Evaluation of Distance Learning Programmes: A Case Study of National Teachers Institute in Rivers State

Chuku, Elliot Ezindah & Wobo Ada Mgbechi

Department of Educational Foundations
Faculty of Technical and Science Education
Rivers State University
Nkpolu-Oroworukwo, Port Harcourt, Nigeria

laurellus@yahoo.com & woboada@gmail.com

ABSTRACT
The study evaluated National Teachers Institute programme of distance learning system. The study was guided by the hypotheses and its testing. The population was made up of 322 National Teachers Institute student and 15 course lecturer while the sample was made up of 158 students and 7 courses in four National Teachers Institute study centers in Rivers State Nigeria. The instrument used for the study was National Teachers Institute Student Lecturer Evaluation Questionnaire (SLEQ). The instrument was validated by experts and a coefficient reliability of 0.82 established using Cronbach's alpha method. Pearson Product Moment Correlation Coefficient was used in analyzing the data. Findings revealed a significant relationship between structural facilities, teacher's qualification and evaluation on the National Teachers Institute programme of distance learning system. The paper therefore suggested among others the provision of adequate facilities and the training and retraining of teachers for the effective evaluation of distance learning programme.
Keywords: National Teachers Institute, distance learning programme, facilities

INTRODUCTION
In the past decades, students' enrolments in schools have increased without a corresponding improvement in the school facilities and manpower. This problem as noted above have called for the introduction of different forms of non-vocational education programmes in Nigeria and other parts of the developing world. Such non vocational programmes are usually called different names such as correspondence education, home study, independent study, National Teachers Institute, institute of continuous education, part-time studentship, sand-which programmes and distance learning system. Danjuma (2004) noted that though these programmes are operated using different learning styles, administrative system, a major feature about them is that the students and teachers do not have a direct contact as obtained in the more vocational education programmes.
The need for distance learning system according to Ezeni (2006) affects almost all sector of Nigeria society. The author stressed further that the house wife need distance education to effectively teach and monitor the academic progress of the children and ward at home, the farmer also need high degree of distance learning in form of extension programme for improved crop and animal yield, the trader and artisan a form of distance learning for improved productivity and better service delivery. In the education scene, teachers need to improve their knowledge through in service programmes to enhance better teaching and learning and contribute maximally to community service.
This is sensitive to the Federal Government Commitment to teacher production and retraining by the National Teachers Institute as noted in the FRN (2004) policy on education. The policy document clearly stated that teacher's education will be promoted by the National Teachers Institute and will be given

credence in all educational planning and that know education system can rise above the quality of its teachers. To effectively evaluate/implement this policy statement, FRN through the National Policy on Education (2004) noted that the minimum qualification for teaching is the Nigerian Certificate in Education (NCE).

Such policy statement is strictly followed, without certain adjustment in teacher education programme, will certainly throw many serving teachers out of their teaching profession thus increasing the rate of unemployment on our major street in Nigeria. In a survey carried out by Jubril (2005) 29.8% of public primary school teachers in Kebbi State, Nigeria had qualification lower that the NCE. This therefore means that such teachers need in-service training programmes to safe guide their jobs relative to this, colleges of education, universities, National Open University (NOUN and the national Teachers Institute (National Teachers Institute) has instituted different distance learning programme for teachers aimed at training and retraining of teachers to achieve set objective. Jegede (2003) noted that among these bodies, the National Teachers Institute stand very strategic in producing middle level manpower at the NCE level in meeting the demand of teacher education in Nigeria.

The National Teachers Institute was established in 1978 through decree 7. It was originally set up to manage teacher grade II (TCII) examinations in the three core subject (maths, English and general paper) which was federally examined for the award of teacher grade two certificate which was then the highest qualification for teaching at the primary school level. Following the National policy directive of NCE as a minimum qualification for teaching, the scope of National Teachers Institute was widened to include multi National Teachers Institute of courses leading to the award of Nigerian certificate in education NCE primary in certain subject area to qualify recipient to teach in primary school.

Statement of the Problem

Teacher education in Nigeria has witnessed a lot of innovations in the past decades. These innovations were aimed at improving teaching and learning. The poor performance of the school children in public examination is a good testimony that such innovation has not yielded a good and acceptable dividend. Of all the factors that could be responsible for this, the school environment, motivational variables, instructional strategies and media are often attacked by concerned citizen and the government. However, little or no attention by the National Teachers Institute is given to the fact that lack of periodic evaluation of school programme can cause damage in the system, thereby making it impossible to achieve set objectives. The researcher noted that some earlier studies on evaluation were carried out without matching them with the NCE programme through distance learning system in Rivers State. This research is an attempt to fill the gap by having periodic evaluation of the distance learning programme as to achieve the targeted objectives.

Purpose of the Study

The major aim of this study was to evaluate National Teachers Institute distance learning programme in Rivers State. In this regards, the study was designed specifically to achieve the following objectives.

1. To determine the relationship between structural facilities and National Teachers Institute programme by distance learning system
2. To determine the relationship between teachers qualification with respond to the National Teachers Institute distance learning programme.
3. To determine the relationship between evaluation strategies and implementation of National Teachers Institute programme of distance learning.

Hypotheses

To guide this study, the following research questions were transformed or converted into corresponding null hypotheses.

H_{01}: there is no significant relationship between structural facilities and distance learning programme of National Teachers Institute.

H_{02}: there is no significant relationship between teachers' qualification and the enhancement of distance learning programme of National Teachers Institute.

H_{03}: there is no significant relationship between evaluation strategy and distance learning programme of National Teachers Institute

METHODOLOGY

Research Design

The researcher design for this study is descriptive survey. The population of the study comprises 320 students and 18.17 course lecturer in six National Teachers Institute study centres in Rivers State during the year 2016/2017 academic year. The sample was made up of 158 students and 7 course lecturer which was drawn from the population using the proportionate random sampling techniques.

The instrument used for the study is students' lecturers' evaluation questionnaire (SLEQ) and coefficient reliability of 0.82 was established using Crum Bach alpha technique. Data collected was analyzed using Pearson Moment Correlation Coefficient.

Hypothesis Testing

(H01) There is no significant relationship between structural facilities and the evaluation of National Teachers Institute programme by distance learning system.

Table 1: Pearson Product Moment Correlation Coefficient Analysis of Relationship between Structural Facilities and evaluation of National Teachers Institute Programme

Variable	Σx	Σx^2	Σxy	Df	r.cal	r.crit	Decision	p>.05
		Σy	Σy^2					
Structural facilities	2147	2914	36713	164	0.199	0.195		
Evaluation	2788	51040						

* = significant at 0.05 alpha level, $p<0.05$ at df = 164

The data presented in table 1, indicated that the calculated r. value of 0.199 is greater than the critical r. value of 0.195, at 164 degree of freedom at 0.05 alpha levels. Hence, the null hypothesis which states that there is no significant relationship between structural facilities and the evaluation National Teachers Institute programme by Distance Learning System is rejected. This implies that there is a significant relationship between structural facilities and evaluation of National Teachers Institute programme by distance learning system.

(H02) There is no significant relationship between teacher qualification and the evaluation of National Teachers Institute programme by distance learning system.

Table 2: Pearson Product Moment Correlation Coefficient analysis of Relationship between Teachers Qualification and Evaluation of National Teachers Institute Programme by Distance Learning System

Variable	Σx	Σx^2	Σxy	df	r.cal	r.crit	Decision	p>.05
		Σy	Σy^2					
Teacher qualification	2002	25444	34350	164	0.245	0.195		
Evaluation	2788	51040						

* significant at 0.05 alpha level, $p<0.05$ at dt = 164

It is established from table 2, that the calculated r. value at 0.245 is greater than the critical r. value at 0.245 is greater than the critical of 0.195, at 164 degrees of freedom and at 0.05 alpha levels. Hence, the null hypothesis is rejected, which implies that there is a significant relationship between teachers' qualification and the evaluation of National Teachers Institute programme by distance learning system.

(H03) There is no significant relationship between evaluation strategies and the National Teachers Institute programme by distance learning system.

Table 3: Pearson Product Moment Correlation Coefficient Analysis of Relationship between Evaluation Strategies and the evaluation of National Teachers Institute Programme by Distance Learning System

Variable	Σx	Σx^2 Σy	Σxy Σy^2	df	r.cal	r.crit	Decision	p>.05
Teacher qualification	2152	29384	36819	164	0.201	0.195		
Evaluation	2788	51040						

* Significant at 0.05 alpha level, p<0.05 at dt = 164

From table 3 it is established that the calculated r. value of 0.201 is greater than the critical r. value of 0.195, at 164 degrees of freedom and at 0.05 alpha levels. This implies that the null hypothesis is rejected, therefore, its thither indicates that there is a significant relationship between evaluation strategies and the of National Teachers Institute programme by distance.

DISCUSSION
The major objective of this study was to evaluate the of National Teachers Institute programme by distance learning system. The result of the investigation indicated a significant difference between structural facilities and the evaluation of National Teachers Institute progrmme by distance learning system. The Pearson Product Moment Correlation Coefficient statistics was used to establish the degree of relationship. This might be as a result of the fact that instructional facilities plays a great role in the evaluation of school curriculum and that distance learning systems need to have adequate facilities that will promote effective learning. Earlier studies such as Sidney and Ngozika (2005), Andrew (2006) and Alaka (2007) all collaborate with this study. In their various findings, they National Teachers Institute field a significant relationship between school facilities and curriculum evaluation.

The findings again revealed a significant relationship between teacher's qualification and the evaluation of National Teachers Institute curriculum by distance learning system. The Pearson product Moment Correlation coefficient was used in establishes the relationship. This might be associated with the fact that teachers play a significant role in any teaching learning process relative to the evaluation stage of a school curriculum. Earlier studies such as Jeremiah (2004) and Alalibo (2010) where at variance with this findings. Studies such as Ali (2007), Elems (2008), Pop bar (2008) all collaborate with the findings of this study.

The result of the investigation also revealed a significant relationship between evaluation strategies and the evaluation of the National Teachers Institute curriculum by distance learning system. The Pearson Product moment correlation coefficient was used to establish the relationship. This might be related to the fact that proper evaluation is an index of measuring the efficiency of a school programme in terms of meeting the demands of set goals and objectives. The result of other studies such as Ochilongua (2006), Eke (2009) tend to support the result of this finding. All these studies confirm National Teachers Institute cardinal role of evaluation in the effective implementation of a school curriculum.

CONCLUSION
Based on the findings of this work, the following conclusions are reached.
1. There is a significant relationship between structural facilities and the evaluation of the National Teachers Institute distance learning system.
2. There is no significant relationship between teacher's qualification and the evaluation of national teachers institute distance learning system.
3. There is no significant relationship between evaluation technique and the evaluation of national teachers institute distance learning system.

RECOMMENDATIONS

Based on the findings the following recommendations are made:

1. Facilities should be adequately provided in National Teachers Institute study centers to enhance distance learning programme.
2. National Teachers Institute (National Teachers Institute) course tutors or teachers should be encouraged to go for in service training workshops, seminars and conferences to update their knowledge on current trends and innovations in mathematics education curriculum.
3. National Teachers Institute and other relevant bodies should carry out periodic evaluation on the National Teachers Institute programme. Such evaluation can serve as quality control mechanism which may call for subsequent innovation.

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