

## Evaluating the Implementation of NCE Primary Education Programme in College of Education in Nigeria

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**Abstract** This study evaluated the implementation of NCE Primary Education Programme in colleges of Education in Nigeria. The study was guided by three research questions and corresponding hypotheses. The population was made up of 127 Primary Education Studies lecturers in five colleges of Education in south-south geopolitical zone of Nigeria. The sample comprised of 83 lecturers in four colleges of education in the area. The instrument used for the study was Evaluation and Implementation of NCE Primary Education Questionnaire (EIPEQ). The Questionnaire was validated by experts and a coefficient reliability of 0.75 established using Crumbachs alpha method Pearson Product Moment correlation coefficient was used in analyzing the data. Result indicated that there was a significant relationship between, structural facilities, teachers qualification and text on the implementation NCE Primary Education programme. The researchers recommended the provision of adequate facilities and employment of specialist in the teaching of primary education studies.

**Keywords:** Evaluation, Implementation, and Primary Education

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### Introduction

Primary education occupies a prominent position in any nation educational system. This justifies the reason why the FRN (2004) in her National Policy on Education, explained that primary education is the bedrock of any system of education. This implies that it is the foundation upon which subsequent education is built. Thus it is the key to the success or failure of any system of education. One of the objectives of Primary Education as providing basic tools for further educational advancement, including preparation for trade and craft of the locality according to Osuji (2007) goes a long way to explain this fact.

Relative to the sensitive nature of Primary Education in the anal of nation building, government at different time has embarked on series of innovations and programmes aimed at improving on the quality of primary education with the hope of achieving set goals. Such innovations borders on the areas of instructional strategies, management and funding, evaluation procedure, learning styles, content areas, methodology and teacher production and retention.

A major innovation that has influence certain changes in primary education is the introduction of the Universal Basic Education Programme (UBE) in 1999. This innovation led to the refocusing of teacher education programme in order to meet the objectives of the UBE relative to the primary education sector. Edem (2004) noted that as a result of the UBE programme, and the abolition of teacher Grade II programme, the government introduced series of non-conventional teacher education programmes. Such programme according to Edem include: the Pivotal Teacher Training Programme (PTTP) and the Special Teacher Upgrading Programme (STUP). These programme were established to retrain the Primary School teachers who might not have acquired their NCE and also update their knowledge based on current trends and innovations in education. In order to address this problem Jeremiah (2005), reported that the Federal Government mandated colleges of Education to post her student teachers to serve in primary schools, during the teaching practice exercise. This was a measure of testing the efficiency of the NCE programme in

meeting the needs of the UBE project. In addition to this, the Federal Government through its relevant agencies mandated and encouraged colleges of education in Nigeria to establish departments of primary education studies. Universities were also encouraged to do so through their B.Ed (Primary Education) programme. Relative to this directive, the national commission for college (NCCE) has provided a minimum standard and guideline for the establishment of department of primary education and in did other programme run in college of education all over Nigeria. The minimum standard provides the basis for programme evaluation and proper accreditation of academic programmes in colleges of education.

Edem (2004) in a research work confirm that most colleges of education run programmes without the needed facilities and manpower. To Ejima, (2004) this singular factor has led to non accreditation of most programme and subsequent poor performance of student in such subject area. To Aliyu (2006) most lecturers in primary education studies department in colleges of education are not specialist. Thus they lack the knowledge of the content area and methodology of the discipline. Aliyu also contend that primary education studies is seen as a general studies or discipline were any person with first degree and its equivalent could be recruited to teach. Thus this study is set to evaluate the implementation of NCE Primary Education Studies programme in colleges of education in Nigeria.

### **Statement of the Problem**

In the last decade, the Federal Government through its relevant agencies mandated colleges of education in Nigeria to establish and run programmes in primary education studies. This is a measure of evaluating the NCE (Primary) education in meeting the demands of the Universal Basic Education programme. This directive poses a lot of problems and challenges to colleges of education in mounting the NCE primary education programme, based on the stipulated minimum standard from the National Commission for College of Education (NCCE), this Study therefore is set to evaluate the implementation of the NCE Primary Education Studies programme in college of education.

### **Purpose of the Study**

The major concern of this study was to evaluate the implementation of the NCE Primary Education Studies Programme in college of education. In this regard, the study was designed to achieve the following specific objectives.

1. To determine the relationship between structural facilities and the implementation of NCE Primary Education programme.
2. To determine the relationship between teachers qualification and the implementation of NCE Primary Education programme.
3. To determine the relationship between availability of text books and the implementation of the NCE Primary Education programme.

### **Research Questions**

To guide the study, the following research question were posed

1. To what extent do structural facilities relate to the implementation of NCE Primary Education programme.
2. To what extent do teachers qualification relate to the implementation of NCE primary education programme.
3. To what extent do availability of relevant text books relate to implementation of NCE Primary Education programme.

## Research Hypotheses

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

- (Ho<sub>1</sub>) There is no significant relationship between structural facilities and the implementation of NCE Primary Education programme.
- (Ho<sub>2</sub>) There is no significant relationship between teachers qualification and the implementation of NCE primary Education programme.
- (Ho<sub>3</sub>) There is no significant relationship between relevant of text books and the implementation of NCE Primary education programme.

## Research Methods

The research design for this study was the descriptive survey. The population comprised 127 Primary Education Studies lecturers in five Colleges of Education in the South- South Geopolitical Zone of Nigeria during the 2009/2010 academic session. The sample was made up of 83 lecturers in four colleges of education in the area drawn through simple probability random sampling technique. Instrument used for the study, was Evaluation and Implementation of NCE Primary Education Questionnaire (EIPEQ). The instrument was administered by the researchers and their research assistance. The instrument was validated by experts and a coefficient reliability of 0.75 established using crumbach alpha techniques. The person product moment correlation coefficient was used in analyzing the data. All hypotheses were tested at .05 level of significant.

## Hypotheses Testing

### 1. Hypotheses One

There is no significant relationship between structural facilities and the implementation of NCE Primary Education Programme.

**Table 1: Pearson Product Moment Correlation Coefficient analysis of relationship between structural facilities and the implementation of NCE Primary Education programme.**

Variable	$\Sigma x$ $\Sigma y$	$\Sigma x^2$ $\Sigma y^2$	$\Sigma xy$	df	r.cal	r.crit	Decision at $p>0.5$
Structural facilities	119	18235	22904	82	0.413	0.217	*
Implementation	1547	30821					

\* = significant at 0.05 alpha level,  $p<0.05$ , of = 82

The result in table 1 indicated that the calculated r. value of 0.413 is greater than the critical r. value 0.217, at 0.05 and 82 degrees freedom. Therefore, the null hypothesis which states that there is no significant relationship between structural facilities and the implementation of NCE Primary Education Programme is rejected. This implies that there exist a relationship between structural facilities and the implementation of NCE Primary Education Programme.

## 2. Hypothesis Two

There is no significant relationship between teacher qualification and the implementation of NCE primary education programme

**Table 2: Pearson Product Moment Correlation Coefficient Analysis of relationship between teachers qualification and implementation of NCE Primary Education Programme.**

Variable	$\Sigma x$ $\Sigma y$	$\Sigma x^2$ $\Sigma y^2$	$\Sigma xy$	df	r.cal	r.crit	Decision at $p>0.5$
Teachers qualification Implementation	1121 1547	15657 30821	21256	82	0.357	0.217	*

- = significant at 0.05 alpha level,  $p<0.05$  dt = 82

As indicated in table 2, the calculated r-value of 0.357 is greater than the critical r. value of 0.217 at 0.05 alpha level and 82 degrees of freedom hence, the null hypothesis is rejected. This implies that there is a relationship between teacher's qualification and the implementation of NCE Primary Education Programme.

## 3. Hypothesis Three

There is no significant relationship between availability of relevant textbook and the implementation of NCE Primary Education Programme.

**Table 3: Pearson Product Moment Correlation Coefficient Analysis of relationship between availability of relevant text-books and the implementation of NCE Primary Education Programme.**

Variable	$\Sigma x$ $\Sigma y$	$\Sigma x^2$ $\Sigma y^2$	$\Sigma xy$	df	r.cal	r.crit	Decision at $p>0.5$
Availability of text-books Implementation	1269 1547	20327 30821	24486	82	0.357	0.217	*

\* = significant at 0.05 alpha level,  $p<0.05$ , dt = 82

As shown in table 3 the calculated r -value of 0.615 is greater than the critical r-value of 0.217 at and 82 degrees of freedom and 0.05 alpha levels. Therefore, the null hypothesis which states that there is no significant relationship between availability of relevant textbook and the implementation of NCE primary education programme is rejected. This implies that there is a significant relationship between availability of relevant textbook and the implementation of NCE Primary Education Programme.

## Discussion of Findings

The main objective of this study was to evaluate the implementation of NCE primary education programme in college of education. The result of the investigation indicated a significant relationship between structural facilities and the implementation of the NCE Primary Education Programme. The Pearson product moment correlation coefficient was used in establishing the extent of relationship. This might be as a result of the fact

that school facilities provide the needed avenue in which teaching and learning takes places. Earlier studies such as Edem(2006), Maduka and Nduka (2006) and kizzito (2007) Corroborate this finding. These studies, all contend the significant relationship between structural facilities and the implementation of school curriculum.

The result of the investigation also indicated a significant relationship between teachers qualification and the implementation of the NCE primary education programme in colleges of education. The Pearson product moment correlation coefficient was used to establish the degree of relationship. The finding might be as a result of the fact that some of the teachers teaching courses in primary education studies might not be qualified to teach such course. It might also be associated with the significant role of the teacher in the implementation of a school curriculum. Earlier studies such as Aliyi (2006) and Adams (2006) are in collaboration with this study. They all agree that teachers qualification has a significant relationship with the implementation process of a school curriculum.

The result of this study indicated also a significant relationship between the availability of relevant text books and the implementation of NCE Primary Education programme in colleges of education. The Pearson Product Moment Correlation Coefficient was used to establish the extent of the relationship. The finding might be as a result of the fact that relevant textbooks play a leading role in developing good learning habit on the part of the learners. This can enhance achievement. Earlier study such as Sali (2009) is at variance with this finding. Studies such as kings (2009), Faki (2009) are in collaboration with this study. They revealed the significant relationship significant relationship between textbooks and the implementation of a school programme.

## Conclusion

From the findings it could be concluded that

- ❖ There is a significant relationship between structural facilities and the implementation of NCE Primary Education Programme.
- ❖ There is a significant relationship between teachers qualification and the implementation of NCE Primary Education Programme.
- ❖ There is a significant relationship between the availability of relevant textbooks and the implementation of NCE Primary Education Programme.

## Recommendation

Based on the findings, the following recommendations are made

1. The National Commission for Colleges of Education (NCCE) in Nigeria and other stake holders responsible for the affaires of colleges of education should ensure adequate provision of the needed facilities in the department of Primary Education Studies.
2. The Governing Council of Colleges of Education should ensure that only specialist in Primary Education and related disciplines are employed to teach primary education courses.
3. Teachers should be encouraged to write and publish articles in academic journals and relevant textbooks.

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