

**An Evaluation of the Implementation of the English Language Nigeria Certificate
in Education Curriculum: A Case Study of Three Colleges of Education**

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A Thesis Submitted in partial fulfilment for the requirements of the degree of Doctor of
Philosophy in English Language Education at the University of Central Lancashire.

September, 2015

Student Declaration

I declare that while registered as a candidate for the research degree, I have not been a registered candidate or enrolled student for another award of the University or other academic or professional institution.

I declare that no material contained in the thesis has been used in any other submission for an academic award and is solely my own work.

Signature of Candidate  _____

Type of Award: Doctor of Philosophy

School: School of Journalism, Language and Communication

Abstract

This thesis was conducted to examine the adequacy of the skills and preparation of the Nigeria Certificate in Education (NCE) English language teachers as the poor performance of Nigerian students in external English language examinations has become a source of concern to educational stakeholders (Patrick, Sui, Didam & Ojo, 2014). The NCE is the basic qualification for teaching in Nigeria. The concern for the quality of teachers in Nigeria is crucial as the Nigerian government recognized a problem with the training of teachers at the NCE level in 2010 and proposed to abolish the colleges and phase out the NCE (Idoko, 2010). The Context, Input, Process and Product (CIPP) Evaluation model is used as a theoretical framework in the study.

The research questions were: What is the context of the English language programme of the Nigeria Certificate in Education? How does the implementation of the curriculum equip students to develop the four language skills? What are the lecturers and students' perceptions of the implementation of the curriculum and how have the objectives of the curriculum been achieved? In examining these issues, a mixed methods approach was adopted within the framework of the CIPP model, while utilizing a case study.

The study showed the ineffective implementation of the curriculum as a factor for the failure of Nigerian students in external English language examinations. The research established the deficiency of the students in the basic skills of the language. The process and product evaluations noted failures in the procedural design of the curriculum and demonstrated a lack of achievement of the objectives of the curriculum.

The recommendations arising from the research emphasized an immediate review of the admission policy and an extensive involvement of the lecturers in the future reform of the curriculum. Future research is concerned with an investigation of the measures that will curb systemic failures in the colleges.

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Acknowledgements

First, my thanks go to the Creator of Heaven and Earth for a promise made and fulfilled. He has been a key factor in the accomplishment of this feat as it would not have been possible without His mercy and steadfastness.

Second, my supervisors have been wonderful. I wish to thank Dr Michael Thomas for believing in me. That alone was the impetus needed, when the going was rough. He was very devoted and full of ideas. Dr Robert Kasza's humility has been exemplary and he also made significant contributions to the achievement of this thesis. Dr Daniel Waller has been caring, he granted me opportunities to handle his sessions, his ideas and contributions cannot be forgotten and he has been pivotal to my achievement of a teaching certificate (Associate Fellow of the Higher Education Academy).

Third, my parents (Mr. & Mrs. Tigege Tom-Lawyer), who have been very supportive and for their love and care. My father, who at a point in time had to pay my fees due to the financial limitation of my sponsor (my elder sister) at that time. I wish to thank you and remember you laid the foundation for my education by enrolling me at a private school early in life. My mother, who at various times had to deny herself the comforts of life to keep the family together.

Fourth, my elder sister (Mrs. Anita Tom-Lawyer Ogege), you deserve a special recognition in this project as you have been instrumental to the realization of this endeavour. May God bless you abundantly and I pray for the opportunity to reciprocate this love shown to me.

Fifth, my other siblings, who have been very supportive. I appreciate you all. The role played by some of my fellow PhD colleagues (Motilola Akinfemisoye, Areej and Baetty Ibet) is also appreciated.

Finally, there are some members in my church (Apostolic Faith) worldwide, who have played 'silent roles', during the course of this study. Members such as Benjamin Asokhia, Emmanuel Edem, Associate Professor Solomon Makinde, Dr. Bisi Banjo, Tunji Lateef, Victoria Omoluwabi and the Opeifa's. Family. Thank you all for your love and understanding.

Abbreviations

AACTE	American Association of Colleges of Teacher Education
BBC	British Broadcasting Corporation
CIPP	Context, Input, Process and Product
CMS	Christ Missionary Society
COEASU	Colleges of Education Academic Staff Union
CPD	Continuing Professional Development
ELT	English Language Teaching
ESSPIN	Education Sector Support Programme in Nigeria
FGN	Federal Government of Nigeria
IADC	International Association of Drilling Contractors
ICT	Information and Communication Technology
ILO	Intended Learning Outcomes
JAMB	Joint Admissions Matriculation Board
JSS	Junior Secondary School
NCATE	National Council for Accreditation of Teacher Education
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
NCLRC	The National Language Resource Centre
NECO	National Examination Council
NINLAN	National Institute for Nigerian Languages
NMC	National Mathematics Centre
NPC	National Policy on Education
NTEP	National Teacher Education Policy
NUC	National Universities Commission
PESTLE	Political, Economic, Social, Technological, Legal and Environmental

PHCN	Power Holding Corporation of Nigeria
SSS	Senior Secondary School
UBE	Universal Basic Education
UNFPA	United Nations Population Fund
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
VSO	Voluntary Service Overseas
WASC	West African School Certificate
WAEC	West African Examination Council

List of Publications

Tom-Lawyer, O. (2015) Lecturers' perceptions of the implementation of the revised English Language Nigeria Certificate in Education curriculum. *Journal of Education and Practice*, 6 (12), 181-193.

Tom-Lawyer, O. (2014a) An evaluation of the English language curriculum of the Nigeria Certificate in Education: A case study of a College of Education. *Open Journal of Social Sciences*, 2 (7), 69-79.

Tom-Lawyer, O. (2014b) An appraisal of the revised Nigeria Certificate in Education Minimum Standards (English Language curriculum) *European Scientific Journal*, (Special Edition), 165-171.

Chapter 1

Introduction

1.0 Personal Context

This study sets out with the aim of evaluating the implementation of the English language Nigeria Certificate in Education Curriculum Programme using the Context, Input, Process and Product (CIPP) Evaluation model as a framework. The idea of evaluating the English language Curriculum of the Nigeria Certificate in Education (NCE) emerged after the completion of my master's thesis entitled 'An Evaluation of the English Language Junior Secondary School Curriculum', which was submitted in 2006. The results showed that students' performance is not entirely dependent on teachers' qualifications, teaching methods applied and available instructional materials, but on the effective implementation of the curriculum (Tom-Lawyer, 2006). The study became necessary as a result of the poor performance of Nigerian students in external English language examinations. I have taught English language at various levels of the junior and senior secondary in Nigeria and I have become acquainted with the demands of their curricula.

My experience as a teacher in a number of secondary schools laid the foundation for the evaluation of the junior secondary curriculum as I observed that the students struggled to pass English language examinations. The results of the master's thesis concluded that students', parents, teachers and the government had a responsibility towards the success of students in English language (Tom-Lawyer, 2006).

A particular factor that needs consideration as the cause of failure in English is the influence of Pidgin English, which is spoken in the country (Okomoh, 2011). A Pidgin has been defined as 'a system of communication, which has grown among people who do not share a common language, but who want to talk to each other usually for reasons

of trade' (Crystal, 2003, p. 347). Two conditions given for the classification of a language as pidgin are: reduced vocabulary and non-native users of the language (Balogun, 2013). Nevertheless, Nigeria has native speakers of Pidgin. It has also been asserted that Pidgin refers to an inferior version of English language spoken in Nigeria (Ghani, Ataman & Egele, 2012). The language evolved from the interaction between the white traders (later colonial masters) and African traders.

However, it has secured currency and become the lingua franca of Nigerian higher education students (Abdullahi-Idiagbon, n.d). The preference of Pidgin over English language depicts their poor mastery of English language by the students. Furthermore, Ghani et al., (2012, p. 321) also stated that their preference for Pidgin shows their 'debasement and disinterest in acceptable social norms reflected in Standard English'. Hence, the observation that Pidgin, which was once regarded as a derogatory language on Nigerian campuses has become the lingua franca spoken on these campuses by teachers and students (Cosin, Dale, Swift, 1971; cited in Ghani et al, 2012).The reason for the prevalence of the language in Nigeria may be attributed to the number of ethnic groups in the country and also the poor mastery of English language by the Nigerian populace.

Moreover, studies have shown that Pidgin English affects Standard English and the academic performance of students (cited in Oppong-Sekyere, Oppong-Sekyere & Akpalu, 2013; Gogovi, 2001; Yankson, 1991) as students do not engage in speaking English frequently due to their assumption that they are acquainted with the language. Failure in English has impeded the educational advancement of many students as the language is not given adequate attention.

My idea of evaluating the Nigeria Certificate in Education (NCE) curriculum experienced a paradigm shift to the evaluation of the implementation of the curriculum,

as my research interest centred on the implementation of the curriculum. In the same vein, there is a present trend of evaluating the NCE Curriculum in various subjects (Emorievbe, 2013 & Dambatta, 2013). Therefore, this study intends to focus on the English version.

The shift to the competency of teachers sealed my idea of evaluating the implementation of the NCE English language Curriculum as this would lay a solid foundation for the students at the junior secondary level and help research in this field. An evaluation of the English curricular of universities in Nigeria is imperative for the benefit of the students at the senior secondary level (Nta, Oden, Egbe & Ebuta, 2012).

1.1 Background of study

The objectives of this study are to:

- critically analyse current theories of the curriculum development process;
- research the English language curriculum of the NCE;
- appraise the implementation of the NCE English language Curriculum (Pilot study);
- evaluate the implementation of the NCE English language curriculum using the CIPP Evaluation framework;
- undertake an in-depth analysis of key variables in the process of implementing the curriculum through the use of a case study;
- produce an audit document, a checklist for curriculum implementation that will show benchmarks that are necessary for effective implementation.

The Nigeria Certificate in Education is the basic qualification for teaching in Nigeria. It is a sub-degree (certification course) and a professional teacher diploma, which is obtained after three years (full time) at a College of Education (Lassa, 1998). The

graduates of the programme are qualified to teach the first nine years of schooling (six years of primary and three years of junior secondary education).

For twenty years now, there has been public concern about the poor performance of students in external English examinations (Akeredolu-Ale, 2007; Atanda & Jaiyeoba, 2011; Patrick, Sui, Didam & Ojo, 2014). There has been a significant rise in the number of failures recorded at the primary and junior secondary examinations conducted in the country (Faniran & Olatunji, 2011; Patrick, Sui, Didam & Ojo, 2014). Similarly, at the senior secondary and tertiary levels, reports also abound on the recurrent failure of students in English as the situation is becoming worse year on year (Adekola, 2012; Asikhia, 2010; Adegbite, 2005; Ayodele, 2002, Ajayi, 2013). These have been attributed to students' lack of basic knowledge of the language (Aduwa- Ogiegbaen, 2006). See Appendix XIII for West African Examination Council (WAEC) results of Nigerian Students. This continual release of poor results by WAEC has engendered general interest and research into this problem (Asikhia, 2010).

The cause of the poor performance was originally attributed to a range of factors such as economic (Ajayi & Ekundayo, 2010), students' poor writing skills (West African Examination Council, 1999), the government's inattention to education (Patrick, Sui, Didam & Ojo, 2014) and teachers' absenteeism (Ayodele, 1998, Adenuga, 2002, Etsey, 2005) though the emphasis has been on the teaching strategies employed by teachers (Asikhia, 2012; Nta et al., 2012). However, the focus of the research has shifted to the skills and adequacy of the training of English language teachers (Nta et al., 2012; Fakeye, 2012). It is in line with this research argument that this study seeks to bridge the gap by evaluating the NCE English language Curriculum in order to determine the effectiveness of the schooling of the teachers.

The concern for the quality of teachers in Nigeria is crucial as the English language has been identified as the worst taught subject in the country (UNESCO, 2000). The Nigerian government also recognized the problem with the training of teachers at the NCE level in 2010, when it proposed to abolish the colleges and phase out the Nigeria Certificate in Education as the minimum qualification for teaching in primary and junior secondary schools (Idoko, 2010). The proposition was published in November, 2010 before the commencement of this study.

The plan was swiftly opposed by the Colleges of Education Academic Staff Union (COEASU) and viewed as inconsiderate (The Nigerian Voice Online, 2010). The Union expressed anger over the issue (Audu, Lukman & Nyah, 2014) and threatened to mobilise the Nigerian populace against the government; however, a prompt reaction by the Minister of Education, Prof. Ruqayya Rufai, dispelled the fears of the Union, when she stated that the Federal Government had no plans to abolish the colleges (Furtune, 2010). Nevertheless, the controversy over the issue lingered for a period as the Minister of State for Education, Mr. Kenneth Gbagi, insisted that the government would not rescind its decision on the issue.

According to the proposal, the government's intention in 2010 was to establish six federal universities with one of them functioning as a teacher training institution. The Minister of State for Education, Mr. Kenneth Gbagi was quoted as saying that:

We are on the verge of whether [*sic*] we should phase out the colleges of education or upgrade them to degree awarding institutions or convert them to purely technical schools. One of the universities we are going to set up will be to train teachers for the upper echelon of the education. It is no longer fashionable to have this teacher training stuff with the colleges of education. (Idoko, 2010, p.1).

The proposal has not been implemented since the colleges are still graduating students. It is necessary to note that abolishing the colleges may not be the best solution to the problem as most students from the institutions would be left in confusion. Therefore, the need for the adequate training of the teachers and an efficient teacher education programme cannot be over emphasized.

Earlier studies had identified students' achievement as a correlate of the quality of teachers (Darling-Hammond, 2000). This opinion was reaffirmed by Sanders (1998) and Sanders and Rivers (1996, cited in Rice, 2003) that teachers are the main factor that impacts on student achievement. It was also asserted by Darling-Hammond (2003, 2000 & Wilson, Floden & Ferrini-Mundy, 2001) that research reports indicate that well trained and competent teachers have the strongest effect on student learning as inadequate training for teaching will influence the achievement level of students, the effectiveness of teaching (Chong & Ho, 2009).

This is a crucial teacher-related factor that affects students' achievement. This is true of Nigeria as research shows that the learning achievements of Nigeria's primary and secondary students have resulted in concerns about the efficiency and competency of teachers in the promotion of the learning of the students (Umar, 2006). Moreover, according to Christopher (2008; cited in Agbatogun, 2013) the mode of English teaching in Nigerian schools fails to promote communicative competence, which is the 'ability to use language correctly and appropriately to achieve communication goals' (NCLRC, 2003, p. 2) in the language skills of the students.

It is pertinent to note that the focus on the competency of teachers is not restricted to secondary schools. This resulted in the introduction of a course 'Use of English or General Studies' into the curricular of tertiary institutions in Nigeria (University of Nigeria, 1966, and University of Ife, 1968), in order to remedy the deficiencies of

secondary English syllabuses (Akintola 1992; Ayodele, 1998; cited in Anyandiegwu, 2012). Relatedly, Anyandiegwu (2012) also identified the poor performance of University students in the 'Use of English' course and proposed that teachers should improve themselves for the achievement of better results.

Similarly, Adeyemi and Adeyemi (2014, p. 98) have pointed out that 'the quality output of primary and secondary school certificate holders depends to a large extent on the quality of trained teachers from colleges of education'. This point was argued by Ngada (2007, cited in Abiola, 2013) when he asserted that the availability of professional, skilled and committed teachers are determinants of the positive or negative outcome of any school project. Research has also evidenced that the inadequate preparation and training of English language teachers in the country is a factor associated with the low achievement of students in external English language examinations (Osunde & Aduwa-Ogiegbaen, 2005).

In addition, this view was corroborated by Ajeyalemi (2002, cited in Ajeyalemi 2005, p. 2), who commenting on problems confronting secondary schools in Nigeria, asserted that 'the teacher factor has been identified as the most crucial and indirectly, the teacher education programmes have been indicted'. This confirms the opinion of scholars (Okeke, 2001; Falayajo, 2004; Ajayi, 2007; cited in Asiyai, 2013) who have noted the inadequacy of teacher education programmes. Besides, the low performance of Colleges of Education students has been a source of concern (Akinbote, 2000; Adeyemi & Adeyemi, 2014; cited in Olayiwola & Alimi, 2015).

Again, Ekpo (2010, cited in Udosen, 2013) has attributed the ineffectiveness of teachers at acquiring pertinent skills (e.g., critical thinking and problem solving, communication, collaboration, creativity and innovation, information, media and technology skills, and life and career skills, AACTE, 2010) for the 21st century classroom to the inadequate

preparation by teacher education programmes and to buttress this fact, studies have shown that Nigeria Certificate in Education graduates speak non-standard English, which is characteristic of non-phonetic distinction, accentuation of all syllables, unnecessary pausing and continuous use of the falling tone (Udofot, 2004; cited in Brownson, 2012).

Research also shows that the reputation of the school attended by a teacher has a constructive influence on the achievement of students, especially at the secondary stage (Rice, 2003). Therefore, 'effective teacher education' is a pre-requisite of 'teacher quantity and quality in teaching' (Louden, Rohl et al., 2005a, cited in Invarson & Rowe, 2007, p. 5) as teachers are a key factor to the realization of 'high standards' emphasized in schools (Arageyen, 2011). This point was corroborated by Fafunwa (in Akinyemi 1972, cited in Ololube 2006, p. 4) when he maintained that 'effective teacher education programmes are a necessary pre-requisite for a reliant educational system'. This will lend credence to the axiom that the quality of education cannot surpass the teachers' quality in any country (Barber & Mourshed, 2007).

Similarly, Nta et al. (2012) asserted that the collaboration between the National Teachers' Institute and the British Council has identified that effective teaching by the teachers will improve students' performance in the English language. It was also noted by Fakeye (2012, p.2) that 'effective teaching could be measured by the level of teachers' subject matter competence'. However, Marzano (2003, cited in Mincu, 2013, p. 5) 'suggests that teacher subject-matter knowledge was related to student achievement only up to a certain point'. This may also be due to contextual factors such as non-provision of infrastructure and high student-teacher ratio.

Additionally, Villaume and Brabham (2003; cited in Nta et al., 2012) assert that the main factor in the positive achievement of students is the competence of the teachers

and not their methods of teaching. This point was succinctly summed up by Mkumbo (2012, p. 223) when she pointed out that ‘in particular, there have been few studies that have focussed on the quality and commitment of teachers as factors toward the effective and ultimately successful academic achievement’. Consequently, the current study examines this in detail.

Furthermore, Adeyemi and Adeyemi (2014) have noted that low academic attainment in English language has persisted in tertiary schools. A credit pass in English language is a necessity for admission into Nigerian universities. It has been pointed out that there is deficiency in the English language performance of university students and graduates (Adesanoye, 1994; cited in Aina & Olanipekun, 2013). Simultaneously, low English proficiency has been observed in the country and attributed to the low achievements of secondary and university students (Aina & Olanipekun, 2013) and it has been categorically stated that entrants into universities and Colleges of Education in the country are deficient in English language usage (Anyadiegwu, 2012).

Moreover, there have been reports of the lack of interest in recruiting teachers in training as a result of the low status accorded the teaching profession in Nigeria (Osunde & Izevbiegbe, 2006) as the profession, which was once held in high esteem has lost its attraction. This is evident in the low number of candidates who apply to read education (Awanbor, 1996; cited in Osunde & Izevbiegbe, 2006). It is pertinent to note that the neglect of teacher trainers in the country may not be unconnected with the low status accorded the teaching profession

In the same vein, research shows that the attrition rate of teachers (mainly secondary) has been attributed to the low status accorded the teaching profession by the public (Omoriegbe, 1994; cited in Osunde & Izevbiegbe, 2006). This chimes with the finding that the adequate preparation of teachers reduces the attrition rate in the profession

(NCATE, 2006). Therefore, the problems associated with the training and recruitment of teachers have been linked to the status of the teaching profession (Osunde & Izevbiegbe, 2006). It has also been argued that low status of the teaching profession is responsible for the non-recruitment of competent candidates into the profession (Osunde & Omoruyi, 2005).

This fact was acknowledged by United Nations Educational, Scientific and Cultural Organization (UNESCO) (1996, p. 30), when it stated that ‘the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of (educational aims and objectives)’. Hence, the adequate preparation of English language teachers at the college of education level is a determinant of the status of the profession.

Finally, Kperogi (2013), in decrying the low quality of pre-NCE teachers, advocated a return of Nigeria’s teacher training colleges. This recommendation as commendable as it may seem, is probably not the best solution to the problem. Rather, the effective implementation of the English Language NCE Curriculum will to a large extent remediate the problem. Therefore, the adequate preparation of the teachers cannot be compromised.

A curriculum is one aspect in the educational system that cannot be overemphasised. The word ‘curriculum’ has been defined from various perspectives (Phenix, 1962; Gattawa, 1990; Okebukola, 1998). It has been viewed as the contents of disciplines (Phenix, 1962) and as learning experience (Gattawa, 1990). In the opinion of Okebukola (1998, p.1), ‘the curriculum is the traditional platform for translating the expectations of the society into knowledge, attitudes and skills that are expected to be developed or acquired by learners in formal and non- formal settings within the school system’. In

other words, the acquisition of knowledge, skills and attitude is paramount in any educational setting.

In addition, he noted that the curriculum (in Nigeria) ‘was overloaded with theories’ and irrelevant to the future needs of students (Okebukola, 2013, p.1). This view was corroborated by Uma, Obidike and Ogwuru (2013, p. 332) when they mentioned that ‘the prevailing pattern of education after independence was criticized on the grounds of irrelevant curriculum’. The necessity for relevance of a curriculum to the needs of students and values of a society cannot be over-emphasized as they form the basis of a curriculum.

The teacher who wants to implement a curriculum must possess the requisite competence to do so. As noted by Imogie (1998, p.105), the teacher must be competent in a number of areas, when planning and implementing the curriculum such as ‘a knowledge of behavioural sciences, showing understanding of the contents of the subject matter, of the use of educational materials; selecting the appropriate instructional materials and a demonstration of the skill of formative and terminal evaluation’. However, Hargreaves (1994) has argued that the curriculum is not simply delivered by teachers but that their thoughts, beliefs and deeds sharpen the learning received by young people. Therefore, the manner of the implementation of the curriculum impacts on the learning received by students. If this is the case, it will be necessary to investigate how the NCE Curriculum is implemented in the Colleges of Education using the Context, Input, Process and Product (CIPP) evaluation framework.

There are 83 Colleges of Education in Nigeria; 22 federal, 46 state (the state colleges are more because Nigeria has 36 states; with each state possessing at least one college) and 14 private colleges (NCCE, 2009) See Appendix XII. The entire NCE programme has the following faculties: Faculty of Arts and Social Sciences, Faculty of General

Education, Faculty of Languages, Faculty of Sciences, and Faculty of Vocational and Technical Education. The English language curriculum is a subject category of the Faculty of Languages.

The curriculum stipulates its philosophy, objectives, general admission requirements, facilities, personnel and the methodology that guide its implementation. The objectives of the English language curriculum are to help students in language skills development, enable them to be competent users of the language, develop the ability for the acquisition of critical skills, become efficient primary and secondary school teachers and to prepare them for further studies in English (Minimum Standards for Nigeria Certificate in Education, 2008).

The curriculum has attracted a number of criticisms such as a constant call for its reform (Slavin, 1987; Evans 1992; cited in Ajayi & Emoruwa, 2012), the need for an upward review of the entry qualifications of entrants into the colleges (Adesina, 1977; Akinbote, 2000; cited in Akinbote, 2007) and the relatedness of the curriculum contents to the needs of the lower levels of education (Education Sector Analysis, 2002, 2008; Ajelayemi, 2005; Okebukola 2005; Teacher Education Policy, 2007; Education Sector Support Programme in Nigeria (ESSPIN, Input Visit Report; cited in Adeosun, 2011). Some of these reforms were not given immediate attention by the government. However, the new curriculum launched has addressed some of the issues.

An important framework for the evaluation of programmes is the Context, Input, Process and Product (CIPP) evaluation model. The model is an established instrument for the evaluation of a curriculum. The rationale for using the model is that it has been successfully applied to a number of educational projects (Zhang, Griffith, et al., 2009; Zhang, Zellar et al., 2008; cited in Zhang, Zellar et al., 2011, Olasoji, 2014; Nakpodia, 2011) and it has the components for the evaluation of a programme.

An audit document (checklist for curriculum implementation) will be produced to consolidate the implementation and encourage educational policies that will enhance the implementation (see Appendix XV).

1.2 Purpose of the Study

As set out in section 1.1 the focus on the adequacy of the preparation of English language teachers has necessitated the evaluation of the implementation of the English language curriculum of teacher trainees. The study examined the objectives and contents of the curriculum, determined the extent of its implementation, with the employment of available strategies as well as assess the adequacy of facilities, personnel, teaching methods and materials.

1.3 The Originality of the Study

The element of originality of this thesis lies in the research process as the CIPP model, which is an established model has been applied to a new research topic- the evaluation of the implementation of the English language NCE Curriculum. The application of the CIPP model to the afore-mentioned topic is new in the Nigerian context and the project is unique in adopting this approach to deduce the reason for the poor performance of students in English Language. A previous study on the evaluation of curriculum incorporated a naturalistic enquiry method (Emarievbe, 2013). Other subjects of the NCE Curriculum have also been evaluated (Dambatta, 2013 & Ubah & Shuaibu, 2014).

1.4 Significance of the Study

This project, which multi-disciplinary will have an impact on Nigerian students, the faculty, the teaching profession and the NCCE (National Commission for Colleges of Education). The poor performance of Nigerian students in external English examinations has continued to be a source of worry to parents, educational stakeholders

and the government. In order to remedy the situation, the focus has shifted from the teaching strategies employed by teachers to the skills and adequacy of the preparation of the teachers (Nta et al., 2012; Fakeye, 2012). This study, as a timely (the problem is still lingering) intervention bridges this gap (determining the adequacy of the preparation of the NCE English language teachers) by evaluating the implementation of the English language curriculum of the NCE, using the CIPP evaluation model as a framework.

The study is significant in the sense that it will contribute to research on the teaching profession. Most youths in the country do not want to be teachers as the working conditions are unattractive (Akinbote, 2007). Others use the teaching profession as stepping stones to more lucrative professions; therefore, the findings of the study will inform on the enhancement of the profession in the country.

It may also contribute to the production of a future comprehensive curriculum review document for initial teacher training as the contents of the curriculum will be discussed by teachers in the field, who are engaged in its implementation. The study will take into consideration the views of the lecturers on the contents of the curriculum.

Furthermore, it is significant in that it may offer insight to policy makers and stakeholders on the way forward for the colleges as the government had proposed to phase out the certificate and abolish the colleges. The study is a comprehensive study on the colleges, with particular reference to the English language curriculum, hence its importance.

Moreover, the lecturers will be informed of their effectiveness of the implementation of the curriculum and proposals on better implementation of the document. The production of a checklist for its implementation will equip the lecturers about the mind-set to adopt when implementing the curriculum (See Appendix XV).

Finally, it is hoped that the National Commission for Colleges of Education will raise awareness from the study on the effectiveness of the implementation of the curriculum. Other African countries may also benefit from its proposals.

1.5 Research Questions

This study aims to answer the following research questions:

- What modes of teaching do lecturers use in the classrooms?
- What is the state of available resources in the implementation of the curriculum?
- What is the role of students' attitudes to learning in the implementation of the curriculum?
- How does the implementation of the curriculum equip students to develop the four language skills?
- What are the lecturers' perceptions of the implementation of the curriculum?

1.6 An Overview of the Thesis

This thesis, which evaluates the implementation of the English language Nigeria Certificate in Education is a comprehensive study on the Colleges of Education in Nigeria.

Chapter Two examines the theoretical dimensions of the research by examining broader themes such as curriculum evaluation, curriculum implementation, a synopsis of curriculum implementation, teacher quality and teacher preparation. These themes have been discussed to show the necessity of their effectiveness in the colleges. The chapter also considers the 2008 Edition of the English language Nigeria Certificate in Education Curriculum as it is pertinent to note that during the course of the study, the National Commission for Colleges of Education launched a curriculum review.

Chapter Three, which is the practical approach of the literature review, considers specific themes in relation to the colleges. Themes such as teacher education, the establishment of NCCE, an assessment of teaching methods in the colleges, curriculum audit and the revised English Language Nigeria Certificate in Education Curriculum Minimum Standards. The themes show the deficiencies inherent in the colleges, while pointing out the necessity for the effective implementation of the curriculum.

Chapter Four explains the methodology, which is a mixed method design within the framework of the CIPP evaluation model, while using a case study. It shows that multipurpose and purposive sampling methods were used to draw the sample. The chapter also introduced the modified research questions and the audit trail of the research.

Chapter Five entails the analysis of the data for three research questions. The data on the context, input and process evaluations were analysed. The contexts of the programme in the three schools, the input evaluation, showing the course contents, methodology, instructional materials, assessment and the perspectives of the students on the implementation of the curriculum were identified.

Chapter Six analyses the second part of the data, with particular emphasis on the views of the lecturers on the implementation of the curriculum and the fifth research question, which investigated the achievements of the programme. The study showed that the students were not efficient teachers and non-competent users of the language.

Chapter Seven discusses the analysis of the data and argues for/ against the findings. It discusses the findings and identifies the factors that inhibit the effective implementation of the curriculum. Factors such as students' abilities, students' entry knowledge and funding were identified.

Chapter Eight assesses the evaluation of the implementation of the curriculum. It strings all the components discussed and gives recommendations for the effective implementation of the curriculum. A checklist for the implementation of the curriculum has also been produced.

Chapter 2

Literature Review-Theoretical Approach

2.0 Introduction

This chapter consists of a literature review of subjects that are relevant to this study. It also provides insights into the works of other writers on the themes of this research. It commences with the concept of the curriculum, examining the different schools of thought associated with it. The curriculum theory, which is the basis of curriculum studies, is also investigated and a critical analysis of the theory of constructive alignment is discussed, with the recommendation that it is appropriate for Colleges of Education. English standards in Nigerian schools and curriculum evaluation, which is the central focus of this study, are considered. Other themes dealt with are curriculum implementation, a synopsis of curriculum implementation, teacher quality and teacher preparation, which are crucial to the achievement of the purpose of this study. The English language curriculum of the Nigeria Certificate in Education, attitude to learning, quality assurance in Colleges of Education, Continuing Professional Development of teachers (CPD) in Nigeria and home factors and academic achievement have also been examined.

2.1 The Concept of the Curriculum

It is not easy to define the word 'curriculum' (Marsh & Willis, 2003) as it has been defined in various ways by different academics and these definitions are a reflection of the perspectives from which the word is viewed by the scholars. These definitions do not agree, when it comes to the meaning of the term (Urevbu, 1985). The oldest meaning of the word is a programme of study to be taken (Taylor & Richard, 1979), nevertheless, this definition has a narrow view. Some more modern definitions of the word are:

A programme of knowledge undertaken by a learner under the guidance of the school (Tanner & Tanner, 1995).

All the activities of children designed by the school (Gattawa, 1990).

It is ‘a programme of activities (by teachers and pupils) designed so that pupils will attain as far as possible certain educational and other schooling ends or objectives’ (Grundy, 1987, p.11).¹

The aforementioned definitions can be broadly characterized into two categories: The curriculum viewed as a body of knowledge undertaken by learners or as learning experiences pupils must undergo. The curriculum as a body of knowledge is associated with the idea of the curriculum as subjects to be learnt, while as learning experiences, it entails the learning activities students must undertake to master the contents. These two categories agree with the view of Bilbao (2008), who viewed the curriculum from the traditional and progressive points of view. From the traditional point of view, it is seen as contents of subjects that are prepared by teachers for students, while according to the progressive point of view, it is explained as the learning experiences of pupils.

However, Stenhouse (1975) has a different opinion: according to him ‘we appear to be confronted by two different views of the curriculum. On the one hand, the curriculum is seen as an intention, plan or prescription ... On the other hand, it is seen as the existing state of affairs in schools’ (Cited in Neary, 2002, p. 34). The following definitions of curriculum seem to fit into Stenhouse’s opinion. Teachers’ conceived opportunities for pupils (Nicholls & Nicholls, 1978); the school’s plan and control of learning held in or outside the school that could be in groups or individually (Kerr, 1968).

¹ It is worthy to note that the Americans use the terms ‘curriculum’ and ‘syllabus’ synonymously, while the British make a distinction between the two. ‘A curriculum is the programme of activities of an educational institution or system ...In a more restricted sense; it refers to the course of study or content in a particular subject such as mathematics curriculum or English curriculum. It is therefore used as a synonym of what in British universities and schools is sometimes referred to as the syllabus for a given subject or course of studies’ (Stern 1983, p.434, cited in Xiatang, n.d, p.1).

A closer examination of the definitions given would reveal the following elements of a curriculum: these are the curriculum as a body of knowledge, which is content, as learning experiences, this entails the methods, by which the content is delivered and the curriculum as an intention or plan which entails objectives. A fourth element would be evaluation, which is very necessary for the curriculum process (Bradford VTS, n.d).

A further view of the definition of the curriculum is as prescriptive or descriptive (Ellis, 2004). Curriculum definitions that are prescriptive are concerned with the proposed plan of study that should take place. Some prescriptive definitions view it as the proposed learning activities that are guided by the school for the attainment of the goals of education (Tyler, 1957) and as the total activities, both guided and unguided that entail revealing the capabilities of an individual (Bobbit, 1918).

On the other hand, descriptive curriculum definitions are concerned with the proposed plan and real events in classes (Ellis, 2004). Some definitions are: the total experiences of the students as guided by the teachers (Casewell & Campbell, 1935). The basis of the 21st century expertise should be an emphasis on the application of knowledge by students and not the possession of knowledge units (Silva, 2009). In other words, for the 21st century, priority should be placed on the application of knowledge. An all-encompassing definition will also include the descriptive and prescriptive characteristics of a curriculum.

The American Education Research Association (AERA) has given a modern acceptable definition as: ‘a set of experiences that form human beings into learned persons’ (Jackson, 1992, p.5). This definition covers all aspects of learning. The earlier mentioned elements can be identified in the definition too. The set of experiences must have been planned, which would entail the objectives comprising the content and method of delivery, then evaluation, which qualifies the students as learned persons. Although, it is

necessary to distinguish between content and learning experiences (Lunenburg, 2011), the definition also agrees with the opinion of Kliebard (1977) that a curriculum should involve the work of the people associated with curriculum studies. However, Beauchamp (1975) has remarked that the word 'experience' be removed from the literature on curriculum, particularly with reference to definitions. This is necessary as the notion of experience cannot be planned but rather an environment can be created for it by the curriculum planner so that there can be better clarification and facilitation of communication among the workers of curriculum.

It is pertinent to note that the definition of the word 'curriculum' cannot be satisfactory as Stenhouse (1975), asserted that curriculum definitions will not give solutions to problems associated with the curriculum but will suggest the position from which it is viewed. For the purpose of this study, an operational definition that embodies all the earlier mentioned features will be given.

A curriculum is a plan, which is to be undertaken by students in schools, under the leadership of teachers, through learning experiences, and is evaluated, for the attainment of educational goals. This definition identifies the prescriptive and descriptive characteristics as well as the elements of a curriculum, which are the curriculum as a body of knowledge, learning experiences, plan and evaluation. The curriculum must have been planned, to be implemented by teachers, for the achievement of educational goals.

It is worth mentioning the curriculum perspectives as they serve as a compass for the development of further theories on the curriculum. There are a number of curriculum perspectives, which are theories of knowledge. Four curriculum perspectives are the rationalist views, the empiricist views, pragmatist views and existentialist views. These

theories of knowledge are the foundational principles of curriculum study. The various movements and their principles as given by Kelly (2004) are as follows:

- i. Rationalist views: the rationalists view the intellect as being superior to other faculties. Various versions of the rationalist views were offered by Plato, Descartes, Kant and Hegel. They advocate that the mind is the source of true knowledge and that it is independent of information from the senses.
- ii. Empiricist views: John Locke was the founder of this movement. The movement opposed the rationalist views. They believe that knowledge and ideas come through the senses. The mind of a new child is seen as *tabula rasa*, meaning a clean sheet.
- iii. Pragmatist views: an advocate of this movement was John Dewey. They view knowledge as being hypothetical and therefore it is subject to continuous change. This view believes that children should have experience. The consideration here is the ‘interest, needs and experiences’ of the child (Kristonis, 2009, pp.7-8).
- iv. Existentialist views: Soren Kierkegaard (1813-1855) is renowned for being the foremost existentialist philosopher. The group opposes the rationalist views. Their point of emphasis is individual responsibility; its implication for curriculum development is that the philosophy of existentialism can be embedded in design and planning of a curriculum.

Table 2.1 below gives a summary of the four perspectives.

Table 2.1 The Four Curriculum Perspectives

Perspectives	Learner	Teacher	Method	Curriculum
Rationalist	Recipient of information	Source of ideas, facts and information	Drilling, Lecturing, Subject-based	Subject matter of symbol and idea
Empiricist	Recipient of information	Demonstrator of process	Lecturing Teacher-centred	Subject matter of the physical world
Pragmatist	Experiences knowledge	Researcher, project director	Inquiry participatory Problem solving	Problem solving Hypothetical Subject to change Problem Projects
Existentialist	Ultimate chooser, search for personal identity	Facilitator of choices	Inquiry Discovery	Subject matter of choices. Not rigid

Figure 1: Adapted from Beach, D. M., and Reinhartz, J. (1989, p.106).

The dispute between the rationalists and the empiricists is related to the superiority of the senses. The pragmatists' approach is practical, while the existentialists' approach tends towards the human side. Whatever the point of argument, a basic fact is that these theories of knowledge have philosophical underpinnings.

In the view of this researcher, the pragmatist view will be seen as the most appropriate as knowledge is experienced by the learner and it leads to the acquisition of problem solving skills. By implication, the learner is able to apply the knowledge imparted and this is the whole essence of learning. The curriculum of the pragmatist, which is learner-centred, is dynamic and related to the learner's experiences (Brennen, 2001). The educational philosophy underlying the revised Nigeria Certificate in Education Minimum Standards (2012 edition) is pragmatism. This curriculum if effectively implemented will enhance the preparation of teacher candidates.

Three legal ways of using the term 'curriculum' as identified by Beauchamp (1975) are: as a document for the education of children, as a system that entails its implementation in schools and as a discipline that students enrol in schools to learn. In whatever way the concept is used, a significant fact is that scholars will continue to approach the word from different angles.

2.2 Curriculum Theory

The basis of the curriculum is the curriculum theory. In the present day, there is much confusion as to the existence of a curriculum theory. Various scholars have asserted different opinions, on its existence. Educators have always assumed there is a curriculum theory. In the view of Morris and Hamm (1976), a curriculum theory does not exist but rather a large range of curriculum theories and no one is superior to others.

It may not be possible to provide concrete evidence as to what a curriculum theory is, when it is discussed (Urevbu, 1985). Nevertheless, Taylor and Richard (1979) have asserted that the interest of curriculum theory is prescriptive, descriptive and explanatory. In other words, a curriculum theory is the basis for curriculum plans, elucidation for usage and reform guidance. (Glatthorn 2005). Therefore, what is a curriculum theory?

A number of scholars have attempted to answer this question. A short answer was proffered by Pinar (2004, p. 2) that 'curriculum theory is the interdisciplinary study of educational experience'. The rationale for defining curriculum theory as interdisciplinary was argued for by Beauchamp (1975). He contends that since the development of theories involves procedures and regulations, adopting and altering amongst the models in different fields, theories are interdisciplinary-characterized by the participation of two or more fields.

A curriculum theory is a group of educational concepts that are related and systematically explains and illuminates curricula development (Glatthorn, 2005). Likewise, Beauchamp (1981, p. 60) states that 'it is a set of related statements that gives meaning to a school's curriculum by pointing up the relationships among its elements and by directing its development to its use and its evaluation'. These definitions reveal the fact that a curriculum theory is necessary for the explication of curriculum phenomena. A theory can be developed after a compromise has been reached and every theory has underlying conventions (Morris & Hamm, 1976). However, the study of curriculum theory is in its formative stage.

Curriculum theories have been classified using different parameters (Glatthorn, 2005). Some have been classified according to development and complexity. Soft curricularists and hard curricularists have been identified. Soft curricularists draw from 'soft' disciplines such as religion, philosophy and literary criticism, while hard curricularists base their position on empirical data (McNeil, 1985, cited in Glatthorn, 2005, p. 77). A classification was proposed by Pinar (1978) in which curriculum theorists were classified as traditionalists, conceptual empiricists or reconceptualists. Traditionalists are concerned with imparting 'cultural heritage', while maintaining 'the existing society' (p.77). Conceptual empiricists base their method on the 'physical sciences' (p.77), while trying to draw generalizations that will enable educators to predict happenings in schools. The reconceptualists such as Robert Gagne 'emphasize subjectivity, existential experience and the art of interpretation to reveal class conflict and unequal power sharing'. Eisner and Vallance (1974, cited in Glatthorn, 2005) propounded five notions of the curriculum.

- A 'cognitive- process' approach: this deals with intellect rather than content;

- Curriculum as technology: the function of the curriculum is to find a means of ‘accomplishing pre-determined ends’;
- Self-actualization: the curriculum aids personal development;
- Social reconstruction relevance: the needs of the society are given priority over individual needs;
- Academic rationalism: ‘emphasizes the importance of the standard disciplines in helping the young to participate in the western cultural tradition’. (p.77).

These classifications failed to group curriculum theories according to ‘primary orientation’². Maccia investigated four types of curriculum theory: formal, valuational, event and praxiological. This characterization helps us to see the different dimensions of curriculum theory.³The four types of curriculum theory in detail are:

- Formal curriculum theory: is based on the organization of the content of the curriculum;
- Valuational instructional theory: focuses on the value of the instructional content to be presented;
- Events curriculum theory: sorts and describes curriculum theory and relates them;
- Praxiological curriculum theory: is assumption about the right channel for attaining the objectives of the curriculum.

Four ways of approaching curriculum theory and practice are:

- Curriculum as a body of knowledge/product: this approach directs attention to teaching. It has its roots in the work of Tyler (1949) and Bobbit (1918; 1928, cited in Smith, 2000). The curriculum is approached as outcomes

² Glattorn, A. (2005) Curriculum Theory. www.Sagepub.com. Accessed 3/12/12

³ Elizabeth Steiner Maccia (1965) cited in Beauchamp, G (1975) Curriculum Theory. USA: The Kagg Press.

that must be achieved by students. These outcomes would lead to a permanent change in behaviour. Knowledge is viewed as being similar to a manufactured product. It emphasises objectives and its achievement.

- Curriculum as a process: this approach views curriculum as being abstract as emphasis is on 'the interaction of teachers, students and knowledge'. It is seen as the actual practice in the classroom (Smith, 2000).
- Curriculum as praxis: focus is on the attention given to the ways individuals or groups create understanding as well as meaning.
- Curriculum as content: the curriculum is seen as an outline of knowledge that learners need to know. It was observed by Smith (2000) that the curriculum is still regarded as the equivalent of a syllabus which entails the transmission of its contents and that it accounts for the reason; so many primary school teachers are ignorant of curriculum issues. Curriculum as content is tantamount to subjects or disciplines that students must learn to achieve a particular certificate.

In the view of this researcher, the curriculum as a process model will be adapted for this study as there must be an interaction of teachers, learners, and knowledge for curriculum implementation to take place.

2.3 English Standards in Schools

The teaching and learning of English may be the greatest endeavour in the world, when considered in terms of the population of the students and teachers, the hours expended and the geographical dispersion (Commonwealth Conference 1961, cited in Ogunsiji, 2012). English language is a major language that cuts across all levels of education in Nigeria. It is the first official language and its significance cannot be over emphasized as the transition from one level of education to the other demands a possession of the

knowledge of the language. Moreover, the poor mastery of English language will affect performance in other subjects (Osunde & Aduwa-Ogiegbaen, 2005).

The origin of English in Nigeria is traceable to colonialism in the mid-nineteenth century (Omodiaogbe, 1992). Its use as a medium of education is the consequence of the 1882 Education Code. The language was taught at the first elementary school established by the Church Missionary Society (CMS) in Badagry (Tomori, 1981, cited in Alobo, 2010). It possesses the status of being the language of commerce, the judiciary, education, government, medium of instruction and a lingua franca 'by default' (Obadare, 2011, p.10). It is the foundation of the schooling system in Nigeria (Jegede 1990, cited in Obadare, 2011).

According to Obadare (2011) English is used for the following purposes in Nigeria:

- i. A stepping stone for the acquisition of higher education in Nigeria (Jegede, 1990).
- ii. An intermediary in Nigeria's multilingual setting
- iii. A passport for educational attainment and employment (Adegbija, 1994).

At the primary level, Akere (1995) noted that students are deficient in the possession of the four language skills. The same situation exists at the secondary level as Mohammed (1995) asserts that most entrants into the secondary schools have little or lack the knowledge of the language. The teaching and learning of English is plagued with many challenges at the secondary level (Kolawole, 1998). An evidence of the challenges confronting the teaching of the language in Nigeria is the rate of failure in external English examinations, which is high as well as the students' inability to communicate effectively in the language (Ajibola, 2010).

For years, there has been a drop in the performance of students in the language and this has been of concern to both public and private bodies. This was corroborated by the remark of Obanya (1982), who commenting on the performance of students in the

language declares that despite the fact that emphasis has been placed on English, publicly and officially, schools do not seem to be turning out enough students, who possess competence in the language. In addition, students have not been performing satisfactorily in external exams and their communication in the language is below the standard that will be considered sound by other users of the language. The failure to address this issues is an evidence of the government's inattention to educational issues (Patrick, Sui, Didan & Ojo, 2014).

It has been noted by Akeredolu- Ala (2007), that since 1980, the decline in the standard of English has been observed among Nigerians generally; and particularly students. This corroborates the point of Akere (1993, cited in Awonusi 2004; Obadare 2011, p. 15) that 'there is evidence everywhere that the standard of English expression is very poor and students lack the proper knowledge of the communicative tasks at the various levels of education'. Research has shown that academics such as Mvungi (1982) and Osbiston (1980; cited in Wilson, 2012) have contended that a corollary of the lack of mastery of English would be underachievement in academic subjects.

It has been pointed out by Babatunde (2012) that the deficiency of Nigerian students in English language is a reflection of the high failure rate of students in West African Examination Council, Nigeria Examination Council Senior Secondary School (WAEC/NECO) examination in English. This also inadvertently affects the achievement rate of students in other subjects, where English is used as a medium of instruction. He further asserts that the teaching and learning of the language is deficient because it has not been able to satisfy the communicative and developmental needs of Nigerian students. Similarly, there has been continual failure of students in WAEC/NECO English language results in the last twenty years (Patrick, Sui, Didam & Ojo, 2014).

Research reveals that there are varieties of English used in secondary educational settings in Nigeria as the variety recommended by the curriculum does not correspond with the one believed to be taught by teachers and used by learners (Babatunde, 2012). He further posited that English teachers seem to lack competence in British Standard English as they cannot impact on the learners. The belief that they teach British Standard English is a case of ‘self-deception’ (Babatunde, 2002; cited in Babatunde, 2012, p. 62).

Apart from the competence of English Language teachers which this study highlights, other factors associated with the teachers of the language are the insufficient number of English language teachers in the senior secondary school, the low incentives in terms of training and professional and intellectual development of the teachers (Babatunde, 2012). In addition, Olorunfemi (2010; Olaofe, 2004 & Alaku, 2000; cited in Abiola, 2013) have credited among other things, poor achievement in English language to the attitude of teachers, their teaching mode, classroom administration, certification and motivation.

The problems associated with the teaching of the language are worsening and claims such as English language teachers are not acquainted with the curriculum is an indication that inadequate attention is not given to the teaching/learning of the language in the country (Babatunde, 2012). The problem is not limited to secondary schools as Adejare (1995, p. 173) states that ‘university entrants are so linguistically defective that many would not have acquired secondary certificate in English two decades ago. But they come in good grades and no thanks to JAMB [Joint Admissions Matriculation Board]; they are literally foisted in the university’.

The attitudes and deficiencies of Colleges of Education students to the use of English were noted by Obadare (2011):

- The flaws of the students are very obvious in their usage of the language;

- The students' preference for the use of their dialects instead of English as a result of their inadequacies in the language;
- The possession of certificates that show 'good' scores in English, (due to emphasis on paper qualification) without competence in the language;
- Student teachers make grammatical blunders during teaching practice, while standing out to teach pupils;
- The attitudes of the students show a poor reading culture (as a result of their poor background) and their incompetency in the language which initiates their preference for the use of their dialects instead of English.

The aforementioned attitudes and deficiencies depict the quality of English language teachers at the NCE level in the country. Failure in education has been associated with linguistic failure (Baldeh, 1990). Proficiency in English is required for a person to be regarded as an educated Nigerian for Banjo (1989, p. 3) states that 'an educated man is one who has had at least a secondary education and any Nigerian, who speaks no English cannot be regarded as being educated'. English language teaching and learning quality in schools has engendered a decline in English standard in the country.

Finally, the learning of English language at the tertiary level in Nigeria has been described as 'desperate' (Omodiaogbe, 1992) as research has evidenced that the credit pass secured by Nigerian students at the school certificate level does not measure their competence in the language (Adekunle, 1979; cited in Omodiaogbe, 1992). In addition, the students are deficient in the rudimentary knowledge of the language. It is pertinent to note that 'Use of English' programme was introduced into the curricular of Nigerian tertiary institutions in order to upgrade the standard of the language among the students (Adewunmi, 2012).

2.4 Critical Analysis of the Constructive Alignment Model

According to Spady (1993, cited in Davis, 2003, p. 227), ‘an outcome is a culminating demonstration of learning’. In other words, it depicts the display of the ability of students after undergoing a course. However, Denver (1995) asserts that the terms ‘outcomes’, ‘standards’, and ‘goals’ are used alternately and that this results in the misapplication of the terms. He stated further that the terms are used to refer to content outcomes, school performance standards, student performance outcome and various kinds of results. In this study, ‘outcome’ will be used to refer to what he calls ‘content outcomes’, which is a description of the demonstration of the ability of a student in a specific subject.⁴

The Outcome-based approach is the organisation and focus of an educational system into ‘what is essential for all learners to be able to do successfully at the end of their learning experiences’ (Spady 1994, cited in Plebbis, 2005, p. 22).⁵ The point of emphasis in outcome-based approach is the learning outcomes. The aim of outcome-based research is to cope with the demands of policymakers and educational practitioners (Kennedy, 2009).

Constructive alignment is one model for implementing the Outcomes-Based approach to learning. Other models are Integrated Outcomes for Broad Learning and Academic Programme Model.⁶ Constructive alignment was coined by Biggs (Biggs, 1996). He

⁴ According to Denver (1995, p.1), ‘content outcomes describes what students should know and be able to do in particular subject areas, student performance outcome describes the level that students must demonstrate such skills, while school performance standards define the quality of education schools must provide in order for students to meet content/and or performance outcomes’.

⁵ Outcome based education is an educational approach in which curriculum decisions are tailored by outgoing learning outcomes that students demonstrate at the end of a course (Davis, 2003).

⁶ a. Integrated Outcomes for Broad Learning is an approach that was developed in the 1990s in Australia. It aims at stating learning outcomes required for entry into professions and jobs. This can be done by specifying the level of entry and occupational expertise needed for entry into such occupations. According to Kennedy (2009, p. 1) ‘the dangers of a narrowly defined approach to the specification of competencies, especially in relation to the education of professionals such as teachers was pointed out by

also generated the framework and it is a general means for the improvement of the quality of education (Biggs 2007, cited in Malmquist et al., 2011). Constructive alignment is the notion behind intended learning outcomes, criteria for assessment and criterion-based assessment. The model entails students' construction of meaning from their learning and teachers' alignment of planned learning outcomes with planned learning activities.' An aligned design for teaching combined with constructivism created the term 'constructive alignment' (Biggs and Tang 2007, cited in Joseph & Juwah 2012, p. 53).

Constructivism occurs when students become responsible for their learning, thereby establishing trust between students and teachers. The notion of the theory is that the activities of the learner determine what s/he learns (Braband, 2008). The role of the teacher is to provide the learning environment that will enable the students to achieve the planned learning outcomes; this is known as alignment. It is necessary to note that discrepancies exist as to the use of the terms 'learning outcomes' and 'learning objectives'. A distinction between the two shows that learning objectives express the intention of the teachers, while outcomes are the demonstration of what students have learnt at the end of a course (The distinction made by Kindlbinder & Peseta (2006) is a very good reference here). In this study, they will be maintained as the exhibited ability of a student at the end of a course (D' Andrea 2003, cited in McMnhon & Thakore, 2006). Therefore, each unit ought to have intended learning outcomes that must be

Hagel (1993) and he suggested an approach based on a broader conception of competence'. This approach will not be suitable for this study as it does not deal with students.

b. Academic Programme Model is a model, in which the learning outcomes dictate the focus of the curriculum. Most schools are reorganizing their educational systems in order to meet the challenges of the 21st century. The model equips students for the required skills for the present century. It was 'developed to focus on the process of learning and was designed to help students develop critical intellectual capacities and skills (Academic Programme Model, 2002 cited in Bouslama et al., 2003, p. 203). It has been realized that academic programmes must be designed to make students lifelong learners (Bouslama, Lansari, & Abonamah, 2003). This model is not relevant to this study as it does not aim at designing a new academic programme.

communicated to the students so that they take responsibility for the achievement of the outcomes.

However, students will always be concerned with assessment and will tend to concentrate on how to optimize their performance. The duty of the teacher is to make sure that assessment will test the intended learning outcomes, as this will cause students to work towards achieving the planned learning outcomes. This means that learning activities, planned learning outcomes and assessment must align. Alignment will be based on the trust students have reposed in their teachers that the assessment criteria will match whatever they have learnt. The theory entails a shift from teacher-centred learning to student-centred learning. According to Pascoe and Singh (2008, p. 93) ‘a course is constructively aligned when (a) the ILOs are stated clearly and explicitly communicated to the students (b) the teaching and learning activities (TLAs) match the ILOs and (c) the assessment (s) match the ILOs’ (Pascoe & Singh 2008, p.93).

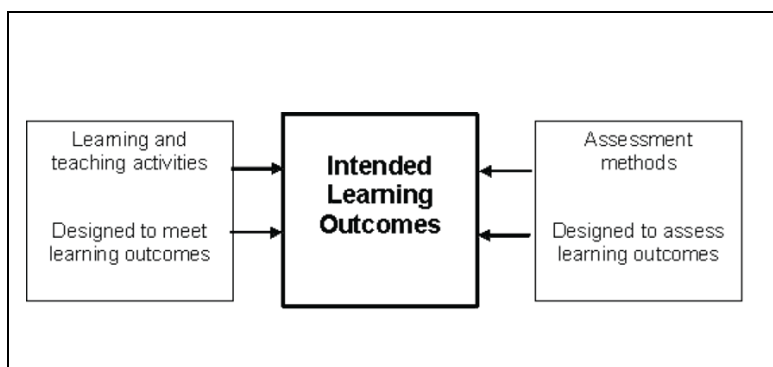


Figure 2.1: Aligning learning outcomes, learning and teaching activities and the assessment. Adapted from Biggs (1999).p. 27

Constructive alignment is divided into two aspects, the constructive and the alignment. The constructive entails students’ construction of meaning from their learning activities, while the alignment is the teacher’s provision of the appropriate environment for learning that will enhance the learning of the desired outcomes (Biggs, 2003). The basics are that the learning of the student is determined by the learning activities and the

learning outcomes as a result of the assessment criteria. So, the student is forced to learn what is intended because it will be assessed by the assessment criteria. A course is aligned when the teacher clearly outlines the learning outcome.

The achievement of constructive alignment according to Biggs (2003) entails four steps. They are as follows:

- Definition of the learning outcomes intended;
- Choice of educational activities that may result in ILOs;
- Assessment of the learning outcomes of the students to determine its homogeneity with the intended outcomes;
- Arrival at a final score.

i. Definition of the learning outcomes intended: An effective teacher should be able to present learning outcomes that students must display at the end of their learning. Such knowledge should be utilized or applied for other useful purpose. Therefore, the design of a curriculum should reveal higher level of learning, which should be reflected by verbs and ‘high generic verbs include reflect, hypothesize, solve unseen problems, generate new alternatives, while low level verbs include describe, identify, memorise and so on’ (Biggs, 2003, p.3).

ii. Choice of educational activities that may result in ILOs: teachers should choose teaching /learning activities; these will enable students to achieve high level of learning. Most institutions employ lectures and tutorials, but these modes do not achieve high levels of learning; students can be engaged in rote learning and passive listening.

iii. Assessment of the learning outcomes of the students to determine its homogeneity with intended outcomes: if an assessment is faulty, there will be much damage done to teaching. Therefore, the assessment should reflect the learning outcomes. Students will

prefer to learn what they will be assessed on and not the contents of the curriculum. The teacher should endeavour to align assessment with intended learning outcomes.

iv. Arrival at a final score: intended learning outcomes cannot be shown in terms of marks, rather it should be reflected in the learning qualities as these are the expected outcomes.

The theory of constructive alignment has been critiqued by a number of scholars. The following points were identified by Jervis and Jervis (2005) on the inadequacies of the theory. They are:

- the aligning of different sections of the curriculum to the planned learning outcomes being harmful to science education, particularly, higher education;
- students have been prone to the identification of outcomes that were not given consideration by their lecturers; this can be problematic;
- The term ‘constructivism’ has been described as unscientific and may be the cause of highly contested debates in the community of chemical education. (Bodner, 1986, 2004; Bodner et al, 2005; Hunter & Bodner, 2005; Scerri, 2003a, 2003b);
- In science education, there is no distinction between constructivism and realism as a knowledge theory and as a learning theory (Colliver, 2002a);
- Scientists and science educators would prefer clarity on the use of the term ‘constructivism’;
- Again, learning outcomes are feasible during personal teaching periods but become broad during collective teaching entailing students’ achievement (Hussey & Smith, 2008);

Other criticisms by scholars are that the model is teacher centred, in that even though the activities of the student in constructing learning is emphasized, the underlying

principle is teacher centred (Holmes, 2006). It has been asserted by Clouder (2011) that learning outcomes may be interpreted in a narrow way. It is also necessary to note that there is too much emphasis on learning outcomes and analysis has shown that the use of learning outcomes is not feasible at the module or course level. However, it is relevant in educational programmes that are more focussed (Clouder, 2011). Some outcomes described as 'emergent outcomes' have also been identified by Houghton (2004).

In the view of this researcher, a critical analysis of the aforementioned critiques reveals that the model, even though it has been adopted in higher education is difficult to understand. The mismatch in the identification of outcomes between teacher and students can also occur between students as they have different abilities. As have been noted its suitability in the humanities and social sciences may not be applicable to the sciences. It also does not encourage diversity in learning, as the intended outcomes are purely at the initiative of the teacher.

However, constructive alignment theory possesses advantages that may outweigh its criticisms. The theory aids deep learning, that will improve the quality of products from schools and supports clarity in curriculum design (Warren, 2004). It also places emphasis on learning rather than the teaching process as the activities of the student and not content are stressed. Students will be more actively engaged in the educational process. The theory has been adapted in many universities in the world and has improved the quality of education (Biggs, 2003). In addition, since it promotes deep learning, graduate quality will improve (Warren, 2004).

It also promotes independent learning and as asserted by Walsh (2007), it has supported the links between the intended outcome of an educational activity and the course design. Constructive alignment theory has had a wide range of applicability in areas such as veterinary science, accounting and management science (Biggs 2007, cited in

Malmquist et al., 2011). In a university such as Chalmers University of Technology, (Chalmers) all courses are being constructively aligned (Malmquist, et al., 2011). In addition, for a period of time, constructive alignment theory was applied to underpin the generation of curricula in tertiary schools (Biggs and Tang, 2007, cited in Joseph & Juwah, 2012).

The theory is suitable for teacher education as the transfer of theoretical knowledge to practical knowledge is necessary in the teaching profession. Moreover, it has been observed by Mandl, Grueber and Renkle (1996, cited in Redden et al, 2007, p. 249) ‘that in traditional university setting, pre-service teachers normally make use of the knowledge acquired in the instructional setting but cannot generalize this to professional contexts’. If this is the case constructive alignment theory will enhance cooperative learning.

Moreover, for teacher trainees not to engage in rote learning, since a major task is that they have to integrate learning theories and instruction with teaching skills, constructive alignment would be the best approach to apply. Therefore, an effective implementation of the model is recommended for the Nigeria Certificate in Education colleges as the revised NCE Curriculum is characterized by certain features of the model. The model enhances cooperative learning, it can be implemented in the colleges by assigning tasks to students in groups.

Finally, the theory has aided the emergence of a branch of educational theory called the Design Focused Evaluation (Smith, 2008). This evaluation design focuses on the efficiency of alignment in the design of a course.

2.5 Curriculum Evaluation

A prior consideration of the concept of evaluation is necessary before delving into the analysis of curriculum evaluation. Evaluation has been defined in various ways by different scholars. To evaluate is to assess and give judgement on any programme, thing or person. It is also to obtain facts on the specific achievements of tuition (Bloomfield, 1970, cited in Stenhouse, 1975). The basic function of evaluation is seen here, as being judgemental. Another definition is that it determines the outcome of objectives. This definition has been criticized on the grounds that it indicates that evaluation can fail and that it focuses on outcomes alone (Stufflebeam & Shinkfield, 2007). It also means to appraise the value of a thing in a systematic manner (Joint Committee 1944, cited in Stufflebeam & Shinkfield 2007). This definition has been judged as comprehensive since it considers the value, merit, worth, needs of an object and also the systematic nature of evaluation.

An almost similar approach is the view that 'it is a systematic, rigorous, and meticulous application of scientific methods to assess the design of implementation, improvement or outcomes of a programme' (Rossi et al.2004; cited in Ozan, 2013, p. 10). To corroborate this approach, it has also been defined as a 'systematic investigation' of the value of an entity (Stufflebeam & Shinkfield, 2007, p. 326). Evaluation is 'the process that relates to the identification, description and appraisal of the effects and effectiveness of all aspects of teaching' (Heathcote et al.1982, cited in Neary, 2002, p.167). This definition limits evaluation to the classroom setting. However, this study will adapt the latter definition as it is related to educational evaluation which is the crux of this study though noting the fact that evaluation takes place in different contexts.

Evaluation could mean different things to different people. A classroom teacher can evaluate the learning of his/her pupils. An evaluation team can evaluate the extent of

work done in a company. Three decisions that result from evaluation are improvement of courses, administrative purposes and individual improvement (Combach, 1963, cited Stenhouse, 1975). Twenty-six approaches to evaluation were identified by Stufflebeam and Shinkfield (2007). They grouped these approaches into five categories: Pseudo evaluations, quasi evaluation studies, improvement and accountability-oriented evaluation, social agenda and advocacy and eclectic evaluations.

This study will concentrate on the identification by Stufflebeam and Shinkfield (2007) as the CIPP model which will be utilized by the study belongs to the improvement and accountability-oriented evaluation category. This category entails three approaches- decision and accountability-oriented studies, consumer-oriented studies and accreditation and certification (Stufflebeam and Shikfield, 2007).The category is suitable, because the study is an educational evaluation, which 'is related to decision making, improvement, accountability, professionalism and certification' (Nevo, 2006, p.443).

Evaluation has been distinguished as formative and summative (Scriven, 1967).

Formative evaluation is concerned with assessing the worth of a programme for its improvement. Formative evaluation of a curriculum would entail checking the sequence of contents, spelling mistakes and the effectiveness of learning strategies, before the implementation of the curriculum. Summative evaluation usually occurs at the end of the full implementation of a programme, this could be years or months after the implementation. It is used to determine the learning outcomes of the learners. It has been argued by Brown (1989) that even 'summative' is not final as its results are often used for later cohorts.

Educational evaluation, which was initiated by Ralph Tyler, commenced with the appraisal of the achievements of students as a segment of the 'teaching/learning

process' (Nevo, 2006, p. 441); it was later used for 'curriculum development and reviews' but presently, it entails the whole educational system. The evaluation of an educational programme or object to determine its worth constitutes educational evaluation. It is a compound process, which entails goal attainment appraisal along with data collection and analysis for the determination of the merits and demerits of a programme (Hamm, 1998). In addition, Nevo (1995, cited in Nevo, 2006, p.442) defined it as an 'act of collecting systematic information regarding the nature and quality of an educational object'.

The two definitions depict the fact that the act of appraising /evaluating an educational object is paramount in educational evaluation. It leads to giving judgements (Taylor & Cowley, 1972, cited in Hamm, 2001). Educational evaluation can be formative or summative. In addition, the guide for an educational programme's evaluation is a model, which shows the data to be collected, time and instruments for collection (Hamm, 2001).

Curriculum evaluation is a process, which measures the effectiveness of an educational activity, whether it is an elaborate project or a simple piece of an exercise (Kelly, 2004). It is concerned with how the worth, quality and standard of a programme, project, process or curriculum is formally determined (Worthen & Sanders, 1987). It has also been asserted by McCormick and James (1990) that the concern of curriculum evaluation is about questions on the teaching to be done in class and the realization of such teaching in class. Our concern about a particular curriculum is its workability (Gagne, 1967, cited in Stenhouse, 1975). In other words, curriculum evaluation deals with the effectiveness of a programme.

A curriculum can be evaluated for different purposes. It could be to ascertain whether the goals of the curriculum have been achieved or to compare its approach to another

curriculum. Whatever our findings are, they may serve a useful purpose and thus, evaluation is 'a multi-faceted phenomenon encompassing a range of diverse properties' (Hamilton, 1976, p. 11). This view was corroborated by White (1971, p.111) when he stated that there are 'many different forms of curriculum evaluation'. He gave examples of such forms as the comparison of one curriculum to another, the evaluation of the 'educational value' of the objectives of a curriculum and the 'non-empirical form of evaluation' (p. 107). However, Neary (2002) labelled the concept as 'types of evaluation'. She claimed that at a point in time, curriculum evaluation measured quality in 'stated intentions and observed outcomes (pg.169)' but that the term had broadened, with emphasis being on evaluation of intentions, analysing unexpected outcomes and other contexts.

Scholars have propounded an array of models for the evaluation of a curriculum, though Shaw et al., (2006, p. 442) have argued that they should not be referred to as 'models' but rather 'approaches' as 'none of them has reached a sufficient degree of complexity or completeness to justify the term 'model'. They went on further to note that Stake (1986) proposed that they should be called 'persuasions'. However, in this study they will be referred to as models as they are generally identified by the term (the models discussed in this study) and they are theoretical frameworks for programme evaluation.

The choice of an evaluation model is dependent on the questions of the evaluation, the issues of concern and resources available (Madaus & Kellaghan, 2000; cited in Hong, n.d). These models are Scriven's Goal free model (1972), Robert Stake's Responsive model (1975), Parlett and Hamilton's Illuminative model (1977), Tyler's Objective model and Daniel Stufflebeam's CIPP model (1967). These models will be considered in relation to programme evaluation.

i. Scriven's Goal Free Model (1972): Scriven's approach has been identified as consumer-oriented evaluation, since it places emphasis on the consumers' needs (Stufflebeam & Shinkfield, 2007). The evaluator aims at finding the outcomes of a programme without reference to the stated objectives by the developers. It is believed that the outcomes would confirm the objectives, if they are being attained. It demands that there should be no interaction between the evaluator and the participants of the programme. Rather, as noted by Lynch (1996), the aim of the evaluator using the goal-free model is to find out the programme's effects and pair it with the proven needs of the programme's setting. The evaluator uses observation and interview techniques to gather information and focuses on qualitative method. The data gathered will be supplementary and give a holistic understanding of the programme as the competence of the evaluator is a major subject and it is expected that he would be bias free. In addition, it is time consuming and expensive (Bryant, 2003).

ii. Stake's Responsive Model (1975): A new approach known as Countenance was introduced by Stake in 1967 and it became Stake's Responsive model in 1975 after a process of refinement. This model responds to data given on the programme by the participant audience. The evaluator uses mixed methods to collect data from participants of the programme. The data collected will give the evaluator the purposes and concerns of the programme. The information leads to an interaction between the programme participants and the evaluator. As observed by Lynch (1996, p. 81) 'these findings are shared with the evaluation audience in form of brief narratives, case studies or displays of programme outcomes'. This leads to a proper description of the programme, which is given to the evaluation team and the programme participants to determine its accuracy. Consequently, a written report is presented. The emphasis of Stake was to serve the purpose of the stakeholders of a programme. A major drawback is that the information collected may not be relevant to the evaluation team.

iii. Eisner's Connoisseurship Model (1979): Following his background in art, Eisner developed the 'connoisseurship' model. He contends that for students to develop critical skills, evaluation must be based on critical thinking and problem-solving ability. His model is based on connoisseurship and criticism. This model employs literary criticism and according to Lynch (1996, p. 86) the model 'takes the notion of critical guideposts (values and concepts that have come to be identified and accepted in a particular discipline) as the basis for evaluation'. This model allows the evaluator who is trained and is knowledgeable about the values and notions to use his/her experience to arrive at happenings in the programme. He acts as a 'participant observer', who watches and gives judgement on the programme. The judgement will be subjective since it is based on his expertise alone (Bryant, 2004). The evaluator is known as a connoisseur. Each connoisseur could arrive at different evaluations of the programme depending on their interaction with the programme. However, this can lead to the problem of validity. In addition, a great deal of skill is required to use this method.

iv. Illuminative Model of Parlett and Hamilton 1976: This model evaluates a programme from the view point of a social anthropologist. It is built on the naturalistic paradigm and the method, which focuses on a programme's operations for a certain period (Lynch, 1996) entails the evaluator looking at the programme in its broad context and then narrowing it to a more appropriate focus through an in-depth investigation. The process responds to changes in the programme. The model is exploratory. This model uses both quantitative and qualitative methods and instruments of data gathering and analysis. A disadvantage of this model is the fact that data from questionnaires and tests cannot be easily interpreted.

v. Tyler's Model: The aim of Tyler's model is the achievement of objectives, which are explicitly written in a measurable form. According to Tyler, evaluation should focus on

the extent of the realization of objectives. The duty of the evaluator is to gather data and design an instrument for the determination of the achievement of the goals. The data collected is stated in a neutral form for the client to decide. Some of the criticisms of the model are that it is time consuming and the sole aim is the attainment of objectives (Byrant, 2004).

iv. Stufflebeam's CIPP Model: The CIPP model was offered by Daniel Stufflebeam (1967) at Ohio State University. It was developed as an alternative to Tyler's model by a Phi Delta Kappa National Study Committee on Evaluation headed by Daniel Stufflebeam (1971). According to (Stufflebeam & Shinkfield, 2007, p. 325), 'the model was originated in the late 1960s to help improve and achieve accountability for U.S school projects' and further developments have occurred. The evaluation model applied must be compatible with the model of curriculum planning chosen (Tawney, 1973). The model is 'a comprehensive framework for conducting formative and summative evaluation of projects, personnel, products, organisations and evaluation model' (Stufflebeam & Shinkfield 2007, p.351).

The CIPP model is used to evaluate school programmes, projects, personnel, products, institutions and systems. The model is 'configured especially to enable and guide comprehensive systematic examination of social and educational projects that occur in the dynamic, septic conditions of the real world' (Stufflebeam & Shinkfield, 2007, p. 351). The four types of evaluation are conducted for planning, structuring, implementing and recycling decisions (Stufflebeam, 2003).

The model has been used to evaluate departments of universities and private schools in Australia (Stufflebeam & Shinkfield, 2007) and other countries. The model in a systematic way guides stakeholders and evaluators in the generation of necessary questions and conduct of assessment at the inception of a project-context and input

evaluation, during the project-input and process evaluation and at the end-product evaluation (Zhang et al, 2011). The model proposes the following steps:

- Focus on the goals of the evaluation;
- Outline an information collection process;
- Analyse information;
- Report information. (Bryant, 2003,p. 3)

The CIPP model has been applied in various disciplines such ‘as education, residential development, transportation safety and governmental review systems’ (Wang, 2009, p. 136). The model has been successfully used in numerous educational projects such as Chun Fu (2009), who used the model to do a case study of English training courses in the Applied English Department of the Institute of Technology, Chiayi, Taiwan. A mixed methods design was used and data was collected through questionnaires, interviews and documents. The results indicated that the needs of the students were not congruent with the courses taken. It was suggested that a needs analysis be undertaken in the department and that students be opportune to engage in English language practice promotion activities.

In the same vein, Tokmak et al. (2013) utilized the CIPP model in evaluating and redesigning a master’s programme (Online). Data was gathered using quantitative/qualitative methods and it was gathered through survey, focus group interviews and questionnaires from the students. The initial result indicated that a course (Fuzzy Logic) was defective. The course was modified and later confirmed to be satisfactory.

Again, Tunc (2010), who employed the CIPP model in the evaluation of an English teaching programme at a preparatory school (Ankara University), evaluated the effectiveness of the programme. A mixed method was also used and data was collected through questionnaires, interviews and documents and the views of the instructors and

students were sought. The results showed that an improvement was required in the conditions that would enhance the effectiveness of the programme.

Finally, Usmani et al. (2012) utilized the model in a Meta evaluation of a teachers' teaching programme in Pakistan. The findings revealed that an examination of the 'context needs' was needed and Zhang et al. (2011), who applied the model as a framework to guide the planning, implementation and assessment of service-learning programmes. The use of the model resulted in the achievement of the programme's outcomes.

The components of the model are represented by the acronym CIPP. The C-context, I-input, P- process and P- product are the main features of the model. The model, when adapted in an educational setting, will determine the effectiveness of a programme and also identify the following:

a. Context evaluation: This evaluation assesses needs, problems, assets, and opportunities within a defined environment (Stufflebeam & Shinkfield, 2007, p.334), the learning needs of the students (whether or not to offer the curriculum); the evaluator considers the context in which the programme is being implemented, by looking at the needs and the reasons for a default in meeting the needs. In the educational setting, the objectives of the curriculum are considered and the context in which the objectives are to be achieved is specified. Some of the techniques used for collection of data are interviews, document reviews and surveys.

b. Input evaluation: This evaluation considers the necessary approaches to be utilised in a programme and it aids decision makers on the preparation for execution of the proposed approach (Stufflebeam & Shinkfield, 2007). It deals with the strategies and resources available for the achievement of the curriculum goals; evaluation at this level entails the approach to be used in the utilization of resources to achieve the objectives of

the curriculum. Some of the tools used for the collection of data are literature review, site visits, interviews and questionnaires.

c. Process evaluation: This evaluation considers the procedural design of a programme. It assesses whether plans have been implemented, whether the materials, facilities, personnel are adequate for the objectives of the curriculum; in other words, a check is made on the implementation process and feedback is given.

d. Product evaluation: This evaluation judges the achievements of a programme (Stufflebeam & Shinkfield, 2007). It assesses the outcome of the project. For product evaluation, the outcome of the curriculum is determined. It measures the achievement of the objectives, determining whether further implementation should continue.

The rationale for using the model is that it deals with all the components for the evaluation of a curriculum. Indeed, the findings of a survey by American Society for Training and Development revealed that the CIPP model was preferred over other evaluation models (Galvin, 1983; cited in Zhang et al., 2011) and as given by Zhang et al., (2011) is that ‘when compared with professional standards for project evaluation and after being rated by their utility feasibility, propriety and accuracy, the best approach that has surfaced is the Context, Process and Product Evaluation model’ (p. 54).

This study will evaluate the implementation of the curriculum using the criteria drawn from the CIPP model:

- i. What are the objectives of the curriculum?
- ii. What are the strategies available to be used in achieving the curriculum?

iii. Are the facilities, personnel, and materials adequate for the achievement of the objectives?

iv. Have the objectives been achieved?

In the evaluation of a programme, the utmost goal is the arrival at an evaluation model that will be most useful, least financially tasking and feasible in informing stakeholders (Wang, 2009; McNamara, 2000). However, it is extensive, expensive and generates a lot of data, which may become complex, if not meticulously handled.

2.6 Curriculum Implementation

Implementation entails the actual practice of an innovation. It is ‘the actual use of a curriculum /syllabus or what it consists of in practice’ (Fullan & Pomfret, 1977, cited in Marsh 2004, p. 63). Curriculum developers concentrate on producing the curriculum, while assuming that if the curriculum was good, it would be adopted. As observed by Patterson and Czajowski (1979) the adoption phase marks the end of curriculum change. It has been asserted by Onyeachu (2008), that the implementation of a curriculum is important, even if the curriculum is properly planned, designed and documented. This point was corroborated by Duze (2011), when she contended that the attainment of educational goals does not lie in the relevance and organization of the ‘school curriculum’ or the loftiness, laudability, attractiveness or massiveness of the goals but rather that it is a function of its implementation. Therefore, in spite of the good design of a curriculum, it needs to be implemented for it to sway students (Fullan 1999; Scott 1999 cited in Marsh 2004). The curriculum is the blue print of any programme that must be properly translated for effective implementation.

Curriculum implementation as viewed by Okebukola (2004) is the translation of curriculum goals from document to practice. It has also been described as making the

curriculum operational so that the goals for which the curriculum has been designed can be achieved (Garba, 2004). It is a web of activities that is involved in the translation of curriculum design into practical activities in the classroom and a change in people's attitude to acceptance and participation in those activities (Okello & Kagoire, 1996). It is also the practical utilization of innovation (Fullan, 1996). These definitions suggest that well-planned programmes must be translated into practice. The basic element is the translation into practice. When a curriculum is not implemented, efforts become futile.

Most curricula that are well planned usually have problems at the stage of implementation. It has been asserted by Adams and Chen (1981, cited in Markee, 2002) that an approximate 75% innovation is unsuccessful. The implementation of a curriculum determines its relevance (Ugwu 2005). The degree of the achievement of educational targets is dependent on the curriculum implemented (Mkpa, 2005, cited in Odey & Effiong, 2012).

The implementation phase of a syllabus is the most important phase in curriculum change (Fullan, 1992). It is also the phase in which it is put into effect. The problem of implementation is related to quality implementation. It has been claimed that quality implementation is 90% of the problem (Fullan, 2010). The quality of teachers will determine the quality of education in a country and it will also determine the effectiveness of curriculum implementation. As stated by Fullan and Pomfret (1977, p. 391), 'effective implementation of innovations requires time, personal interaction and contacts, in-service training and other forms of people-based support'. The implementation of a curriculum requires both intrinsic and extrinsic motivation. The implementers of the curriculum must be motivated for it to be effective; though extrinsic motivation contributes minimally, internal motivation is basic.

The teacher is the agent in the curriculum implementation process (Stenhouse, 1979, p.4). The success of the curriculum will depend on the teachers (Okello & Kagoire, 1996). However, in Nigeria teachers are not involved in the planning of the curriculum (Ofoha et al., 2009). If teachers are not involved, how effectively will the curriculum be implemented? It has been noted by Beauchamp (1975) that the implementation of a curriculum is accelerated when teachers are involved in planning it. Curriculum implementers are teachers, examiners, head teachers and standard officers. It is also necessary to emphasize the function of administrative workers in the implementation of the curriculum. Where the workers are not committed to the implementation of a curriculum, success cannot be achieved (Beauchamp, 1975).

The methods of monitoring curriculum implementation as given by Mckimm (2007) are: i) observation ii) feedback questionnaire iii) focus groups/meetings/fora, interviews iv) student assessment results and v) reports. The factors that hinder curriculum implementation are inadequate funding, lack of school facilities and equipment, the economy of a nation and teaching and learning facilities. Specifically, factors that hinder effectual curriculum implementation in Nigeria comprise insufficient planning, overloading of syllabus or impracticable goals, inadequate teachers and scarce resources. Other factors are inadequacy of in-service training, 'lack of commitment from both government and teachers and lack of adequate monitoring and evaluation' in the system of education (Balogun, 1995, cited in Emeh, Isangadighi, Asuquo, Kalu & Agaboh, 2011, p. 35).

In addition, Morirho (2009, cited in Emeh et al., 2011, p. 35) asserted that 'based on inarticulate policies, inadequate resources and poor planning, curriculum implementation has become ineffective and lacks any useful feedback mechanism anchored in review analysis and design processes. It has been argued by Hargreaves

(1994), that the curriculum is not only delivered by teachers but that their thoughts, deeds and beliefs shape the learning received by youths. Therefore, the implementation of the NCE curriculum should be investigated, for effective learning.

Three approaches to the study of curriculum implementation as researched by Synder, Bolin and Zumwalt (1992) are:

- Fidelity Perspective
- Mutual Adaptation
- Enactment Approach

a. Fidelity Perspective: Synder, Bolin and Zumwalt (1992) defined this approach (Fidelity of Implementation) to mean, identifying the factors that militate against the scheduled implementation and determining the extent of the loyal implementation of an innovation. According to Gresham, Macmillan, Boebe-Franenberger and Bocian, (2000 cited in RTI Manual, 2011, p. 95), 'it is the delivery of instruction in the way in which it was designed to be delivered'. In other words, the intended curriculum must correspond with the delivered curriculum.

However, it is necessary to note that there is controversy with regard to the definition of the term as it is used loosely to refer to a number of terms (Dusenbury et al., 2003). The approach is based on the assumption that successful implementation is identified by the fidelity to the scheduled plan. This is the most common approach (Fullan & Pomfret, 1997). Those who adopt this approach are referred to as 'curriculum transmitters' who transmit the materials of curriculum (Shawers, Gilmore & Banks-Joseph, 2008). The underlying assumptions of this model are

- i. Experts (Specialists) who are not teachers develop the curriculum;

- ii. Change is perceived as being linear, which means that the teachers function as implementers, while the experts are the developers of innovations;
- iii. Curriculum evaluation is carried out to determine the achievement of the designed objectives;

They also proposed that success in this approach is achieved, when the curriculum is implemented as scheduled. In addition a checklist is designed to measure the extent of implementation. The approach has been adopted by a number of studies, the most sophisticated and explicit conceptualization being the work of Hall and Loucks (1976) as considered by Fullan and Pomfret (1977, cited in Synder et al., 1995). Nevertheless, it is pertinent to note that studies conducted to assess the fidelity implementation of educational interventions have revealed that most implementers were deficient in the entire implementation of such programmes (Dusenbury et al., 2003).

b. Mutual Adaptation Approach: The origin of the term ‘Mutual Adaptation’ is associated with the Randy Study conducted by Berman and Mclaughlin (1975). They proposed that the characteristics of projects demanded that implementation be a ‘mutually adaptive process between the client and the institution’ (Synder et al., 1995 p. 700).

This approach has been defined as ‘the process whereby adjustments in a curriculum are made by curriculum developers and those who actually use it in the school or classroom contexts’ (Synder, Bolin & Zumwalt, 1992, cited in Careless, 2001, p. 16). The approach has been labelled the ‘process perspective’ by Fullan and Pomfret (1977; cited in Marsh 2009). It has been contended by researchers that this approach entails adjustments made by the mutual agreement of curriculum developers and users of the curriculum (Marsh, 2009).

c. Enactment Approach: This approach entails ‘curriculum makers’ attaining remarkable changes in the curriculum (Synder et al., 1992 cited in Shower et al., 2008, p.1). It stresses ‘how the curriculum is shaped through the evolving constructs of teachers and students’ (Synder et al., 1992p. 404 cited in Koo, 2009, p. 32). In this approach, the teacher is a curriculum developer (Synder et al., 1992; cited in Mckenney, Nieveen & Akker, 2006). The approach adopted has implications for the development of a school, curriculum, teacher and student (Craig 2006, Schultz & Oyler 2006, cited in Shower et al., 2006).

2.7 A Synopsis of Curriculum Implementation

The successful implementation of a curriculum to a large extent is determined by teachers. Curriculum implementation is a well-researched subject that requires the collaborative efforts of all educational stakeholders to ensure its effectiveness. It is necessary to note that implementation is actualised, when there is effective translation of policies into practice.

There have been failures in curriculum innovation due to ineffective implementation (Karavas-Donkas, 1995; Gorsuch, 2000; O’Sulliivan, 2004; cited in Orafi, 2013).

Research has shown that the rate of success of educational innovations is about 20% (Parish & Arrends, 1983; cited in Lemjinda, 2007). The difficulties of implementation were discovered in the late sixties and early seventies (Kanter, 1983; McLaughlin, 1998; Sarason, 1971; cited in Cheung & Wong, 2011). Curriculum change has been researched by scholars (Fullan & Pomfret, 1977; Hall & Loucks, 1975; Kennedy et al., 1984 cited in Alan & Wong, 2012).

The change process model was also proposed by Fullan (1982, 2001; cited in Alan & Wong, 2012). Two categories of change are organizational and pedagogical (Brown & McIntyre, 1978; cited in Alan and Wong, 2012) and the revised English language

Nigeria Certificate in Education Curriculum is both an organisational and a pedagogical change. Studies have identified teacher-related factors that hinder curriculum implementation (Doyle & Ponder, 1977; Cheung & Wong, 2011; Duke, 2004, Fullan, 2001; cited in Alan & Wong, 2012).

It has been noted that teachers may be deficient in curriculum policy implementation due to a number of factors such as 'their entrenched beliefs, negative attitudes, inappropriate or inadequate skills and knowledge and lack of available resources at the local levels' as they may recognize change and innovation but refuse to implement it (Wang, 2006, p. 28). This demonstrates why their involvement in curriculum development is important.

The factors that affect curriculum implementation at the college of education level in Nigeria may be categorized as internal and external (as identified by Wang, 2006); the external being the factors beyond the limits of the classroom and the internal being classroom-related factors.

The following factors have been identified as impediments to the implementation of teacher education in Nigeria; they are the teacher education curriculum, teacher preparation and recruitment, underfunding, globalization and inadequate knowledge of ICT (Ogar & Effiong, 2012). It is pertinent to note that all these factors have been highlighted in this study.

2.8 Attitude to Learning

The attitude of students to learning is one factor that needs consideration in the teaching and learning process. The foremost predictors of the academic performance of students are motivation and attitude (Hendricks, 1997, cited in Bakar, Tarmizi, Mahyuddin,

Elias, Luan & Ayub, 2010). For a curriculum to be effectively implemented, students must have the right attitude to learning.

It is necessary to consider some definitions of the concept of 'attitude'. Scholars have different views of the word. According to Gardner (1985, pp, 91-93) 'attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's belief or opinions about the referent. Therefore, Gardner (1985; cited in Soleiman & Hanafi, 2013, p. 3817) asserted that 'attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal'. It is also 'the readiness to respond to a situation and an inclination to behave in a consistent manner toward an object' (Eveyik, 1999, p. 21). Another definition was also given by Baker (1992, cited in Alkaff, 2013, p.107) that attitude is 'a hypothetical construct used to explain the direction and persistence of human behaviour'.

The aforementioned definitions reveal the fact that attitude occurs in response to an object or situation and that an element of behaviour is reflected. To this researcher, a working definition would be a behaviour exhibited in response to a particular situation. Three aspects of attitude are cognitive, behavioural and emotional (Wenden, 1999). Findings from research have proved that the affective domain affects language learning twice as much as the cognitive domain (Stern 1983; Eveyik 1999; Skehan 1989; Gardner 1985; Spolsky 1989, cited in Saracaloglu, n.d).

Some salient points about attitude towards learning are: that behaviour can be influenced by attitudes and that there is a relationship between achievement and attitude (Kaballa & Crowley, 1985; Schibec & Riley, 1986; Weinburgh, 1988; cited in Saracaloglu, n.d; Buschenhofen, 1998; Inal et al, 2003 cited in Alkaff, 2013.) which are

not dependent on each other but relate in a complicated and unpredictable manner (Ajzen & Fishbein, 1975 cited in Salome, 2013).

Attitudes can be positive or negative and a positive attitude to language and learning helps the desire to acquire it or facilitates its learning and it aids proficiency in the language (Chamber 1999; Gardner & Lambert, 1972; cited in Saracaloglu, n.d); this fact was corroborated by Zimmerman, Bandura and Martinez-Pons (1992, cited in Bakar et al, 2010), when they reported a positively significant relationship between the achievement of students and their attitude. In addition, the success rate of students who possesses negative attitudes drops (Gunger, Acikgoz cited in Sen, 2013).

However, Lennartsson (2008, p.7) has asserted that ‘negative attitudes may also have a positive effect on L2 learning, if the learners have a strong will to learn a language’. Furthermore, students’ attitudes can change from negative to positive and vice versa. Attitude cannot be disconnected from language and learning, because it affects performance. Attitude is associated with second language learning as it is a determinant of the behaviour of learners and its importance in second language learning has been noted by researchers (Alkaff, 2013). Research has also proved that a close relationship between attitude and motivation determines the successful acquisition of a language (Gardner & Lambert, 1972; cited in Rahimi & Hassani, 2011).

Students, teachers, parents, communities and nations have attitudes that may influence the teaching and learning process (Mill, 1960, p. 214). The importance of attitude can be seen in its close relation with study and its influence in language performance (Reid, 2003; Visser, 2008; cited in Abidan et al., 2012). It was noted by Holmes that ‘people develop attitudes toward languages, which reflect their views about those who speak the languages and the contexts and functions with which they are associated’ (Holmes, 1992; cited in Sadighi & Zarafshan, 2006).

Therefore, the misgivings of the learner of a language about the speakers of that language could deter the successful learning of the language. It has been asserted by Akinbote (2007) that the teaching profession in Nigeria is one that has a low status. By implication, the attitude of college students to learning will be affected as the attitude of the learner of a language is a very important factor that influences the learning of the language (Fakeye, 2010). In addition, Fakeye (2010) also showed that attitude is not related to gender. On the other hand, Soku et al., (2011; cited in Alkaff, 2013, p. 108) revealed that 'gender had a significant effect on students' attitudes to the study of English'. It would seem that the context of the study of English language in this situation would determine the learner's attitude.

A number of studies have shown students' positive attitude to English language learning (Shams, 2008; Momani, 2009; Soleimani & Hanafi, 2013; cited in Soleimani & Hanafi, 2013; Al Mamu et al., 2012; Al tamimi et al., 2009; cited in Alkaff, 2013).

Nevertheless, other studies have shown students' negative attitudes toward the learning of the subject (Abd Azizi, 1994; Abu Melhim, 2009; Despaigne, 2010; cited in Alkaff, 2013). Some factors which impact students' attitudes to learning a subject are their cultural beliefs and influence of parents (Salome, 2013). Additionally, Puchta (1999; cited in Solemani & Hanafi, 2013) identified two factors that affect a learner's attitude to learning a language; they are success perception and expectancy level.

There are two types of attitudes to language learning and they are 'integrative' and 'instrumental'. Integrative attitude, which is favourable, enhances language learning as it leads to friendliness with the speakers of the language, while instrumental attitude is learning language for material gain (Lambert 1967; Macnamona1973; cited in Saracaloglu, n.d). Most English language learner students in Colleges of Education in Nigeria may be categorised as those learning the language for material gain as Akinbote

(2007, p. 9) asserts that most students in Colleges of Education ‘are out to earn a living out of teaching’. In other words, their motivation is for material reasons. It has been noted that ‘student attitude measured with high reliability shapes the school curriculum, especially in ELT classes’ (Saracaloglu, n.d, p. 39). In other words, the attitude of students can affect teachers’ implementation of the curriculum. Teachers’ attitudes are also very vital in language learning as they are facilitators in professional courses. They aid and motivate students’ further use of language in everyday living (Verma, n.d).

2.9 Teacher Quality

In any country, the quality of education cannot surpass the teachers’ quality (Barber & Mourshed, 2007) and since the duty of implementing a curriculum lies mainly on teachers, it is necessary that their ‘quantity and quality’ should be ensured (Dada, n.d, p. 122) as their supply and competence coupled with the quality of educational leadership have been related to educational quality (Oduro, Dachi & Fertig, 2008; cited in Mkumbo, 2012). Teacher quality is an important variable in the achievement of students as research has shown that the outcome of students’ performance is dependent on teacher quality (Rivkin, Hanushek & Kain, 1998).

In the same vein, Sanders and Horn (1998) have shown that teacher quality contributes more to the achievement of the learner than any other component. To buttress this point, studies have also shown that a crucial factor for the enhancement of students’ achievement is teacher quality and effectiveness (Dobbie, 2011; Goldhaber et al., 2007; MetLife Foundation Issue Brief, 2008; NTC Policy Brief, 2007; The Sulton Trust, 2011; cited in Kavenuke, 2013). This shows that teacher quality will determine the level of the students. Factually, studies have indicated a strong relationship between teachers’ quality and performance of students (Mrozowski, 2002; Fryer et al., 2002; Rivkin et al., 2005 & Goldhaber & Brewer, 2002; cited in Aregbeyen, 2011).

In addition, a positive correlation between the competence of teachers and their performance has been demonstrated in Southern Thailand (Achwarin 2007; cited in Esuh & Yusoff, 2013). Therefore, performance is a function of competence and teachers must be competent for better performance (Teodorescu, 2006) as the implementation of educational policies and curriculum is a determinant of teacher factor, which impacts on educational and instructional quality (Ezugoh, 2012). The importance of teacher quality was emphasized by Met Life Foundation Issue Brief (2008; cited in Kavenuke, 2013) that the danger in teacher attrition occurs when qualified, effectual, quality teachers leave the profession.

Teacher quality has been established by Darling- Hammond (2000) in terms of specified qualifications while Rivkin, Hanushet and Kain (1998, cited in Rice, 2003) determined it by the outcome of students' performance. However, Ingvarson and Rowe (2007) have argued that it is rather plausible to use the learning outcomes of students as a justification for the measurement of teacher quality. In other words, 'measures of teacher quality is a highly divisive and controversial exercise (Aregbeyen, 2011, p. 164). However, these measures have been generally categorised into observed and unobserved characteristics (Aregbeyen, 2011).

According to Adeyemi and Adu (2012, p. 188), teacher quality can be investigated in the school system of Nigeria in terms of the qualification and competence of teachers (Akinwunmiju, 1995), the status, experience of teaching and devotion to duty of teachers (Adeyemi, 2007) and the integrity and performance on the job of teachers (Wilson & Pearson, 1993; Ayodele, 2000). It has been posited by the Science and Engineering Indicators (2004, cited in Gbenu, 2012) that the index of teacher quality are the academic capabilities of the entrants into the teaching workforce, the education and

pre-service training, consistency or inconsistency between teachers' schooling, subject content allocated each teacher and the experience level of the teachers.

Teacher quality is an indicator of the importance of teacher training. It is also a significant index of efficiency measurement 'in the school system' (Yoloye, 1976, cited in Ayodele & Akindutire, 2009, p. 44). High quality teacher education will produce high quality teachers (Chong & Ho, 2009). The different achievement levels of students is majorly dependent on the quality of teachers as research confirms that a positive difference in the achievement level of students is mainly traceable to teachers (Gbenu, 2012).

Teacher education quality is a major factor that shapes students' learning and growth (Cochran- Smith, 2001; Darling Hammon & Bransford, 2006; Goodwin 2008; cited in Chong & Ho, 2009). Similarly, Arubayi (2009) asserts that lecturers' quality and quantity in higher institutions, to a great length is a determinant of the quality of the products from the institutions. Teachers of high quality in skills and knowledge promote high quality in teaching and education. The quality of teaching has been shown to be dependent on the qualifications and experiences of teachers, their motivational level and conditions of work (Mkumbo, 2012). Teachers are the determinants of education quality as they are responsible for the implementation of educational plans (Coombs, 1970 cited in Asiyai, 2013). Therefore, their importance cannot be over-emphasized.

High quality in education promotes high quality in the development of a nation (Ajelayemi, 2005, para. 3). This opinion corroborates Obadare (2011, p.9), who stated that 'the development of any nation depends largely on the quality of her education, which in turn depends on the professional qualification and occupational competency of the teachers'.

In addition, Dylan (n.d) asserts that the prosperity of the economy of a nation is dependent on the quality of the teacher workforce. It has been affirmed that the quality and quantity of education provided is the rationale for the distinctiveness in the economies of developed and undeveloped nations (Gbenu, 2012). In the same vein, Olulobe (1997; 2004 cited in Olulobe 2006, p. 4) contends that ‘a country can only develop significantly and attain greater heights in the committee of nations through a comprehensive teacher education programme’.

In some countries, such as Finland, the teaching profession is an enviable one as 1 in every 10 selective candidates is accepted into teacher-training programmes after two processes of selection and also, in Singapore, potential teachers are chosen from the best students in the secondary schools (Sahlberg, 2010; Asia Society, 2006 cited in Stewart, 2011), thereby limiting the number of entrants into the teacher-training programmes. It has been noted that Singapore’s success story in education is a consequence of its teacher quality (Chong & Ho, 2009). In England, the teaching profession rose from its position as the 92nd occupation choice to the best career choice within a period of five years (Barber & Mourshed, 2007) as the government adopted measures that raised the status of the profession (Stewart, 2011). Again, the enhancement of teacher education quality has been shown to be a decisive element in the development efforts of schools in more successful countries in the world (Mincu, 2013).

It has been noted by Pitan (2012) that the major consideration of the policy of any country should be the sufficient production of skilful teachers. In Nigeria, the poor quality of entrants into teacher training programmes has had a negative effect on the teaching profession (Lieberman, 1956; Akinbote, 2000 cited in Akinbote, 2007).

Consequently, Afe (2006) asserts that the major challenge besetting the country is the

production of quality teachers. He further recommended that the government should give priority to the teacher education and training.

According to Jubril (Vanguard News on- line, 2013, p.1) the predicament in the education system of Nigeria is pivoted on the 'quality and quantity' of its educators. He further argued that the entrants into the teaching profession are candidates who have chosen teaching as a last option and that the output of such products is evident in the poor performance of secondary school students in external examinations. However, research reports revealed 'that 50% of respondents indicated that graduates of Colleges of Education were of 'good quality' (Edu. Sector Analysis, 2004 cited in Arubayi, 2009, p. 669).

It has been asserted by Asiyai, (2013) that effective teaching by staff in Nigerian higher institutions is given minor consideration. The incompetency of some Nigerian teachers and the need for the competent ones to actualize educational goals for the nation have been noted (Development of Education National Report of Nigeria, 2008 cited in Esuh & Yussoff, 2013). In addition, the decline in the quality of staff in tertiary institutions (particularly public institutions) is a corollary of out-dated research facilities, ill-equipped and inexistent laboratories (Chimeke, Longe, Longe, & Shaib, 2009).

Relatedly, it has been reported by Ajeyalemi (2005) that current research has shown that the majority of the graduates from the Nigerian education system in the last 15 years are incompetent teachers. He also concluded that there is a dearth of teachers in the nation and that 'effective teaching' which is a consequence of 'quality teachers and teaching' is non-existent and that efficient teachers have not been produced by teacher education programmes. In the opinion of Okebukola (2005, cited in Abiola, 2013) Nigerian teachers are beset by problems due to their insufficient exposure to teaching practicum, poor supervision and management of classrooms, inadequate knowledge of subject

content, unprofessionalism, ineffective communication skills in English and so on. Therefore, the problems in teacher training are mainly systemic. Furthermore, the quality of teaching services in Nigeria impacts on the nation and citizens' prospects as education quality in Nigeria is rated low (Omole, 2009, cited in Uma, Obidike & Ogwuru, 2013). It has been pointed out that the quality of teachers, who function in Nigeria is poor (Bakare, 2009; Adegbite, 2011; Okonjo-Iweala, 2012 cited in Uma, Obidike & Ogwuru, 2013). Again, it has been maintained that excluding the teacher element, other factors that impact on Colleges of Education quality are the response of the learner, content of the curriculum, processes of teaching/learning, the milieu and the outcome of learning that needs evaluation (Inspectors' Manual, 2001 cited in Arubayi, 2009).

Subsequently, the challenge of teacher quality in universities and Colleges of Education has been associated with the employment of academic staff as teachers are not recruited on merit (Kazeem & Ige, 2010). Moreover, Arubayi (2009, p. 669) contends that 'the strength of a good education in any college of education and indeed any academic institutions is its academic staff'. It has been concluded by Abiola (2013, p. 177) that 'the success of English Language programme depends greatly on the quality of the teachers'. Therefore, teacher quality is crucial.

Finally, the catastrophe in the Nigerian educational system has been linked with the quality of teachers and the public's disposition to the profession (Ayodele & Akindutire, 2009).

2.10 Teacher Motivation

In any system of education, a key factor that guarantees quality education is the motivation of teachers, which will consequently impact on quality assurance (Ofojebe & Ezugoh, 2010). The attitude of a teacher to work contributes significantly to the success

of educational establishments. Also, the effectiveness of students' learning is dependent on the positive attitude of the teachers (Abiola, 2013). Any activity that promotes teachers' happiness, satisfaction, dedication and commitment in a way that engenders their optimum performance in work places to the benefit of students, parents and society from such services is teacher motivation (Ofoegu, 2004). It is necessary that teachers are motivated for teaching effectiveness as demotivation and non- commitment can impact negatively on the learning of the students and blight their bright prospects (Kayusi & Tambulasi, 2007 cited in Shaheen, Sajid, & Batool. 2013). Motivation is derived from the Latin verb 'movere'. It is 'the process whereby goal-directed activity is instigated and sustained' (Schunk, Pintrich & Meece, 2008, p.4). It is also 'some kind of internal drive which pushes someone to do things in order to achieve something' (Hammer, 2001 cited in Suslu (2006, p. 1).

According to Tracy, (2000, cited in Ofoegbu, 2004, p.3), motivation may be defined as 'all those inner striving conditions, described as wishes, desires, urges to stimulate the interest of a person in an activity'. The aforementioned definitions consist of certain elements that should be highlighted – 'internal drive', 'inner striving' 'instigated'. These terms are synonymous in the context of the definition as motivation entails enthusiasm that stimulates achievement of goals. Furthermore, the stimulation of the enthusiasm requires sustenance geared towards achievement of goals (Williams & Burdens, 1997 cited in Suslu, 2006). Motivation may be intrinsic or extrinsic (Intrinsic motivation is propelled by an inner drive, which does not entail external rewards; while extrinsic motivation is influenced by external factors) as it plays a vital role in student achievement and job satisfaction of teachers.

According to Johnson (1986, p. 2), 'teacher motivation is based on the three theories of motivation'.

- i. Expectancy theory: A reward engenders the struggle for jobs.
- ii. Equity Theory: People are displeased when they are treated unfairly for their accomplishments.
- iii. Job Enrichment Theory: Employees are productive, when they have various challenging jobs.

Therefore, if teachers are well motivated and treated fairly, they will be productive, even if they face challenging circumstances. Findings from a study on teacher motivation in developing countries report that teacher motivation is on the decline (VSO, 2002). According to Dornyei (2001a, p. 157) cited in Suslu, 2006) four motivational aspects with regard to teacher motivation are first, intrinsic component, which shows that significant correlation between intrinsic motivation and teaching has been established. Second, contextual factors, which demonstrate that environmental conditions also influence motivation or demotivate. Third, temporal dimension which reveals that motivation has been observed in a lifelong career and finally, negative influence, which shows that factors that demotivate the intrinsic characters of teachers have been identified.

A number of studies have been conducted on motivation in different sectors of the country. Studies conducted in the educational sector have shown that remuneration, promotions and salaries have remarkably impacted on teachers' attitude to their job (Eton 1984, cited in Shaheen, Sajid & Batool, 2013). In addition, prompt and adequate payments for the needs of the academia will enhance motivation (Kazeem, 1994, cited in Shaheen, Sajid & Batool, 2013).

According to Nadeem et al., (2011, cited in Shaheen, Sajid & Batool, 2013, p. 106) 'there are so many variables that affect the motivational level of academic staff and

these include duties and demands on time, low pay and student conduct issues which have a significant impact on academician's attitudes toward their jobs'. In addition, a study conducted by Awanfor (1996) on Self Concept and Nigerian Teacher Trainees Attitude toward Teaching, a remarkable relationship was shown between self-concept of the subjects and their attitude to teaching. A negative attitude towards teaching was recorded due to low financial remuneration and low profile of the teaching profession in Nigeria.

In Nigeria, the reasons advanced for the poor motivation and job dissatisfaction of teachers are: 'low wages when compared to other professions, low status in the society, mass promotion of teachers, high teacher- pupil ratio, poor work environment, inadequate fringe benefits and irregular payment of teacher salaries' (Adelabu, 2005, p. 3).

In addition, studies on teacher motivation in Nigeria (cited in Adelabu, 2005) have highlighted the following facts:

- One of the main challenges of the teaching profession in Nigeria is the irregular payment of teachers (Amadi, 1983).
- Expeditious payment of salaries stimulates allegiance to the profession (Ubom, 2002).
- Delayed payment of salaries engenders unwillingness to work (Ayeni, 2005).
- However, research also shows that apart from monetary rewards, other factors impact dedication to the profession (Youlonfoun, 1992).
- An ordinary low income teacher craves a substantial salary increase (Akinwunmi, 2000 & Ejiogu, 1983).

- In addition, ‘the social status of teachers has been identified as an important factor impacting teacher morale and motivation’ (p.5) (Baikie 2000; Francis 1998 & Obanya 1999).
- Finally, the environmental condition of a work place is a determinant of the motivation of teachers. The working milieu of teachers in Nigeria has been described as ‘most improvised’, when compared to other sectors of labour (NPEC. Nigeria 1998).

2.11 Teacher Preparation

The importance of a teacher in any educational setting cannot be overemphasized as they are the pivot on which the system turns. It has been inferred that ‘quality teacher preparation is one grounded in a sophisticated knowledge of the curriculum and how best it is taught’ (Ramsey, 2000; cited in Kitta & Fussy, 2013, p. 30). This concurs with two essentials of teacher preparation, which are ‘teacher knowledge of the subject to be taught, and knowledge and skill in how to teach that subject’ (NCATE, 2006, p. 4). Therefore, subject content knowledge and the skill in imparting such knowledge are imperative.

Research has shown that the prerequisites for effective teaching are an in-depth knowledge of subject matter and application of the understanding of teaching/learning principles to motivate students’ achievement (NCATE, 2006). In addition, subject matter knowledge alone has been proposed as inadequate. The emphasis on the adequate training of teachers in developed countries has been associated with their higher student achievement (Darling-Hammond, 2000; cited in NCATE, 2006).

A framework for the understanding of the components of quality teacher preparation was proposed by Shulman (1987; cited in Kitta & Fussy, 2013, p. 30). They are:

content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of the teachers, their own special form of professional understanding knowledge of learners and their characteristics, knowledge of educational contexts, ranging from the workings of the group or classroom, the governance of the communities and cultures; and knowledge of educational ends, purposes, values and their philosophical and historical grounds.

This demonstrates that the knowledge of the subject matter, the curriculum, pedagogy, the emotional, cultural, social and educational needs of students should be possessed by teachers in the making as this will enhance effective teaching. In countries such as France, Germany and Japan, teachers are exposed to support after initial teacher training, participation in observation is emphasized and an induction programme is a requirement subsequent to teacher preparation (NCATE, 2006). The adoption of such policies by Nigeria will enhance the current status of the teaching profession.

The declining standard of education in Nigeria has been partially attributed to the teachers in the system. A number of factors attributable to teachers are ‘incessant strikes, poor methods of teaching, teachers’ inability to cover syllabus and teachers’ lack of resourcefulness in teaching’ (Ajayi & Ekundayo, 2010; cited in Ajayi & Osalusi, 2013, p.2).

The focus on the adequacy of the preparation of English language teachers needs a crucial consideration for the remediation of the problems in the educational sector. In addition to teacher-related factors, other drawbacks of the educational system in the country are: ‘policy instability, poor implementation of policies, inadequate funding, limited access to schools, inadequate infrastructural facilities, improper planning and

implementation, corruption, rising population, unemployment (and) wastage' (Ibeh, 2009; cited in Ige, 2012, p. 381; see also Ige, 2011; Obanya, 2004; Ajayi & Shofoyeke, 2003; Saint, Hartnett & Strassner, 2003; Adeyemi & Ige, 2002; Okebukola, 2002;).

Teachers in Nigeria are trained formally in tertiary institutions such as universities and Colleges of Education. They undergo initial training and subsequently, continuous training (in-service training) for their professional development. In this context teacher preparation refers to pre-service training received by teachers for operation in their field.

The adequate preparation of teachers will impact positively on students and the educational sector; on the contrary, the negative impact would be their low quality and ineffectiveness. Therefore, 'it would be inconceivable to think of a powerfully grounded school or college teacher without a well-defined teacher-training facility' (Anangisy, 2010; cited in Kitta & Fussy, 2013, p. 30). This shows the necessity for adequate preparation of the teachers as it has been emphasized that 'effective teaching of teachers is the key factor influencing the extent to which the effective implementation of new education policies and curriculum reform take place as intended' (Malderez & Wedell, 2007; cited in Orafi, 2013, p.14). Therefore, the adequate preparation of teachers is crucial for the achievement of educational goals.

At the College of Education level, teacher education is administered by federal, state and private institutions with regulation by the National Commission for Colleges of Education. Research abounds on related factors of teacher preparation at the College of Education level in the country and myriads of solutions have been proffered for improvement at this level (Dada, n.d; Faniran & Olatunji, 2011 & Ebisine, 2014).

In addition, research has evidenced that the inadequate preparation and training of English language teachers in the country is a factor associated with the low achievement

of students in external English language examinations (Osunde & Aduwa-Ogiegbaen, 2005). The most crucial aspect of the problems associated with English language teaching in the country being teacher quality; this stated succinctly is that the inadequate preparation of the teachers of the language has impacted negatively on the teaching of the language (Omoniyi, 2012). Therefore, the adequacy of their preparation cannot be compromised.

It has been asserted by the National Council for Accreditation of Teacher Education (2006) that the major findings from research on the preparation of teachers are that teacher preparation leads to the development of the skills and knowledge of teacher candidates and teachers, who are well prepared have the tendency to remain longer in the teaching profession. In addition, they produce students with higher achievements and developed nations spend a fortune on initial teacher preparation.

It is axiomatic that for Colleges of Education in Nigeria to produce teachers, who possess knowledge and classroom skills, who would remain in the teaching profession and influence students' performance in English language positively; the collaborative efforts of all educational stakeholders in the country will be required. Teachers who are well prepared produce quality students. Therefore, the adequate preparation of teachers in Colleges of Education is imperative. Some benefits of teacher preparation are reduction in teachers' attrition rate and high student achievement (Ingersoll, 2003, cited in NCATE, 2006).

A number of teacher preparation related factors at the College of Education level are the status of the teaching profession, underfunding by government, the non-provision of infrastructure in the colleges, admission of poor quality entrants, teaching methods, lack of ICT in the learning process, the curriculum and competency of the lecturers (Tom-Lawyer, 2014).

The issue of underfunding in Colleges of Education needs elaboration as research has shown that budgetary allocation to education by the Nigerian government has continued to dwindle over the years (Dike, 2002; Emeh et al., 2011). For the colleges to attain maximum efficiency and adequately prepare teachers, the government must be willing to invest heavily in education.

Therefore, as proposed for the United States by Darling-Hammond (2011), the preparation, recruitment and retention of NCE teachers in Nigeria should be systematically organised. The quality of entrants into the colleges should be reviewed and induction training should be provided by employers.

2.12 The English Language Curriculum of Nigerian Colleges of Education

As stated above, for a well-organized teacher education programme, it is necessary to review the English language Nigeria Certificate in Education Curriculum. The history of curriculum development in Nigeria can be divided into three stages. The pre-colonial, the colonial and the post-colonial periods. After independence, the call to revise the curriculum of Nigeria resulted in the 1969 National Curriculum Conference and its outcome was the National Policy on Education that was initially printed in 1977(Adeoye, 1969). The document became a channel for the development of teacher education programmes in the country (Jekeyinfa,n.d). The Curriculum of the Nigeria Certificate in Education is known as the Minimum Standards for Nigeria Certificate in Education. The fourth edition, which is reviewed in this chapter was produced in 2008.

2.12.1 Objectives: The curriculum has the following objectives:

- to help students develop the four language skills, to become confident and competent in the use of spoken and written English;

- to enable students to develop interest and acquire critical skills to appreciate literary work;
- to equip successful students to teach English effectively at the primary and secondary school levels
- to prepare students for further studies in the subject (Minimum Standards for NCE, 2004, p.17).

The extent to which these objectives are attained every year by the products of the colleges is in doubt. As noted by Olaofe (n.d, p.13) the teaching of English is defective in schools (primary and secondary). He further contended that it would be necessary to ‘go back to the basics: making sure that teachers are highly proficient in reading, speaking, writing and listening, using English as the medium of instruction’. There has also been a call for the review of teacher education curriculum in Nigeria as it deals more with theories that cannot be translated to actual practice in classrooms (Slavin1987, Evans 1992, cited in Olaofe, n.d). In addition, some of the ‘core issues in contents of English courses that are lost in Nigerian tertiary education are listening comprehension, reading comprehension, practical speaking sessions (Ogbulogo, 2011).

2.12.2 Admission: The General Admission requirements into the colleges are the Senior Secondary School Certificate (SSCE), NECO or GCE. Students are expected to have passes in 5 subjects, three of which must be at the credit level. A Grade 11 Teachers’ Certificate, RSA or City and Guilds Intermediate Certificate and Associate ship Certificate in Education are all accepted. The additional requirement for students wishing to read English as a double major is a credit in English language and Literature. Candidates are also expected to write a unified examination by the Joint Admissions Matriculation Board or complete a prior NCE programme that would earn a direct entry into the colleges (Eme-Uche, 2006).

The quality of students admitted into the colleges is a subject of controversy. This factor has been attributed to the mediocre quality of graduates produced by the colleges (Akinbote, 2000, cited in Akinbote, 2007). It was also noted that the admission of this poor quality of candidates has had a negative effect on the teaching profession (Lieberman, 1956; Akinbote, 2000, cited in Akinbote, 2007). In a study conducted by Akinbote (2007) to investigate the entry qualifications of Colleges of Education students and their reasons for enrolling in the Colleges, it was revealed that most of the students admitted into the colleges were not good enough.

Students admitted usually had no other admission option and it was also reported that just 24% of the sample studied met the requirements of good students (students, who got 5 credits at one sitting) from secondary schools; the colleges had intended at their inception to admit brilliant students of secondary schools and teacher-training colleges (Adesina, 1977 cited in Akinbote, 2007). Similarly, Papanastasion and Papanastasion (1997, cited in Maliki, 2013) made a comparison of the rationale for seeking admission into the teaching profession by two sets of students. The determining factors were different incentives, internal motivation, the reputation of the profession, social influence and academic capability.

Furthermore, in another study by Bastick (2000), he compared reasons given by teacher trainees in metropolitan and developing countries. He discovered a 'differential motivational model' (p. 344). The reasons given for joining the teaching profession were categorized into three main themes: which were extrinsic, intrinsic and altruistic. He cited Olashinde (1972), who asserted that Nigerian teachers joined the profession because of 'mercenary reasons'; in other words, 'extrinsic'. Extrinsic reasons were as 'nothing else to do,' to earn a living' 'teaching was the only choice' (Olashinde, 1972, cited in Bastic 2000; p. 344).

Moreover, it was also found out that candidates sought admission into the colleges because they (92.5%) could not obtain admission in other institutions; few students were in the colleges because of personal desire. This is in contrast to a study conducted by Fullan (1993) at the University of Toronto, where it was revealed that some teacher candidates preferred the teaching profession because they desired to impact the lives of students (Stiegelbauer, 1992).

By implication, it means that the best brains are not attracted into the teaching profession, which may not be very healthy for the educational system of the country as 'no education system may rise above the quality of its teachers' (National Policy on Education, 2004, p.33). The case of a provost who denounced the poor quality of students (they were semi-literates) in his school was cited (Akinbote 2007).

2.12.3 Facilities: The facilities required are classrooms and lecture theatres, laboratories/studios that have a sitting capacity of at least 30 students. According to the Minimum Standards for NCE (2008), there should be staff offices, with each senior staff possessing an office that is comfortably furnished. An office for support staff (typists, clerks) with necessary equipment is also recommended. e.g. typewriters, reproduction machines etc. It is expected that sufficient books to cover all subject areas to the ratio of ten books to one student be provided. Other specialised facilities are: Language film slides, a projector, video recorders/ player, radio cassette recorders, CD players, language teaching tapes, blank audio video tapes, CDs and phonological charts.

A perennial problem plaguing the Colleges of Education in Nigeria is lack of resources (Onadeko, 2008). An institution that lacks basic facilities will certainly not implement the curriculum effectively. The problem of lack of adequate facilities has always been blamed on the government (Onyejemezie, 2000). Colleges without the necessary facilities will produce half-baked graduates.

Similarly, it has been noted that the curriculum is based on the assumption that all the colleges have the needed facilities for the effectual implementation of the curriculum. However, empirical evidence (National Commission for Colleges of Education, 2001) shows that the federal colleges are better resourced and staffed than the state colleges (Umar, 2006).

Again, the curriculum cannot be implemented in the same manner in all the colleges (Umar, 2006) due to financial, technological and infrastructural constraints. Finally, Mohammed (2012) established the fact that the libraries in most Colleges of Education in the north central states of Nigeria lack sufficient journal publications and textbooks. The textbooks in stock were also found not to be current. He deduced that this could in a way, account for the poor performance of students in English language in the Colleges of Education (Adeyanju, 2005; 2006).

2.12.4 Personnel: The personnel should consist of at least eight academic staff, which should hold at least a master's degree in the area of English to be taught. In the event of a constraint of lecturers, a staff with a first degree (first class or second class upper or lower) as well as a teaching qualification will be considered, while a PhD would be an advantage as it will give preference over other candidates.

According to Umar (2006), the report of the accreditation exercise conducted in 2001 by NCCE indicates that the federal colleges are better staffed than the state colleges.

2.12.5 Methodology: The lecturers are allowed to use the following modes of teaching: lecture, tutorial, project, discussion. Tutorials are compulsory for the students, while they are also encouraged to be members of academic associations (Minimum Standards for NCE, 2008).

2.12.6 Graduation Requirements: To be able to graduate, a double major English student is expected to have a minimum of seventy-two credits in the language; thirty-six credits from General Education; eighteen from General Studies and a total of one hundred and twenty-eight (with six credits from teaching practice). Each student is expected to write a project while teaching practice is also mandatory. English Language enjoys the double major status but it may be combined with other subjects as a single major.

The curriculum outlines various courses that need to be taken to obtain the NCE Certificate in English Language. Courses that will lead to the acquisition of the four language skills are outlined. They are Practical Listening skills, Basic Reading Skills, Summary Writing Skills, Reading Comprehension, Composition and Speech work. Other topics such as Introduction to Phonetics and Phonology, Basic Grammar, Applied English Linguistics and Varieties of English Language are to prepare the students for the task of the teaching profession. The relevance of these courses in the 21st century has also been questioned as the curricula of English language in tertiary institutions in the country do not meet the needs of this century (Ogbulogo, 2011). According to Ekpo (2010, cited in Odey & Effiong, 2012, p. 127, 'the curriculum does not equip students with skills in self-evaluation, leadership, communication, problem-solving computer application, research and individualized learning technique'. Hence, the need for a review of the curriculum.

2.13 Quality Assurance in Colleges of Education

Quality assurance is a corollary of the necessity for quality in all phases of tertiary education. It is 'a key component of successful internalization; a mechanism for building institutional reputation in the competitive local and global arena and a necessary foundation for consumer protection' (NUC, 2004; cited in Oladipo, Adeosun

& Oni, p. 111). In other words, quality assurance ensures that the mechanisms for the maintenance of standards are operational.

However, Vroeiijstijn (1995, p. xviii) added the element of quality improvement, when he defined it as 'the systematic structured and continuous attention to quality in terms of quality maintenance and quality improvement'. He asserted that the definitions given at the close of the second millennium centred on 'fitness of purpose rather than continuous enhancement'.

In support of this perspective, Vlasecanu, Grunberge and Parlea (2007, p.74) also delineated it as a term that embraces an on-going, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of higher education system, institutions, or programmes'. Similarly, it is the 'systematic management and assessment procedures adopted by higher education institutions and systems in order to monitor performance against objectives and to ensure achievement of quality outputs and quality improvement (Harman, 2000, p. 1). Therefore, quality assurance ensures that the mechanisms for the maintenance of standards are operational. Each institution establishes its mechanisms for ensuring standards.

It has been argued by Hodson and Thomas, (2003) that Quality Assurance Agency in the UK should not emphasize compliance but enhancement. The purposes of quality assurance are to protect the interest of 'employer and student' and to ensure public accountability' (Harman, 2000, p. 2). Quality assurance in higher education ensures quality.

Conversely, academic quality assurance has been described as a 'process of continuous improvement in the quality of teaching and learning activities, which will be achieved via pathways of employing mechanisms internal and external to the system' (Okebukola, 2000; cited in Ebisine, 2014, p. 2). In addition, it is safeguarding the

attainment, maintenance and enhancement of Minimum Academic Standards (MAS) documents' provisions (Omoregie, 2005; cited in Ebisine, 2014, p. 2). Therefore, academic quality assurance is centred on schools.

The history of the development of quality assurance in higher education in Nigeria commenced in 1939, when a panel was constituted by the colonial government to appraise the programmes of Yaba Higher College – the premier college in the country. This was in response to public views that the college was producing poor quality graduates, when compared to the products of their counterparts in the UK (Taiwo 1982, cited in Okebukola, 2010). As a consequence, the curriculum was reviewed (Okebukola, Shabani, Sambo and Ramon- Yusuf, 2007, cited in Okebukola, 2010).

In Nigeria, the National Commission for Colleges of Education (NCCE) is charged with the responsibility of ensuring that minimum standards are maintained by Colleges of Education after they have been accredited certificates for teacher education programmes (Decree No. 3 of January 1989; Amended Act 12 of 1993). Quality in colleges of education in Nigeria 'is a multi-dimensional concept, which should embrace all its staffing, student, buildings facilities , equipment, services to community and academic environment' (UNESCO as cited in Omoregie, 2005 & Ebisine, 2014, p. 3). It has also stressed the fact that one channel for the improvement of effectiveness in education is quality in assurance (UNESCO, 2005, cited in Ofojebi & Ezugoh (2010).

2.14 Curriculum Implementation Framework Provisions for Quality Assurance in Colleges of Education

To ensure effective monitoring of the implementation of the curriculum in the colleges, the Curriculum Implementation Framework (2012) provides that: the Quality Assurance system of the NCCE will continue to monitor the 'inputs, processes and products' of an institution's curriculum to determine if targets are being achieved (Curriculum

Implementation Framework, 2012, p. 23) and that Quality Assurance shall be regulated at two levels: namely,

- i. Internal Quality Assurance – this will be supervised internally by the colleges.
- ii. External Quality Assurance- this will be coordinated by the NCCE.

For external quality assurance, the NCCE shall continue to accredit academic programmes, pay resource visits and monitor and evaluate the academic standards of the colleges and it shall also oversee the degree of compliance of the various colleges to the details of Professional Practice.

For internal quality assurance, the various institutions are expected to establish Internal Quality Assurance Units that would ensure compliance with the guidelines of the Implementation Framework. The Unit, which is to be led by an experienced lecturer would perform the following functions: initiate data that would enhance quality management and delivery of the courses of the NCE, be the source for the dissemination of information to the public and other partners on quality and standards, authenticate and store students' journals, collate, analyse and provide records of self-assessment of the colleges, ensure quality and standards maintenance in the colleges, report needs to the management of schools on a monthly basis, monitor teaching and ensure the availability of the external examiners' reports to the centre, unit or department.

According to Oladipo et al (n.d, p. 112), the indicators of educational quality assurance include: firstly, learners' (with an examination of their) entry behaviours, characteristics and attributes including some demographic factors that inhibit or facilitate their learning. Secondly, teachers (considering) their entry qualifications, values, pedagogic skills and professional preparedness. Thirdly, the teaching process (which includes) the structure of the curriculum and learning environment and finally, flow of operational

fund (considering) its adequacy and regularity. The interplay of these and other related factors will go a long way to determine the outcome of any educational programme.

However, a seemingly common sequence of failures in academic quality in Colleges of Education has been noted. (Ebisine, 2014). Also, an investigation of the Colleges of Education reveals that ‘most of the certified products lack acceptance level of competence in their areas of specialization.

2.15 Problems of Academic Quality Assurance in Colleges of Education

A number of challenges confronting academic quality assurance in Colleges of Education as given by Ebisine (2014) are: i. **Population Growth:** the problem of population explosion has been observed in Colleges of Education, which has resulted in inadequate infrastructure. This implies that classrooms would be overcrowded and there would be inadequate learning tools as a result of poor funding (Omoregie, 2005). In consequence, the productivity and growth of the students and products of the colleges will be low. ii. **Poor Funding and Equipment:** the inadequate funding of schools has resulted in the poor state of classrooms, offices, laboratories and libraries. iii. **Examination Malpractice:** examination malpractice is a menace, which has undergone different stages of sophistication. Students engage in cheating during exams by writing information on their palms and thighs and some bribe invigilators. The implication is the production of mediocre graduates (Osagiede, 2005). iv. **Staffing:** educational success in any institution depends on teachers’ quality and quantity. Teachers are a group of skilled individuals, who with educational services produce learned persons (Ebisine, 2014). However, Colleges of Education have the challenge of shortage of experienced lecturers (Omoregie, 2005). The quantity and quality of academic staff in colleges have implications for lecturer – student ratio; where the ratio is high, students will not inculcate the necessary skills (Akpachafo & Filho, 2008).

Poor Funding: the colleges also have the problem of poor funding. As a consequence, facilities are not well provided, enough skilled manpower cannot be recruited.

According to Anavberokhai (2007 cited in Ebisine, 2014, p. 5) 'poor funding affects proper planning and implementation of policies and programmes, as well as lower productivity'. The government of Nigeria has continued to cut down its budget on the allocation of funds to the educational sector. This has impacted negatively on the acquisition of facilities, development of staff and the implementation of policy (Atanda, 2005). vi. Corruption: the diversion of funds to other purposes instead of educational needs has worsened the problems of the educational sector (Anavberokhai, 2007). This has implication for policy implementation, facilities' acquisition and on libraries. vii.

Quality of Students: the quality of students admitted into the colleges is low. This can be traced to their primary and secondary school foundation. According to Akpochafo and Filho (2008), most of the students are not hardworking as they do not attend classes adequately. This compromise of academic standard does not assure the quality of graduates.

Other challenges are labour and student unrest, which (usually between the government and lecturers and students and their college authorities) also contributes to poor academic quality assurance in the colleges. The disputes between the government and the lecturers always linger for months and in turn affect the quality of teaching and learning as students are forced to learn within a shorter period of time. The current dispute (as at the time of writing) between the lecturers (COEASU) and the Federal government is an instance of this situation. Some of the sources of such disputes and strikes are poor economic situations, communication gap between the authorities of the colleges and the students, inadequate funding, brain drain, inattention given to students, activities of secret cults, political reasons and insufficient academic infrastructure (Aderinto, 2002; Adeyemi, 2009; ; Adisa, Okosi & Aderinto, 2004; Agboola et al.,

2001; Aluede et al., 2005; Ojo, 1995; Olamosu, 2000; Ofordile, 2001; Salami, 2000; William et al., 2003;; cited in Ajibade, n.d).

Finally, cult activities as cultism is a threat to Nigeria's educational system. It is a social vice that has almost become a pattern of life (Amaele, 2013). Contemporarily, a cult has been defined as a 'fraternal relationship between a group of people, who are out to achieve set objectives for members, even though these objectives go against the interest and norms of the larger society' (Ikudayisi, 1998, cited in Amaele 2013, p. 33). The cults that operate in Nigerian tertiary institutions are secret cults, who engage in 'nocturnal initiation, ceremonies, drug use, extortion, rape, maiming, stealing, arson, examination malpractices, and murder' (Amaele, 2013, p. 35).

Some of the effects of cultism on the nation's institutions as explicated by Amaele (2013) are that students spend more time engaging in cult activities than on their studies and most members become school dropouts. Cult activities lower students' productivity and lead to closure of some institutions, thereby disrupting academic activities. Cultists also engage in wanton destruction of property and lives.

2.16 Continuing Professional Development (CPD) of Teachers in Nigeria

The necessity for Continuing Professional Development is acknowledged by the academia (Kennedy, 2011; Eady, 2010 cited in Aderibigbe & Ajasa, 2012). CPD is an acronym for Continuing Professional Development and it was devised by Richard Gardner in the mid-1970s (Gray, 2005). It is also known as in-service training (INSET) (Davies & Preston, 2002). However, Gray (2005) argues that it used to be called 'in-service training' (INSET) but that there is a change in terminology to emphasize the fact that an individual manages his/her lifelong career development. The term encompasses continuous development in 'the skills and knowledge' of a profession (p. 5).

It is also ‘the professional growth a teacher achieves as a result of gaining increased experience and examining his/ her teaching systematically’ (Glatthom, 1995, cited in Fareo, 2013, p. 63). It has been defined by Fullan (1995, cited in Banji, 2013, p. 1) as ‘the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change’. The definitions demonstrate that the benefit of CPD lies in the acquisition of skills by the teachers.

The term ‘CPD’ seems often to be confounded with similar concepts such as ‘in-service training’ and ‘on the job learning’ as Muijis, Christopher, Harris and Lindsay (2005) have asserted that Continuing Professional Development is broader than the former terms and it entails multifarious methods of learning. Therefore, the continuing development of teachers cannot be over-emphasized. A continuous effective development programme will ensure teachers of high quality and it is recommended that each teacher should possess a CPD plan (Kempton, 2013).

It has been noted by Fareo (2013) that the two main stages of teachers’ professional development are: initial preparation and continuing professional development. Forms of professional development have been identified by Gray, (2005, p.9), she stated many forms of career development, among which are: ‘whole-school training days, the induction , mentoring and assessment of individual teachers, peer observation, collaborative planning and evaluation, and self- evaluation’. ‘Networks can be built by teachers when they visit other schools, attend conferences, undertake collaborative exercises with other schools and join subject based associations’. However, according to Nakpodia and Urien (2011, p. 350) teacher education can be categorised into three stages: They are initial teacher training, the induction process involving the training and support of the trainees during the 1st few years of teaching or the 1st year in a particular

school, teacher development or Continuing Professional Development and intensive process for practising teachers.

This study is concerned with the third stage; two common models of Continuing Professional Development in Nigeria (Mohammed 2006, cited in Fareo 2011, p. 65) are:

- i. The Workshop model: this entails assembling teachers at a venue to mutually share information.
- ii. School Based Teacher Professional Development: It means the organisation of classroom activities that will lead to improvement in the skills of the teacher.

From the perspective of teachers, their engagement in CPD ‘depends upon personal, financial and family circumstances, the school and local authority and any particular year’s government funding regime’ (Gray, 2005, p. 10). This view is true of Nigeria as the teaching profession has been relegated to the background. The impact of Continuing Professional Development on teachers cannot be over-emphasized as it maintains and enhances teaching/ learning quality (Croft 2000; Harland & Kinder 1997; Hariri 2000, cited in Goodall, Day, Lindsay, Muijs & Harris, 2005). It can also impact positively on the curriculum, teaching strategies, commitment of teachers and interactions with students (Talbert & Maclaughlin 1994, cited in Goodall, Day, Lindsay, Muijs & Harris, 2005) Furthermore, ‘knowledge and skills of qualified teachers’ are improved (Nakpodia & Urien, 2011).

Similarly, the importance of CPD has been highlighted in countries such as Sweden, China and Singapore, where it is mandatory for teachers to have 104 hours a year, 204 hours in five years and 100 hours a year for CPD respectively (Kempton, 2013). Lastly ‘research has shown that in order to achieve improvements in teaching and better learning outcomes for students, teachers need to be engaged in professional

development that promotes inquiry, creativity and innovation' (Joyce, Calhoun et al., 1998; Little 1993; cited in Goodall et al., 2005). However, the effect of 'course-led model' of CPD on practice in classroom has not been determined (Goodall et al., 2005, p. 25).

The major barriers to effective CPD have been identified as time and cost; time with regard to CPD event duration and cost, including cover, transport and course fees. (Goodall et al., 2005, p. 8). In addition, 'the slow access to basic ICT equipment, low internet connectivity and computers and the inadequacies in the use of audio-visual materials and equipment including films, slides, transparencies, projectors, globes, charts, maps, bulletin boards, plus programmed materials, information retrieval systems and instructional television in teacher education programmes are barriers to the effective and professional development of teachers in Nigeria' (Ololube, 2006; Adedeji 2011, p.332).

Other hindrances to the professional development of teachers in Nigeria have been ascertained. According to Fareo (2013), they are ii. Attitudinal problems: some teachers, who are very conventional are opposed to change or 'new innovations'; although they have been trained by the various levels of government, they remain adamant to change. iii. Student – teacher ratio: the correlation between student and teacher ratio is quite big. It is an indication of poor employment. iv. ICT orientation: teachers in Nigeria are not ICT oriented and this is a necessity for development in this age. In many tertiary institutions, internet connectivity is limited (Banji & Ayankunle, 2013). When compared with other professions, the teaching profession is not accorded the respect it deserves as even work conditions are not conducive. Most schools have dilapidated buildings, without furniture; this is a hindrance to teaching/learning process. v. Poor Incentives:

Nigerian teachers are poorly remunerated; therefore, there is no commitment to the growth of the profession.

2.17 Home Factors and Academic Achievement

Presently, there is concern about students' access to and success in higher education (NAO 2002, cited in Thomas, 2002). Research has shown that certain factors affect academic achievement of students. Some personal factors that affect academic achievement as identified by Adeyemi & Adeyemi (2014) are home environment, students' interest, study habit, self- concept, peer influence, students' conception of course and parental support. Other factors that influence academic achievement are the income of a family, the level of parental education, gender, the size of a family and circumstances in the home (Chinyoka & Naidu, 2014).

In the same vein, Chiyoka and Naida (2014, p. 224 ;Chiyoka & Naida 2013; Hafiz, Tehsin, Malik, Muhammad & Muhammad, 2013; Hlupo & Tsikiro, 2012; Chabaya, Rembe & Wadesango, 2009) examined factors such as 'age, gender, geographical belongings, ethnicity, marital status, socioeconomic status (SES) parental educational level, parental profession, language, income and religious affiliations and school background'. All these factors have been evidenced to impact academic achievement.

Relatedly, research also suggests that factors associated with school milieu and the environment of a family have stronger links with academic achievement (Nebuhr, 1995; cited in Kamaruddin, Zainal, Aminuddin & Jusoff, 2009).

Studies abound on home factors and student achievement. According to Bang, Suarez-Orozco and O'Connor (2011, cited in Taylor, n.d.p.3) there are 'associations between family demographics (e.g. socioeconomic status, maternal education, parental employment, family structure) and children's achievement'; hence, the massive role of

the home, school, family members and teachers in the lives of students (Taylor, n.d).

Research has also proved that a child's neighbourhood affects its academic achievement (Hopson & Lee, cited in Taylor, n.d).

In addition, parental engagement and collaboration with teachers in the school work of students will engender the development of consistency and constancy that will boost academic achievement and good behaviour (Hill & Taylor, 2004 cited in Taylor, n.d).

Thus, 'the degree to which parents are or are not involved in their children's school depends on factors such as demographic characteristics, such as socioeconomic status, ethnicity and cultural background' (Hill & Taylor, 2004 cited in Taylor, n.d p. 4).

The following are the findings of Adeyemi & Adeyemi (2014) on personal factors as predictors of students' academic achievement in Colleges of Education in south-western Nigeria:

- Some 'personal factors such as students' interest, home environment, parental support and study habits were significant predictors of academic achievement in colleges of education' (p. 108).
- Home environment was found to be the main predictor of student achievement.
- This was followed by students' interest and study habits.
- Other concepts such as self-concept and peer influence were not discovered to be remarkable predictors of student achievement.

2.18 Summary

This chapter has been able to establish that problems with regard to the teaching and learning process exist in the colleges and that solutions are required for the improvement of the schools. It has examined the concept of the curriculum, curriculum theory, critical analysis of constructive alignment model, which led its recommendation

for the colleges, curriculum evaluation with the selection of the CIPP model for the evaluation of the curriculum, curriculum implementation, a synopsis of curriculum implementation, teacher quality, which is a crucial factor in the Nigerian setting, teacher preparation, the English language curriculum of Nigerian Colleges of Education (2008 edition), attitude to learning, teacher motivation, continuing professional development (a prerequisite for effective performance of the teachers) and home factors and academic achievement. The next chapter will examine topics that deal with the application of theory to situations in the colleges.

Chapter 3

Literature Review-Practical Approach

3.0 Introduction

This chapter deals with teacher education (3.1), giving an overview of the subject in Nigeria and the problems associated with it. It examines the establishment of the National Commission for Colleges of Education and points out its deficiencies (3.2). It also discusses the minimum entry standards of the colleges (3.3) and assesses the teaching methods used in Colleges of Education (3.4) by noting their relevance. Lastly, it investigates the inadequacies of teaching/ learning facilities in Colleges of Education (3.5), the merits and demerits of having a curriculum audit document (3.6)⁷ and appraises the revised English language curriculum of the NCE (3.7) by noting the efforts toward its effective implementation.

3.1 The Role of Teacher Education in the Development of a Nation

Teachers build a nation (Obadare, 2011). Their importance in the development of a nation was stated strongly by Otunuyi (2013), when he asserted that they are the most remarkable agents of change in educational transformation. Research has shown that teacher quality is the most critical factor in learners' achievement (Sanders & Horn, 1998). According to Oyekan (2000, cited in Obadare, 2011, p. 10), he 'sees teacher education as the profession or professional education and specialized training within a specified period for the preparation of individuals, who intend to develop and nurture

⁷ Curriculum audit does not entail the application of a model, while curriculum evaluation is guided by a model. Furthermore, another major difference is that a curriculum audit does not examine the 'contents or context of a curriculum' (Kridel, 2010, p.193) while curriculum evaluation entails appraising the contents, context and other components of a curriculum.

the young ones into responsible and productive citizens'. A person must go through the right training to qualify for the post of a teacher, as remarked by Oyebanji (2010), who declares that the education acquired by individuals with the desire to become professionals in the field of teaching is teacher education.

Teacher education was viewed from another perspective by Florian and Rouse (2009, p. 11) when they stated that 'the task of initial teacher education is to prepare people to enter a profession, which accepts individual and collective responsibility for improving the learning and participation of all children'. The intended teacher must also develop certain skills and attitudes, as noted by Ipaye (1995, quoted in Illo 2004; Illo and Loko, 2011, p. 108) who defined teacher education as entailing a procedure that the teacher aspirant acquires certain defined 'cognitive perspective', 'affective disposition' and 'psychomotor competencies' that are necessary for the teaching profession.

However, it has been noted that teacher education in Nigeria does not train 'teacher trainees' to acquire skills (Cited in Udoh 2012, Udofot, 1987). The institutions that provide professional training for teacher trainees in the country are Colleges of Education, Institutes of Education, National Teachers' Institute (NTI), Schools of Education in Polytechnics, the National Institute for Nigerian Languages (NINLAN) and the National Mathematical Centre (NMC).

The level of development in education is proportionally dependent on the quality of teacher education received. The importance of teacher education cannot be over-emphasized. Teacher education is the root of all other education as upheld by Tijani Isma'il (2007), when he defined teacher education as the basis of qualitative education and relevance in the educational structure. Therefore, the teacher trainee must have the requisite knowledge of the pedagogy required for imparting knowledge. The primary function of a teacher is to impart knowledge; therefore, the entire framework that

prepares individuals for school work in order to function as a teacher, to impart the necessary training is teacher education (Okebukola, 1996).

In Nigeria, government agencies are responsible for the management and supervision of programmes on teacher education (Osakwe, 2010). The 'policies and practices' of teacher education are governed by National Teacher Education Policy (NTEP), the Universal Basic Education Law and the Roadmap for the Nigerian Education Sector (Otunuyi, 2013, p. 6). The quality and quantity of manpower is one factor that ensures the success of the educational sector of the nation. This fact was emphasized by Fafunwa (1974), in his remark that the production of the workforce is dependent on the teachers.

The poor administration and 'management of teacher education programmes, teacher training and retraining, curriculum content selection and structuring, curriculum implementation and evaluation' have been identified as some of the challenges confronting the educational system in Nigeria (Adeniyi, 2001, p.7). It has however, been argued by Lawal (2003, cited in Oloube, 2006, p.4) that 'adequate training is the best possible way teachers in Africa can move forward in meeting the challenges of the 21st century'.

Findings from Ibidapo (2007) have shown that some of the challenges of teacher education are that there is inadequate teacher quantity and quality in all levels of education and a reduction in teacher–student ratio. Other contributory factors to the challenges are failure to give due recognition to teachers, migration of professionals, lack of drive, and poor funding, which leads to poor infrastructure in institutions of learning. This has also been noted by Adekola (2007), who commenting on the quality of teacher education programmes in Nigeria observed that learning situation in Colleges of Education is of poor quality and a reflection of education in such schools. In addition,

physical structures are inadequate for students; libraries have limited spaces; and learning materials are insufficient, while lecturers engage in duplication of lecture notes that are sold to students rather than the provision of textbooks.

Moreover, research has also evidenced that the status of teaching in Nigeria dropped post-independence as opportunities for better jobs in other disciplines expanded for Nigerians (Oyeleke, 2010). Measure that will improve the quality of the teacher trainees in the country as recommended by Illo and Loko (2010) are: admission of qualified entrants, sufficient funding; recruitment of qualified professionals as lecturers and availability of infrastructure.

3.2 Establishment of National Commission for Colleges of Education in Nigeria.

A brief history of the National Commission for Colleges of Education in Nigeria is imperative in this discourse as it is the body that regulates all the Colleges of Education in the country. It is responsible for management, administration and production of teachers of quality at the basic education level (Otunuyi, 2013). It also regulates the proper functioning of the various schools and accredits their courses. Any changes in policy that affects the colleges will be enacted by the body.

The National Commission for Colleges of Education was established by Act (formerly Decree) 13 of 17th January 1987 (Amended Act, 12 of 1993). The body was established as a mark of excellence in education and it also depicts the commitment of the Federal Government to qualitative education. The commission which is charged with the duty of reviewing the curricula of the colleges has not failed in this regard. It also accredits courses every five years.

The enabling Decree No. 3 of January 1989 (Amended Act, 12 of 1993) mandated the commission to perform the following functions: to give recommendations based on the

national policy that will lead to teacher education development and teacher training, give minimum standards and accredit certificates for teacher education programmes after receiving approval from the Honourable Minister of Education, give approval to guidelines that will lead to accreditation of courses, to determine the needs of teachers so that facilities can be planned and to map out master plans for the coordination of development in Colleges of Education, to find out the financial problems of teachers in the colleges and advise the government on it, so that the objectives of teacher education can be realised.

Other functions are to see to the allocation of grants from the government to the colleges; be the agency for receipt of external grants to the colleges in the nation; give harmonious standards for entry into the schools and also course duration in schools; be responsible for the dissemination of publications on teacher education in the country; give advice on measures that will improve the welfare of technical and business teachers (whether long or immediate) with regard to their status and incentives and encourage women to be involved in different ranges of pre-vocational courses and technical education.

The commission has continually reviewed the curriculum of the Colleges of Education (e.g. 2008, 2012) so as to give strength to the bulk of Nigeria Certificate in Education (NCE) graduates. Courses are accredited every five years. The body protects the interest of the government when educational matters are considered at that level and Illo and Loko (2011, p. 112) commenting on the NCCE assert that ‘the NCCE is a government body established as a quality control agent for Colleges of Education. This issue of quality lies heavily on the leadership of the various Colleges of Education under the governance of the NCCE’.

The NCCE has a pertinent role to play in the achievement of qualitative education in the country; being a regulatory body that is to maintain standards in the various institutions, the curricula of the different subjects must have the following components as observed by Imogie (1996), they are:

- i. General education: for all, which is crucial;
- ii. Professional education: which may include ethics;
- iii. Knowledge of subject area(s): for efficient work;
- iv. Teaching practice: necessary for delivery.

Therefore, the success of the colleges lies heavily on the NCCE. Presently, the body regulates the activities of the eighty-two Colleges of Education. However, Eme-Uche (2006) has noted the deficiency of NCCE at enforcing the minimum standards in relation to facilities. The former Executive Secretary of the commission (Prof Mohammed Junaid) in 2010 asserted that the teacher education curriculum had failed as a result of its academic orientation (Onochie, 2010). The commission is accountable to the Federal Ministry of Education.

3.3 National Colleges of Education Minimum Standards

The document, which embodies the curricula for the various subjects in the NCE programme, is known as the Minimum Standards for NCE teachers. The first production of the NCCE Minimum Standards occurred in 1990 and this entailed a study and seminar on the NCE programmes offered in various parts of Nigeria (NCCE 1990, cited in Abelega, 2007). In addition, the programmes were evaluated and revised. The fourth, which was produced in 2008, was trailed by widespread criticism. The fifth edition (Specialist Minimum Standards) was launched in 2012 (Curriculum Implementation Framework, 2012).

The latest review was necessary to comply with the needs of the New Basic Education Curriculum and to address the issue of the production of quality teachers in the country. A wide range of groups contributed to the production of the document including provosts of colleges of education. Furthermore, Olorundare and Akande (2011) observed that the commencement of the production process of the latest edition in 2008 was unaccompanied by the participation of a remarkable number of Colleges of Education lecturers or its beneficiaries. They also resolved that 'the curriculum was hastily reviewed and installed in colleges of education without sensitization, pilot trial or impact assessment' (pg. 6).

Prior to the period of the establishment of NNCE and the production of NCE Minimum Standards, some universities namely, Obafemi Awolowo University; Ife, Ahmadu Bello University, Zaria, and University of Nigeria, Nsukka had their own standards through their affiliation with Advance Teachers' Colleges. These standards were the same and the universities gave preference to NCE graduates from affiliate colleges.

The establishment of NCCE resulted in the harmonisation of Minimum Standards in the country. The NCCE harmonized the NCE minimum standards in 1990 and the honourable Minister of Education approved the drafts. The decisions of stakeholders and experts culminated in the Minimum Standards Curriculum of the NCE Programme. The document has been updated a number of times.

3.4 An Assessment of Modes of Teaching used in Colleges of Education

The Minimum Standards (English language Curriculum) for Nigeria Certificate in Education prescribes the mode of teaching to be adopted by lecturers, while lecturing (Minimum Standards Nigeria Certificate in Education, 2008). They are lecture, tutorial, project, discussion etc. or an eclectic method. Nevertheless, the latest edition of the Minimum Standards recommends the adoption of 'facilitation, tutorials, project

activities based (participatory, interactive approach, learner-centred) discussion etc.’

(NCE Minimum Standards for Languages, 2012, p. 23). There are different approaches for different subjects as the colleges have different departments. An effective teacher will combine more than a method⁸. There are many types of teaching methods. They include lecture, group discussion, individual presentation, assignments, webinars, workshops, conferences, brainstorming, role play, case study etc. In any class, there are different types of learners; there are auditory learners, visual learners, and tactile learners.

However, Stephens (1989 & Stephens, 1996, in Badu-Nyarko & Torto, 2014), identified three groups of teaching methods and they are expository, direction and discovery methods. Expository methods define methods that are characteristic of lecture method; direction methods refer to content structured methods like discussion, role-play, while discovery methods deal with the exploration of issues by learners such as simulation and gaming. On the other hand, Jarvis (1995; in Badu-Nyarko & Torto, 2014) proposed didactic, Socratic and facilitative teaching methods. Didactic emphasizes teacher-centred technique, Socratic utilizes questioning as a tool, while facilitative has the teacher as a facilitator.

Furthermore, Gbamanja (1989, cited in Ololube, 2006) identified four modes of teaching. The modes of teaching are:

- **Didactic Mode:** This mode entails passing factual information to learners, by the instructor, who delineates facts. Examples of this mode of teaching are lectures,

⁸ It is necessary to make a distinction that the modes of teaching prescribed by the curriculum are not methods of teaching English language. They are modes of delivery. The differences between approach, methods and technique as given by Anthony (1963, pp.63-7) are: ‘an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. A method is an overall plan for the orderly presentation of language material, no part contradicts, and all of which is based upon, the selected approach. A technique is implementational-that which actually takes place in the classroom’. Some methods of teaching language are: Grammar Translation Method, Direct Method, Audio-Lingual Method, while approaches are Natural Approach and Communicative Approach. However, in this study method and mode will be used interchangeably to mean mode of delivery.

recitations, examinations and assignments. The aim of the mode is to impart knowledge and develop skills that the learner should remember.

- **Heuristic Mode:** This mode involves discovering and inquiring. The teacher facilitates by arranging activities that will lead to inquiry and discovery. Examples of activities under this mode are having conferences and examining students' progress. This approach enables the students to discover and find solutions to problems. This is synonymous with the facilitative method proposed by Jarvis (1995).
- **Philetic Mode:** This procedure promotes the development of the students in all ramifications as the teacher, who participates in conferences with the students arouses their thinking, so that they can discover knowledge themselves.
- **Guristic Mode:** This approach entails the teacher explicating his feelings to the students, so that they could draw out their interests. The mode deals with 'reflective thinking'.

Any method used by a teacher requires preliminary preparation. The teaching method used by a teacher must be one that suits best the understanding of the students. There is significant evidence in research that a relationship exist between students' poor academic achievement and the effective teaching methods that transmit knowledge, which are adopted by teachers (Adunola, 2011; cited in Ganyaupfu, 2013). Teaching quality has also been associated with learners' achievement as there is a need for teachers to be acquainted with various teaching methods that recognize the complex nature of the subject matter to be disseminated (Ganyapfu, 2013).

The students to a great extent will be able to judge the effectiveness of a method of teaching and Theall and Franklin (2001, quoted in Sajjad, n.d, p.2) affirmed this in their findings, when they stated that:

research indicates that students are the most qualified to report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile, while opinions in these matters are not direct measures of instructor or course effectiveness, they are legitimate indicators of student satisfaction, and there is substantial research linking student satisfaction to effective teaching’.

Some of the recommended teaching methods will be examined.

3.4.1 Lecture method

This method is one that requires the teacher to do the work of an informant. He stands before the class to give factual information to students who listen attentively. The method has been defined by Waugh and Waugh (1999, p. 35) as ‘a teaching method where the lecturer talks, acts, persuades, cajoles; in fact, has perfect freedom to do whatever is desired, except to ask students to answer questions’. They pointed out that lecture method is a means of administering teacher education programmes in a cost-effective way and that the method, which is most criticized is badly executed in teacher education programmes. They further described seminars and proposals as modified lecture method, which is appropriate for the auditory and visual learner. It is suitable for large groups as it is an efficient way for the teacher to convey spoken information. However, a teacher who does not possess oral skills may not be able to teach using this method. The audience must be attentive and not passive.

It is not always easy to determine if learning has taken place, because communication is a one-way channel. This method includes examples and anecdotes; it also leads to creation of new ideas, as students can always give their opinion at the end of the class. Students have the opportunity to get clarifications, if they are confused; time is also saved as the teacher is conscious of time. The teacher also gives notes and knowledge is shared between teacher and students. This method is interesting and entertaining as students are active learners and learning is made easy. It was recommended that lectures

should be had with group impact, since it can be stimulating (Waugh & Waugh, 2009). However, they contended that lectures could be boring, redundant and that lecturers could be ignorant of student differences.

In a study conducted by Sajjad (n.d, p.9) to determine the effectiveness of various teaching methods on students in Pakistan, the findings revealed that the students rated lecture method as the best method of teaching. This view was corroborated by the study of Casodo (2000), who sought the views of students over six teaching methods. The students chose the lecture /discussion method above all.

This is contrary to the findings of Badu-Nyarko and Torto (2014), which showed that part-time students registered for Academic courses preferred the discussion method to the lecture method. The lecture method is a prominent method used in most Colleges of Education. However, as noted by Neary (2000), this method leads to rote learning, it is a didactic method of teaching and the end result is a curriculum that is governed by examination. This view was corroborated by Udofot (1987, cited in Udoh, 2012) who observed that teaching methods in Colleges of Education entailed lecture and dictation of notes that did not enable teachers in training to acquire skills.

In a study conducted to determine the teaching methods used to teach Introductory Finance modules in the UK and Ireland, the results showed that the ‘Instructor Overhead Projector Lecture’ was rated first, followed by the ‘Instructor Computer PowerPoint Lecture’ (Iqbaal, Farooqi & Saunders, 2006). These terms used to show the adaptations of the lecture method, project the use of technology in such advanced countries.

3.4.2 Group Discussion

This method entails a small group of students meeting to discuss or contribute their ideas on a particular subject. This method can be less intimidating to a student, when compared to a class discussion. Everyone participates and a consensus can always be

reached. Students can always be distracted if they drift from the subject into another and the information given by a particular student is false. Students can draft notes, learn on their own and there will always be an exchange of ideas. This method makes learning effective as creativity is developed. Students have a better understanding after discussion.

This method is rated second best in the study of Sajjad (n.d, p. 5) and the first for academic students in the study of Badu-Nyarko and Torto (2014). It has also been pointed out that evidence abound to prove that what adults learn at their initiative is usually permanent than when they are taught (Rogers 1983; Neary 1998; cited in Neary, 2002). The strengths of class discussion are the achievement of collective efforts in the sharing of ideas and knowledge (McCarthy, 1992).

However, some of the reasons given for the non-use of discussion method by teachers are the unwillingness of students to participate in discussions, teachers' control loss and teachers' indecisiveness on the value of the method (Gall & Gillet, 2001). This is contrary to the views of students who gave their preference for the discussion method as facilitation of understanding and stimulation of learning (Badu-Nyarko and Torto, 2014). A major constraint is time.

3.4.3 Project Method

There has been extensive work on the project approach (Katz & Chard, 2000, Clark, 2006 & Stacey, 2013). According to Katz and Chard (2000, p. 2) a project is an 'in-depth study of a particular topic usually undertaken by a whole class working on subtopics or in small groups, sometimes by a small group of children with a class and occasionally by an individual child'. In addition, it involves investigation into certain questions that may have been developed by the student.

A brief history of the approach shows that it was developed by John Dewey (1859-1952), his wife and numerous teachers (Clark, 2006). However, it was popularized by

William Kirlpatrick, who termed it 'Project method' (Kirlpatrick, 1922; cited in Clark, 2006). Nevertheless, it has been promoted as the project approach by Katz and Chard (1993; cited in Clark, 2006). Three phases have been proposed for the project approach; they are phase 1. Beginning, phase 2. Inquiry and phase 3. Conclusion (Chard, 2013). Furthermore, three ingredients of a project work are content, processes and products. This method develops the ability of a student as a problem-solver as it enables self-exploration of subjects by students. Learning takes place in real life-situations; since, it is self-exploratory, the merits of such an experience in a later phase of life cannot be overemphasized (Katz & Chard, 1992). It is a teaching activity that is experience-centred.

A project method is student-centred and includes activities. The problem-solving ability of the student is developed, which makes him/her independent. The student gets the work experience and learns how to organize the planning of things. It can always be used for reference. The constraints are that it requires funds, it could be a complex process of teaching for teachers and it has no formal guide for implementation (Clark, 2006). Moreover, skills and knowledge are not imparted but are applied. This is one method recommended in the curriculum and it is used because every final year student is expected to write a project before graduation. The deficiency is that projects can always be copied by students from different institutions.

Researchers have shown that collaborative learning enhances learning achievements and promotes team work, (Gokhale, 1995). It is a desirable skill by employers (Bower & Richards, 2006). Collaborative learning is 'an instruction method in which students at various performance levels work together in small groups toward a common goal' (Gokhale, 1995, p. 1). In other words, this form of learning facilitates cooperative learning amongst students for the achievement of better results as they aid one another.

Cooperative learning is a technique of collaborative learning, which encourages ‘critical thinking’, increased interest in work and long-time retention (Gokhale, 1995, p.1).

The Zonal Proximal Development (ZPD) as propounded by Lev Vygotsky is ‘the gap between what a learner has already mastered, his actual level of development and what he can achieve, when provided with educational support, called potential development’.

Therefore, the distinguishing factor is the ability to work independently and collaboratively with others. Scholars have evidenced that language learning within the ZPD of learners is beneficial to learning (Portes and Zady, 1994; Gokhale, 1995; Torres, 1996; cited in Rezaee & Aziza, 2012).

This researcher recommends the use of collaborative learning (Lev Vygotsky’s theory, 1978) of the students in the colleges

3.5 Teaching /Learning Facilities in Colleges of Education in Nigeria

The implementation of a curriculum in an institution requires teaching /learning facilities for its successful implementation (Lawanson & Gede, 2011). It has been asserted by Onadeko (2008) that libraries and language laboratories in colleges are not adequate for students and that they are virtually empty. It was also noted by Asiyai (2013) that higher institutions in Nigeria have libraries that are stocked with out-dated course books and without contemporary publications and textbooks. She also remarked that the deficiency of infrastructure like science laboratories, workshops, hostels, libraries and electricity would affect education quality.

This point was also succinctly summed up by Mkumbo (2012, p. 223), when she pointed out that ‘most of the factors for the poor quality of education identified by previous studies have focussed on the inefficient teaching and learning infrastructure’.

This is a fundamental problem in the educational sector. Most of the colleges lack basic facilities. (Edem, 2004). This opinion was confirmed by Ajelayemi (n.d, p. 2), when he

stated that ‘the colleges are poorly funded resulting in poor quality teaching/ learning infrastructure and facilities’.

Furthermore, the English language curriculum prescribes a number of facilities for quality teaching and learning. Where these facilities are not available; then quality teaching will not take place. If the government allocates fund for facilities, new facilities will be procured, while the old will be maintained.

The importance of educational facilities in an institution cannot be over-emphasized.

The necessity of educational facilities has been noted (Mkpa 2001). In a study conducted by Ajayi & Emoruwa (2012), it was concluded that the provision of adequate facilities in Colleges of Education will enhance the effectiveness of the implementation of the NCCE Curriculum.

It is pertinent to note that a positive relationship has been discovered between academic performance and instructional resources (Adeogun, 2001, cited in Adeogun & Osifila, n.d). In addition, Asiyai (2013) observed that the fall in higher education quality in Nigeria is a corollary of the gap in the supply of school facilities. She illustrated further by stating that ‘in most universities and colleges, the science laboratory and vocational and technical workshops are empty, lacking the equipment needed for effective teaching and learning’ (p. 165). A situation, where teacher trainees were never exposed to the necessary facilities for quality learning, the ultimate is that quality teaching will not take place, because when the trainees graduate, maximal performance will never occur in class. On the other hand, Newton (1997, cited in Adeogun & Osifila, 2008, p. 62) asserts that [educational resources] ‘make teaching and learning more individualistic; make instruction more powerful and immediate; and finally make attainment of objectives easier’.

If there must be development in the educational sector to meet the challenges of the 21st century, then both teachers and students must be current in knowledge. The government

needs to address this problem, so that 'half baked' teachers and students may not flood the system. If the objectives of the English language curriculum must be achieved, teaching/ learning facilities must be present as affirmed by Mkpka (2001, cited in Umar & Ma'aji 2010).

3.6 Curriculum Audit

A curriculum audit 'is a systematic evaluation of the curriculum structures, processes and products in place at present' (North Dakota Department of Public Instruction, 2000, p. 3). It is also 'a third-party examination of the curriculum design and delivery system' of an institution (Arlington Independent School District, 2013, p.1). In other words, the object of concentration will be the curriculum and its components. Research shows that 'the first curriculum audit was conducted in Columbus, Ohio' (English and Steffy, 2001, p.1). The purpose of a curriculum audit is to determine the extent of development and implementation of 'a sound, valid and operational system of curriculum management by the officers and professional tutors of an institution (International Curriculum Management Audit Centre, 2013, p.4). This means that the progress of an institution in gaining internal control of the curriculum will be revealed (English, 2000).

The audit of a curriculum requires familiarisation with the provisions of the curriculum document and it may include an issue or all the issues of the curriculum. The benefits are that it informs on how to prioritize the needs of the curriculum, indicates the strengths and deficiencies of the curriculum as well as aids and gives experiences on further evaluations (North Dakota Department of Public Instruction, 2000). In addition, it will enhance and show the effectiveness of the model and delivery (Arlington Independent School District, 2013).

The coordinators of the audit will depend on the existing structures of an institution and the developers of curriculum. These may include individuals such as a member of the

coordinating council of the curriculum, a teacher and the principal of a school (North Dakota Department of Public Instruction, 2000).

The criticism against using curriculum audit is that the assurance from a curriculum audit that a curriculum is progressive does not adequately reflect the full experiences of the pupils in school (Bryce and Humes, 2003). In other words, a curriculum audit may not be very detailed. Furthermore, an audit will be preposterous, if it does not assume that 'a system is an on-going entity, will be here next year' (English and Steffy, 2001, p. 3).

3.7 The Revised Minimum Standards of the Nigeria Certificate in Education

In order to address the issue of the production of quality teachers in the country, the National Commission for Colleges of Education (NCCE) has reviewed the Minimum Standards (Curricular) for Colleges of Education in the country. According to Otunuyi (2013, p. 4) the new curriculum has been reviewed from the 'out-dated one-size-fits-all model to specialist level oriented one'. In other words, student teachers are expected to specialize in different levels of the Universal Basic Education. The reviewed documents were the outputs of sessions aimed at the establishing standards that would enhance the on- the- job skills of teachers.

This revision has established a new structure and courses for the programmes. The reform of the curriculum is both an organizational and pedagogical change (Brown & McLantyre, 1978). The body aims at providing quality teachers for the lower levels of education in the country. The new teacher education programmes comprise: Early Childhood Care and Education (ECCE), Primary Education, Junior Secondary School (JSS), Adult and Non-formal Education and Special Education (Curriculum Implementation Framework for NCE, 2012, p.1).

The consequence of the above specialised professional teaching programmes and the revised documents is the production of the Implementation Framework that would guide the execution of the innovations. The frameworks have been designed to enable uniformity and bench marking of standards in all the institutions and also guide the functioning of the new structure and systems.

3.8 The New Institutional Structure

The new institutional structure consists of seven schools with different departments. The schools are: Art and Social Science, Languages, Education, Science, Vocational and Technical, Early Childhood Care and Education & Primary Education, Adult Non-formal Education & Special New Education. The School of Languages comprises the Departments of English, French, Arabic, Hausa, Igbo, Yoruba and other Nigerian Languages or the division could be the Departments of Modern Languages and Nigerian Languages. At the helm of affairs in the schools would be the deans and the heads of department in each school. The curricular for the school of languages are embedded in a document entitled 'Nigeria Certificate in Education Minimum Standards for Languages'.

3.9 Educational Approach: The curriculum emphasizes learning. In other words, the acquisition of skills, attitudes and knowledge are of paramount importance. This contradicts an earlier approach, which promoted the transmission of contents, without the cognizance of the achievement of learning outcomes. The new curriculum places emphasis on subject contents and the germane methodology for teaching them (Otunuyi, 2013). It also stresses the necessity for learner centeredness and integration of technology into the teaching and learning process. It provides for the reorientation of the lecturers for the successful implementation of the curriculum. The shift also entails

lecturers creating environments for the construction of skills, attitudes and knowledge by students.

The new educational approach offers the integration of education courses that would lead to theory application. The learning materials would be of diverse formats with the effective use of technological mediums. The method of teaching would be through learning experiences that would include facilitation, group work etc. The teaching practice would equip student teachers with the knowledge of programme design, so that they would be able to impart same. Student teachers will provide learning experiences that promote practical skills development in their own students.

3.10 Learning Opportunities: The curriculum recommends the creation of learning environments for dispensing qualitative education in the institutions. This means engaging the students in individual or group activities that would enhance their attainment of skills, knowledge and attitudes.

3.11 Assessment: Assessment now entails a measurement of learning outcomes. The document stipulates that results of continuous assessments be handed in within four weeks, while for examinations, it should be within eight weeks. The new curriculum labels assessment as 'pivotal'. The reform provides that an Internal Quality Assurance Unit be established in each school for monitoring, collation and storage of data on assessment. The Minimum Standards prescribes (60:40) examination (Implementation Framework, 2012, p. 18). The CA would consist of an individual and a group exercise and also written and practical tests.

3.12 Certification: At the end of a course in English language, the certificate awarded would be Nigeria Certificate in Education in one or two major teaching subjects.

3.13 Basic modifications of the NCE programmes as it relates to the English language Curriculum

3.13.1 Philosophy: The philosophy of the programme embraced a new paradigm shift from the perspective of language as an instrument for communal life, to the idea of language as a vehicle for transference of knowledge to junior secondary level students and for the growth of teacher trainees.

3.13.2 Objectives: The new curriculum emphasizes communicative competence as it states that one of the objectives of the curriculum is to develop the four language skills for the purpose of communication. Furthermore, the teacher trainees under the new curriculum would be equipped to teach English to junior secondary students alone and not primary as stated in the previous curriculum. In addition, the objective of the previous curriculum on the acquisition of critical skills by teacher trainees was deleted.

3.13.3 Facilities: The curriculum succinctly gives a distinction between student and teachers' facilities. The major highlight of the facilities needed for students is that it is technology based. The same applies to the staff, who are to have magnetic boards for tutorials and internet connectivity in their offices.

3.13.4 Methodology: The curriculum laid emphasis on new teaching methods that should be student-participatory and student-centred. This prompted its non-recommendation of the lecture method. It also made tutorials mandatory for English and Literature courses.

3.13.5 Professional/ Academic Associations: The new curriculum is explicit on the academic associations available to staff and students. A list of the academic associations accessible to staff and students are: ESAN-English language Students' Association, Literary and Debating Association/Society, Writers' Club, Reading Association of

Nigeria (RAN), English language Teachers' Association of Nigeria(ELTAN) and Linguistic Association of Nigeria (LAN) etc. (NCE Minimum Standards for Languages, 2012, p. 24).

3.13.6 Courses: The new courses introduced into the curriculum are: The Introduction to Literature-ENG 114, Selected European Authors-ENG 213, Critical Theory and Practical Criticism-ENG 223, Young Adult Literature-ENG 224, Long Essay-ENG 321, Theatre and Drama Education-ENG 323 and Orature ENG-325.

3.14 An Appraisal of the revised Nigeria Certificate in Education Minimum Standards (English Language Curriculum)

The new NCE Curriculum for English language depicts a feat undertaken by the National Commission for Colleges of Education to ensure quality education at the lower levels of education and also at the teacher training-stage.

The review of the curriculum is in accordance with earlier calls for a review of teacher education curriculum in the country (Dada, 2004; Slavin, 1987; Evans, 1992; cited in Olaofe, n.d). It is expected that this would lead to an improvement in quality of teacher training education.

Furthermore, a number of scholars had emphasized the irrelevance of the contents of the NCE curriculum (Education Sector Analysis 2002, 2008; Ajelayemi 2005; Okebukola 2005; Teacher Education Policy 2007; Education Support Programme in Nigeria (ESSPIN), Input Visit Report; cited in Adeosun, 2011) to the needs of the lower levels of education. The new curriculum recognizes this fact and modified the teacher-education programme to comprise Early Childhood Care and Education (ECCE), Primary Education, Junior Secondary School (JSS), Adult and Non-formal Education and Special Education.

The shift in educational approach with emphasis on the acquisition of skills, attitudes and knowledge is a laudable feat. However, one of the criticisms of the previous curriculum had been the placement of premium on success in examination rather than the acquisition of skills and attitudes (Dada, 2004). Moreover, the previous curriculum was also seen as overly theoretical without much opportunity for the development of skills (Ajelayemi, 2005).

A number of criticisms have trailed the new developments. It has been asserted by (Olorundare & Akande, 2011; cited in Dambatta, 2013, p. 3) that the curriculum was revised without the contributions of a significant number of the lecturers from Colleges of Education and it was ‘therefore concluded that the curriculum was hastily reviewed and installed in Colleges of Education...’

The new curriculum failed to address the criteria for entry into the Colleges of Education (Akinbote, 2000 cited in Akinbote, 2007; Kniper et al., 2008) as the requirements for admission into the colleges were not amended to capture the best brains in the society. In the same vein, it did not address the issue of teaching practice duration as it had been critiqued as being too short and poorly supervised (Ajelayemi, 2005).

The curriculum recommends participatory and interactive approach in the delivery of lessons. It also made tutorials mandatory for language and literature courses. The extent to which this can be achieved is in doubt as an overcrowded classroom is one of the issues plaguing curriculum implementation in the country (Olusola & Rotimi, 2012).

In addition, one of the objectives of the curriculum, which is to equip students to teach English effectively at the junior secondary level, may turn out to be a debacle as teacher trainees are not exposed to approaches that promote language learning (Olaofe, n.d).

The curriculum provides for the integration of technology into the teaching and learning process and ICT-based classrooms. The attainment of this provision may not be feasible if the necessary technological equipment are not dispensed as Adedeji (2011, p. 324) has noted in her study that ‘less than 35% of the colleges sampled use computers’. Similarly, apart from the availability of ICT materials, most lecturers lack the technical knowledge of e-learning and e-teaching resources.

It also appears that the curriculum is based on the notion that the requisite facilities for the implementation of the curriculum are available in all the schools. This is contrary to the report of the NCCE (National Commission for Colleges of Education, 2001) that the federal colleges are better staffed and resourced than the state colleges; therefore, the curriculum cannot be implemented in the same manner in all the schools (Umar, 2001) though Akanbi and Omosewo (2014) found no significant difference in the quantity and quality of lecturers from federal and state colleges. In addition, Mohammed (2012) established the fact that the libraries in most Colleges of Education in the north central states of Nigeria lack sufficient journal publications and textbooks. The textbooks in stock were also found not to be current (within five years of publication). He deduced that this could, in a way, account for the performance (achievement) of students in English language in the Colleges of Education (Adeyanju, 2005; 2006).

Lastly, the production of the implementation framework, which may be described as commendable, may not achieve its aim if teachers do not implement it, to ensure productive teaching in classrooms.

3.15 Summary

This chapter has reviewed the contributions of various writers on different sub-themes of this work. It has also assessed the application of such themes in the colleges. An appraisal of the new curriculum has been given and despite these changes, the

curriculum failed to address the issue of admission policy, the provision of requisite facilities, and the adoption of contemporary methods of language teaching for the acquisition of the four language skills. The review also reveals gaps in literature such as the provision of infrastructure for the English language programme in the colleges, the development of the four language skills by the students and the perceptions of the students and their lecturers on the implementation of the English language Curriculum at this level. The next chapter will look at the methodology for the study.

However, there are other areas of research on this topic that need investigation. They are: the need for a review of the admission policy of Colleges of Education in Nigeria. Others are ways of improving the English Language standard of teacher trainees in Colleges of Education, and an examination of the course contents of the English Language Curriculum of Nigeria Certificate of Education.

Chapter 4

Methodology

4.0 Introduction

This research explores the mixed methods design. It also presents the philosophical basis of the study and propounds the pragmatic paradigm for it. The application of the CIPP model as a theoretical framework, an extensive discourse on the application of case study research design, the instrumentation, demographic details of the interviewees (showing the years of experience, areas of specialization, qualifications of the lecturers) and questionnaire participants (informing on the socio-economic status of the parents of the students) are provided. In addition, the audit trail (a narrative on the fieldwork) procedures for data collection, the pilot study and its implications, an analysis of quantitative/qualitative data, the validity of the research instruments and data handling and the risk assessment of the project are also discussed in this chapter.

4.1 Mixed Methods Design

The study is a type of mixed methods research (Blease & Cohen, 1990), which is also known as the third path, the third paradigm, the third methodological movement and the third research community (Gorard & Taylor, 2004; Johnson & Onwuegbuzie, 2004 ; Teddlie & Tashakkori, 2003; in Teddlie & Tashakkori, 2009).

Mixed methods research involves ‘philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches’ (Creswell & Clark, 2007, p. 5). It is defined as ‘a type of research design in which qualitative and quantitative approaches are used in types of questions, research methods, data collection and analysis procedures, and/ or inferences’ (Tashakkori & Teddlie; cited in Tashakkori & Teddlie, 2009, p. 7). In other words, the method conflates the quantitative and qualitative approaches (100% conflation) in research questions,

methods, data collection, analysis and report. There are three types of mixed methods research designs (Gay et al., 2006) though scholars have identified other designs (Creswell, Plano Clark et al, 2003; in Creswell & Clark, 2011). They are:

- QUAL-quant model
- QUAN-qual model
- QUAN-QUAL model

The upper cases depict the fact that emphasis is placed on the method and the use of more data from that method. The QUAL-quant model shows the major utilization of qualitative data. The QUAN model also indicates the employment of more quantitative data. The QUAL- QUAN model illustrates that quantitative and qualitative data will be collected simultaneously and that there will be a balance in the use of both models, while giving the results of the study. The model has also been categorized with relation to its timing as concurrent, sequential and multiphase combination. The concurrent timing occurs when qualitative and quantitative data are collected and implemented simultaneously at a particular stage, while sequential timing means that the data is collected and implemented successively and multiphase combination means the combination of concurrent and sequential components (Creswell & Clark, 2011). It is necessary to note that a notation system, which was first designed by Morse (1991), is used to depict elements of mixed methods design (Creswell & Clark, 2011).

This study will adopt the QUAN-QUAL model. Qualitative data will be gathered using interviews, documentary analysis, field notes and observation checklist, while quantitative data will employ survey. The method is justifiable in this study, as it will strengthen the understanding of the phenomenon (Gay et al., 2006); and generate robust evidence, since the use of qualitative or quantitative sources alone will not be adequate

(Creswell & Clark, 2011). It is at times necessary for an evaluative case study and ‘in a purely (traditional) quantitative study, an outlier may occur’ (Balbach, 1999, p. 4).

4.2 Approaches in Research Design

The three approaches in research design as proposed by Creswell (1994) are research approach, research strategy and research methods. The approaches in the design of this study are discussed below:

4.2.1 Research Approach

The design of a study encompasses the ‘intersection of philosophy, strategies of inquiry and specific methods’ (Creswell, 2008, p. 5). In discussing the design of this study, three sections to be addressed as proposed by Creswell (2008, p.6) are:

- i. The philosophical worldview proposed in the study;
- ii. A definition of basic considerations of the worldview;
- iii. How the worldview shaped the approach to the study;

The research approach will examine the three sections as stated above:

i. The Philosophical Worldview Proposed in the Study: philosophical ideas need identification in research because of their influence on research practice (Creswell, 2009). A worldview is ‘a basic set of beliefs or assumptions that guide inquiries’ (Creswell & Clark, 2011, p. 39). Four worldviews or paradigms (a paradigm is synonymous to a worldview) commonly associated with research are:

a. Post-positivism: this worldview is ‘a milder form of positivism that follows the same principles but allows interaction between the researcher and his/her research participants’ (Willis, 2007 cited in Taylor & Medina, 2013, p. 1). It entails the use of survey and interviewing/participant observation, which are forms of qualitative methods (Creswell, 2008; cited in Taylor & Medina (2013). It has been asserted that ‘positivists

and post-positivists research is commonly aligned with quantitative methods of data collection and analysis' (Mackenzie & Knipe, 2006, p.1). Post-positivism replaced positivism after the era of World War 2 (Mertens, 2005; cited in Mackenzie & Knipe, 2006). The post-positivist believes in the objectivity of knowledge and inclines towards gaining it by 'observation and experiment'. However, this world view was questioned by the interpretive constructionist and the critical postmodernist for its 'lack of subjectivity in interpreting social reality' (Thomas, 2010, p. 294- 295) and so the introduction of constructivism.

b. Constructivism: this paradigm is associated with qualitative research. The social constructionist believes in the subjectivity of knowledge. They construct meanings from their home and work environment and these meanings are usually subjective. They 'generate theory inductively...and depend on the participants' views of the situation being studied' (Creswell, 2003; cited in Mackenzie & Knipe, 2006, p.1). .

c. Advocacy and Participatory Worldview: this view draws from both quantitative and qualitative approaches. This stance emerged as a result of the inadequacy of the post positivists and the social constructionist as the proponents feel that issues that can lead to reformation of the lives of the participants should be addressed (Creswell, 1998).

d. The Pragmatic paradigm: This paradigm focuses on research consequences and it is based on questions asked instead of methods (Creswell & Clark, 2011). This worldview or paradigm will be analysed in detail as it will be the paradigm adopted for this study. This paradigm philosophically underpins mixed methods (Creswell, 1994). It entails 'action and change' and the interaction between 'knowledge and action' (Goldkhul, 2012). The research problem is emphasized and researchers use all methods available to 'understand the problem' (Rossman & Wilson, 1985 cited in Creswell, 2009, p.10).

Earliest pragmatists were O.W Holmes, C.S Peirce, J. Royce, W. James, J. Dewey, and

C. I Lewis (Roberto Ferga, 2011). The paradigm ‘as a method of philosophy’ began by Charles Sanders Pierce (1839-1914), was popularized by William James (1842-1910) and associated with two other major early representatives, John Dewey (1859-1952) and George Herbert Mead (1863-1931) (Halton, 2004). Some contemporaries of pragmatism are Murphy (1990), Cherryholmes (1992) and Rorty (1990) (Creswell & Clark, 2007).

However, some scholars have contended against the use of pragmatism for mixed methods (Bergman, 2011, Mertens, 2003; cited in Hall, 2010). Furthermore, Yin (2003) and Stake (1995) proposed the constructivist’ worldview (Baxter & Jack, 2008). It will be adopted in this study as it is ‘the philosophical orientation most often associated with mixed methods (Teddlie & Tashakkori, p.7).

Table 4.1 below represents four world views.

Table 4.1 The Four Worldviews

Post-positivism	Constructivism
• Determination	• Understanding
• Reductionism	• Multiple participant meaning
• Empirical observation and measurement	• Social and historical construction
• Theory Verification	• Theory generation
Advocacy/Participatory	Pragmatism
• Political	• Consequences of actions
• Empowerment issue-oriented	• Problem-centred
• Collaborative	• Pluralistic
• Change-oriented	• Real-world practice oriented

This table is adapted from Creswell (2009c)

ii. A definition of the Basic Considerations of the Worldview- Pragmatism

The common philosophical elements of the worldviews are ontology, epistemology, axiology, methodology and rhetoric (Creswell & Clark, 2007). The worldviews consider these elements differently. Therefore, the consideration of these elements by the pragmatists will be discussed below:

a. **Epistemology:** It deals with the relationship between the researcher and the object being researched (Creswell & Clark, 2011; Teddie & Tashakkori, 2009). The pragmatists believe in a balance between the subjective and objective viewpoints of the acquisition of knowledge. The relationship between the researcher and the researched is one of practicality as data collected will be used to answer the research questions (Creswell & Clark, 2011).

b. **Axiology and Ontology:** Pragmatists do not emphasize values though they acknowledge its importance in the conduct of research and its implications in giving conclusions from studies. In addition, they conduct their research based on individual interest (Teddie & Tashakkori, 2009). Pragmatists believe in ‘the existence of external reality independent of our minds and also ‘deny that truth regarding reality can actually be determined’ (Cherryholmes, 1992, cited in Teddie & Tashakkori, 2009, p.93).

c. **Methodology and Rhetoric:** Pragmatists combine quantitative and qualitative data. The data, which is collected in multiple forms, is mixed and analysed (Creswell & Clark, 2007). This entails the language used. It could be formal or informal writing styles (Crotty, 1998; cited in Creswell & Clark, 2007).

iii. Pragmatists' Approach to the Study

Different views of the pragmatists as identified by Creswell (2009) that have shaped this study are: the belief of the pragmatists that there is no total unity in the world; this is applicable to the mixed methods researcher who collects data using various approaches. Data will be collected and analysed for this study using various methods such as documentary analysis, field notes, survey, interviews and pictorial record (photographs). Pragmatists concur that research occurs in certain contexts. Therefore, the social science theory for this study is a model (CIPP Evaluation model). Pragmatism enables a researcher to exercise their freedom of choice by choosing 'the methods, techniques and procedures of research that best meet their needs and purposes' (Creswell, 2008, p. 11). This is applicable to this study, where the methods, techniques and procedures have been chosen to suit the necessity and purposes of the study.

Pragmatists are not interested in reality and the laws of nature (Cherryholmes, 1992). The main focus in this study is the research problems and the approaches for finding solutions to answer the research questions.

4.2.2 Research Strategy

This study is based on a case study approach (Blease & Cohen, 1990), with the CIPP evaluation model as a theoretical framework. A case study focuses on a single case in order to show the significant characteristics about its quality. This study is an evaluative case study (Stenhouse, 1985). The rationale for adopting a case study evaluation design are its appropriateness for programme evaluation, programmes are studied in their natural setting, all germane methods / sources of information are utilized and programmes are considered in detail (Shinkfield & Stufflebeam, 2007; Yin, 2011). In addition, this study will entail an investigation of the programme in different contexts (Balbach, 1999) and it is persuasive (Morra & Friedlander, n.d).

Some years ago, scholars rarely reached a consensus on their definition of case study. This was asserted by Lincoln and Guba (1985, cited in Bassey, 1999) that whereas literature abounds with case study references and examples of its reports, it appears that an agreement exists on what it is. However, currently, literature abounds on definitions of case study that generally agree. Case studies in the field of education originated a few years ago as noted by Simons (1980, cited in Bassey, 1999) that case study in education developed recently and when compared to other fields is yet to be investigated to the same extent.

Various scholars have defined the term 'case study'. According to Nisbett & Watt (1984, in Cohen, Manion & Morrison, 2011, p. 289) 'a case study is a specific instance that is frequently designed to illustrate a more general principle'. The important words in this definition are 'specific instance'. However, this definition is limited in the sense that it fails to recognize the variants in case studies (Yin, 2009). Another scholar describes it as 'the study of the particularity and complexity of a single case, coming to understand its activity within important instances' (Stake, 1995, p. xi). The use of 'particularity' by Stake accords with the former definition and the use of the words 'specific instance'. It is also the 'study of an instance in action' (Adelman et al. 1980 cited in Cohen, Manion and Morrison, 2011, p. 289). A repetition of the word 'instance' is noted here. Finally, it is 'a method of learning about a complex instance, based on a comprehensive understanding of that instance obtained through extensive description and analysis of that instance taken as a whole and in a context' (Morris & Friedlander, n.d, p.3). A critical analysis of the aforementioned definitions shows that case study is usually associated with a particular unit, class or distinct group.

On the contrary, as reported by Cohen, Manion and Morrison (2011, p. 289) that Yin (2009, p.18) 'argues that the boundary line between the phenomenon and its context is

blurred, as a case study is a case in a context and it is important to set the case within its context'. Therefore, different cases have different contexts and should be so analysed. In recent times, Yin (2014, p.16) has given a dual part definition of case study that recognizes its scope and characteristics. He defined it as 'an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real world context' - this identifies the scope of case study. On the other hand, the definition of case study as an investigation that depends on 'many sources of evidence', with many variables of interest 'and 'benefits from prior development of theoretical propositions to guide data collection and analysis' illuminates its features. According to Yin (2014), the dual part definition, embraces case study as a method that entails the principles of data collection, peculiar strategies for data collection and design logic.

Case study has been classified into different categories. According to Yin (1993), case study can be exploratory: it is instrumental to the testing of hypotheses for another study; descriptive: a description of that particular case and its context and explanatory: this type determines cause and effect. Case study can also be intrinsic and instrumental (Stake, 1995). Intrinsic case study is investigating a case for its own purpose, while instrumental is investigating a case for an insight into another case. It can also be explanatory, descriptive or combined methodology (Morra & Friedlander, 1999).

According to Stenhouse (1985, in Bassey, 1999, p.29), four broad styles have been identified. They are 'ethnographic, evaluative, educational and action case studies' (1985, cited in Bassey, 1999, p. 29).

Ethnographic case studies examine the understanding of the case actors and provides from the view point of an outsider, explanations that stress 'causal or structural patterns' that the case actors may not be aware of (Stenhouse 1985, p. 49). An evaluative case study involves studying a case or cases that will lead to judgement on the value of

programmes. Educational case study aims at enriching educators either through theory development on education or refinement of prudence ‘through systematic and reflective documentation of evidence’, while case study in action research is concerned with the provision of feedback for a case or cases that will lead to action refinement

(Stenhouse,1985, p. 50). However, Bassey (1999) proposed three types of case study:

- Theory seeking and theory testing case studies: They are concerned with common issues. They focus on issues and not cases. He explained that theory seeking cases are equivalents of Yin’s exploratory cases while theory testing cases are his explanatory ones.
- Storytelling and picture drawing case studies: these give analysis of educational programmes that unfold theory. Story telling will narrate, while picture drawing will describe.
- Evaluative case studies: They enquire about the worth or the value of educational programmes by examining them.

From the description given on types of case study above, this study is an evaluative case study because the evaluation of the implementation of the curriculum will be considered in three different settings and it will enable the researcher to have a thorough elaborate picture of the implementation of the curriculum (Balbach, 1999).

It is necessary to note that ‘in real life, overlapping exists among the types of case study’ (Morra & Friedlander, n.d, p.3).

There are merits and demerits of case studies. Some of the merits as outlined by Adelman et al (1980 cited in Bassey, 1999, p.167) are:

- The generalisation of data from an instance to class
- The presentation of data in a form that is accessible to the public.

Some of the weaknesses of case study are:

- The limitation in generalization: in other words, it does not indicate whether its drawback or successfulness can be attributed to that case alone or it is general (Morra & Friedlander, n.d), except with the justification of other writers.
- The problem of bias: the study is subject to bias. (Nisbett's & Watt's 1984, cited in Cohen, Manion & Morrison 2011).

From the view point of this researcher, a case study may not be properly conducted as Yin (2009) asserts that it is hard to conduct an 'effective' case study since the ability required of a person to conduct an effective case study is yet to be defined. In the same vein, the conduct of a case study requires substantial amount of time and energy (Balbach, 1999). This can lead to wasted effort and investment. In addition, the issue of generalization is a source of concern to case study. However, it has been noted by Yin (2014, p. 21) that case studies 'are generalizable to theoretical propositions and not to populations or universe'. Therefore, the case study researcher could aim at theoretical generalizations.

Four main study designs have been identified by Yin (2009). They are:

- i. Single case design: this is based on a particular or holistic case
- ii. The embedded single case design: this focuses on a particular case that is embedded.
- iii. The multiple case design: two instances that can be compared and are holistic
- iv. The embedded multiple case design: this entails multiple cases that have sub-units embedded.

The rationale for using a single case are: if the case is critical, unusual, common, revelatory or longitudinal and a single case can also be a pilot study that would lead to a multiple case study (Yin, 2014). Its disadvantage is that it may be misrepresented

though a multiple case would demand more resource, time and the capability of a single researcher. This study will utilise the embedded multiple case design for the following reasons: the study does not aim at testing theory or understanding a particular case as it is obtainable in single case design (Al Qur'an, 2010). The design is also preferred because research has shown that it gives detailed and compelling results (Herriot & Firestone 1983). Furthermore, a multiple embedded case will give room for the combination of qualitative and quantitative research methods into a single case study, which is what this study intends to do (Scholz & Tietje, 2002; Yin, 2003). Again, this study has sub-units, which is associated with the multiple embedded case designs. In the same vein, having more than two cases will produce a stronger effect (Yin, 2011, p. 62). Finally, it will 'offset the lack of breadth in a single case study' (Balbach, 1999, p. 3). Data collection for case study can be from different sources. Six sources as mentioned by Yin (2012, p. 10) are:

- i. Direct observations: where the researcher observes human actions or a physical environment
- ii. Interviews: this is conducted with key participants.
- iii. Archival records: these could be students' records
- iv. Documents: these could be newspaper articles, letters and email reports.
- v. Participant observation: the researcher participates as in a real-life role.
- vi. Physical artefacts: computer downloads of employer's work.

However, Bassegy (1999) has recommended the use of an eclectic method of enquiry. It is pertinent to note that the capacity of a case study to be able to utilize different forms of evidence such as documents, interviews and observations is its distinctive advantage and questions peculiar to this method are the wh- (how or why) research questions that entail contemporary phenomenon that a researcher cannot manipulate (Yin, 2014).

Data collected for case study can be analysed using a variety of techniques. This study recognizes five analytic techniques by Yin (2014). Firstly, Pattern matching, which is a pattern founded on a case findings and the pattern is predicted before the collection of the data for the study. A similarity between the aforementioned patterns will strengthen the internal validity of the case study.

Secondly, Explanation building, is a method, in which an explanation concerning a case is developed, when the data of the case study is analysed. This procedure is pertinent to an explanatory case study. Thirdly, Time series analysis, which entails ‘the conduct of a time series analysis that is directly analogous to the time series analysis conducted in experiments and quasi-experiments’ (p.150). Furthermore, Logic model is a ‘model (which) stipulates and operationalizes a complex chain of events over an extended period of time’ (p. 155). Finally, Cross-case synthesis, which is applicable to multiple cases. In this technique, the findings from the different cases are considered individually and later synthesized. This study adopted the Cross-case synthesis approach.

According to Yin (2011), the formats for reporting case studies can be categorized into four. They are: i. Single case study: this involves the description and analysis of a single case using text. As supplementary, tables, charts and so on are utilized. ii. Multiple case studies: in this method, the report for each case is presented individually and cross-cased in a later chapter. iii. Option for a single or multiple case studies: each case is written according to the questions and answers in the researcher’s data-bank. iv. Option for multiple case studies only: this involves only multiple case studies. Here, the report from each case is cross-cased in chapters that are interspersed with information from individual cases. This method will be utilized in this study because ‘the synthesis can incorporate quantitative techniques common to other research synthesis’ (Yin, 2014, p.165) and it makes the presentation of data easier to comprehend.

4.2.2a CIPP Evaluation Model:

The CIPP Evaluation model is the theoretical framework for the study. The model was applied in the evaluation of the implementation of the curriculum. A summative evaluation (conduct of an evaluation on completion of the development of a curriculum package (Worthen & Sanders, 1998, cited in Tunc, 2010) was conducted as it is aimed at providing data for decision-making. The research questions were modified in order to align them with the four components of the CIPP model. They are:

1. What is the context of the English language programme of the Nigeria Certificate in Education? (Context Evaluation)
2. How does the implementation of the curriculum equip students to develop the four language skills? (Input Evaluation)
3. What are the students' perceptions of the implementation of the curriculum?
(Process Evaluation)
4. What are the lecturers' perceptions of the implementation of the curriculum? (Process Evaluation)
5. How have the objectives of the curriculum been achieved? (Product Evaluation)

Table 4.2 Curriculum Implementation Framework

Objective	Context	Input	Process	Product
	To describe the objectives of the English language programme, its setting, the facilities, the courses and to identify the needs of the students.	To state the appropriateness of the course contents (with particular reference to the four language skills), methodology, instructional materials and assessment.	To identify the deficiencies in the implementation of the curriculum. Factors such as students' attitudes, environmental factors, facilities, staff welfare (training), instructional materials and methodology.	The views of key personnel on the achievement of the objectives will be sought, with reference to the students' ability of the four language skills, their confidence and competence in the use of spoken and written English, acquisition of critical skills, ability to teach English effectively, preparation for further studies in the language and suggestions for improvement.
Means	Document review, survey, interviews, site visits and field notes.	Document review, survey, interviews, and field notes.	Survey, field notes and interviews.	Data collected on judgements of the key personnel through Interviews and field notes will constitute this section.

In line with the model, the four types of evaluations that were conducted are context, input, process and product evaluations.

i. Context Evaluation: This evaluation dealt with the situational analysis of the NCE programme. It assessed the needs, problems and opportunities of the beneficiaries of the programme. The following instruments were utilised for the collection of data. They are document review, interviews, photographs (pictorial records), field notes and site visits. The following documents were reviewed to obtain information on the setting of the programme:

- The Curriculum Implementation Framework for Nigeria Certificate in Education (2012 Edition)
- The Nigeria Certificate in Education Minimum Standards for Languages (2012 Edition)
- Student Handbooks for the three colleges of Education
- Websites of the three colleges of Education

a. The documents were reviewed to obtain information on

- The history of the NCE programme in the three schools
- The structure of the NCE programme
- The objectives of the English language Programme
- The setting of the English language programme in the three schools
- The facilities of the English language programme in the three schools
- The courses of the English language programme
- Assessment of the English language programme

b. Site visits and field notes: The researcher visited the three schools to observe the facilities and other environmental conditions of the schools.

c. Photographs: Photographs were taken to analyse the environment of the schools and their facilities (see Figures 5.1-5.6).

d. Interviews: The deans of two colleges were interviewed on the vision of the school, the context of the English language programme and staff issues; the third dean could not be interviewed because he is a specialist in Yoruba Language. Please, see Appendix IV for the interview questions for the deans of the three colleges.

ii. Input Evaluation: A description of the courses embodying the four language skills were given with specific focus on the appropriateness of:

- The objectives of the courses
- The contents of the courses
- The course materials of the courses
- The methodologies and alternative ones for teaching the skills
- The assessment

Interviews and questionnaires were used to obtain information on the development of the skills. Three lecturers from each school were interviewed. Please, see Appendix V for the interview questions. See also Appendix VI for the students' input questionnaire. Twenty students from each school filled out the questionnaires.

The following courses were evaluated:

- ENG111 Practical Listening and Speech work
- ENG 112 Introduction to Phonetics and Phonology
- ENG121 Basic Reading Skills and Comprehension
- ENG 221 Composition
- ENG 321 Long Essay

iii. Process Evaluation: The views of the students were obtained on the implementation of the curriculum with particular focus on:

- The teaching/ learning process
- The factors that hinder the implementation of the curriculum such as environmental factors, facilities, student welfare, instructional materials and methodology
- Suggestions on the improvement of the procedural design

The researcher proposed to administer questionnaires to ten lecturers from each school. However, this could not be attained as the composition of the lecturers in the English department of the three schools was less than ten.

b. The opinions of the lecturers on the following issues were sought:

- The teaching /learning process
- The factors that hinder the implementation of the curriculum-environmental factors, facilities, staff welfare, instructional materials and methodology
- Suggestions on the improvement of the implementation process

Twenty students from each school also filled out the questionnaires. Observation checklist was used to observe the facilities in the schools. Please, see Appendices VII & VIII for the lecturers' and students' questionnaires.

See also Appendix IX for the observation checklist

iv. Product Evaluation: The views of the deans of language schools were sought on the achievements of the objectives of the curriculum, with the focus on:

- The ability of the students in the areas of the four language skills
- The confidence and competence of the students in the use of written and spoken English
- The ability of the students to teach English effectively
- Development of the four skills in the language by the students
- Recommendations for improvement

The deans of two colleges were interviewed on the competence of the graduates of the schools, the four language skills and recommendations for change in the department.

The third dean could not be interviewed because he is a Yoruba specialist. See Appendix X for the interview questions.

4.2.3 Research Methods

A multistage sampling technique was used in this study because of the dispersion of the population in various cities across Nigeria (Bryman, 2008). Case study evaluation utilizes three major sampling techniques; they are random, convenience and purposive (Balbach, 1999). Sampling is the procedure for selecting a sample from the wider population. A mini group of the population in which one is interested is the sample (Kamar, 2011).

The technique entails selecting subjects based on different criteria. To get the sample for this study, the first stage of sampling was cluster, this entailed dividing the country into clusters and it was into the six geo-political zones of Nigeria, where at least a College of Education can be found. This is phase one of the sampling procedure. The six geo-political zones are the south south, south west, south east, north west, north east and north central zones. The criterion for selection in this phase was that all the Colleges of Education fell into a geo-political zone in the country. At this stage, the Primary Sampling Units (PSUs) were based on the geographical zones.

Purposive Sampling was used to choose two zones in the south. They are the south west and the south-south comprising six states each. It was necessary to choose the two zones because there is a wide gap between schooling in northern and southern Nigeria. In addition, there are gaps in the enrolment of males and females in the country; the gaps in the enrolment of females and males are widely evident in the north (National Literacy Rates Survey, 2002) and there have also been reports of terrorist attack on the northern zone by Boko Haram (BBC, 2014). In the south south zone, some states could not be chosen for political reasons such as activities of militants in the areas (Risk Assessment Form, UCLAN, 2012).

The second stage was the delineation of the schools in the two zones into strata, using the stratified random sample. The schools were stratified into federal, state and private schools. This phase, which is the Secondary Sampling Units (SSUs), was based on type of school. The researcher intended to utilize the federal schools but the current strike (as at the time of writing) between the Federal Government of Nigeria and lecturers in federal Colleges of Education (COEASU) deterred her. The duration of the strike was for a period of eight months and this paralysed academic activities majorly in the Federal colleges as the state colleges that joined the strike later called it off. The lecturers, who stood their ground for that long period, were later swayed to change their stance due to the interest of the students (Onochie, 2014). The state schools had to be chosen.

The choice of the state schools will need further explanation as the security situation in Nigeria is very volatile. The study was affected by a number of issues ranging from the strike by the lecturers to the issue of terrorism by Boko Haram in Nigeria. The strike may not have achieved its full purpose as the lecturers had to suspend the strike 'in principle' in the interest of the students; the lecturers protested against 'infrastructural decay, poor funding, non-implementation of the 2010 FG-COEASU agreement, poor conditions of service, brain drain and illegal imposition of the Integrated Personnel and Payment Information System' (King Femi, 2013,p.1).

The agitation of infrastructural decay is a consequence of poor funding by the government. The non-provision of adequate funds by the government has led to the non-maintenance of the facilities and poor conditions of service result in brain drain as lecturers migrate to other countries for better conditions of service (Ibidapo-Obe, 2007). These factors and more have impeded effective teaching in the colleges.

In addition, acts of terrorism have been noted in northern Nigeria (BBC, 2014) as the group, Boko Haram (the name literally means ‘western education is forbidden’) has been involved in insurgent activities. The activities involved abducting girls from school (the girls are yet to be released as at the time of writing), attacks on churches, universities, including a recent attack on a teacher-training college in the north. The attacks, which are aimed at western education, are usually accompanied with killings of innocent citizens (BBC, 2014). It is necessary to note that this study aims at the promotion of western culture as English language is the language of the global world.

The state schools were chosen using purposeful random sampling (Cohen et al., 2011). It was necessary to choose the state schools to give room for uniformity of choice. The state schools in the two zones are thirteen, while the Colleges of Education in the zones are thirty. This shows that the colleges are representative of the schools in those zones. Three state schools were selected using the simple random sampling; the schools are Tai Solarin College of Education, Ogun; Adeniran Ogunsanya College of Education, Lagos and College of Education, Cross Rivers. Furthermore, some state schools in the southern zones were excluded as a result of the restrictions to such states by the authorities of the University of Central Lancashire (Risk Assessment Form, UCLAN, 2012).

As earlier stated, a survey approach was used for this study. Forty English language students from each school completed the questionnaires that were administered using the stratified random selection. The students from each school were divided into two sets with twenty completing the questionnaires on the courses embodying the four language skills and twenty completing the other set on the implementation of the curriculum. Stratification was by years, as there are three levels in the colleges. The Year 1 students constituted the majority of students as the revised curriculum is

implemented at that level presently (the Year 1 students constituted the majority because the implementation of the new curriculum does not embrace the existing Years 2 & 3 students). Simple random sampling was used to choose (36) 30% students from Year 3, (30) 25% from Year 2 and (54) 45% from Year 1. Lecturers' questionnaires were administered to 20 lecturers from all the schools, while three lecturers from each school were also interviewed.

4.3 Instrumentation

The main sources of data collection for case study evaluation are documents, interviews (with focus groups) and observations as they give a detailed picture of occurrences and their 'whys' (Balbach, 1999). Therefore, the instruments used in this study were:

i. Questionnaire: Questionnaires on process evaluation and evaluation of courses embodying the four language skills were administered to students. Forty students from each school filled out the questionnaires. The process questionnaires were divided into two sections; namely, demographic information and curriculum implementation. The questionnaires on courses embodying the four language skills were divided into two; demographic information and self- assessment of English skills. The lecturers' questionnaires were on process evaluation. Twenty lecturers from all the schools filled out the questionnaires. They also consisted of two sections; demographic information and implementation of the curriculum.

The surveys have two categories. They are the questionnaire and interview. This study utilized both categories. The questionnaires were utilized to save cost and as it is a mixed method study that will employ statistical data. A set of questions given to individuals for the collection of statistical information on a subject is a questionnaire.⁹

⁹ Merriam- Webster's Online Dictionary, meaning of questionnaire. <http://www.merriam-webster.com/dictionary/questionnaire> (accessed 1/1/13).

Questionnaires provide information from a large group of people and this study entailed collecting information from a population dispersed across the country. In addition, the use of the self-completion questionnaire was advantageous because of the disparity of the population and the promptness in administering it (Bryman, 2008).

It also gives brief responses and anonymity encourages honest responses from respondents (Lodico et al., 2010). For a survey to be successful, the questionnaire must be properly constructed. This study utilized questionnaires based on close ended and open-ended questions. The open-ended questions were fewer, while the closed-questions were in the majority. Open-ended questions were used as they capture fuller experiences of the participants (Balbach, 1999). This technique was used in order to elicit honest answers from the students that would be involved and to eliminate bias. It was also as a result of time constraint (timeframe of the study) and resources (case study evaluations are expensive to conduct). However, questionnaires do not provide in-depth information and extensive preparation for their administration is required (Lodico et al., 2010). They do not encourage probing and collection of further information (Bryman, 2008).

ii. Observation Checklist was employed by the researcher to indicate the resources available in the institutions. Observation constitutes a major part of learning, which entails a systematic and detailed investigation of the case of study (Bandura, Grusec & Menlore, 1966 cited in Lodico et al., 2010). It is unique as a method of data collection because a researcher is opportune to collect 'live' data from a social environment (Cohen et al, 2011). They further asserted that the method gives room for the collection of genuine data as it is not based on inference. In addition, it entails facts as figures can be accurately recorded and it focuses on events and behaviours.

According to Morrison (1993, cited in Cohen et al., 2011, p. 457), observation allows for the ‘collection of data by a researcher on the physical, human, interactional and programme strings’. Observation checklist entails observing the actual situation and ticking against a checklist whether such objects are present as in a classroom observation. The use of observation as a tool demands being skilled in the act and record of observation and the researcher decides on the level of his/her participation (Lodico et al., 2010). According to Goetz and Le Compte (1984, cited in Lodico et al., 2010, p. 115) the main features of observation include:

- ‘An explanation of the physical setting
- A description of the participants in the setting
- Individual and group activities and group interactions
- Participant observation and non- verbal communication
- Researcher behaviour’

An observation checklist was used to rate the state of facilities, equipment, personnel in the colleges. Scale of rating was used to rate the state of facilities in the schools into ranking order of 4- excellent, 3- good, 2- fair and 1- poor and grading was based on this method.

iii. Interviews: According to Balbach (1999, p. 7), ‘interviews are the foundation of case study’ as they give understanding of happenings from the viewpoint of participants and their reactions. Interviews were also conducted because they were used to gain further insight into the implementation process (Cohen et al., 2008). An interview has been defined as ‘a conversation with a purpose’ (Rossman & Tallis; Chambliss & Schutt 2003; cited in Lodico et al., 2010, p. 119) conducted with a person or a group of persons’. Questions can be personalized and responses can be probed. (Lodico et al, 2010). It entails having a one-to-one conversation with the interviewer. An interview is

a focussed conversation in which the interviewer gets a response from the respondent based on the questions prepared and asked (Frey & Oishi, 1995). There are many types of interviews. Four types that were considered in this study are:

- Structured interviews
 - Semi-structured interviews
 - Non-directive interviews
 - Unstructured interviews
- i. **Structured Interview:** In a structured interview, questions are prepared and all the interviewees respond to the same questions in the same order (Corbetta, 2003). However, this technique can lead to the interviewer being biased while questioning.
 - ii. **Semi-structured interview** entails the interviewer using a guide (prepared questions), but does not follow a particular sequence, while conducting the interview. The interviewer uses his discretion in ordering the questions and the choice of words (Corbetta, 2003). Semi-structured interview technique because no hypothesis was tested in the study (David & Sutton, 2004). The technique also enabled the researcher to gain more information and thorough answers from an initial view given by the respondent (Wimmer & Dominic, 1997). Finally, the method will give an in-depth view of the existing situation.
 - iii. **Unstructured Interviews:** the interview follows a pattern of a conversation; it is very flexible and the interviewer must be skilled and may not record notes immediately during the interview (Lodico et al., 2010).

The lecturers and deans of two schools of languages in the three colleges were interviewed. The interviews of the deans of the two colleges examined demographic information, vision and objectives of the English language curriculum, student

concerns, continuing professional development (CPD) and quality assurance. Lecturers in the colleges sampled were asked questions that led to giving answers to the research questions. The questions elicited responses on the demographic information of the lecturers, language skill courses, teaching methods, fidelity of curriculum implementation, development of language skills and continuing development of the lecturers.

iv. Field notes were utilised to give data as observed by the researcher. They are ‘written descriptions of what the researcher observes in the field and his or her reactions and feelings’ and the information from field notes must be explicit, meticulous and accurate; they can be descriptive or reflective (Lodico et al, 2010, p. 118). This will give room for a more qualitative work. Field notes and observation checklist were also employed. The provision of observed data by the researcher is field notes. As the name suggests, field notes are notes taken during field work (Wallen & Fraenkel, 2000). This method is justifiable as no data can be more truthful than that given by the researcher. This method was used by the researcher to record some observations made during the administration of the questionnaires. They were used during observations to record important quotes and precise information (Balbach, 1999).

v. Documentary Analysis: The review of documents for the purpose of data collection is known as document review. Documents may be internal (school programme) or external (management programme) and it could also be in hard copy or electronic forms, which may include proposals for funding, minutes of meetings and materials for marketing (Department of Health and Human Services, 2009). A document is also a ‘record of an event’. The types of documents are personal, written, printed, electronic or visual documents (photographs) (Cohen et al., 2011, p. 248). Documents coupled with

interviews and observations are the major sources of data for case study research interpretation and analysis (Olson, n.d). Document review in case study evaluation creates room for ‘a second evaluation of an event’ (Balbach, 1999, p. 12).

The merits of document review are the cheap cost, it gives in-depth information on a subject; it is unobtrusive and provides a good context information source. However, there are demerits; which are archaic information, inaccuracy and subjectivity by the writer as a result of the selection of information and time consuming for the analysis of data. (Department of Health and Human Services, 2009). Another critique against documents is that it fails to capture the classroom, the context of learning and the link between teacher and student (Gordon, 1988, cited in Cohen et al., 2011). In addition according to the department of Health and Human Services, document review is a necessity for evaluation: i. when context information data is to be accessed ii. It is necessary to determine if the implementation of a programme evidence the plans of the programme iii. When information on the development of other tools for data collection is required. iv. When data to access information on ‘wh’ evaluation questions are needed.

The following extant documents were reviewed to obtain information on the setting of the programme:

- The Curriculum Implementation Framework for Nigeria Certificate in Education (2012 Edition)
- The Nigeria Certificate in Education Minimum Standards for Languages (2012 Edition)
- Student Handbooks for the three Colleges of Education
- Websites of the three Colleges of Education

vi. Photographs: photographs are visual representations of certain contexts of a phenomenon. It has been asserted by Bryman (2008, p. 518) that 'there is a growing interest in the visual in social research'. According to him, photographs perform three prominent roles; which are i. illustrative- used for the illustration of points, ii. As data- when it is used as a source of data, e.g. the researcher's field notes iii. As prompts- they stimulate people to engage in discussions. The researcher took photographs of the lecture halls of the three colleges and the language laboratories of two of the schools as the third school had no language laboratory.

4.4 Demographic Details of the Interviewees

The researcher conducted interviews with three lecturers from each school and the deans of the school of languages of two colleges. The dean in Tai Solarin College of Education had only assumed office for 3-4 months, while the one in College of Education, Akamkpa had assumed office for eight months. The third dean was not approached for an interview because he is not an English expert.

In Adeniran College of Education, the years of experience of the lecturers interviewed ranged from 12-20. Their areas of specialization are Phonology, Applied English Linguistics and Socio-Linguistics. In College of Education, Akamkpa, the lecturers interviewed had taught for a period of 2-20 years. Their areas of specialization are Stylistics and Language, while in Tai Solarin College of Education, the lecturers interviewed had taught for a period of 10-15 years. Their highest levels of qualifications and areas of specialization are PhD / Masters and Language Education (Reading), Pragmatics and Literature respectively.

4.5 Demographic Details of Questionnaire Participants

4.5.1 Questionnaires on the Evaluation of Courses Embodying the Four Language Skills

Questionnaires were also used to collect data on the evaluation of the courses embodying the four language skills. Twenty students from each school filled out the questionnaires, which examined the demographic information of the students, assessed their knowledge of the four language skills and elicited information on the views of the students on the course contents, learning environment, teaching methods, learning resources and assessment.

Table 4.3 Composition of student sample

					Total	Missing
Gender	Male 24 (40%)	Female 36 (60%)			60	0
School Type	Federal 0 (0%)	State 100 (100%)	Private 0 (0%)		60	0
Age	17-19 18 (30%)	20-22 23 (38.3%)	23-25 16 (26.7%)	Other 3(5.0%)	60	0
Year	Year 1 24 (40%)	Year 2 17 (28.3%)	Year 3 9 (31.7%)		60	0
Qualification	WAEC 50 (83.3%)	GCE 5 (8.3%)	TG2 1 (1.7%)	Other 1(1.7%)	57	3

n=60

The socio-economic status of the fathers of the students consist of professionals, 5 (8.3%), civil servants 17 (28.3%), pensioners 2 (3.3%), self-employed 15 (25.0%), trading/farming 17(28.3%), while for the mothers, there are professionals 2 (3.3%), civil servants 9 (15.0%), pensioners 2(3.3%), self-employed 15 (25.0%) trading/farming 17(28.3%).This result indicates that majority of the students have parents of low economic status.

4.5.2 Students' Process Questionnaires on the Implementation of the English language Curriculum

Table 4.4 Composition of Student Process Questionnaire

					Total	Missing
Gender	Male 18(30%)	Female 42 (70%)			60	0
School Type	Federal 0 (0%)	State 100 (100%)	Private 0 (0%)		60	0
Age	17-19 17 (28.3%)	20-22 28 (46.7%)	23-25 15 (23.3%)	Other 1 (1.7%)	60	0
Year	Year 1 35 (58.3%)	Year 2 12 (20.0%)	Year 3 13 (21.7%)		60	0
Qualification	WAEC 51 (85.0%)	GCE 1 (1.7%)	TG2 1 (1.7%)	Other 2 (3.3%)	65	5(8.3%)

n=60

The socio-economic status of the fathers of the students consisted of professionals, 4 (7.5%), civil servants 19 (35.8%), pensioners 4 (7.5%), self-employed 20 (37.7%), trading/farming 6(11.3%), while for the mothers, there were professionals 2 (3.3%), civil servants 10 (18.9%), self-employed 15 (28.3%), trading/farming 19(35.8%), Housewife 5(9.4%).The result also indicates that majority of the students have parents from the lower cadre of the society.

4.5.3 Lecturers' Process Questionnaire on the Implementation of the Curriculum

Table 4.5 Composition of Lecturer Process Questionnaire

					Total	Missing
Gender	Male 7 (35.0)	Female 12 (60.0%)			19	1
School Type	Federal 0 (0%)	State 19 (95.0%)	Private 0 (0%)		19	1
Age	36-40 2 (10.0%)	41+ 17 (85.0%)			19	1
Qualification	First degree 1 (5.0%)	Masters 15 (75%)	PhD 3 (15%)		19	1
Experience (years)	1-10 4 (20%)	11-20 8 (40%)	21-30 6 (30%)	31-40 1 (5%)	19	1

n=20

The table shows the composition of the lecturers' process questionnaire. For the average number of students in class, 40% of the lecturers usually had 1-100 students, 30% had 101-200 students, while 10% had 201-300 students and 4 missing data resulted in 20%.

4.6 Procedures for Data Collection

The questionnaires were administered to students by the researcher. She was on hand to explain the study to the students and to collect the questionnaires, when they had finished. In line with ethical provisions of the university, students were given information and required to sign consent forms before completing the questionnaires. Information was given to students prior to the administration of the questionnaires. Permission was sought from the deans; school of languages. The deans of two colleges were interviewed; the third could not be interviewed because he is a specialist in Yoruba language. Lecturers in the department were personally approached for their views on different subjects on the implementation of the curriculum. The interviews were recorded using digital audio recorders. The instruments used were interviews, questionnaires, observation checklists, documents, field notes and photographs. In addition, in line with the University's regulations on ethics, the data collected was handled with care and confidentiality. The data collected for the study will be stored and destroyed on the completion of the study.

4.7 Audit Trail

The survey, interview questions and observation checklists for this study were designed by the researcher though her supervisors had to authenticate them. A mixed methods approach was utilized as quantitative and qualitative data were collected. The time frame scheduled for the collection of data for this study was six weeks. The researcher had to travel to Nigeria in June, 2014 to administer the questionnaires designed, conduct interviews and to observe the state of facilities in the three colleges used as case studies. However, the actual period spent was less than that as there were constraints such as strikes in one of the schools. The first school visited was Micheal Odetola College of Primary Education, Epe, Lagos State. The researcher had no contact in this school as it

was not one of the schools scheduled to be visited. However, some of the students were not available, (it was an examination period); so, data could not be collected from the school.

The second school visited was Adeniran Ogunsanya College of Education, Otto- Awori; Lagos. The initial visit to this school was fruitful as all the questionnaires for the students were administered and they responded positively by filling out the questionnaires; this was achieved with the aid of the contact in the school. The total period spent in this school was approximately four weeks as some days were unproductive. The questionnaires were administered to all the students in a day. The researcher had to make an appointment with the lecturers for interviews. This took quite a period of time as some appointments were not honoured.

Therefore, the researcher visited the school with some days being unproductive; four lecturers were interviewed though only three of such interviews were analysed as one of the lecturers was not an English language specialist. In addition, it was intended that the dean, school of languages in this school should be interviewed, this was not possible because of his area of specialisation.

The third school visited was Tai Solarin College of Education; the researcher enjoyed the support of the dean, school of languages, the lecturers and the students. This school was visited twice because, it is located in another state different from the one the researcher was residing. The two visits were fruitful as the questionnaires were administered and the lecturers were interviewed.

The last school visited was College of Education, Akamkpa. The journey to the school was fraught with difficulties and hardship as it entailed travelling from one borderline of Nigeria to another. The researcher spent a week in this geopolitical zone of the country. The school is located in a village milieu; therefore, the best facilities in terms of

accommodation were not available for the researcher. The study was conducted in three days and the lecturers, students and dean, school of languages were cooperative. The facilities were observed, the interviews were conducted and the questionnaires were administered. In this school, three lecturers and the dean were interviewed. The questionnaires administered were 42. All the questionnaires could not be analysed due to completion defect.

4.8 Pilot Study

This study entailed the utilization of a pilot study, so that the instruments could be pilot tested and a quality larger study at the PhD phase could be produced. A pilot study is a 'pre-study' of a larger study (Woken, n.d). It is a smaller version of a larger study and also a pre-trial of an instrument technique (Teijlingen & Hundley, 2001). The pilot or feasibility study was conducted in order to have an improvement on the quality of a larger study. It revealed the deficiencies of the design of the proposed study and corrections were effected.

Various scholars have given reasons for a pilot study. Some of the reasons proffered by Yin (2009, p. 92) are that 'it gives room for refining the plans for the collection of data content and the procedure to adopt; it also gives an insight into the issues of the study and clarifies the design of the research'. A number of purposes were given by Teijlingen and Hundley, (2001).

They are:

- To determine the workability of the research design
- To obtain preliminary information
- To serve as a guide for sampling size in the main study

It is necessary to note that even though the aforementioned reasons have been adduced, the success of the pilot study may not inform the success of the main study. There is

also the contention that ‘an essential feature of a pilot study is that the data are not needed to test a hypothesis or included with the data from the actual study, when the results are reported’(Peal et al. 2002).This view may not actually be correct (Woken, n. d).

The pilot study was conducted in April, 2013 at Federal College of Education, Ogun State. The sample comprised ten lecturers and twenty students drawn through convenience sampling technique. The school is located in the south-western geopolitical zone of Nigeria. The population of the students was 7,128 (Admission Analysis Document, 2012). The small sample size was justifiable on the grounds that Hill (1998, cited in Johanson & Brooks, 2010) proposed 10-30 participants for a pilot survey research.

The instruments used were:

- i. Questionnaire: Twenty students were required to answer questions on the implementation of the curriculum, while ten lecturers’ questionnaires were also administered. The students’ questionnaires elicited information on demographic details and the implementation of the curriculum.
- ii. The lecturers’ questionnaires also elicited data on demographic details, the implementation of the curriculum and questions on an assessment of the students and the language.
- iii. Observation Checklist: A checklist comprising state of facilities, availability of facilities and equipment was utilized.
- iv. Interview: for the interviews, four lecturers were interviewed from the institution.
- v. Field notes: field notes was taken as the researcher was able to get first-hand information of the data collection process.

4.8.1 Implications for the main study:

- i. The use of documents and ¹⁰Likert Scale for the measurement of attitude was recommended for the main study. The use of modern technology in the teaching and learning process was also researched.
- ii. The data collected were mainly categorical and ordinal; continuous data was collected for parametric statistical techniques to be used.
- iii. The timing for the collection of data for the main study, data triangulation (collection of data from the three types of schools) and the deletion of the answer option 'other' used in the questionnaires were considered in the main study. However, data could not be collected from the three types of schools as a result of the on-going strike (as at the time of writing) between the lecturers of Colleges of Education and the Federal Government of Nigeria and it was necessary to use the option 'other' to gain more insight into the data collected.

4.9 Data Analysis- Quantitative and Validity of the Research Instruments

The Statistical Package for Social Science (SPSS IBM 22) software was used to analyse the data on students' and lecturers' questionnaires. Quantitative data analysis involved the use of descriptive and inferential statistics. The reliability or internal consistency of a scale can be measured by using the Cronbach Alpha (Santos, 1999). According to

¹⁰ The Likert Scale, otherwise known as 'Summated Rating Scale' is a technique for the measurement of 'people's attitudes, beliefs, emotions, feelings, perceptions, personality characteristics and other psychological constructs' (Spector, 2004, p. 3). A typical Likert five item scale consists of the following levels- strongly disagree, disagree, neither agree or nor disagree, agree and strongly agree. The scale was developed by Dr. Rensis Likert (Sullivan & Artino, 2013). The scale has been adopted for this study because subjects can easily respond to the questions and 'no outside group of judges is involved in selecting statements and giving values to them' (Devendra, n.d, p.19) This eliminates bias. Another reason is that this study intends to measure perceptions, attitudes and beliefs of lecturers and students in Nigerian Colleges of Education; these are the features that the scales measures. However, the limitation of the scale is that it cannot be used for parametric tests and parametric tests are 'powerful' though scholars have argued that 'if there is an adequate sample size (at least 5-10 observations per group) and if the data are normally distributed (or nearly normal) parametric tests can be used with Likert scale ordinal data (Jameson, 2004, cited in (Sullivan & Artino, 2013, p.542). Other limitations as given by Devendra (n.d) are interpretation problem; there is the problem of interpretation, participants are expected to respond to all the questions and there is usually ranking ties.

Devellis (2003), the ideal Cronbach Alpha coefficient of a scale should be above .7. In addition, it has been asserted that coefficient alpha for Likert Scale 'is computed as a measure of internal consistency reliability with a target of at least .70 although .80 to .90 are desirable' (Numally, 1978; cited in Spector, 2004, p. 3).

In this study, the Cronbach Alpha coefficient of the scale for students' questionnaire on the evaluation of the courses embodying the four language skills, the students' process questionnaire on the implementation of the curriculum and the lecturers' questionnaire on the implementation of the curriculum are .732, .755 & .753 respectively, which are acceptable (George & Mallery, 2003).

Validity is the extent to which a test measures what it intends to measure. The effectiveness of a research is determined by its validity (Cohen et al., 2011). According to Seiliger & Shohamy (1989, p. 95), 'any research can be affected by different kinds of factors, which while extraneous to the concerns of the research can invalidate the findings'. There are various types of validity. However, three major types are: construct validity, criterion-related validity and content validity (Brown, 1996, cited in Brown, 2000). Content validity employs the validity mechanisms that deal with the contents of a test. It is the extent to which a test sample measures the contents of the objectives of the test (Brown, 2000). Content validity engages the expertise of experts in the field to measure the test items. For the content validity of this research, the instruments were examined and validated by the researcher's supervisory team.

4.10 Data Analysis-Qualitative and Risk Assessment of Project

Data analysis in research involves a summary of the mass data and its presentation in such a way that the nubs of the features are reported. Thematic content analysis was used to analyse the interview data. It 'is a qualitative analytic method for identifying, analysing and reporting patterns (themes) within data. It minimally organises and

describes your data set in (rich) detail' (Braun & Clarke, 2006, p.79). According to Boyatzis (1988, p. viii) it is a procedure for 'encoding qualitative information'.

Thematic analysis is a method that is extensively used.

The rationales for using thematic analysis are that it seeks to 'discover using interpretations' (Alhojlan, 2012, p.10). In this case, this study seeks to discover existing situation using interpretations. Again, thematic content analysis is justifiable for this study due to its flexibility, its capacity to address various research questions and varied qualitative data. In addition, thematic content analysis is not aimed at developing a theory, which is not an objective of this study (Anderson, 2007).

Moreover, it 'can be applied within a range of theoretical frameworks' (Taylor & Ussher, 2001; cited in Braun & Clarke, p.120). In other words, it can be applied to pragmatism. Finally, 'thematic analysis gives an opportunity to understand the potential of any issue more widely' (Marks and Yardley 2004, cited in Alhojlan, 2012, p. 10).

For the main study, an inductive approach was used. An inductive approach is used, where there is a link between the themes and the data. This is in contrast to the deductive approach, which is informed by the interest of the researcher in an area (Patton. 1990, cited in Braun and Clarke, 2006). Braun and Clarke (2006) proposed six phases for thematic analysis process will be applied. They are:

- i. Phase 1- Familiarise yourself with your data. This will entail transcribing the data, which will enable the researcher to be conversant with the data.
- ii. Phase 2-Generating initial codes. The data is read and concepts about the data are developed. This allows for generation of codes.
- iii. Phase 3-Searching for themes. The codes that have been generated are sorted into themes.
- iv. Phase 4- Reviewing themes. When the themes have been devised, they are reviewed.

- v. Phase 5-Defining and naming themes. Themes are refined and defined.
- vi. Phase 6-Producing the report. This involves the writing of the report after a final analysis. (Adapted from Braun and Clarke, 2006).

An example of data analysis by the researcher is given. The researcher used the aforementioned procedure to analyse the data on the question-Does your school meet with other stakeholders of your institution? The question was asked to determine the context of the English language programme in the colleges. The deans of two colleges (Tai Solarin College of Education and College of Education, Akamkpa) were interviewed. The data was analysed as shown below:

1. The researcher transcribed the interview transcripts and read them in between the lines for familiarisation purpose. The researcher also listened to the interviews on the digital recorder used for recording.
2. The codes for the question were generated as shown on the framework. Twelve codes were generated. The researcher used 'bottom-up' (the categories were generated from the data) approach as there was no theoretical framework involved. Please, see Appendix I for Code Categories Framework.
3. A thematic map was designed to show the themes: See Appendix II for the Thematic Map.
4. The themes were reviewed to make sure that they made a narrative and were congruent with the question. The themes identified gave meaning to the coded extracts. Since this is an example, collapsed themes were not identified.
5. The researcher defined and redefined the themes. See Appendix III for the redefined themes.

6. Writing Up: On the issue of meeting with stakeholders, one of the deans informed that meetings were held frequently, while the other noted that they were held once in a while. The participants at such meetings were parents, chiefs, security operatives, leaders in the community, private institutions and stakeholders. The reasons for the meetings were cultists' college- introduction of school fees and environmental issues. The benefits derived from the meetings have been amicable settlement of fees and achievement of land issues.

The necessity for a risk assessment of this project was due to the volatile political nature of Nigeria. Currently, the lecturers of Colleges of Education are on strike (as at the time of writing). The issues of contention by the lecturers are very pertinent ones as research evidenced that the problems are inherent in the colleges. They had agitated for funds with regard to accreditation exercises, infrastructural matters on campuses and sabbaticals, migration by academic and non- academic staff, laws on implementation of retirement age (City Voice, 2014). Since the accurate duration of the strike could not be ascertained, it was necessary to have a 'Plan B'. This meant that because the strike was delayed longer than necessary, data was be collected from schools that had decided not to join in the strike. At that moment, some of the state colleges were in session.

4.11 The Need for a PESTLE Analysis of the Colleges of Education

The mnemonic PESTLE signifies Political, Economic, Social, Technological, Legal and Environmental factors. The PESTLE analysis is a tool employed to analyse the environment of an organization. A PESTLE analysis was conducted for this study as a result of the industrial dispute (as at the time of writing) between the lecturers in Colleges of Education under the aegis of COEASU and the Federal Government of Nigeria. The lecturers protested some pertinent issues in the colleges. At the commencement of the strike, an official of the union (COEASU) was quoted as saying

‘our colleges are rotting away; no befitting libraries, hostels, lecture halls and other structures (and) the books in the libraries are out-dated’ (Ibrahim, 201, p. 1). The PESTLE analysis was conducted as the strike temporarily halted this study (the researcher had to put off her trip to Nigeria for data collection) for a number of months. The analysis was based on literature review and current events (at the time of writing) between the Federal Government of Nigeria and the lecturers.

4.12 Summary

This chapter examined the methodology of the study. The approaches in research design were discussed in detail; the research approach considered the philosophical underpinning of the study, which is pragmatism, the research strategy and the research methods. Other components of the chapter are the instrumentation, procedure for data collection, audit trail, pilot study, data analysis-quantitative/qualitative, validity of the research instruments, the need for a PESTLE analysis of the Colleges of Education, data handling, and risk assessment of project. The next chapter is a presentation of the data analysis of the study.

Chapter 5

Findings

5.0 Introduction

This chapter presents data on three types of evaluation conducted, which are structured according to the research questions. It examines the historical context of the English language curriculum in the three schools, the structure of the NCE programme, the objectives of the English language programme, the setting of the English language programme in the three schools, the facilities, the assessment and courses of the English language programme. In addition, the socio-cultural contexts of Colleges of Education in Nigeria (PESTLE analysis), the development of the four language skills by the students in the three colleges (see Section 4.2.3 for more information on the colleges) and the perceptions of the students on the implementation of the curriculum were considered.

5.1 Modified Research Questions in the Context of the CIPP Model

The data of this study is presented and structured according to the research questions (Cohen et al., 2011) and the CIPP model, which is the framework for the study. As earlier mentioned the data was analysed using the cross-case synthesis (Yin, 2014). The research questions have been modified to align with the CIPP model. The modified research questions are:

1. What is the context of the English language programme of the Nigeria Certificate in Education? (Context Evaluation)
2. How does the implementation of the curriculum equip students to develop the four language skills? (Input Evaluation)

3. What are the students' perceptions of the implementation of the curriculum?

(Process Evaluation)

4. What are the lecturers' perceptions of the implementation of the curriculum?

(Process Evaluation)

5. How have the objectives of the curriculum been achieved? (Product

Evaluation)

In line with the model, the four types of evaluation conducted are presented below.

5.2 Context Evaluation

This evaluation dealt with the situational analysis of the NCE English programme. It assessed the setting, needs, problems and opportunities of the students. The following instruments were utilized: interviews, document analysis, photographs and fields notes in the analysis of the question.

5.2.1 Historical View of the NCE Programme in the Three Colleges

a. Adeniran Ogunsanya College of Education:

This school evolved as a branch of Lagos Teacher Training College in Lagos Island in 1958. The status of the school has been upgraded twice and later to an establishment responsible for the training of NCE graduates (primary) school. However, with the increase in the establishment of secondary schools in the 1976/77 session, the academic orientation of the school was changed to NCE (secondary). The college was granted autonomy in 1980 with powers to establish a governing council. Consequently, its name was changed from Advanced Teachers' College to Lagos State College of Education (LACOED).

The aims of the college are the provision of courses leading to certification in education, the provision of qualified teachers; the conduct of educational research and the

arrangement of workshops for the improvement of teaching and learning in Lagos state. It is necessary to note that the school was an affiliate of University of Lagos (Institute of Education), which regulated the activities of its final-year students and awarded certificates (Colleges of Education were affiliated to universities before the establishment of NCCE (Israel & Israel, 2014); however, the arrangement was only short term. Presently, an increase in the demand for teachers and quality of personnel for teacher- training has resulted in the college being an affiliate of Ekiti State University (it awards first degrees), Ado Ekiti. The college relocated to its permanent site at Otto Awori in 1980 (Student Handbook, 2012 & School's Website, 2014).

b. Tai Solarin College of Education:

This college, which was the first higher institution in Ogun state, was established in 1978. The school was divided into four divisions, namely, Education, Natural Science, Applied Science and Humanities, with each division comprising various programmes. However, a major restructuring of the academic programmes during the 1991/ 1992 session resulted in the division of the college into five schools. The School of Education, Arts and Social Science, Languages, Sciences, Vocational and Technical Education.

The college was renamed the Tai Solarin College of Education in 1995 and its status was upgraded to a degree-awarding institution due to its facilities and staff. Thus, it became the foremost university of education in Nigeria, running the NCE programme in the university (School's Website, 2014). In 2008, the college was relocated to its permanent site in Omu- Ijebu (Student Handbook & Website, 2014).

c. College of Education, Akamkpa

The historical background of the College of Education, Akamkpa can be traced to Cross Rivers State School of Basic Studies, Akamkpa, Cross Rivers State University of Technology, Faculty of Education and Cross Rivers State University, Faculty of Education. The school, which was established by the CRS Edict No. 4, provides manpower for the training of teachers for the Universal Basic Education programme. It commenced academic activities in 2009/2010 session and aims to produce capable teachers for the state (Student Handbook, 2011-2015 & School's Website, 2014).

5.2.2 A Comparison of the Historical Perspectives of the Three Colleges

An examination of the historical perspectives of the three schools reveals that Adeniran Ogunsanya College of Education is the oldest of the three colleges. The three schools are offshoots of earlier institutions and they provide manpower for the middle level teaching workforce. They have had transformations of their names from their inception and have been restructured academically. All the colleges were established by the edicts of their various state governments. It is pertinent to note that Tai Solarin College of Education was upgraded to a degree-awarding institution (Tai Solarin University of Education) and that Adeniran Oginsanya College of Education is also a degree-awarding institution. This implies that they possess adequate facilities (Tai Solarin College of Education has been separated from the college) for that level of students. Furthermore, all the schools are located at their permanent sites, this means that further infrastructural developments in the schools would be permanent structures.

5.3 The Structure of the NCE Programme:

The National Commission for Colleges of Education in its review of the NCCE Minimum Standards documents in 2012 established a new institutional structure for the

various NCE colleges in the nation (Curriculum Implementation Framework, 2012).

The reform was embarked upon to facilitate the implementation of the new programme.

The colleges are divided into three categories:

Category A: Conventional Colleges of Education

Category B: College of Education (Technical)

Category C: College of Education (Special)

This thesis will explore the first category as the English language department falls into this category. The schools and departments in the conventional colleges are headed by deans and heads of departments, who supervise the programmes. The schools in the conventional colleges are School of Arts and Social Sciences, Languages, Sciences, Vocational and Technical Education, Early Childhood Care and Primary Education, Special Adult/ Non-Formal Education and General Education.

Moreover, directorates have been created for the colleges. They are: Directorate of Academic Planning, Directorate of Internal Quality Unit, Directorate of Education Support Services, Directorate of Consultancy Services and Directorate of Management and Information. The English language programme is a subset of the School of Languages. The English language department is one of the departments in the school of languages.

5.4 The Objectives of the English language Programme

The objectives of the English language Programme are to produce students who will be effective communicators and teachers of the language with proficiency in the skills of the language. In addition, the students will be equipped for further studies.

5.5 The Setting of the English language programme in the three schools

5.5.1. Adeniran Ogunsanya College of Education

The English language Department of Adeniran Ogunsanya College of Education is located in the School of Languages. The school is a two-storey building that consists of lecture rooms, cultural rooms, lecturers' offices and a language laboratory. The photographs taken show the building with two storeys being the school of languages (see Figure 5.1). The windows of lecture rooms, cultural rooms and staff offices can also be viewed, with students standing in front of the building (see Figure 5.1). As stated above, the English language department aims to produce students who can effectively communicate in the language and also teach junior secondary students to be proficient in the language. Students who graduate from the college are expected to be teachers of the language in junior secondary schools. The population of the students is 522 (m=136; f=386). The researcher observed that the language of communication amongst the students was Pidgin English though they spoke English to their lecturers. The interviews with the lecturers identified the needs of the students in this school as core needs and sub-needs. The core needs are the four basic skills: reading, writing, speaking and listening. Other needs as indicated in the interview with the lecturers were given as phonology (lack of mastery of the sounds), poor entry knowledge of the students and grammar (deficiency in the use of the language). The excerpts from the interview below confirm the needs of the students in this college. The lecturers were asked about their knowledge of the specific needs of the students:

‘Well, the essence of teaching them is to develop their language skills-listening, speaking, reading and writing. Those are their specific needs. The essence is to make sure those skills are properly developed’. **Interviewee 1**

‘In our college, the entry knowledge of our students is poor, we still need to work on their grammar; let alone, phonology. We are working seriously on their grammar’. **Interviewee 2**

‘Well, I happen to know that they lack some skills; like the speaking skill; they have not actually mastered the use of the sounds of the language. Then Grammar- they have not mastered the use of the language’. **Interviewee 3**

Figure 5.1 Adeniran Ogunsanya College of Education, Otto-Ijanikin, Lagos



5.5.2. Tai Solarin College of Education

The English language Department in this school does not have any designated building. All the students are assigned lecture rooms at specific periods. Lecturers also do not have their private offices but manage a staff room due to the inadequate supply of infrastructure. The duration of the programme is three years, therefore students fall into the first, second and third years. The population of the students in the department during the 2013/ 2014 session was 213. The medium of communication amongst the students

in this school was mainly their mother tongue. The interviews conducted showed that the lecturers identified the specific needs of the students as phonology, which entailed their pronunciation, lack of role model of native speakers and availability of materials and equipment such as literary text for literary studies as well as a projector.

5.5.3. College of Education, Akamkpa

The English Language department in this school has a specified building though students also receive lectures in buildings shared by their counterparts in other departments. The department has a population of 938 (m=307 and f=631) students in the 2013/2014 session. The school possesses a language laboratory and lecturers have their offices located in various blocks. The years of study are divided into three levels, which are first, second and third years. The students in this school also communicate in Pidgin English. The lecturers identified the specific needs of the students as grammar with problems such as concord, interference and lack of composition skills and lack of basic knowledge of reading, writing and speaking. These errors were identified through the interaction of the lecturers with the students and the performances of the students through formalised assessments.

5.6 The Facilities of the English language Programme in the Three Colleges

5.6.1 Language Laboratories

Figures 5.2 and 5.3 show that two schools possess language laboratories which are in an excellent state; the laboratories in Adeniran Ogunsanya College of Education and College of Education, Akamkpa are well equipped. As shown in the Figures 5.2 and 5.3 below, Adeniran Ogunsanya College of Education has a language laboratory with modern equipment such as projector, white-board, desk-top computers and ear phones, fans, desk for an instructor and a window, while the College of Education, Akamkpa

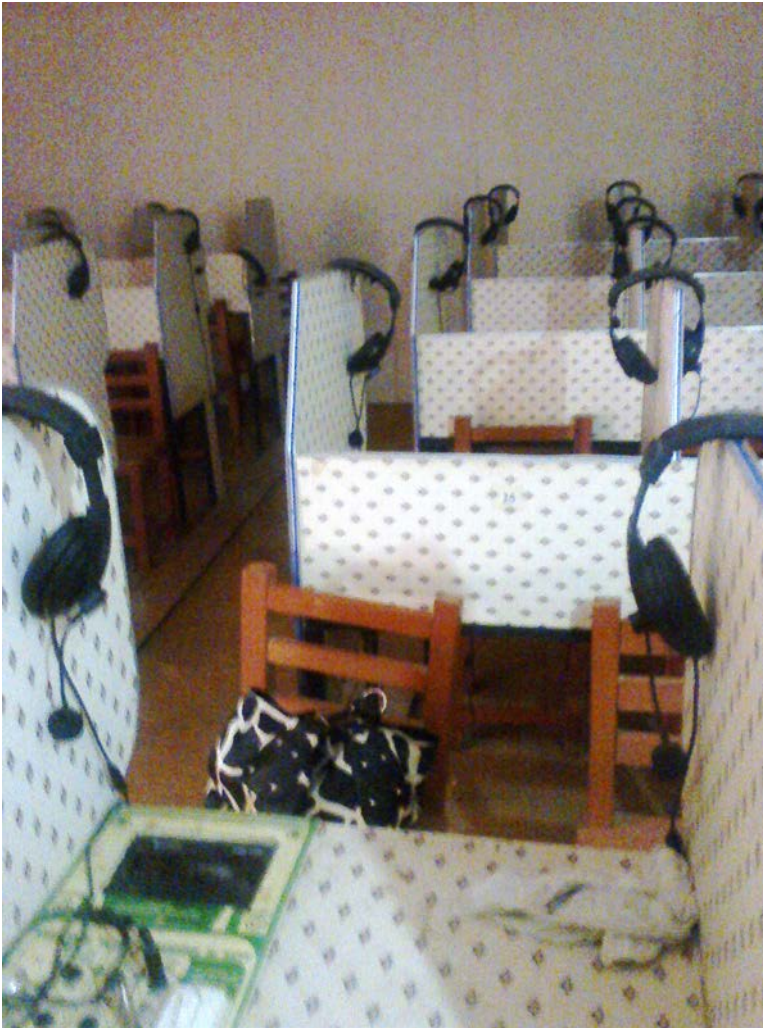
also possesses a language laboratory with modern equipment that includes earphones, television and CDs.

Figure 5.2 Language Laboratory- Adeniran Ogunsanya College of Education



However, during the interviews, it was pointed out that the laboratory in Adeniran Ogunsanya is not maximally utilized due to overcrowding as the laboratory can only seat thirty students at a point in time, while the students are over 200 in year 1. In the College of Education, Akamkpa, the school lacks a laboratory technician, therefore, the laboratory is not utilized. The Tai Solarin College of Education does not own a language laboratory as its facilities have been transferred to Tai Solarin University of Education. In addition, open-ended questionnaire responses reveal that the students of

Figure 5.3 Language Laboratory- College of Education, Akamkpa; Cross Rivers



State

the college recommended the provision of a language laboratory as an option for improvement in the teaching/learning process of their department.

5.6.2 Computers/ ICT Centres

The schools have ICT centres and Adeniran Ogunsanya College of Education has a centre with quite a large number of computers and there are computers in the School of Languages for the English language students. The College of Education in Akamkpa has a computer laboratory at its ICT centre, while Tai Solarin College of Education possesses twenty computers for all its students.

5.6.3 Lecture Theatres with Magnetic Boards

Appendix XI indicates the availability of a lecture theatre in College of Education, Akamkpa. There are lecture theatres without magnetic boards. The researcher was informed that the magnetic boards installed in the school were damaged as they were manhandled by students. Figure 5.5 demonstrates that the traditional blackboard is still in use in Tai Solarin College of Education. The availability of a lecture theatre, with magnetic board at Adeniran Ogunsanya College of Education was also noted.

5.6.4 Buildings/Classrooms with Magnetic Boards

There are designated buildings for the English language department in the School of Languages of Adeniran Ogunsanya and College of Education, Akamkpa. Moreover, classrooms with magnetic boards are available in the two schools though the magnetic board in the College of Education, Akamkpa is faulty (see Figure 5.4), while Tai Solarin College of Education has classrooms with the traditional blackboards (see figure 5.5).

5.6.5 Libraries

The websites of the three colleges indicate that all the schools are equipped with libraries for the students. In the College of Education, Akamkpa, there are also departmental libraries, while in Adeniran Ogunsanya College of Education, the researcher observed that the library is stocked with old journals (journals which were published over five years ago). Open-ended responses inform that a student in Adeniran Ogunsanya College of Education requested the provision of a departmental library in the school of language

Figure 5.4 Lecture Room –College of Education, Akamkpa; Cross Rivers State.



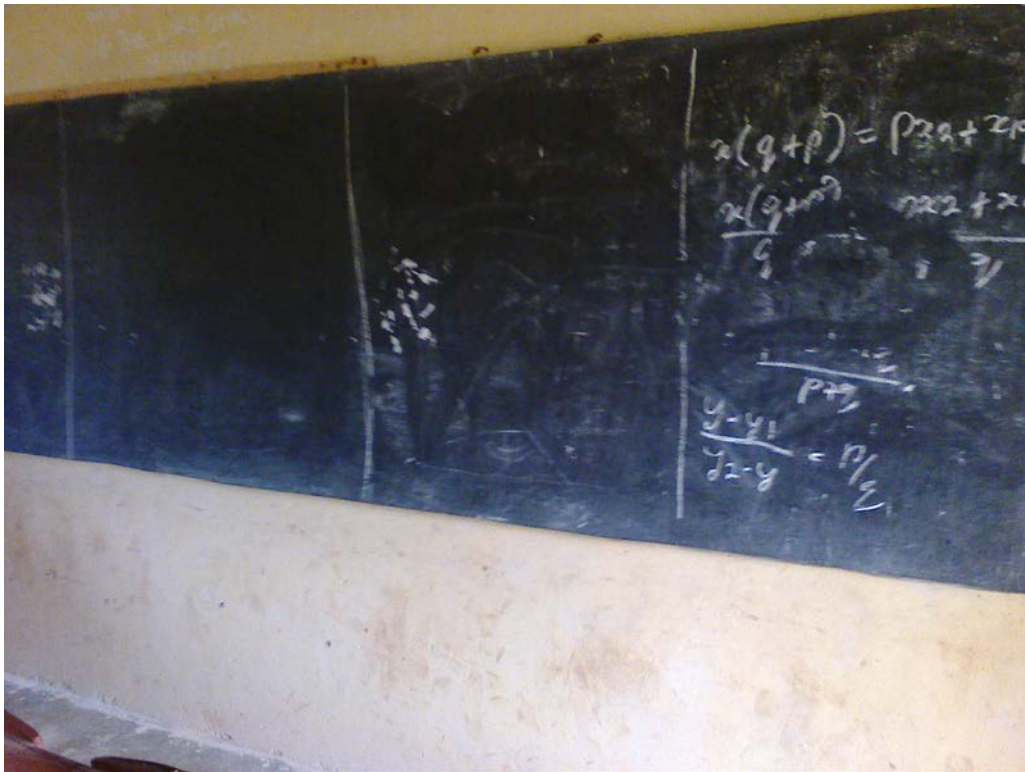


Figure 5.5 Lecture Room- Tai Solarin College of Education, Ogun State

Figure 5.6 Lecture Room- Tai Solarin College of Education, Ogun State



5.7 The courses of the English language programme:

The revised Minimum Standards outline the following courses as the English language courses:

Course Outline for Year 1

Table 5.1 Year 1 First Semester

COURSE CODE	COURSE TITLE	CREDIT	STATUS
ENG 111	Practical Listening Skills and Speech work	2	C
ENG 112	Introduction to Phonetics and Phonology	2	C
ENG 113	Basic Grammar	2	C
ENG 114	Introduction to Literature	1	C
	Total	7	

Table 5.2**Year 1 Second Semester**

COURSE CODE	COURSE TITLE	CREDIT	STATUS
ENG 121	Basic Reading Skills and Comprehension	2	C
ENG 122	English Language and Literature Methods	2	C
ENG 123	Modern African Literature/Female Writers	2	C
ENG 123	Total	6	C

Course Outline for Year 2**Table 5.3****Year 2 First Semester**

COURSE CODE	COURSE TITLE	CREDIT	STATUS
ENG 211	The Structure of English	2	C
ENG 212	Applied English Linguistics	2	C
ENG 213	Selected European Authors	2	C
ENG 214	Research Methods	2	C
	Total	8	

Course Outline**Year 2****Table 5.4****Second Semester**

COURSE CODE	COURSE TITLE	CREDIT	STATUS
ENG 221	Composition	2	C
ENG 222	Summary Writing Skills	1	C
ENG 223	Critical Theory and Practical Criticism	2	C
ENG 224	Young Adult Literature	1	C
	Total	6	

Course Outline for Year 3**Table 5.5****First Semester**

COURSE CODE	COURSE TITLE	CREDIT	STATUS
ENG 311	Teaching Practice	6	C
	Total	6	

Course Outline for Year 3

Table 5.6 **Second Semester**

COURSE CODE	COURSE TITLE	CREDIT	STATUS
ENG 321	Long Essay	1	C
ENG 322	Varieties of English and Stylistics	2	C
ENG 323	Theatre and Drama Education	1	E
ENG 324	Language Testing	1	C
ENG 325	Orature	1	E
	Total	4C +1E=5	

The course outline shows that most of the courses are 2 credit courses with compulsory status, while there are few electives.

5.8 Assessment of the English language programme

The outline for assessment by the National Commission for Colleges of Education applies to all colleges. The students are required to write semester achievement tests at the end of each semester. The Curriculum Framework prescribes 40% weight for continuous assessment and 60% for semester examinations (Curriculum Implementation Framework, 2012). The credit course system and the continuous assessment scheme are implemented in all the colleges. The programme duration for the award of the NCE certificate is a minimum period of three years and a maximum period of five years.

5.9 Interviews with Deans of the Colleges on the Context of the Programme

The deans of two colleges (C1; C2) were interviewed to elicit their perspectives on the vision of the schools, the impediments in the socio-economic environment that inhibit the achievements of the English language curriculum and student concerns.

5.9.1 College of Education, Akampka

The analysis of the semi-structured interview revealed that two broad themes emerged on the vision of the school namely, proposals (projects to be executed) and reasons for such proposals. The dean indicated that the school intends to construct a lecture theatre with a large capacity for the entrants into the college. The impact of the NCE curriculum on the vision of the school was seen as helpful, adequate and a guide to the school's vision. The interviewee also pointed out that the village milieu in which the school is located inhibits the achievement of the English language curriculum as English language is not the medium of communication. The environment was adjudged to be conducive for learning, while the non-availability of a library, absence of the language models and non-socialization of the students with the inhabitants of the village due to language barrier were seen as demerits. The school meets frequently with stakeholders and the participants are parents, and community leaders. The reasons for such meetings are college and environmental issues. The benefits derived were the amicable settlement of school fee issues and land dispute. The excerpts from the interview below confirm the view of the dean on the factors in the socio-economic and political environment of the town that inhibits the achievement of the objectives of the English language curriculum:

Maybe if you saw this place before developing this evaluation form, you would not call it a town because it is a village but it is quite conducive. You know learning has to do not just with classrooms but extra curricula activities but if it were in the town, there would be a public library. Then the villagers mostly cannot be used as models for English, so our students cannot interact with the people in the village as they speak the local languages and when they want to

speaking English, they speak pidgin English-**Dean 1 (College of Education, Akamkpa).**

The excerpt from the interview validates the fact that the neighbourhood of a school impacts on the performance of students.

5.9.2 Tai Solarin College of Education, Omu-Ijebu

The school aims at the production of teachers, particularly, in the English department that would be accustomed to the use of the language and its culture. The interviewee dean, Tai Solarin College of Education was asked the factors that inhibit the achievement of the objectives of the English language curriculum. He responded that it was the misplacement of wrong priorities by the parents. The school authority has only met with stakeholders once on the issue of cultism (the school had the problem of cultists invading the school). It is worthy of mention that this interviewee did not elaborate on some of his responses.

The dean's response on the factors in the socio-economic and political environment of the town that inhibit the implementation of the objectives of the English language curriculum is validated by the excerpt below:

We are new here but at Ijebu –ode, many people in this environment would rather prefer to spend their money on social activities; that is the unfortunate aspect. But some people actually invest in the lives of their children. We also have private schools. **Dean 2 (Tai Solarin College of Education)**

5.10 A Comparison of the Contexts of the Programme in the Three Schools

The data indicates that the College of Education, Akamkpa has the largest English Language department with 938 students. The major use of Pidgin English as a lingua franca was noted in the College of Education, Akamkpa and Adeniran Ogunsanya College of Education. All the schools (except Tai Solarin College of Education) possess laboratories. The inadequate and poor state of facilities in Tai Solarin College of Education is evident in the lack of offices for their lecturers and a designated building for the school of languages. In addition, the use of the traditional black board in the school also signifies the lack of ICT facilities in the school.

The location of the schools has implication for the availability of facilities as Adeniran Ogunsanya College of Education is situated in the city of Lagos, which implies that the students are exposed to modern technology, while College of Education, Akamkpa, ‘co-exists with the people and the entire culture of Awi, Ayaebam and Mbarakom villages’ (School’s Website, 2013, p.1) The consequence of this factor is the non-availability of a public library and the limited social activities of the students. Tai Solarin College of Education is situated in Omu-Ijebu, Odogbolu Local Government area of the state. However, the serenity of the environment of the latter colleges may be described as conducive for learning (the attractions of city life are lacking). In addition, all the colleges except College of Education, Akampka do not provide hostels for the students. Nevertheless, the objectives, courses, and assessment procedure are the same in all the colleges.

5.11 The Socio-Cultural Context of the Colleges of Education- A PESTLE Analysis of the Colleges of Education

The need for a PESTLE (P- Political, E-Economic, S-Social, T-Technological, L-Legal and E-Environmental) analysis became imperative as a result of the industrial dispute

between the Federal Government of Nigeria and the Colleges of Education Academic Staff Union (COEASU). The strike halted the field trip of the researcher for five months. The analysis, which is based on literature review gives more insight into the environmental realities of the colleges. It also confirms the results of the study and reveals that some of the problems of the colleges are inherent.

The lecturers commenced their strike on 31 December 2013 after several attempts to resolve the matter with the representatives of the government had failed (Mohammed, 2014). The lecturers protested against ‘infrastructural decay, poor funding, non-implementation of the 2010 FG-COEASU Agreement, poor conditions of service, brain drain and illegal imposition of the Integrated Personnel and Payroll Information System’ (Ameh, 2014, p. 1). The lecturers rescinded the strike in July, 2014 as the government met most of their demands and it was for a duration of eight months (in the Federal Colleges). Prior to this period, there had been strikes of short duration by the lecturers, with the government resolving the conflicts temporarily. The impact of the PESTLE analysis on the results of the study is that it set the context for the results, which give a reality of the situation on the campuses.

5.11.1 Political:

There are 83 Colleges of Education in Nigeria, comprising 22 Federal, 46 States and 14 private colleges (NCCE, 2009). This means that there are diverse learning providers. The colleges have been privatised, which means private individuals have the autonomy to establish Colleges of Education. Findings have revealed that the privatisation of education occurred in Nigeria between 1980 and 1990, by the granting of licenses to individuals to manage elementary, secondary and tertiary schools (Kalama, Charles, John & Etebu, 2011). Full participation of the private sector in tertiary education obtained for the first time in 1999 (Okwu, Obiakor, Oluwalaiye & Obiwuru, 2011). The

granting of licenses to individuals stemmed from the fact that the government failed to manage the schools adequately.

The management of the schools is a corollary of the underfunding of the schools by the government (Ajelayemi, 2005, p. 2). Presently, the colleges are beset by labour unrest; the current strike (2013-2014) by the lecturers is worsening the situation of the colleges as the latest talks held between the government and the lecturers ended in a deadlock. Reports show that the students of Colleges of Education 'have lamented the on-going nationwide strike by the Colleges of Education Academic Staff Union, COEASU, calling for an end to it' (Mohammed, 2014, p.1).

The implementation of educational policies is a challenge in the Nigerian higher institutions. It has been asserted that policy makers, who have a vision for the country formulate policies, which are seldom translated into practice by the implementers (Anyakoha, 1994; Obebe, 1983; cited in Asiyai, 2013). The factors that hinder the translation of such policies into reality are inadequate funding and inexpedient use of funds by implementing agents (Asiyai, 2013).

Poor leadership at the level of the government and at the level of the colleges is another problem that besets the colleges as the government is not committed to the development of education in the country (Asiyai, 2013).

5.11.2 Economic:

The economy of Nigeria has witnessed a downturn as a result of the fall in oil revenues. Even though education had been given priority by previous administrations (Moja, 2000), the spending on education has not been high as the percentage allocation to the sector in expenditure by government ranges from 0.08% to 6.21% from 1970 to 2004 respectively and this has drastically affected the colleges. In the year 2000, it was

reported by the Central Bank of Nigeria that insufficient funding is the blight of the educational sector in the country (Omojimate, 2010). Figures have shown that the spending of the Federal Government on education had dwindled. In 1996, it was 12.32%, while it dropped to 7.0 in 2000. Table 5.7 is a comparison of the spending of Nigeria and some other European countries on education.

Table 5.7: Spending on Education (% GNP) for some European Countries as compared to Nigeria in 2010:

Country	% GNP
Nigeria	0.96
Sweden	7.00
Finland	6.80
Norway	6.90
United Kingdom	6.20
France	5.90

Note: Extracted from The World Fact Book (Central Intelligence Agency)

<https://www.cia.gov/library/publications/the-factbook/rankorder/2206rank.html> and

Country Snapshot: Nigeria

<http://www.gesci.org/assets/files/Country%20Snap%20Shot%20Nigeria.pdf>.

The figures above show that the Nigerian government is not allocating enough funds to the education sector. The reasons that have been deduced for the poor allocation of funds include:

- The fall in oil revenue since 2005;
- The prolonged military rule in the country that prioritized defence over education;
- The issue of corruption amongst school managers (Omojimate, 2010);

A direct consequence of this factor is the poor infrastructure in the colleges (Adekola, 2007). The poor infrastructure is a major cause of the poor quality of graduates from the schools. Brain drain (the migration of Nigerian academics to the western world in search of green pastures) is one of the factors protested against by the lecturers. Poor conditions of service and remuneration, which have resulted in low motivation, have caused some of the lecturers to migrate to other countries (Ibidapo, 2007). It has been noted that ‘there is diminishing scope of mentoring junior researchers by seasoned and senior lecturers in Nigeria [*sic*] due to brain drain and that it has led to decline in research outputs from institutions of higher learning in Nigeria’ (Asiyai, 2013, p.168).

Table 5.8 below shows the fall in faculty staff in tertiary institutions in Nigeria (with particular reference to Colleges of Education), which is noteworthy because a high proportion of staff is needed. The shortfall was exacerbated by ‘inter and intra- sectoral brain drain, which have implications for quality teaching and learning’ (Shu’ara, 2010, p. 14).

Table 5.8 Faculty Staff in Nigerian Tertiary Institutions

Faculty Staff in Tertiary Institutions			
System	Academic	No. Required	Shortfall
Colleges of Education	11,256	26, 114	14, 858 (56.9%)
National Teacher Institute	6, 526	7000	474 (06.8%)
Poly/Monothenics	12, 938	30. 016	17, 078 (56.9%)
Universities	30,452	50, 000	19, 548 (39.1)
NOUN	5,220	15,000	9, 780 (65.2%)

Source: 2007 System Wide Audit, cited in Shu’ara, (2010)

The economic situation also has its unpropitious effects on the students as some of them have to fend for themselves. This makes studying a difficult engagement. The students instead of concentrating on their studies have to make ends meet.

5.11.3. Social Factor

A perennial problem that plagues the colleges is the issue of cultism. The cults that operate in Nigerian tertiary institutions are secret cults, who engage in ‘nocturnal initiation, ceremonies, drug use, extortion, rape, maiming, stealing, arson, examination malpractices, and murder’ (Amaele, 2013, p. 35), which has infiltrated the various campuses in Nigeria. The emergence of cults has been blamed on the prevailing circumstances in higher institutions in Nigeria. The prevailing conditions have been identified as ‘overcrowding, deteriorated facilities, admission malpractice and inadequately challenging academic programmes’ (Moja, 2000, p. 42). The operations of the cult members cause most students, lecturers’ families to live in terror as the cult members indulge in robbery, abduction, killings and destruction of infrastructure (Asiyai, 2013).

In Tai Solarin College of Education, 26 students were expelled for their role in cult activities (Kayode-Adedeji, 2013). This problem has affected the teaching and learning quality, the integrity of the students and dented the image of the institutions (Amaele, 2013).

In addition, the problem of instability in Nigerian higher institutions has been identified. The frequency of strikes in the institutions and student unionism are contributing factors that affect quality in the institutions (Moja, 2000). Overcrowding is a problem that needs a proactive solution in the colleges. It has been noted that students’ enrolment in Colleges of Education increased from 197, 041 to 351, 519 in 2002/2003 and 2004/2005 academic sessions respectively (Samuel, Bassej & Kuenmore, 2012). The growth in population has not been complemented by adequate provision of infrastructure.

The attitude of the students and the public to the teaching profession has been identified. In Akinbote (2007), it was revealed that candidates sought admission into the colleges because they could not obtain admission in universities.

5.11.4 Technological

When compared with Britain and other advanced countries, Nigeria has not made remarkable progress in the use of technology at all levels of Education (Iyamu & Aduwa Ogiegbaen, 2005). The Global Information Technology (2005) with the use of Networked Readiness Index (NRI) has been identified by Adedeji (2012) as a method that measures the level of preparedness of a country to partake and benefit from the developments of ICT. It was discovered that out of the 115 economies measured; Nigeria ranked 90th. Similarly, in 2004, out of 104 countries, it ranked 86th. In other words, the level of Nigeria's preparedness is low, showing a low level of preparedness.

The problem of teaching and learning in Colleges of Education in Nigeria has been noted as access to ICT and its use in the enhancement of the teaching/ learning process (Onasanya et al., 2010, cited in Garba, Singh, Yusuf & Ziden, 2013). In addition, mere observation of Colleges of Education lecturers revealed that most of them depend on the conventional non-electric form of teaching (Ajayi, 2008). The findings of a study carried out by Ajayi (2008) revealed the non-availability of internet, projectors, electronic mail, electronic notice boards in Colleges of Education. The reasons adduced for this were insufficient supply of ICT facilities and the incompetence of the lecturers in the use of the facilities.

Moreover, it was observed that the capacity for ICT usage in the schools was poor. The problems associated with this as viewed by the lecturers were 'epileptic (erratic) supply of electricity, lack of support for integration of ICT in teaching, inadequate ICT

materials, lack of internet outlet in the classrooms and expensive nature of ICT' (Ajayi, 2008, p. 213).

In another study conducted by Adedeji (2011) on the Availability and Use of ICT in South-Western Colleges of Education, it was discovered that six colleges had no computer(s) centres and the lecturers also had no access to computers. Colleges that had computer laboratories possessed out-dated personal computers.

In conclusion, to corroborate the aforementioned points, according to Kwache (2007), some of the problems militating against ICT implementation in the educational system of the country include:

- Lack of Skilled ICT Personnel: most lecturers in the different institutions are not computer literate and they lack specialists responsible for the management of ICT facilities.
- Equipment Cost: the economy of Nigeria has suffered recession over the past years, so there are limited funds for the procurement of the necessary equipment (Iteboje & Okubote, 2012).
- Attitude of the Management of most Institutions: the government does not aid the development of ICT facilities and the management of most institutions are not curious about it (Albirin, 2006).
- The Erratic Power Supply: The erratic power supply suffered by the nation is a perpetual problem as most parts of the country lack electricity supply.

These are fundamental problems that need proactive solutions.

5.11.5 Legal

The Act establishing Federal Colleges of Education was enacted in March, 1986. The Act stipulates that the colleges are to provide 'full time courses in teaching, instruction and training in technology, applied science, commerce, arts, social sciences, humanities and management' (Federal Colleges of Education Act, 1986, No. 4). The different state colleges have other Acts that enforced their existence.

For the implementation of the Act stated above, another Act establishing the National Commission for Colleges of Education was established on 17th January 1987. The Body was empowered to advise the Federal Government of Nigeria on education matters that do not fall within the jurisdiction of universities and Polytechnics (National Commission for Colleges of Education Act, 1989). The Commission regulates the review of the curricula of the colleges and accredits their courses. The Act also provides for other offices; provost, deputy provost, governing council, registrar, and principal officers of the colleges. The mandate of the NCCE has been succinctly stated 'to include supervision, coordination and the setting of minimum standards for general administration, leadership, academic programmes, facilities, teacher qualification, teacher-student ratio, teacher motivation, salary advancement etc' (Eme-Uche, 2006, p. 3).

The inadequate performance of the NCCE in enforcing the minimum standards with regard to 'facilities, teacher quality, curriculum implementation, teacher-student ratio etc' has been described as an impediment to the implementation of the curriculum; furthermore, the accreditation exercises have been coloured with politicization (Eme-Uche, 2006, p. 9). The quality of students admitted into the colleges has been a

controversial topic (Akinbote, 2000; cited in Akinbote, 2007) and the appointments of provosts and other senior administrative staff have been politicized (Eme-Uche, 2006).

One of the points of agitation of the lecturers in the just concluded strike (December 2013-July, 2014) was the need for an increase in the retirement age of the lecturers. The President of the Federal Republic of Nigeria, Dr Goodluck Jonathan recently signed into law, the Act- 'Retirement Age of Staff and Colleges of Education Act (2012)'. The retirement age of the lecturers was increased from 60 to 65 years. This law in effect is expected to improve the quality of work in the colleges (Premium Times Online, 2014).

5.11.6 Environmental

The tertiary institutions in Nigeria (amounting to 50%) have been reported to possess a large student population (Ezra, Bijimi & Aliba, 2013). This factor has implications for the environmental conditions of Colleges of Education in Nigeria. The accommodation of students in Colleges of Education is a condition that is fraught with difficulties as the problems range from inadequate accommodation to poor sanitary conditions: 'the psychological, physiological, facility and security requirements have been identified as four important qualitative needs that measure the adequacy and habituality of student housing' (Ezra, Bijimi & Aliba, 2013, p. 29). The inadequacy of hostel accommodation in the institutions will impact on the academic achievements of the students. These needs have to be effectively provided for academic performance to be optimal.

However, it has been asserted that the figures of the National Commission of Colleges of Education have indicated that the availability of hostel accommodation in the colleges falls below 30% of the demands of the students (Ezra, Bijimi & Aliba, 2013).

In a study conducted by Eme-Uche (2006, p. 7) it was shown that in the colleges, school environment was seen as being insecure, unhealthy and uncondusive for the

learning/teaching process. In addition, ‘there are no recreation facilities, adequate hostel accommodation and classroom and lecture halls’ (ibid).

In another study that corroborates this point, the hostel accommodation of the students of Kaduna State College of Education was discovered to be unhealthy, poor and lacking facilities (Ezra, Bijimi & Aliba, 2013). If the colleges are to produce quality teachers, the problem of environment needs to be considered.

5.12 Input Evaluation

This evaluation was conducted to examine the appropriateness of the course contents (with particular reference to courses embodying the four language skills), methodology, instructional materials and assessment. The data collected were from interviews and questionnaires. The researcher interviewed three lecturers from each school and twenty students from each school also completed the questionnaires. In accordance with the objectives of the input evaluation for this study, the data was analysed under the following headings: course contents, methodology, instructional materials and assessment (Chen, 2009) as shown in Table 5.12.1 below.

5.12.1. Course Contents

Table 5.9 Course Contents and Organization

	Frequency	Per cent	Total %
<i>20. The course objectives are clear</i>			
Strongly Disagree	2	3.3	3.4
Disagree	6	10.0	13.6
Uncertain	0	0.0	0.0
Agree	26	43.3	57.6
Strongly Agree	25	41.7	100.0
Total	59	100	
Missing	1	1.7	
<i>21. The course load is manageable</i>			
Strongly Disagree	0	0.0	0.0
Disagree	4	6.7	6.8
Uncertain	13	21.7	28.8
Agree	25	41.7	71.2
Strongly Agree	17	28.3	100.0
Total	59	98.3	100.0
Missing	1	1.7	
<i>22. The courses are well organised (e.g. timely access to materials, notification of changes etc.)</i>			
Strongly Disagree	3	5.0	5.3
Disagree	4	6.7	12.3
Uncertain	4	6.7	19.3
Agree	26	43.3	64.9
Strongly Agree	20	33.3	100.0
Total	57	95.0	
Missing	3	5.0	

The data on the course contents of the courses embodying the four language skills indicate that more than half of the students 26 (43.3%), 25 (41.7%) and 26 (43.3%) are of the opinion that the course objectives are clear, the course load is manageable and that the courses are well organized respectively. The analysis on the self-assessment of English skills by the students indicates that the students possess the four language skills. However, the interviews indicate that the lecturers varied in their judgements of the students' language levels. They rated them as excellent, average, above average and poor. It was asserted that in Adeniran Ogunsanya College of Education, the entry knowledge of the students is poor. This is also applicable to the College of Education,

Akampka as the researcher observed during the administration of the questionnaires that a lecturer commented that the students could not defend their O/Level grades.

The lecturers in the three colleges also described the contents of the courses embodying the four language skills as suitable, appropriate, sufficient and adequate. In Adeniran Ogunsanya College of Education, it was noted that the new curriculum has been modified to meet the needs of pre-service and post- service teachers. In the College of Education, Akampka, the lecturers remarked that the response of the students and their lack of basic training are their deficiencies, while in the Tai Solarin College of Education, the lecturers identified deficiencies in the listening aspect of the course outline even though the curriculum has been recently reviewed. They remarked that this aspect was not emphasized and that it was abstract (in other words, it is not detailed and the contents are inadequate for the better understanding of the students).

5.12.2 Methodology

The views of the students were sought on the learning environment and teaching methods as shown below

Table 5.10 Learning Environment and Teaching Methods

	Frequency	Per cent	Cumulative Per cent
<i>23. The learning and teaching methods encourage participation</i>			
Strongly Disagree	0	0.0	0.0
Disagree	1	1.7	1.7
Uncertain	5	8.3	10.0
Agree	21	35.0	45.0
Strongly Agree	33	55.0	100.0
Total	60	100.0	
<i>24. Classrooms are Satisfactory</i>			
Strongly Disagree	2	3.3	3.3
Disagree	7	11.7	15.0
Uncertain	10	15.0	30.0
Agree	21	35.0	65.0
Strongly Agree	21	35.0	100.0
Total	60	100.0	
<i>25. The overall environment is conducive to learning</i>			
Strongly Disagree	2	3.3	3.3
Disagree	5	8.3	11.7
Uncertain	10	16.7	28.3
Agree	18	30.0	58.3
Strongly agree	25	41.7	100.0
Total	60	100.0	

The students 54 (65%), 42 (70%) and 43 (71.7%) agreed /strongly agreed that the learning and teaching method encourage participation, classrooms are satisfactory and the overall learning environment is conducive respectively. This is however contrary to the minimum standards established by the curriculum as pictures reveal that two of the schools (College of Education, Akamkpa and Tai Solarin College of Education) do not utilize magnetic boards in their lecture theatres and classrooms. The methods of teaching adopted in class in the three schools according to the interviews are lecture, drama, assignments, presentation, group work, interactive, rapid learning approaches,

rhymes, songs, cooperative learning, discussion, eclectic, brainstorming, project and seminar. In Adeniran Ogunsanya College of Education, the lecturers asserted that some of the benefits derived from adopting the methods are a lively class, participatory, knowledge impacted; teachers become facilitators and production of resources for other classes. The determinants of the methods adopted in class are time and situation, while in College of Education, Akamkpa, the determinant of the methods is the topic. The reasons for adopting these methods are to enhance assimilation, to develop the thinking skill of the students and to motivate them.

The interview data reveal that the lecturers in the three colleges suggested cooperative learning, which is participatory, discussion and eclectic methods as the most effective method. In Tai Solarin, the eclectic method was credited because it is suitable for different types of learners and its determinant is the assimilation of the students, while in College of Education, Akamkpa, the lecturers suggested discussion method as the most effective due to the fact that it encourages participation by students and reveals their problem areas. In the three colleges, there was a unanimous submission that the lecture method is the least effective. It was also remarked that the method is least effective due to its nature and technicality of some contents and that it does not encourage effective learning. In Tai Solarin College of Education, it was noted that the students prefer a combination of the lecture method with other methods of teaching.

5.12.3 Instructional Materials

The students also gave their opinion on the learning resources available in their schools

Table 5.12 Learning Resources

	Frequency	Per cent	Cumulative Per cent
<i>26. Recommended Reading Books are Relevant</i>			
Strongly Disagree	0	0.0	0.0
Disagree	1	1.7	1.7
Uncertain	4	6.7	8.3
Agree	22	36.7	45.0
Strongly Agree	33	55.0	100.0
Total	60	100.0	
<i>27. The provision of Learning Resources in the Library are Adequate</i>			
Strongly Disagree	3	5.0	5.2
Disagree	4	6.7	12.1
Uncertain	9	15.0	27.6
Agree	27	45.0	74.1
Strongly Agree	15	25.0	100.0
Total	58		
<i>28. Learning Resources are Available in the Laboratory</i>			
Strongly Disagree	4	6.7	7.0
Disagree	5	8.3	15.8
Uncertain	16	26.7	43.9
Agree	21	35.0	80.7
Strongly Agree	11	18.3	
Total	57	95.0	100.0

The students 55 (91%), 42 (70%) agreed/strongly agreed that the recommended reading books are relevant and the provision of learning resources are adequate respectively.

However, 25 (41.7%) of the students do not agree that learning resources are available in the laboratory. This agreed with the lecturers' interviews, when they informed that the laboratory in one of the schools is not being utilized, the second is not properly utilized as a result of over-crowding, while the third school has no laboratory.

In Adeniran Ogunsanya College of Education, the criteria for the selection of textbooks are suitability, usefulness, prizes of books and their contents. The materials handed to

students are lecture notes and online materials. In addition, the lecturers recommend foreign, local and books published by their colleagues to students. The resources employed in class are whiteboard, radio or tape recorder and charts. However, it was reported that in this particular college, the problem was practical as it relates to inadequate use of the language laboratory and lack of teaching materials exist, while in College of Education, Akamkpa, some of the processes that lead to choice of text are departmental agreement on preparation of monographs for the students, writing of monographs and their preparation by the school. The lecturers recommend and choose relevant texts too. It was suggested that the choice of texts should be based on availability and required standards. However, the problem is that lecturers have to source for texts that suit the understanding and abilities of the students.

In Tai Solarin College of Education, the lecturers also stated that some of the texts used by the students were recommended by NCCE. However, in the absence of that, the lecturers would have to choose texts and the criteria for such a choice would be affordability and usefulness. In this particular school, if the lecturer's choice would not be in the interest of the students, s/he would be given another option.

5.12.4 Assessment

The implementation Framework stipulates that for all the institutions, assessments should be based on (60:40) ratio. The assessment process comprises two stages:

- i) 60%- Examination
- ii) 40%- Continuous Assessment

All courses are to be assessed on individual/group tests and written/practical tests. The tests are to measure skills and feedback is to be given to students at the end of each test within four weeks.

Table 5.12 Feedback on Assessment is within Four Weeks

<i>29. Feedback on Assessment is given within four weeks</i>			
	Frequency	Per cent	Cumulative Per cent
Strongly Disagree	8	13.3	14.3
Disagree	6	10.0	25.0
Uncertain	13	21.7	48.2
Agree	21	35.0	85.7
Strongly Agree	8	13.3	100.0
Total	56	93.3	
Missing	4	6.7	

Almost half the students 27(48.21%) do not agree that feedback on assessment is given within four weeks, though 46 (76.6%) concurred that the methods of assessment are appropriate.

5.12.5 The Development of the Four Language Skills

In Adeniran Ogunsanya College of Education, the lecturers reported that they teach all the skills, in other words, there is an integration of all the skills. The students develop the skills when they listen, write and read. The strategies for teaching the speaking skills are pronunciation of difficult words by students and the correction of their mistakes by the lecturer, while for the listening skills. The students listen to models, their lecturers, tape- recorded speeches and to one another.

In the College of Education, Akamkpa, the researcher noted that the four basic skills are taught separately and that the lecturers mentioned that the students develop the reading skill, when they read passages and respond to questions. In the Tai Solarin College of Education, students develop the reading skill, when they are exposed to

reading errors and methods, the writing skill by writing and the speaking skill by engaging in speaking.

5.12.6 H⁰- There is no significant difference in the English standard of male and female students.

Table 5.13 Chi-Square Tests

	Value	df	Asymp.Sig (2-sided)
Pearson Chi-Square	1.851	5	.869
Likelihood Ratio	2.193	5	.822
Linear –by- Linear Association	.036	1	.850
N of valid cases	44		

The Chi- square analysis demonstrates that $\chi^2 (5, N=59) = 1.85, p=.86$, therefore, the Chi-square test for independence indicated no significant difference between the standard of English of male and female students

5.12.7 H⁰- There is no significant difference in the study hours per week of male and female students.

Table 5.14 Chi-Square Tests

	Value	df	Asymp.Sig (2-sided)
Pearson Chi-Square	5.129	6	.527
Likelihood Ratio	6.470	6	.373
Linear –by- Linear Association	.078	1	.780
No of valid cases			

The chi-square analysis shows that $\chi^2 (6, N=44) = 5.12, p=.37$, therefore the chi-square for independence indicates no significant difference between the study hours of male

and female students. In other words, the male and the female students show no absolute difference in the periods of study.

5.13 Process Evaluation

This evaluation considered the views of the students on the teaching/learning process, the factors that hinder the implementation of the curriculum and suggestions for improvement. It was conducted in the light of factors that hinder the implementation of a curriculum and the views of the students. Some of such factors are:

5.13.1 Home Environment

The occupations of the parents of the students were examined as shown below.

Table 5.15 Economic Status of Parents

<i>6. Parents' Socio-Economic Status</i>			
	Frequency	Per cent	Cumulative Per cent
Professional	8	6.7	6.7
Civil Servant	29	24.2	30.9
Pensioner	4	2.9	34.2
Self-Employed	35	29.2	63.4
Trading/Farming	25	20.8	84.2
Housewife	5	4.2	88.4
Total	106	88.4	100.0
Missing	14	11.6	
Total	120		

The table illustrates that 29% of the students' parents are civil servants (government workers), 35% are self-employed and 25% are farmers/traders. This proves the fact that most of the parents are from the low income earners of the society. The effect of the home background of the students can be seen in the number of hours devoted to study in a week. This is shown in Table 5.16 below.

Table 5.16 Hours of Study in a Week

<i>7. How many hours per week do you study?</i>			
	Frequency	Per cent	Cumulative Per cent
1-10	13	19.1	29.5
11-20	24	35.3	54.5
21-30	2	2.9	88.6
31-40	2	2.9	93.2
61-70	1	1.5	95.5
71-80	1	1.5	97.7
81-90	1	1.5	100.0
Total	44	64.7	
Missing	16	23.5	

The table shows that out of the 165 hours in a week, 19.1% spend 1-10 hours to study, while 35.3% study for 11-20 hours. A close examination of the three schools show that students in College of Education, Akamkpa do not spend much time in study (this may be connected with the fact that the school is located in a village), while Tai Solarin College of Education had the student with the highest number of study hours.

5.13.2 Available Resources and Facilities

This question was analysed with resources being categorised into equipment, personnel and facilities. The first category was equipment (see Table 5.17).

Table 5.17 Availability of technological aids according to the students

<i>10. Which technological teaching aids are available in your school?</i>						
Aids/Frequency	Always	Frequently	Sometimes	Rarely	Never	Missing
CD players	1 (5.0%)	1 (5.0%)	4 (20.0%)	3 (15.0%)	11(55.0%)	40(58.8%)
Projectors	18(48.6%)	7 (18.9%)	4 (10.8)	2(5.4%)	6(16.2%)	23(33.8%)
Magnetic board	16(23.5%)	2(6.3%)	6 (18.8%)	4(12.5%)	4(12.5%)	28(41.2%)

It is apparent from the table that CD players (55%) are not available in the schools, projectors (48.6%) are always used, while magnetic boards (23.5%) are always utilized. However, Table 5.17 is in contrast to the photographic evidence/field notes and the observation checklist. The photographs evidence that there are no magnetic boards in Tai Solarin College of Education, while just one magnetic board was observed in the College of Education, Akamkpa. The observation checklist also shows that computers

are available at the ICT centres, College of Education, Akamkpa and Tai Solarin College of Education. However, they are available in the School of Languages in Adeniran Ogunsanya College of Education. The contradictions in the data reveal the strength of the data as the multiple sources of the data have explained the inconsistencies.

5.13.3 Content Materials

Table 5.18 Content Materials

<i>11. Which content materials are provided by lecturers?</i>						
Materials/Freq.	Always	Frequently	Sometimes	Rarely	Never	Missing
Lecture Notes	41(80.4%)	6(11.8%)	1 (2.0%)	1 (2.0%)	1(2.6%)	38(55.9%)
Textbooks	19(50.0%)	7 (18.4%)	6 (15.8)	5(13.2%)	6(16.2%)	23(33.8%)
Power Point Slides	2(2.9%)	2(2.9%)	1 (1.5%)	4(21.1%)	10(52.6%)	41(60.3%)

The data on Table 5.18 shows that lecture notes are always given to the students, while Power Point slides (52.6) are never used. Half (50%) of the students agreed that text books are always recommended.

Table 5.19 Online Materials

<i>27. Online materials are well integrated into our courses</i>			
	Frequency	Per cent	Cumulative Per cent
Strongly Disagree	8	15.3	15.3
Disagree	7	11.9	27.1
Uncertain	20	33.9	61.0
Agree	11	18.6	79.7
Strongly Agree	12	20.3	100.0
Total	59	86.8	

Table 5.11 shows that the students do not agree that online materials are well integrated into their learning process.

The second category was personnel. The students (31.0% and 51.2%) agreed and strongly agreed respectively that lecturers are available to teach all courses, while the observation checklist reveals that a language laboratory technologist and a stage/theatre

technician are not available at College of Education, Akamkpa as well as Tai Solarin College of Education.

The third category was facilities.

Table 5.20 Language Laboratories

<i>26. Language laboratories are well equipped for my course</i>			
	Frequency	Per cent	Cumulative Per cent
Strongly Dis agree	8	13.3	13.3
Disagree	14	23.3	36.7
Uncertain	18	30.0	66.7
Agree	12	20.0	86.7
Strongly Agree	8	13.3	100.0
Total	60	100.0	

From Table 5.20 (33.3%, 20% and 13.3%) of the students strongly disagreed, disagreed and are uncertain respectively that language laboratories are well equipped in the schools. In addition, open-ended questions reveal that 23 students pointed out the necessity of a language laboratory in their schools. The observation checklist shows that language laboratories are available in College of Education, Akamkpa and Adeniran Ogunsanya College of Education, with the necessary equipment. However, the interviews indicated that maximum utilization of the language laboratory is not made in Adeniran Ogunsanya College of Education and that the laboratory is not used in College of Education, Akamkpa. The questionnaires also reveal that 21% and 22% of the students agreed and strongly agreed that there are current books in their libraries.

5.13.4 Assessment

The students (42.6% and 17.6%) agreed and strongly agreed that criteria for marking assessment is made clear in advance. They (53.4% and 34.5%) also agreed and strongly agreed that feedback provided is usually helpful in understanding the course. However, the students do not agree that feedback is provided within four weeks. In addition, open-

ended response by the students highlight the fact that a pertinent complaint of the students of Tai Solarin College of Education was the fairness of their assessment. They reported that assessments are usually given beyond the scope of the contents taught by lecturers and in Adeniran Ogunsanya College of Education a student requested that there should be feedback on assignments.

Table 5.21 Feedback on Assessment

<i>24. Feedback is provided within four weeks</i>			
	Frequency	Per cent	Cumulative Per cent
Strongly Dis agree	8	13.3	13.3
Disagree	14	23.3	36.7
Uncertain	18	30.0	66.7
Agree	12	20.0	86.7
Strongly Agree	8	13.3	100.0
Total	60	100.0	

As shown in Table 5.21, the students 13.3, %, 23.3% and 30.0% strongly disagree, disagree and are not sure if feedback is provided within four weeks.

5.13.5 The School Environment

Open-ended questions reveal that the students have concerns about the environment of the school. Some of the students requested that new blocks and good lecture halls be erected. In other words, there should be adequate and bigger lecture halls. In Adeniran Ogunsanya College of Education, it was pointed out that there is the problem of noise in the school environment and that the environment should be changed. The observation of the researcher corroborates this point that there was excessive noise in the environment of the aforementioned school.

5.13.6 Methodology

Table 5.22 Teaching modes according to Students

<i>8. Teaching modes employed by lecturers</i>						
Mode/Frequency	Always	Frequently	Sometimes	Rarely	Never	Missing
lecture	35(58.3%)	13(21.7%)	7 (11.7%)	---	---	5(8.3%)
tutorial	6 (10.0%)	5(8.3%)	13(21.7%)	10(16.7%)	3(5.0%)	23(38.3%)
project	4 (6.7%)	3(5.0%)	16(26.7%)	6(10.0%)	4(6.7%)	27(45.0%)
discussion	20(33.3%)	12(20.0%)	8(13.3%)	2(3.3%)	---	18(30.0%)
other	3(5.0%)	1(1.7.0%)	---	---	---	56(93.3%)

It is apparent from the table that the mode of teaching used by lecturers as perceived by the students (58.3%) is the lecture method. The students were also asked the most effective mode; they (43.3%) suggested the discussion method.

5.13.7 Lecturers' Performance Level

In all the colleges, the students through open-ended responses requested the employment of competent and professional lecturers. If the students are sceptical about the performance of their lecturers, this may be a source of concern in the implementation of the curriculum. The interview data of this study has also shown that lecturers are not able to adopt the fidelity perspective of curriculum implementation fully (100%); rather the implementation of the curriculum is influenced by the fidelity and mutual adaptation approaches as they are allowed to modify topics in the curriculum but not to function below the prescribed standards.

Table 5.23 Supervision of Instruction

	Frequency	Per cent	C %
<i>15.Lecturers specify the outcome of a lesson at the beginning of each lecture</i>			
strongly disagree	2	3.3	3.4
disagree	2	3.3	6.8
uncertain	5	8.3	15.3
agree	29	48.3	64.4
Strongly agree	21	35.0	100.0
missing	1	1.7	
total	60	100.0	
<i>16.Teaching sessions are presented in a positive manner</i>			
strongly disagree	2	3.3	3.4
disagree	0	0.0	0.0
uncertain	3	5.0	8.5
agree	35	58.3	67.8
strongly agree	19	31.7	100.1
missing	1	1.7	
total	60	100.0	
<i>28.Subject matter are well explained by lecturers</i>			
strongly disagree	1	1.7	1.7
disagree	1	1.7	3.3
uncertain	3	5.0	8.3
agree	25	41.7	50.0
strongly agree	30	50.0	100.0
total	60	100.0	

Note: n=60

The table shows that the students agreed that their lecturers supervise their lectures appropriately as 48.3% & 35.0% agreed and strongly agreed that they specify the outcome of a lesson at the beginning of each lecture, while 58.3% & 31.7% agreed and strongly agreed that teaching sessions are presented in a positive manner. They 41.7% and 50.0% also agree and strongly agree that subject matter is well explained by the lecturers.

5.13.8 Students' Perceptions of the Implementation of the Curriculum

In the implementation of any curriculum, the learner factor is a key component as the successful implementation of the curriculum is dependent on it. The data presented above establish the following perceptions of the students on the implementation of the curriculum: the schools lack the availability of technological aids- CD players, lecturers do not use Power Point slides to teach, online materials are not integrated into their

learning process, language laboratories are not well equipped in the schools, there are concerns about the environs of the schools, the performance level of the lecturers is unsatisfactory as the students have requested the provision of competent lecturers and that the lecturers supervise instruction appropriately.

5.14 Summary

The analyses of three research questions were presented in this chapter. The data collected were analysed and the results were given to support the findings. The analysis of the findings on the context of the programme identified deficiencies in the context of the programme, with the laboratories not been fully utilized and the government not adequately funding the colleges. The dissatisfaction of the lecturers with the contents of the course outline on practical listening skills and speech work was also noted.

Finally, the students' perceptions of the curriculum's implementation were analysed. The students perceived their laboratories as being ill-equipped, their lecturers as incompetent and not adhering to the principle of fairness in assessment. The next chapter examines research questions on the implementation of the curriculum and the achievements of the objectives of the curriculum by the students.

Chapter 6

Findings (Part 2)

6.1 Introduction

The data for research questions four and five are presented in this chapter. It considers the process evaluation (6.2), which comprises the factors that hinder the implementation of the curriculum and the product evaluation (6.3), which also consists of the interview with the deans of the school of languages in two colleges (6.4) with the achievements of the objectives of the curriculum (6.5).

6.2 Process Evaluation

This evaluation examined the views of the lecturers on the teaching and learning process with the aim of identifying the factors which hinder the implementation of the curriculum and suggestions on its improvement.

6.2.1 Students' Abilities

Table 6.1 English Abilities of the Students

<i>30. The students' English abilities influence my teaching</i>			
	Frequency	Per cent	Cumulative Per cent
Strongly Disagree	0	0.0	0.0
Disagree	1	5.0	5.0
Uncertain	2	10.0	15.0
Agree	9	45.0	60.0
Strongly Agree	8	40.0	100.0
Total	20	100.0	

n=20

In response to Q30, most of the lecturers 45% and 40% agreed and strongly agreed respectively that the abilities of the students influence their teaching (they teach the

students the rudiments of the courses). This is contrary to the English standard given by the students as shown on Table 6.2:

Table 6.2 Standard of English

7. What is the standard of your English? (Please, use the West African Examination Council's Grading System).

	Frequency	Per cent	Cumulative Per cent
A1	1	1.7	1.7
B2	10	16.7	18.6
B3	11	18.3	37.3
C4	13	21.7	59.3
C5	14	23.3	83.1
C6	10	16.7	100.0
Missing	1	1.7	
Total	60	100.0	

n=60

The Table 6.2 shows the standard of English of the students who completed the questionnaire on the courses embodying the four language skills. It indicates that the least grade (16.7%) attained by the students in English is C6. This confirms that they are quite good in English

6.2.2 Professional Development

Table 6.3 In-Service Training

	Frequency	Per cent	C %
<i>21. In-service teacher training is not available for me in my college</i>			
Strongly disagree	9	45.0	45.0
disagree	4	20.0	65.0
uncertain	4	20.0	85.0
agree	3	15.0	100.0
Strongly agree	0	0.0	
total	20	100.0	
<i>22. I would like to learn more about computer assisted teaching</i>			
Strongly disagree	0	0.0	0.0
disagree	1	5.0	5.0
uncertain	1	5.0	10.0
agree	7	35.0	45.0
Strongly agree	11	55.0	100.0
total	20	100.0	

n=20

The majority of the lecturers (45%, 20% & 50%) do not agree that in-service training is available in the colleges and they (35% & 55%) have shown their desire for training on computer assisted teaching.

6.2.3 Teaching Resources

Table 6.4 Teaching Resources

The lecturers were requested to indicate the teaching resources they use in classes as shown in the Table 6.4 below.

	Frequency	Per cent	C %
<i>15. I have audio –visual resources to use in my language class</i>			
Strongly disagree	7	35.0	35.0
disagree	4	20.0	55.0
uncertain	2	10.0	65.0
agree	6	30.0	95.0
strongly agree	1	5.0	100.0
total	20	100.0	
<i>19.I employ teaching aids and learning resources for teaching language</i>			
Strongly disagree	0	00.0	00.0
disagree	3	15.0	15.0
uncertain	6	30.0	45.0
agree	8	40.0	85.0
strongly agree	3	15.0	100.0
total	20	100.0	
<i>20.Online materials are well integrated into my teaching</i>			
strongly disagree	1	5.0	5.0
disagree	8	40.0	45.0
uncertain	2	10.0	55.0
agree	5	25.0	80.0
strongly agree	4	20.0	100.0
total	20	100.0	

n=20

From the data, the lecturers (40% and 15%) agreed and strongly agreed that they employ teaching aids and learning resources for teaching the language, they (35% and 20%) strongly disagreed and disagreed that they have audio-visual resources in their language classes and that online materials are well integrated into their teaching.

6.2.4 Methodology

Table 6.5 Teaching Modes according to Lecturers

<i>9. Which teaching mode do you adopt?</i>						
Mode/Frequency	Always	Frequently	Sometimes	Rarely	Never	Missing
lecture	5(25.0%)	9(45.0%)	---	---	---	6(30.0%)
tutorial	----	1(5.0)	11 (55.0%)	1(5.0%)	1(5.0%)	6(30.0%)
project	---	---	6(30%)	3(15.0%)	4(6.7%)	6(30.0%)
discussion	10(50.0%)	6(30.0%)	3(15.0%)	---	---	1(5.0%)
other	----	----	---	---	---	----

The table shows that the lecturers (50.0% and 30.0%) use the discussion method .This is in contrast to the method perceived by 60 students (see section 5.13.6). The lecturers (55% and 20%) also suggested the discussion method as the most effective teaching method. Table 6.5 (55%) also reveals that tutorials are sometimes used by the lecturers. The interviews indicate that they also proposed the lecture method as the least effective and the combination of methods as the most effective. It is not unlikely that the lecturers would have blended the lecture method with others methods, which the students may not have perceived.

6.2.5 Instruction Process

Table 6.6 Class Activities

	Frequency	Per cent	C %
<i>17. Students participate actively in class activities</i>			
Strongly disagree	0	00.0	00.0
disagree	0	00.0	00.0
uncertain	4	20.0	20.0
agree	11	55.0	75.0
Strongly agree	5	25.0	100.0
total	20	100.0	
<i>18. I find it hard to get students involved in group work or pair activities</i>			
Strongly disagree	6	30.0	30.0
disagree	8	40.0	70.0
uncertain	4	20.0	90.0
agree	1	5.0	95.0
strongly agree	1	5.0	100.0
total	20	100.0	

Table 6.6 shows that the lecturers (55% and 25%) agreed and strongly agreed that students participate in class and 30% and 40% strongly disagreed and disagreed that they find it hard to get students to participate in pair work or group work.

6.2.6 The New Revised NCE Curriculum

Table 6.7 Orientation on the New Curriculum

	Frequency	Per cent	C %
<i>12. We had training sessions for orientation on the new revised NCE Curriculum</i>			
strongly disagree	7	35.0	45.0
disagree	1	5.0	50.0
uncertain	1	5.0	55.0
agree	6	30.0	85.0
strongly agree	3	15.0	100.0
missing	2	10.0	
total	20	100.0	
<i>13. I am familiar with the new revised NCE Curriculum</i>			
strongly disagree	0	0.0	0.0
disagree	0	0.0	0.0
uncertain	1	5.0	5.0
agree	9	45.0	50.0
strongly agree	10	50.0	100.0
total	20	100.0	
<i>14. I feel the NCE Minimum Standards is a clearly written document</i>			
strongly disagree	0	00.0	00.0
disagree	0	00.0	00.0
uncertain	2	10.0	10.0
agree	9	45.0	55.0
strongly agree	9	45.0	100.0
total	20	100.0	

n=20 (This shows that 20 participants completed the questionnaire)

The Table 6.7 shows that the lecturers (30% and 15%) agreed and strongly agreed that they had training sessions to orientate them on the implementation of the curriculum. However, they (45% and 50%) agreed and strongly agreed that they are familiar with the new curriculum while 45% and 45% agreed and strongly agreed that the NCE Minimum Standards is a clearly written document.

6.2.7 Evaluation and Quality Assurance

Table 6.8 Evaluation of Lecturers

	Frequency	Per cent	C %
<i>26. My students evaluate me anonymously</i>			
Strongly disagree	0	0.0	0.0
disagree	1	5.0	5.0
uncertain	5	25.0	30.0
agree	11	55.0	85.0
strongly agree	3	15.0	100.0
total	20	100.0	
<i>27. The Directorate for Internal Assurance Quality monitors my teaching regularly</i>			
strongly disagree	1	5.0	5.0
disagree	1	5.0	10.0
uncertain	8	40.0	50.0
agree	7	35.0	85.0
strongly agree	3	15.0	100.0
total	20	100.0	
<i>29. Course accommodation is maintained (no constant room changes)</i>			
strongly disagree	5	25.0	25.0
disagree	3	15.0	40.0
uncertain	3	15.0	55.0
agree	6	30.0	85.0
strongly agree	3	15.0	100.0
total	20	100.0	

n=20 (This shows that 20 participants completed the questionnaire)

It is apparent from the table that the lecturers (55% and 15%) agreed and strongly agreed that the students evaluate them anonymously. However, half (10% and 40%) do not agree that they are monitored by the directorate for internal quality assurance. In addition, the lecturers (40% and 15%) do not agree and are uncertain respectively that course accommodation is maintained.

6.2.8 Lecturers' Perceptions of the Implementation of the Curriculum

The data shows that the views of the lecturers on the implementation of the curriculum are that in-service training is not available for lecturers (6.2.8); the abilities of the students influence the teaching of the lecturers (6.2.1); more technological knowledge of computer-assisted teaching is needed (6.2.3), training sessions were not held for orientation on the new curriculum (6.2.6); audio-visual resources are not available in

classes (6.2.3); online materials are not well integrated into teaching (6.2.3) and the Directorate for Internal Assurance Quality does not monitor teaching regularly (6.2.7).

The challenges encountered by the lecturers during the implementation of the curriculum were highlighted in the open-ended responses. The issues identified in the questionnaires were: large classes, irregular supply of electricity and lack of technological facilities; overloading of courses; non-consultation with lecturers during the design of the curriculum; non-availability of the curriculum to lecturers; lack of expertise in the use of language lab equipment and merging of courses. This latter point has often resulted in insufficient treatment of topics due to time pressure resulting from merged courses.

The lecturers, through open-ended questions, suggested the following measures for the improvement of the curriculum: there should be a balance between language and literature courses (balance between language and literature courses) as well as a review of the curriculum to accommodate 300 level teaching practicum (review of English language curriculum so as to accommodate 300 level teaching practice exercise as it is with other subjects). In addition, there should be more innovation to enhance the teaching and learning process (there should be more innovations assisting the teaching and learning process), a regular assessment of the units of course contents (regular assessment of units of course contents taught, i.e. four assessments should be observed on each course taught) and a total adherence to the dictates of the curriculum (total adherence to the dictates of the curriculum).

6.3 Product Evaluation

The views of the deans of language schools were sought on the achievements of the objectives of the curriculum, with particular focus on the students' ability of the four language skills, their confidence and competence in written and spoken English, their ability to teach English effectively, employers' opinions of their performance and recommendations for improvement. The deans of two colleges were interviewed as the third dean could not be interviewed because he is a Yoruba specialist.

6.4 Interview with the Deans of the Two Colleges

The deans pointed out that not all the students become confident in spoken and written English. The dean, Tai Solarin College of Education, gave an insight into the lapses of the students; they are their grammatical spellings and structural defects. In addition, the inability of the students to write properly was attributed to their foundation (previous study achievements).

The dean, College of Education, Akamkpa remarked that the rates of failure and success in English at the secondary level in 2011 were 79% and 21% respectively and that the results which were published by the West African Examination Council were on the web. An excerpt of the interview is presented below:

Interviewer: In your opinion, is there a high failure rate in English Language at the junior secondary level ?

Interviewee: As far as Nigeria is concerned, West African Examination Council (WAEC) publishes her results, they are there on the internet; for example in 2011, about 79% of those who wrote WAEC failed. So, maybe you are talking of only 21%, who passed. I know this because I wrote an article on examination malpractice and the high failure rate of students. **Interviewee 2**

In the College of Education, Akamkpa, the activities that students engage in, to equip them for their future job are micro-teaching, class activities, supervision of delivery and approach to delivery, while in Tai Solarin College of Education, teaching aids, slides and language laboratory are used to instruct students. However, where there are lapses awareness is raised.

In Tai Solarin College of Education, the skill students find easiest is speaking and the most difficult is reading. They find reading difficult because they lack reading culture, while in College of Education, Akamkpa, they find reading easiest and listening difficult because listening is difficult to assess.

The deans remarked that the NCCE continuous assessment process and five years for graduation enhances success amongst the students. Therefore, there is little room for failure. Initially, a 60% or 70% pass could be recorded, while a later pass could be 90%.

The dean from College of Education, Akamkpa noted that principals of secondary schools give feedback on the performance of the students. The evidence from this was a written letter from a principal and for Tai Solarin College of Education; the employment of their graduates by media houses.

The methods adopted to remedy the ineffectiveness of lecturers in College of Education, Akamkpa were outlined by the dean. These entailed conveying a meeting in order to decide that a lecturer should collaborate with a senior and more knowledgeable colleague and this would be for the purpose of understudy.

The dean from College of Education, Akamkpa was of the view that there were no barriers to change in the implementation of the curriculum as the NCE Curriculum had been designed by NCCE and it could not be changed. An instance would be the fact that English is no longer taken as a double major. The dean of Tai Solarin College of

Education noted that a regular change was not healthy. He viewed the barriers as finance and wrong motives.

The dean from College of Education, Akamkpa could not identify any lapses in the new curriculum, rather he asserted that the admission requirements by Joint Matriculation Admissions Board and the National Commission for Colleges of Education are at disparity. Therefore, it should be addressed. The dean, Tai Solarin College of Education suggested that there should be more participation and interest in quality education.

The dean from College of Education, Akamkpa highlighted the procedures for influencing a change. The dean at the college level would introduce the idea to the school, which if accepted by the provost would be introduced to the committee of provosts at the national level. This would be done in conjunction with the director of Academic Programmes. The deans cannot implement change as they are civil servants. The power to implement change lies with the NCCE.

6. 5 The Achievements of the Objectives of the Curriculum

The data shows that students find the speaking skill very easy in Tai Solarin College of Education and the most difficult the reading skill (6.4), while in College of Education, Akamkpa, students find the reading skill as the easiest and the most difficult the listening skill (6.4). The Deans also pointed out that not all the students become confident and competent in the use of spoken and written English (see section 6.4).

Some of their lapses were grammatical spellings and structural defects (see section 6.4).

Students are equipped to teach English effectively when they engage in micro teaching, class activities, supervision of delivery and approach to delivery. In addition, teaching aids, slides and language laboratories are used to instruct them. The data also

demonstrates that there is high failure rate in English language at the junior secondary school.

6.6 Summary

The chapter presented the findings on the fourth and fifth research questions. The data on the perceptions of the lecturers on the implementation of the curriculum show that they perceived the abilities of the students as affecting their teaching (the inadequate entry knowledge of the students hinders for the treatment of some topics). This corroborates the next view that the entry knowledge of the students is not adequate. The issue of funding was expressed through open-ended questions. The non-availability of in-service training and CPD was also indicated and they noted that they were not involved in the design of the curriculum. The data on the views of the deans on the achievements of the curriculum reveal that the students are not efficient teachers of the language, they are not competent users of the language. The following chapter discusses the findings.

Chapter 7

Discussion

7.0 Introduction

This chapter deals with the discussion of findings. The discussion is structured according to the research questions, with the aim of identifying the factors that impede the implementation of the curriculum. The five research questions are critically discussed in relation to the literature in this section of the thesis. The outcome of the questions in the schools are discussed individually and cross synthesized. The context of the programme (7.1), the development of the four language skills (7.3), the perceptions of the lecturers and students on the implementation of the curriculum (7.4 and 7.5) and the achievements of the graduates of the programme (7.6) are also considered. Furthermore, following the conduct of a PESTLE analysis, the implications of the prolonged strike (December 2013 to July 2014) by the Colleges of Education Academic Staff Union (COEASU) are also analysed.

7.1 Research Question 1: What is the context of the English language programme of the Nigeria Certificate in Education?

7.1.1 The Establishment of the Three Colleges of Education:

The colleges were created (see 5.2.1) by different edicts as they are state colleges in different states. This is different from the establishment of the federal colleges that were all instituted by the Federal Colleges of Education Act (Federal Colleges of Education Act, 1986, No. 4). The NCE programme in Adeniran Ogunsanya College of Education was established by Edict No. 20 contained in Lagos State of Nigeria Official Gazette (1986). The College of Education, Akamkpa, which is located 34 kilometres from Calabar metropolis, was established by the Cross Rivers State Edict 4 of 2008. This

edict provides for the training of Basic Universal Education teachers, while Tai Solarin College of Education was the first higher institution established in Ogun State. It was formerly Ogun State College of Education but later re-named Tai Solarin College of Education. It was established in 1978 by an edict of the Military Administrator of the State, Brig. Gen. H. Eghagha (School's Website, 2014).

7.1.2 The Status of the Three Colleges

Since the establishment of Adeniran Ogunsanya College of Education, it has been restructured (see Section 5.2.1) academically. The college, akin to the other two colleges, has been categorized as a conventional college, with the English language programme as a subset of the school of languages.

The status (see 5.2.1) of Tai Solarin College of Education was upgraded to a University of Education in 2005, this resulted in the university registering the NCE programme as one of its programmes in the institution. The acquisition of the facilities of the school by Tai Solarin University of Education has left the school, which was granted full autonomy in 2008 (it was moved to its permanent site in 1980), without basic infrastructure for its students (see Section 5.2.1). It is an irony that the college which was rated the best state college of Education in the country (NCCE, 1999) in terms of facilities lacks infrastructure such as a language laboratory, adequate staff offices, standard classrooms and technology-based classrooms. This is as a result of a tussle between the University of Education and the College of Education over the ownership of facilities.

The historical background of College of Education, Akamkpa has been traced (in Section 5.2.1) to Cross Rivers State School of Basic Science, Akamkpa, Cross Rivers State University of Technology, Faculty of Education and Cross Rivers State

University, Faculty of Education. The school which became the College of Education, Akamkpa commenced academic activities in the 2009/2010 session.

7.1.3 Population of the Students in the Three Schools

In Adeniran Ogunsanya College of Education the population (in 5.5.1) of the students in the department of English for the 2013/2014 session was 522 (male=136; female=386).

In the College of Education, Akamkpa, the department had a population (see Section 5.5.3) of 938 (male=307; female=631), while in Tai Solarin College of Education, the population (see Section 5.5.2) of the students in the English department in the 2013/2014 session was 213.

7.1.4 Language of Communication

In Adeniran Ogunsanya College of Education, the languages of communication among the students (in 5.5.1) are Pidgin English and Yoruba. However, they communicate with their lecturers in the English language. In Tai Solarin College of Education, the students (see Section 5.5.2) communicate mainly in their mother tongue (Yoruba), while the language of communication (in 5.5.3) in the College of Education, Akamkpa is mostly Pidgin.

7.1.5 The Setting of the English Language Programme in the Three Schools

In Adeniran Ogunsanya College of Education, the English language department of the school is located in the school of languages. The school is a two-storey building comprising lecturers' offices, classrooms, cultural room and a language laboratory (see Figure 7.1). The facilities in the school are: a language laboratory, an ICT/Computer centre, a lecture theatre with magnetic board and classrooms with magnetic board (see Sections 5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.5). The school does not provide accommodation for the students. They have privately-owned accommodation in the environs of the

school. The language laboratory is not optimally utilized due to large numbers of students.

In all the colleges, courses are similarly assessed. Assessments comprise 60% examination and 40% continuous assessment. In Tai Solarin College of Education, the English language department (see Section 5.5.2) does not have its own designated building and there is an inadequate supply of facilities. The school does not possess a language laboratory and the traditional blackboard is still in use in the school. It is noted that this is not in compliance with the specifications of the NCE Minimum Standards (Implementation Framework). The school authority does not regularly have meetings with stakeholders of the school. In the College of Education, Akamkpa, the English language department (in 5.5.3) has a designated building though the students receive lectures in other departments. The school possesses a language laboratory (though it is not utilized), classrooms, lecture theatres, hostels for students, ICT centre and a library. The school is situated in a village location and this inhibits the achievements of the English language curriculum as modern facilities for learning are not present and the students do not have role models that can speak the language (see Section 5.9.1). It meets frequently with stakeholders such as parents and community leaders.

7.1.6 The Needs of the Students

The interviews with the lecturers (see Section 5.5.1) indicated that in Adeniran Ogunsanya College of Education, the core needs of the students are the four basic skills, reading, writing, speaking and listening, while in Tai Solarin College of Education, the need of the students was identified (see Section 5.5.2) as lack of native speakers of English that would serve as role models. In the College of Education, Akamkpa, the needs (see Section 5.5.3) of the students are grammar, lack of basic knowledge of reading, writing and speaking.

7.1.7 The Objectives of the English language Curriculum

According to the Nigeria Certificate in Education Minimum Standards for Languages (2012, p. 21), the objectives of the English Language programme are to:

- a. 'develop the four language skills; listening, speaking, reading and writing for communicative purpose;
- b. make students become confident and competent in the use of spoken and written English for various purposes;
- c. equip students to teach English effectively at the Junior Secondary School (JSS) level;
- d. prepare students for further studies in the language'.

These are laudable objectives. However, the mechanisms for the achievement of these objectives need to be strategized.

7.2 The Contexts of the English language Programme in the Three Schools

A synthesis of the context of the NCE programme in the three schools reveals the following points for discussion. This study identified drawbacks in the various contexts considered below (Babatunde, 2012).

7.2.1 Educational Context

The interview data (see Sections 5.5.1, 5.5.2, 5.5.3) from the three schools show that one of the needs of the students is the four language skills. This concurs with the view of Olaofe (n.d) who stresses the need for teachers of English to be proficient in the four language skills. This implies that the extent to which these skills are developed is

questionable. Therefore, the educational context of the programme falls short of the expected attainments of the students.

Open-ended responses (5.13.9) show that there were complaints about the effect of noise in the academic environment of Adeniran Ogunsanya College of Education. This corroborates earlier studies that there is evidence about the detrimental impact of noise on learning (Higgins, Hall, Wall, Woolner & McLaughley, 2005). By implication, this shows that learning is disrupted in the school during classes.

7.2.2 Economic Context:

The results (see Section 5.5.3) also indicate the large number of students (938) in the College of Education, Akamkpa. In comparison with the other schools, the figure is an indication of overpopulation (this researcher witnessed that some classes could not accommodate the number of students), which means that the classrooms were overcrowded and there were inadequate learning tools as a result of poor funding (Omorie, 2005).

However, it is necessary to note that the Federal Government of Nigeria in order to address the issue of inadequate funding has established an agency-TETFund for the disbursement and supervision of education tax paid by registered companies to tertiary institutions in the country. The presence of the agency in the institutions is notable by the development of infrastructure in the colleges and the disbursement of funds for the research by the lecturers (TETFund Website, 015). The over-crowded classrooms exemplify the economic situation of the country as facilities are in short supply and the rate of facilities does not match the expansion in admission. This result also concurs with Olusola and Rotimi (2012) and Asiyai (2013) on overcrowded classrooms in

Colleges of Education. It is significant to note that large¹¹ classes hinder individual interaction of lecturers and students (Cheung & Wong, 2012; Ugwuanyi & Joachim, 2013) and one of the pre-requisites for teaching ESL classes is the connection of the tutor to each learner during the class, for the methods and basic skills to be imparted by the teacher and the development by the students (Ajibola, 2010).

The solution to this problem should be proactive as statistics indicate that students' enrolment in 2002/2003 and 2004/2005 academic sessions increased from 97,041 to 351,519 respectively (Samuel, Bassey & Keunmore, 2012). In addition, Moja (2000) also identified overcrowding as a prevalent condition in Colleges of Education. This issue was also validated by Olajide; (2004, cited in Stephen, 2007), who identified classes in colleges and universities as regularly large. This condition is one of the consequences of population explosion (Ebisine, 2014). In the same vein, for students to effectively interact with lecturers in order to achieve quality teaching, smaller class sizes are needed (Asiyai, 2013). The consequences of large number of students have been stated as the lack of concentration by students during classes, the negative effect on activities in classrooms and instructional methods and the burn-out of teachers (River-Batiz, 1995; cited in Adeyemi & Adeyemi, 2014). Therefore, the achievement rate of students will be low.

The problem of over-crowded classes in the colleges has been termed 'student-teacher ratio' (Eme-Uche, 2006). The results of over-crowded classrooms as noted by Ocho (2006, cited in Eme-Uche, 2006, p. 7) are 'when too large a crowd of students faces a lecturer, effectiveness and learning declines, continuous assessment of students' performance becomes difficult, assessment of written work and examination is

¹¹ The definition of 'large' will depend on the idea upheld by Abioye (2010). He based the idea of large on the environment in schools. The data from the study showed that on the average the lecturers responded that there were usually 100 students in the classes, which can be translated as 1:100 teacher-student ratio.

haphazard'. The short supply of educational facilities in these institutions has been traced to the issue of underfunding by the government (Asiyai, 2012, cited in Audu, Umar & Idris, 2013). The necessity of facilities in schools cannot be over-emphasised as they are a pivot for productive teaching and learning (Audu, Umar & Idris, 2013). The importance of these facilities was recognized by researchers such as Wilcocks (1994, Lawal, 1996, Ajayi, 1999, Owoeye, 2000; cited in Audu, Umar & Idris, 2013).

It is interesting to note that the language laboratories in two of the schools are not fully utilised, while the third lacks one. However, the laboratories were discovered to be well equipped with desktops, head phones etc. This contradicts previous studies that reported the lack of equipment in the laboratories (Asiyai, 2013; Onadeko, 2008). The library in Adeniran Ogunsanya College of Education was observed (see Section 5.6.5) to contain old journals (journals which are not within five years of publication). This is in accord with Asiyai (2013) and the resultant effect would be low quality in education as lecturers will not be acquainted with current pedagogy. In addition, there is research evidence that there is a correlation between school facilities and academic achievement (Hallack, 1990 cited in Owoeye & Yara, 2011). It is also contrary to the stipulation of the curriculum that the journals in the colleges should be current (Curriculum Implementation Framework, 2012). Moreover, Farombi (1998, cited in Owoeye & Yara, 2011) asserted the ineffectiveness of a school library with out-dated books. Open-ended responses (see Section 5.6.5) from the questionnaires showed the demand for the establishment of a departmental library in Adeniran Ogunsanya College of Education.

The inadequate supply of educational facilities in Tai Solarin College of Education (the facilities were transferred to Tai Solarin University), which was once adjudged the best College of Education (NCCE, 1999) agrees with findings on the poor state of infrastructure in tertiary institutions in Nigeria (Asiyai, 2013). The curriculum appears

to be based on the notion that the facilities for operation in the colleges are available in all the colleges. This validates the NCCE report (National Commission for Colleges of Education, (2001) that the federal colleges are better equipped and staffed than the State Colleges of Education; in other words, the curriculum cannot be implemented in a similar way in the schools (Umar, 2001). This point was confirmed by a lecturer interviewed in the school as can be seen in the excerpts from the interview below. The lecturers were asked the resources adopted in classes.

Our situation here is peculiar because we were moved from our permanent location and it is like we are just starting afresh and so a lot things which we had access to were taken away from us like formerly, we had a language laboratory. **Interviewee 1 Tai Solarin College of Education.**

The unique environment of this school needs a re-examination in the interest of the students. In addition, an educational curriculum cannot be properly implemented, when the facilities in the school are not well managed and ‘good quality and standard institutions of learning depend largely on the provision, utilization and management of educational facilities’ (Akinsolu 2004; cited in Audu, Umar & Idris, 2013, p.29).

7.2.3 Socio-Cultural Context

The PESTLE analysis (see Section 5.11) conducted as a result of the strike embarked upon by the lecturers showed that the strike affected both the students and the academic staff as the lecturers became redundant during the period and the students were forced to engage in delinquent activities. The strike, which lasted for a period of eight months (December to July 2013-2014), has implications for both the students and lecturers as studies have shown that instability in academic calendar affects the performance of students (Adeogun & Osifila, 2002). It causes students to engage in anti-social behaviour such as ‘robbery, arson, rape, touting’ (Ajayi, 2014, p. 23). In addition, the

strikes also result in the production of ‘half-baked’ products from the colleges as they lose interest in their academics (Ajayi, 2014) and spend less time in school. Strikes impede the successful completion of course contents, thereby affecting the academic achievement of the students (Odubela, 2012; cited in Omotere, 2014). The effect of strikes on the lecturers cannot be over-emphasized as it leads to brain drain, migration to comfort zones (western countries) and influences the performance and output of the lecturers (Nwaogu, 2008). In other words, lecturers become redundant during strikes and migrate to other countries for better conditions of service.

Table 7.1 PESTLE ANALYSIS

Political	Economic	Social	Technological	Legal	Environmental
Privatisation of education	Economic Recession	Cultism	Usage of ICT	Regulation by NCCE	Large student population
Poor management of schools	Under funding by government	Instability in academic calendar	Non-availability of qualified ICT personnel	Retirement age	Hostel accommodation
Educational policies implementation challenges	Infrastructure in colleges	Over-crowding	Non-provision of ICT equipment	Non-enforcement of Minimum Standards	
Leadership challenges		The attitude of the public to teaching profession	Erratic power supply		

The analysis shows that the colleges are beset by a myriad of problems, e.g. instability in academic calendar, cultism, under funding and large number of students. For effective implementation of the curriculum, the government, lecturers and educational stakeholders would have to re-examine their roles.

7.2.4 Socio-Linguistic Context

The study reports (5.5.1, 5.5.2, 5.5.3) that one of the languages of communication among the students in the three schools is Pidgin English. This concurs with the findings of Idiagbon (2010, p. 50) that Pidgin is ‘an elitist campus language spoken in Nigerian tertiary institutions’. This is a challenge for Nigerian students and a signal of insufficient mastery of the English language as the ‘origin of Pidgin has been traced to the poor use of a language either by a speaker or the receiver (Ajibade, Adeyemi & Awopetu, 2012, p. 290). Research has suggested that Pidgin English affects the speaking and writing of students’ Standard English (Gogovi 2001, cited in Opong-Sekyere; Opong- Sekyere & Akpalu (2013). In addition, he showed that Pidgin English influences the verb choice of students. The study also revealed (5.5.2) that students of Tai Solarin College of Education converse in their mother tongue. This concurs with the view of Obadare (2011) that students of Colleges of Education find it convenient to communicate in their local tongue than English. It is necessary to note that observation indicates that mother tongue infiltrates the English language of students (Oluwole, 2008). Moreover, a retroactive interference of mother tongue on English language has been identified. This means that certain features from the local languages are transferred to English language (Patrick, Sui, Didam & Gyank, 2013).

7.3 Research Question 2: How does the Implementation of the Curriculum Equip Students to Develop the Four Language Skills?

7.3.1 Course Contents

The Curriculum prescribes that twenty two English language courses are to be offered during the entire programme. It also shows that twenty of the courses have compulsory status, with two being electives. The courses are mainly two credit courses, while few are one credit courses. Students who fail a course are expected to proceed to the next

level, while repeating the course failed. The contents of the courses embodying the four language skills (as indicated during the interviews in 5.12.1) were described by the lecturers as suitable, appropriate, sufficient and adequate. They also informed that the new curriculum had been modified to meet the needs of pre-service and post service teachers. However, they were not fully satisfied with the listening aspect of the curriculum, which they described as being too abstract and lacking emphasis.

7.3.2 Methodology

The students were satisfied with the teaching methods adopted by the lecturers (e.g. they encourage participation) and the overall learning environment. However, their satisfaction with the learning environment is inconsistent with the stipulation of the Curriculum (Curriculum Implementation Framework, 2012) as Figures 5 and 6 show that two colleges do not utilize magnetic boards in their lecture theatres and classrooms. This may also be attributed to the desire of the students to protect the interest of their schools.

The interviews also indicate that the lecturers unanimously proposed the lecture method as the least effective. Nevertheless, the method is still adopted in class; this corresponds with the findings of Legge (1971, Jarvis1995; cited in Badu-Nyarko & Torto, 2014) that the use of the method by the lecturers may be justifiable as they have to deal with large classes. The ‘new curriculum recommends learner-centred approaches but the lecturers still use the traditional method of learning’ (Bandeled & Faremi, 2012, p.16). This can be inferred from the interviews conducted with the lecturers that they employ the lecture method.

7.3.3 Instructional Materials:

The interviews show that the lecturers lack instruction materials as shown by the excerpts from one of the interviews. The lecturer was asked to comment on the specific needs of the students in relation to materials and the teaching resources adopted in class.

A lot of things are not available, so we have to improvise. The classrooms are not the best kind of classrooms. There are situations, where we would work better, if we had a projector. For us here, a projector is a dream.

Interviewee 3-Tai Solarin College of Education.

Chalkboard, sometimes the recording, unless we improvise and the charts. At times, we go to class with laptops, if we have important information to pass on. **Interviewee 3-Tai Solarin College of Education**

The study chimes with Abassah (2011) who reported the insufficient supply of instructional materials in technical Colleges of Education. It also concurs with Aromolaran (1985; cited in Umunadi, n.d). In a study conducted by Onyejemezie (2000, cited in Umar & Ma'aji, 2010) on Quantity, Quality, Production and Distribution of Teaching Resources, it reported that the government does not support tertiary institutions with educational resources. The necessity of instructional facilities has been noted (Mkpa, 2000). Furthermore, the study corresponds with Ekpo, Udosen and Afangiadeh (2007, Olaniyan & Obadara, 2008; cited in Agbatogun, 2013), who have associated the woeful teaching and learning process of the language in the country to the inadequacy of instructional materials. Similarly, an effective educational process in schools is a determinant of the adequacy of instructional materials and consequently, an enhancement of students' performance (Onyesom & Okolocha, 2013).

7.3.4 Assessment

The implementation Framework stipulates that for all the institutions, assessments should be based on 60:40 ratio. The assessment process comprises two stages:

- i) 60%- Examination
- ii) 40%- Continuous Assessment

The Continuous Assessment would comprise an individual and a group exercise and also written and practical tests. Continuous assessment is of prime importance in the Nigerian educational system as the National Policy on Education emphasizes its relevance at all levels of education in the country (Aina & Adedo, 2013). It motivates students (Adediran, Adelegun & Balogun, n.d). The system ensures monitoring and measuring of a student's progress and the proper guidance as suited to each case (Ogar, 2007; cited in Aina & Adedo, 2013). The practice of the system aids the establishment of students' progress. However, it has been asserted that continuous assessment concentrates on the cognitive domain at the expense of the affective and psychomotor domains (Yahaya & Yamin, 2014). Other demerits of the practice are that it requires meticulous handling of students' records, which if negatively implemented would lead to failure of the students. Furthermore, the system strains the efforts of the lecturers as the data (see Section 7.2.2) demonstrates that the colleges are overcrowded. The collation of the marks of the students over a period of time demands more efforts by the lecturers.

The data demonstrates that the students are not given feedback on assessment within four working weeks as prescribed by the curriculum. This is an indication that the lecturers experience burnout in this aspect and it is a violation of the Minimum Standards on Assessments (Curriculum Implementation Framework, 2012). It has been noted by O'Farrell (n.d) that the timely provision of feedback to students will aid their

application of such feedback and that it is good practice to give feedback within three weeks though more recent studies have demonstrated that ‘timely’ means early enough for the succeeding exercise. The questionnaires indicate that the Internal Quality Assurance Unit fails to monitor the lecturers. The Unit, which is supervised by a qualified lecturer (Curriculum Implementation Framework, 2012) has a measure of autonomy but lacks systemic failure of accountability. The reform provides that the Unit should regulate the monitoring, collation and storage of data on assessment. Moreover, the new curriculum labels assessment as ‘pivotal’.

7.3.5 Proficiency in the Four Language Skills:

The questionnaires show that the students are proficient in the four language skills. This counters the contention of Olaofe (n.d) that teachers lack proficiency in the four language skills. It is also inconsistent with the view that Colleges of Education students are non-proficient and incompetent users of English language (Obadare, 2011).

However, interview data showed that the lecturers rated the students as excellent, average, above average and poor (see Section 5.11.1). An integrated approach to the teaching of the skills as asserted by the lecturers in Adeniran Ogunsanya College of Education concurs with earlier studies that have refuted the teaching of the four language skills through ‘isolable discrete structural elements’ (Corder, 1971, 1978; Kaplan 1970; Stern 1972 cited in Hinkel, 2010) and the view of Widdowson (1978 cited in Hinkel, 2010, p. 117) that ‘language comprehension does not take place in discrete units’. Moreover, another advantage of integrated language skills is that the teaching of a skill separately as obtained in College of Education, Akamkpa would lead to a more purposeful and detailed teaching (McDonough & Shaw; 2013, Widdowson, 1978, 1993; 2003 cited in Hinkel 2010).

However, as asserted by Hinkel (2010), the teaching of integrated skills in large classes may not be a feasible option as this has implication for Colleges of Education. Another disadvantage is that learners are not equally proficient in all the skills (Hinkel, 2002; 2003; Stern 1983 cited in Hinkel, 2010). Furthermore, integrated language teaching does not take cognizance of the learning product quality (Swan, 2005; Widdowson 1990; 2003 cited in Hinkel, 2010).

The analysis also shows that in Adeniran Ogunsanya College of Education, students develop the skills when they listen, write and read. This depicts an elementary strategy. The development of the skills through the aforementioned processes casts doubt on the communicative competence of the students. In addition, the development of the listening skill by simply listening suggests the environmentalist approach to listening. The development of the listening skill by adopting the contemporary method of teaching the skill as identified by Field (2008, p.17) would lead to a more purposeful development of the skills:

Pre-Listening

- Establish context
- Create motivation for listening
- Pre-teach only critical vocabulary

Extensive Listening

- General questions on context and attitude of speakers

Intensive Listening

- Pre-set questions
- Intensive listening
- Checking answers to questions

Post listening (optional)

- Functional language in listening passage
- Learners infer the meaning of unknown words from the sentences in which they appear
- Final play: learners look at transcript

The application of the format as given by Field (2008) is to teach 'critical words' (words which are very relevant in a passage). The lecturer should establish the context for the better understanding of the students. A way of creating motivation is to cause the students to predict what they would listen to by writing the title of the passage on the board. Pre-setting questions enables the students to listen for information and they can be allowed to check their answers, which can be done with the whole class. Students can infer vocabulary by working out the meaning of words they have listened to. The use of the format will enhance the understanding of the students. A final play may become necessary to reinforce what they had heard and the use of transcripts will further enhance their learning.

The development of the writing skill by writing suggests the process approach (Tribb1996). The use of the process genre approach as proposed by Badger and White (2000) would be appropriate. The development of the listening skill by the students through listening suggests that the listening skill is not actually taught in the colleges. The experience of the students is rather theoretical than practical. They are not appropriately assessed and taught the skill.

In addition, the interviews indicate that students develop the speaking skill, when they pronounce difficult words and their mistakes are corrected. These aforementioned strategies may not be really effective; a most probable process could be the following process as proposed by Thornbury (2005):

Awareness Raising Activities

- Awareness raising
- Using recordings and transcripts
- Focussing on some selected language features
- Using live listening
- Using noticing-the-gap-activities

Appropriation Activities

- Appropriation: practised control
- Drilling and chants
- Reading aloud
- Assisted performance and scaffolding
- Dialogues
- Communicative tasks
- Task repetition

Towards Autonomy

- Autonomy and automaticity
- Criteria for speaking tasks
- Feedback and correction
- Presentation and talks
- Stories, jokes and anecdotes
- Drama, role-play, and simulation
- Discussion and debates
- Conversation and chat
- Outside-class speaking

The application of the process as prescribed by Thornby (2005) will aid the acquisition of the skill by the students. Activities can be planned for the aforementioned process to enhance the teaching of the skill. Awareness raising will entail causing learners to pay attention, noticing and understanding a pattern. Learners can be made to study transcripts and recordings to raise awareness of a language's features. Lecturers can also sensitize the students on selected features of the language. The use of recordings will allow the detailed analysis of the features. To notice the gap means causing the learners to be aware of their deficiencies in the spoken language. Appropriation activities will enable the learners to master the spoken skills of the language by using all the methods listed under such activities. Towards autonomy promotes the ability of the learners to gain control of the skills the language by using the activities prescribed.

7.3.6 Entry Knowledge:

A factor that hinders the development of these skills is the poor entry knowledge (see Section 7.3.6) of the students. This chimes with the study of Akinbote (2000, cited in Akinbote, 2007; Kniper et al 2008) that the colleges do not attract the best students in the society. This factor has been categorized as students' quality by Ume-Uche (2006), as shown in the study conducted, he emphasized that the candidates, who gain admission into the colleges are low quality (inadequate) students that have opted for teaching as a last resort and the implication being the lack of dedication by the students to their courses.

A consequence of this factor is that the students may turn out to be low achievers (not high-performing students) as research has demonstrated that one of the factors that influence academic achievement is previous academic outcome (Farooq, Chaudry, Shafiq & Berhanu, 2011; Ali, Haider, Munir, Khan & Ahmed, 2013; cited in Amasuomo, 2014). However, other studies have contended that prior academic

performance does not determine students' achievement (Huws, Reddy & Talcot, 2006; The Academic Admission Council at Oregon State University, 2003; cited in Amasuomo, 2014). Despite this, there are claims of unqualified candidates' admission into tertiary institutions in the country (Israel & Israel, 2014).

A null hypothesis was tested to determine if there is a significant difference in the English standard of male and female students. The hypothesis was rejected as no significant difference was observed in the English standard of male and female students. This differs from earlier studies that have posited that females are better achievers in second-language acquisition than males (Larson-Freeman & Long, 1991; Dionne et al. 2003; cited in Tam, 2013) and that in industrialized countries the educational achievement of females is better than the males (Pekkarinen, 2012). The difference may be attributed to the fact that the students have low academic parental background. Therefore, the female students are not motivated to spend more hours on their studies. In other words, due to the fact that their parents are not properly educated, they are not motivated to spend much time on their studies. However, the study is in accord with Razmjoo (2008) which also found no significant difference in male and female Iranians in terms of language proficiency.

A null hypothesis to test the significant difference in the study hours of male and female students showed no significant difference. This rebuts an earlier study that indicates that female students study effectively and are higher academic achievers than male students (Khurshid, Tanveer & Qasmi, 2012). A probable reason for this also lies in the socio-economic status of the parents of the students (see Section 7.4.1) as studies have proved that the educational achievement of a student is majorly dependent on his/her parental social status (Considine & Zappah, 2002; cited in Ali, Haider, Munir, Khan & Ahmed, 2013).

7.4 Research Question 3: What are the Students' Perceptions of the Implementation of the Curriculum?

This question was analysed with the aim of identifying the factors that affect the implementation of the curriculum and the students' views on the implementation of the curriculum.

7.4.1 Equipped Laboratories

The data from the questionnaires (see Section 5.13 2) demonstrate that the students do agree that the laboratories are not well equipped (lacking the basic facilities). As earlier stated, this negates Onadeko (2013) and Asiyai (2013). However, the observation checklist confirms that the laboratories are well equipped. A possible reason is that the students in College of Education, Akamkpa do not utilize the laboratory in the school; therefore they are ignorant of the equipment contained therein. In Adeniran Ogunsanya College of Education, the laboratory is under-utilized due to the large population of students as a computer laboratory with a sitting capacity of thirty cannot accommodate over two hundred students.

It is apt to note that the curriculum stipulates the provision of a laboratory with a sitting capacity of at least thirty students. This provision is inadequate as the lecturers are unable to manage the use of the facility due to the large number of students in the college. This excerpt from the interview with one of the lecturers on the suitability and appropriateness of the contents of the courses taught verifies this point:

They are very suitable, very appropriate. The only problem we have is the use of practical; the use of the language laboratory. We are not able to introduce them to the use of the language laboratory, Power Holding Corporation of Nigeria (PHCN) problem; our laboratory is not big enough. We have a laboratory that will take only thirty and we have Part 1 students; I think are over 200. It is very cumbersome... **Interviewee 3- Adeniran Ogunsanya College of Education**

Interviewer- So, they won't use the lab at all.

We introduce them; they cannot go there more than once or twice in a semester. Part 2 are almost 200 and the room is just for 30 and having to break them into groups is very cumbersome; especially, when we think of the fact that we don't always have power supply.

Interviewee 3-Adeniran Ogunsanya College of Education

The students indicated that magnetic boards are present in their schools; this is however, contrary to the images portrayed in the pictures collected by the researcher (see Figure 6).

7.4.2 Integration of Technology

The study (in 5.13.2) also shows the non-availability of data projectors, ICT and CD players in the three schools. The finding supports previous research on the integration of technology in the educational process of tertiary education students in Nigeria; previous studies had shown that ICT devices are not provided by various colleges (Adedeji 2011 & Dike, n.d). It can be argued therefore, that the kind of teachers produced in these colleges will 'not be able to meet the challenges of a rapidly changing and technological society that characterizes the 21st century' (Otunuyi, 2013, p. 3). Furthermore, the proficiency in English language has been associated with literacy and training in Information and Communication Technology (Brownson, 2012). The students have to be prepared to spend some money for these technological facilities to be accessed in public.

This development may improve the learning of the students in the schools as research has affirmed that the integration of ICT into the educational process of students enhances their learning as well as the teaching of the lecturers (US Department of Education, 2003). In addition, the non-availability of magnetic boards in two colleges does not enforce the provisions of the curriculum. The reasons for the non-provision of data projectors may be associated with the non-availability of computers, internet

connectivity (the use of the internet in the country has gained wide acceptance) and inconsistent power supply (Iyamu & Aduwa-Ogiegbaen, 2004). The non-availability of a language technologist/stage technician is not consistent with the stipulations of the curriculum (Curriculum Implementation Framework, 2012).). The colleges are accountable to the NCCE for this deficiency.

7.4.3 Fairness in Assessment

The complaint of the students as revealed by open-ended responses that assessments are usually given beyond the scope of the subject matter delivered by the lecturers disregards the principle of fair assessment. A view on fairness is that students should be informed of the nature of the assessment and learning outcomes (McMillian, 2000). It also entails equal treatment, consistency and ensuring that students do not encounter barriers (that are not justifiable) to their success in the assessment (Lester, 2011). If assessment is unfair, it has implications for the students, which means that the students will not be able to manage their learning. However, this is just the perception of the students.

7.4.4 Feedback on Assessment

The students disagreed (in 5.12.4) that feedback is given within four weeks as prescribed by the curriculum. In Adeniran Oginsanya College of Education, through open-ended responses, a student complained of lecturers' deficiency in giving feedback. This agrees with earlier studies that have shown complaints of students that teachers do not give feedback (Spiller, 2009). It also confirms the study of Asaya (2012) that lecturers do not give feedback on continuous assessment and tests. Studies have shown that quality feedback has a positive impact on learning outcome of students (Hattie & Timperley, 2007, cited in Spiller, 2009).

Moreover, studies have also recognised that ‘the introduction of formative assessment techniques helped low achievers more than other students (and) that there is considerable evidence that assessment when practised effectively can improve student learning’ (Black & William, 1998 cited in Gimba, 2012, p.887).

The analysis illustrates that students requested the erection of new blocks and good lecture halls. This is in accord with the study of Moja (2000, p. 36) that existing buildings in schools are in a deplorable state and that ‘dilapidated school environments contribute to the high drop out of learners from the schools’ as effective teaching does not occur. It has been noted that education quality has a direct link to the available/ non-available physical facilities and the learning atmosphere (Adesina in Abraham, 2003 cited in Lawanson & Gede 2011; Castaldi in Peretemode, 2001).

7.4.5 Methodology

The students perceived the lecturers as using the lecture method even though they proposed it as the least effective method; this is in accordance with the study of Badu-Nyarko and Torto (2014). The use of the lecture method by the lecturers may be justifiable as they have had to deal with large classes, which makes the lecture method the most appropriate in this circumstance (Legge, 1971; Jarvis, 1995; cited in Badu-Nyarko and Torto, 2014). Another possible reason for the use of the method may be due to the large amount of information that lecturers have to disseminate (Badu-Nyarko & Torto, 2014).

The data shows that students prefer the discussion method; this also corroborates the study of Badu-Nyarko and Torto (2014). However, it is inconsistent with the studies of Saijad (n.d) and Codoso (2000), which show that students preferred the lecture method. A probable explanation for the preference of the discussion method by the students may be due to its participatory nature, its problem-solving technique and its capacity to

enhance learning; furthermore, it is pertinent to note that the method is regarded as ‘the most powerful medium of learning’ (Collins, Greeno & Resnick, 1996; cited in Nyarko & Torto, 2014, p. 230). This method improves the academic achievement of students (Damodharan & Rengarajan, 1999; cited in Ganyaupfu, 2013).

It is also necessary to note the discrepancy between the preference for the discussion method by the students and the use of the lecture method by the lecturers as research has demonstrated that a link exists between students’ satisfaction and the effectiveness of the teaching method adopted (Theall & Franklin, 2001, cited in Long, Ibrahim & Kowang, 2014).

7.4.6 Competency of Lecturers

The data shows (in 4.5.3) that three quarter of the lecturers were master’s degree holders; this is contrary to the findings of Arubayi (2009), which showed that most of the lecturers were first degree holders only. This also shows the quality of the lecturers in the colleges. This is a plus for the lecturers as the study shows some improvement over time. Nevertheless, the findings reported that the students requested competent and professional lecturers through open-ended responses. This corroborates the fact that the students are sceptical about the level of performance of their lecturers. The request agrees with the study of Uche (2012), which suggested that students rated the quality of their lecturers as low even though the lecturers are professionally qualified (by their training and specialization areas).

Moreover, as identified by Van Horn and Van Metor (1977; cited in Okoroma, 2006) the problem of capability (incompetent staff) has been recognised as one of the reasons for ineffective policy implementation; if the lecturers are incompetent this could certainly lead to unproductive implementation of the programme as it has been noted

that the rating of teachers by students gives ‘a more reliable measure of quality assurance’ (Eme-Uche, 2012, p. 164). Therefore, this request needs a close examination.

In addition, research shows that effective ‘learning experiences’ can best be determined by students as productive teaching is related to the competencies of lecturers (Long, Ibrahim & Kowang, 2014). It has been noted that ‘the incompetence of lecturers in classroom interaction with the students could be responsible for the observed poor performance of students in the classroom (Cohen, 1981; Theall & Franklin, 2001; cited in Long, Ibrahim & Kowang, 2014). Therefore, students’ performance is related to the effectiveness of teaching.

However, it has been argued that the views of the students may not be direct measures of the competency of the lecturers and it is pertinent to note that the competency of lecturers in this context is dependent on the ‘setting, the culture and values’ of the Nigerian society and also on ‘the lecturer and student characteristics and the classroom context’ [*sic*] (Ross 2006, cited in Long, Ibrahim & Kowang, 2014, p. 35).

7.4.7 Supervision of Instruction

The results show that lecturers supervise (in 5.13.8) instruction effectively. This is a laudable feat as supervision of instruction aids the implementation of educational policies and consequently will improve students’ achievements (Okendu, 2012).

However, studies have shown that teaching practice is not effectively supervised in the colleges due to factors ranging from large population of students, time, to finance and lack of human resources (Eme-Uche, 2006, Afolabi, n.d & Imogie, 1990; cited in Asaya, 2010). The importance of the supervision of teaching practicum cannot be over-emphasized as it lays a solid foundation for the school experience.

7.4.8 Economic Status of Parents

The findings of the study (5.13.1) that the low economic status of the parents affect the number of hours the students study in a week concurs with previous research studies that students from low-income homes (people who earn national minimum wages) have low achievement (achievement disparity among students) in their studies (Martini, 1995, Walker et al., 1998 cited in Harvey & Jacobs, 2006; Bang, Suarez Orozco & O'Connor 2011, cited in Taylor, n.d) and that parents' occupations reveal their perceptions on education and these influence the educational achievements of their children (Ajila & Olutola, 2000; cited in Adeyemi & Adeyemi, 2000). The study is also in accord with earlier findings that have identified Colleges of Education students as poor background scholars, without reading culture and this has been attributed to their 'home and environment' (Obadare, 2011, p. 14).

It is most probable that the parents of these students are not involved in their schooling as research has shown that students with strong academic parental backgrounds (high economic status) are usually high achievers in schools (Ahmar & Anwar, 2013) and that they have the tendency to learn at a faster pace than students from illiterate parents (Yusuf, 2001; cited in Adeyemi & Adeyemi, 2014). This supports the findings that parents have a strong impact on the educational attainments of their children in Nigeria (Williams, 1980; Teachman, 1987; Useem, 1992 cited in Harvey & Jacobs, 2006).

The proposition from the findings that students from College of Education, Akamkpa study for fewer hours because of the nature of their neighbourhood is in accordance with former studies that youths who are resident in 'better quality neighbourhoods have the tendency to perform better academically than youths who reside in poor resource neighbourhoods' (Ainsworth, 2002; Gillock & Reyes, 1999; cited in Eamon, 2005, p. 165). The findings of the study also agree with previous studies that the study hours of

students per day and the socio-economic status of parents are factors that influence students' outcome (Frooq, Chaudry, Shafiq & Berhanu, 2011; Ali, Haider, Khan & Ahmed, 2013; cited in Amasuomo, 2014).

7.5 Research Question 4: What are the Lecturers' Perceptions of the Implementation of the Curriculum?

7.5.1 Students' Abilities

The fourth research question demonstrates that the lecturers unanimously agreed that the abilities of the students influence their teaching. This assertion can be viewed in terms of student quality. The assertion is also contrary to the English standard given by the students, who indicated that they are good in English language. The lecturers' views concur with earlier research that have maintained that the ordinary level examination results of candidates admitted into Nigerian tertiary institutions do not depict the proficiencies of the students in the language (Anyadiegwu, 2012). This perception of the lecturers also verifies the views of Liberman (1956; Akinbote, 2000 cited in Akinbote, 2007) that the admission of these poor quality of candidates has had a negative effect on the teaching profession.

7.5.2 Entry Knowledge of the students

It has been argued by Boadi (1991; Aliyu, 2002; cited in Anyadiegwu, 2012, p. 45) that students admitted into tertiary institutions are 'ill equipped to use and understand English adequately as they read text laboriously and are unable to use basic English structures correctly'. Other studies have emphasized the communication deficiency in English language of Nigerian tertiary institution students (Oguntuase, 1990; Obemeata, 1995; Odejide, 2000 cited in Labo-Popoola, 2010).

The finding also concurs with Akinbote (2000; cited in Akinbote 2007; Kniper et al., 2008) that the colleges do not attract the best brains and Ume-Uche (2006) that low quality students are admitted into the colleges. The aforementioned points corroborate earlier research that previous academic performance of students influences their academic achievements. (Farooq, Chaudry, Shafiq & Berhanu (2011; Ali, Haider, Munir, Khan & Ahmed, 2013; cited in Amasuomo, 2014). Furthermore, the majority of entrants into the colleges are the academically poor students (Obaitan, Oshkoya, Adegbile, & Folorunso, 2014). Moreover, it has been noted by Cahander (1962 & George 1963; cited in Afe, 2006, p. 10) that ‘recruiting candidates of high potential will make possible the production of effective and adaptive teachers’. Hence, the necessity of competent candidates cannot be over-emphasized.

7.5.3 Integration of ICT

It is apparent from the data (in 6.2.3) that the lecturers do not use audio-visual resources in their language classes as well as integrate online materials into their teaching; this corresponds with the data given by the students (see section 7.4.3). The Minimum Standards recommend learning materials of various formats, with the effective use of technological mediums (Curriculum Implementation Framework, 2012). It can be contended that this stipulation is an illustration of improper planning by the policy makers. Policy implementation difficulty has been linked to the planning stage, which follows policy formulation as effective implementation of policies requires good planning that encompasses the consideration of factors such as ‘planning environment, social environment, political environment and financial and statistical problems’ (Okoroma, 2006, p.248).

In addition, the data indicates that the lecturers desire to be knowledgeable in computer assisted learning through in-service training. This chimes with Adedeji (2011) who

pointed out that most lecturers lack enough sensitivity with regard to the use of ICT and the technical ingenuity to handle e-learning and e-teaching resources. However, it can be argued that the lecturers have not been trained in this respect (in Nigeria) as it is not a criterion for lectureship position.

Some of the challenges of ICT in Nigeria are: insufficient funding for the provision of internet connectivity, erratic power supply for the functioning of ICT elements and the lackadaisical attitude of teachers to be computer literate (Haruna, 2013; cited in Owolabi, Oyewole & Oke, 2013).

7.5.4 Environmental Factors:

The policy makers did not take cognizance of the environmental factors of the country as a number of factors such as erratic power supply, internet connectivity that hinder the effective use of technology in the country have been identified (Adedeji, 2011). This proposition was supported by Aghenta (1984, p. 239), when he noted that ‘for education to achieve its ends, it has to be carefully planned; the plan must take into consideration ... the needs of the society; the political, socio-cultural, economic, military, scientific and technological realities of the environment’.

This is also an over-estimation of the resources available for the implementation of the programme; it is a constraint to the planned implementation process (Adesina, 1977; cited in Okoroma, 2006). It has been noted that a ‘supportive school environment is a fundamental requirement for the successful implementation of a curriculum’ (Bybee & Loucks-Horseley 2000; cited Penney & Fox, 19997; cited in Umar & Ma’aji, 2010).

7.5.5 Methodology:

The proposal by the lecturers that the eclectic method is most effective concurs with Apel and Camozzi (1996; Jarvis 1995; Stephens 1996; cited in Badu-Nyarko & Torto 2014) that the eclectic method (combination of methods) improves students' learning.

Again, the discussion method, which encourages interaction between the student and the teacher, was also recommended as most effective since it encourages participation in learning as students also research on the topics taught by lecturers (Ganyaupfu, 2013).

The excerpts of the interview below show the recommendation of the lecturers on the most effective method:

‘I would have a blend of the discussion and the lecture and any of the things that give the students exposure’. **Interviewee 4**

‘The eclectic method’. **Interviewee 9.**

The view of the lecturers that the lecture method is the least effective concurs with Jarvis (1995 cited; in Nyarko & Torto, 2014) that the lecture method does not facilitate the thinking of students and attitude change.

The data shows that the lecturers sometimes utilize tutorials though the new curriculum (Curriculum Implementation Framework, 2012) stipulates that it is mandatory for Literature and English courses. The extent to which this can be achieved is debateable. However, it is pertinent to note that an overcrowded classroom is one of the issues plaguing curriculum implementation in the country (Olusola & Rotimi, 2012).

7.5.6 Orientation on the New Curriculum

The data shows that the lecturers indicated that they were not given orientation on the implementation of the curriculum. This is an indication that the curriculum may not be productively implemented as Van Horn and Van Metor (1977; cited in Okoroma, 2006) have posited that one of the probable reasons for the futile implementation of

programmes is the process of communication, this signifies that the implementers of the programme must be knowledgeable on the procedures necessary for implementation and this must be transmitted through a communication network; otherwise, there would be inconsistencies in the requirements for implementation. This point was corroborated by Orafi (2008, p. 29), when he asserted that 'teachers should not be left alone to find ways of implementing an innovation'. Moreover, Careless (1999; cited in Orafi, 2008, p. 32) contends that:

Teachers need to acquire the skills and knowledge to implement something, particularly if it is slightly different to their existing methods. If teachers are not equipped to deal with the implications of a new approach, they are likely to revert to the security of their previous behaviour and the desired change may not take place. Without sufficient retraining, even teachers initially enthusiastic about an innovation can become frustrated by problems in innovation and eventually turn against it.

Therefore, teachers need to acquire the skills for the implementation of an innovation for successful implementation though short briefings may not ensure the success of an innovation (Adey & Hewit, 2004; cited in Orafi, 2008).

7.5.7 Professional Training:

The lecturers indicated that in-service training is not available in the colleges; this finding corroborates an earlier study by Bandele and Faremi (2012) that identified the non-availability of in-service training as one of the factors that affect curriculum implementation. This is also in accord with the study of Eme-Uche (2006), who stated that teachers are not often sponsored for in-service training. Furthermore, Moja (2000) contends that there should be a review of 'in-service education' ... as extensive training programmes should substitute 'the highly centralised training workshops' that have teachers as participants (p.28).

The assertion by the lecturers that in-service training is lacking in their schools also violates the National Policy on Education (2004, section 8) which states that in-service

training will contain the inadequacies of teacher education. Therefore, as recommended by the policy document, the effectiveness of initial teacher-training cannot preclude deficiencies in teacher education.

The lecturers' desire to be professionally skilled in the use of the ICT corresponds with the view of Ololube (2006; cited in Adedeji, 2011) that teachers lack technology skills for teaching in classes and that some lecturers are awaiting college authorities to implement computer training programmes (Adedeji, 2011). The excerpts from the interviews below also validate this point. The lecturers were asked the type of training, they would recommend for lecturers:

'I like to see lecturers get to find the wealth that is in technological advancement. They shouldn't see those things as a waste of time because virtually, everything they are looking for is on the internet'.

Interviewee 3-Tai Solarin College of Education.

'Well, if there was any professional training that would make me a better teacher, I would be happy to have. Apart from that, it is an ICT age of technology, every basic training, I wish we were encouraged not only to have personal computers but also receive more intensive training on the computers'. **Interviewee 3- College of Education, Akamkpa.**

Consequently, the continuing development of the lecturers is indispensable as Continuing Professional Development (CPD) improves the quality of teaching and learning process (Croft, 2000; Harland & kinder, 1997; Hariri, 2000; cited in Goodall, Day, Lindsay, Muijis & Harris, 2005). It also has positive impact on curriculum achievement, pedagogy, teachers' commitment and their interaction with students (Talbert & Maclaughlin, 1994; cited Goodall, Day, Lindsay, Muijis & Harris, 2005). Lastly, CPD is a pre-requisite for lecturers to achieve improvements in teaching and better learning outcomes for students (Joyce, Calhoun et al, 1998; Little, 1993; cited in

Goodall et al, 2005). Furthermore, there would be an improvement in the knowledge and skills of qualified teachers (Nakpodia & Urien, 2011).

7.5.8 Funding

Open-ended responses point out that lecturers identified (in 6.2.8) funding as one of their challenges in the implementation of the curriculum. This confirms earlier studies that have identified the problem of insufficient funding in the colleges and teacher education (Ajelayemi, 2005; Akindutire & Ekundayo 2012); the implication of this is inadequate provision of infrastructure in the schools (Ebisine, 2014). Inadequate funding has been categorised as an economic limitation to the implementation of the NCE courses; the subsequent effects of this factor are: ill-equipped libraries, laboratories, unconducive learning milieu, poor classroom facilities amongst others (Eme-Uche, 2006).

In addition, an analytical team of educationists and economists have asserted that 'budgetary allocations to education 'facilitate implementation (Abagi, 2000; cited in Syomwene, 2013, p. 83). This shows the necessity of funds in curriculum implementation.

Similarly, Okoroma (2006) has noted that major policies of education in Nigeria are problematic at the process of implementation due to budgetary problems by lawmakers, the disbursement of funds by government and the non-effective utilization of complete coffers by management of educational institutions. This view was supported by Agehnta (1984; cited in Okoroma, 2006, p. 255), who stated that 'the money available is never carefully used. The money the government votes for the running of the schools... does not get to the schools and the little wasted by those whose responsibility it was to manage the schools'. This gives an insight into the state of funds in the schools. In addition, Asiyai (2011) identified the impediments to educational policy implementation

as inadequate funding by government and misappropriation of funds by implementation representatives. In other words, the government does not provide adequate funds and the authorities responsible for the disbursement of such funds do not manage the funds, appropriately.

7.5.9 Non-Involvement of Lecturers in Curriculum Development Process:

The lecturers also remarked that they were not consulted (see Section 6.2.8) during the design of the curriculum: this agrees with Olorundare & Akande (2011; cited in Dambatta, 2013, p. 3) that the curriculum was revised without the contributions of a significant number of the lecturers from Colleges of Education. In addition, it was ‘therefore concluded that the curriculum was hastily reviewed and installed in Colleges of Education’ and Carl (2005), who investigated the extent of teachers’ participation in the curriculum development process, concluded that teachers should participate in the process as this would promote the incorporation of teachers’ expertise early enough and erode the problem of unlawful imposition of the curriculum on them.

7.5.10 Lack of Monitoring by Internal Quality Assurance Unit

The responses from the questionnaires demonstrate that teachers do not concur that they are monitored by the Internal Quality Assurance Unit. The Implementation Framework (2012) prescribes the monitoring of quality assurance of all the colleges at two levels. These are at the internal and external levels and the different institutions are expected to monitor teaching at the internal level. However, the finding of the data shows that the Minimum Standard is not enforced in this regard. This correlates with the study of Asiyai (2011) that less attention is given to effective teaching by the academics.

7.6 Research Question 5: How have the Objectives of the Curriculum been achieved?

This question investigated the achievements of the objectives of the English language programme, which are to enable students to develop the four language skills, become confident and competent users of spoken and written English, equip students to teach English effectively at the Junior Secondary School level and prepare them for further studies in the language. The analysis of the question will be categorized into three sections as stated in the first three objectives of the curriculum above. The fourth objective will not be considered as it is not within the scope of this study as the researcher did not have contact with graduates of the colleges.

7.6.1 Development of the Four Language Skills

The assertion by Eme-Uche (2006) that though the products of the colleges possess the NCE certificates, their quality is compromised may be a good starting point in this discussion as they do not attain the benchmark stipulated by the curriculum. One of the objectives of the curriculum is to enable students to develop the four language skills, which are listening, speaking, reading and writing. It was noted earlier that Olaofe (n.d) had stressed the need for teachers to be proficient in the four language skills, which implies that proficiency in the four language skills is hardly attained by these graduates. This assertion confirms Christopher's views (2008; cited in Agbatogun, 2013) that the mode of teaching English in (some) Nigerian schools fails to promote communicative competence in the language skills of the students. The interview data reveals that the reading skill (see Section 6.4) is the most difficult for students of Tai Solarin College of Education, while in College of Education, Akamkpa, the students (see Section 6.4) lack basic knowledge of reading, writing and speaking. Furthermore, the deficiency of the

students in reading has been attributed to their poor (low) parental academic background (Obadare, 2011).

The defect in their speaking skill is noticeable in their preference to communicate in their local tongue than in English language (Obadare, 2011). It was also observed by this researcher, that the students prefer to communicate in Pidgin English and their mother tongue, which is an indication of their lack of mastery of the English language. Therefore, it may not be concluded that students actually develop the four language skills to a satisfactory level.

These excerpts from two lecturers in Adeniran Ogunsanya College of Education, Otu-Osu and College of Education, Akamkpa summarize succinctly the views of the lecturers on the development of the speaking skills by the students and their ratings on the skills:

‘Well, I happen to know that they lack some skills; like the speaking skill; they have not actually mastered the use of the sounds of the language. Then Grammar-they have not mastered the use of the language’. **Interviewee 3**

‘Speaking particularly is very low, the overall rating is very low. In a class of 100 students, you may find three that are responding adequately; a few may just be catching up but the rest do not promise’. **Interviewee 6**

The assertions by Akinbote (2000 cited in Akinbote, 2007; Kniper et al 2008) that the colleges do not attract brilliant students and Ume-Uche (2006) that low-quality students are admitted into the colleges would be indicators of the achievements of these students as research has demonstrated previous academic performance influences academic achievements (Farooq, Chaudry, Shafiq & Berhanu (2011; Ali, Haider, Munir, Khan & Ahmed, 2013; cited in Amasuomo, 2014). Furthermore, majority of entrants into the

colleges are the academically poor students (Obaitan, Oshikoya, Adegbile, & Folorunso, 2014). Moreover, it has been noted by Cahander (1962 & George 1963; cited in Afe2006, p. 10) that ‘recruiting candidates of high potential will make possible the production of effective and adaptive teachers’.

7.6.2 Competent Users of Written and Spoken English

The data from the deans illustrates that some students do not become confident in spoken and written English corresponds with the view that Colleges of Education students are non-proficient and incompetent users of English language. It has been observed by Jibowo (2003 cited in Obadare, 2011) that the competence and proficiency of student teachers in English language is not only a necessity for their advantage but due to the fact that they impart skills, concepts and subject matter (Jibowo, 2003, cited in Obadare, 2011).

The evidence that students do not become competent users of the language is validated by the following blunders recorded during their teaching practicum assessment: ‘Who can remember me what I teach you yesterday’ the correct expression should be - What topic was taught yesterday? These lapses were also noted in the interviews by the deans and lecturers as the deficiencies of the students were given as grammatical spellings, structural defects and concord.

Moreover, according to Dambatta (2013, p. 5)

in a memorandum submitted to the Joint Consultative Committee on Education (JCCE) meeting on the issue of re-engineering teacher education and development for quality service delivery ... the Kwara State Ministry of Education and Human Capital Development lamented that the quality of the products of Colleges of Education over the years has left much to be desired.

Therefore, the observation that the majority of the students lack competence and proficiency in the language (Obadare, 2011) is valid. The assertion was also validated by research that has shown that Nigeria Certificate in Education graduates speak non-standard English, which is characteristic of non-phonetic distinction, accentuation of all syllables, unnecessary pausing and continuous use of the falling tone.(Udofot, 2004; cited in Brownson, 2012).

7.6.3 Effective English Language Teachers

It can be implied that the products of these colleges are not effective teachers; hence the poor performance of the secondary students in external English examinations. The finding also corroborates the assertion by Ajelayemi (2005) that studies in the past 15 years have revealed that most graduates from the Colleges of Education are incompetent teachers(see section 7.4.7) and that they lack currency competence in their specialization areas (Ebisine, 2014).

Moreover, it is pertinent to note that the curriculum has been revised as a result of the poor performance of students taught by Colleges of Education graduates and concerns over the performance of secondary school leavers (Otunuyi, 2013).

The effectiveness of the graduates of these colleges may be measured by the performance of students, who take the Junior & Senior Certificate in English Examination as it has been argued that the quality of the output of holders of Nigerian primary and secondary school holders to a major extent is determined by the colleges of education graduates (Adeyemi & Adeyemi, 2014). The finding also corroborates Abdullahi (2010) who asserted that in 1985 & 1986, only 5% & 11% of candidates who wrote English at the West African Examination Council achieved a credit pass respectively. He further quoted the recommendation of Etim (1982) on students' poor

performance in English language... qualitative teachers at the secondary level... in-service courses for English teachers' (p.44).

It has also been pointed out that the poor achievements of students in external English language examinations have been shameful (Kolawole 1982; Kolawole & Dele, 2002; cited in Olanipekun, Atteh, Zaku & Garki, 2014) as Okoye (2012, cited in Olowolayemo, 2014) asserts that the West African Examination Council statistics indicates that the number of students, who achieve a credit pass in English Language is less than ten per cent. The reason for this affirms the view that the students, parents and educational stakeholders have a responsibility towards the success of the students in language.

7.7 Summary

This chapter examined the five research questions and contended for /against the implementation of the curriculum in the three schools. The context of the programme in the three schools was analysed and the deficiencies of the government and students were noted. The development of the four language skills by the students in the schools was pointed out and the use of the lecture method (proposed as least effective) was mentioned and the non- use of contemporary methods of teaching the language skills was observed. The perceptions of the teachers and students on the implementation of the curriculum gives an insight into the factors that inhibit the effective implementation of the curriculum. Finally, the study showed the achievement of the objectives of the curriculum was a mirage in the schools.

Chapter 8

Conclusion, Limitations and Recommendations

8.0 Introduction

This section of the thesis contains the conclusion and gives recommendations on the effective implementation of the English language Nigeria Certificate in Education Curriculum. It identifies the lapses in the implementation of the curriculum and provides benchmarks for operation. The benchmarks given are to complement the effective implementation of the curriculum. An audit document that provides a checklist for effective implementation has also been provided to enable the lecturers to appraise their implementation of the curriculum. The document will also be useful to the government and the National Commission for Colleges of Education in the further review of the curriculum and policy formulation (see Appendix XV).

The nub of this project lies in the recommendations as these will highlight the potential solutions to the problems identified in the study. The significance of the recommendations cannot be over-emphasized as it was earlier stated (see Section 1.1) that the Federal Government of Nigeria in November 2010 had proposed to abolish the colleges and phase out the Nigeria Certificate in Education as the basic qualification for teaching at the primary and lower levels of secondary schools in the country (Idoko, 2010). The proposal might have been discarded as further actions were not taken on the issue.

The abolition of these colleges by the government will not be appropriate or feasible as this was the view of the President of COEASU, Mohammed Awwal Ibrahim in 2010, when he stated that ‘it was unthinkable that rather than mapping out ways of improving the educational system, the Minister was bent on distorting the existing arrangement’

(The Nigerian Voice Online, 2010, p.1). The upgrading of the colleges to degree-awarding institutions without the provision of necessary infrastructure will also compound the problems of the institutions and raise doubts over the degrees awarded by such institutions. The acquisition of a technical status by the colleges requires the implementation of careful planning and procedures. Therefore, from the recommendations arising from this research, the colleges should be established on a firm footing by devising strategies for their regeneration. Strategies proposed include the adequate funding of the colleges (Akindutire & Ekundayo, 2012), the provision of necessary infrastructure (Adedeji, 2011), the admission of better qualified entrants into the colleges (Akinbote, 2007) and the effective implementation of the curriculum by the lecturers.

8.1 Conclusions from the CIPP Evaluation model

This study was conducted to evaluate the implementation of the English language Nigeria Certificate in Education Curriculum. The study, which was underpinned by the CIPP framework (see section 2.5) has examined extensively the English language Nigeria Certificate in Education Curriculum taking into account its context, input-resources, process-the teaching process and the product-the achievements of the programme. Fundamentally, the study has identified the ineffective implementation of the English language Nigeria Certificate in Education as a factor for the poor performance of students in external English language examinations. A number of factors have been evidenced as hindrances to the effective implementation of the curriculum; it is with regard to these factors that the recommendations for the study have been proposed.

8.1.1 The Context Evaluation

The study has established that in the three colleges, the contexts of the programme are different though all the schools are state colleges; the unique nature of Tai Solarin College of Education has been noted. The three schools studied in this research are state schools funded by the governments of their various states; this is opposed to the federal schools that are solely funded by the Federal Government of Nigeria.

It has been indicated that the implementation of the curriculum in the state schools will certainly be different from the federal schools because the federal schools are better staffed and resourced than the state schools (National Commission for Colleges of Education, 2001; Umar, 2001).

The educational contexts of three schools as analysed in Section 7.2.1, shows that the students are deficient in the basic skills of the English language. The necessity of these skills cannot be over-emphasized as their possession will enhance the teaching and learning process of the language. The economic context as shown in Section 7.2.2, shows that the population of the students in the three schools is an impediment to the teaching and learning process of the schools. The students cannot be effectively managed as too large a number of students in a class will affect the quality of teaching and learning, lead to examination malpractice, have an adverse effect on the adequacy of facilities and project noise level in the classrooms (Ijaiya, 1999). The inadequacy of educational facilities has been stated in the economic context (Section 7.2.2) and the evaluation shows that it is a challenge in the three colleges.

Furthermore, underfunding has been recognized as a major problem in the colleges. The funding of the institutions by the government coupled with strategic plans for its disbursement will enhance the implementation of the provisions of the curriculum. The Federal Government through the Federal Ministry of Education and the National

Commission for Colleges of Education (NCCE) funds all Federal Colleges of Education; the state governments are also responsible for the State Colleges of Education, while the private Colleges of Education are funded by private individuals. It has been asserted that other avenues for funding have not yielded fruitful results. For example, a regulation requiring large corporations and communities to contribute to education has not been well implemented; financial aid from bodies such as UNESCO, UNICEF, UNDP and UNFPA has not been well managed, while local wages are not paid always (Nwagwu, 1988). The allocation of funds to education over the years has dwindled, for example, national fiscal grant to education decreased from 7.83% in 1994 to 1.6% in 2009 (Emeh, Isangadighi, Asuquo, Agba & Ogaboh, 2011) and a resuscitation of the quality in the educational system will require a review of such policies by the government.

The importance of educational facilities in schools has been mentioned as they are indispensable. The peculiar nature of Tai Solarin College of Education was also highlighted, while the standard of the facilities in the language laboratory of College of Education, Akamkpa and Adeniran Ogunsanya College of Education were pointed out (see Section 7.1.5). However, the students do not make optimal use of the laboratories. A critical examination of the curriculum document shows that the contexts of the three schools do not support the effective implementation of some of the provisions of the curriculum. The PESTLE analysis (in 5.11) has highlighted the socio-cultural context of the colleges. These factors, which apply to all the colleges, affect the input and output of the educational system, while the socio-linguistic context identified the insufficient mastery of the English language by the students and the preference for their native dialects and Pidgin English to English language.

8.1.2 The Input Evaluation

The input evaluation identified the course contents, methodology, instructional materials, assessment, proficiency in the four language skills and entry knowledge of the students with regard to the four language skills. The lecturers were dissatisfied with the contents of the course outline for Practical Listening Skills and Speech work (see Section 7.3.1). This aspect of the curriculum was described as being too abstract and lacking emphasis. The evaluation showed that though the lecturers suggested the lecture method as the least effective, they still adopted it due to the large class sizes. Moreover, this is a factor that hinders the use of tutorials. The lecturers also have the non-availability of instructional materials as a challenge.

The study noted (in 7.4.4) that due to the nature of large class sizes in the colleges, continuous assessment may strain the efforts of the lecturers as the collation of marks over a period of time demands extra effort. The evaluation further showed that the students (in 7.3.5) lacked proficiency in the four language skills as the processes of teaching the skills are very elementary. The lecturers identified (in 7.3.6) the entry knowledge of the students as a hindrance to the acquisition of the four language skills. The psychological effect of the attitude of the public to the teaching profession was highlighted.

8.1.3 Process Evaluation

This aspect of the evaluation considered the students and lecturers' perceptions of the implementation of the curriculum. The students have the following perceptions on the implementation of the curriculum: they perceived the laboratories as ill-equipped (in 7.4.1). However, this view could possibly be due to the fact that they do not make optimal use of the laboratories. The non-integration of technology into teaching by the lecturers is a major challenge as this is a computer age.

The evaluation further demonstrates (in 7.4.2) that fairness in assessment is a principle that the students would like to be addressed and feedback should also be within four weeks. It is pertinent to note (in 7.4.5) that though the students prefer the discussion method, the lecturers adopt the lecture method on justifiable grounds such as large class size and large content material. The students cast (in 7.4.6) doubt on the competency of their lecturers as through open-ended questions they demanded the employment of qualified lecturers.

On the other hand, the lecturers perceived the following factors as hindrances to the implementation of the curriculum: they unanimously agreed (in 7.5.1) that the abilities of the students affect their teaching, in other words, the students lack proficiency in the language. The entry (in 7.5.2) knowledge of the students was regarded as inadequate.

The lecturers lack expertise in technology as the data from the questionnaires show that they desire to be technologically oriented. Furthermore, the policy makers (in 7.5.3) seem not to have considered the environmental realities of the country, when certain provisions of the curriculum were documented. The lecturers proposed (in 7.5.5) the eclectic and discussion methods as the most effective but adopt the lecture method.

The lecturers indicated (in 7.5.7) that there is lack of in-service training in the colleges; this contravenes the provisions of the National Policy on Education (2004, section 8). In addition, as stated earlier (in 7.5.8), funding is a major issue in the colleges. Finally, they remarked (in 7.5.9) that they were not involved in the design of the curriculum and that the Internal Quality Assurance Unit is deficient in monitoring them.

8.1.4 Product Evaluation

This evaluation considered the achievements of the objectives of the curriculum. It was noted (in 7.6.1) as indicated in the interview data from the lecturers and the deans that

the students are deficient in the four skills of the language as they lack the basic knowledge of reading, writing and speaking. This defect is evident in their preference of other languages of communication to English language. The students (in 7.6.2) were also not seen as competent users of written and spoken English as blunders recorded during their teaching practicum assessment validated their incompetency in the language. In addition, the lapses were also noted in the interviews by the deans and lecturers.

Lastly, the effectiveness of the graduates of the colleges was measured (in 7.6.3) by the performance of the junior and senior certificate English students as in 1985 & 1986, only 5% & 11% of candidates who wrote English at the WAEC examinations succeeded. It was concluded that the poor performance of the students is a reflection of the poor quality of NCE graduates.

8.2 Factors Affecting the Implementation of the English Language Nigeria Certificate in Education Curriculum

In general, the study has identified the ineffective implementation of the curriculum. The following are the major findings of the study on the factors that impede the effective implementation of the curriculum:

1. **Funding:** this is a major factor (see 7.5.8) in the implementation of any school curriculum and educational system. It is unfortunate that the Nigerian government is not allocating enough funds to this sector of the economy. This is a fundamental problem in the educational sector. A more realistic solution would be the provision of adequate funds and the proper disbursing and monitoring of such funds. Research has shown that the allocation to the educational sector by government has dwindled over the years as budgetary allocation dwindled from 7.83% in 1994 to 1.6% in 2009 (Emeh, Isangadighi, Asuquo, Agba & Ogaboh, 2011 & Dike, 2002).

2. Non-Provision of ICT: The study (see 7.5.3) shows that the provisions of the curriculum document with regard to the use of technology cannot be implemented as the facilities are not available in the schools. This view was succinctly stated by Owolabi et al., (2013, p. 88) that ‘the usage of ICT in facilitating teacher education is still a myriad in Nigeria as many of the teachers are not ICT literate’.

The schools that possess language laboratories underutilize the laboratories due to the large number of students and non-availability of a technician. Moreover, the erratic (inconsistent) power supply by the Power Holding Corporation of Nigeria (PHCN) is a factor that needs proactive solution. The students incur expenses when they need to have access to the internet. A study conducted by Jagboro (2003) affirmed this view, when he revealed that cybercafés constituted the highest source (45.2%) of students’ access to the internet and that the high cost of cybercafé facilities is responsible for the low patronage of the internet.

3. Lecture Halls and Classrooms: The necessity of facilities in an educational setting is indispensable. The provisions of the curriculum are not achievable, if the demand and supply for facilities and equipment such as classrooms, lecture theatres, and magnetic boards are not equal. Therefore, as stated by Oyebade (2008, p.11) Colleges of Education ‘authorities must match admissions with capacity and resources’. In other words, for teaching to be effective, there must be adequate provision of facilities.

4. Students’ Hostels: the study (see 7.5.1) demonstrates that not all the schools make provision for accommodation of the students. The provision of hostels for students not only enhances their performance, it also promotes social activities amongst students. It has been noted that the non-provision of infrastructure such as students’ hostel affects education quality (Asiyai, 2011).

5. Students' Abilities: the study (see 7.3.6) shows that the students on admission have poor entry knowledge and this affects the teaching of the lecturers as the expected standard cannot be attained. Scholars have emphasized defects in communication in English language of Nigerian tertiary institution students (Oguntuase, 1990; Obemeata, 1995; Odejide, 2000; cited in Labo-Popoola, 2010).

6. Large Number of Students: the number of students admitted far exceeds the capacities of the facilities (see 7.3.1). The existing facilities are not properly managed due to underfunding. The admission of a large number of students is a strain on the facilities. The consequences of overcrowding in any educational system cannot be overemphasized as the teachers, learners and the teaching and learning process will all be affected. The ratio of teacher to student in Colleges of Education has been described as 'inadequate' (in 7.2.2). The data from the questionnaires showed that on average, lecturers responded that they had 100 students in their classes (1:100 teacher student ratio).

7. Orientation on the new curriculum: the lecturers were not given guidance on the implementation of the new curriculum (see 7.5.6). Therefore, effective implementation may not be attained. This is a concern on the part of the lecturers. This view was corroborated by Orafi (2008, p. 29) when he stated that 'teachers should not be left alone to find a way of implementing an innovation'. It is necessary that total support should be given for the implementation of innovations.

8. Non-Involvement in the design of the curriculum: the successful implementation of the curriculum is dependent on the lecturers, if they hold the view that the curriculum was imposed on them, there is the tendency that they would be resistant. The involvement of teachers (see 7.5.9) in the curriculum development process will cause them to be committed to its implementation (Kausar & Aktar (2012).

9. Methodology: it was noted that the lecturers cannot employ tutorials in class due to the large (see 7.2.2 for the definition of large) number of students. Moreover, the lecturers still adopt the lecture method (see 7.5.5) in class even though they have identified it as the least effective. The lecture method is an impediment to students' thinking and attitude change (Jarvis, 1995; cited in Nyarko & Torto, 2014).

10. Lack of Professional Training: in-service training is not made available to the lecturers in the schools (see 7.5.7). This can affect the implementation of the curriculum as the maintenance of quality standard in education will depend on the professional growth of the lecturers. It has been noted that higher institutions in Nigeria lack vibrant staff training programmes (Asiyai, 2011).

11. Competency of Lecturers: it is axiomatic that students give the most reliable data on their teachers. Therefore, a concern about the competency of their lecturers (see 7.4.6) should be given a more critical examination. It has been pointed out that quality education cannot be attained with lecturers of low quality (Asiyai, 2011).

12. Assessment: this is a factor that impinges on the implementation of a curriculum. The violations of the curriculum document stipulations on assessment will affect the quality of teaching and learning in the colleges (see 7.4.3). Studies have shown the positive impact of quality feedback on learning outcome of students (Hattie & Timperley, 2007, cited in Spiller, 2009).

13. Conditions of Service: the PESTLE analysis has demonstrated that the lecturers are averse to the conditions of service in the colleges. This accounted for the recent strike that lasted for eight months (2014). As a result of strikes, students are subjected to 'academic rush' in order to make up for the time lost (Asiyai, 2011, p. 167). The good conditions of service in any work place are usually a source of motivation to the workers.

14. Level of Noise: the study (see 7.2.2) noted that the level of noise in Adeniran Ogunsanya College of Education disrupts academic activities. This corroborates earlier studies that there is evidence on the impact of noise on learning (Higgins, Hall, Wall, Wooleer & McLaughey, 2005). This is a factor to be considered in the implementation of the curriculum.

15. Erratic Power Supply: there is an over-estimation of the resources available in the colleges. The curriculum document provides for the use of the internet in the colleges. However, the erratic power supply (see 7.5.4) in the country will not enable the feasibility of the provision. The irregular supply of electricity in the country affects homes and tertiary institutions (Oyovwe-Tinuoye & Adogbeji, 2013).

8.3 Educational Systemic Failures

It can be deduced from the aforementioned results of the CIPP evaluations and the factors that affect the implementation of the curriculum that the failures at this level of education indicate an educational systemic failure. In other words, the failures of the system comprise the failures of the individual constituents of the educational system (IADC, 2015). The study identified failures in the roles of the students, lecturers, parents, National Commission for Colleges of Education and the government. These failures which have been classified as ‘systemic’ would have to be managed effectively for the resuscitation of the system.

The inadequate funding of the institutions by the government has stemmed a number of deficiencies in the implementation process of the curriculum. This has also affected the procurement and maintenance of the requisite facilities for the effective functioning of the colleges. The enhancement of the conditions of service, professional development of the lecturers and the application of the right pedagogies in curriculum delivery will engender optimal performance in the discharge of their duties. In addition, the

admission of the best candidates to the colleges will raise the standard of the products, who will be better equipped to teach students at the secondary level. This will lead to the achievement of good grades at the WAEC examinations.

8.4 Implications of the Study

The study has identified deficiencies in the implementation of the curriculum. It can also be concluded that this is a reason for the failure of secondary school students in their external English language examinations. The adequate preparation of the teachers of the language will enhance the performance of the students in the subject.

The funding and effective disbursement of such funds to the colleges will to a large extent enhance the successful implementation of the curriculum. The funding of the colleges by the federal/ state governments, external and internal agencies is a pre-requisite for the effective implementation of the curriculum.

The acquisition of the four language skills by the students will provide a basis for their competency as teachers of the language. The teaching and learning process of these skills is a factor that should be given priority.

An improvement in the conditions of service of the lecturers will enable optimal job performance. The motivation of the lecturers (funding opportunities for research and increased incentives) is also dependent on the security of their job and the provision of working tools by the government.

The further review of the curriculum should involve the participation of the lecturers at the local, state and national levels as their views are crucial to the successful implementation of the curriculum. The lecturers should be engaged at the local level, the deans and heads of department at the state level and the provosts at the national level.

The policy on admission criteria to the colleges needs to be reviewed for standards to be maintained and the curriculum effectively implemented. The entry knowledge of the students is detrimental to the quality of education in the institutions. An upward review of the number of credits necessary for admission will enhance the performance of the students.

8.5 Limitations of the study

The limitations of a study are factors that are beyond the control of the researcher as ‘every study no matter how well it is conducted and constructed, has limitations’ (Simon & Goes, n.d, p. 2). This study is limited in its scope as it would have been extended to federal and private colleges. The researcher intended triangulating the data by utilizing the three types of Colleges of Education but the prolonged strike (December 2013-July 2014) between the Federal Government of Nigeria and the lecturers under the aegis of Colleges of Education Academic Staff Union (COEASU) hindered this and the researcher had to sample the state colleges from the south south and south west geo-political zones of the country. The researcher also had to defer the field trip to Nigeria for almost five (February- June, 2014) months as a result of the strike. Currently (January 2015), the University of Central Lancashire has suspended field trips to Nigeria.

The findings of this study cannot be applied to other Colleges of Education as a drawback of the case study approach is that findings cannot be generalized. The specific natural contexts of three colleges were studied; it has been asserted that the federal Colleges of Education are better staffed and resourced; therefore, the curriculum may not be implemented in the same way in the state and federal colleges (National Commission for Colleges of Education, 2001 & Umar, 2001).

It is necessary to note that the views of the students, lecturers and deans of the School of Languages employed may not reflect those of their counterparts in other Colleges of Education in Nigeria as the study comprised case studies. The findings may surmise a proposal of what exists in other State Colleges of Education. This is a drawback of all qualitative research. However, the study provides valuable insights into the emic perspective of the subject. The study was limited by financial constraints. A mixed methods study requires a lot of resources and time (Creswell, Klassen, Plano & Smith, 2011). The CIPP model is also an extensive evaluation tool that requires funds; this is its most serious disadvantage. The researcher is a self-funded full-time student, who had no financial aid from any agency or governmental body as the meagre resources made available by her sponsor had to be judiciously used.

Moreover, the CIPP model is constrained by time (Worthern, Sanders & Fitzpatrick, 1997, cited in Karatas, 2009). The model demands time and resources. However, the study has been conducted within the time-frame of a PhD study; thereby limiting its extensiveness, an extension of the time would have provided a more detailed research. Further research that will entail the three types of schools or the federal colleges will give an in-depth result and enhance the efficiency of the colleges.

The study was limited by political factors (see section 4.4.3); the researcher would have studied at least a school from each of the six geo-political zones in the country; the northern zone could not be visited due to insecurity as the insurgency of a group (Boko Haram) continues to threaten the security of the area (BBC, 2014). Moreover, the authorities of University of Central Lancashire have declared some states in the south south as insecure as a result of militant activities (Risk Assessment Form, UCLAN; 2014). Presently, Nigeria is experiencing acts of terrorism due to the activities of the group 'Boko Haram'. Literally, the name means 'western education is forbidden'. The

group aims at the abolishing of western education, which this study promotes as English is a western language.

The impact of this study cannot be underestimated as the curriculum audit produced will serve as a checklist for the effective implementation of the study. Moreover, the lecturers in other Colleges of Education can note the specifics of this research situation and compare them to their environment and individual colleges.

8.6 Recommendations

Based on the findings of the study, the government, lecturers, students, parents and the Nigerian populace all have a part to contribute to the successful implementation of the curriculum and the achievement of the objectives of the programme. Arising from the study, the following recommendations are made:

1. Admission Policy: The study noted the poor quality of students admitted into the colleges; therefore, there should be a review of the admission criteria. The present policy requires ‘four credit passes in four subjects, including English language at not more than two sittings’ (Nigeria Certificate in Education Minimum Standards, 2012,p. 21). An admission of four credits at one sitting is recommended. This will attract students of quality though it may lead to a reduction in the number of applicants into the schools, the merits outweigh the demerits. The admission into a university requires five credits at a sitting. If this is the basic qualification for teaching, an upward review of the policy may enhance the quality of students admitted into the schools. The admission policy should also have the quota of students to be admitted each year. This should be done with consideration of the facilities available in the schools for the programme.

2. Curriculum Review: Following the indication of the study that the lecturers were not fully involved in the review process of the curriculum, the subsequent review of the

curriculum should be conducted at the local, state and national levels of the country; this should be extensive involving most of the lecturers. In other words, representatives of lecturers should constitute the local level, representatives from the category of the heads of departments and deans of schools should constitute the state level, while the national level should comprise the provosts.

3. Funding: As shown from open-ended responses by the lecturers, the institutions lack funds. The government should set up a mechanism for the judicious disbursement of financial aid from different agencies to the colleges and it needs to allocate more funds to education. This will allow for the provision of new facilities and the maintenance of existing ones. According to Gulloma (2009 & Agba et al 2009; cited in Emeh, 2011, p. 35) ‘public expenditure on education is within the region of 5% of the Gross Domestic Product (GDP), which is far below the average of most countries’. The establishment of TET fund (educational support agency) by the Nigerian Government is a laudable feat, however; the need for more allocation of funds is imperative.

4. Enforcement of Curriculum Provisions and Standards: The National Commission for Colleges of Education (NCCE) should tighten measures at enforcing the provisions of the curriculum. The agency should monitor the quality of the teaching and learning process in the colleges. The teaching of English language in the colleges requires effective teaching and learning. As a regulatory body, the objectives of the curriculum can only be achieved, if the body enforces the stipulations of the curriculum. The commission is responsible for the adequacy of the preparation of English language teachers. It should also ensure the uniformity of quality in all the schools. The regulatory body (NCCE) should ensure that standards are maintained in all the colleges and that an ‘explicit framework’ (Kelly et al, 2001; cited in Mata, 2012, p. 215) should be designed for teaching practicum in all the colleges. The maintenance of standards in

the colleges will certify quality assurance in the colleges. This will ensure uniformity and positioning of the system with established values.

5. In-Service Training and Professional Development: There should be compliance with the provisions of the National Policy on Education with regard to in-service training; this training will motivate the teachers and enhance their work performance. All lecturers should be engaged in in-service training at least once in a semester. The college authorities should organize workshops and seminars at various levels to acquaint the lecturers with modalities necessary for implementation of the curriculum as the lecturers need to be acquainted with the methods and practices of the new curriculum.

In addition, lecturers involved in the management of teaching practice in the colleges should be given in-service training for the position and a uniform assessment system for teaching practice should be generated. The researcher recommends an investigation into the supervision of teaching practicum in the colleges. They should engage in professional development, so their teaching can have an impact (Lessing & De Witt, 2007).

6. The Nature of Tai Solarin College of Education: The unique environment of Tai Solarin College of Education should be examined, if quality education is to be disseminated in the schools. Quality assurance should be maintained in the schools. The NCCE should enforce the Minimum Standards in the schools by enabling systemic accountability by the mechanisms established for the maintenance of quality assurance in the schools.

7. Labour Unrest: The government should promulgate a law that limits the duration of strikes by lecturers. This would bring to a halt the incessant strikes. For example, the duration of strikes should not exceed two weeks.

8. Current Publications: There should be procurement of current (within five years of publication) publications and books in all the libraries of the colleges, so that students can have access to materials that will aid learning. In the same vein, the use of monographs (as practised in College of Education, Akamkpa) is recommended for all the colleges, coupled with provision of textbooks in the library for the students. Resource-based materials should be provided as the students have been identified as needy.

9. Technological Facilities: Technological facilities should be provided, if learning materials must be in varied formats such as video, digital, internet etc. and access to the internet should be secured. This is a technological age, the traditional method of teaching that entails 'talk' and the 'use of the chalkboard' is no longer acceptable in this age, and therefore, the use of ICT in classroom teaching should be enforced.

10. Four Language Skills: The development of the four language skills is a pre-requisite for the attainment of the curriculum objectives. The study has shown that lecturers do not adopt contemporary and appropriate pedagogy (see 7.3.5) for the teaching of the skills. It is therefore imperative that this aspect should be re-considered. Similarly, the Practical Listening Skills and Speech work aspect of the course outline should be reviewed immediately as the lecturers have complained that it is abstract. The curriculum should stipulate the pedagogy for the development of the four language skills, with emphasis on communicative competence.

11. Lecturers' Competency: Further research into the competency of the lecturers is recommended as research has demonstrated that competent lecturers produce students with better learning outcomes (Long, Ibrahim & Kowang, 2014) and that students' achievement is associated with lecturers' competencies (Long, Ibrahim & Kowang, 2014).

12. English language as the Medium of Communication: The use of the language is a prerequisite for the attainment of fluency in it. The lecturers should adopt methodologies such as cooperative learning that promote learning. The use of the lecture method should be complemented with other teaching methods for effective teaching. The lecturers need to take cognizance of the social factors that impede the teaching and learning of the language in a social milieu (Brownson, 2012).

13. Collaboration of Parents and Educational Stakeholders: The collaboration of the parents and the college authorities, educational stakeholders and the government is a requisite for the better academic achievement of the students. The procurement of the necessary learning materials and books should be provided by parents. The students should not be made to fend for themselves while at school. Enlightened parents should encourage the students to communicate in the language. The parents should be involved in the academics of their wards. Some parents feel at this level, the students should no longer be monitored. This is a misgiving as the success of the students to an extent depends on the encouragement given by their parents.

14. Students' Responsibilities: The students should explore other sources of learning the language as the classroom context is inadequate (Ugwanyi & Omeje, 2012). The students should not have a negative attitude to their studies and they should cultivate reading culture (Tom-Lawyer, 2014). The new curriculum recommends that students should be enabled to take responsibility for their learning. This would require the exertion of effort by the students (Curriculum Implementation framework, 2012).

8.7 Future Research

This research could not be conducted in the three types of colleges. However, the study has set the groundwork for the evaluation of the implementation of the curriculum and

while the thesis has attempted to fill the gap of the need for the adequate preparation of the English language teachers, there are other areas that need further investigation.

The competency of lecturers in Colleges of Education, a review of the admission policy into Colleges of Education, a history of curriculum reform in Nigerian colleges of education, an evaluation of the implementation of the English curricular of universities in Nigeria, an examination of the supervision of teaching practicum in the colleges, a review of infrastructural facilities in Nigerian Colleges of Education, teacher preparation in Colleges of Education in Nigeria, teacher preparation in Sub-Saharan Africa could be investigated. A curriculum that entails an in-depth knowledge of ICT in the colleges is imperative and future methodology should involve the use of focus group, in order to have a deeper insight into the perspectives of the students on the programme. Some potential research questions are i. What is the state of available resources in the federal, state and private Colleges of Education? ii. What is the context of the English language programme in the federal, state and private colleges?

The poor performance of Nigerian students in external English language examinations is a reflection of the quality of NCE graduates in the country. The adequate preparation of the English language teachers will improve the quality of education in the country. The admission of suitable candidates that will be adequately prepared is also imperative. The adequate preparation will entail investment in the educational sector as the economic, social and political development of Nigeria will be determined by the quality of education imparted to the future generation.

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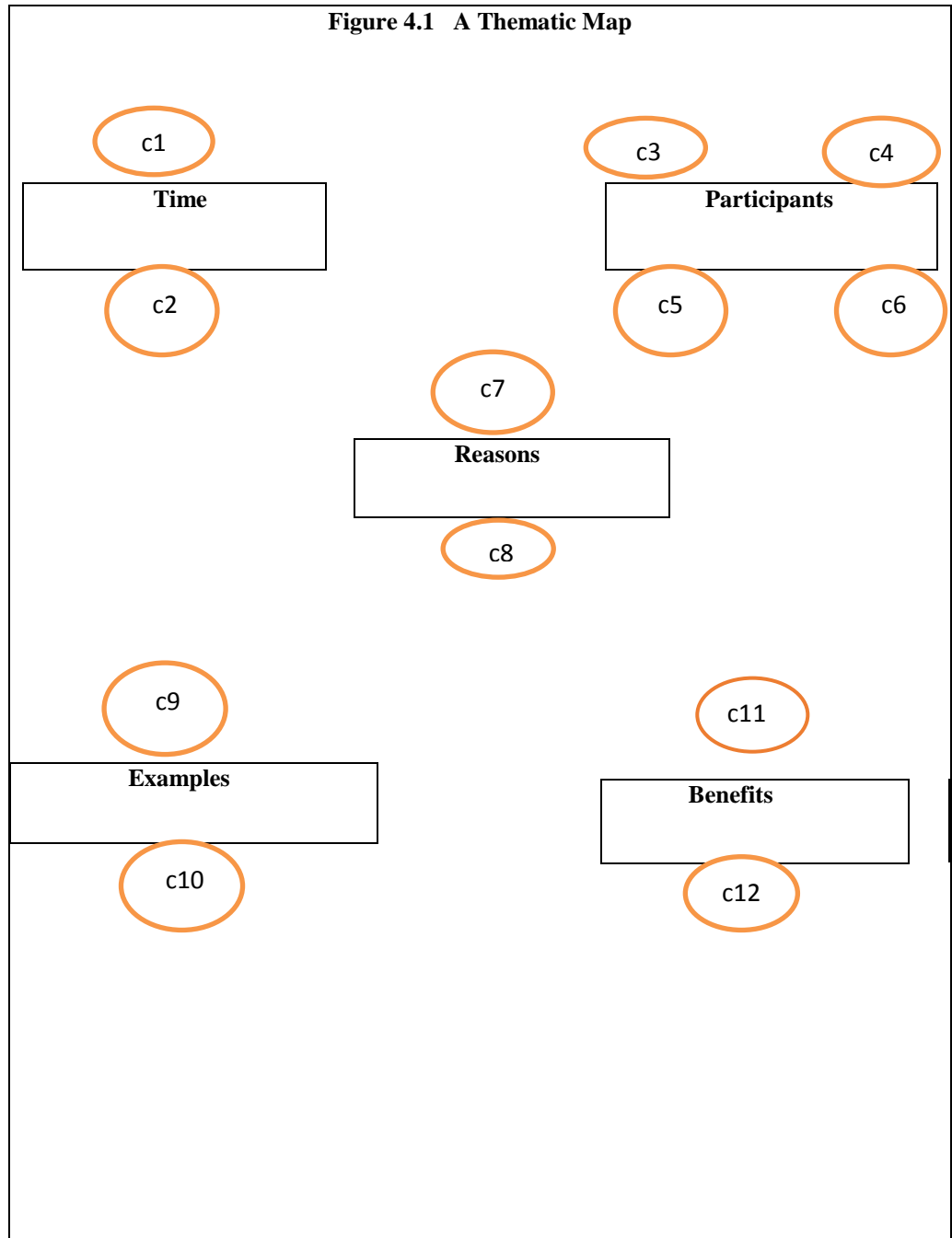
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APPENDIX I

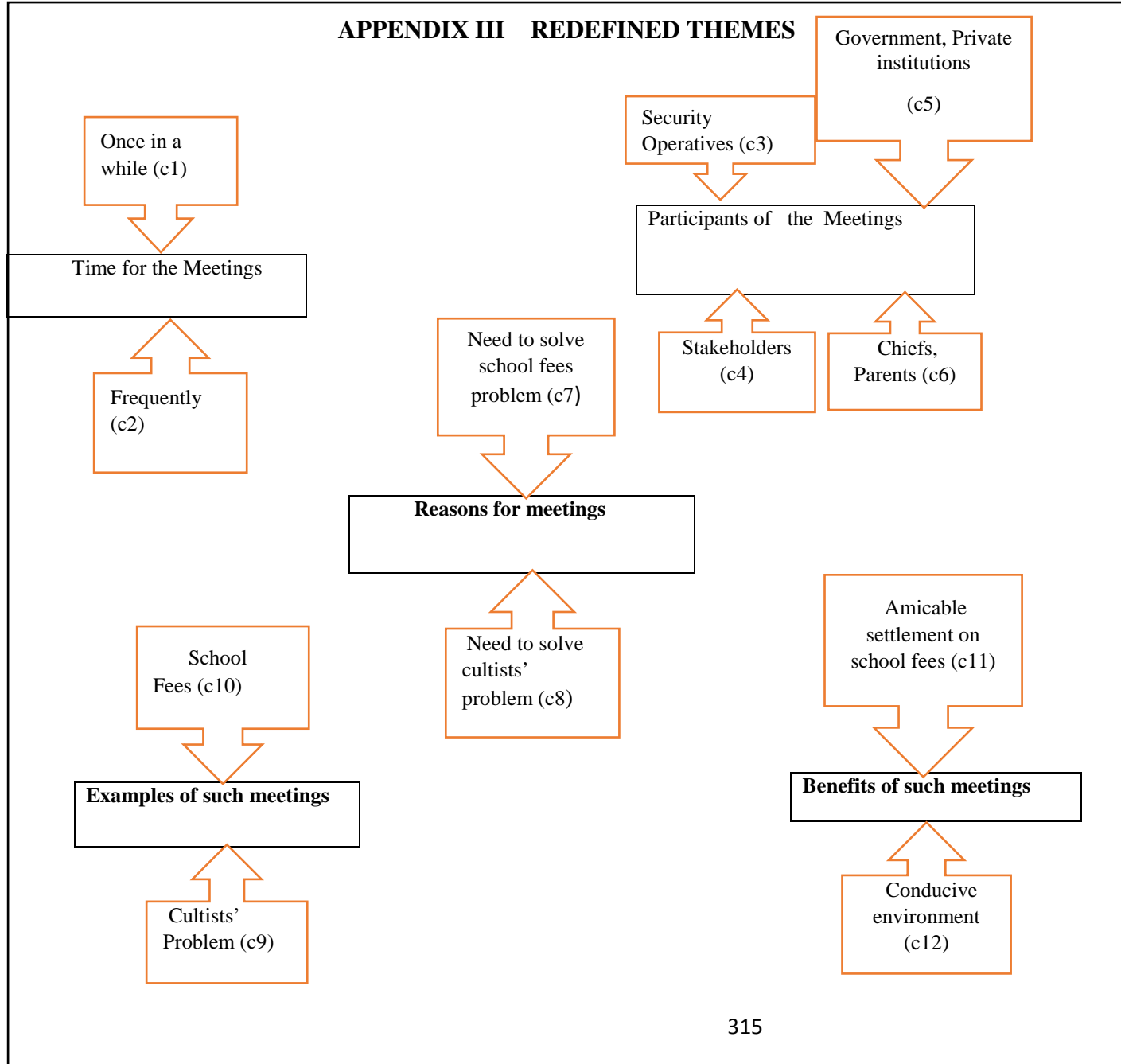
Code Categories Framework

c1	That was once in a while
c2	That was from time to time
c3	We had to invite stakeholders to come and deliberate on it
c4	The school authorities meet with chiefs, parents though we do not have a standard association
c5	We do call for a meeting even with security operatives
c6	Government majorly, there are some private institutions, nursery and primary schools, private secondary schools
c7	When there was the need to introduce new school fees
c8	When there is a need particularly when we had cultists' problem
c9	To introduce new school fees
c10	when we had cultists' problem
c11	They amicably sat down together to agree on acceptable fee regime, which the students are paying
c12	It was becoming a threat to the students. With that type of a meeting, those shanks were cleared off and people who were encroaching were sent away and the place has become more conducive

APPENDIX II



APPENDIX III REDEFINED THEMES



APPENDIX IV

CONTEXT EVALUATION

QUESTIONS FOR INTERVIEW

Duration: 2hrs

INTRODUCTION

I am a student from the University of Central Lancashire, UK. I am researching the PhD topic, "The Evaluation of the Implementation of the English Language Curriculum of the Nigeria Certificate in Education Programme: A Case study of three Colleges of Education".

I would like to ask you a few questions based on the context of the English language programme. The interview will be recorded. Be assured that your responses will be treated confidentially, as this is a private study. Participation is voluntary and you can withdraw at any point in time.

If you have any queries about the study, please feel free to contact myself (+44 75945863/+2348023723486/ootom-lawyer@uclan.ac.uk) or my Director of studies, Dr Michael Thomas, who can be contacted on MThomas4@uclan.ac.uk or by phone on +44 (0)893148. You may also contact the Student Liaison Officer for the School for any other matters arising, Rachelle O'Brien 0044(0)893855 / reobrian@uclan.ac.uk

INTERVIEW QUESTIONS FOR DEANS OF THE COLLEGES OF EDUCATION

Demographic information

1. How long have you been the Dean of this school?
2. Could you chronicle some of your successes and challenges, since you assumed this office? Presently, what is your biggest challenge?

Vision and Objectives of the English language Curriculum

3. What is the vision of your school? How does the NCE Curriculum impact on the vision of your school?
4. Could you shed more light on the relevance of the English language curriculum to the job needs of the students?
5. What in the socio-economic and political environment of this town inhibits the achievement of the objectives of the English language curriculum?

Student Concerns

6. Does your school meet with other stakeholders of your institution, e.g. parents (Parent Teacher Association), employers and community leaders? If it does, what have been the benefits of such a forum? If it does not, why?

Continuing Professional Development (CPD)

7. How do your staff members engage in professional development?
8. How often does your school organize programmes that enhance staff development?

Quality Assurance

- 9a. How does the School of Languages assess the effectiveness of the lecturers?
- b. How do you get feedback? c. What is the nature of this feedback?
- d. How do you remedy or deal with what may be assessed as poor performance?
10. How does your school ensure the use of appropriate examination questions in terms of teacher standards and coverage of questions?

APPENDIX V

INTERVIEW WITH LECTURERS ON THE EVALUATION OF THE COURSES EMBODYING THE FOUR LANGUAGE SKILLS

INTRODUCTION

Duration: 1hr

I am a student from the University of Central Lancashire, UK. I am researching the PhD topic, "The Evaluation of the Implementation of the English Language Curriculum of the Nigeria Certificate in Education Programme: A Case study of three Colleges of Education".

I would like to ask you a few questions based on the teaching of the courses that embody the four language skills. The interview will be recorded. Be assured that your responses will be treated confidentially, as this is a private study. Participation is voluntary and you can withdraw at any point in time.

If you have any queries about the study, please feel free to contact myself (+44 75945863/+2348023723486/oatom-lawyer@uclan.ac.uk) or my Director of studies, Dr Michael Thomas, who can be contacted on MThomas4@uclan.ac.uk or by phone on +44 (0)893148. You may also contact the Student Liaison Officer for the School for any other matters arising, Rachelle O'Brien 0044(0)893855 / reobrian@uclan.ac.uk

INTERVIEW QUESTIONS FOR LECTURERS OF COLLEGES OF EDUCATION

Demographic Information

1. How long have you been teaching in this college?
2. What is the highest level of qualification, you have attained?
3. What is your area of specialization?

The Language Skill Courses

4. What knowledge of the specific needs of the students do you have? From what sources do you obtain your information?
 5. What are the curriculum objectives of the courses you teach?
 6. How suitable and appropriate are the contents of the courses embodying the four language skills in terms of the objectives of the curriculum to the needs of the students?
 7. How do you decide on the appropriateness of the textbooks and other materials, you would use for the courses you teach?
- 7b. Is there a committee for it?

Teaching Methods

8. What method (s) of teaching do you adopt in class? Why?
9. What teaching resources do you use in classrooms?
10. Which teaching methods and classroom activities are most effective? Why?
11. Which methods and classroom activities are least effective and why do you think this?

Fidelity of Curriculum Implementation

12. How much of the topics for a course do you cover at the end of a semester?
13. How do you teach a topic? Do you add to it or you teach it as stated in the curriculum? Why? Do enlighten me on modifications made to topics.

Development of Language Skills

14. What language skills do you teach? How do your students develop

writing/speaking listening/reading skills?

15. What is the level of the students' performance in the skills, you teach?

CPD of Lecturers

16. What kind of professional development have you taken part in?

17. What sort of training would you like to see made available? Why do you think this training is important?

18. What kind of training would support you best as a lecturer?

Note

Adapted from:

Chen, Chu-Fu (2009) A case study in the evaluation of English training courses using a version of the CIPP model as an evaluative tool. Doctoral thesis, Durham University.

ESLP 82 Questionnaire Self-Assessment of English Writing Skills and Use of Writing Strategies. Reading Comprehension Questionnaire.

Gray, S. (2005) An Enquiry into the Continuing Development for Teachers .University of Cambridge.

Wise, D. (2008) Curriculum Evaluation. PGCE (PCE) University of Exeter.

APPENDIX VI
STUDENTS' QUESTIONNAIRE ON THE EVALUATION OF COURSES EMBODYING THE
FOUR LANGUAGE SKILLS

This is a questionnaire for a Ph.D. thesis on "The Evaluation of Implementation of English Language Curriculum of the Nigeria Certificate in Education: A Case Study of Three Colleges of Education". The researcher has been authorized by the University of Central Lancashire, UK, to conduct the research.

The research is being conducted to assess the implementation of the English language Curriculum of the NCE Programme. The questionnaire will evaluate some of your courses. The views expressed are exclusively for this study. Please be assured that the information given will be treated confidentially and in line with the University ethics procedures. Data will not be shared with any unauthorised persons and will be held securely. Participation in the study is voluntary and you can withdraw from it at any time.

If you have any queries about the study, please feel free to contact myself (+44 75945863/+2348023723486/oottom-lawyer@uclan.ac.uk) or my Director of studies, Dr Michael Thomas, who can be contacted on MThomas4@uclan.ac.uk or by phone on +44 (0)893148. You may also contact the Student Liaison Officer for the School for any other matters arising, Rachelle O'Brien 0044(0)893855 / reobrian@uclan.ac.uk
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SECTION A: DEMOGRAPHIC INFORMATION

INSTRUCTIONS: For questions 1-6, please tick the appropriate answer.

1. Your gender:

- a. Female _____
- b. Male _____

2. Type of school you attend:

- a. Federal _____
- b. State _____
- c. Private _____

3. Your age:

- a. 17-19 _____
- b. 20-22 _____
- c. 23-25 _____
- d. other _____

4. Your current year of study:

- a. Year 1 _____
- b. Year 2 _____
- c. Year 3 _____

5. Latest certificate currently possessed:

- a. West African School Certificate _____
- b. General Certificate of Education _____
- c. Teachers' Grade 11 Certificate _____
- d. Other (please specify) _____

6. Parents' Socio-Economic Status:

Please, tick the relevant boxes and use the occupational codes to indicate the occupations of your parents.

- 01- Professional
- 02- Civil Servant
- 03- Pensioner
- 04- Self-employed
- 05- Trading/Farming
- 06- Full Time Housewife

Parents	Year Level			Highest Academic Achievement	Occupation
	Elementary	Secondary	University		
Father					
Mother					

7. What is the standard of your English? (Please, use the West African Examination Council's Grading System).

Please tick the relevant box in the 'Your Standard and Date of Exam' columns.

Bands	Percentage	Number	Rating	Date of Exam		Your Standard
A1	75%-100%	5	Excellent	2013		
B2	70%-74%	4	Very Good	2012		
B3	65%-69%	3	Good	2011		
C4	60%-64%	2.75	Credit	2010		
C5	55%-59%	2.50	Credit	2009		
C6	50%-54%	2.00	Credit	2008		
D7	45%-49%	1.50	Pass	2007		
E8	40%-44%	1.00	Pass	2006		
F9	0%-39%	<1.00	Fail	2005		

INSTRUCTIONS: For items 7-30, please, use the scale below:

1=strongly disagree

2=disagree

3=uncertain

4=agree

5= strongly agree

Note: Please, do note that the courses that are being evaluated are:

- ENG111 Practical Listening and Speech work
- ENG 112 Introduction to Phonetics and Phonology
- ENG121 Basic Reading Skills and Comprehension
- ENG 221 Composition
- ENG 222 Summary Writing Skills
- ENG 321 Long Essay

B. SELF-ASSESSMENT OF ENGLISH SKILLS

Writing Skills	5	4	3	2	1
8. I can make complete notes during the course of a lesson					
9. I can write an essay that shows my ability to communicate, giving few difficulties to the reader					
10. I can write down information given at a lecture, if this is dictated					
Reading Skills					
11. I can read quickly enough in order to cope with the demands of an academic course					
12. I can scan texts for important information and grasp the main idea of text					
13. I can access all sources of information promptly					
Speaking Skills					

14. I can discuss different topics with a good degree of fluency					
15. I can contribute effectively to meetings and seminars within my own area of study					
16. I can argue for or against a case within my area of study					
Listening Skills					
17. I use different media to practise my listening skills					
18. I can understand simple predictable questions					
19. I can follow much of what is said in a lecture presentation or demonstration					
Course contents and Organization					
20. The courses objectives are clear					
21. The course load is manageable					
22. The courses are well organised (e.g. timely access to materials, notification of changes etc.)					
Learning Environment and Teaching Methods					
23. The learning and teaching methods encourage participation					
24. Classrooms are satisfactory					
25. The overall environment is conducive to learning					
Learning Resources					
26. Recommended reading books are relevant					
27. The provision of learning resources in the library are adequate					

28. Learning resources are available in the laboratory					
Assessment					
29. Feedback on assessment is within four weeks					
30. The methods of assessment are appropriate					

Note

Adapted from

Council of Europe (2001) Common European Framework of Reference for

Languages: Learning, Teaching, Assessment. Retrieved from [www.coe.int/lang-CEFR](http://www.coe.int/lang-cefr).

ESLP 82 Questionnaire Self-Assessment of English Writing Skills and Use of Writing

Strategies. University of Marquette. +Retrieved from [www.marquette.edu/ocip/documents/ELSP 82 Qusetionnaire Fa08.pdf](http://www.marquette.edu/ocip/documents/ELSP_82_Questionnaire_Fa08.pdf)

Onzima, R. (2014) Parents' Socio-Economic Status and Pupils' Educational

Attainment: A Case Study of St. Jude Primary School in Malaba Town

Council-Uganda. http://www.academia.edu/407935/PARENTS_SOCIO-

Reading Comprehension Questionnaire

APPENDIX VII

PROCESS EVALUATION

LECTURERS' PROCESS QUESTIONNAIRE ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE CURRICULUM OF THE NCE PROGRAMME.

This is a questionnaire for a Ph.D. thesis on “The Evaluation of the Implementation of English Language Curriculum of the Nigeria Certificate of Education: A Case Study of Three Colleges of Education”. The researcher has been authorized by the University of Central Lancashire, UK, to conduct the research.

The research is being conducted to assess the implementation of the English language Curriculum of the NCE Programme. The views expressed are exclusively for this study. Please be assured that the information given will be treated confidentially and in line with the University ethics procedures. Data will not be shared with any unauthorised persons and will be held securely. Participation in the study is voluntary and you can withdraw from it at any time.

If you have any queries about the study, please feel free to contact myself (+44 75945863/+2348023723486/ootom-lawyer@uclan.ac.uk) or my Director of studies, Dr Michael Thomas, who can be contacted on MThomas4@uclan.ac.uk or by phone on +44 (0)893148. You may also contact the Student Liaison Officer for the School for any other matters arising, Rachelle O’Brien 0044(0)893855 / reobrian@uclan.ac.uk

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Section A: Demographic Information

Instructions: For questions 1-6, please tick the appropriate answer.

1. Your gender:

- a. Female _____
- b. Male _____

2. Type of school you attend:

- a. Federal _____
- b. State _____
- c. Private _____

3. Your age:

- a. 25-30 _____
- b. 31-35 _____
- c. 36-40 _____
- d. 41+ _____

4. Your teaching qualification:

- a. First Degree with teaching qualification _____
- b. Master's Degree with teaching qualification _____
- c. PhD with teaching qualification. _____
- d. Other (please specify) _____

5. What is your area of specialization? _____

6. How many years have you been teaching English? []

SECTION B: IMPLEMENTATION OF THE CURRICULUM

7. How many students on the average are usually in your class? []

8. How many hours per week are you required to teach English in your college? []

INSTRUCTIONS: For Questions 8-10, first, decide which items you would like to choose (e.g., lecture, tutorial). Next, tick the relevant number using this scale:

5 = Always 4 = Frequently 3 = Sometimes 2 = Rarely 1 = Never.

9. Which teaching mode do you adopt?

Item	5	4	3	2	1
a. Lecturing					
b. Tutorial					
c. Project Activities					
d. Discussion					
e. Other (please specify)					

10. What teaching mode do you perceive as being more effective?

Item	5	4	3	2	1
a. Lecturing					
b. Tutorial					
c. Project Activities					
d. Discussion					
e. Other (please specify)					

11. Which teaching materials do you provide for students?

Item	5	4	3	2	1
a. Lecture Notes					
b. Textbooks					
c. Power Point Slide Shows					
d. Other (please specify)					

INSTRUCTIONS: For items 11-30, please, use the scale below:

1=strongly disagree

2=disagree

3=uncertain

4=agree

5= strongly agree

Question(s) 11-30	5	4	3	2	1
The New Revised NCE Curriculum					
12. We had training sessions for orientation on the new revised NCE Minimum Standards					
13. I am familiar with the new revised NCE Minimum Standards					
14. I feel the NCE Minimum Standards is a clearly written document					
Teaching Resources and Methods					
15. I have audio-visual resources to use in my language classes					
16. I have access to English teaching resources					
17. Students participate actively in class activities					
18. I find it hard to get students involved in group work or pair work activities in the classroom.					
19. I employ teaching aids and learning resources for teaching language					

20. Online materials are well integrated into my teaching					
Professional Development 21. In- service teacher training is not available for me in my college					
22. I would like to learn more about computer assisted teaching					
23. I attend workshops for my professional development					
Implementation Framework 24. I feel that the Implementation Framework for the Minimum Standards is a clearly written document					
25. I understand how I am expected to teach under the guidance of the curriculum and the Implementation Framework					
Evaluation and Quality Assurance 26. My students evaluate me anonymously					
27. The Directorate for Internal Assurance Quality monitors my teaching regularly					
28. Students are given feedback after every assessment					
29. Course accommodation is maintained (no constant room changes)					
30. The students' English abilities influence my teaching					

31. What challenges have you encountered during the implementation of the revised curriculum?

32. Which (if any) improvements would you like to have on the curriculum?

Note

These questions were adapted from:

Hakan KARSTAS & Seval FER. (2009) Evaluation of English curriculum at Yildiz Technical University using CIPP Evaluation Model. *Education and Science*, 34 (153).

Kuo-Tseng et al (2010) Using the Context, Input, Process and Product model to assess an engineering curriculum. *World Transactions on Engineering and Technology Education*. 8 (3).

Hong, W & Liying, C (2009) Factors affecting teachers' curriculum implementation. *The Linguistics Journal* 4 (2).

Wise, D. (2008) Curriculum evaluation. PGCE (PCE) University of Exeter

APPENDIX VIII

PROCESS QUESTIONNAIRE FOR STUDENTS

STUDENTS' PROCESS QUESTIONNAIRE ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE CURRICULUM OF THE NCE PROGRAMME

This is a questionnaire for a Ph.D. thesis on “The Evaluation of the Implementation of English Language Curriculum of the Nigeria Certificate in Education: A Case Study of Three Colleges of Education”. The researcher has been authorized by the University of Central Lancashire, UK, to conduct the research.

The research is being conducted to assess the implementation of the English language Curriculum of the NCE Programme. The views expressed are exclusively for this study. Please be assured that the information given will be treated confidentially and in line with the University ethics procedures. Data will not be shared with any unauthorised persons and will be held securely. Participation in the study is voluntary and you can withdraw from it at any time.

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SECTION A: DEMOGRAPHIC INFORMATION

INSTRUCTIONS: For questions 1-6, please tick the appropriate answer.

1. Your gender:

- a. Female _____
- b. Male _____

2. Type of school you attend:

- a. Federal _____
- b. State _____
- c. Private _____

3. Your age:

- a. 17-19 _____
- b. 20-22 _____
- c. 23-25 _____
- d. other _____

4. Your year of study:

- a. Year 1 _____
- b. Year 2 _____
- c. Year 3 _____

5. Latest certificate currently possessed:

- a. West African School Certificate _____
- b. General Certificate of Education _____
- c. Teachers' Grade 11 Certificate _____
- d. Other (please specify) _____

6. Parents' Socio-Economic Status:

Please, tick the relevant boxes and use the occupational codes to indicate the occupations of your parents.

- 01-Professional
- 02-Civil Servant
- 03- Pensioner
- 04-Self-employed
- 05-Trading/Farming
- 06-Full Time Housewife

Parents	Year Level			Highest Academic Achievement	Occupation
	Elementary	Secondary	University		
Father					
Mother					

7. How many hours per week do you study? []

SECTION B: CURRICULUM IMPLEMENTATION

INSTRUCTIONS: For Questions 8-11, first, decide which items you would like to choose (e.g., lecture, tutorial). Next, tick the relevant number using this scale:

5 = Always 4 = Frequently 3 = Sometimes 2 = Rarely 1 = Never.

8. Teaching modes employed by lecturers:

Item	5	4	3	2	1
a. Lecturing					
b. Tutorial					
c. Project Activities					
d. Discussion					
e. Other (please specify)					

9. Which teaching mode do you feel is most effective?

Item	5	4	3	2	1
a. Lecturing					
b. Tutorial					
c. Project Activities					
d. Discussion					
e. Other (please specify)					

10. Which technological teaching aids are available in your school?

Item	5	4	3	2	1
a. CDs					
b. LCD Projectors					
c. Magnetic Boards					
d. Other (please specify)					

11. Which content materials are provided by lecturers?

Item	5	4	3	2	1
a. Lecture Notes					
b. Textbooks					
c. Power Point Slide Shows					
d. Other (please specify)					

INSTRUCTIONS: For items 12-30, please, use the scale below:

1=strongly disagree

2=disagree

3=uncertain

4=agree

5= strongly agree

Question(s) 12-30	5	4	3	2	1
12. My School library has current books .e. g books published within the last five years					
13. Lecturers are available to teach all courses					
14. Lecturers explain the objectives of courses at the beginning of each semester					
15. Lecturers specify the outcomes of a lesson at the beginning of each lecture					
16. Teaching sessions are presented in a positive manner					
17. The textbooks given usually motivated my interest in the course					
18. Teaching aids used by lecturers are available					
19. Lecturers use PowerPoint to teach					
20. Lecturers encourage student participation in class					
21. The criteria used for marking assessment is made clear in advance					
22. The lectures added value in terms of meeting the course objectives					
23. Feedback provided is usually helpful in understanding the course					
24. Feedback is provided within four weeks					
25. Assessments are given at least once in a month					

26. Language laboratories are well equipped for my course					
27. Online materials are well integrated into our courses					
28. Subject matter are usually well explained by lecturers					
29. My workload is manageable					
30. I have practical teaching on English pronunciation in the laboratory					

31. In what way can the teaching learning process be improved in your department?

32. What changes would you like to see in your department?

Note

These questions were adapted from:

Dewale, J.M., & Pavlenko, A. (2001-2003). Web questionnaire: Bilingualism and emotions. University of London.

Onyukwu, J (2011) *The Educational System of Nigeria (WAEC's grading system)*. *World Education News and Reviews*, 24 (6).

Onzima, R. (2014) Parents' Socio-Economic Status and Pupils' Educational Attainment: A case study of St. Jude Primary School in Malaba Town Council-Uganda. http://www.academia.edu/407935/PARENTS_SOCIO-

Wise, D. (2008) Curriculum evaluation. PGCE (PCE) University of Exeter

**APPENDIX IX
OBSERVATION CHECKLIST**

INTRODUCTION

This is an observation checklist for a PhD thesis on the Implementation of the English Language Curriculum of the Nigeria Certificate in Education: A Case Study of Three Colleges of Education. The researcher has been authorized by the University of Central Lancashire, UK, to conduct the research. The research is being conducted to assess the implementation of the English Language Curriculum of the NCE Programme.

If you have any queries about the study, please feel free to contact myself (+44 75945863/+2348023723486/oatom-lawyer@uclan.ac.uk) or my Director of studies, Dr Michael Thomas, who can be contacted on MThomas4@uclan.ac.uk or by phone on +44 (0)893148. You may also contact the Student Liaison Officer for the School for any other matters arising, Rachelle O'Brien 0044(0)893855 / reobrian@uclan.ac.uk

AVAILABILITY OF EQUIPMENT

INSTRUCTIONS: Please tick the appropriate box.

EQUIPMENT

Item	Available	Quantity Available	Available and Used	Non-Available
Computers for students				
LCD projectors				
Language teaching tapes, CDs				
Audio recorders				

**PROCESS EVALUATION
OBSERVATION CHECKLIST**

INTRODUCTION

This is an observation checklist for a PhD thesis on the Evaluation of the Implementation of the English Language Curriculum of the Nigeria Certificate in Education: A Case Study of Three Colleges of Education. The researcher has been authorized by the University of Central Lancashire, UK, to conduct the research. The research is being conducted to assess the implementation of the English Language Curriculum of the NCE Programme.

INSTRUCTIONS: Please tick the appropriate box.

STATE OF THE FACILITIES

Item	1	2	3	4
Language Laboratory				
Lecture Theatre with Magnetic Board				
Classroom with Magnetic Board				

Ranking Order

4 = Excellent 3 = Good 2 = Fair 1 = Poor

Excellent-Facility is available with necessary equipment in good condition.

Good-Facility is available with equipment not in good condition.

Fair- Facility is available without the necessary equipment.

Poor- Facility is not available.

APPENDIX X

PRODUCT INTERVIEW FOR DEANS OF COLLEGES OF EDUCATION

QUESTIONS FOR INTERVIEW

INTRODUCTION

I am a student from the University of Central Lancashire, UK. I am researching the PhD topic, "The Evaluation of the Implementation of the English Language Curriculum of the Nigeria Certificate in Education Programme: A Case study of three Colleges of Education".

I would like to ask you a few questions based on the achievements of the English language programme of the Nigeria Certificate in Education. The interview will be recorded. Be assured that your responses will be treated confidentially, as this is a private study. Participation is voluntary and you can withdraw at any point in time.

If you have any queries about the study, please feel free to contact myself (+44 75945863/+2348023723486/ootom-lawyer@uclan.ac.uk) or my Director of studies, Dr Michael Thomas, who can be contacted on MThomas4@uclan.ac.uk or by phone on +44 (0)893148. You may also contact the Student Liaison Officer for the School for any other matters arising, Rachelle O'Brien 0044(0)893855 / reobrian@uclan.ac.uk

Competence of the Graduates

1. From your experience, do the graduates of your school become confident in the use of spoken English?
 - a. Spoken English?
 - b. Written English?
2. In your opinion, is there a high failure rate in junior and senior secondary school examinations? Why is this situation? How well are the products of your school equipped to teach English language at the junior secondary level?

Four Language Skills

3. Which language skill do your students find easiest? Why? How do you know?
4. What language skill do they find hardest? Why? How do you know?
5. What is the qualification achievement rate as a percentage of starters?
6. How do you gain feedback on the English language programme of your school?
7. How do you know the opinion of employers on the graduates of the programme? What do employers feel about the English language programme?
8. What is the success performance of graduates every year and how can this be improved?

Recommendations for Change

9. What are the barriers to change in the implementation of the curriculum?
10. What changes that improve the implementation curriculum would you like to see in the NCE Minimum Standards for Languages?
 - a. What changes that improve the implementation curriculum would you like to see in the NCE Minimum Standards for Languages?
 - b. What powers do you have as a Dean to influence a change?

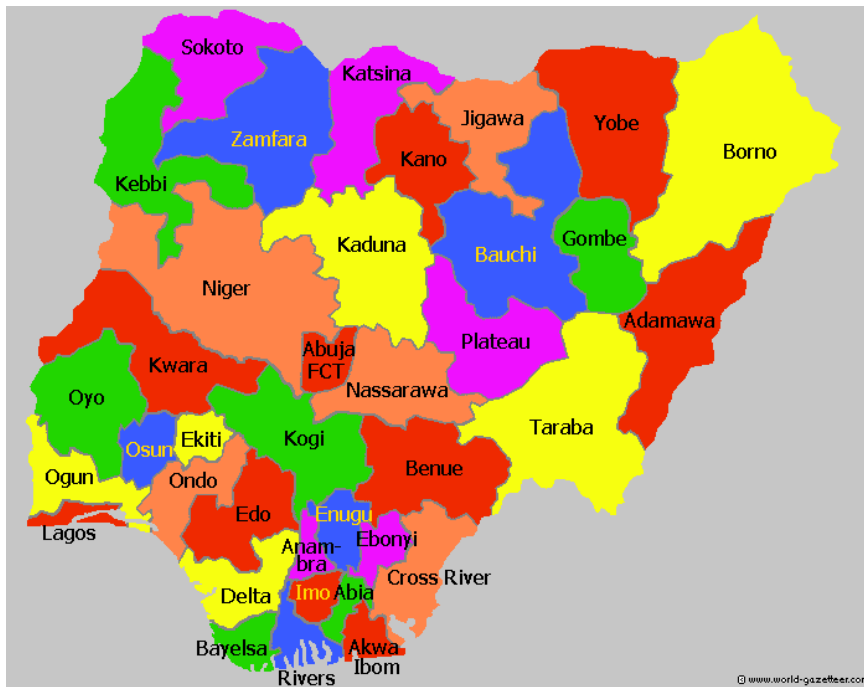
APPENDIX XI Lecture Theatre College of Education, Akampka.



APPENDIX XII

Map of Nigeria showing the thirty-six states

The south south and south west states are indicated.



The south south are Delta, Edo, Bayelsa, Cross River, Akwa Ibom and Rivers, while the south western states are Ekiti, Lagos, Ogun, Ondo, Osun and Oyo.

Source: www.nigeriahc.or

APPENDIX XIII

TABLE 1: SUMMARY OF PERFORMANCE OF NIGERIAN STUDENTS IN MAY/JUNE SSCE (2004-2007).

Year	Credit A1-C6	Fail F9
	%	%
2004	29.59	37.61
2005	25.36	36.93
2006	34.48	29.65
2007	29.94	26.34

Source: Department of Statistics, West African Examination Council

(WAEC) Yaba-Lagos.

APPENDIX XIV AN EXAMPLE OF AN INTERVIEW TRANSCRIPT

Key

I- Interviewer

L1-Lecturing Staff

I-How long have you been teaching in this college?

L1- 20 years

I-What is the highest level of your qualification?

L1-PhD English Language

I-What is your area of specialization?

L1-Applied English Linguistics

I-What knowledge of the specific needs of the students do you have?

L1: Well, the essence of teaching them is to develop their language skills-listening, speaking, reading, and writing. Those are their specific needs. The essence is to make sure that those skills are properly developed.

I-What are the curriculum objectives of the courses, you teach?

L1: For the NCE programme, I teach two NCE courses –Language and Literature methods and the other one is Children Literature. The essence of Language and Literature method is to develop their teaching skills; they are being trained to become teachers; so we want to ensure that we do expose them to different aspects of the English Curriculum. For Children’s Literature, we want to expose them to prose, poetry and drama texts meant for children, which they are most likely to come across by the time they are done with trainings in the college.

I: How suitable and appropriate are the contents of the courses embodying the four language skills in terms of the objectives of the curriculum to the needs of the students?

L1- Talking about the curriculum, it is referred to as Minimum Standards, one is allowed to add but not delete, so it is okay.

I: So, they do not use the lab at all?

We introduce them; they cannot go there more than once or twice in a semester. Part 2 students are almost 200 and the room is just for 30 and having to break them into groups is very cumbersome, especially, when we think of the fact that we do not always have power supply.

I: What method(s) of teaching do you adopt in class?

L1: In recent times, I use a lot of pair activity, group work. But most often, I do make my lectures interactive and ask the students to come and dramatize, which is necessary.

I: Why do you actually use that method?

L1: I noticed that it makes my class livelier, they enjoy what we are doing and most of them are telling me that they are enjoying what we are doing and learning. For most topics, I want to teach, I would have had my points but let the students talk, they would have these points, I have already had.

I: So, you use discussion, interaction?

L1: Discussion, interaction; when I discover that in rare cases, if they cannot give me what I need, then, I supply the answer.

I: What teaching resources do you use in classrooms?

L1: They are adults, I think what we use majorly is the whiteboard. If I want to draw, I can draw; it is more of teacher’s talk, students’ talk, discussion. If it involves teaching, I do micro teaching for them. For example, for my Children’s Literature, I have told them to present papers and Music English to dramatize; I also ask those in Theatre Arts to also act.

.I: Looking at English Language specifically, what teaching methods do you use? Which is most effective?

L1: It depends on the situation, I have been giving assignments in the class and asking them to present papers and I also inform them that anyone could be called. Of recent, the discussion method, peer method and activity method.

I: On the other hand, which methods do you think are least effective?

L1: Lecture method-talking and talking. It is not as effective as discussion method.

I: For lecture method, they tend to be passive.

L1: You do all the talking; you wonder if they are really learning. They do more of writing and listening; who knows if they are really learning.

.I: Looking at the implementation of the curriculum, how much of the topics for a course do you cover at the end of a semester?

L1: I try to cover most of the course contents, as mentioned earlier, the curriculum is the Minimum standards, one can even add to it. I do add at times.

I: How you teach a topic?

L1: Last week, for my Children's Literature, we looked at some poems for children; we examined Twinkle, Twinkle, Little Star and My Mother. In the first place, I have told them that they must all come with copies of the poems, so; 95% of them got their poems. I do ask them to have twin brothers or sisters in class- twin method. I can also allow for triplets. I ask them to go through the poem, the theme, and the use of language and after that I bring them together in class and discuss.

I: What language skills do you teach? You know we have four language skills, which one do you teach?

L1: For my courses, I teach everything; there was a time; I was teaching a course tagged listening skills. But now, there is a merger of listening and speech work. For this session, I teach courses that combine all the skills and literary technique.

.I: Since the courses combine all the skills, I do not know, if you would be able to tell how the students develop a particular skill

L1: When I am teaching them, they are made to listen, if you cannot give the right answer to my question that means you are not a good listener. When I give them activities, they speak; materials to read they read. When I give them assignments to write, they write. The courses are inter-related.

I: What is the level of the performance of your students in the skills?

L1: It varies; some are excellent, average and rather poor.

I: How do your students develop the speaking skill?

L2: Sincerely, I have two voices in the classroom. My voice is quite different from the way I am speaking now. When I am teaching Phonology, I try to be artificial, so I say listen to me now and model after me. At times, I use tape recorder, you see at that time, everybody listens and I ask them to model, after the speaker and they do. Somebody, whose voice has been recorded, asks questions. So, to some extent, at that level, they tend to imitate. Daniel Jones recommended good ears, good memory and constant practice. Listening and speaking involve total concentration. These are the activities, apart from the theoretical aspect; these days, people are judged by the way they speak and at times, we group them and distribute an extract from the newspaper.-who can read, A reads and comments are given, as they pronounce supposedly difficult words, we write words they could not pronounce and they tend to remember until they die.

APPENDIX XV

AUDIT DOCUMENT FOR THE ENGLISH LANGUAGE NIGERIA CERTIFICATE IN EDUCATION CURRICULUM

This audit checklist is an evaluation document designed for the use of Colleges of Education English language lecturers, Colleges of Education authorities and the National Commission for Colleges of Education in Nigeria. The lecturers can individually assess their implementation of the curriculum, the college authorities can also rate the implementation in their different schools, while the National Commission for colleges of education can formulate policies based on the provisions of the document.

The audit is designed to help lecturers, college authorities and the National Commission for Colleges of Education check the implementation of the English language Curriculum. The importance of the initial training given to the teachers who lay the foundation for the future development of the students in the school system cannot be over emphasized. The focus on initial teacher preparation has necessitated the conduct of this study. Therefore, this document has been produced to consolidate the recommendations of this study.

The audit is divided into the following sections: entry knowledge, college resources and facilities, teaching approach, learning opportunities, continuing professional development, teaching practicum and staff/student consultation, institutional research from your college and overall evaluation. The entry knowledge assesses the initial competence of the students, the college resources and facilities rate the facilities present in the colleges and the teaching approach investigates the method employed by the lecturers. College human resources appraise the attitudes of the lecturers toward the implementation process, continuing professional development assesses the professional growth of the lecturers, while teaching practicum examines the views of the lecturers on a uniform system for the process. The staff/student consultation evaluates the interaction of the staff with the students, institutional research data from your college gauges the number of students that transfer from the department and the effective implementation of the curriculum, while overall evaluation examines measures needed for effective implementation of the curriculum and the usefulness of the document.

Purpose of the Document

This document raises awareness on the need to maintain standards in the Colleges of Education. The production of the revised curriculum document is a tool that should enable the achievement of the curriculum objectives. However, an ineffective implementation of the curriculum will hinder the achievement of such objectives, therefore, the collaborative effort of all the educational stakeholders is needed.

Guidance Notes for Document Use

Key

Y-Yes

N- No

N/A-Not Applicable

Lecturers- Please, tick the option that tallies with your practice and the situation in your school, if a **no** or a **yes** response that indicates a deficiency in the system is detected (the curriculum can serve as a reference point for policy issues); you are to prescribe channels (e.g.necessary actions needed) for the remediation of the deficiencies. It is intended that ‘the actions needed’ as suggested by the lecturers will be a tool for the creation of ‘change and a challenge’ (Cited in English and Steffy, 2001, p. 3). The basic indicators are based on the findings of the study and are bench marks necessary for the effective implementation of the curriculum.

College Authorities: College authorities can also determine the effectiveness of the implementation of the curriculum in their various colleges by administering it to the lecturers and executing their suggestions on the actions needed to remedy the deficiencies.

National Commission for Colleges fo Education: The National Commission for Colleges of Education can formulate policies based on the basic indicators of the checklist. They can also administer the checklist in schools and review the sections that fall within their jurisdiction.

NAME OF SCHOOL.....

DATE EVALUTED.....

AREA EVALUATED.....

EVALUATED BY.....

Basic Indicators					
Entry Knowledge (In your view :)		Y	N	N/A	COMMENTS /ACTIONS NEEDED
1.1	The admission policy of the students need to be reviewed.				
1.2	The abilities of the students affect my teaching.				
1.3	The entry knowledge of the students is adequate for their coursework.				
1.4	The ordinary level results of the students depict their proficiencies in the language.				
College Resources and Facilities		Y	N	N/A	COMMENTS/ACTIONS NEEDED

2.1	A language laboratory is available in my school.				
2.2	The basic facilities such as headset, projector, desk top PCs, speaker system and amplifier are available in the laboratory.				
2.3	The sitting capacity for thirty is adequate for the students.				
2.4	The students use the laboratory each week.				
2.5	Lecture theatres are available in my school.				
2.6	The classrooms have magnetic boards.				
2.7	Class size is a problem in my school.				
2.8	Class size affects the learning of the students.				
2.9	An information centre is available in my school.				
2.10	The quantity of computers in the centre is adequate for the students.				

2.11	The students can access the centre on school days				
2.12	There is a library available in my school				
2.13	The library is technologically oriented.				
2.14	The environment of the library is conducive for reading.				
2.15	There are current publications in the library. (Publications within five years)				
2.16	Students complain of accommodation problem.				
2.17	Students' hostels are provided in my school				
2.18	The sanitary conditions of the hostel are healthy.				

Teaching Approach		Y	N	N/A	COMMENTS/ ACTIONS NEEDED
3.1	I use tutorials every week.				
3.2	I use the lecture method every week.				
3.3	I adopt the discussion method every week.				

3.4	I use project activities each term.				
3.5	I adopt the eclectic method every week.				
3.6	I interact with the students on individual basis.				
3.7	Tutorials are functional in classes.				

Learning Opportunities		Y	N	N/A	COMMENTS/ ACTIONS NEEDED
4.4	Students' learning materials are in internet format. E.g structured according to internet style.				

College Human Resources		Y	N	N/A	COMMENTS/ ACTIONS NEEDED
5.1	I have knowledge of the methods and practice of the new curriculum.				
5.2	I deliver the curriculum in the way it is designed to be delivered.				
5.3	The bench mark of the students are monitored.				

5.4	Students are assessed on the scope of the contents taught.				
5.5	I am acquainted with contemporary pedagogy for the development of the four language skills.				
5.6	I have responded to the new curriculum change at the pedagogical and empirical levels.				

Continuing Professional Development		Y	N	N/A	COMMENTS/ ACTIONS NEEDED
6.1	I am supported to acquire technological knowledge.				
6.2	My working conditions are constantly reviewed for my development.				
6.3	I am given incentives for my professional development.				
6.4	There is compliance with the provisions of the National Education Policy on in-service training for my development.				

Teaching Practicum		Y	N	N/A	COMMENTS/ ACTIONS NEEDED
7.1	An explicit framework for the uniform implementation of teaching practicum is essential in all the colleges.				
7.2	A uniform system for assessment and modalities is recommended.				

Staff Student Consultation		Y	N	N/A	COMMENTS/ ACTIONS NEEDED
8.1	I am available to meet students outside formal contact hours.				
8.2	My details are available to students (E-mail addresses, phone numbers etc).				
8.3	There are programmes designed to facilitate staff student interaction.				
8.4	Academic staff members are involved in student clubs and societies.				

Institutional Research Data from your College		Y	N	N/A	COMMENTS/ ACTIONS NEEDED
9.1	The percentage of students that leave or transfer to other courses without failing is less than 5%.				
9.2	The curriculum is well implemented in my school.				
Overall Evaluation		Y	N	N/A	COMMENTS/ ACTIONS NEEDED
10.1	The authorities in my school need to adopt measures for the effective implementation of the curriculum.				
10.2	I have found this document useful.				

i. Cook, A. Rushton, B. and Macintosh, A. eds. (2006) Student Transition and Retention (STAR).Colerain: University of Ulster.

ii. Hertfordshire County Council (2014) School Inspection Safety Checklist. England: United Kingdom