

Curriculum Implementation Status and Adoption of ICT Resources in Distance Learning Programme of the Nigerian Teachers' Institute

IBIWUMI A. ALADE

Tai Solarin University of Education, Ijagun, Ijebu-Ode, Nigeria.

Abstract. As novel as the notion of establishing the National Teachers' Institute (NTI) Distant Learning Studies is a general observation shows that various people still pick flaws in the programme, especially, its Nigerian Certificate in Education (NCE) at the implementation level. Some quarters doubt the quality of teaching manpower produced as well as how realistic the synergy of combining NTI teacher education with new technology in the training centres. These observations prompted this study which examined "curriculum implementation status and adoption of ICT resources in distance learning programme of the Nigerian Teachers' Institute. The descriptive survey was guided by three research questions. Curriculum Implementation Status and ICT Resources Rating Scale with a reliability coefficient of 0.84 was used to collect data from 373 respondents (73 facilitators and 300 students). Frequency count, percentage weights and pie-chart were used for data analysis. The findings revealed that: the programme facilitators are 82.3% and 70.0% qualified qualification wise and in working experience respectively; The adoption of many ICT resources are inadequate except the use of mobile phones with 70.0% adoption; and a below average (43.3%) rating in supervision and monitoring of the teacher education curriculum implementation, but a fairly regular supervision and monitoring of classroom instructional practices for quality assurance (53.4%). It is recommended that basic ICT courses should be part of NCE curriculum for its gradual integration into the teacher preparation process. Also, the government at all times must be cautions not to leave the curriculum implementation affairs in the hands of non-professionals for maximum yield.

Keywords: Curriculum Implementation, ICT Resources, Teacher Education.

1. Introduction

The teacher remains an invaluable human factor for advancing the frontiers of knowledge through curriculum delivery process. As the society depends on education for its economic, social and political status, the roles of teacher education programme in preparing professional teachers are very crucial the world over. In Nigeria, teacher education programmes at higher level operate both on regular and part-time or distant learning basis. While regular academic programmes of teachers purposefully serve full time pre-service teachers, it is expected that other avenues on part-time basis make provision for those who did not have opportunities for full time teachers' professional training as well as working teachers who need further professional training. As a result, the emergence of distance education for the furtherance of enhanced curriculum implementation and quality output holds a significant place in Nigerian education.

Distance education helps to extend the market for education to clientele who have not been previously served (Aderinoye and Ojokheta, 2004). Similarly, the problem of unsatisfied demand for education versus actual supply of education services contributed to the acceptance, growth, and implementation of distance education in Nigeria as a means to bridge the gap between demand and supply, teacher education inclusive. Of much concern in this paper is curriculum for teacher preparation through the National Teachers' Institute in Nigeria.

The National Teachers' Institute (NTI) Kaduna was established in 1976 by the Federal Government of Nigeria to provide qualified teachers needed to meet the requirements of the Universal Basic Education (UBE). Among many other things the institute is charged with the responsibility of producing the right

caliber of professional teachers. The National Teachers' Institute work towards the upgrading and enhancement of the professional skills of serving teachers for effective curriculum implementation through the appropriate use of the right pedagogy of teaching in their respective areas of specialization as their watch words.

Osun State Universal Basic Education Board (2011), for instance, reiterated that the training of more teachers for the primary and secondary schools becomes the focus of the government, and they felt this is important, especially at a time when the dream of the Universal Basic Education (UBE) scheme, a scheme that fosters basic education of every Nigerian child, is given much attention in Nigerian Education policy. Apart from the legal backing of Act Number 7 of April, 1978 which established the National Teachers' Institute, NTI (2002) further summarized the functions and the objectives of the Institute as stated below:

- To upgrade underqualified and unqualified teachers.
- To provide refresher and other upgrading courses for teachers.
- To organize workshops, seminars and conferences that could assist in the improvement of the teachers nationwide.
- To conduct national teachers grade II examination.
- To carry out research in conjunction with other bodies on any matter relevant to educational development in the country.
- Formulate policies and initiate programmes at all levels of education designed to improve research, the quality and content of education in Nigeria.
- Assess the training programmes offered by the institutions controlled by or associated with the institute with a view to ascertaining the professional competence of these institutions.
- Offer such assistance either or in co-operation in the education of teachers and perform such other functions as are necessary or expedient for the full discharge of all functions as the council under this decree.

As a progressive development of the National Teachers' Institute services on teachers upgrading and development in Nigeria, the Nigeria Certificate in Education (NCE) by Distance Learning System (DLS) was introduced in 1990 with the aim of upgrading the professional status of the holders of the Teachers' Grade II Certificate (TCII) and other people in teaching profession without teaching

qualification. The Programme is designed to run for four academic years (cycles) with each cycle having three terms and an average of three modules of course materials for each subject for each term in a cycle. The curriculum of NCE through Distance Learning has the subject matter, the learning activities, and evaluation approaches, all to achieve the purpose of producing qualified teaching personnel for primary and secondary education in Nigeria.

The NTI'S NCE by Distance Learning Programme has a national body at Kaduna, the zonal level which is in accordance with the geographical distribution of the federal government, the state level and the local level where there are centre coordinators. As the national body gives instructions to the zones, the zones in turn co-ordinate the centre supervisors who in turn are responsible for appointing course tutors and report back to the state coordinator all curriculum implementation practices and product about the teacher education programme among other responsibilities.

In the curriculum implementation process of education, the demand for new strategies has obviously accelerated worldwide. The stakeholders of education are looking for innovative ways to increase access to higher education and improve the quality of their programmes and courses in a bid to improve their competitiveness (Ong'eta, Musyoka-Kamere, Mose & Mune, 2013). Reforms in the education system of many countries obviously have tended to concentrate on expanding general education and academic pathways (Okonkwo & Ogwo, 2010). As a result, the use of new information and communication technologies (ICTs) have dramatically changed the way we live, learn, work, and even think about work. In education to be specific, the prevalence of information and communication technology (ICT) and its impact in nearly all aspects of human activities are compelling reasons for higher education institutions (HEIs) to try to capitalize on 21st century tools and technologies to address 21st century issues and challenges.

Ong'eta et al (2013) further explain that new ICTs offer a rich plethora of uses in learning/teaching processes far beyond the ability to transfer content of textbooks and lectures to students at any stage of the study process. Many of the ICT facilities can be used most efficiently to enrich and support lectures, seminar meetings and face-to-face tutorials, they buttressed. In their own contributions, Drent & Meelissen (2008) submit that "ICT provides new opportunities for teaching and learning, including

offering opportunities for more student-student-to-student communication and collaboration, greater opportunities for multiple technologies delivered by teachers, creating greater enthusiasm for learning amongst students and offering access to a wide range of courses” (p.45). It thus becomes very clear that new and emerging technologies challenge the traditional process of teaching and learning and the way education is managed in both regular education programmes and distance learning programmes.

Adefila (2014) in his own study reported that ICT has proved very effective for distant learning programmes; encouraged individual learning and so on. However, in spite of the role ICT plays in the educational development and by extension, the overall development of a country, there is still the problem of integrating ICT into the Nigerian educational System (Onwuchekwa, 2010). In the NCE Distance Learning programme of the National Teachers’ Institute in Nigeria, apart from the criticisms on the extent to which ICT resources and other relevant instructional materials are effectively used for the curriculum implementation, issues have been raised about the products (graduates) of the teacher education programme, adequacy of the personnel in use, extent of supervision and monitoring.

Although, the establishment of NCE Distance Learning Programme of the National Teachers’ Institute in Nigeria in 1990 is adjudged as a novel step towards manpower development needed for primary and secondary education in Nigeria, it is a pity from a general observation that administrators of education in Nigeria to a very great extent prefer the products of regular colleges of education than those who had their teaching professional certificate of the NTI. Disappointedly, according to Osun State Universal Basic Education Commission (OSUBEC, 2011), graduates of NTI Distance Learning Studies (DLS) are barred from being employed by the Commission. They prefer graduates of regular teacher preparation programme of colleges of education. The common complaint is that NCE products from NTI Distance Learning are substandard, and this emerged from the flaw process of admission, the training process and certification.

Available studies and appraisal of the NTI teacher education programme of NCE status rightly commented on the poor quality of teaching in the NTI NCE part-time/distance learning programme. Comments were passed on poor learning environment, inadequate structures being used for the programme, inadequate output and several other challenges. In the area of those who manage the NTI

programme implementation, some effectiveness in the area of management staff, and manager-community relationships were applauded. Notwithstanding, incessant power failure affecting the use of communication technologies, doubts of about the quality of NCE of NTI by Distance Learning and Skepticism about the acceptability of their certificates in teaching work places remain worrisome to educational researchers.

Despite the fact that Nigerian Certificate in Education Distance Learning Programme has spread to various centres in Nigeria, the criticisms being levied against it varies from one centre, zone and state to the other. The divergent claims on NTI NCE curriculum implementation practices continue to abound. In the light of the obvious observations and claims from the existing literature, the need to examine the status of NCE Distance Learning Programme with specific attention to its curriculum implementation and adoption of ICT resources becomes very significant to embark on.

2. Statement of the Problem

For quite sometimes now, the curriculum for preparing professional teachers with Nigerian Certificate in Education through distance learning has been useful the upgrading courses for teachers and improvement of teachers’ quality in-service delivery. However, in spite of the legal backing which makes this programme a laudable part of NTI responsibilities in Nigerian education, there have been criticisms and divergent views on its viability in term of quality, structure, human and material resources and the whole implementation process as a whole.

Also, people still pick flaws in the NCE programme being offered by NTI on the status of integrating information and communication technology (ICT) to its teacher training process for meeting the professional demands in Nigeria and the African region. Hence, these observations and issues raised informed this study which empirically examined the “curriculum implementation status and adoption of ICT resources in Distance Learning Programme of the Nigerian Teachers’ Institute in the three Senatorial Districts of Ogun State of Nigeria.

3. Purpose of the Study

The study examined the curriculum implementation status and adoption of ICT resources in Distance Learning Programme of the Nigerian Teachers’ Institute in the three Senatorial Districts of Ogun

State of Nigeria. The specific purposes of the study were to examine the:

- Profile of the facilitators (in term of gender, qualifications and working experience) employed for the Nigerian Certificate in Education by Distance Learning Programme of the National Teachers' Institute in the three Senatorial Districts of Ogun State of Nigeria.
- Availability and adequacy of ICT resources adopted in the curriculum implementation of the Nigerian Certificate in Education by Distance Learning Programme of the National Teachers' Institute in the Three Senatorial Districts of Ogun State Nigeria.
- Regularity of the supervision and monitoring of the curriculum implementation of the Nigerian Certificate in Education by Distance Learning Programme of the National Teachers' Institute in the three Senatorial Districts of Ogun State of Nigeria.

4. Research Questions

The following research questions were raised and answered in the study:

- What are the profile of the facilitators (in term of gender, qualifications and working experience) employed for the Nigerian Certificate in Education by Distance Learning Programme of the National Teachers' Institute in the three Senatorial Districts of Ogun State of Nigeria?
- How available and adequate are the ICT resources adopted in the curriculum implementation of the Nigerian Certificate in education by Distance Learning Programme of the National Teachers' Institute in the three Senatorial Districts of Ogun State of Nigeria?
- How regular is the supervision and monitoring of the curriculum implementation of the Nigerian Certificate in Education by Distance Learning Programme of the National Teachers' Institute in the three Senatorial Districts of Ogun State of Nigeria?

5. Scope of the Study

The content scope of the study is curriculum implementation status and adoption of ICT resources in Distance Learning Programme (DLP) of the Nigerian Teachers' Institute (NTI). The study is limited to the profile of the facilitators ICT resources

and the supervision and monitoring of the curriculum implementation. The geographical scope of the study is the three Senatorial Districts in Ogun State. The programme Centre managers, Subordinate Administrative Staff, Lecturers/tutors and pre-service professional teachers running the Nigerian Certificate in Education Distance Learning Programme are also the subject of this study.

6. Research Methodology

The Research Design

The study is a descriptive survey. A survey is a research approach in which information is sought on an existing condition since the phenomenon has occurred already. The survey method gathered relevant data from existing population at a particular period, and no variable was manipulated.

Population of the Study

The population for this study comprises the facilitators who are management staff that oversees each NTI Centre among which are Centre managers who are the chief overseers in each Centre on behalf of the national Teachers' Institute (NTI), The lecturers/Tutors who usually work on part-time basis as chief curriculum implementers of various course curricula options in the NTI Centres; The pre-service NCE teachers who are the students undergoing the NCE of the NTI Distant Learning Programme in their various Centres. There are six (6) NTI Centres that are spread around the three Senatorial Districts in Ogun State, forty-two (42) subordinate administrative staff, and twenty-five (25) part-time lecturers/tutors, making seventy-three (73) programme facilitators altogether. There are six hundred and seven students (607) with an average of 100 students in each centre. In all, the entire population is six hundred and eighty (680) in the centres, altogether.

Sample and Sampling Technique

All the seventy-three (73) programme facilitators (Centre managers, Subordinate Administrative Staff, and part-time Lecturer/Tutors) participated in this study because their entire number is manageable while three hundred (300) students were selected through stratified random sampling from the six NTI Centres. In all, three hundred and seventy three (373) were the respondents for this study.

Research Instrument

The self-designed research instrument used for data collection is named Curriculum Implementation Status and ICT Resources Rating Scale (CISICTRRS) developed by the researcher based on

a critical review of relevant literature and NTI NCE by Distance Learning Studies (DLS) Monitoring and Supervision Scale containing items on quality control developed by the National Teachers Institute, Kaduna, Nigeria (NTI , 2002). The research instrument is divided into four sections – A, B, C, and D. Section A is on the demographic data of the participants (respondents) in this study. Section B is on the profile of the facilitators of NCE by distance learning in term of gender, qualification and working experience, section C focus on the availability and adequacy of ICT resources adopted in NTI NCE curriculum implementation, while Section D contains items on supervision and monitoring of the programme. The responses required for section C and D are Available and Adequate (AA), Available but Not Adequate (ANA), Not Available (NA), and Very Regular (VR), Fairly Regular (FR) and Not Regular (NR) respectively.

Validity of the Research Instrument

The instrument (CISICTRRS) designed for the study was subjected to validity by experts in the field of curriculum evaluation and research instrument design who reviewed it in term of language of its construction, phasing, wordings, depth of coverage, relevance as well as its face value (items organisation and its logical structuring in the order in which the research questions for the study are asked). The constructive criticisms and suggestions of the validators led to the modification of the research instrument finally used for this study.

Reliability of the Research Instrument

Twenty-six copies of the Curriculum Implementation Status and ICT Resources Rating Scale (CISICTRRS) were administered on some NTI’s NCE by DLS facilitators in Lagos State that are

outside the scope of this study for objectivity. A split-half reliability approach of determining reliability coefficient was used. The twenty-six administered CISICTRRS were split into two equivalent numbers using the odd/even number method. To obtain the reliability co-efficient of the whole twenty-six copies of the research instrument, from the correlation between the two halves, Spearman Brown prophecy formula was used,

$$r_{\pi} = 2r \frac{1}{2} \cdot \frac{1}{2}$$

$$1 + r \frac{1}{2} \cdot \frac{1}{2}$$

And a reliability coefficient of 0.84 obtained was considered suitable for this study.

Method of Data Collection

Each of the six Centre Managers/Coordinators of the National Teachers’ Institute, Ogun State was contacted and permission was sought by the researcher along with three research assistants. The administration of seven hundred copies of the research instrument followed, but despite a careful monitoring six hundred and eighty (680) copies of the research instrument returned due to the absence of a few of the respondents who could not return the research instrument actually served as the sample for this study. The data collection was done within one week.

Method of Data Analysis

The data collected for the study were analysed with the use of percentages as conditioned by frequency count of the respondents’ responses, percentage and pie chart for adequate explanation of the results for each of the research questions raised in the study.

7. Results

Research Question 1: What are the profile of the facilitators (in term of gender, qualifications and working experience) employed for the Nigerian Certificate in Education by Distance Learning Programme of the National Teachers’ Institute in the Three Senatorial Districts of Ogun State of Nigeria?

Table 1: Profiles of the Facilitators for Nigerian Certificate in Education by Distance Learning Programme Curriculum Implementation

Gender	Number of Facilitators (F)	Percentage (%)
Male	31	42.5
Female	42	57.5
Total	73	100
Qualification		
Doctorate Degree (Ph.D)	4	5.5
Masters Degree (M.Ed.)	25	34.3
Bachelor Degree/HND Postgraduate Diploma in Education	6	8.2
B.Ed/B.Sc/BA	25	34.3
N.C.E Working Experience	13	17.8

Total	73	100
Working Experience		
1 – 5 years	5	6.9
6 – 10 years	15	20.6
11 – 15 years	51	70.0
16 years and above	2	2.5
Total	73	100

From the data collected as presented in table 1, it is evident that the facilitators (Centre managers, subordinate administrative staff and part-time lecturers/tutors) who are the input factor for the Nigerian Certificate in Education Curriculum Implementation by distance learning under the auspices of National Teachers’ Institute have more female staff (57.5%) than their male staff (42.5%). In term of the quality of the facilitators, four (4) of them (5.5%) are doctoral, degree (Ph.D) holders; 25 have master degree (34.3%) in education; six (6) of the facilitators with either a Bachelor Degree certificate without education or Higher National Diploma (HND) Certificate (8.2%) have Postgraduate Diploma in Education (PGDE); 25 of the facilitators (34.3%) also have a Bachelor Degree either in Education, Science or Arts; while 13 of them (17.8%) have Nigerian Certificate in Education (NCE) Certificate. With this results, it is clear that National Teachers’ Institute has many facilitators with Bachelor Degree and above in the Nigerian Certificate in Education Curriculum implementation compared with only 13 with NCE which may be regarded as their junior staff (5.5% + 34.3% + 8.2% + 34.3% = 82.3%) (table 1). The working experience of the facilitators are presented in figure 1 (pie-chart) below.

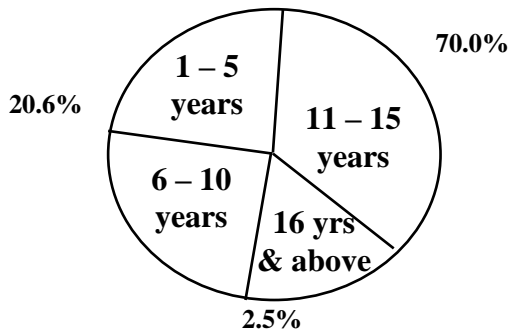


Figure 1: NTI NCE Curriculum Implementation Facilitators/Working Experience

The percentages of the years of working experience of the facilitators that go into the administrative and academic practices involved in the NTI NCE curriculum implementation as shown in table 1 and figure 1 show that many experienced staff are involved in the NTI programmes in the three Senatorial Districts of Ogun State in Nigeria.

Research Question 2: How available and adequate are the ICT resources adopted in the curriculum implementation of the Nigerian Certificate in Education by Distance Learning Programme of the National Teachers’ Institute in the three Senatorial Districts of Ogun State of Nigeria?

Table 2: Students’ Responses on the Availability and Adequacy of ICT Resources in Use for NTI NCE by Distance Learning

Item	Available & Adequate (AA)	Available But Not Adequate (ANA)	Not Available (NA)
Computer Set (Laptops)	5 (1.7)	240 (80.0)	55 (18.3)
Multimedia Projector	3 (1.0)	7 (2.3)	290 (96.7)
Television Set	10 (3.3)	230 (76.7)	60 (20.0)
ICT Library Resources	50 (16.6)	100 (33.3)	150 (50.1)
Internet (On-line Information)	5 (1.67)	15 (5.0)	280 (83.3)
Power Point	5 (1.67)	15 (5.0)	280 (83.3)
Software Packages/Templates e.g Curriculum Software Template, Computer-Assisted-Instructional packages, E-learning Packages, E-teaching Packages, etc.	7 (0.7)	-----	298 (99.3)
Electricity Supply	70 (23.3)	220 (73.4)	10 (3.3)
Instructional Radios and Videos	50 (16.6)	100 (33.4)	150 (50.0)
Mobile Phones	210 (70.0)	80 (26.7)	10 (3.3)

The data in table 2 show that, all the ten listed information and communication technology (ICT) resources are available, but in various percentages in term of their adequacy and inadequacy. Specifically, for the curriculum implementation of Nigerian Certificate in Education by Distance Learning as is being assessed in this study, the most adequately available resources is mobile phones (70.0% adequate). This is perhaps because most students have a personal mobile phone with browsing facilities. Computer set/laptops – 1.7% adequate; Multimedia Projector – 1.0% adequate; Television set – 3.3% adequate; ICT library Resources – 16.6% adequate; Internet (On-line Information) – 1.67% adequate; Power Point – 1.67% adequate; Software packages/templates (Curriculum Template, Computer Assisted – Instructional Packages, E-Learning Packages, E-teaching Packages, etc) – 0.7% adequate; Electricity Supply – 23.3% adequate; and Instructional Radios and Videos – 16.6% adequate with these results on each of the current state of ICT resources in this digital age and the demands for 21st century teacher education, all is not well with the NTI NCE curriculum implementation by distance learning.

Research Question 3: How regular is the supervision and monitoring of the curriculum implementation of the Nigerian Certificate in education by Distance Learning Programme of the National Teachers’ Institute in the three Senatorial Districts of Ogun State of Nigeria?

Table 3: Facilitators Responses on the Supervision and Monitoring Regularity of NTI NCE Curriculum Implementation Practices.

Item	Very Regular (VR)	Fairly Regular (FR)	Not Regular (NR)
Visit to NTI NCE Administration Centres for record update.	10 (13.4)	50 (68.5)	13 (17.8)
Unscheduled visit to the NTI Centres to enhance productivity.	-	13 (17.8)	60 (82.2)
Supervision and monitoring of the NCE curriculum implementation by distance learning to keep in tune with National standard.	15 (20.6)	52 (71.2)	6 (8.2)
Supervision and monitoring activities of classroom instructional practices at the Centres for quality assurance.	39 (53.4)	20 (27.4)	14 (19.2)
Organising workshops and seminars to deliberate on the curriculum implementation challenges and way forward.	8 (1.1)	7 (9.6)	60 (82.2)
Average (%)	17.8%	38.9%	43.3%

N=73; the values in parentheses are in percentages (%).

The results presented in table 3 show that on the average, the supervision and monitoring of the curriculum implementation of the Nigerian Certificate in Education by Distance Learning of the NTI is only 17.8% Very Regular, 38.9% Fairly Regular, while a percentage of 43.3 is recorded for Not Regular. However, the programme facilitators specifically responded that the supervision and monitoring activities of classroom instructional practices at the Centres for quality assurance is 53.4% Very Regular.

8. Discussion

The findings of this study have actually revealed the present status of the Nigerian Certificate in Education (NCE) offered by Distance Learning Programme of the National Teachers’ Institute (NTI) with focus on the personnel input profile, ICT adoption and the supervision and monitoring of the curriculum implementation practices both in administration and classroom instructional practices at the Centres to enhance productivity. The findings from the results presented in table 1 clearly show that the National Teachers’ Institute has many qualified programme facilitators viz: Four (4) Doctoral Degree (Ph.D)

holders, 25 Masters Degree holders, 6 Bachelor Degree/Higher National Diploma holders with Postgraduate Diploma in Education, and 25 Bachelor Degree in Education/Bachelor of Science/Bachelor of Arts for the teacher education curriculum programme implementation (table 1). This finding corroborates Akiode’s (2016) findings that the quality of human personnel for the teacher programme is very high. The number of Masters Degree in Education holders used as facilitators at the various Centres, is perhaps one of the major determinants of quality of teacher preparation in the programme. Similarly, the profile of the programme facilitators in term of working experience as presented in table 1 and figure 1 indicates that 70.0% of them have working experience of between 11 years and 15years. This makes it clear that the teacher education curriculum implementation at the NTI Centres are not being handled with inexperienced staff.

On the availability and adequacy of ICT resources in use for NTI NCE by distance learning, mobile phone is the most commonly used ICT facility (70.0%, table 2). All the pre-service professional teachers responded highly to mobile phones compared to all other ICT facilities identified. This may be attributed

to the fact that mobile facilities are the most easily and readily available to the participants. This finding agrees with that of Sampele, Akim and Karei (2013), who found out that the mobile phone is the most commonly used ICT facility of the teacher trainees. Despite all the advantages of technological revolution, which gave birth to ICT, the other ICT resources which are computer set/laptops, multimedia projectors, television set, ICT library resources, internet/online information, power point, software packages/templates, electricity supply and instructional radios and videos are not adequately available at the National Teachers' Institute Centres in the three Senatorial Districts of Ogun State. Meanwhile access to ICT infrastructure and resources in schools is a necessary condition to the integration of ICT in education (Plomp, Anderson, Law & Quale, 2009, cited in Semele, Akim and Karei, 2013). But there is still the problem of integrating ICT into the Nigerian educational system (Onwuchekwa, 2010). This problem implies that ICT as a technology that creates the opportunity of governments to provide more distant learning programmes, which makes it possible for many more people, located far from the centre of learning to upgrade themselves are inadequate in NTI teacher education curriculum (NCE) implementation.

The regularity of supervision and monitoring of the Nigerian Certificate in Education curriculum implementation as presented in table 3 reveals a percentages of 68.5 for official visit to NTI NCE Administration Centres for record update on a fairly regular basis; 71.2% (Fairly regular) for supervision and monitoring of the NCE curriculum implementation by distance learning to keep in tune with National standard; but a very regular supervision and monitoring activities of classroom instructional practices at the centres for quality assurance (53.4% – table 3). Still, supervision and monitoring of the teacher education curriculum (NCE) implementation at the National Teachers' Institute survey is Not Regular with a percentage of 43.3% (table 3). However, this non regularity of supervision and monitoring of the programme disagree with Akiode's (2016) submission that the rate of monitoring of the programme (NTI NCE programme) by the centre managers and the programme administrators is high enough. Thus, there is the need for improvement.

9. Conclusion and Recommendations

The significance of the National Certificate in Education offered at National Teachers' Institute at various centres in Nigeria by distance learning approach remains laudable in creating more

opportunities for knowledge and skills update of teachers. Also it is a pathway to professional development of teachers as well as those who due to one reason or the other cannot go for full time teacher education programme. Although, the status of the personnel implementing the teacher education curriculum is not disappointing as revealed by this study, the centres are slowly embracing ICT resources in their daily operations.

The point is that with the current state of curricular practices in NTI NCE programme by distant learning, the teacher training programmes should not leave ICT resources behind. If NTI centres are not adequately provided with appropriate basic ICT resources and even skills for integration, then the whole programme is bound to collapse or dwindle in output. On the whole, the present status of curriculum implementation of NCE teacher education in National Teachers' Institute can still thrive better with collective efforts of education stakeholders in policy and innovative terms given due consideration to the following recommendations:

- Basic ICT courses should become part of Nigerian Certificate in Education Curriculum for gradual, integration of ICT in the teaching and learning process by distant learning.
- National Teachers' Institute Centres should be well equipped with ICT facilities and make them accessible to teacher education trainees regularly.
- Regular and adequate supervision of teacher education programmes of the National Teachers' Institute by distant learning would improve the programme output and reduce the areas where people pick flaws on the programme.
- The government at all times must not afford to leave the curriculum implementation of National Teachers' Institute in administration and classroom practices in the hands of mediocre or novice who are not professionals in education field for maximum yield.

References

- Adefila, J. S. (2014). *Assessment of the use of information and communication technology in business education programme in colleges of education in Kwara state*. M. Ed. Dissertation, Department of Vocational and Technical Education, Tai Solarin University

- of Education Ijagun, Ijebu-Ode, Ogun State, Nigeria. Viii + 102pp.
- Aderinoye, R. & Ojokheta, K. (2004). Open-Distance Education as a mechanism for sustainable development: Reflections on the Nigerian Experience. *International Review of Research in Open and Distance Learning*, 5(1) Retrieved June 5, 2006 from: <http://www.irradl.org/idex.php/irradl/view/M4/256>.
- Akiode, A. O. (2016). *Evaluation of Nigerian certificate in education (NCE) distance learning programme of the National Teachers' Institute (NTI) in Ogun state*. M. Ed. Dissertation, Department of Educational, Foundations and Instructional Technology, Tai Solarin University of Education, Ijagun, Ijebu-Ode, Ogun State, Nigeria. X+71pp.
- Drent, M. & Meelissen, M. (2008). Which factors obstruct or stimulate teacher educators to use ICT innovatively? *Computers and Education*, 5(1) 187-199.
- National Teachers' Institute (NTI) (2002). *Nigerian Quality Control*. Kaduna: NTI Printing Press.
- Okonkwo, N. E. & Ogwo, B. A. (2010). Enhancing Secondary School Administration through the utilization of Information Communication Technology in Nsukka Education Zone. *Nigerian Vocational Association Journal*, 15(1), 55-62.
- Ong'eta, W., Musyeka-Kamere, I. M., Mose, G. & Mune, C. (2013). Innovative ways of integrating Information and Communication Technology in teaching and learning in Higher Education. *African Journal of Education, Science and Technology*, 1(3), 24-29.
- Onwuchekwa, C. A. (2010). Utilization of Information and Communication Technology (ICT) in teaching Financial Accounting by lecturers in Tertiary Institutions in Rivers state. *Nigerian Vocational Association Journal*, 15(1), 139-146.
- Osun State Universal Basic Education (OSUBE) (2011). Application form for the appointment in the teaching service Osogbo: Osun State Universal Basic Education Board.
- Sempele, N. L. C., Akim, L. L. & Karei, L. R. (2013). Challenges facing the integration of information communication and technology in teacher education: A case of Moi teachers' training college, Baringo, Kenya. *African Journal of Education, Science and Technology*, 1(3), 45-50.
- UNESCO (2011). ICT for higher education: An overview of case studies from the Asia and Pacific region. Bangkok: United Nations Educational and Scientific Organisation.