

Assessment of National Commission for Colleges of Education Curriculum in College of Education, IKERE-EKITI

AJAYI, Oyedokun Samuel
College of Education, Ikere Ekiti
Nigeria

EMORUWA, Emmanuel Olumuyiwa
College of Education, Ikere Ekiti
Nigeria

Abstract

The relevance of any curriculum is to impact positively on the users as well as the larger society. The paper tried to look at the academic achievement scores of students with the new curriculum being used. The research design was descriptive survey design with 120 samples drawn through purposive sampling techniques. The research instruments were a questionnaire and the approved academic results. The findings showed that the academic achievements of students were poor which called for re-assessment of NCCE curriculum for Colleges of Education in Nigeria.

Introduction

Educationist, curriculum theorists and researcher have used the term curriculum differently with no one agreeing with another, perhaps, the disagreement is based on the different socio-cultural background, needs and aspirations of a nation and that of an individual. Each scholar tries to look at curriculum from his professional point of view, therefore, different definitions emerge. It should be noted that this phenomenon of many definitions of curriculum, is not peculiar to it alone but to other disciplines.

However, curriculum experts have arrived at some understandings as to what really constitutes the term curriculum. Oyinloye (1992) in Seweje (1992) itemized four fundamentals of curriculum, which include:

1. Goals and Objective
2. Content and Subject Matter
3. Learning Experiences and
4. Evaluation

From these yardsticks, Nicholls (1978) said, curriculum is the opportunities planned by teachers for pupils.

Quoting Kerr (1962) in Seweje (1992), curriculum can be defined as all the learning which is planned and guided by the school, whether it is carried out in groups or individually inside or outside the school system. Also, Ehindero (1986) defines curriculum as all the planned and unplanned experiences provided for the learner under the auspices of the school. The curriculum dictates the content of what to be learnt, when to be learnt and how to be learnt

According to Fafunwa (1972), a well structured curriculum must have these three characteristics:

- 1 It must have definite and dynamic objectives based on the values of the society and the need of the child as a citizen and as a skilled individual
- 2 It must be flexible and must provide for the growth that is essential in order to meet the stated or implied objectives.
- 3 It must have built into it a process of constant evaluation to help determine the extent to which the educational process is meeting the goals as stated in terms of the end product.

These three characteristics are very essential for the study to give a clear focus on the relevance of curriculum to Nigerian educational system.

In Nigerian context, education is seen as an instrument “per excellence” for effecting national development (National Policy on Education 2004) This gives credence to education as the viable tool through which Nigeria as a nation could withstand the national and global challenges. It is worthy of mentioning that no policy on education can be formulated without first identifying the overall philosophy and goals of the nation.

The overall philosophy of Nigeria as stated by National Policy of Education (2004) include:

- a. Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice.
- b. Promote Inter-African solidarity and world peace through understanding.

With the overall philosophy, there are five main national goals of Nigerian educational system as highlighted by the National Policy on Education (2004). These goals include the building of:

- a. a freedom democratic society
- b. a just and egalitarian society
- c. a united, strong and self-reliant nation
- d. a great and dynamic economy
- e. a landfull of bright opportunities for all citizens

In achieving these goals, Nigerian governments have segmented the educational systems into different levels right from the pre-primary school till tertiary institution levels. These levels include:

- a. Early childhood/Pre-primary education which effects a smooth transition from the home to the school. It also prepares the child for the primary level of education amidst other functions.
- b. Primary education that receives pupils from pre-primary education. It inculcates permanent literacy and numeracy to pupils. It also serves as a foundation for laying sound basis for scientific and reflective thinking.
- c. Secondary education which encompasses junior and secondary schools level. It is duration of a six-year programme split into three years in junior secondary school and three years in senior secondary schools. Secondary education has broad goals of providing useful living within the society. The secondary education shall provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
- d. Tertiary Education. This is the education given after secondary education in Universities, Colleges of Education, Polytechnics and Monotechnic. Since the aim of the study is to critically assess the relevance of College of Education curriculum to nation building, it is essential to look at overall goals of tertiary education in Nigeria.

The goals include

- a. Contribution to national development through high level relevant manpower training.
- b. Development and inculcation of proper values for the survival of the individual and society
- c. Development of the intellectual capability of individuals to understand and appreciate their local and external environments.
- d. Acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- e. Promotion and encouragement of scholarship and community service
- f. Forging and cementing national unity and
- g. Promotion of national and international understanding.

In responding to these goals, teacher education programmes were given priority with the intention of producing highly motivated, conscientious and effective classroom teachers for all levels of our educational systems. It is line with these provisions that Colleges of education, Faculties of Education, Institutes of Education, and Schools of Education in the Polytechnics were all established to meet the needs and yearnings of the nation.

Statement of the Problems

National Commission for Colleges of Education (NCCE) is saddled with the responsibility of planning curriculum for Colleges of Education and fully ensuring the total compliance of Colleges of Education to its implementation. Of recent, precisely 2009, NCCE has modified its curriculum for students, since the curriculum innovations, the researcher notices failure trends of performance in the students' internal examination. Presently, the curriculum has been run for two good academic sessions and there is a need to re-assess the programme based on the academic achievement test scores of students in Colleges of Education with particular reference to the department of Primary Education Studies in College of Education, Ikere-Ekiti. The following semesters' results will give a clear focus of the problem.

| | No of Successful Candidate | | No of Unsuccessful Candidate | | Total | % |
|----------------------------|----------------------------|------|------------------------------|-------|-------|-----|
| | % | | % | | | |
| Part 1 2009/2010 Harmattan | 20 | 10.7 | 167 | 89.3 | 187 | 100 |
| Part 1 2009/2010 Rain | 08 | 4.3 | 179 | 95.7 | 187 | 100 |
| Part I 2010/2011 Harmattan | 8 | 6.7 | 112 | 93.3 | 120 | 100 |
| Part I 2010/2011 Rain | 0 | 0 | 120 | 100 | 120 | 100 |
| Part 2 2010/2011 Harmattan | 7 | 3.9 | 172 | 96.12 | 179 | 100 |
| Part 2 2010/2011 Rain | 9 | 5.00 | 171 | 95.00 | 180 | 100 |

Research Questions

There are needs to raise some questions for the study. The questions include:

1. What are the effects of the newly utilized curriculum for NCE students?
2. Does the NCCE curriculum contribute as expected to the academic achievement of students it is intended for?
3. Can NCCE curriculum be improved upon?

Purpose of the Study

The purpose of the study is to critically look into the academic performance of students in relation to the new NCCE curriculum with a view of fashioning out a better curriculum in which students' performance could be improved upon there by leading to the attainment of national goals and objectives of tertiary education in Nigeria.

Methodology

The descriptive survey design was used for the study. This was used to justify the existing academic performance of students in the study. The population is the total number of students in the department of Primary Education Studies in College of Education, Ikere Ekiti.

The samples were one hundred and twenty selected through purposive sampling techniques. The research instruments were the approved results for semesters' examination and a structured questionnaire to elicit responses from the samples. The questionnaire was validated by senior colleagues in the department and by experts in test and measurement. Corrections were made and effected and reliability was achieved through test-retest method and the reliability coefficient was 0.85. Data collected were analyzed using frequency counts and percentage scores.

Result and Discussion

The results of the study are presented below:

Research question 1: What are the effects of the newly utilized curriculum for NCE students?

| No | | Yes | % | No | % |
|----|---|-----|------|----|-----|
| 1 | Are the courses many compared to the former curriculum | 116 | 96.1 | 04 | 3.3 |
| 2 | Do numbers of courses being taken contribute to good performance in the examination | 117 | 97.5 | 03 | 2.5 |
| 3 | Are there enough time to receive the lecture? | 111 | 92.5 | 09 | 7.5 |
| 4 | Are there sufficient spaces to contain students during lectures? | 112 | 93.3 | 08 | 6.7 |
| 5 | Reading many courses during examinations brings incomprehension | 113 | 94.2 | 07 | 5.8 |

Research question 2: Does the NCCE curriculum contribute as expected to the academic achievement of students it is extended for? The source of accessing students' achievement is through the published results as approved by the academic board in Colleges of Education. Their academic achievement could be broadly seen below:

| | Successful candidates & % | | Unsuccessful candidates & % | | Probation % | Withdrawal % | Total | |
|----------------------------|---------------------------|-------|-----------------------------|-------|-------------|--------------|-------|-----|
| Part 1 2009/2010 Harmattan | 20 | 10.70 | 167 | 89.3 | Nil | Nil | 187 | |
| Part 1 2009/2010 Rain | 8 | 4.28 | 87 | 46.52 | 92 | 49.20 | 187 | |
| Part 2 2010/2011 Harmattan | 7 | 3.91 | 104 | 58.10 | 68 | 38.00 | 179 | |
| Part 2 2010/2011 Rain | 9 | 5.00 | 105 | 58.33 | Nil | 66 | 36.67 | 180 |
| Part 1 2010/2011 Hamattan | 8 | 6.67 | 112 | 93.33 | - | - | 120 | |
| Part 1 2010/2011 Rain | 0 | | 60 | 50.00 | 60 | 50.00 | 120 | |

Research Question 3: Can NCCE curriculum be improved upon?

| No | | Yes | % | No | % |
|----|--|-----|-------|----|------|
| 1 | If the number of courses are reduced, can it improve students' performance | 116 | 96.7 | 04 | 3.3 |
| 2 | Will provision of adequate physical facilities improve students' academic performance? | 114 | 95.00 | 06 | 5.00 |
| 3 | Reading few courses during examinations assist students' academic achievement | 118 | 98.3 | 02 | 1.70 |
| 4 | Adequate time allocation for lectures and examinations assist students' academic performance | 116 | 96.7 | 04 | 3.3 |

Discussion

This study revealed that the present numbers of courses being run in the colleges are many compared to the previous curriculum. Going through the courses within a semester, an average NCE students take up to fourteen (14) courses of twenty four (24) units which are higher to those students that run Degree courses in Education. It was also discovered that there are no adequate physical facilities in terms of lecture halls to cope with the enrolment surge of students as responded by 112 samples that represent 83.3%. It was also discovered that many students, 113 samples representing 94.2 were of the opinion that reading many courses during examinations brought difficulty in comprehension.

In responding to research question 2, whether the NCCE curriculum contributes to the academic achievement of students. The researcher used the academic approved results to answer this. Right from the 2009/2010 academic session that the new NCCE curriculum has being in operation, there has being steady decline in students' academic performance. For instance, the set that started the programme in Primary Education Studies was 187 students, 20 students representing 10.70% passed in the first semester while 167 students representing 89.3% failed. In the second semester, 2009/2010, the performance delined to 8 students representing 4.28% while 87 students representing 46.52% were on failed list with many courses to be repeated while 92 students representing 49.20 were on probation list.

In their second year of implementing this NCCE curriculum, 2010/2011 academic session, 7 candidates representing 3.91 passed, 104 students representing 58.10 were on repeating courses while 68 students representing 38.00% were on probation list.

In their fourth semester, that is, Rain Semester 2010/2011, 9 students representing 5.00% passed, 105 representing 58.33 were on repeating courses while 66 students representing 36.67 were withdrawn. This is a wastage in colleges of Education which Adu (2010) pointed out.

On the research question 3, 166 samples representing 96.7 agreed that if the numbers of courses were reduced, students' performance may likely be improved. It was also shown that 114 samples representing 95% agreed that provision of adequate facilities in terms of lecture halls would improve students' academic performance. It was also discovered that reading many courses during examinations brought difficulty in comprehension by 118 samples representing 98.3%.

Conclusion and Recommendation

The findings of the study had shown that the numbers of courses being run by NCCE for NCE students are many and have negative academic impacts on students. It could also be concluded that the availability of enough physical facilities would assist the effective implementation of NCCE curriculum

It is on this note that NCCE should as a matter of urgency review its curriculum by sampling students' academic results in other Colleges of Education to ascertain the relevance of the curriculum. Those many courses should be condensed into a fewer ones. Also, NCCE should as a matter of fact revisit all Colleges of Education to check properly without any compromise, the availability of the expected physical facilities to meet the explosive nature of students' enrollment.

References

- Adu, E.T (2010) Unpublished Doctoral Thesis "*School Based Variables and Internal Efficiency of Colleges of Education in Nigeria*"
- Ehinder, O.J (1986) *Curriculum Foundations and Development for Nigerian Students*. Lagos, Concept Publications
- Fafunwa, A.B (1972) Teachers' Education. In Adaralegbe A (ed) *A Philosophy for Nigerian Education*. Ibadan, Heineman Education Books
- Federal Republic of Nigeria (2004) *National Policy on Education*. Lagos NERDC Press.
- National Commission for Colleges of Education (2008) *Minimum Standard for Nigerian Certificate in Education in Education*. Abuja
- Nicholls A, et al (1978) *Developing a Curriculum. A Practical Guide*. London. George Allen and Unwin
- Published Results, *Harmattan Semester, 2009/ 2010, Part 1*, School of Education, College of Education, Ikere-Ekiti
- Published Results, *Rain Semester, 2009/ 2010, Part 1*, School of Education, College of Education, Ikere-Ekiti
- Published Results, *Harmattan Semester, 2010/2011, Part 2*, School of Education, College of Education, Ikere-Ekiti
- Published Results, *Rain Semester, 2010/2011, Part 2*, School of Education, College of Education, Ikere-Ekiti
- Published Results, *Harmattan Semester, 2010/2011, Part 1*, School of Education, College of Education, Ikere-Ekiti
- Published Results, *Rain Semester, 2010/2011, Part 1*, School of Education, College of Education, Ikere-Ekiti