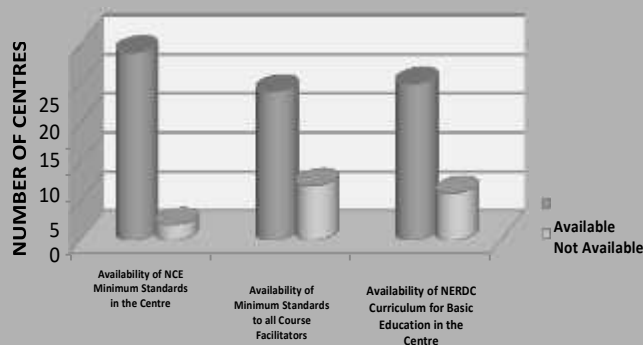




NATIONAL COMMISSION FOR COLLEGES OF EDUCATION ABUJA

REPORT OF THE

MONITORING AND EVALUATION
OF ACADEMIC STANDARDS AND
TEACHER EDUCATION POLICY
IMPLEMENTATION IN NTI STUDY
CENTRES IN THE 36 STATES AND
FCT



MARCH 2019

VOL 4

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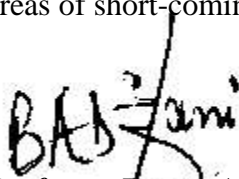
FOREWORD

The National Commission for Colleges of Education (NCCE) established by Decree No. 3 of 1989 now Act. No. 12 of 1993 is charged with the supervisory and regulatory responsibilities for Teacher Education at the sub-degree level in the Country. The Commission since inception has been carrying out these tasks through regular review of NCE Minimum Standards and guidelines on academic programmes, accreditation and re-accreditation of academic programmes.

In recent times, the product of NCE- awarding institutions especially the Graduates of Distance Learning programmes of the National Teachers' Institute (NTI) are under serious attack from our clientele. The public are of the opinion that graduates from these Centres are not adequately prepared for the task of teaching at the Basic Education level. The NCCE took this as a challenge and introduced the Monitoring and Evaluation of Academic Standards in 2018 as a quality assurance mechanism.

Monitoring and Evaluation is one of the measures deployed by the NCCE to ensure that NCE-awarding institutions comply and implement NCE Minimum Standards and Teacher Education policies. The exercise also serves as feedback mechanism while keeping these institutions on their toes for effective service delivery.

This report is the outcome of the Monitoring and Evaluation exercise carried out between 2016 and 2017 in the NTI Study Centres in the 36 States of Nigeria and the FCT. Areas of deficiencies that required urgent attention are clearly highlighted. It is hoped that the NTI will study the document and address the areas of short-coming identified.



Professor Happa-Aliyu Muhammadu
Executive Secretary

ACKNOWLEDGMENTS

Monitoring and Evaluation (M & E) of the implementation of Minimum Standards and Teacher Education policies in the NCE-awarding institutions is one of the quality assurance measures put in place by the National Commission for Colleges of Education (NCCE) to ensure the production of quality teachers for the Basic Education level. Exercise of this nature cannot be considered successful without a meaningful documented report that will display result of the findings.

Accordingly, the Commission has carried out the Monitoring and Evaluation of academic standards and implementation of Teacher Education policies in all the NTI Study Centres in the Country between 2016 and 2017.

To achieve this feat, many individuals too numerous to mention contributed immensely and must be appreciated.

I must specifically thank the Sustainable Development Goals (SDGs) under the Office of Senior Special Assistance to the President on SDG (OSAP-SDGs) for accommodating this activity in their programmes and providing the funds to carry out the exercise. I also want to thank profusely the Executive Secretary of the NCCE, Prof. Bappa-Aliyu Muhammadu and his Management team for their kind support and supervision of the exercise.

The National Teachers' Institute (NTI) Director General and Chief Executive, Professsor Garba Dahuwa Azare and his Management team, particularly the outgone and serving Directors, Field Operations and Students' Support, Dr. Dele Yaya and Alh. Yakubu Akaaba respectively deserved profound appreciation for their active participation in the exercise. I wish to also on behalf of the M & E team commend the commitment and cooperation of the State Coordinators, Centre Managers, Centre Desk Officers, Facilitators and Students for providing all relevant documents and information for the exercise. I wish to commend you all for the commitment.

Also, I most sincerely recognize the contributions of the Commissions' staffers who took part in the field work, data coding, data analysis, report writing, typesetting and vetting of this document. It is the output of their hand works that made this report a reference document.

Finally, our expectation is that the NTI will do the needful to fill the gaps pointed out in this document.

Ugwuanyi, Chukwuma
Ag. Director, Planning, Research and Statistics Department

EXECUTIVE SUMMARY

The National Commission for Colleges of Education (NCCE) carried out Monitoring and Evaluation of Academic Standards in the National Teachers' Institute (NTI) NCE Study Centres in the thirty six (36) States and the Federal Capital Territory of Nigeria from 2016 to 2018. The objective of the exercise was to assess the level of compliance with the provisions in the NCE Minimum Standards by the NTI NCE Study Centres.

The NTI NCE programme is operated through the Open Distance Learning (ODL) mode, whose peculiar mode of content delivery vary from the conventional institutions. Therefore, the instrument used for this exercise was tailored to cater for the ODL requirements.

Thirty six (36) States and the FCT have a total of 144 Study Centres which were covered for the exercise using the multi-approach of facilities inspection,

Results from the exercise revealed that Vision and Mission statements adapted from the NTI headquarters' Mission and Vision was available in all the one hundred and forty four (144) Study Centres. However, eighteen (18) centres were observed to be operating without a strategic plan. Management and Administrative structure were in place in all the Centres with their objectives clearly stated. In the area of regularity of Committee meetings, the exercise revealed that committee meetings were not regular in forty three (43) Study Centres and records of meetings were not properly documented in seventy three (73) Centres. Thirty four (34) Centre Managers did not have the required academic and teaching qualifications prescribed by the Minimum Standards, while four (4) Centre Managers did not have required minimum administrative years of experience for running the Centres.

It is impressive to note that copies of the NCE Minimum Standards were available in all the one hundred and forty four (144) Study Centres. However, the document was not available to facilitators in twenty four (24) Centres. Furthermore, it was observed that thirty eight (38) Centres do not prepare scheme of work and lesson note/plan for use in the Centres. Although Micro-Teaching Laboratory was said to be available in one hundred and twelve (112) Centres, majority of the Centres conduct micro-teaching activities in the classrooms which they referred as their Micro-Teaching Laboratory. The supervision of Teaching Practice was not adequately done in all the Centres.

Review of documents during the exercise revealed that admission policy was not strictly adhered to in some of the Centres as some unqualified students with deficiencies are admitted with a proviso that such students must make up before graduating.

Centres were found running old structure of NCE programme. Examinations and assessment generally not complying with the standards prescribed in the NCE Minimum Standards. For example, students are required to answer one question in 30 minutes for 1 credit load course; two questions in 1 hour for 2 credit load course; and all questions are essay type which do not allow at least 75% coverage of contents in the present circumstance.

Most of the schools hosting NTI Centres have adequate physical facilities and equipment such as classroom, laboratories, computers, public address system, etc. However, functional computers were assessed to be inadequate in thirty seven (37) Centres, while Public Address System and Multi-Media Projector were not available in forty (40) and nineteen (19) Centres respectively.

1.0 BACKGROUND

The enabling Decree No. 3 of January 1989 now Act. No. 12 of 1993 establishing the National Commission for Colleges of Education (NCCE) ascribes to her among others the monitoring and supervision of all NCE-awarding institutions. Consequently, the Commission has pursued vigorously this mandate through regular review of NCE Minimum Standards guidelines for establishment of MCE-awarding institutions, as well as certification of all NCE programmes nationwide.

In recent time, the Commission introduced Monitoring and Evaluation (M&E) exercise as part of her strategies for quality assurance in Teacher Education. The objective of the exercise is to ensure that institutions are in compliance with the Teacher Education Policies as enshrined in the NCE Minimum Standards and National Teacher Education Policy (NTEP)

The exercise deployed the use of Key Performance Indicators (KPI) to assess areas such as:

- Quality and quantity of academic and non-academic staff required of a programme
- Leadership management and organization
- Quality of student intake and admission procedures
- Quality and quantity of learning resources and infrastructure
- Curriculum organization and implementation such as minimum content areas to be covered in a programme
- Evaluation criteria/credit load, etc, and
- Staff and students support services.

The outcome of the exercise will serve as a pointer to the areas that requires immediate attention for effective service delivery.

The first phase of the exercise focused on the twenty one (21) Federal Colleges of Education followed by the second phase which covered forty four (44) State Colleges of Education in Nigeria in 2009. The remaining State Colleges of Education and some Private Colleges of Education were handled subsequently. Another important organ for training of teachers at sub-degree level is the Open and Distance Learning Study Centres coordinated by the National Teachers' Institute, (NTI) Kaduna. This report therefore contained the findings on the status of compliance with the provision in the NCE Minimum Standards and implementation of Teacher Education policies by the NTI Study Centres in the 36 States and the FCT.

2.0 RATIONALE

The Act establishing the National Commission for Colleges of Education mandates it among others to:

- i) Make recommendations on the National Policy necessary for the full development of teacher education and the training of teachers;
- ii) Determine the qualified teacher needs of the Country for the purpose of planning, training facilities and in particular, preparing periodic master plan for the balanced co-ordinated development of Colleges of Education and other NCE-awarding institutions;
- iii) Advise on and taking steps to harmonize entry requirements and duration of courses in Colleges of Education, and
- iv) Collate, analyze and publish information relating to teacher education in the country.

An exercise such as M&E is therefore critical in ensuring that these mandates are carried out and that the institutions comply strictly with the Teacher Education policies for quality teacher production. M&E will provide reliable and valid information on the status of the academic programmes in the NCE-awarding institutions. Such information will assist the public to re-assess the performance of the institutions and thus earn them necessary credibility and trust.

To carry out this very important task, an instrument was designed to capture some of the key Performance Indicators of academic standards in line with global best practices. Such components include:

- i) philosophy and objectives including the Vision and Mission statements of the Study Centres;
- ii) management tools including administrative structures and operational modalities;
- iii) quality of leadership;
- iv) quality and quantity of staff;
- v) staff and students welfare;
- vi) curricular issues including course contents, evaluation procedure and requirements for graduation;
- vii) space, facilities and equipment; and
- viii) Guidance and Counseling services.

3.0 PURPOSE AND OBJECTIVES

The purpose of this exercise is to assess the extent to which the NTI Study Centres are keeping faith with the Teacher Education policies as contained in the NCE Minimum Standards and the National Teacher Education Policy (NTEP). Specifically, the objectives of the Monitoring and Evaluation of the status of the Academic Standards in the NTI Study Centres are to:

- i) determine the extent to which the Centres are keeping faith with the policies and programmes approved for NCE-awarding institutions in Nigeria;

- ii) assess the quality and quantity of staff used by the Centres;
- iii) ascertain the conditions and status of equipment and facilities in the Centres;
- iv) verify the students' entry qualification; and
- v) set a baseline for subsequent Monitoring and Evaluation in NTI Study Centres across the country.

4.0 METHODOLOGY

Due to the nature of the exercise, many and varied methods were used. At the field, officers interacted with the centre staff and students, carried out physical visit to verify facilities and documents in the centres. Scoring was done using the monitoring instrument that contained performance indicators for the assessed areas. The analysis of the information collected from the centres was done using simple frequency counts and the findings are displayed in table and charts. During the field work, Students' Knowledge Inventory was administered to 50 NCE students of cycle 3 and 4 in each Study Centre. The results of this test were analyzed using mean scores and standard deviation. The students' T-test statistic was used to compare the significant difference between the means of two centres. The results are presented in tables. This section further describes the various method deployed for data collection, names of the centres visited during the exercise, the instrument used, validation of the instrument, scoring and interpretation of results.

5.0 DATA COLLECTION

Study Centres are made up of several components that guided their operation; hence, a single method of data collection will not be adequate to for the required assessments. The following data collection methods were therefore deployed during the exercise.

5.0.1 Document Review

This method involves the review of available records to ascertain the history, operational modality and records of results/output in the Centres. For instance, memos of communication between the centres and state office were scrutinized to establish administrative correspondence; Student's files were examined to ensure compliance with admission policy; and Staff qualifications were confirmed through their files.

5.0.2 Field Visit

Here, the M & E officers in the company of the centre officials conducted round the Centre facilities to assess their quantity and quality. For instance, the number of class-rooms in relation to the students' population was considered; adequate staff offices for the discharge of academic activities were looked into; Library and Laboratories contents and component were thoroughly examined.

5.0.3 Questionnaire

Structured questionnaires were administered to target groups in the Centre. For instance, a structured questionnaire was administered to the State Coordinator and Centre Manager. Another questionnaire was administered to the group of facilitators to assess their welfare as well as their level of participation in decision making. There was also another component of the questionnaire that was distributed to students. The questionnaire allowed for focused data collection in ways that are amenable to statistical analysis.

5.0.4 Interview

Interviews were held with some individuals or small groups, to have an insight into certain practices in the Study Centre. Such interviews were guided by a set of generally agreed to, broad questions that guided the conversations.

5.0.5 Focused Group Discussion

Focused group discussion is a variant of small group discussion. It could involve students and staff and community in the centre. Focused group discussion was used to assess groups on their views on programmes and services provided. The discussion also covered areas such as policy issues, quality of the programme as well as policy change processes.

5.0.6 Student Knowledge Inventory

To access the basic general knowledge of NCE graduates by distance mode, a fifty items knowledge inventory was developed and administered on 50 NCE students in cycle 3 and 4 in each NTI Study Centre. The items were structured in such a way that the responses can either be true or false and not both. The time allowed for the test was 45 minutes.

Note that in the North-East zone, the test was administered to only students of the centres in the State capitals of Adamawa, Borno and Yobe States due security threats in the location of the remaining Centres.

6.0 STUDY CENTRES INVOLVED IN THE MONITORING AND EVALUATION EXERCISE

The Monitoring and Evaluation is conducted for all the NCE-awarding institutions throughout the Country. In this report, all the one hundred and forty four (144) Study Centres in the 36 States and FCT were involved in the exercise. The exercise took place between September, 2016 and March, 2018. Names of the Study Centres covered during the exercise are as follows:

- i. Government Secondary School, Bwari Study Centre, FCT, Abuja

- ii. Government Secondary School, Gwarimpa Study Centre, FCT, Abuja
- iii. Government Secondary School, Gwagwalada Study Centre, FCT, Abuja
- iv. Government Secondary School, Kwali Study Centre, FCT, Abuja
- v. Government Secondary School, Nyanya Study Centre, FCT, Abuja
- vi. Government College Makurdi Study Centre, Benue State
- vii. Government College Gboko Study Centre, Benue State
- viii. Government Model Secondary School, Otukpo Study Centre, Benue State
- ix. Abdul-Aziz Attah Memorial College, Study Centre, Okene, Kogi State
- x. Our Lady's School, Study Centre, Anyigba, Kogi State
- xi. Holy Trinity Secondary School, Study Centre, Lokoja, Kogi State
- xii. Holy Rosary College, Study Centre, Idah, Kogi State
- xiii. Government Secondary School, Lafiagi Study Centre, Kwara State
- xiv. Sheikh Abdulkadir College, Ilorin Study Centre, Kwara State
- xv. Offa Grammar School Study Centre, Kwara State
- xvi. Government College Nasarawa Study Centre, Nasawara State
- xvii. Government Secondary School, Nyaya Gbagi, Karu Study Centre, Nasawara State
- xviii. Government Science School, Lafia Study Centre, Nasawara State
- xix. Government Secondary School, Township Study Centre, Jos, Plateau State
- xx. Government College Jos Study Centre, Plateau State
- xxi. Zang Commercial College, Bukuru Study Centre, Plateau State
- xxii. Government Secondary School, Mokwa Study Centre, Niger State
- xxiii. Government College, Bida Study Centre, Niger State
- xxiv. Ahmadu Bahago Secondary School, Minna Study Centre, Niger State
- xxv. Government Secondary School, Kuta Study Centre, Niger State
- xxvi. Government Secondary School, Suleja Study Centre, Niger State
- xxvii. Rumfa College, Study Centre, Kano, Kano State
- xxviii. CBMS Duste Study Centre, Jigawa State
- xxix. Government Secondary School, Malumfashi Study Centre, Katsina State
- xxx. Government College Pilot, Funtua Study Centre, Katsina State
- xxxi. Katsina College Study Centre, Katsina, Katsina State
- xxxii. Government Day Junior Secondary School, Daura Study Centre, Katsina State
- xxxiii. Agwaragi Secondary School, Talata Mafara Study Centre, Zamfara State
- xxxiv. Sambo Secondary School Study Centre, Gusau, Zamfara State
- xxxv. Government Secondary School, Yabo Study Centre, Sokoto State
- xxxvi. Government Secondary School, Isa, Study Centre, Sokoto State

- xxxvii. UDUS (NCE DLS) Study Centre, Sokoto, Sokoto State
- xxxviii. Government Secondary School, Kawo Study Centre, Kaduna State
- xxxix. Government Secondary School, Kagarko Study Centre, Kaduna State
 - xl. Government College Saminaka Study Centre, Kaduna State
 - xli. Government Secondary School, Sabo-Tasha Study Centre, Kaduna State
 - xlii. Government Girls Secondary School, Kwoi Study Centre, Kaduna State
 - xliii. Government Girls' Secondary School, Doka, Kabala Costain Centre, Kaduna State
 - xliv. Government Technical College, Bunza Study Centre, Kebbi State
 - xlv. College of Education Argungu Study Centre, Kebbi State
 - xlvi. Government Technical College, Zuru Study Centre, Kebbi State
 - xlvii. The Polytechnic Birnin Kebbi Study Centre, Kebbi State
- xlviii. Government Arabic College Gombe, Study Centre, Gombe State
- xlix. Government Girls Arts Secondary School, Kaltungo Study Centre, Gombe State
 - l. GDSS Army Barrack, Takum Study Centre, Taraba State
 - li. General Hassan Katsina Unity College, Study Centre, Bauchi, Bauchi State
 - lii. Government Secondary School Mubi Study Centre, Adamawa State
 - liii. Government Secondary School, Michika, Study Centre, Adamawa State
 - liv. Government Secondary School, Gombi, Study Centre, Adamawa State
 - lv. GMMC Yola, Study Centre, Adamawa State
 - lvi. Government Secondary School, M/Belwa, Study Centre, Adamawa State
 - lvii. ATC Maiduguri, Study Centre, Borno State
 - lviii. Government Secondary School, Uba, Study Centre, Borno State
 - lix. Government Girls Secondary School, Chibok, Study Centre, Borno State
 - lx. Government Secondary School, Kwaya Kusar, Study Centre, Borno State
 - lxi. Government Science Senior Secondary School, Potiskum, Study Centre, Yobe State
 - lxii. Government Science Senior Secondary School Gashua, Study Centre, Yobe State
 - lxiii. Government Secondary School, Nguru, Study Centre, Yobe State
 - lxiv. Government Secondary School, Geidam, Study Centre, Yobe State
 - lxv. Christ Girls High School, Ado Ekiti Study Centre, Ekiti State
 - lxvi. Bakare Disu Memorial High School, Dopemu Study Centre, Lagos State
 - lxvii. Ikeja Grammar Secondary School, Bolade Osodi Study Centre, Lagos State
 - lxviii. United Senior High School, Ikorodu, Study Centre, Lagos State
 - lxix. Araromi High School, Orile-Iganmu Study Centre, Lagos State
 - lxx. Baptist Boys High School, Saje, Study Centre Abeokuta, Ogun State
 - lxxi. MHS Sagamu, Study Centre, Ogun State

- lxxii. Adeola Odutola College, Ijebu-Ode Study Centre, Ogun State
- lxxiii. Ansarudden Comprehensive College, Otta Study Centre, Ogun State
- lxxiv. Ajuwon High School, Ijuwan Study Centre, Ogun State
- lxxv. Oyemekun Grammar School, Study Centre Akure, Ondo State
- lxxvi. Lennon Jubilee College, Ikare Study Centre, Ondo State
- lxxvii. Stella Maris College, Okiti-Pupa Study Centre, Ondo State
- lxxviii. Methodist High School, Ilesa Study Centre Osun State
- lxxix. Fakunle Comprehensive High School, Osogbo Study Centre, Osun State
- lxxx. Zumratul Hujaj Grammer, School, Study Centre Ibadan, Oyo State
- lxxxi. African Church Grammar School, Apata, Study Centre Ibadan, Oyo State
- lxxxii. Ansarud Deen Grammar School, Saki Study Centre, Oyo State
- lxxxiii. Baptist Secondary Grammar School, Ahoyaya, Ogbomoso, Study Centre Oyo State
- lxxxiv. Ibeku High School, Umuahia, Study Centre, Abia State
- lxxxv. Collins Memorial College, Study Centre, Abia State
- lxxxvi. Senior Science School alayi, Study Centre, Abia State
- lxxxvii. Ngwa High School, Aba, Study Centre, Abia State
- lxxxviii. BTC Aba, Study Centre, Abia State
- lxxxix. Igwebuike GSS, Awka, Study Centre, Anambra State
 - xc. OMGS Nnewi, Study Centre, Anambra State
 - xc. DMGS, Onitsha, Study Centre, Anambra State
 - xcii. CSS, Awada, Study Centre, Anambra State
 - xciii. Girls High School, Abakaliki, Study Centre, Ebonyi State
 - xciv. Government Secondary School, Afikpo, Study Centre, Ebonyi State
 - xcv. Federal Government College, Okposi, Study Centre, Ebonyi State
 - xcvi. National Grammar School, Nike, Study Centre, Enugu State
 - xcvii. Nsukka High School, Nsukka, Study Centre, Enugu State
 - xcviii. Government Secondary School, Owerri, Study Centre, Imo State
 - xcix. Urban Secondary School, Orlu, Study Centre, Imo State
 - c. Urban Model Secondary School, Okigwe, Study Centre, Imo State
 - ci. Fatima Technical Secondary School, Ehime, Study Centre, Imo State
 - cii. CCSS, Four Town, Uyo Study Centre, Akwa Ibom State
 - ciii. GSS, Afaha Eket, Study Centre, Akwa Ibom State
 - civ. BDGS, Yenagoa, Study Centre, Bayelsa State
 - cv. GSSL, Ekeremor, Study Centre, Bayelsa State
 - cvi. GSS, Ogbia, Study Centre, Bayelsa State

- cvii. GSS, Onuegbum Study Centre, Bayelsa State
- cviii. GSS, Brass Island Study Centre, Bayelsa State
- cix. GGSS, Nembe- Bassambiri Study Centre, Bayelsa State
- cx. CSS, Otugwe Study Centre, Bayelsa State
- cxii. West Africa People' Ints., Study Centre Calabar, Cross River State
- cxiii. GSS, Ikom, Study Centre, Cross River State
- cxiv. CSS, Ugep Study Centre, Cross River State
- cxv. ST. Patrick, Study Centre, Asaba, Delta State
- cxvi. Utagba-Ogbe Grammar School, Kwale Study Centre, Delta State
- cxvii. Okotie-Eboh Grammar School, Sapele Study Centre, Delta State
- cxviii. GC, Ughelli I, Study Centre, Delta State
- cxviiii. GC, Ughelli II, Study Centre, Delta State
- cxix. Baptist High School, Eku Study Centre, Delta State
- cxix. Our Lady' High School, Study Centre Effurun, Delta State
- cxxi. Umutu Grammar School, Study Centre Umutu, Delta State
- cxxii. Ovwian SS, Ovwian Study Centre, Delta State
- cxxiii. ST Bredan College, Bomadi Study Centre, Delta State
- cxxiv. Oghareki GS, Oghara Study Centre, Delta State
- cxxv. Edokpolor GS, Benin City Study Centre, Edo State
- cxxvi. John Busco College, Ubiaja Study Centre, Edo State
- cxxvii. Our Lady of Fatima College, Auchu Study Centre, Edo State
- cxxviii. Eguare SS, Ekpoma Study Centre, Edo State
- cxxix. Oredo Girls SS, Benin City Study Centre, Edo State
- cxxx. Anglican Grammar Sch, Igharra Study Centre, Edo State
- cxxxi. GGSS, Rumuokwuta Study Centre, Rivers State
- cxiii. CSS, Nkpolu Study Centre, Rivers State
- cxiii. GSS, Ngo Study Centre, Rivers State
- cxiii. CSS. Oroworukwo Study Centre, Rivers State
- cxiii. Okrika Grammar School, Study Centre, Rivers State
- cxiii. CSS, Alode-Elleme Study Centre, Rivers State
- cxiii. CHS, Ahoada Study Centre, Rivers State
- cxiii. CSS, Elele Study Centre, Rivers State
- cxiii. GSS, Okehi Study Centre, Rivers State
- cxli. GSS, Oyigbo Study Centre, Rivers State
- cxli. GSS, Eberi-Omuma Study Centre, Rivers State

- cxlii. Birabi MGS, Bori Study Centre, Rivers State
- cxliii. GSS, Finima, Bonny Study Centre Rivers State and
- cxliv. Kalabari Girls High school, Bugum Study Centre, Rivers State

7.0 INSTRUMENTATION

The instrument used for the exercise was subjected to a number of processes during its development. In the first place, key components of quality academic programme were identified. For each component, a number of parameters that can reasonably be expected to reflect quality performance in such components were further identified. Strategies for identification of each Quality Indicator (QI) were designed and assessors were simply requested to indicate which parameters were available/not available, functional/not functional, adequate/Not Adequate or the extent to which expected behaviours were in practice.

8.0 VALIDATION OF INSTRUMENT

The instruments used for the exercise were made up of a data capture template and a fifty-item general knowledge inventory.

The original instruments were adjudged by a team of experts as too large, cumbersome, stressful and complicated. Thus, for the first attempt, it was decided that the revised instruments should be as simple, compact and non-threatening as possible. Even though, the instruments went through several processes of face validity, they were put to a trial test. Assessors, who are experts in teacher education and evaluation, had opportunities to critique the instruments.

9.0 SCORING OF THE INSTRUMENT AND INTERPRETATION OF THE RESULT

The Instrument used for the Monitoring and Evaluation of Academic Standards in the NTI Study Centres in the 36 States and the FCT is dichotomized into four components, namely:

1. Quality Indicator (QI): This consists of the major component areas of the instrument dealing with Centre's leadership management and organization; core curriculum; administration and control; funding; facilities and utility; and staff and student matters.
2. Performance Indicator (PI) consists of sub-division of Quality Indicators expressed in measurable terms, namely; availability, regularity, functionality, etc.
3. Performance Level (PL): consists of the measurable levels of each performance indicator. For example, an indicator is either Available or Not available; Regular; Fairly Regular or Not Regular; Good, Fair or Poor; Functional or Not Functional.
4. Rating which consist of ordinal score (scale) of either 0, 1 or 2. A score of zero (0) indicates complete absence of an indicator being measured. A score of 1 indicates a complete or partial presence of an indicator depending on whether the performance level of an indicator is expressed

on a two or three point scale. A score of 2 indicates a complete presence of an indicator expressed on a three point scale. For example for regularity of an indicator, not regular attracts a score of zero (0), fairly regular attracts a score of 1 and regular attracts a score of 2. For availability: none attracts a score of zero (0) and available attracts a score of 1, etc.

5. Remark section provides opportunities for the assessors to make comments that would help to enrich the reports on issues that may be specific to a centre on performance indicator.
6. The students' general knowledge inventory was scored using two response options for each of the fifty items. The response options are True or False and each student's score on the test was rated on the scale between 0 and 50.