	Kano 1	Kano 2	Kat-Sina 1	Kat-Sina 2	Jigawa 1	Jigawa 2	Total	%	Decision
1	Ph.D	25	NIL	2	1	1	2	1	7	3.1	Not Adequate
2	M.Ed	40	15	9	13	14	15	15	81	36.3	Adequate
3	M.Sc./PGDE		2	1	1	2	1	2	9	4.1	

SN	Items	Ratio of Qualification(Minimum Standard)	Kano 1	Ka no 2	Kat-Sina 1	Kat-Sina 2	Jigawa 1	Jigawa 2	Total	%	Decision
4	B.Sc.Ed	35	13	10	15	11	10	12	71	31.8	Adequate
5	B.Sc./NCE		4	4	10	15	7	3	43	19.3	
6	B.Sc/P GDE		3	3	3	2	NIL	1	12	5.4	
7	HND/PGDE	NIL	NIL	NIL	NIL	NIL	NIL	NIL	0		
	Total	100	37	29	43	45	35	34	223		

Results in Table 2 showed that the NTI facilitators are qualified to implement the NCE programme in north-west, Nigeria to a great extent.

Research Question Three: What evaluation strategies are adopted in the implementation of NCE programme of NTI?

Table 3: Mean and Standard Deviation of Respondents on the Evaluation Strategies Adopted in the Implementation of NCE Programme of NTI (N = 18)

Item Statement	Minimum Standard (MSTD)	Availability	SD	Decision (Dec)
Assess student through many evaluation techniques		3	3.06	0.93
Use of continuous assessment scores in evaluating learning achievement	At least 3 per month	3	2.83	1.09
Encourage group study and cooperative learning	At least 1 per semester	2	2.89	0.75
Use of terminal examination or semester examination	1 per semester	1	2.89	0.96
Use of class/work	3 per semester at least	4	3.50	0.51
Use of term paper/project work	1 per semester	1	3.50	0.70
Use of assignment	Weekly	Weekly	3.39	0.69
Use of portfolio assessment	1 per semester	1	2.89	0.75
Use of test	Twice per semester	2	2.89	0.67
Field trip/excursion	1	1	3.17	0.92

Item Statement	Minimum Standard (MSTD)	Availability	SD	Decision (Dec)
Use of practicum	1	1	2.83	0.92
Use of teaching practices exercise	1		3.50	0.51
Use of micro-teaching	1 per semester	1	3.50	0.61
Organize practical laboratory experiments for students	At least 2 per semester	3	3.44	0.70
Encourage students to ask questions	Regularly	Regularly	3.11	0.75
Utilizes instructional material appropriately	Regularly	Regularly	3.00	0.68
Cluster Mean			3.15	0.21

Results in Table 3 show the cluster mean of 3.15 with a standard deviation of 0.21 means that the facilitators often adopt several evaluation strategies in the implementation of NCE programme of NTI.

“Group assignment, tests, excursion, micro- teaching, Field trip, teaching practice, Class work, term papers/work, project , and group presentation.”

Research Question Four: What is the pass rates of graduates’ teachers between 2013/14 -2015/16 in the NCE programme of NTI?

Table 4: Frequencies and Percentages of the Pass Rates of Graduates’ Teachers In NCE/NTI/DLS in the North-west zone for 2013/14 ---- 2015/2016 cohorts

Cohort	No. Who Sat for Exam (N)	Passed (N)	Percentage Passed	Failed (N)	Percentage Failed
2013-2014	491	319	64%	172	36%
2014-2015	512	359	70%	163	30%
2015-2016	607	449	74%	158	26%
Total	1610	1127	70%	493	30%

Source: Compiled from student performance analysis records ± NTI Academic Services Department, North-West Zonal office (2017).

The results of the study as presented in Table 4 showed that majority of the students graduated as NCE holders

Discussions of Findings

The findings of this study are discussed under the relevant sub-headings below in line with the specific purposes and research questions raised in the study. They are discussed with research findings in literature reviewed.

Extent to which the NTI/NCE Programme Objectives has been Implemented

The findings of the study as presented in Table 9 showed that the NCE programme objectives have been implemented by NTI to upgrade teacher's qualification to a great extent. This is because, the NTI in the past few years has trained and upgraded grade II teachers to NCE level and produced competent teachers who will likely demonstrate the knowledge of the subject in theories and principles.

The above finding is somewhat contrary to that of Osunde and Omoruyi (2004) who reported that the NTI programme was fairly effective in upgrading the skills and knowledge of the participants. In the same vein, However, the finding of the study is line with that of Osong (2014) whose study revealed that the NTI in Cross River state had taken measures to implement her NCE objectives and that the NTI centers were adequately staffed for implementing the NCE programme by distance learning system to update teachers in their profession.

Qualification of Facilitators in the Implementation of the NTI/NCE Programme

The finding of the study as presented in Table 11 showed that the NTI facilitators are qualified to implement the NCE programme in North-West, Nigeria to a great extent. In line with the finding, Asodike and Ebong (2012) who conducted a study on resource provision for the implementation of National Teachers' Institute (NTI), Kaduna, distance learning programme in South-South, Nigeria and also found that there were enough course tutors for the programme though the quality was not commensurate to the needs of the programme.

However, also consistent with the findings of this study, Igwe and Rufai (2012) found that a greater proportion of teachers now possess the required qualification (NCE, B.A., B.Ed, M.Ed) to ensure quality service delivery. This is because only professionally qualified persons are employed as facilitators in the implementation process of the NCE programme by the NTI in North-West of Nigeria.

Evaluation Strategies Adopted in the Implementation of NTI/NCE Programme

The result of the study as presented in Table 12 indicated that the facilitators often adopt evaluation strategies in the implementation of NCE programme of NTI. Moreover, Okodoko and Samuel (2009) reported that a significant relationship exist between evaluation strategies and the implementation of the NTI (NCE) Mathematics curriculum by distance learning system. This implies that the evaluation strategies adopted in the implementation of NTI/NCE Programme need to be carefully chosen in order to generate useful feedback for proper decision-making.

The Pass Rate of Graduate in the NTI/NCE Programme

The result of the study as presented in Table 15 showed that majority of the students graduated from NCE/ NTI programme. The finding is in line with that of Osunde and Omoruyi (2004) that evaluated the manpower-training program for teaching personnel in mid-western Nigeria by the National Teachers' Institute and discovered that the programs have impacted on the level of performance of the participants in the area.

Conclusions

Based on findings of this study, it was concluded that the NCE programme objectives have been implemented by NTI to upgrade teacher's qualification to a great extent. The NTI facilitators were found qualified to implement the NCE programme in north-east Nigeria to a great extent though, majority of them were masters degree holders. The facilitators often adopted evaluation strategies in the implementation of NCE programme of NTI. In addition, majority of the students graduated from

NTI/NCE programme.

Recommendations

On the basis of the findings of this study, the following recommendations are made;

More PhD holders should be employed as facilitators in the implementation of the NCE programme by the NTI.

Government and other relevant stakeholders should organize workshops and seminars for NTI facilitators. This will help to equip them with the appropriate skills, strategies and experiences that can promote proper implementation of the NCE programme by the NTI

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