

Evaluation of National Certificate of Education (NCE) Part Time Programme in Bayelsa State

Theresa Baikwe Osusu

*Federal University Otuoke
Bayelsa State*

Article DOI: 10.48028/iiprds/ijsressd.v6.i1.13

Abstract

The need to evaluate programmes of this nature necessitated this study. Part-Time programme. Three research questions were raised with reference to the quality of available teaching staff, the utilization of instructional materials and quality of course content. This study adopted CIPP evaluation model using Context, Input, Process and Product components to determine the outcome of evaluation on NCE Part-time programme. The population of the study consists of teachers and student 560, the sampling size is 227. Purposive sampling technique was adopted to get the respondents. The instrument used was tagged (ENCEPTP) Evaluation of NCE Part-time programme. The result showed that the Part-time programme had good quality teachers, course content was up to the minimum standard of NCCE for academic programme of NCE in Nigeria while the result for utilization of instructional materials was low. Recommendations include government sponsorship for academic staff on workshops on utilization of instructional materials to enable the implementation of innovative method. Also, proper environment be available for the Part-time programme.

Keywords: *Evaluation, National Certificate of Education (NCE), Part Time Programme*

Corresponding Author: *Theresa Baikwe Osusu*

Background of the Study

The National Certificate of Education (NCE) Program is a major sector of teacher education. It aims at producing teachers with high personal and professional discipline with well-grounded professional ethnics, skills and relevant knowledge, attitude that will enable the achievement of National goals of education as follows: Production of well-motivated teachers with professional discipline, integrity and competence. Prepare teachers with adequate competence in curriculum planning development. Produce professionals who are conversant with ICT and the conventional-teaching strategies to impact knowledge, attitude and skills (NCCE Minimum student 2012 eddt.).

Education is a building force that transforms a person who has intentionally decided to acquire knowledge in a conventional system. NCE part-time program gives room for an upgrade in qualification, acquired new skills in teaching and other areas of human endeavour. It also assists new skills in teaching and other areas of human endeavor. It also assists new skills in teaching and other areas of human endeavor. It also assists in the advancement of students career while still managing their current responsibilities N.C.E. Part-time programme gives room for professional development, NCE Part-time programme has in all ramification made it possible for students to have an interest in more pursuit for higher education while managing their jobs at hand.

In the area of Part-Time Management, it can be problematic balancing duplicated responsibilities involves a strong zeal and management skills for those seeking to advance their career, acquire new Part-time programme of this nature which gave room for career advancement. It also will lead to promotions of better job placement within the educational sector. In most cases it's now the minimum requirement. It is of immense relevance as an alternative pathway to Higher Education.

Statement of the Problem

The necessity for evaluation of Part-time NCE program, mainly is to ascertain its effectiveness, relevance and usefulness in the production of qualified teachers at the basic junior or secondary schools. Research on schools has shown that more teachers who cannot afford the cost of paying for full-time programme and at same time leave the jobs for the NCE Study programme on full-time. The only option will be the Part-time programme.

The Part-time program in Bayelsa State is nonetheless faced with miraiads of problems that is liken to every other programme. It is obvious that it will be made known at the end of this study, some difficulties being faced by the students of Part-time program though an adult programme there are stipulated standards by NCCE (National Commission for Colleges of Education) for all NCE programme, availability of classrooms, conducive environment, and time are some of the areas that this study will explore.

Aims and Objective of this Study

The aim of this study is to evaluate the Part-time NCE Programme in Bayelsa State as follows:

1. Evaluate the extent of the quality of available teaching staff as recommended by

NCCE for academic programmes in the NCE programmes as applicable to Bayelsa State.

2. Examine the extent of utilization of instructional materials as recommended by NCCE for academic programmes in NCE program, as applicable to Bayelsa State.
3. Examine the extent of the quality of course content as recommended by NCCE for academic programmes in the NCE Part-time programmes as applicable to Bayelsa State.

Research Questions

The followings research questions were used for this study.

1. Do academic staff and students differ in their mean rating on the quality of available teaching staff as recommended by NCCE for academic performance in NCE Education as applicable to Bayelsa State?
2. Do academic staff and students differ in their mean rating on the utilization of instrumental materials as recommended by NCCE for academic programmes for NCE Education as applicable to Bayelsa State.
3. Do academic staff and students of the NCE differ on the mean rating on the quality of course content as recommended by NCCE for NCE education programme as applicable to Bayelsa State?

Significance of the Study

The result of this study would be of immense significance in many respects to tertiary institutions management, the data generated from the study will reveal the weak aspects of undergraduate NCE academic Part-time programme. Improvement on such aspects of programme will help to produce competent NCE teachers. The production of competent NCE teachers will help to raise the standard of Junior and Secondary education in the country.

Review of Literature

Models are tools used in evaluating programmes, in this study, styfflebeam CIPP Evaluation model will be used.

It comprises of Four components

1. Context
2. Input
3. Process
4. Product

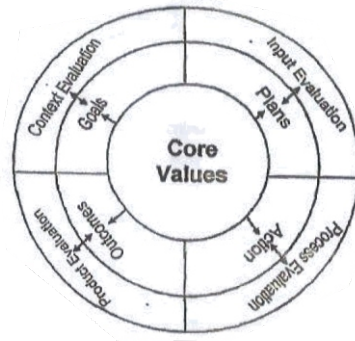
The CIPP Model is a comprehensive framework for guiding formative and summature evaluation of projects, programs, personnel, product, institutions and systems.

The model is configured for use in internal evaluation, conducted by an organization's evaluators. It has the components of self-evaluation conducted by project team or individual service providers and contracted or mandated external evaluators.

THIS STUDY IS BASED ON CIPP MODEL OF EVALUATION

DIAGRAM FIG I

Context, Input, Process and Evaluations



The CIPP evaluation model and associated relationship with programmes
(Stufflebeam, 2003)

This model's core concepts are ascribed by an acronym CIPP which stands for evaluation of an entity's context, inputs process and products.

1. Context Evaluation

Context evaluation assesses needs, problems, assets and opportunities to help decision makers defines goals and priorities and help the broaden group of user judge goals priorities and outcome. Decision makers use input-evaluations in choosing among competing plans.

2. Input Evaluation

This evaluation is based on already existing intelligence, talent, skill aspiration and all the other potentials for growth and learning that each client brings within the programe itself. It also involves personal characteristics of the gamics and cultures, examples of such culture characteristics is that of the family. its purpose is the programme strategy, meaning and work place. The following according to Iweka, 2023 are the Key points to be followed in input evaluation.

- i. Assess the programme proposed strategy for responsiveness to assessed needs and feasibility.
- ii. Asses the programme's strategy for its sufficiency to find the needed work.
- iii. Assess the programmes strategy for responsiveness of assed needs and feasibility and many others.

3. Process Evaluation

This stage is about the quality of the program's implementation, these includes monitoring, documentation and assessment by evaluator Fitzpatrick, (2011). The sole aim of this evaluation is to provide feedback on how programme is carried out, staff guide on modification and improvement of programme plan and conclusion on how participants can maintain their duties and functions. The following areas are to be looked into during process evaluation.

- i. Nomenclature of programs, events problems, cost, and allocations.
- ii. Timely interviews with staff stakeholders, programme leaders and all assessment is obtained for progress of programme.
- iii. Use of process evaluation findings to strengthen programmes designs and maintain the record of programme's progress.

4. **Product Evaluation**

This is the end point of this evaluation model, putting together the positive and negative impacts the programme had on its target audience. It involves the assessment of both the intended and unintended outcomes short-term and long-term outcomes are judged. Mertens and Wilson (2012). The present study which is the evaluation of NCE Part-time programme in Bayelsa State. The finding of their study might be favourable or unfavourable. If positive it means the objectives stated for the course of this study will not be modified. However, if negative they will be modification, leading to recycling leading to re-examination of both the objectives of the programme and the evaluation criteria.

This model will therefore reveal the relevance of evaluating the NCE Part-time programme and depict the various attempt to improve mastering of teaching technique to improve educational standards of education in Nigeria.

Relevance of CIPP Evaluation Model in this Study

1. Context – Consist of aims and objectives of the student of NCE Part-time programme.
2. Input – The resources needed to implement the programme and these include staff, students, instructional materials and enabling presence of infrastructure.
3. Process – Is the system of carrying out process or methods such as teaching methods and evaluation methods, there are all components necessary for a successful teacher education.
4. Products – The NCE Part-time student teachers and the products at the end of graduation. All will be based on minimum standards of NCCE (2012) on NCE education programme.

Methodology

Research Design

The study adopted evaluation research design. According to Iweka (2023) values are determined by assessing the overall impact of educational programme on those affected. It accepts the value premise. It is also a major thrust in its collection of data in their natural and manipulated setting which involves event, programme, project process input and output, so as to determine the status as in agreement with the aims and objectives alongside of all events process or product on which data were collected for making a value judgment.

Population of the Study

The population of the study is (560) consisting of all students (533) and (27) lecturer. The NCE Part-time program is a new initiative in the state hence it's held in Yenagoa the capital city of Bayelsa State – Biogbolo Primary School precisely.

Sample and Sampling Technique

Krejcie and Morgan graph 1970 by Kpolovie (2011) was used in determining the sample size from the population. The sample size is (227) made up of (27) lecturers and (200) students. Simple random sampling was adopted in this study to get the respondents.
(GRAPH)

Instrument for Data Collection Lerkert scale was adopted to answer research questions based on SA A, SD, D, UD, scored as 5, 4, 3, 2, 1. This was based on the instrument constructed by the researcher based on (NCE) it tagged (ENCEPTP) Evaluation of NCE Part-time programme.

Validity of the Instrument

The (ENCEPTP) was subjected to face validity. This was done by giving three copies of the instrument to two experts in the area of measurement and evaluation in the University of Port-Harcourt.

Reliability of the Instrument

The researcher subjected the instrument to reliability testing using statistical tool conbach alpha and result was 0.92 level of significance.

Method of Data Analysis:

Simple mean and standard deviation were used to answer the research questions for this study.

Results

The results of the analyzed data for each research questions and its corresponding hypothesis are as follows on the tables.

Research Question I:

Do academic staff and students differ in their mean rating on the quality of available teaching staff as recommended by NCCE for academic programme in NCE education as applicable to Bayelsa State.

Table 1.

Item	Teachers (27)		Students (200)	
	\bar{X}	SD	\bar{X}	SD
Quality of Available Teaching Staff	3.56	0.4.89	3.26	0.65
Criterion \bar{X} 2.5				

From the table the mean rating score for academic staff was 3.56 SD (0.489) while the mean rating for student was 3.26 (SD = 0.5.56) Suggesting that academic staff perceived a higher quality of available teaching staff as recommended by NCE.

Research Questions 2

Do academic staff and students differ in their mean rating on the utilization of instructional

materials as recommended by NCCE for academic program for NCE as applicable to Bayelsa State.

Table 2.

Items	Teachers (27)	Students 200
	\bar{X} SD	\bar{X} SD
Utilization of Instructional Materials	1.47 0.472	1.41 0.508
Criterion \bar{X} 2.5		

The mean as in score for academic staff is 1.47 (SD = 0.472) while that of student was 1.41 (SD = 0.508) suggesting that the utilization of instructional materials was low.

Research Question 3

Do academic staff and student of the NCE differ on the mean rating on the quality of course content as recommended by NCCE for NCE education programme as applicable to Bayelsa State.

Table 3.

Items	Teachers (27)	Student (200)
	\bar{X} SD	\bar{X} SD
Quality of course content	3.53 0.480	3.27 0.442
Criterion \bar{X} 2.5		

The mean rating for the academic staff on quality of course content was 3.53 (SD = 0.480), while students was 3.27 (SD = 0.442) suggesting that academic quality has a higher quality course content.

Summary of Findings

Below is summary of the study:

1. NCE Part-time programme in Bayelsa State has quality academic staff.
2. The required instructional materials recommended by NCCE for utilization are not utilized for teaching in the Part-time programme.
3. The Part-time NCE programme in Bayelsa State has a high quality of course content

Conclusion

The NCE Part-time programme in Bayelsa State is a new innovation and is still undergoing improvement. Having qualified teaching staff, and high course content, there is the need to only improve on the utilization of instructional materials to have a modern torch of lecture method.

Recommendations

Government should sponsor academic staff on workshop that would expose them to the usage of instructional materials in the teaching and learning process.

Government should reduce the usage of lecture method and replace with innovative methods. Universities should carry out evaluation of academic programmes in higher institutions so as to ascertain whether the NCE benchmark is still followed.

References

- Akpochofo, W. P. & Filho, W.L. (2006). An overview of the barriers to curriculum implementation in Nigerian universities. *International Journal' of Continuing Engineering Education and Life-Long Learning* 16(6), 493-501
- Alade, I. A. (2007). *An Evuluation of implementation of technical education curriculum in colleges of education of southwestern Nigeria*. Ph.D Thesis NCE of Teacher Education, University of Ibandan.
- Alio, A. M. (2006). *Dimensions of science teaching effectiveness: the perception of Nigerian school science students*. An unpublished paper of the institute of education. University of Nigeria. Nsukka.
- Alvalus, B. S. (2003). *Approaches to teacher education*. Initial teacher training. Londoti:
- Anderson, S. B. (2000). *Concepts and techniques for evaluating education and training*. In, H.J.
- Guskey, D. N. (2000). *Handbook for effective curriculum development*. Englewood Cliffs. New Jersey; Prentice-Hail Inc.
- Idoko, A.E. (2001). *Curriculum development and evaluation in environmental education*, Ibadan: Macmillan Publishes.
- Israel, P. C & Israel, H. C (2014). Admission guidelines in colleges of education in south east, Nigeria: an analysis of implementation. *Mediterranean Journal of social science* 5(17), 123-130.
- Iweka, F. (2018). *Basic principles of Educational Measurement and Evaluation*. Omokus; Chefas Nigeria.
- Jackson. U. I. & Kelly, A.V. (2002). *The curriculum theory and practice*. London: Paul Capmari.
- Kpolovie, P. J. (2010). *Advanced research methods*. Owerri: Springfield publishers Ltd.
- Lokoju. T. J. (2003). *Financing teacher education: Alternative options for colleges of education in Nigeria*. Paper presented at the follow up workshop on the transition from senior secondary school to colleges of education. Jos. Retrieved 23rd May, 2020

- Stufflebeam, D.L. (1973). Evaluation and decision-making. In, B. Worthen & J. Sanders, (eds.). *Education evaluation: Theory and practice*. California: Wadsworth publishing company
- teacher preparation in Benue and Kogi States. In, C. Obodo (ed). *Science and mathematics education in Nigeria*. Nsukka: The academic forum.
- Thomas, E.D. (2010). Different Teaching methods; A panacea for effective curriculum implementation in the classroom. *International Journal of secondary Education*. Special issues. Teaching methods and learning styles in education. 3 (6): 77-87.
- Tude, C.P. & Issa, M. R (2013). Accreditation of academic programmes and quality university education in south-south Nigeria. *International Journal of Educational Studies* 13(2):37-54
- Tyler, R. W. (1999). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- UAM (2006). *University of Agriculture Makurdi: Academic briefs on B SC. (ed)*, Chemistry, 1-2