
EVALUATION OF IMPLEMENTATION OF NTI AND NCE DISTANCE LEARNING SYSTEM SOCIAL STUDIES CURRICULUM IN BAYELSA STATE, NIGERIA

By

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Abstract

The study evaluated the Implementation of NTI and NCE/ DLS in Social Studies curriculum in Bayelsa State. The population for the study consisted of 822 Social Studies students and course tutors in the six study centres in Bayelsa State, Nigeria. The sample was made up of 530 students and course tutors in the six study centre, selected through proportionate stratified random sampling method. The survey research design was adopted for the study. The instrument used for the study was NTI Evaluation and Implementation of Social Studies Questionnaire for Teachers and students (NEISSQT). The instrument was validated by experts and reliability coefficient of 0.78 was established using Cronbach alpha reliabilities estimate. Three hypotheses were formulated and tested at 0.05 level of significance. Pearson Product Moment Correlation was used in analyzing the data. Findings reveal a significant relationship between structural facilities, teachers' qualifications, and instructional media in the implementation of NTI and NCE/DLS in Social Studies programme. It is concluded from the study that the school curriculum needs periodic evaluation as quality control mechanism calls for further innovation. It therefore recommended that adequate facilities be provided at

NTI study centres for effective implementation of the NCE and NTI/DLS Social Studies programme.

Key words: Evaluation, Curriculum Implementation.

Increase in students' enrolment in school without a commensurate improvement in facilities and manpower has call for the introduction of variant form of non-conventional education programmes in Nigeria, and the world at Large. Such non conventional programmes are often called different names such as Correspondence Education, Home study, Independent Study, Continuing Education, Part-time studentship, Sandwich programme, Outreach programme, Open Learning System and Distance Learning System (DLS).

A common feature about these programme as Danjuma (2004) explained is that the students and the teachers do not have direct contact as obtained in the more conventional education programme Osuji (2007) noted that Learners in Distance Education programme are the less privileged and educationally disadvantaged in the society who could not acquire quantitative education in the formal school system. Osuji further stressed that for Nigeria to achieve her goal of Education for all in the present century, emphasis must focus on Distance Education. In 2003, the National Open University of Nigeria (NOUN) projected that by 2010 and beyond more than 7.5 million applicants will be looking for admission in tertiary institution in Nigeria. Hence it was suggested that we need to expand the capacity of our Universities and other tertiary institution in terms of Manpower and facilities. Since this is not possible now, and those applicants in addition to the new Learners most not be left out of the boundaries of education, Nigeria must embrace Distance Learning system as a strategy of contending the surging trend.

The need for Distance Learning System according to Ezeni (2006) is felt in almost all the sector of Nigerian society including the teaching profession. In the school system, teachers need to improve their knowledge through in-service programme to enhance better teaching and Learning. This justifies the Federal Government's Commitment to teachers' preparation and retention as noted in the National policy on Education (Federal Republic of Nigeria, 2004). The policy spelt out that teacher education will continue to be given a major emphasis in all educational planning. According to it, "no education system can rise above the quality of its teachers (P.39). To this extent it is crystal clear that a strong teacher education programme it required for teachers quality to rise above the education system.

Teacher education is saddled with the responsibility of producing and retaining quality teachers at the various levels of education. The production according

to Afe (1995) is made at teacher education institutions such as Teacher Grade II Colleges, Colleges of Education, Institute of Education and Faculties of Education in Nigeria Universities. These Institutions produces teachers with TC II, NCE, B.Ed, PGDE, Masters and Doctorate Degree Levels.

The National Policies on Education (Federal Republic of Nigeria 2004) listed a number of purposes of teacher education, which include:

1. to produce highly motivated, conscientious and efficient classroom teachers for all levels of education in Nigeria.
2. to encourage further the spirit of inquiry and creativity in the teachers
3. to help teacher fit into the social life of the community and society at large and enhance their commitment to national goals.
4. to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to any changing situation not only in life of their community but also in the wider world; and
5. to enhance teachers commitment to the teaching profession.

A closer assessment of the above objectives indicates that teachers hold the key to unlock the educational system of Nigeria. Society and any other developing parts of the world such pose a greater challenge to their professional calling which requires adequate training and retraining in meeting the demand of social change and innovation.

To this end, therefore, the National Policy on Education (Federal Republic of Nigeria (FRN), 2004) again stipulates that the minimum entry qualification for teaching in Nigeria is the Nigeria Certificate in Education (NCE) such policy statement if strictly followed without certain adjustment in the teacher education programme will throw many serving teachers out of the teaching profession thereby increasing the rate of unemployment in the country, such policy has called for the mounting of different Distance Learning system for teachers as organized by Colleges of Education, Universities, and the National Teachers Institute (NTI).

Among these bodies, the NTI is very strategic and stand very tall among others in producing middle levels Manpower at the NCE Level in meeting the demand of teacher education in Nigeria.

The National Teachers Institute (NTI) was established in 1976 through Decree 7 of (1978) promulgated two years after its inception. The Institute was originally set up to manage Teacher Grade II (TC II) examination the three core subjects (Mathematics, English Language and General paper). These were the three core subjects which were

federally, examined for the award of the TC II, which as of then, were almost the highest qualification needed for teaching in primary schools. At this in due course, the National Policy on Education (Federal Republic of Nigeria 1977) pronounced the Nigeria Certificate in Education (NCE) the minimum qualification for teaching in primary schools. At this period, the NCE was only awarded in Advanced Teachers Colleges/Colleges of Education. Following the closure of teacher training colleges, the responsibilities of NTI were widened to include evaluating and awarding TC II certificate to teachers who failed in their first or second attempts. Also in an attempt to respond to the new National Policy directives, the role of NTI was further widened to include mounting courses leading to the award of the NCE (Primary) certificate in certain subject areas to qualify recipient to teach in primary schools. According to Walofot as recorded by Sele (2011), the Institute was established specifically to:

1. train and upgrade all qualified grade II teachers to NCE Level
2. provide basic background for those of them who would later wish to pursue their strides at higher levels; and
3. help produce the needed teachers for the successful implementation of the National policy on education.

At present the institute runs NCE programme in subject areas such as Christian Religious Knowledge (CRK), Cultural and Creative Arts (CCA), English Language (ENG) Integrated Science (ITS), Islamic Religious Studies (IRS), Mathematics (MATHS) others include Physical and Health Education (PHE), Social Studies (SOS), Primary Education Studies (PES) and finally, Education (EDU).

Any school programme, according to Danjuma (2007), Jeremiah and Alamina (2009) requires periodic evaluation. According to Jeremiah and Alamina (2006), Evaluation can be carried out in almost all the stages of the curriculum development process from the need assessment stage to quality control stage. Evaluation report, according to Danjuma (2007), can provide comprehensive data which can be used as quality control mechanism which may call for subsequent innovation thus; the fundamental problem of this study is to evaluate the implementation of NTI social studies programme through the Distance Learning System (DLS).

Statement of the Problem

In the past decades, many innovations were being introduced into the school system mostly in the area of teacher education. These innovations were aimed at improving teaching and learning which are geared towards achieving the objectives of education at large and teacher education in parti-order. The poor performance of students in public examination is a clear indication that such innovation has not yielded an appreciable dividend. Many factors has been attributed to this with little or no

attention on periodic evaluation as a factor that can cause damage in the system, thereby making it impossible to achieve desired goal.

The researcher noted with dismay that earlier studies on evaluation had been carried out without matching them with the NCE social studies programme through Distance Learning System in Bayelsa State, Nigeria. This study is a clear demonstration of the researcher's interest in contributing to knowledge on evaluation of the implementation of NTI and NCE Social Studies programme through Distance Learning System. It is therefore pertinent at this time when Nigeria is moving towards education and advancement to properly evaluate our school programme for optimum achievement. Thus; the fundamental problem of this study is to evaluate the implementation of NTI/NCE Social studies programme by Distance Learning System. It is therefore pertinent at this time when Nigeria is moving towards educational advancement to properly evaluate our school programme for optimum achievement. Thus, the fundamental problem of this study is to evaluate the implementation of NTI/NCE Social studies curriculum by DISTANCE Learning System.

Purpose of the Study

The major concern of this study was to evaluate the implementation of NTI/NCE Distance Learning Social Studies Programme. In this regard, the study is designed specifically to achieve the following objectives:

1. to determine the relationship between structural facilities and the implementation of NCE Social Studies programme by Distance Learning System.
2. to determine the relationship between instructional media and the implementation of NCE Social Studies programme by Distance Learning System.
3. to determine the relationship between teachers' qualifications and the implementation of NCE Social Studies programme by Distance Learning System.

Research Questions

To guide the study, the following research questions were posed;

1. What is the relationship between facilities and the implementation of NTI/NCE programme in Social Studies by Distance Learning.
2. What is the relationship between media and the implementation of NTI/NCE programme in Social Studies by Distance Learning?
3. What is the relationship between teachers' qualification and the implementation of NTI/NCE programme in Social Studies by Distance Learning System?

Hypothesis

The following were formulated and tested at .05 level of confidence null hypotheses

1. There is no significant relationship between the level of structural facilities and the implementation of NTI/NCE programme in Social Studies by Distance Learning.

2. There is no significant relationship between the level of instructional media and the implementation of NTI/NCE programme in Social Studies by Distance Learning.
3. There is no significant relationship between teachers' qualifications and the implementation of NTI programme in Social Studies by Distance Learning System.

Research Method

The research design for this study was the descriptive survey. The population was made up of 802 Social Studies students and 18 course tutors in six NTI study centres of Bayelsa State Nigeria during the 2011/2012 Academic Session. While the sample was made up of 519 students and 11 course tutors selected through the proportionate stratified random sampling technique Instrument used was the NTI Evaluation and Implementation of Social studies Questionnaire for teachers and students (NEISSSQT), the instrument was validated by expert and a coefficient reliability of .78 was established using the Cronbach alpha reliability estimate. The instrument was administered by the researcher and his research assistant. Instrument was analyzed using Pearson product moment correlation analysis. All hypotheses were tested at .05 levels of significance.

Hypothesis Testing

Hypothesis I

H₀₁: There is no significant relationship between structural facilities and implementation of NTI programme in Social Studies by Distance Learning System.

Table 1.1: Pearson Product Moment Correlation Analysis of Structural Facilities and Implementation of NTI Programme in Social Studies by Distance Learning

Variables	N	r-cal	r-crit	Decision
Structural facilities	530			
Implementation	530	0.317	0.195	*

* = Significant at $p < 0.05$

df = 528

Data presented in Table 1.1 revealed that the calculated r.value of 0.317 is greater than the critical r-value of 0.195 at 0.05 alpha level. Therefore, the null hypothesis stating that there is no significant relationship between structural facilities and implementation of NTI programme in Social Studies by Distance Learning System is rejected. This

implies that there is a significant relationship between structural facilities and implementation of NTI programme in Social Studies by Distance Learning System.

Hypothesis 2

H₀₂: There is no significant relationship between instructional media and implementation of NTI programme in Social Studies by Distance Learning System.

Table 1.2: Pearson Product Moment Analysis of Instructural Media and Implementation of NTI Programme in Social Studies by Distance Learning

Variables	N	r-cal	r-crit	Decision
Structural facilities	530			
Implementation	530	0.317	0.195	*

* = Significant at $p < 0.05$

df = 528

Data presented in Table 1.2 reveal that the calculated r.value of 0.231 is greater than the critical r-value of 0.195 at 0.05 alpha level. Therefore, the null hypothesis stating that there is no significant relationship between instructural media and implementation of NTI programme in Social Studies by Distance Learning System is rejected. This implies that there is a significant relationship between instructural media and implementation of NTI programme in Social Studies by Distance Learning.

Hypothesis 3

H₀₃: There is no significant relationship between teachers' qualifications and Implementation of NTI programme in Social Studies by Distance Learning System.

Table 1.3: Pearson Product Moment Correlation Analysis of Teachers' Qualification and Implementation of NTI Programme in Social Studies by Distance Learning

Variables	N	r-cal	r-crit	Decision
Teachers' qualifications	530			
Implementation	530	0.225	0.195	*

* = Significant at $p < 0.05$

df = 528

Data presented in Table 1.3 reveal that the calculated r.value of 0.225 is greater than the critical r-value of 0.195 at 0.05 alpha level. Therefore, the null hypothesis stating that there is no significant relationship between teachers' qualification and

implementation of NTI programme in Social Studies by Distance Learning System is rejected. This implies that there is a significant relationship between teachers' qualification and implementation of NTI programme in Social Studies by Distance Learning.

Discussion of Findings

The result of the investigation indicated a significant relationship between the level of structural facilities and the implementation of NTI Curriculum in Social Studies by Distance Learning System. The finding could be due to the fact that structural facilities as a key component of the school Physical Learning environment plays a significant role in the teaching learning process, hence determine the effective implementation of curriculum. The findings of earlier studies as Evans (2003), Uche (2004) and Adebayo (2007) support this new findings. However, the findings of this study is at variance with the studies of Maduka and Nduka (2006) and Andrew (2006) which stated a no significant relationship between school facilities and the implementation of primary education curriculum.

The result of the investigation indicated a significant relationship between Instructional Media and curriculum implementation. This may be attributed to the fact that media helps in the proper participation of the Learners in the Instructional process, thereby making the teaching Learning process to be Learner centered rather than teacher centered Earlier Studies such as Ohiri (2009), Okoli and Okoli (2008) supports this new findings. For example, Okoli and Okoli (2008) study on Instructural Media and Mathematics teaching revealed that Instructural Media plays a significant role in the implementation of the special Teachers' Upgrading Mathematics programme in Nigeria.

The result of the investigation indicates a significant relationship between teachers' qualification and curriculum implementation. This might be associated with the cardinal role of the teacher in the implementation of any curriculum. The National Policy on Education (Federal Republic of Nigeria, 2004) supports this fact when it states that "no Nation can rise above the quality of its teachers" (P.39). Earlier works such as Jeremiah (2004), Alike (2005) and Abdul (2009) also support this association. For example Alike explained that the teacher in the discharge of his duties in term of curriculum implementation must posses certain characteristics. These according to Alike, includes leadership ability, knowledge of the subject matter, good personality, professionally trained, knowledge of the students and ability to teach. A teacher who is well trained is bound to implement the school curriculum better than a teacher who is not trained.

Conclusions

Based on the findings of this study, it is concluded from the study carried out that:

1. Structural facilities had a significant relationship with the implementation of NTI programme in social Studies by Distance Learning System;
2. There is a significant relationship between the levels of Instructural Media and the implementation of NTI programme in Social Studies by Distance Learning System.
3. There is a significant relationship between teachers' qualification and the implementation of NTI programme in Social Studies by Distance Learning System;

Recommendations

The following recommendations are put forward for adoption based on the findings of the Study.

1. The National Teachers' Institute should improve upon the structural facilities in her study centres to enhance adequate implementation of Social Studies curriculum.
2. The National Teachers' Institute should provide the relevant instructural materials in the various study centres for effective implementation of Social Studies curriculum.
3. Similarly, course tutors should be encouraged to go for seminars, workshops or conferences to update their knowledge on recent trends and innovations in social studies.

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