

Implementation of NTI English Curriculum in Selected Study Centers in Ibadan, Oyo State Nigeria

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Abstract

The study investigated the implementation of National Teachers' Institute's English curriculum in selected study centers in Ibadan, Oyo state Nigeria. The descriptive research design was adopted in this study. This study utilized a multi-stage sampling technique in selection of sample for the study. One instrument was used to collect data for the study tagged implementation of English language curriculum in NTI centers. Findings revealed that the lecturers have what it required to partake in NTI study centers with possession of M.Sc. degree and Ph.D. degree and minimum of more than five years' experience. The findings revealed that Resources in implementation of English curriculum in the selected study centers was barely available (2.50=2.50). Lesson delivery was very good (2.77), while assessment tools adopted by the teachers tests, demonstration and use of checklists. It is recommended that counsellors, teachers and support staff should be well trained on the etiquette of acceptable student-teacher relationship.

Key words: Curriculum Implementation, English curriculum, National teacher institute

Introduction

In this modern time of civilization, the acquisition of a second and even third or fourth language is of utmost importance than it was before. This significance attributed to the learning and teaching of foreign languages has been given recognition by the educational authorities, and foreign language courses have however taken their places in the core curricula at different school levels across the world. Among the several types of languages, English is seen as the most preferred not only because of its acceptance as a global language but also due to its widespread use. As stated by Crystal (2014) around 570 million people use English either as a native or second language the world over.

Throughout the history, the value that has been placed to the teaching and learning of English has brought about the development of different methods and approaches having direct impact on syllabus design, classroom practices, and assessment and evaluation procedures. The individual and social aims for learning English and the theories on second language acquisition have had a significant effect on the existence of these approaches and methods, (Adekola, 2012).

The English language is mainly considered as the backbone of all other subjects that are taught in primary school, simply because English language is the medium of instruction and communication across all forms of formal learning in Nigeria. In fact, the English language is one of the very few core subjects that is been recommended for primary schools in the National Policy on Education (National Policy, 1981). Therefore, it is a vital pre-requisite for further education. Presently in Nigeria, at least a credit pass (C6) in English is a requirement even for science based students who wants to further education simply because of the emphasis placed on passing English language 'O' level in the Nigerian educational system, it is therefore essential that the language is well taught in order that student can have effective mastery of the subject. In addition, our political and social circumstances make the use of English language crucial not only as a foreign language but as an official language.

Actually, the related literature stresses the importance of constant inquiry of any curriculum to reach at better conclusions about the effectiveness of its approach, method and syllabus (Fakeye, 2013, Schriren, 2012). However, this issue calls for the consideration of

how the inquiry will be conducted and who'll be involved in this inquiry process. Though, the correct explanation of curriculum is provided by dividing the notion into groups such as “planned curriculum,” “observed curriculum” and “experienced curriculum” (Faniran & Olatunji, 2011). In this regard, a detailed definition of planned curriculum is provided by Öztürk, (2013) as what that has been set out in guidelines or syllabus documents prepared by the relevant educational authorities. The “observed curriculum” is however the one in which people see when they're in a classroom. Then again, the American National Council (as cited in Öztürk, 2013) clearly defined the experienced curriculum as the planned curriculum tailored and shaped by the interactions of students, teachers, materials and daily life in the classroom.

The school curriculum is very broad. It consists of the totality of experiences that students receive through all the activities that go on in the school, in the classroom, library, laboratory, workshop, play-ground and in the numerous contacts between the teacher and students. It is very flexible and tailored to the needs of the students at different age levels. It gives the students an increasing awareness of the environment around them so that they may easily fit in. Since English is the language of education and instruction from the upper primary education to tertiary education in Nigeria, much significance has been attached to English Language curriculum design and implementation in the country. The English Language curriculum was planned and patterned around the four language skills which are listening, speaking, reading and writing. With this curriculum, it is expected that learners' reading ability and communication competence will be highly developed.

Also, with the effective implementation of the curriculum, products of Nigerian school system would be sufficiently empowered to contribute to the society at large. The English Language students in Nigeria face many difficulties in writing well-structured English sentences and also in the use of punctuation

marks. There are also problems with accent and placement of stresses on words when speaking the English Language. Many students cannot speak intelligible sentences that can be understood by native English speakers. Many students also lack confidence in speaking the Language because they are shy.

Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. The problem with curriculum implementation results from a problem with the curriculum itself (Caropreso, Haggerty and Ladenheim, 2016). There is problem in the implementation of the English Language curriculum. These problem range from lack of Sufficient Finance, Frequent Turnover of English Language Teachers, Policy Changes., Rapid Increase in Knowledge, lack of curriculum. review when needed., Lack of trained and well informed lecturer. Some of the curriculum contents are also not relevant to the background of the students.

However, there are some many factors hinder the implementation of English curriculum in various national teachers Institute across Nigeria which ranges from lack of availability and inadequate of teaching and learning resources like computer room, internet facilities, classroom, computer, learners' characteristics, nature of subject matter, teachers' competence in the use of different strategies, and availability and access to required instructional resources (Olokooba, 2022). Interaction with other teachers and focusing on developing their skills and abilities are essential components of professionalism (Muyunda et al., 2023). The importance of education as an agency of modernization and a source of employment has long been recognized in our national plans (Mishra, 2022).

The Institute was originally set up to manage Teacher Grade II (TC II) examination the three core subjects (Mathematics, English Language and General paper). These were the three core subjects which were federally, examined for the award of the TC II, which as of then, were almost the highest qualification

needed for teaching in primary schools. At this in due course, the National Policy on Education (Federal Republic of Nigeria 1977) pronounced the Nigeria Certificate in Education (NCE) the minimum qualification for teaching in primary schools. At this period, the NCE was only awarded in Advanced Teachers Colleges/Colleges of Education. Following the closure of teacher training colleges, the responsibilities of NTI were widened to include evaluating and awarding TC II certificate to teachers who failed in their first or second attempts. Also, in an attempt to respond to the new National Policy directives, the role of NTI was further widened to include mounting courses leading to the award of the NCE (Primary) certificate in certain subject areas to qualify recipient to teach in primary schools. According to Walofot as recorded by Sele (2011), the Institute was established specifically to:

1. train and upgrade all qualified grade II teachers to NCE Level
2. provide basic background for those of them who would later wish to pursue their strides at higher levels; and
3. help produce the needed teachers for the successful implementation of the National policy on education.

Statement of Problems

An important stage in curriculum development is its implementation. The quality of curriculum implementation is guaranteed by continuous evaluation with a view to identifying the strengths and weaknesses of the curriculum. The National Teachers' Institute (NTI) English curriculum was designed for Bachelor of Arts Education English which is run in designated centres. Evidence has shown that the quality of undergraduates turned out in this programme is a far-cry from their counterparts in regular programmes in the universities. Previous studies focused largely on holistic evaluation of higher education curriculum with little attention paid to evaluation of the NTI English curriculum. It is against this background that the study was carried out to investigate the implementation of the English curriculum of NTI in selected study centers in Ibadan, Oyo state Nigeria.

Objectives of the Study

The main objective of the study is to investigate on implementation of the English curriculum by national teachers' institute in selected study centers in Ibadan, Oyo state Nigeria. The specific objectives are to;

1. ascertain the profile of lecturers handling the programme in the study centres.
2. find out the state of available resources in the implementation of the curriculum
3. investigate the assessment technique adopted in NTI centers in implementation of English curriculum in Oyo State

Research Questions

The following research questions were answered.

1. What is the profile of lecturers implementing NTI English curriculum in the selected study centers in Oyo State?
2. What is availability of resources for implementing NTI English curriculum in the selected study centers in Oyo State?
3. What are the assessment techniques adopted in NTI centers in evaluating learning outcomes?

Scope of the Study

The study focused on the implementation of NTI English curriculum of National Teachers' Institute in selected study centers in Ibadan.

Significance of the Study

The study provides feedback on the level of implementation of the English curriculum in the selected National Teacher Institute's study centers in Oyo State. Furthermore, this study also helped to identify the problems or challenges faced in achieving the goals of the present English curriculum. The findings would help teachers to improve the quality of implementation of the curriculum.

Methodology

The descriptive research design was used in this study, this design aids the researcher in gathering data from a large sample size. **The**

participants were Lecturers/Teachers from the three selected National Teachers Institute Study Centers in Ibadan. This research utilised the purposive sampling technique to select three centres that had sufficient students to select from. In all, 100 students participated in the study. One self-designed questionnaire tagged

implementation of English Language curriculum Questinnaire ($r=0.77$) was used to collect data for the study. Data collected were analysed using descriptive statistics of frequency counts, percentage, mean and standard deviation.

Results

Table 1: Frequency and Percentage distribution of respondents by Educational Qualification

Educational Qualification	Frequency	Percentage
M.Sc./M.Ed.	26	27.9
PhD	67	72.1
Total	93	100.0

Table 1 shows that 26 representing 27.9 percent of the lecturers have M.Sc./M.Ed. and 67 representing 72.1 percent of the facilitators have Ph.D

Research Question One: what the is the Lecturers profile in the selected NTI study centers in Oyo State ?

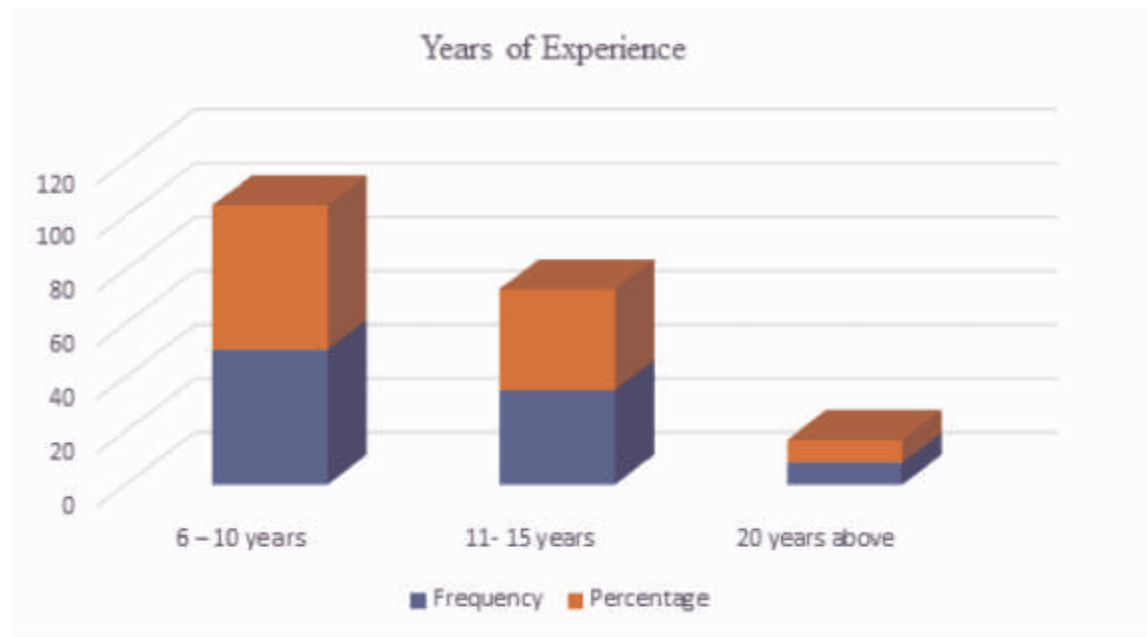


Figure 1: Lecturers' Qualification

Figure 1 shows that 26 representing 27.9 percent of the lecturers have M.Sc./M.Ed. and 67 representing 72.1 percent of the facilitators have Ph.D. This result implies that lecturer with Ph.D fully participated in this study.

Research Question Two: What is the availability of resources in selected NTI study centers in Oyo State.

Table 2: Availability of Resources in Selected NTI Study Centers in Oyo State.

S/N	Items	Always	Sometimes	Rarely	Never	Mean	STD
1	Integration of information and communication technology in the school	24 25.8%	48 51.6%	10 10.8%	11 10.8%	1.97	.92
2	Provision of teaching and learning materials	28 30.1%	36 38.7%	9 9.7%	20 21.5%	2.77	1.10
3	Educational film shows for students	14 15.1%	13 14.0%	34 36.6%	32 34.4%	2.19	1.04
4	Adequate & conducive classroom for teaching and learning English language	27 29.0%	8 8.6%	49 52.7%	9 9.7%	2.56	1.02
5	Provision of regular power for the 21 st generation teaching and learning	43 46.0%	31 33.3%	19 20.4%	0 0.0%	1.74	.78
6	Good serenity & ambiance that facilitate good reading culture among students & teachers	4 4.3%	23 24.7%	31 33.3%	35 37.6%	1.97	.96
7	A functional school library with current books / e- books	21 22.6%	29 31.2%	31 33.3%	8 8.6%	2.15	2.37
8	A functional science laboratory with relevant apparatus	8 8.6%	25 26.9%	46 49.5%	14 15.1%	2.29	.83
9	The school building with proper conveniences for teachers and students	4 4.3%	23 24.7%	31 33.3%	35 37.6%	2.91	.96
10	Integration of information & communication technology in the school	17 18.3%	37 39.8%	30 32.3%	9 9.7%	2.33	.89
Weighted Mean =						2.49	
Standard Mean=						2.50	

Table 2 above revealed response of lecturer to availability of Resources in selected NTI study centers in Oyo. Table 2 indicates the grand weighted mean of 2.49 out of 4.00 maximum obtainable score, which is lower than the standard score of 2.50. This implies that availability of resources in implementation of English curriculum in selected study centers was average.

Research Question three: How could implementation of curriculum equip students to develop their English performance

Table 3: Descriptive analysis of Implementation of the curriculum

S/N	Effective teaching learning process	SA	A	D	SD	Mean	STD
1	The teacher monitors the students during teaching of English language to prevent disorderliness.	29 65.9%	14 31.8%	01 2.3%	00 0.0%	3.64	.53
2	The teacher carries all students along during teaching of English language	23 52.3%	19 43.2%	2 4.5%	00 0.0%	3.48	.59
3	The teacher selects students who will answer English language questions to control disorderliness.	26 59.1%	16 36.4%	2 4.5%	00 0.0%	3.55	.59
4	The teacher does not obstruct the students' view when writing on the board so as to prevent noise making.	25 56.8%	17 38.6%	2 4.5%	00	3.52	.59
Sub Mean =						3.55	
Standard mean						2.50	
Use of Instructional Materials							
5	I use instructional materials in the way that everyone will see so as to prevent noise making when teaching English language	16 36.4%	26 59.1%	2 4.5%	0 0.0%	3.32	.56
6	During classroom activities, instructional materials are available and adequate	25 58.1%	17 39.5%	1 2.3%	00 0.0%	3.56	.55
7	The teacher usually selects students who will make use of instructional material to prevent rowdiness	34 75.6%	10 22.2%	0 0.0%	0 0.0%	3.77	.42
8	Educative materials hung up makes the learning interesting	22 51.2%	19 44.2%	2 4.7%	0 0.0%	2.32	.59
Sub-mean						3.53	
Evaluation of Learning Outcome							
10	Efficiency of evaluation of lesson taught improves students' learning in English	21 47.7%	23 52.3%	0 0.0%	0 0.0%	3.48	.51
11	The teacher gets adequate feedback from learners during evaluation	13 29.5%	18 63.6%	3 6.8%	0 0.0%	3.23	.57
12	The lesson objectives are usually achieved during evaluation process	17 18.3%	37 39.8%	30 32.3%	9 9.7%	2.33	.89
Sub-Mean=						3.01	
Standard mean						2.50	
Managing Instructional time							
13	When the lesson begins I have to wait quite a long time for the students to settle down	23 52.3%	19 43.2%	2 4.5%	00 0.0%	3.48	.59
14	Unplanned time may result to students' disruption	26 59.1%	16 36.4%	2 4.5%	00 0.0%	3.55	.59
15	Overcrowded classroom directly impacts negatively on teaching –learning process	25 56.8%	17 38.6%	2 4.5%	00	3.52	.59
16	I Comply with the period of time allotted for class lessons during English class	16 36.4%	26 59.1%	2 4.5%	0 0.0%	3.32	.56
17	Well managed group activities help in time management	25 58.1%	17 39.5%	1 2.3%	00 0.0%	3.56	.55
18	Lessons that are enriched with teaching aids enhance time management	23 52.3%	19 43.2%	2 4.5%	00 0.0%	3.48	.59
Sub- mean=						3.49	

Table 3 revealed responses of lecturer to how implementation of the curriculum equip student to develop their English performance in NTI study centers in Oyo State, the table indicates the grand weighted mean of 2.53 out of 4.00 maximum obtainable score, which is which is higher than the standard score of 2.50. In summary, the finding revealed that the curriculum is fairly implemented by lecturer in

NTI study center in Oyo state while lesson objective is not are not achieved during evaluation process.

Research Question four: What are the assessment techniques adopted in NTI centers in implementation of English curriculum in Oyo State.

Table 4: Assessment techniques adopted in all NTI centers in implementation of English curriculum in Oyo State.

S/N	Item	Applicable	Not Applicable	Mean	STD
1	Test	89 92.1%	7 7.3%	1.90	.37
2	Assessment	86 89.6%	10 10.4%	1.90	.31
3	Roleplay	35 36.1%	62 63.9%	1.35	.01
4	Checklist	72 75.0%	24 25.0%	1.75	.04
5	Rating Scale	44 45.8%	52 54.2%	1.46	.12
6	Demonstration	93 96.9%	3 3.1%	1.93	.26
7	Assessing prior knowledge	72 75.0%	24 25.0%	1.75	.00
8	Assessing skill analysis	44 45.8%	52 54.2%	1.46	.00
9	Assessing creativity	96 100.0%	0 0.0%	2.00	.00
10	Assessing skill application and Performance s	86 89.6%	10 10.4%	1.90	
	Weighted mean			1.74	
	Standard mean			2.50	

Table 4 presents assessment technique adopted in NTI centers in implementation of English curriculum in Oyo State. The weighted mean 1.74 indicate that only six items were adopted by the lecturer in implementation of English curriculum in NTI centers in Oyo State, the items are rated as follows: Assessing creativity (2.00>1.74) followed by Demonstration (1.93>1.74) followed by checklist and Assessing prior knowledge while the remaining 4 items are

not generally adopted by lecturer in NTI centers and rated as follows: Roleplay (1.35<1.74) followed by Rating Scale and Assessing skill analysis (1.35<1.74) . In summary, the assessment technique adopted include test, Assessments, checklist, demonstration, creativity and assessing skill application and performance. while role play rating scale and not adopted by lecturers in the selected study centers

Discussion of Findings

This section discusses the findings of the study as it related to research objectives

The findings revealed that the lecturers in analyzing their profile have what it required to partake in NTI study centers with possession MSc degree and PhD degree. This finding negate Otolumefor (2011) reaffirmed that a large number of teachers in various educational institutions in Nigeria, could barely justify their qualification in their classroom interactions, as they seem not fit to be referred to as professional teachers. This may have been the reason for the continued poor learning outcomes of learners at their various levels. This ugly trend may have been as a result of the lack or insufficient professional development of these teachers by the authourities concerned. Studies on education quality indicates a nexus between teachers' professional development and education quality, especially in the areas of teachers' beliefs and practices, pupils' learning outcomes and the implementation of educational reforms (UNESCO, 2006).

The findings also revealed that lecturers have negative response to availability of resources in implementation of English curriculum in selected study centers as so many facilities is lacking in NTI study centers which include Provision of regular power for the 21st generation teaching and learning, Good serenity and ambiance that facilitate good reading culture among students & teachers and Integration of information and communication technology in the school, a functional school library with current books / e- books, functional laboratory with relevant equipment this findings support Ajaja and Kpangban (2004) who stated that any established school curriculum calls for ways and means of implementing it in order to reach the objectives of the various levels. Methods of teaching are planned activities involved in the implementation of the curriculum. The expository, discovery, project or invention methods are examples of methods used to bring the learner into contact with the subject matter. The effectiveness of this contact demands activities and resource material utilisation.

These may be in the form of demonstrations and experimentations, visits to real life situations, real objects and specimens, symbolic and pictorial representations. In order to achieve efficient and effective communication between him and the learners, the teacher must understand the nature of the communication process and the extent to which it will enhance a wide choice of his channel of message transmission to students. The findings revealed that part of the assessment technique adopted include Assessing creativity, demonstration, checklist and Assessing prior knowledge while this four are adopted by lecturer in NTI centers which include roleplay, Rating Scale and Assessing skill analysis this finding support Ogbu (2018) discovered that instructional materials needed by a teacher for his lesson may not always be readily available. Obeneata (1991) identified inadequate curriculum materials as one of the sources of poor implementation of engliss curriculum. The materials are alien to some teachers both in training and in practice. So if teachers have all the qualities of a good teaching, without adequate curriculum and instructional materials, the curriculum objectives cannot be achieved.

Conclusion

It is concluded that lecturers profile was high with the possession of M.Sc. degree and Ph.D. degree and minimum of more than five years' experience. It is also concluded that availability of resources in implementation of English curriculum in selected study centers were low. Also, part of the assessment technique adopted include Assessing creativity, demonstration, checklist and Assessing prior knowledge while this four are adopted by lecturer in NTI centers which include roleplay, Rating Scale and Assessing

Recommendation

The following recommendations are made from the findings of this study:

1. There is need for provision of modern aids/materials in all NTI centers for effective implementation of the curriculum.

2. There is need for lecturer to make effective utilization of the modern aids/material
3. Lastly, there is need for other means of evaluation like rating scale in all NTI centers.

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