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**ASSESSMENT OF READING MATERIALS AND OBJECTIVES'
ACHIEVEMENT OF NATIONAL TEACHERS INSTITUTE'S
NIGERIA CERTIFICATE IN EDUCATION PROGRAMME IN
OGUN STATE**

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Abstract

This study assessed the adequacy or otherwise of the reading materials (modules) and objectives achievement of the National Teachers' Institute's Nigeria Certificate in Education programme in Ogun State. To obtain an in-depth assessment, subject specialists (experts) were randomly drawn from the three tertiary institutions that train teachers, namely Olabisi Onabanjo University, Ago-Iwoye, Tai Solarin University of Education, Ijagun, Ijebu-Ode, and Federal College of Education, Osiele, Abeokuta. In all, sixty-three (63) subject specialists were sampled for the modules' assessment. The records on graduating students of National Teachers' Institute were collected from the State Headquarters, Abeokuta to assess the objectives achievement. Data were analyzed using descriptive statistics. Results showed that the objectives are being achieved; the modules are adequate in terms of content, presentation, self-evaluation, dynamism and editing, but not adequate in printing and availability. It is therefore recommended that the NTI(NCE) programme should not be scrapped; quality printing materials for the modules should be used and be readily available.

Introduction

The use of reading materials cannot be over emphasized at each level of the educational system, considering the unique contributions in terms of instructional roles they play in teaching and learning in the classroom and even at private studies. The success of curriculum innovation will be very low if the required textbooks specifically, and other instructional materials in general are inadequately supplied and used.

In the words of Onwuka (1997), the availability of standard text materials, especially in the form of modules is important for the successful execution and management of a distance education programme. Modules are basic and inevitable instructional materials and constitute one of the major yardsticks for measuring programme's effectiveness. Adequacy of reading materials

(course books) is among the evaluative criteria, which are set independently of the specific alternatives and are stated in parameters which furnish directly measurements on the results of an alternative course of action vis-a-vis the objectives of the system.

With regard to a programme's objectives, Soumelis (1971) explains that objectives are meant to guide the behaviour of a system, which strives to attain them through its output (decision/act). The objectives are either set by the system or prescribed by its suprasystem. The setting of a objectives depends on the degree of the system's autonomy and environmental information. Other evaluative criteria are academic performance of students on the programme and the performance of the graduates of the programme. Considering the classroom instruction, "An objective is a clear and unambiguous description of your instructional intent; it is not a statement of what you plan to put into the lesson (content) but instead it is a statement of what your students should get out of the lesson (Oyedeji, 1998). Ogunsaju (2004) explains that :

formation of goals and objectives is very important and crucial in the establishment of any institution. This is because it is the goal in general that will guide the curricular designer in developing an effective curriculum; in building the teacher to create appropriate learning experiences; in informing the students about what they are expected to learn; in providing a means to evaluate the success of a programme; and informing the general public exalt what the school intend to do with its resources and its children. (pp 125).

Ozuzu (1997), citing Eyre (1983) explains that the purpose of distance education management focuses on the formulation of objectives and policies (to overcome envisaging problems) of institution and the pursuit of all the necessary activities that will bring those objectives and policies to satisfactory fruition. Ozuzu (1997), however explains that when objectives and policies are rightly formulated but wrongly implemented, problems emerge. These problems arise from

poor planning or implementation or both. Effective management of any organization requires the application of rational and systematic analysis of objectives and policies. It is therefore highly desirable that management of distance learning programmes considers its stated objectives.

The National Policy on Education (2004) spelt out in details the aims and objectives of all levels of education. The National Teachers' Institute (NTI) is a distance learning institution established by the Federal Government of Nigeria with a legal backing through Decree 7 of 10th April, 1978. This institution was established to train teachers at the primary school level.

The overriding aim of the government was that the trained teachers would have a thorough knowledge of primary school subjects, and be able to teach them in the class effectively. In addition to the above aim, the teachers should be able to show remarkable improvement in their general conduct both within and outside the school environment; and also the preparation of teachers for further studies if the need arises.

The Problem

The NTI started to train teachers at Nigeria Certification in Education (NCE) level in Ogun State since 1993. Since its inception, there has been doubts about the quality of the product and the achievement of the institute in relation to the instructional materials. Educational Administrators, especially from the tertiary institutions have been querying the quality of the output (NCE graduates). These doubts about the quality of graduates and relevance of the programme could be traced to poor quality of educational resources in various similar part-time, education programmes (Ojo, 1980; Agwu, 1997; Urombo, 2000).

Based on the above, this study specifically sets out to

- (i) examine the adequacy or otherwise of the reading materials
- (ii) to find out the extent to which the objectives of NTI (NCE) programme are being achieved in Ogun State.

In order to determine above claims, the following research questions were drawn.

1. How adequate are the reading materials (modules)?
2. To what extent are the objectives of NTI (NCE) programme in Ogun State being achieved?
3. What is the graduation rate of NTI(NCE) students?

Research Method

For this study, descriptive survey research design was adopted because the existing variables were observed and evaluated. The respondents include the subject specialists drawn from Faculty of Education, Olabisi Onabanjo University (OOU), Ago Iwoye, the School of Education, Tai Solarin University of Education, Ijagun, Ijebu Ode (TASUED) and the School of Education, Federal College of Education (FCE), Osiele, Abeokuta. In all, 63 respondents were randomly selected: 23 from Olabisi Onabanjo University (OOU), 12 from the Department of Curriculum Studies and Instructional Technology; nine from the Department of

Educational Foundations and Management and two from the Department of Sport Science and Health Education. Twenty-one were randomly drawn from TASUED and the remaining 19 were drawn from FCE.

Subject Specialist Checklist (SSC) was designed to assess the students' reading materials (Modules). Two modules of each subject were randomly selected for experts assessment. The reading materials were accompanied with the checklist to assess the adequacy and quality or otherwise of the modules. The checklist comprised three main parts: A, B and C. Part A focused on background information of the subjects specialists, Part B was made up of 31 items. These items were sectional under the following headings: content; printing and organization; presentation; self-evaluation; availability; referencing; dynamism; and editing. Each subject specialist responded by ticking each item from the four options - VA-Very Adequate, A-Adequate, JA - Just Adequate and NA - Not Adequate. Section C was on the specialists' opinion about the NTI (NCE) programme. The data collected were analyzed using descriptive statistics i.e.

percentage, mean and standard deviation. With regard to the achievement of objectives, the researcher visited NTI in Abeokuta (headquarters of Ogun State), to collect data on the graduate students' academic performance and the graduating rate.

At each college, a research assistant was chosen. The research assistants helped to select the respondents randomly using the lottery method in related schools/ departments.

Results

This section focuses on the answers to the research questions and the data collected on academic performance of graduated students.

Research Question 1: How adequate are the reading materials (modules)?

Table 1 shows that the adequacy or otherwise of the texts (modules) were similar, while the printing and availability of the modules were assessed inadequate. All other variables considered were assessed adequate.

Results on Table 1 show clearly that while the experts assessed the text as adequate or fairly adequate in terms of content, presentation, self-evaluation, referencing, dynamism and editing, all the texts were judged grossly inadequate in terms of printing and availability. The texts were poorly printed and this, therefore, affected readability of the texts by the students. Many of the students interviewed made it clear that they experienced difficulties in reading the texts because of the poor printing. Apart from that, the texts were not readily available.

Urombo (2000) study in Zimbabwe revealed that distance learners experienced a similar situation. She found that 73% of the students sampled indicated that the modules were not given in good time. The inability to make the texts available as at when due would hamper normal studies and preparation for examinations. The aftermath would be poor reading habits, poor performance and examination malpractices among the students.

Table 1

Assessments of the Adequacy of the Modules (Five Texts)

	English language N = 11				Mathematics N = 10			
	M	SD	z- Score	D	M	SD	Z- Score	D
Content	3.45	0.66	1.19	A	3.01	0.51	0.47	A
Printing and NA organization	1.92	0.94	-1.45	NA	1.89	0.71	-1.56	NA
Presentation	3.25	0.75	0.85	A	3.04	0.66	0.53	A
Self Evaluation	2.86	0.98	0.17	A	3.24	0.73	0.89	A
Referencing	3.08	0.84	0.55	A	2.73	1.95	-0.04	A
Dynamism	2.85	0.91	0.16	A	3.21	0.69	0.84	A
Editing	2.81	0.63	0.09	A	2.94	1.11	0.84	A
Total	2.76	0.58		JA	2.75	1.55	0.84	JA

	Social Studies N=12				Integrate Science N=12				Primary Education Studies N = 18			
	M	SD	Z- Score	D	M	SD	Z- Score	D	M	SD	Z- Score	D
Content	3.23	0.61	0.75	A	2.97	0.79	0.45	A	3.45	0.66	1.19	A
Printing and organization	1.71	1.24	-1.39	NA	1.86	0.67	-1.54	NA	1.92	0.94	-1.45	NA
Presentation	3.41	0.52	1.0	A	3.13	0.97	0.73	A	3.25	0.75	0.85	A
Self Evaluation	2.99	0.85	0.41	A	2.95	1.01	0.41	A	2.86	0.98	0.17	A
Referencing	2.05	1.05	-0.92	NA	3.11	1.01	0.70	A	3.08	0.84	0.55	A
Dynamism	3.07	0.73	0.52	A	3.02	1.03	0.54	A	2.85	0.19	0.16	A
Editing	3.07	0.73	0.52	A	3.02	1.03	0.54	A	2.85	0.19	0.16	A
Total	3.33	0.66	0.89	A	2.96	1.02	0.43	A	2.81	0.63	0.09	A
	2.70	0.71		JA	2.72	0.56		JA	2.76	0.58		JA

VA-Very Adequate; A – Adequate; JA – Just Adequate; and NA – Not Adequate

N = Number of respondents

M = Mean

SD = Standard Deviation

Research Question 2: To what extent are the objectives of NTI (NCE) programme in Ogun State being achieved?

The main objectives of the NTI (NCE) are

- i. To train and upgrade all qualified Grade II teachers to NCE level
- ii. To help produce the needed teachers for the successful implementation of National Policy on Education.
- iii. To provide the basic background for those of them who may later wish to pursue their studies at higher levels.

In 1993, a total of 3,372 students graduated, out of this number, 3119 (92.5) had merit and above passes, 68 students (2.031) with ordinary passes, while the remaining 185 (5.49%) were absent in one or more courses. The remaining years under study could be observed in Table 2.

The third general objective of the NTI (NCE) programme is "to provide the basic background for those of them who may later wish to pursue their studies at higher levels". The academic performance (1993-2000) results on Table 2 refers. It was observed that those qualified to pursue higher education were quite reasonable in number. A total of 4,347 out of 4960 representing 87.6% of the products were qualified for admission into higher institutions, though they may have to improve on their O/L basic qualifications.

Table 2

Academic Performance (1993-2000) Results

	1993		1994		1995		1996	
	No of students	%	No of students	%	No of students	%	No of student	%
Merit and above	3119	92.49	428	78.96	228	83.52	247	80.46
Ordinary Pass	68	2.02	50	9.23	29	10.62	19	6.19
Absent (in one or more courses)	185	5.49	64	11.81		16	5.86	41
	13.35							
Total	3372		542		273		307	

	1998		1999		2000		(Total 1993-2000)	
	No of student	%	No. of student	%	No. of student	%	No. of Student	%
Merit and above	75	76.53	30	55.55	220	70.06	4347	87.64
Ordinary Pass	02	2.04	11	20.37	71	22.6	250	5.04
Absent (in one or more courses)	21	21.43	13	24.07	23	7.33	363	7.32
Total	98		54		314		4960	100

Source: Ogun State NTI Office, Abeokuta

Research Question 3: What is the graduation rate of NTI (NCE) students?

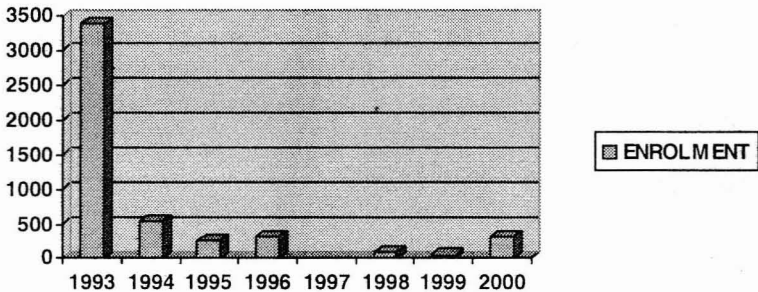


Figure 1: NTI (NCE) graduation rate

Generally, between 1993 and 2000; the programme graduated 4960 students, in which 4347 (87.6%) passed at merit and above, 250 (5.04%) students had ordinary passes while 363 (7.32%) students were absent in one or more courses.

The NTI (NCE) Programme Objective Achievement

The objectives of NTI (NCE) programme as stated in the NTI document were assessed to have been achieved fully. A look at the figure (graph) showed that the first set of graduands (1993) were more than double the total number of graduands produced between 1994 and 2000. It could be adduced that most of the Grade II certificate holders then and those who had the prescribed requirements for NCE admission were trained and upgraded. It was observed that the Federal Government's

pronouncement on the minimum qualification led to the closure of TC II Training Colleges in Ogun State, leaving just one, the TC II, Ilaro. The closure of Teachers Colleges led to the shortage of teaching personnel in the state and the NTI Grade II by DLS had to come to the rescue, which now led to the present increase in the students' enrolment. In the year 2000 alone, 314 students graduated as against 98 students and 54 students that graduated in 1998 and 1999 respectively.

Going by the records, more than 800 students graduated in year 2001, while over 1000 students graduated in 2002. We can, therefore, confidentially say that one of the main objectives – "to train and upgrade all qualified Grade II Teachers to NCE level" was being achieved.

The second general objective is "to help produce the needed teachers for the successful implementation of National Policy on Education". It had been found that majority of the primary school teachers in Ogun State at the time when the study took place were NCE holders, even some of them were bachelor degree holders. It is of note that many of these teachers were NTI (NCE) products.

Conclusion

An attempt has been made to assess NTI (NCE) programme in Ogun State, with regard to the adequacy or otherwise of reading materials and the achievement of objectives. Assessment of educational programmes is a continuous stock-taking measure to determine the extent to which the objectives of the various education programmes are being achieved.

Adebusuyi (2000), referring to Okpala et al (1993) defined evaluation as process of gathering valid information on attainment of educational objectives, analysis and fashioning information to aid judgment on the effectiveness of teaching...". Effective teaching and learning which are means of actualizing human resource development in all educational

In order to remove obsolescence, periodic review of modules is essential, good printing material institutions, NTI inclusive, can only be achieved by providing required textbooks/modules and all other educational resources adequately. should be used and the modules should be made available to students as soon as each session commences.

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