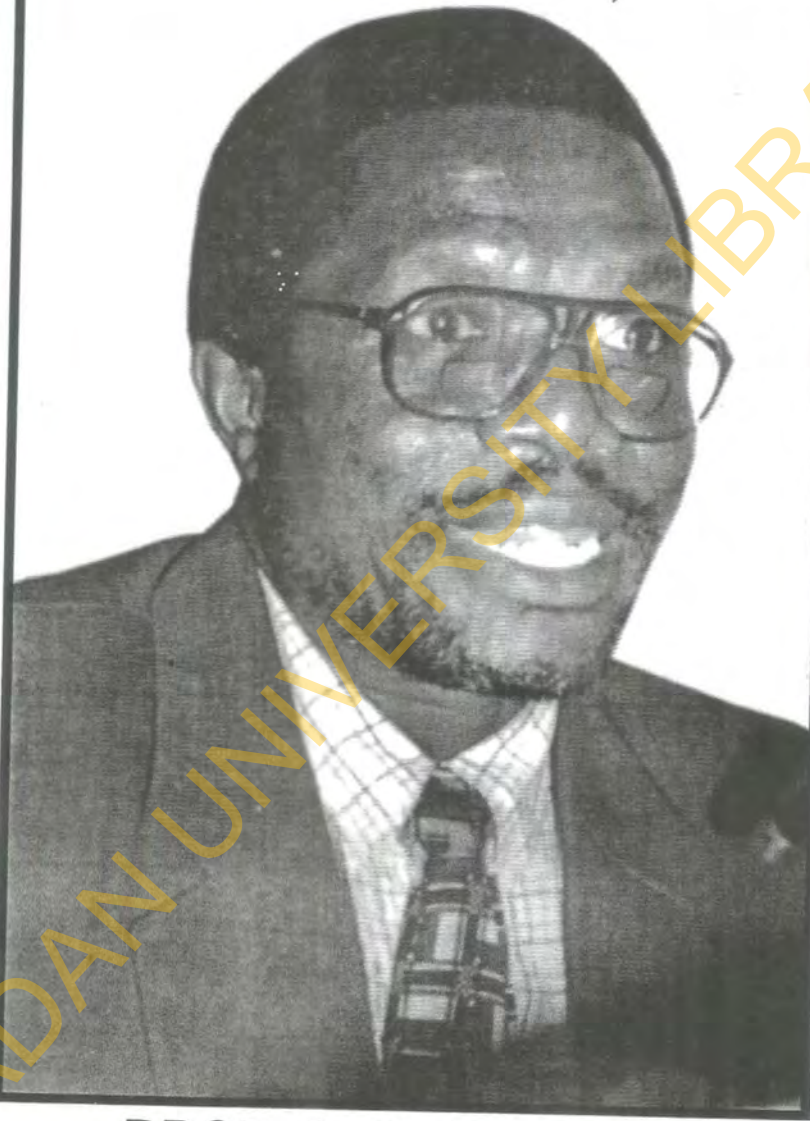


CONTEMPORARY ISSUES  
IN  
**CURRICULUM**  
AND  
**EVALUATION**  
**RESEARCH**



Edited by:  
**Folajogun V. Falaye**  
**Joseph A. Adegbile**  
**Adams O. U. Onuka**



**PROF. S. O. AYODELE**

**CONTEMPORARY ISSUES IN CURRICULUM  
EVALUATION RESEARCH**

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**Folajimi V. Falaye  
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## FORWARD

This book of reading was written to honour one of the academic giants this university has produced, in person of Professor Samuel Olusegun Ayodele, who has just retired from the university service after almost three decades of meritorious service to the University of Ibadan. Professor Ayodele joined the University service in April 1981 after serving the Oyo state government from his youthful days as an N.C.E holder until the time he became a secondary school principal. From 1981 to the time of his retirement on September 30, 2009, Professor Ayodele had served the University and especially the Institute of Education in various capacities. He at one time headed the associateship arm of the school services until later when he was appointed head of the school services unit of the Institute of Education. He served in these positions meritoriously before he was appointed the Director of the Institute of Education in 1999, a position he held for three years and four months.

His tenure as Director was quite eventful. During this period, he brought on board several colleges of education including Osun State College of Education, Ilesa, St. Augustine's College of Education, Akoka, -Lagos, for the B.Ed programme. He introduced the supervision by the Institute of several private primary and secondary schools. As an ardent believer in capacity building through human resources development, he got on board eight academic staff to beef up the staff strength of the Institute,

Professor Ayodele is a prolific writer who has to his credit about 200 publications, mainly in journals, chapters in books, and books for primary, secondary and tertiary levels of education. Professor Ayodele is an indefatigable worker, a perfect leader of men who encourages others to reach their potentials. He has been a mentor to many colleagues in the Institute of Education and beyond. It is on this score that Professor Ayodele deserves this accolade granted him by friends and colleagues who have put up the papers in this, book as a mark of honour to this erudite scholar and academic of great repute.

Professor Ayodele spent the whole of his life promoting education in Nigeria and that is why the topics discussed in this book are quite appropriate since they all deal with the field of education which is of interest to him as a person. Professor Ayodele is retiring from the University service. We, his friends and colleagues, in the Institute of Education will surely miss him. We wish him a happy retirement. As he moves on into the new vistas of his life, we wish him good luck, sound health, long life and prosperity.

**Prof. M.A. Araromi**

Director, Institute of Education

University of Ibadan

## PREFACE

*Contemporary Issues in Curriculum and Evaluation Research* is a collection of papers from scholars in different areas of speciality to honour our teacher, counsellor and mentor, retired Professor Samuel O. Ayodele, an erudite scholar and professor of Language education. Indeed, Professor Ayodele has touched many lives in various dimensions.

The array of topics is an attestation to Professor Ayodele's wide spectrum of influence which he wielded as a teacher, counsellor and spiritual father. It is not surprising, therefore, the volume of chapters turned in when the initiative to put the book together was announced. But for a careful and rigorous selection process, the number of chapters would have been a lot more than what it is presently. For those whose papers could not cross the set standard and those who turned in their very late, do bear with the selection team.

The book of leading is arranged under six sections. Section 1 consists of the tributes written by the privileged few who have worked with Professor Ayodele as colleagues and students in the University. The remaining five sections (2-6) are devoted to the 35 scholarly contributions. Section 2 is devoted exclusively to curriculum issues in early childhood care, primary education, parental education and peace education. The two chapters on curriculum restructuring and integration particularly at the Universal Basic Education level discuss very appropriately and timely too, the current educational thinking in Nigeria. In Section 3 are reports of findings from empirical studies in different areas of education such as science, social science and mathematics education.

The medium of communication in Nigeria is predominantly the English language even though it is a second/foreign language. Contributors to this section (section 4) touched on the teaching and learning of English language, how to enhance the speaking skills, literacy and elocution acquisition. Language educators will find the section useful. The teacher is a key input in any educational system. To ensure the attainment of the aims of Nigerians' education, not only is the production of adequate numbers of teachers essential, the teacher quality is equally central. The issues of quality assurance in education are discussed in Section 5 while Section 6 captures other general and useful topics. It is believed that readers, particularly the students, will find this book a valuable resource material in their possession.

Putting this book together is made possible through the joint efforts of those who volunteered to take part in the project at its inception and members of the committee of Professor Ayodele's retirement programme

constituted by the Director, Institute of Education, Prof. Mac Araromi. In this light, the following colleagues are appreciated, Drs. Monica Odinko, ModupeOsokoya, Eugenia Okwilagwe, C.V. Abe and Felix Ibode. Also, the support of Prof. Mac Araromi, who gladly contributed the foreword, is highly commended and appreciated.

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## BRIEF ON PROFESSOR AYODELE

Samuel Ayodele was born on Friday 2 June, 1944 at the Wesley Guild Hospital, Ilesa, to Daniel and Janet Ayodele Agbeleye, both of them from Iresi, in the present day Boluwaduro Local Government of Osun State. His father had settled in the environs of Ilesa as a lumberjack, a sawyer, from around 1936. By the middle of the 1940s, he had become more of a plank seller in Ilesa than a sawyer in the surrounding villages.

However, by 1949, young Samuel was sent home, to Iresi, to be with his Uncle, Pa Salami, preparatory to the commencement of his primary school education. So, by January 1950, he became a pupil in the Baptist Day School, Iresi. His primary school education spanned a period of 8 years, since it embraced both the 2 years infant school and the 6 years Standard Primary School.

From January 1958 to December 1959, he was in Oyan Grammar School where he gained the sobriquet of 'Mathematician', on account of his keen interest and brilliant performances in the subject, especially in Geometry. This trait followed him into the Obokun High School, Ilesa, to which he moved in January 1960. His academic star continued to glow throughout his four years in the Obokun High School, and in spite of his father's inability to pay up his school fees in the last 2 years (1962 -1963), he still ended up with the best School Certificate result in the School, and indeed in the Ilesa division.

With such a brilliant result, the next logical place should have been either the sixth form or a tertiary institution, but the requirement to pay back the two year school fees debt made it incumbent to work for a few years during which he had to refund the debt on a regular monthly basis. So, it was not until 1966 that he found his way to the College of Education, University of Lagos. Studying English Language and Geography as his teaching subjects, he ended up in 1969 with the best NCE result in his group.

Again, there was a necessary pause of a whole academic year during which he taught English and Literature in the Imesi-Ile High School, from July 1969 till September 1970. Interestingly, of all the extra-curricular ventures that caught his interest, it was the Current Affairs Society that he thrust himself into. He founded that Society and introduced several activities such as lectures, symposia and students' excursions to embassies in Lagos as well as the Kainji Dam, which was very new then.

From October 1970 till June 1973, he was in the Department of Education

of the Ibadan University. His subjects of study were again English and Geography. It was while in the university that he met his sweetheart and future life partner, Comfort Olukunbi, nee Fagbuji, who he married in the University's Chapel of the Resurrection on March 31, 1973, three months before his graduation. Newly married, it was not yet time to settle down as the newly introduced National Youth Service Corps programme swept him off to the far away Gumel, in the present day Jigawa State, then part of Kano State.

By 1974, he returned to the South to take up a Federal Ministry of Education appointment as an Education Officer. He was posted to the old St. Andrew's College in Oyo. Having to cater for a young family, but desirous to pursue higher education, he resolved to combine both work and study by taking advantage of the newly introduced part-time higher degree programmes in the University of Ibadan. He finished the M. Ed. Programme in 1978 in flying colours, qualifying for straight enrolment for the Ph. D. work. This, again, was completed in record time, in 1981.

Before the final completion of the doctoral work, he had been promoted to the rank of a Principal. Besides, he had been offered an appointment as a Lecturer I in the newly founded Oyo State College of Education. Finally, he had applied to, and been offered an appointment as a Research Fellow II in the Institute of Education, University of Ibadan, the seat of his doctoral degree supervisor and mentor, Professor PAI Obanya. So, he was in a quandary: to remain as a Secondary School Principal, to take up the job as Lecturer I in a College of Education, or to accept the appointment as a Research Fellow II. It was a difficult decision, more so as the financial remunerations were vastly different, with the first option as the most financially appealing and the last mentioned the least attractive. After some considerations, he opted for the Research Fellowship appointment. Time and experience have proved his choice to be very lucky.

Taking up this appointment at the age of 37 years, Prof. Ayodele faced the realization that he was behind most university academics of his age. So, he needed no angel to counsel him that he must redouble his efforts to catch up and fall in line with others. Knowing fully that promotions in the academics were tied to research and publications, he addressed himself squarely to these. And he found a worthy mentor in his Director, Prof. PAI Obanya. During that first year in the University, he had garnered some 10 publications in learned journals. Thus, when he was put up for movement to research Fellow I, he had no problem whatever. Besides, it was the same factor that paved the way for him to win the Commonwealth Universities Academic Fellowship award, tenable in the University of Leeds from 1982 to 1983.

During that one year in Leeds, he equally addressed himself to serious research ventures, resulting in some further publications. Nor was the zeal reduced on his return home in 1983. Thus, it was no surprise that he was elected the editor-in-chief of the *Nigerian Journal of Curriculum Studies*, a body that embraced academics from all Nigerian universities and Colleges of Education. In this position, he ensured that the journal was regularly published once annually from 1984 till when he left office in 1988, resulting in 8 issues and three large monographs. The feat in this respect is yet to be equalled by any editor of a journal in education.

Meanwhile, there had been a one-year detour in 1988 to 1989, when he took up a sabbatical position as a Senior Lecturer in the Rivers State College of Education, in Port Harcourt. During that period, he volunteered to teach a course in creative writings, for which he had to fashion out a viable curriculum. While there, the Provost of the College, Professor Amakiri, assigned him the task of editing the newly founded *Journal of Pedagogy and Education Development*. During that very short time, he was able to turn out 2 issues.

With some 40 publications after just 4 years in the service, Dr. Ayodele had no problem whatever being promoted to the rank of Senior Research Fellow. Indeed, what he submitted could easily have earned him the chair had the regulation so permitted. However, when he was so qualified by the factor of length of service, in 1991, and with some 60 publications, he easily earned the promotion to the rank of professor.

Back in the Institute, Dr. Ayodele was assigned the role of the head of the education services unit by the then Ag. Director, Prof. Wole Falayajo. Thus, he was in charge of co-ordination of services for the Colleges of Education for the then ebbing out ACE programme, the then vibrant NCE programme, and the bachelor's degree programme in the Rivers State College of Education, in Port Harcourt. When Prof. Obemeata came on board as the Director, apart from retaining Ayodele in this post, he assigned him several high calibre responsibilities, such as involving him in the interviews for prospective academic staff, clearly grooming him for higher responsibilities.

From that period till he quit the stage in 2009, Prof. Ayodele equally took it upon himself to show academic leadership to the higher degree students as well as to his younger colleagues. In all, he supervised a total of 45 higher degree projects, 29 of them for the Master's degrees and 16 for the doctorate. Some of these are themselves in very respectable positions, two of them are now professors. As he

would always tell his supervised students, he was only towing the path of his own supervisor and mentor, Prof. Obanya.

In 1999, he was appointed the Director of the Institute of Education. By then, the scope of operations of the Institute had dwindled, there being only one College pursuing the bachelor's degree programme. The NCE programme had long been transferred to the National Council for Colleges of Education. So, Prof. Ayodele was faced with the task of widening the scope of activities. He won over into the bachelor's degree fold five other colleges: the Tai Solarin College of Education in Ijebu Ode, the St. Augustine College of Education Lagos, the Ostrn State College of Education in Ilesa, the Federal College of Education in Abeokuta and the Federal College of Education in Okene. However, the two last mentioned could not take advantage of this on account of strictures imposed by their federal ministry of education managements.

One other notable effort of Professor Ayodele in the direction of widening the scope of activities was in proposing for the Ibadan University Senate approval for the establishment of the Ordinary Level School Certificate programme, similar to that of the Cambridge Ordinary Level programme. His argument was simple: the Institute is primarily an evaluation centre, and the Ordinary Level programme is an evaluation exercise; and if the Universities of Cambridge, Oxford and London are doing it for British students, why not the University of Ibadan for Nigerians? The Senate of the Ibadan University bought the idea and approved the Scheme in 2002, howbeit with the proviso that it should be a university wide programme based in the Institute. However, the NUC, when requested by the Vice-Chancellor to pass the scheme to the Minister for final accent, remained aloof for reasons best known to the then executive secretary. However, till today, Professor Ayodele never hesitates to remind the present generation of the Institute staff that the Senate approval is still very valid today and could be utilised.

The tenure of Prof. Ayodele as the Director of the Institute would best be remembered for the way he pursued and obtained the appointment of 8 research fellows into the Institute. The number so appointed stands as a record for any three-year tenure. Those appointed are today Senior Research Fellows and Readers, while some are actively knocking the door of Professorship. Each of those eight has proved him/herself an active researcher and academic

After his tenure as Director, Prof. Ayodele made a detour to the Tai Solarin College of Education, where he expended his unspent accumulated leaves. He was there from January 2005 till July 2006. It was while he was there that that College

transited to a University of Education. Prof. Ayodele thus was appointed the first Dean of the University's College of Humanities. In that position, he worked closely with the Vice-Chancellor and other deans to put the young University on a strong pedestal, enabling it to earn NUC approval and full accreditations in virtually all its courses. When he returned to base, the Tai Solarin University created for him the post of an Adjunct Professor of English Language Teaching. He occupied that position from August 2006 till he again returned on full sabbatical in 2007. He thus had this second 1 year stint till July 2008. His final year in the Institute, from 2008 to 2009, was spent mainly grooming others and preparing for his eventual retirement on clocking 65 years of age in 2009. In all, Prof. Ayodele would be most noted as a writer. With over 150 publications to his credit, he has proved himself a veritable academic. Of particular note are the English Language teaching series which have been published by the University Press Limited (the old Oxford University Press), the Macmillan Press and the Evans Brothers Publishers Limited. The *Modular English Course for Primary schools* published by Evans Brothers, has been so particularly successful that it is now in its 4<sup>th</sup> edition. By now, several million copies have reached Primary School pupils throughout the federation, apart from unknown numbers of copies printed illegally by pirates. The *Functional English Course for Secondary Schools* (JSS and SSS), also published by the Evans Brothers, has captured several Secondary Schools and is going into the second edition. Finally, the *Exam Focus: English Language* first published in 1997 and reprinted every year has gone into the second edition.

Prof. Ayodele is currently holding an appointment with the Joseph Ayo Babalola University at Ikeji-Arakeji as a Professor of English Language Studies. There, he is currently Head of the English Department, and Director of the novel Reading, Writing and Education Centre. From the look of things, there is still so much more to expect from the Professor.

**SECTION FIVE**  
**QUALITY ASSURANCE IN EDUCATION**

IBADAN UNIVERSITY LIBRARY

## QUALITY ASSURANCE IN THE NATIONAL TEACHERS' INSTITUTE PROGRAMMES

*Ikmat Olanrewaju Junaid*

### **Introduction**

The essence of the concept of distance learning is the mode of instructional delivery to its students from a distance whereby the teacher and the taught are separated from one another most of the time, except during short contact sessions on few occasions. It is this essence that informs the increasing level of importance being given to it because it thus creates access to education for many who would have otherwise not had such opportunities. Thus, quality is an essential ingredient of distance learning programme if it were to compete favourably with the regular programmes. Therefore, some kind of mechanism must be put in place to define and ensure quality in any viable undertaking such as the education sector. Ekhuagere (2005) suggests that quality should be characterized by fitness of purpose, fitness for purpose, value for money, transformation, perfection and excellence. Yet, Osasona (2005), corroborating Ekhuagere, outlines five major approaches to quality as: exceptionality, consistency, fitness of purpose, value for money and transformation.

However, Aworh (2005) views quality as the standard of excellence. This should be in conformity to a given level of excellence which represents particular standards or specifications. He also states that quality can be defined in terms of teaching, learning and research environment as well as with regards to quality of students, quality of staff and curricula. In a nutshell, quality of a programme can be seen from the perspectives of inputs, processes and outputs of the programme. Quality can only be achieved if those trusted with various functions perform them well. Quality is usually specified with measurable indicators for comparative purposes.

According to Osasona (2005), in Nigeria, maintaining quality in the university system and other tertiary institutions such as the National Teachers' Institute is not new. Quality maintenance was through both internal and external processes. Such processes include student admission requirements, curriculum reviews, external examining system and accreditation by professional bodies such as the National Universities



Commission (NUC) and National Council for Colleges of Education (NCCE) to mention but these.

Association for the Development of Education in Africa (ADEA Report 2002), states that many institutions have been consciously building quality assurance processes into their distance education programmes. The general idea is that institutions have to introduce the programme of Total Quality Management (TQM), which possesses duo-dimension of:

- (a) quality assurance, designed to anticipate problems that might occur such that quality controllers end up with little or nothing to do, and;
- (b) quality control which is carried out in retrospect by checking the work after it has been done to find out if it met the specified standards.

There is no doubt that the National Teachers' Institute, Kaduna, Nigeria has put in place programmes to ensure that the type of education students offer possesses high quality. For instance, course materials developed are reviewed and edited while the distance education curricula pass through several Committees and Directorates for assessment and reviews before the final approval. Yoloje (1978), in Ogunsola (2004) posits that quality measurement should be comprehensive in approach, taking cognizance of the quality of teachers, the quality of instruction, the quality of facilities, the quality of evaluation procedures, quality of morale and administration and management. However, Idowu (2006), in Ogunsola (2004) also states that the quality of education should be assessed by measuring the student performance, the role of the teachers in the enhancement of quality, adequacy of the teaching-learning environment, instructional time, and the head's leadership style.

The National Teachers' Institute, the foremost distance learning institution in Nigeria was established in 1976 to provide In-Service Education for teachers through the Distance Learning System (DLS). The Institute is charged with the duty of providing courses of instruction leading to the development, upgrading and certification of teachers as specified in relevant syllabus using Distance Education Techniques. The Institute embarked on the Nigeria Certificate in Education (NCE) by Distance learning System (DLS) in 1989, while the Postgraduate Diploma Programme in Education (PGDE) meant for graduate teachers without teaching qualification who wish to get trained as professional teachers took off in 2005. The National Teachers' Institute is charged with many responsibilities among which are:

- accredited to provide instruction and certification to its distance learners;
- use of various media of instructional delivery: print, radio and TV broadcasting, video and audio, computer-based learning and telecommunications;
- provision of two-way communication which allows for learner-tutor interaction in spite of the separation in time and space;
- the possibility of student-support services;
- learner-to-learner interactions;
- provision of library study, and
- laboratory or practice sessions.

The following are NTI's Five-Point Agenda for the repositioning of its style of management:

- Strengthening the Quality Assurance Mechanism of the Institute's Training Programmes
- Enhancement and Expansion of NTI Programmes
- Promoting Effective Staff Sourcing Policy Welfare and general development
- Application of ICT in all Institute's Operations
- Enhancement of Revenue generation, Mobilisation and Optimal Utilisation

**Table 1: PGDE Study Centres in Lagos, Ogun, Oyo and Osun States**

Lagos State PGDE Centres	Ogun State PGDE Centres	Oyo State PGDE Centres	Osun State PGDE Centres
1. Agege Centre: African Church College of Education, Ifako-Ijaye	1. University of Agric. Abeokuta Mini-Campus, Isale-Igbihin, Abeokuta, Ogun State.	1. Mufulanihun College of Education, Along Lagos-Ibadan Expressway, Ibadan, Oyo State .	1. Technical College 'A' Centre: Government Technical College, Osogbo
2. Maryland Centre: Ayedere secondary School, Ketu	2. Government Science Technical College. Idi-Aba, Abeokuta, Ogun State.	2. Institute of Agriculture, Research and Training, Apata, Ibadan.	2. Technical College 'B' Centre: Government Technical College, Osogbo
3. Amuwo Centre: A. U. D. College of Education, Isolo	—	—	3. Bowen University Centre: Bowen University Campus, Ilobu Road, Osogbo

Source: National Teachers' Institute (NTI, 2011)

**Table 2: GDE Students Population in Lagos, Ogun, Oyo and Osun States**

Programme	No. on Roll	Current No.	Attrition	Total
Lagos State	M + F = MF 349+702=1051	M + F = MF 349+702=1051	Nil	M + F = MF 349+702=1051
Ogun State	M + F = MF 86 + 95 =181	M + F = MF 86 + 95 =181	Nil	M + F = MF 86 + 95 =181
Oyo State	M + F = MF 140+231=371	M + F = MF 140+231=371	Nil	M + F = MF 140+231=371
Osun State	MF 318	MF 295	MF 23	MF 295

*Source:* National Teachers' Institute (NTI, 2011)

The curriculum for the PGDE programme by DLS is expected to be thoroughly discussed with the students during contact sessions by their various course tutors at their respective accredited centres in Lagos, Ogun, Oyo and Osun States. Contents of instruction include all the planned experiences to which learners are to be exposed in order to achieve the envisaged learning goals. These encompass issues such as course contents, teaching and learning methods, assessments strategies, aims and objectives, intended outcomes of the course and how these objectives relate to national imperatives. The modules (course materials) designed for NTI programmes most especially the PDGE modules observed had clearly stated learning objectives and outcomes as well as explicit information of study time (Fridays and Saturdays as contact days of the week).

Contents are broken into modules and units which support individual learners to achieve the stated learning outcomes with or without assistance. The introductions of modules are learner-friendly with linkages, activities and summaries which motivate learners. Also, it was noted that NTI course modules are reviewed and upgraded periodically with up-to-date accurate and relevant learning objectives and outcomes. The language level of the modules is appropriate and suitable for self learning approach with sequential presentation of the content for ease of self learning. However, there is the lack of different media of instruction as the only media used by the course tutors are chalk board, take home assignment devoid of computer assisted learning materials like computers, projectors, electronic boards and internet facilities. The PGDE part-time course tutors who have been recruited on part-time basis to teach during contact sessions were found to have reputable academic credentials and professional track records.

Some of the environments of instruction i.e. Study Centres used for contact with students in the four States are secured with serene

environment, adequate lecture rooms with cross ventilation and less noise pollution. The toilets are made available for use for both course tutors and students and the Centre Managers employed Support Staff (Sanitary officers and Sweepers) that take care of their respective centres on a weekend basis. This is quite commendable. However, in Oyo State, one of the PGDE Centres: Mufu Lanahun College of Education, Ibadan, the sitting arrangement is bad as a result of over-population of PGDE students which give room for inadequate furniture and space. At present, the student population is 288 with 13 Lecturers. The Lecture Halls available are too small for the large size, hence the need for another Centre in subsequent admissions. There is supply of first-aid boxes by the centre managers. However, there was no trace of an internet facility, computer, and laboratory workshops for science practical works for the PGDE classes and electricity supply and/or generating set for an alternative supply of electricity. Also, libraries facilities were not provided in all the centres visited.

Provision of effective learner support is in great demand in distance education as learner support remains the pillar of distance education delivery and the centre managers with the support of their course tutors discharge their academic support in form of teachings, assignments and feedback; counselling support (ensuring that the students needs are met as and when needed); personal support (between individual students and the centre managers) and tutorial support in form of illustrative and interactive sessions with the students at the centre on one hand and the use of cell-phones, text messages and e-mails on the other hand. These were observed from the attendance registers of both students and staff of each centre visited and discussions with them. The NTI PGDE by DLS learners in Lagos, Ogun, Oyo and Osun states encountered the following under-listed problems and challenges in the course of their programmes respectively:

- Lack of laboratory equipment to facilitate science teaching and practicals;
- No library facility on ground for students use; (students are referred to the State libraries University libraries and other libraries around them for use).
- No Computers Hardware and Software at the disposal of students in their various centres. They always rely on Computer/Business Centres around them. Only a few of them have personal computers;
- No internet facility on ground at the centres; and
- No electricity supply or generator.

The main import of learners' support is the provision of assistance (integrated and multifaceted support service) which the learners need to cope with the demands of distance learning so as to enable them achieve the desired educational outcomes as enunciated by several scholars (Siaciwena 1996; Nonyongo and Ngegebule 1998; Mills and Tait 1996; Lockwood 1995; Cheng and Lam 1993 and Sewart 1993). However, the Centre Managers and Course Tutors at their respective centres were of immense assistance to help alleviate their fears, thereby, providing counseling support services to the distance learners.

Distance Education quality assurance process should replicate the same kind of academic verification process found in more traditional contact-based institutions as they both produce manpower for the labour market. It is difficult to recruit skilled and experienced distance learning specialists in Nigeria, as the country is yet to seriously develop manpower in that regard. This is due to the fact that no specific programme has been designed to train specialists in distance education. There is, therefore, a danger that materials and processes will be quality assured from a traditional contact-based perspective rather than from informed concern with the particular needs of distance learning.

Quality assurance is a measure that provides a constant check on the efficiency and effectiveness of distance education practice, including how the enabling processes are developed and reviewed, from planning to implementation. Butcher (1998) posits that internal quality assurance mechanism is internationally recognized as an effective way of continual educational provision improvement. He further argues that Total Quality Management should be introduced in Distance Education programming in Sub-Saharan Africa. There are two dimensions to Total Quality Management. These are quality assurance and quality control.

Quality assurance is intended to anticipate problems that might occur and quality control is a retrospective process meant to check work done as whether or not it met the set standards or the acceptable level of standards. Another important key factor that is being mentioned is cost-effectiveness. Whatever would be created to facilitate quality learning must, in addition, be cost-effective. Also the number of students in each presentation and the number of presentations before revision of course materials must be such that ensures cost-effectiveness (Rumble 1997 and Halsmann 2000). It portends, therefore, that the cost-effectiveness of a course material over its life span should be pre-determined to enhance quality distance learning. Copyright is yet another that should be concluded and maintained for the purpose of ensuring quality assurance of learning materials of a distance learning programme.

A combination of audio, video and textual materials should be used in a variety of ways in all the PGDE Centres of the National Teachers' Institute nationwide. Assessment of the appropriateness of the media used should be part of its quality assurance mechanism as it is practised in similar distance learning institutions abroad. Students' deep knowledge of learning theories would assist them to clearly define their concepts of learning and appreciate their tutors. Thus, to assure good quality of distance education there must be a balance between the readability of study material, time and the students' workload. There is the need of interaction particularly online among PGDE students on one hand, and between tutors and students on the other hand. This will provide them with a veritable tool for learner support. Therefore, if the NTI PGDE programme by DLS is to be a worthwhile project, they have to possess sufficient quantum of ICT, video and internet facilities in order to create interactions. Learners' reaction can be posted on the web-site as a means of participatory interaction and feedback can also be given to them in the same way.

Feedback is another precept which must be properly managed as a code of practice in NTI. There must be a contact person to provide constructive counselling on academic performances and to provide suitable feedback to students, while the opportunity for inter-learner interaction provides unique opportunity for learners' feedback on the programme. The importance of student support cannot be over stressed, Simpson (2003) reports that rather than seek advice from tutors, student showed preferences for network of supports- the network of friends and colleagues, relatives and friends, work colleagues and fellow students. Therefore, an institution like NTI, needs to make provision for a network of support for better quality assurance. The evaluation of any programme entails that at least a model should be employed as a guide to its proper and appropriate evaluation (Bhola 1990). Obemeata (1985) asserts that evaluating distance learning programme entails delineating the purpose of the evaluation. He states that this is so because the purpose would define the method to be employed. Obemeata further stresses that evaluation has four major purposes: decision to be taken about the programme commencement, making final judgment about the distance learning programme, contributing to decision to guide the improvement of a distance learning programme, and obtaining evidence for the purpose of promoting a cause.

Existing literature shows only case studies rather than comparative study of NTI PGDE programmes at state level, by which they can learn from one another. Therefore, it becomes imperative to carry out a comparative evaluation research on the quality of Instructors and

instruction during contact at the study centres. The utilization of the results of this study would further improve the quality of the programme and move the institutions closer to the achievement of its set objectives. Making a meaningful impact on the society will equally enhance access to distance learning programmes in Nigeria and further reduce the level of illiteracy in the country.

### **Statement of the Problem**

Distance learning has become an alternative means of education globally. Yet, its administration is not encouraging in Nigeria, as the programmes are yet to catch up in terms of some aspects that can enhance quality, hence the need to seek ways of improving the quality of interaction between course tutors and distance learning students during contacts and the need for a comparative study of such programmes in four states in the South West. It is on this note that the present study undertook comparative evaluation of the quality of the NTI PGDE programme in South West Nigeria.

Based on the stated problem, the study provided answers to the following research questions:

- (1) Is there any significant difference in the students' rating of course tutors' mastery of the subject matter across the four states?
- (2) Is there any significant difference in students' rating of content coverage by course tutors across the four states?
- (3) Is there any significant difference in the response of students in the supervision of assignments during contact at the centres across the four states?
- (4) Is there any difference in the responses of students on their course tutors commitment to teaching across the four states?

### **Methodology**

This study is an ex-post facto survey research and it adopted Input-Process-Output evaluation model. The target population for the study comprised all NTI PGDE distance learning students from four states in the South West Nigeria in the 2011 academic session and all course tutors in the four states in South West Nigeria. Multi-stage sampling technique was employed in this study as follows. Course tutors were purposively selected for the study while students were chosen using random sampling. The sample comprised 120 distance learning students of the four states running NTI PGDE distance learning programmes and 83 course tutors. In all, a total sample size of 203 participants, were involved in the study.

The instrument constructed by the researcher for data collection was Course Tutors' Performance during Contact Questionnaire (CTPCQ). It was validated by the researcher before it was administered on respondents. The instrument has 24 items in all. Validation was conducted on the three key sample respondents as follows: 50 distance learning students and the reliability coefficient of 0.88 was obtained. Data were collected with the help of four trained research assistants and analysed using descriptive statistics.

### *Analysis and Discussion of the Result of Findings*

**Table 3: Professional Qualifications of NTI PGDE (DLS) Course Tutors in Lagos, Ogun, Oyo and Osun States**

Highest Qualification	No. of Course Tutors in Lagos State	No. of Course Tutors in Ogun State	No. of Course Tutors in Oyo State	No. of Course Tutors in Osun State
P.HD	11	7	19	5
M.ED, M.SC, M.A	23	1	6	11
B.A(Ed), B.SC(Ed), B.ED	Nil	Nil	Nil	Nil
TOTAL	34	8	25	16

Source: National Teachers' Institute (NTI, 2011)

From the above table, it was found that the least qualified staff for PGDE programme is M.Ed Certificate and they are all working in various higher educational institutions of learning in South-West, Nigeria. This shows that the course tutors are all competent for the programmes. In addition, it was observed through the attendance register that the course tutors are effective, punctual and efficient. They displayed proficiency in the mastery of the courses taught and made their lessons learner-centered. The years of working experience of the course tutors ranged from 5 years which is the least to 29 years (highest) in Oyo State, 18 years to 38 years in Ogun, while Osun State ranged from 21 years (lowest) to 35 years (highest) working experience respectively. However, the number of course tutors teaching PGDE courses in Ogun State should be increased. From the results, the tutors are saddled with the teaching of many courses per semester. This will hinder other responsibilities expected of them, such as supervision and mentoring of students. Four tutors handling a stream of



PGDE students in a centre is grossly inadequate. Examples are study centres at Government Science Technical College, Idi-Aba, Abeokuta and University of Agriculture Mini-Campus, Abeokuta, Ogun State.

**Table 4: NTI PGDE Course Tutor's Performance during Contact across the Four States**

S/N	Variables	States	Most Incorrect	Incorrect	Correct	Very correct
1	Most Course Tutors attend lectures punctually	Lagos	0 (.0%)	-	10 (33.3%)	20 (66.7%)
		Ogun	0 (.0%)	-	8 (26.7%)	22 (73.3%)
		Oyo	1 (3.3%)	-	15 (50.0%)	14 (46.7%)
		Osun	0 (.0%)	-	12 (40.0%)	18 (60.0%)
2	Most Course Tutors attend lectures regularly	Lagos	-	-	10 (33.3%)	20 (66.7%)
		Ogun	-	-	25 (83.3%)	5 (16.7%)
		Oyo	-	-	17 (56.7%)	13 (43.3%)
		Osun	-	-	7 (23.3%)	23 (76.7%)
3	Most Course Tutor give prompt attention to students	Lagos	0 (.0%)	0 (.0%)	15 (50.0%)	15 (50.0%)
		Ogun	0 (.0%)	0 (.0%)	16 (53.3%)	14 (46.7%)
		Oyo	1 (3.3%)	1 (3.3%)	14 (46.7%)	14 (46.7%)
		Osun	0 (.0%)	0 (.0%)	16 (53.3%)	14 (46.7%)
4	Most Course Tutors address student academic problem promptly	Lagos	-	0 (.0%)	8 (26.7%)	22 (73.3%)
		Ogun	-	0 (.0%)	19 (63.3%)	11 (36.7%)
		Oyo	-	0 (.0%)	20 (66.7%)	10 (33.3%)
		Osun	-	1 (3.3%)	9 (30.0%)	20 (66.7%)
5	Most Course Tutors give assignments regularly	Lagos	0 (.0%)	-	10 (33.3%)	20 (66.7%)
		Ogun	0 (.0%)	-	11 (36.7%)	19 (63.3%)
		Oyo	0 (.0%)	-	12 (40.0%)	18 (60.0%)
		Osun	1 (3.3%)	-	15 (50.0%)	14 (46.7%)
6	Most Course Tutors mark assignment promptly	Lagos	-	-	12 (40.0%)	18 (60.0%)
		Ogun	-	-	15 (50.0%)	15 (50.0%)
		Oyo	-	-	19 (63.3%)	11 (36.7%)
		Osun	-	-	20 (66.7%)	10 (33.3%)
7	Most Course Tutors supervise assignments turnaround	Lagos	-	-	16 (53.3%)	14 (46.7%)
		Ogun	-	-	16 (53.3%)	14 (46.7%)
		Oyo	-	-	21 (70.0%)	9 (30.0%)
		Osun	-	-	18 (60.0%)	12 (40.0%)
8	Most Course Tutors give feedback on assignment turnaround.	Lagos	-	-	15 (50.0%)	15 (50.0%)
		Ogun	-	-	15 (50.0%)	15 (50.0%)
		Oyo	-	-	27 (90.0%)	3 (10.0%)
		Osun	-	-	13 (43.3%)	17 (56.7%)
9	Most Course Tutors give in depth explanation of course content	Lagos	-	0 (.0%)	15 (50.0%)	15 (50.0%)
		Ogun	-	0 (.0%)	14 (46.7%)	16 (53.3%)
		Oyo	-	0 (.0%)	19 (63.3%)	11 (36.7%)
		Osun	-	1 (3.3%)	14 (46.7%)	15 (50.0%)
10	Most Course Tutors possess mastery of the subject matter	Lagos	0 (.0%)	-	14 (46.7%)	16 (53.3%)
		Ogun	0 (.0%)	-	18 (60.0%)	12 (40.0%)
		Oyo	0 (.0%)	-	16 (53.3%)	14 (46.7%)
		Osun	1 (3.3%)	-	11 (36.7%)	18 (60.0%)
11	Most Course Tutors cover course content during contact session	Lagos	-	-	14 (46.7%)	16 (53.3%)
		Ogun	-	-	19 (63.3%)	11 (36.7%)
		Oyo	-	-	23 (76.7%)	7 (23.3%)

12	Most Course Tutors present mastery of the language of instruction	Osun	-	-	14 (46.7%)	16 (53.3%)
		Lagos	-	-	15 (50.0%)	15 (50.0%)
		Ogun	-	-	21 (70.0%)	9 (30.0%)
		Oyo	-	-	25 (83.3%)	5 (16.7%)
13	Most Course Tutors normally adopt various methods that make learning easy during contact.	Osun	-	-	12 (40.0%)	18 (60.0%)
		Lagos	-	0 (.0%)	13 (43.3%)	17 (56.7%)
		Ogun	-	1 (3.3%)	17 (56.7%)	12 (40.0%)
		Oyo	-	0 (.0%)	15 (50.0%)	15 (50.0%)
14	Tutorials and frequent assignments are regular methods for providing better understanding of courses.	Osun	-	-	12 (40.0%)	18 (60.0%)
		Lagos	-	-	15 (50.0%)	15 (50.0%)
		Ogun	-	-	18 (60.0%)	12 (40.0%)
		Oyo	-	-	22 (73.3%)	8 (26.7%)
15	Most Course Tutors provide all requisite materials, facilities etc for practical work	Osun	-	-	20 (66.7%)	10 (33.3%)
		Lagos	-	-	15 (50.0%)	15 (50.0%)
		Ogun	-	-	18 (60.0%)	12 (40.0%)
		Oyo	-	-	22 (73.3%)	8 (26.7%)
16	Modules are readily available.	Osun	-	-	29 (96.7%)	1 (3.3%)
		Lagos	-	-	17 (56.7%)	13 (43.3%)
		Ogun	-	-	10 (33.3%)	20 (66.7%)
		Oyo	-	-	10 (33.3%)	20 (66.7%)
17	Course modules are not commercialized by course tutors.	Osun	-	-	5 (16.7%)	25 (83.3%)
		Lagos	-	-	13 (43.3%)	17 (56.7%)
		Ogun	-	-	14 (46.7%)	16 (53.3%)
		Oyo	-	-	17 (56.7%)	13 (43.3%)
18	Most Course Tutors provide course outlines and reading lists	Osun	-	-	10 (33.3%)	20 (66.7%)
		Lagos	-	-	10 (33.3%)	20 (66.7%)
		Ogun	-	-	17 (56.7%)	13 (43.3%)
		Oyo	-	-	10 (33.3%)	20 (66.7%)
19	Most Course Tutors are very knowledgeable in the courses they teach in my centre	Osun	-	-	10 (33.3%)	20 (66.7%)
		Lagos	-	-	15 (50.0%)	15 (50.0%)
		Ogun	-	-	19 (63.3%)	11 (36.7%)
		Oyo	-	-	27 (90.0%)	3 (10.0%)
20	Most Course Tutors are committed to teaching.	Osun	-	-	18 (60.0%)	12 (40.0%)
		Lagos	-	-	8 (26.7%)	22 (73.3%)
		Ogun	-	-	22 (73.3%)	8 (26.7%)
		Oyo	-	-	7 (23.3%)	23 (76.7%)
21	Most Course Tutors in my centre showed clear evidence of thorough preparation	Osun	-	-	15 (50.0%)	15 (50.0%)
		Lagos	-	-	15 (50.0%)	15 (50.0%)
		Ogun	-	-	20 (66.7%)	10 (33.3%)
		Oyo	-	-	6 (20.0%)	24 (80.0%)
22	Lectures are highly organized in my centre	Osun	-	-	13 (43.3%)	17 (56.7%)
		Lagos	-	-	18 (60.0%)	12 (40.0%)
		Ogun	-	-	20 (66.7%)	10 (33.3%)
		Oyo	-	-	7 (23.3%)	23 (76.7%)
23	Course outlines are fully covered by course tutors	Osun	-	-	16 (53.3%)	14 (46.7%)
		Lagos	-	-	19 (63.3%)	11 (36.7%)
		Ogun	-	-	17 (56.7%)	13 (43.3%)
		Oyo	-	-	14 (46.7%)	16 (53.3%)
		Osun	0 (.0%)	-	16 (53.3%)	14 (46.7%)
		Lagos	0 (.0%)	-	13 (43.3%)	17 (56.7%)
		Ogun	0 (.0%)	-	20 (66.7%)	10 (33.3%)
		Oyo	1 (3.3%)	-	23 (76.7%)	6 (20.0%)
		Osun	0 (.0%)	-	18 (60.0%)	12 (40.0%)

Table 4 above, shows the results of NTI PGDE (DLS) respondents to research questions 1-4. The table presents the percentage distribution of responses of NTI PGDE/DLS students to their tutors' academic performance at the study centres respectively across the four States (Lagos, Ogun, Oyo and Osun States). The result of findings indicated that in terms of Course Tutors' mastery of subject matter during contacts at the study centre, out of the 30 NTI PGDE/DLS student respondents from Lagos State, 16(53.3%) indicated that it is very correct that most of their tutors possess mastery of subject matter, while, 14(46.7%) respondents indicated the statement as correct. None of the respondents indicated the statement as incorrect or most incorrect. From Ogun State respondents' point of view, 12(40.0%) agreed to the statement as very correct, while 18(60.0%) agreed to the statement as being correct. None of them responded to incorrect and most incorrect. Out of the 30 respondents in Oyo State, 16(53.3%) indicated correct, while 14(46.7%) indicated very correct. However, 1(3.3%) Osun State respondent indicated course tutors' mastery of subject matter as most incorrect, 11(36.7%) indicated the statement as correct, while 18(60.0%) indicated the statement as very correct. The implication of these results is that Course Tutors in all the four states possess mastery of courses they teach at the various centres of their respective states. Items 9, 10, 12, 13 and 19 on table 4 best explain research question 1.

The result of findings to research question two is found in items 11 and 23 on table 4 above. Research question three is found in items 5, 6, 7, 8, and 14, while research question four is found in items 17, 18, 20, and 22. From the results of findings, it was found out that respondents from all the four states agree positively to all the statements on research questions two to four. The result of findings agrees with the main import of learners' support, which is the provision of assistance (integrated and multifaceted support service) which the learners need to cope with the demands of distance learning so as to enable them achieve the desired educational outcomes as enunciated by several scholars (Siaciwena 1996; Nonyongo and Ngegebule 1998; Mills and Tait 1996; Lockwood 1995; Cheng and Lam 1993 and Sewart 1993). It also shows that centre managers and course tutors at their respective centres are of immense assistance to help alleviate their fears, thereby, providing counselling support services to the distance learners.

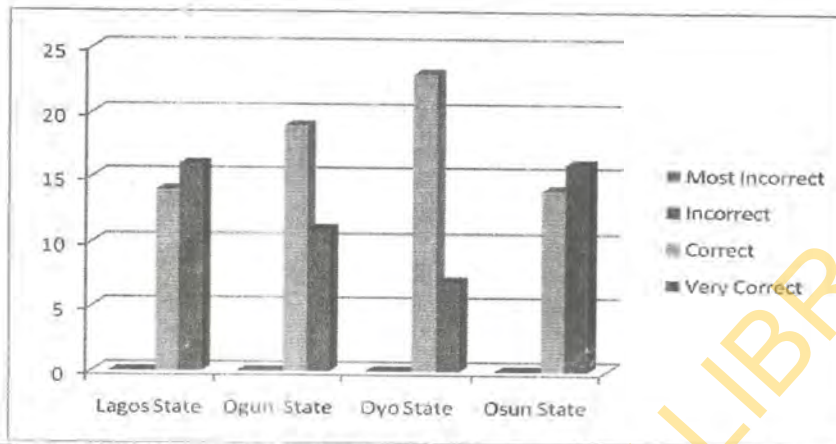


Fig. 1: PGDE Course Tutor's Academic Performance during contact on state level.

Figure 1 above further explains the difference in academic performance of NTI PGDE (DLS) course tutors across the four states in the southwest. It is evident that respondents across the four states indicated a positive academic performance of their course tutors during contact at their respective study centres. Lagos and Osun States NTI PGDE (DLS) students confirmed that there is no difference in the academic performance of their course tutors while Ogun and Oyo States students responded otherwise.

### Recommendations

On the basis of the findings and discussion, the following recommendations are made:

- There is an urgent need for the National Teachers' Institute Kaduna to further collaborate and cooperate with other distance learning institutions nationally and continentally for it to be globally recognised.
- There must be series of capacity-building workshops for NTI 'Operation Staff' and Centre Managers. This means that NTI Staff and Centre Managers should be exposed to both local and foreign trainings in the area of distance learning. Hence, their capacity needs to be developed, especially in the area of introducing 'Refresher Courses' to Course Tutors periodically. Course tutors who do not have enough experience in ICT need to learn how to apply ICT to distance learning system. They therefore require significant training to keep up with the rapid changes in emerging technologies.

- Resource centres (ICT) and Internet facilities need to be put in place for learners' use. ICT does not only enable increased access to information technology, it also improves the quality of education to the extent that it makes it easier to access vast amount of information; facilitate presentation of materials, using multi-media and collaboration with others to improve classroom experience, and ultimately lead to improved cognitive skills.
- Also, there should be more use of other ICT facilities like e-mails, sms texts, and telephone services to fast-track communication with students particularly between course tutors and distance learning students. The provision of assignments/activities in the course materials will become a useless exercise if there is no effective way of administering assignments to students and receiving feedback.
- The activities inside the modules need to be operationalized. It is true that the PGDE students claimed availability and adequacy of Modules at the point of payment of School fees; some lecturers claimed that these activity modules are not sufficiently utilized by the students.
- Assignment turn-around between students and feedback provided by Course tutors should be monitored by the Centre Managers of each of the Study Centres in order to enhance quality learning during contact sessions.
- NTI should encourage online interaction and survey their students about the learning experiences thereby providing feedback on academic performance and guidance on students' progression and experience of the programme.
- It is pertinent to note that NTI should provide a link to libraries and e-libraries at the various PGDE Study Centres and current books should be purchased for the libraries.
- NTI Staff and Course Tutors should be adequately remunerated in order to avoid the temptation of collecting illegal money from students which is an aberration to the systems as the programme has its prepared course materials, hence, any staff who tries to impose such levies on students should be advised accordingly.
- Students should be allowed to assess their tutors' performances during contact sessions and the results should be used as part of criteria for remuneration.

### Conclusion

Tertiary Education by Distance Learning System has the potential of making education accessible to marginalized students in Nigeria. It is a cost-effective way for students to meet their families' financial, social and educational commitments. A well-coordinated and adequately resourced distance learning system such as the National Teachers' Institute, however, if it is characterized by efficient deployment of appropriate ICT and Learner Support Services for quality assurance, in a regime of blended learning can be a veritable supplement to the face to face mode for enhanced access and the production of quality high-level human resources imbued with the requisite skills, knowledge and competencies to drive the achievement of Nigeria's national development objectives.

Building human and technological capacity and training in distance learning best practices as well as investment in distance learning initiatives in Nigeria may go a long way towards meeting the country's developmental goals. Policy frameworks and investing in distance learning infrastructure will improve the quality of its programmes and begin to erase the negative public perception regarding the quality of its products and programmes.

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