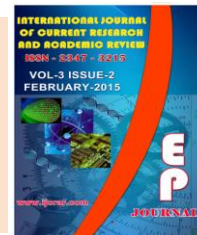




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Level of Achievement of the Objectives of NCE IGBO Language Programme in Nigeria

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A B S T R A C T

The paper investigated the extent of achievement of objectives of NCE Igbo Language programme in Nigeria. The area of study was South Eastern States Nigeria. The design of the study was a survey design and the population of the study comprised of all lecturers, students and Heads of department of Igbo language Programme in Colleges of Education in South Eastern States of Nigeria. Six Colleges of Education (two Federal, two State and two Private Colleges) were selected using stratified random sampling technique. All the lecturers in the six sampled colleges (48) were selected while 235 students were selected from the colleges by stratified random sampling technique. Data was obtained by the use of questionnaire developed by the researchers and the data obtained was analyzed using mean, standard deviation. T-test and analysis of variance (ANOVA) were used to test the null hypothesis at 0.05 level of significance. The findings included that the objectives of NCE Igbo language programme were being achieved; there was a significant difference ($P < 0.05$) in the mean ratings of lecturers in Federal, State and Private Colleges of Education on the extent of achievement of the objectives of NCE Igbo language Programme. Also, there was a significant difference ($P < 0.05$) between the mean ratings of students and lecturers on the extent of achievement of objectives of NCE Igbo language programme.

Introduction

Teacher education program occupies a prime position in Nigerian education system. According to National Policy on Education (FRN, 2004), teacher education will continue to be given more emphasis in all education planning since no education system can rise above its teachers. Teachers are prime movers in development programme and people interested in the progress of any nation should think more

seriously about teacher education programme.

As MC. Donald (1998) asserted, the goals for all quality teacher education programmes must reflect reality and aspiration by providing knowledge and skills to teacher candidates. The professional performances of a teacher are affected not only by individual qualities but also the nature of

teacher preparation programmes. The realization of the roles of teacher education programme led to the development of Colleges of Education in Nigeria. At the Colleges of Education, many programmes are put in place for training and graduating candidates who would teach at the primary and junior secondary school levels in Nigeria.

Among the numerous NCE Programmes is the Igbo language programme. The NCE Igbo language program is designed to actualize the following objectives (NCCE, 2006).

- Equip the student with basic language skills of listening, speaking, reading and writing in the current and approved orthography.
- Teach the students the sounds, lexis and structure of Igbo Language.
- Expose the students to available oral and written literature in Igbo Language.
- Teach, promote and preserve Igbo cultural heritage through the use of Igbo Language.
- Motivate the students with the techniques and principles of teaching and evaluating in Igbo Language.
- Motivate the students to apply the various language skills learnt to further promote Igbo language through creative writing, criticism, appreciation, socio cultural activities, film making, song writing etc.
- Foster the use of Igbo language as medium of instruction in schools.

To achieve these stated objectives, the Federal government of Nigeria (NCCE, 2012) through her agency, the National Commission for College of Education provided minimum standards for implementing of every programme in the Colleges of Education, including Igbo

Language programme. Though the minimum standard has provided adequate guidelines for implementing the NCE programme in Igbo Language, the extent to which the objectives of the programme are being achieved seem uncertain as the graduates of NCE Igbo language do not seem to demonstrate enough competence in classroom teaching process.

In addition, teacher education programmes like Igbo Language Education requires constant assessment to accommodate new ideas, challenges and global trends so as to remain useful to national growth. The purpose of the study was therefore to assess the extent of achievement of the objectives of NCE Igbo Language Education Programme in Nigeria.

Research Questions: The study was guided by these research questions:

1. What is the mean lecturer's rating on the level achievement of objectives NCE Igbo Language programme?
2. What is the mean students' rating of the level of achievement of objectives of NCE Igbo Language Programme?
3. What is the mean rating of lecturers on the level of achievement of NCE Igbo Language programme based on College ownership (Federal, State, and Private)?

Hypotheses: The following null hypothesis guided the study and were tested at 0.05 level of significance.

1. There is no significant difference ($P < 0.05$) between mean rating of NCE lecturers and students on the level of achievement of objectives of NCE Igbo Language Programme.
2. There is no significance difference ($P < 0.05$) in the mean rating of lecturers

in Federal, State and Private Colleges of Education on the level of achievement of NCE Igbo Language Programme.

Research method

Design of the study: Descriptive survey research design was used. According to Nworgu (2004), descriptive survey studies involve collecting and analyzing data from a sample of the population considered to be representative of the entire population or group.

Area of study: The area of study was South Eastern States of Nigeria which comprised of five States, namely; Abia, Anambra, Ebonyi, Enugu and Imo States. The choice of the area was because the number of candidates that gain admission into Igbo Language education programme in the Colleges of Education within the area is high compared to colleges in other geographical zones in Nigeria.

Population of the study: The Igbo Language lecturers and students in the Colleges of Education in South Eastern States of Nigeria formed the population of the study. There were 86 lecturers and 400 students in Igbo Language education programme in colleges of education in South Eastern Nigeria (NCCE, 2012).

Sample and sampling technique

Six colleges of education, made up of two Federal, two State and two Private colleges were selected through stratified random sampling technique. All the lecturers (48) in Igbo Language programme in the six selected colleges of education were used for the study.

Forty (40) students were selected from each of the 6 colleges of education and the

number of students totaled 240. However, only 235 questionnaires were retrieved from the students.

Instrument for data collection: One instrument was developed by the researchers to collect the relevant data from the respondents. The instrument was a questionnaire titled "Extent of Achievement of Objectives of Igbo Language Education Questionnaire (EAOILEQ)". The questionnaire had two sections (A and B).

Section A sought data on personal features of the respondents with regard to ownership status of the College (Federal, State and Private). Section B sought data on the extent of achievement of objectives of NCE Igbo Language Education programme. 4 point rating scale was provided for the respondent lecturers and students to rate accordingly as highly achieved (4 points), moderately achieved (3 points), fairly achieved (2 points) and not achieved (1 point).

Validation of the instrument: Two experts in Igbo Language education and one expert in measurement and evaluation from universities in South Eastern States of Nigeria validated the questionnaire. Their comments were applied in producing the final copy of the questionnaire that was used in data collection.

Reliability of the instrument: The questionnaire was trial tested on a sample of 20 language teachers who were not part of the main study. The responses obtained were used to compute the reliability of the instrument using Cronbach alpha formula, the reliability coefficient was 0.71.

Method of data collection: Three research assistants and the two researchers distributed and collected back the questionnaire from the respondents. The numbers of

questionnaire retrieved from the lecturers were 48 while those of the students were 235.

Method of data analysis: Mean and standard deviation were used to answer the research questions while t-test and analysis of variance were used to test the null hypothesis at $P < 0.05$ level of significance.

Result and Discussion

Table 1 showed that mean scores of the teachers' response ranged from 2.67 to 3.50. This indicated that all the stated objectives of NCE Igbo Language Education were being achieved. The values of the standard deviation also indicated that there was homogenous response by the teachers.

Table 2 showed that the mean response of the students on the extent of achievement of the objectives of NCE Igbo Language Education ranged from 2.69 to 3.49, thus indicating that all the objectives of NCE Igbo Language Education were being achieved.

Table 3 showed that probability associated with the calculated value of F (4.361) for the differential mean responses of teachers in Private, State and Federal Colleges of education on the extent of achievement of the objectives of NCE Igbo Language is 0.019. Since the value was less than the 0.05 level of significance, the null hypothesis was not accepted, hence, there was significant difference in the mean rating of teachers in Private, State and Federal Colleges of Education on the extent of achievement of NCE Igbo Language Education programme.

Table 4 showed that the probability value (0.001) associated with the calculated value (3.50) was less than the 0.05 level of significance. Hence, the null hypothesis was

not accepted. This means that there was a significant difference ($P < 0.05$) between the mean ratings of teachers and students on the extent of achievement of objectives of NCE Igbo Language Education programme.

The results of the analysis revealed that the objectives of NCE Igbo Language Education programme were being achieved as rated by teachers and students. The analysis also revealed that there was a significant difference in the mean ratings of extent of achievement of objectives of NCE Igbo Language programme by teachers in private, State and Federal Colleges of education.

The result of this study which showed that the objectives of NCE Igbo Language Education programme were being achieved agrees with the report of Udo (2007) and Ugwu (2004). Both studies found and reported that the objective of NCE programmes were being achieved as stipulated in the NCE minimum standards.

The significant difference in the mean ratings of teachers in Private, State and Federal Colleges of Education could be accounted for by the differential level of funding facilities and staffing witnessed in the various college groups. These differences may lead to variations in the extent of the achievement of objectives of NCE Igbo Language Education programme. The observed significance difference between teachers' and students' rating of the extent of achievement of objectives of NCE Igbo Language Education programme is expected. This is because teachers and students are more likely to view the level of achievement of goal of programme differently based on their level of experience.

Teachers have more experience than students, and so may likely assert that the

level of achievement of objectives of Igbo Language programme was high unlike the students who do not possess adequate experience and so may rate the achievement of objectives as

achieved. Again, the government should endeavour to provide relatively, equal amount of funds, facilities and personnel to all colleges of education, irrespective of its status.

Recommendations

It is recommended that the existing NCE Igbo Language Education programme should continue to go on as the stipulated objectives of the programme were being

Equally, the supervising body of NCE programmes should have regular evaluation of the programme in form of accreditation to further improve the level of achievement of the objectives of NCE Igbo Language Education programme

Table.1 Mean and standard deviation scores of teachers on the extent of achievement of objectives of NCE Igbo Language program (N =48)

S/N	OBJECTIVE	\bar{x}	SD	DECISION
1.	Equip student with basic language skills of listening, speaking, reading and writing in the current and approved orthography.	3.50	0.56	Achieved
2.	Teach students the sounds, lexis and structure of Igbo Language.	3.27	0.68	Achieved
3.	Expose students to available oral and written literature in Igbo Language.	3.23	0.55	Achieved
4.	Teach, promote and preserve Igbo Cultural heritage.	2.77	0.66	Achieved
5.	Equip student with techniques and principles of teaching and evaluating.	2.67	0.75	Achieved
6.	Foster the use of Igbo Language as medium of instruction in schools.	2.79	0.87	Achieved

Table.2 Man and standard deviation scores of students on the extent of achievement of objectives of NCE Igbo Language Programe. (N = 235)

S/N	OBJECTIVE	\bar{x}	SD	DECISION
1.	Equip student with basic language skills of listening, speaking, reading and writing in the current and approved orthography.	3.26	0.76	Achieved
2.	Teach students the sounds, lexis and structure of Igbo Language.	3.47	0.62	Achieved
3.	Expose students to available oral and written literature in Igbo Language.	3.49	0.65	Achieved
4.	Teach, promote and preserve Igbo Cultural heritage.	2.69	0.93	Achieved
5.	Equip student with techniques and principles of teaching and evaluating.	3.22	0.78	Achieved
6.	Foster the use of Igbo Language as medium of instruction in schools.	3.15	0.83	Achieved

Table.3 Analysis of variance (ANOVA) of Teachers' Mean response on the extent of achievement of NCE Igbo Language Education programme according to college status

GROUPS	SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
Between groups	1.699	2	0.850		
Within groups	8.766	45	195	4.361	0.019
Total	10.466	47			

Table.4 T-test analysis of the mean difference between the Ratings of Teachers and Students on the extent of Achievement of Objectives of NCE Igbo Language Education programme

GROUPS	N	MEAN	STANDARD DEVIATION	DF	TOTAL	SIG
Teachers	48	3.40	0.24			
				4281	0.019	0.001
Students	235	0.42	0.42			

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