IMPACT OF IMPLEMENTATION OF NATIONAL TEACHERS INSTITUTE (NTI) DISTANCE LEARNING PROGRAMMES ON PRIMARY SCHOOL TEACHERS IN KANO STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION)

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DECLARATION

I declare that the work in this dissertation entitled "Impact of Implementation of National Teachers Institute Distance Learning Programmes on Primary School Teachers in Kano State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education. The information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institutions.

_____ _____

MANYA Yusuf **Date**

CERTIFICATION

This dissertation entitled IMPACT OF IMPLEMENTATION OF NATIONAL TEACHERS INSTITUTE DISTANCE LEARNING PROGRAMMES ON PRIMARY SCHOOLS TEACHERS IN KANO STATE, NIGERIA by YUSUF MANYA meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicated this thesis to the evergreen memory of my late parents Hajiya Aisha and Malam Usman Manya Habib, may their gentle souls rest in perfect peace amin.

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ABSTRACT

This study investigated the "Impact of Implementation of National Teachers Institute Distance Learning Programmes on Primary School Teachers in Kano State, Nigeria". The study was carried out with four (4) objectives among which are to: explore whether NTI Kano centre impacted on primary school teacher in Kano state and find out the influence of NCE qualification by NTI/DLS programmes on primary school teachers performance in Kano with respect to gender difference. In line with the stated objectives, four (4) research questions were posed, while four (4) hypotheses were formulated and tested at 0.05 level of significance. The ex-post facto research design was used for the study. The 777 primary school teachers who attained NCE by DLS served as the population of the study from which a sample size of 260 were used as the sample size of the study. Purposive sampling technique was used in selecting the sample size of the study; this is because not all the primary school teachers in the study area obtained their NCE through NTI/DLS. Questionnaire was used for data collection in the study. All the four (4) hypotheses designed for the study were rejected considering the calculated values were greater than the critical values in all the analysis. Chi-Square statistics was used in analyzing the responses of the respondents. The finding of the study shows a significant impact of NCE NTI distance learning on primary school teachers in Kano State. Furthermore, there is indication on improvement in teaching by the beneficiaries; and there are also significant changes in methodologies the teachers used in teaching as a result of NCE/DLS obtained by the beneficiaries as shown from the result of the study. The study concluded that proximity motivated primary school teachers to enrol in NCE/DLS in the study area and it has helped in improving their performance generally. However, the respondents suggested that mass media should be used for wider publicity of the programme. Finally, the study recommended that there should be periodic check and improvement of teaching facilities in Kano study centre so as to help primary school teacher acquire the moderate teaching skills. Also the study recommended that the incentives given primary school teacher who partake in the NCE should be maintained among others.

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LIST OF ABBREVIATIONS

ABU – Ahmadu Bello University

CEDAW- Convention on the Elimination of All Forms of Discrimination Against Women

CET – Centre for Educational Technology

COL – Commonwealth of Learning

COSI – Correspondence and Open Studies Institute

COSU – Correspondence and Open Studies Unit

DLI – Distance Learning Institute

DLS – Distance Learning System

EFA – Education for All

FM – Frequency Modulation

FRN – Federal Republic of Nigeria

GCE – General Certificates in Education

ICT – Information and Communication Technology

AIESD- African Institute for Economic and Social Development

LGAs – Local Government Areas

MDGS – Millennium Development Goals

NCE – Nigeria Certificate in Education

NEEDS - National Economic Empowerment Development Strategy

NOUN – National Open University of Nigeria

NTI – National Teachers` Institute

NTV – National Television of Nigeria

NUT – Nigeria Union of Teachers

ODL – Open Distance Learning

PGDE – Postgraduate Diploma in Education

PTTP – Part Time Teacher Training Programme

QAA – Quality Assurance Agency

TISEP – Teacher-In-Service Education Programme

UBE – Universal Basic Education

UNESCO – United Nations Education, Scientific and Cultural Organization

OPERATIONAL DEFINITION OF TERMS

The following terms are defined operationally to ease their understanding and usage in the study.

Assessment: Detailed opinion or judgment on the strength and weaknesses of NTI/DLS programmes.

Distance Learning: A system of education in which primary school teachers study at home and from work with the help of special arrangements that do not interfere with their responsibilities/jobs. Study could be attained through internet, television and radio programmes, designated centre to gain contact with teachers.

Grade II: In this study refers to the bonafide secondary teacher colleges graduates

Impact: Effect of the NTI, DLS enrolment and performance of erstwhile Grade II qualified teachers.

Primary school: School for children between the age of 5 and 11.

Proformacao: refers to as an instrument for measuring inequality of opportunity in Latin America

Programme: A plan of things that will be done or included in the development and training of specified individuals from a series or sequence of activities.

Teachers: A group of people whose job is teaching especially in school. They are professionals who possess recognize qualification to serve in the capacity.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The significance of distance learning to teachers of all strata includes ameliorating the deficiencies of qualified and competent teachers. In Nigeria, to carter for teachers qualification and training, the government established the National Teachers' Institute (NTI) in 1976 as a centre for training, re-training and upgrading of teachers' knowledge, competence and acquisition of requisite skills that can ensure effective and efficient teaching and learning in schools. NTI as an institute was granted permission by Act No. 7 of 1978 to provide in-service education for teachers through a Distance Learning System (DLS) that lead to the development, upgrading and certification of teachers as specified in the syllabus. Since its inception the institute began canvassing for distant learning training which was drawn after carefully collating statistics of qualified teaching personnel in all tiers of schools and their distribution according to subjects taught. The results revealed gross deficiencies grossly below the world acceptable standards and ratios.

The programmes offered by distance learning programme of the institution comprised of Nigeria Certificate in Education (NCE), Advanced and Postgraduate Diploma Programmes in Education. However, of all the programmes, the NCE distance learning programme is higher prioritized because primary schools which are the foundation are the most deficient of qualified and competent personnel, and because it is the most vital pedagogy development stage. The NCE prioritization by NTI was to achieve the following: To train and upgrade all qualified grade II teachers to NCE level, to provide the basic background for those of them who may later wish to pursue their studies at higher level; and to help produce the number of teachers required for the successful implementation of the national policy on education (Halilu, 2008), on this NTI as the most government agency established various centres across the nation which are working

diligently to achieve the above mentioned objectives i.e. Kano centre, Wudil centre, Kaduna centre etc.

According to Agboola (2007), benefits of attaining NCE qualification include upgrading; teachers will improve in their status, acquaint themselves with new teaching techniques, gain experiences from others and fill the gap of non-qualified teachers to improve the standards of teaching and learning.

Tremendous achievements realized and recorded by the NCE distance learning system might have informed its inclusion into the National Policy on Education of 2004 which conclusively, prescribed NCE as the minimum qualification for all teachers in schools. The DLS course is structured to provide and accommodate on-the-job training for teachers especially those who have not met the condition of minimum NCE qualification as well as eliminating the challenges of having to leave their schools or making excuses for not being able to acquire further training.

Moreover, Mudassir (2006), reflects that, teachers performance is significantly affected by their gender, particularly in the northwestern part of Nigeria due to cultural influence. This affects their effort towards enhancing and improving their teaching activities. It is obviously clearly that, most female teachers are confronted with much problems during working hours, which necessitate taking so many excuses and abundant their work. As a result, hardly female teachers complete their termly syllabus. In effect, in-service becomes difficult for them. Therefore, NCE/DLS may be alternative to them.

Therefore, the distance education provides the requisite alternative and avails teachers the opportunity to education in Nigeria. Its operations, provide continuing education (in-service training) for people working in various walks of life and by so doing curb shortage of professionals and competent personnel especially in the early education sectors (building stage). However, DLS is characterized as very flexible because of its

nature and capability to manage and use of space, time and application of modern teaching and learning techniques. It is anticipated that it will go a long way to fortify grassroots environment who because of shortage of qualified teachers for employment resolved to employing quacks. However, Owolabi (2008) further provides that with current system of many DLS centres more teachers will be produced to reduce employing quacks of the grassroots which is the most important stage of Education.

As a reputable institute responsible for the programmes, NTI has put in place quality assurance mechanism that subject the programmes to rigorous periodic evaluation and accreditations. Primarily, the quality assurance unit monitor, supervise and ensure strict adherence to its policies in the three tiers of zonal, field and study centres. The quality assurance also ensures that the executions are in conjunction with the institute of education of some Nigerian Universities to give professional and credibility to programmes because the Distance learning apart from targeting teachers development has also contributed to education planning, supervision, administration and training while at the same time guaranteeing job security in work places.

Teacher Training Institutions in Nigeria has a rich history, ranging from teachers training facilities of colleges, advance teachers colleges, Federal colleges of education, Universities education and of recent universities of education. These different institutions have consciously but carefully changed and are conforming to the international standards and recognition of teachers in the development of nations, citizens and the moulding of the society. This is in line with the categories of teachers.

The categories of teachers were the once who engaged in study immediately at post-independence of Nigeria who were qualified to obtain a Grade II certificate; this is no longer the case as there is the review of the minimum teaching qualification to be the National Certificate of Education (NCE). This was necessitated to have competent and

personnel with the requisite training that can ensure improved teaching and learning (Nakpodia & Urien, 2011). It was also borne out of the realization of the mass failure in examinations across all tiers of education (primary, secondary and tertiary institutions), even though blamed on numerous factors, numerously authors were optimistic that when employment and engagement of quacks is averted it will significantly address the great negative consequences. Today in Nigeria, the basic qualification for teachers as stipulated by the regulatory agency is NCE. Institutions awarding NCE are regulated and constantly accredited by appropriate agencies to ensure that products are reliable and can achieve the desired objectives of teaching and learning. Worthy of mentioning is that, since the inception of NTI, the inspection components have been robust and characterized with special independent monitoring team, consisting of the federal inspectorate service, state ministries of education, NUT and State Universal Basic Education Boards, who report directly to the Director and Chief Executive of the Institute. This ensures that the aims and objectives of the institute are achieved.

It is not sufficient not to investigate, evaluate and assess the responsiveness of teachers who were employed with Grade II certificate after the review of the minimum teachers' qualification in the country. This becomes imperative because most of these categories of teachers teach in the foundation levels, that is, the primary schools dominantly which implies that their compliance will go a long way to improve the educational sector. However, what has been achieved throughout the window period set for the accomplishment of the minimum qualification, has NTI with the national mandate been able to achieve the objectives? What gap is there to be filled by both parties so far? This was the motivating factor for undertaking this study with a particular interest in the Kano State centre and one of the states with a large number of Grade II teacher's qualifications and engagement in the country.

1.2 Statement of the Problem

The national educational policy on education (2004) has clearly indicated the minimum teacher qualification to be NCE, however an investigation by Musa (2008), revealed that most primary school teachers in the country are holders of Grade II teachers' certificate and have been in the profession for over fifteen years (15). This must have hindered these categories of teachers from availing themselves to further studies which could improve them from status of stagnation and frustration. This could negatively affect teachers` and the standards in primary schools and up to tertiary levels because of poor foundation and the essential building block on which others rely on.

The NTI/DLS programme was a well-articulated avenue to equip and provide all categories of teachers and would be teachers can enrol to benefit. Fifteen years have gone by since the inception of the institution which has over the years spread across the country to be within the reach of the teachers. What must have been the impact of the DLS on teachers particularly holders of Grade II certificate who are expected to naturally qualify themselves by possessing the NCE.

Considering the benefits to Grade II holders, it becomes extremely important to investigate how Kano State is faring to achieving the minimum teacher's qualification so that the impact can be reported. The DLS programme for NCE qualification according to NTI remains the best alternative, most affordable, spaced, time and assures participants of job security. The educational revolution of Kano State which is all embracing; suffices to know the actual state of those with the minimum teacher qualification. Therefore, how has the NTI Kano Centre performed? What have those without the minimum qualification and the respective employers doing to fill the gaps in Kano State? The study is therefore poised to investigate the impact of implementing the NTI DLS Programme on primary school teachers in Kano State and its exploration.

1.3 Objectives of the Study

The main objective of the study is to find out the impact of implementation of NTI distance learning programmes on primary school teachers in Kano State, Nigeria. Therefore, the specific objectives are to:-

1. explore whether NTI Kano centre has influence on primary school teacher in Kano State;
2. find out the influence of NCE qualification by NTI/DLS programmes on primary school teachers performance in Kano State with respect to gender difference.
3. find out the attitudinal changes of Teachers that obtained NCE/DLS towards their teaching job; and
4. ascertain whether there are changes in performance of NCE/DLS teachers in relation to other teachers without NCE/DLS.

1.4 Research Questions

The following questions formed the basis of the study to investigate the impact of the DLS programme on primary school teachers in Kano State.

1. To what extent have NTI Kano centre influence primary school teachers in obtaining the minimum teaching qualification in Kano State?
2. Does NTI/DLS influence the performance of primary school teachers based on gender difference?
3. How does NTI/DLS influence attitudinal changes on teachers towards their teaching job?
4. To what extent does NTI/DLS impacted changes in the performance of NCE/DLS teachers in primary school in relation to other teachers without NCE/DLS?

1.5 Hypotheses

The following hypotheses were formulated for the study:

1. There is no significant difference in the influence of NTI/DLS on primary school teachers obtaining the minimum teaching qualification in Kano State.
2. There is no significant difference in the influence of NCE/DLS in the performance of male and female primary school teachers in Kano State.
3. There is no significant difference in the influence of NCE/DLS teachers towards their teaching job.
4. There is no significant difference in the extent to which NTI/DLS impacted changes in the performance of NCE/DLS teachers in relation to other teachers without NCE/DLS.

1.6 Basic Assumptions

In this study, it was assumed that:

1. Teachers who undergo NCE/DLS should have the chance to perform very well in relation to the discharging of duties at their work places, due to the fact that those teachers learnt the recent skills of teaching and learning process.
2. There is a noticeable difference in the performance of male teachers compared to the female counterpart at the completion of NCE/DLS programme.
3. Teachers who undergo NCE/DLS have an attitudinal change due to the fact they have received new techniques that equip their day to day activities.
4. NTI/DLS impact positively on NCE/DLS teachers which distinguished them from other teachers who did not attend NCE/DLS in Kano State.

1.7 Significance of the Study

This study on the impact of implementation of NTI distance learning programme on primary school teachers in Kano State when completed will be benefit to primary school teachers, primary school students, policy makers, Government, educational bodies and teachers.

The study is anticipated to map out the benefits of distance learning as a vital avenue for the realization of obtaining additional qualification, skills and competences. In this way, the study is expected to support NTI/DLS in realization of its vision through the solutions it will provide. It is hoped that the knowledge generated by the study will provide direction in terms of what factors need to be improved in order to have a reliable framework for primary school teachers in Kano State as well as the programme, facilitators and facilities in the Kano centre.

Therefore, the study is expected to be useful to policy makers by providing information that will facilitate the making of policies that will enhance the NCE programmes in Nigeria and to achieve its objectives. Particularly, it will assist curriculum specialist by improving the content of the curriculum through validation and providing a reflection of impact on teachers (beneficiaries of DLS). Furthermore, to the teachers, it will expose them to the programme and arouse their interest towards obtaining DLS thereby increase the enrolment in many centres throughout the country.

Government would benefit by the findings of this study in relation to manpower needed in terms of teaching and learning processes, due to the fact that government would go through the work after completion in order to implement the ideas of the distance learning programme, like what happened in Nigeria as teachers upgrading programmes which will lead the primary school teachers to be qualified and be equal to the task of teaching profession and benefit of its citizen.

Educational bodies would benefit from the findings of the study after completion for the purpose to have the idea which will be used for the improvement of the educational sector such as Kano educational resources department centre.

However, the teachers are also expected to benefit from this study by exposing the programme to them and its importance. This could immensely ignite the teachers to join

the programme which will save their faces from the humiliation or job frustration. Local Education Authorities (LEAs) on the other hand are also expected to benefit from this study by display the performances of the teachers who underwent their NCE by DLS, because there is high expectation in relation to changes of the performances of those teachers in their work places. This will help the LEAs to release remaining teachers to partake in the NCE by DLS.

1.8 Scope of the Study

The study basically focused on the of implementation of NCE by DLS in the six local government areas of Kano State that comprised of Municipal, Dala, Gwale, Nassarawa, Taurani and Fagge. The research was not extended to other LGAs in Kano State even though they are enrolled in the NTI, Kano study centre in order to possess the minimum qualifications of NCE as stipulated by law. The respondents for this study are the primary school teachers, while the variables of the study include implementation, distance learning programmes and primary schools teachers.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literatures on distance learning. The literatures consulted emanates from print and electronic resources aimed at clarifying and expanding the concepts and operational variables on distance learning, curriculum development and sustainability. Focus is however laid under the following: conceptual framework, curriculum reform and implementation, determinants of curriculum implementation, curriculum implementation strategies, national teachers institute, institutional capacity, project context of the NTI, capacity development, infrastructural development, history of DLS, history of DLS in Nigeria, objectives of distance learning programme, organizational structure of NCE distance learning, empirical studies and summary.

2.2 Conceptual Framework

Conceptual framework consists of specific concepts and propositions derived from empirical observation and intuition to guide through a subject. Jabareen (2009) argued similarly that a conceptual framework is a network of linked concepts that help deliver a comprehensive understanding of a phenomenon, and in so doing provides an interpretative approach to social reality rather than a causal link. The conceptual framework of this study comprise distance learning, education, teachers, curriculum, resource support, feedback, empirical rationale and role of institutions for the implementation and evaluation of teachers certification and minimum qualification according to the policy on primary school teachers' qualification.

2.3 Concept of Distance Learning

Distance learning is a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance, Farouk (2010) in (Garrison). The design carters for learning, interaction and as well as for certification of learning. Owolabi (2008) opined that distance learning applied to many instructional methods that may be limited by space and possibly time.

This system of learning has been operational for over 100 years in Europe where it was referred to as learning through correspondence. However, Nwachukwu (2006), reported a change with the inception of radio and televisions which became the medium of instructions especially from the middle of this century. In distance learning, audiotapes, videotapes and lessons sent through the mail have been used in correspondence courses to teach subjects such as foreign language for quite some time (Yates, 2009). Today, the internet and compressed video have taken distance learning to a higher and new direction, which according to Halilu (2008), has contributed immensely for distance learning to occur in real time. He gave the instance where live video instruction is the most popular and fastest growing delivery mode in the United States.

Farouk (2010), in Garrison observed that majority of educational communication during distance learning between teacher and student occurs non-contiguously for the purpose of facilitating and supporting the education processes where a significant proportion of teaching is conducted by someone far removed in space and/time from learners. According to Adebayo (2007), these types of education that take places outside the conventional school system; it is imparted without necessarily having personal interaction with students or learners. His report on Nigeria revealed it takes places outside the conventional school system, learning in various forms, which include correspondence study education, distance learning (Sandwich Programmes), Part Time Teacher Training

Programme (PTTP), Open University, Weekend Programmes, Adult Literacy Education Programme, National Teachers Institute (NTI) and e-learning.

> Paul (2015), reported that distance learning represents approaches that focus on opening access to education and training provision, freeing learners from the constrains of time and place and offering flexible learning opportunities to individuals and groups of learners.

The need to clarify common terms used to describe distance education becomes imperative especially for this study which aims at providing directions of its implementation in Nigeria. Several terms are used interchangeably to refer to distance education; these terms include distance learning, distance teaching, correspondence study education, home study, external study and independent study. Paul (2015), said that the compound concept of distance education subsumes other terms as most of the terms merely address specific aspect of distance education. Distance learning is used as a term to describe the student-centeredness' of distance education and it deals with the use of print and electric technologies to present individual lesson to learner at a distance. Distance teaching refers to the didactic strategies of delivery of instruction to students, and this is instructor-cantered.

Correspondence study entails distance education through the postal sub-groups. That is learning at home and communicating with instructors using the print materials as fundamental element of distance education. Home study was used extensively in United States of America but condemned as a term for distance education because distance learner may not, in fact, study at home or may study part at home part at other places (Paul, 2015). External study is a form of study or education is external to but not separated from the faculty staff of the institution offering distance education programme. Independent study is used for a range of teaching-learning activities, which indicates students' control over learning time, pace and place. However, this is misconstrued from

an educational institution which is not usually the case Paul (2015); Holmerg (2005:1) further defines distance education as:

> The various forms of teaching and learning at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or in the same premises but which nevertheless benefit from the planning, guidance and tuition (i.e. tutoring, teaching) of the staff of the tutorial organization, its main characteristics is that it relies on non-contiguous, i.e. mediated communication.

Therefore, distance education means the delivery of useful learning opportunities at convenient time for learners, irrespective of the institution providing the learning opportunity, (Paul, 2015). Generally, distance education has four major characteristics as identified by Working Group on Distance Education and Open Learning (2008:5). These characteristics are:

a. Institutional accreditation where learning is certified by an institution or agency.
b. Help in producing variety of media for instructional delivery.
c. Provision of two-way communication to ensure tutor-learner, and learner-learner interaction; and
d. Possibility of face-to-face meetings for tutorials for learner-learner interaction, laboratory or practice session or library study.

Distance education is any educational progress in which all or most of the teaching is conducted by someone removed in space and/or time from the learner, with the effect that all or most of the communication between teachers and learners is through an artificial medium, either electronic or print. By definition, in distance education the normal or principal means of communication is through technology. Obviously teachers in conventional classroom may use technology as a supplement to their teaching, but since it is not their principal means of communication the classroom is not considered to be distance education. Another way of discriminating between distance and other forms of education is to ask where the principal educational decisions are made. Who is deciding what is to be learned? When and how is it to

be learned? When has learning been satisfactorily completed? If such decisions are made in the classroom, this is not distance education. If they are made elsewhere and communicated by a technology the programme is defined as distance education. (Watson, 2006).

According to Agboola (2007), benefits of attaining NCE qualification include upgrading; teachers will improve in their status, acquaint themselves with new teaching techniques, gain experiences from others and fill the gap of non-qualified teachers to improve the standards of teaching and learning.

The distance nature of education that is mediated by electronic or printed technologies might be formally institutionalized in such policies as open admissions, freedom of selection of what, when and where to learn. Distance education organizations may indeed limit the extent of their openness, but traditionally they have shown a strong bias towards supporting the freedom of individual learners to exercise choice over one or more of the main processes of their learning. Typically they learn, how they learn, where they learn, how quickly they teach, who to turn to for help and whether, when and where to have their learning assessed. The openness of distance education is also seen in relatively flexible organizational structures, delivery and communication patterns, and the use of various technologies in support of learning.

Distance learning is usually contrasted with ‘conventional’ or ‘face-to-face’ education, which may be described as the form of education which takes place in a classroom or an auditorium. However, both ‘distance’ and ‘face-to-face’ education are labels covering a wide range of variations and methods. Face-to-face education may vary along a continuum from one-to-one tutorials, group activities, seminars and classroom teaching to lecturers for large audiences. In each case different educational philosophies may be applied and different methods may be used. Face-to-face education may be supported by a range of media, and may be combined with periods of independent study. In a similar way, distance education has a variety of

forms, according to the underlying educational philosophy, organizational approach and choice of technology, and distance educators may incorporate into their programmes an element of face-to-face teaching. The historical evolution of distance education has been in four main phases, each with its own organizational form derived from the main form of communication.

Correspondence systems originated at the end of the nineteenth century, and are still the most widely used form of distance education in less developed countries. Based around a study guide in printed text and often accompanied by audio and video components such as records and slides, interaction in the correspondence method is by letters and other written or printed documents sent through postal systems. (Watson, 2006).

Educational television and radio systems use various delivery technologies terrestrial, satellite, and cable television and radio-to deliver live or recorded lectures to both individual home-based learner and groups of learners in remote classrooms where some face-to-face support might be provided. Some systems offered limited audio or video-conferencing links back to the lecturer or a moderator at a central point.

Multimedia systems encompass text, audio, video, and computer-based materials, and usually some face-to-face learn support delivered to both individuals and groups. In this approach, which is that used by the open Universities, instruction is no longer an individual's work, but the work of teams of specialists – media specialists, information specialists, instructional design specialists, and learning specialists. Programmes are prepared for distribution over large numbers of learners, usually located across a whole country.

Internet-based systems in which multimedia (text, audio, video and computer-based) materials in electronic format are delivered to individuals through computers, along with access of databases and electronic libraries, and which enable teacher-student and student-

student, one-to-one, one-to-many, and many-to-many interactions, synchronously or asynchronously, through e-mail, computer conferences, bulletin boards, and so forth.

Just as each previous generation of technology, that is, correspondence, broadcast and narrowcast audio and video, and multimedia systems produced its particular form of distance learning, organization, so the spread of broadband Internet Communication is stimulating new types of educational organizations and also stimulating re-thinking about the effectiveness of the older ones. Thus the new technologies are being taken up with equal enthusiasm by open Universities, correspondence schools, and established dual mode institutions and by those now converting to dual mode status, as well as by newly emerging single mode, purely electronic Universities. (Jabareen, 2009).

Single Mode Institutions are those in which distance education is the sole mission, to which teachers and administrative staff are exclusively dedicated. Course development, instruction, evaluation and other educational processes are tailored to the distant learner. In dual mode institutions there may be an administrative staff whose sole responsibilities are distance education, but usually it is the teachers of the parent body who provide the teaching. There is some allowance for distance teaching methods in course design, instruction and evaluation and teachers may have some special training. The most common distance learning design process is the "author-editor" model; each course is based on a study guide prepared by a single course writer. Where the internet is available the study guide may be accessed online rather than in hard copy. Wolf (2007), Distance learning consortia consist of two or more distance learning institutions who share in either the design or delivery of programmes, or both.

Increasingly in many countries teachers in conventional institutions are required to teach at a distance as a responsibility added to their normal duties. Teachers have little training in distance methods. Such programmes may not have their own administrative or learner

support services and there are relatively low levels of tailoring of course design, instruction and evaluation to the distant learner.

Non-traditional providers, including private profit-oriented new companies are entering the global market, selling educational services online, especially to adult learners in the labour force. Private Universities are able to raise money in stock offering tied to their distance education programmes. Some private online programmes are growing twice as fast as the dual mode institution's face-to-face programmes are growing twice as fast as the dual mode institution's face-to-face programmes, attracting students from more than a score of different countries. Some traditional education institutions are responding to such competition by establishing their own for-profit affiliates, while corporations have established their own for-profit affiliates, while corporations have established their own in-house systems to meet their own needs for 'just-in-time' and 'just-enough' education.

The perspective on distance education chosen is an electric one where all organizational forms with a significant distance learning element are included. At times it will be helpful to recognize where an issue will apply specifically to one type of organization rather than others. This is not the place to consider the different structures of different systems, but it is important to be aware of the main components common to the majority of all systems.

Distance education not only shares the goals of conventional education, but it also aims at providing access to historically underserved, place bound and highly motivated population with education, training and skills. Distance education is said to be open because of students' freedom and programme flexibility. It is flexible and open in terms of its admission, requirements, that is not rigid as in conventional institution, freedom in terms of place of study, time, place and composition of study programme, content and didactic approach. It is intended to offer useful learning opportunity to recipient at a time and local environment convenient to them, contact between the students and institution are provided through some

contact study centre or by interactive and non-interactive media. Unlike the conventional face-to-face instruction, the delivery medium plays a crucial role in minimizing the gap between teaching and learning. (Paul 2015).

The term distance learning reflects both the fact that all or most of the teaching is conducted by someone removed in time and space from the learner, and that the mission aims to include greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure. The historical evolution of distance learning systems has been in four main phases. Open and distance learning systems can usually be described as made up of a range of components such as: the mission or goal of a particular system, programmes and curricula, teaching/learning, strategies and techniques, learning material and resources, communication and interaction, support and delivery systems, students, tutors, staff and other experts, management, housing and equipment and evaluation.

Sometimes open and distance learning is used for school-age children and youth that are unable to attend ordinary schools, or to support teaching in schools, both at primary and secondary level. However, most courses and programmes are targeted at the adult population. In developing countries in particular distance education for school equivalency is an important way of expanding educational opportunities to the adult population. Open schools that use a variety of media are of particular interest to high-population countries.

Teacher training is an important area where open and distance learning has made a major contribution. This includes initial training for formal qualifications, in-service supplementary training for formal upgrading, and continuing in-service training in particular subjects and topics. Many examples, particularly from developing countries, show that teacher training at a distance may reach large groups of teachers and have profound impact on the development of National Educational Systems. The use of open and distance learning for teacher education

is, therefore, a crucial strategy when expansion or quality improvement is needed in the public education system. (Nwachukwu, 2006).

A common need in many countries is to upgrade teachers' knowledge and competence in using new ICTs. Therefore, the rich instructional and information resources available on the Web should be used in appropriate ways for training programme of teachers.

Both private and public providers have made important contributions to the development of industry and trade through programmes for technical and vocational education. Core purposes include the ability to respond flexibly to the need for working, adults to obtain training, and to provide opportunities for those most disadvantaged by existing provision. The capacity of open and distance learning to support large-scale campaigns, e.g. in the field of HIV/AIDs education, is significant in the context of continuing education and training. (Abbas, 2012).

Non-formal education and community development represent other sectors where open and distance learning is increasingly used. Programmes at a distance often reach substantial numbers of women, in societies where women lack equal opportunities for participation in conventional forms of education and training. Distance learning approaches lend themselves to the teaching of many of the complex issues of the modern world, in which input from a variety of disciplines is necessary.

Distance education at the tertiary level shows a two-fold development pattern. On the one hand, numerous single mode open Universities have emerged to absorb large numbers of new learners, while, on the other hand, increasing numbers of traditional Universities have begun to offer their programmes also through distance education. The development of new ICTs has reinforced this trend.

Distance learning has the potential to generate new patterns of teaching and learning. Strongly linked with developments in information and communication technologies, it is close to the development of new learning needs and new patterns of information access and

application and learning. There is evidence that it can lead to innovation in mainstream education, and may even have effects beyond the realm of education itself. Distance learning therefore plays a special role in the creation of global knowledge-based society.

2.4 Present Trends in Distance Learning

It is more than ever clear that distance learning will be an important element of future education and training systems. It is approaching acceptance within mainstream education and training in such a way that it will make up part of the repertoire of most educational institutions in the future. The emergence of new forms of distance learning based on new information and communication technologies; in particular those supported by the Internet and using the World Wide Web, have significant pedagogical, economic and organizational implications. Furthermore, there is a significant trend towards intensifying globalization. Institutional and inter-governmental co-operation is increasing, particularly in connection with emerging global communications networks. Governmental leadership concerning network development and access will be essential in this sphere. (Abbas, 2012).

The regional overview shows great differences between all regions of the world, although there are also a number of similarities. Distance learning has existed for about one hundred years in the more developed regions and for one or two generations in the developing regions. In the high-population countries of the developing world, distance learning has been seen to offer very significant opportunities for education and training. Lack of infrastructure and professional competence in distance learning remain important barriers. Nevertheless, these norms of educational delivery have come to stay, and many countries are looking at distance learning as a major strategy for expanding access, training quality and ensuring cost-effectiveness.

In industrialized countries present trends are linked both to structural problems of education in modern society and to technological development. The need to extend learning opportunism over the whole life span and the changing demands concerning mass education and the need for new skills represent challenges that are not easily met by conventional structures and institutions. Governments, industry and educational institution are eager to develop effective applications for new technologies and at the same time meet the needs of learners. However, conventional ways of teaching continue to thrive, and the field shows a great variety of approaches to the implementation of new strategies, with varying success and affirmation statement Issues in prominent distance-learning journals and literature have established the need for stakeholders to be informed and prepared with strategic plans equal to foreseeable challenges in the future. There is, therefore, the need for stakeholders in the field of distance education practice to keep abreast of the emerging trends in the field. This research provides policy makers with some of the current trends that affect distance learning from African perspective.

The importance of keeping abreast with the emerging trends in Open Distance Learning (ODL) has been stressed by scholars. For instance, Beaudoin (2009), opined that institutional leaders would be informed and enlightened to the point of asking fundamental questions that could influence institution's future viability. Some of such fundamental questions include "How many faculties do we need in ten years? Will the notion of classrooms survive? Is the present structure of the institution viable? Will teachers and students need to meet on campus anymore? And so on. In view of these and other pressing questions, decision makers must clearly understand all influencing factors. This is because decision makers often rely on long-term demographic and economic projections, based on current trends and foreseeable influences in their strategic planning (Reeve & Perlich, 2010). The trends presented in this paper were products of integrative

literature search and review, conducted to summarize the current status and future directions of distance education.

2.5 Economics of Distance Learning

The cost structures in distance learning are quite different from cost structures in conventional types of education. Farouk (2010). Capital investments usually substitute for high recurrent costs, making economies of scale a decisive factor. Large distance-learning programmes may produce graduates at considerably lower costs than conventional institutions. This depends, however, on a number of other factors. The cost of distance learning varies a great deal according to the use of learning materials, media and technologies, and types and organization of student support services. In order to evaluate costs it is also necessary to consider the rate of completion of studies.

Factors affecting the cost efficiency of distance learning systems include: the number of learners enrolled; the size of the curriculum; the number of years over which courses are offered without change; containment of course development costs; sharing course development costs; technology choice; the level of student support; and a range of working, labour market and structural practices. There is little evidence about the cost structures of Web-delivered education at this stage.

There is a need for cost studies of distance learning to be increased in both scope and number. Most previous studies compare the costs of single mode distance-learning, systems with that of conventional systems, while cost studies of distance learning used by conventional or dual mode institutions are scare. The introduction of distance learning technologies should lead to reallocation of other resources, to avoid increased costs. Simple cost-efficiency studies do not take into account broader qualitative and social aspects. Distance learning systems are often targeted towards other groups, without easy access to conventional institutions. There are other benefits that are not easily quantified

and calculated. Opportunity costs and productivity effects of upgrading the workforce through in-service training should also be taken into account.

Funding of distance learning institutions is often different from that of conventional institutions, and there are many arguments in favour of this. On the other hand, if distance learning is to be used increasingly by conventional institutions, and there are many arguments in favour of this. On the other hand, if distance learning is to be used increasingly by conventional institutions, funding for programmes of this types of needs some harmonization with funding mechanisms for conventional programmes. It is widely assumed that students in distance learning, who are often working adults, should pay a higher proportion of NCE/DLS rather than conventional students. However, this assumption should be modified according to the mission of programmes, target groups and local circumstances. The balance of funding from government, employers and individual students should be carefully considered, in the knowledge of the fact that underfunding may have negative qualitative and social effects. Care should be taken to remedy any unjustified economic discrimination between students in distance learning and other students (Aish, 2009).

2.6 United Nations Educational, Scientific, and Cultural Organization (UNESCO) Initiatives in Distance Learning

Unesco's initiatives on distance learning are based on its overall priority to ensure the right to education for all. While the use of distance education was given early support by the Organization, new developments in information and communication technologies, in particular the Internet and the World Wide Web have radically increased the demand for lifelong education but also provided new means to meet the demand. Facing the educational challenges of the 21st century. UNESCO (2008), continues, through its support to distance

learning to contribute to the construction of knowledge societies in a lifelong learning context.

Within its overall priority, UNESCO (2008), focuses on fostering basic education for all to meet the commitments of the Dakar World Education Forum, encouraging and supporting action in its member states with special emphasis on co-operative efforts to develop distance learning systems and programmes to the benefit of those deprived of basic learning skills. Great attention is given to distance learning to meet the educational needs of the adult population, with a view to providing new and alternative learning opportunities for those who were initially deprived of them, or who, for one reason or another, did not make use of them.

UNESCO (2008), continues to strengthen the role of distance learning in the diversification of educational delivery systems, notably, for technical and vocational education, encouraging co-operation and partnership between enterprises, professional bodies and distance teaching institutions. Support is also given to distance learning to meet the special needs of the disabled, migrants, culture and linguistic minorities, refugees, populations in crisis situations, who cannot be efficiently reached by traditional delivery systems.

Great importance is attached to distance learning in teacher education, notably, for in-service teacher training but also for the training of teacher educators. National and sub-regional initiatives are encouraged and supported also through UNESCO chairs and inter-university co-operation.

The potential contribution of distance learning to the development of higher education is fully recognized and supported by UNESCO. In their efforts to make wider use of distance education to expand access to advanced learning and improve its efficiency, member states are assisted among other things, by providing them with support in the initiation and development of Open University schemes and other higher education programmes making use of distance education.

In its efforts to support its member states to make wider use of distance learning, UNESCO (2008), gives priority to national capacity building, including activities to enhance politics, planning, administration, financing, personnel, production, technologies and other capacities essential to the establishment and management of efficient distance learning systems. Bridging the gap between developing and developed countries and within countries is a prime strategic challenge throughout UNESCO's activities.

In line with its mission to serve its member states, UNESCO (2003), gives great importance to international, interregional and regional co-operation for the promotion of distance learning. Co-operation is pursued with inter-governmental organizations such as other UN system agencies, the commonwealth of learning, the World Bank, the commission of the European Union, the Organization for Economic Co-operation and Development, regional development banks, private and public sector partners, non-governmental organizations, notably with the International Council for Distance and Education which are competent to act in this field (UNESCO, 2003).

2.7 Components of All Distance Learning Systems

It is the mission of a distance learning system that defines its role within the context of national policy. The mission may be directed towards particular purposes, target groups, regions, sectors or levels of education and training, and driven by particular values and philosophies of learning and education.

The mission statement of a public institution will be part of a national policy, while the mission of private organizations may fulfil subsidiary functions in relation to the public institutions. On the other hand, private organizations must respond to the needs of particular market segments, especially of the labour market, both quickly and efficiently.

Courses and curricular define the profile of a system or institution. They should be related to the mission and to defined needs or markets. Many distance education systems provide

courses in preparation for examinations and degrees which are equivalent or similar to those offered by conventional institutions, and subject to similar regulations as regards content, admission and assessment.

Teaching strategies and techniques depend partly on the type of programme and the needs they are designed to meet, but they also depend on the educational philosophy and values of the particular system, and the educational characteristics and potential of the technologies used. There may be a connection between teaching strategies, economy and the choice of technology. (Almu, 2013).

Learning materials and resources are essential components in all distance learning systems. Comprehensive, well designed materials may stimulate self-directed learning and thus influence the quality of the system as a whole. Design, development and production of materials are often considered as a sub-system in distance teaching organizations. Previously produced, existing materials, text-books, software and so on. may be used but in most cases each programme benefits from having specific designed learning materials.

Communication between teachers and learners is a necessary component in distance education, as in all other forms of education. Communication technologies distribute messages in text, still and moving images, and sound. Knowledge-generating messages may be communicated to large numbers of learners, either synchronously or asynchronously, "pushed" by broadcasting or accessed on demand through audio/video players or internet. As these devices change, so the quality and nature of the messages will change. (Eze, 2014).

Thus, new internet devices will make it possible on the one hand for larger numbers of people to share a common learning, experience, in real time, or on the other, to enable an individual learner to have a unique personal interaction with a teacher or with another learner, no matter where located. More importantly these experiences, since they do not depend on physical access can be of much higher quality than were possible before. They will increasingly be

available on a common platform, as bandwidth limitations become less significant than at present.

Communication serves two purposes. One is the distribution of information. This delivery system may comprise both distribution of pre-packaged material and transmission of synchronous or broadcasting programmes, lectures and so on. The second role of communication is the crucial component of all education which is the interaction between teachers and learners, and, where possible, between learners also. In some forms of distance education this learner-learner interaction is practically non-existent, but in most cases it is considered important and may be provided in different ways. Often students meet together physically in groups, sometimes connected with other forms of local support. New technologies allow the organization of 'virtual groups', and in countries where access to the internet is common, this is the fastest growing approach to distance teaching.

Support delivered locally is a common component in most single mode institutions. A letter, a telephone call or an e-mail message is of course delivered locally and is more likely to be the means of learner support in dual mode institutions. What is meant here is, however, support in a form that allows some kind of direct (face-to-face) interaction between the learner and a teacher or a mentor/facilitator. This component may be organized completely as face-to-face events, or in combination with communication at a distance (teleconferences among others). Local support is usually given in a study centre or resources centre. The centre may also offer access to other learning resources, equipment and so forth. (Kola, 2011).

The student and staff management sub-system is often distinguished from the course materials sub-system. From an administrative perspective the student and staff management sub-system comprises admission, allocation to courses and student services, administrating the learning and teaching procedures, assignments and assessment, monitoring, drop-out and

completion, and examinations. Staff may be contracted on a part-time basis or may be in the core faculty in the case of a dual mode institution, but in either case they have to be recruited, trained and monitored. A range of other experts with different qualifications is also needed, either as full-time staff or as external consultants' planners, instructional designers, developers and producers, researchers, media experts, marketing experts and administrative staff.

Effective management and administration needs not only competent staff, but also well designed, efficient administrative systems and routines, planning and monitoring systems, budgetary and accounting systems and so on. Many of these will be quite different from the corresponding systems needed in the management of other forms of education.

The requirements of housing and equipment may also be very different from conventional education institutions. A single mode distance learning system has no residential students, and, thus, there is little need for classrooms, lecture theatre and so on at the central location. Such facilities may be needed locally, and are often provided in co-operation with local institutions. At the central location there will be need for production facilities and storage capacity, although some decentralized production is also possible. In a dual mode institution these distance education facilities have to be accommodated alongside with the space dedicated to the institution's primary mission. (Bashir, 2010).

Finally, evaluation should be a component, in order to provide information relevant to the adjustment of the roles and operation of system components, and in order to secure their optimal contribution and development. The success of any distance education institution, dual or single mode, is highly dependent on the efficiency and effectiveness of the monitoring and evaluation system, without which it may be impossible for administrators to be aware of problems in the system until the system itself breaks down. It is not possible to rely upon the

kind of informal, unstructured feedback that may be sufficient in the conventional classroom (UNESCO, 2008).

2.8 Major Contributions of Distance Learning

Distance learning is used for a wide range of purposes in order to contribute the development of education. This section will summarize some of the main areas and sectors where distance learning has made major contributions, such as general education, teacher education, non-formal education and higher education. This is in line with (UNESCO, 2008).

2.8.1 General Education

Distance education can be used at primary and secondary education levels in order to provide both in-school and out-of-school programmes. In school, distance education programmes are used to support teaching in schools when learning materials are lacking, or where enrichment is thought to be desirable. They may also be used where teachers do not have formal qualifications, or to support subjects where the number of pupils is too small to be able to organize conventional teaching (UNESCO, 2008). A variety of approaches are used, including Interactive Radio Instruction (IRI), schools radio, educational television through terrestrial and satellite networks, multimedia schemes delivered through satellite, and Web-based delivery of multimedia schemes. The materials may be designed for young children or for adolescents and adults.

Distance education is used in out-of school programmes both at primary and secondary level to educate school-age children and youth who are unable to attend ordinary schools, including those who are disabled, suffering from long-term illness, or living in remote areas or living outside their own countries. These programmes generally use correspondence methods. Some programmes are designed to provide lessons that parents can use to teach their own children. Other programmes are designed to be supported by teachers with parents

providing direct supervision. Such programmes may for example, combine correspondence education with two-way radio contact.

As well as focusing on isolated individuals, out-of-school programmes can also be directed at nomadic and itinerant groups. They may also be directed at youths and adults who dropped out of formal education, and for whom distance education represents a convenient opportunity at a later stage of their life. Open schools, which use a variety of approaches (Print, broadcast, face-to-face and other media), are of particular interest to high population countries. Those aimed at children offer the same curriculum as normal state schools: equivalency of standards and of qualifications offered is important to their legitimacy.

Out of school programmes for adults tend to provide basic education through a range of models. Both radio schools and open schools targeting adults tend to provide a complementary – often vocational or socially directed – curriculum, as opposed to the state-controlled curricular of the primary school (UNESCO, 2008).

2.8.2 Teacher Education

Teacher education is an important area where distance education has been used extensively to provide pre-service teacher preparation, upgrading of academic qualifications, and in-service continuing professional development in particular subjects, content areas and instructional methods. Many examples, particularly from both developing and developed countries, show that teacher training at a distance may reach large groups of teachers and may have profound impact on the development of national education systems. Examples include distance learning initiatives in countries such as Burkina Faso, Chile, China, India, Mongolia, Nigeria, and South Africa to prepare new teachers or upgrade skills of the existing teaching force. The use of distance learning for teacher education is therefore a crucial strategy when expansion or quality improvement is needed in the public education system.

Distance education may play an increasingly important role during this decade in helping address the growing shortage of teachers, educational administrators and other educational professionals experienced in both developing and developed countries. Developed countries are using the Internet as the principal or supplementary means of providing both pre-service and in-service teacher education. There are a growing number of high quality web-based professional development resources available for educators globally. In addition, the number of Universities in North America and Europe that are offering online degree programmes and courses of educators across the globe has grown exponentially in recent years (UNESCO, 2008).

The current and emerging communication and information technologies provide unique opportunities to continue the professional development of teachers and other educators. The Web provides teachers with incredibly rich instructional and information resources to enhance their instruction and professional skills and the possibility of on-demand, just-in-time professional development without leaving their classrooms. The Web also provides opportunities for online mentoring and support of novice teachers during their first year of teaching and to develop online communities of practice. Virtual Web-based environments for teachers now enable them to seek help from other teachers, locally, nationally, or globally in solving classroom problems, sharing lesson plans and materials, interacting with experts in particular fields, and in planning collaborative curriculum development projects. The latter may be particularly important in nations in which educational expertise in specific knowledge domains or instructional practices is scare and distributed.

Distance education may also play a major role in upgrading the knowledge and skills of teacher educators both in higher education and educational agencies, Farouk (2010). Web-based resources and tutorials may assist teaching faculty and teacher educators in upgrading

their knowledge and skills in areas such as the new technology tools for learning in order that they may infuse and model the use of technology in the courses they offer to future teachers.

A particular advantage of distance education is that it is makes teacher preparation and professional development programmes accessible to indigenous peoples and others located in remote, rural areas that do not have convenient access to higher education institutions and where there is often a shortage of well-prepared teachers and other educational professionals. Often, when individuals must leave their communities to attend higher education institutions in urban areas, they do not return upon completion of their education. In contrast, distance education may help develop qualified teachers and other educational professionals among members of the local community who are also best able to adapt or develop curriculum resources that meet national standards but also reflect and integrate local culture and indigenous knowledge. Such educators are best able to make the learning process more relevant to their students. By developing local educators, distance education may also play a significant role in contributing to the economic development of the community (UNESCO, 2003).

It is recognized that in many developing countries access to the Web in local schools is not possible. However, the Web may provide an important resource for teacher education institutions and agencies and centres that provide professional development to teachers in the country. In countries with limited access to technology infrastructure, radio, television and print-based materials are used to address teacher education needs. The China Television Teacher's College, a part of the China Central Radio and Television University, uses television-based distance education to prepare new teachers and provide a range of distance education professional development programmes to primary and secondary teachers principals and administrators. (UNESCO, 2008).

Brazil's national distance education system, Proformacao, is used to provide initial training to unqualified preschool and primary education teachers and combines self-study and bi-weekly workshops using print-based and video materials. Other countries with limited technology facilities also rely heavily on print-based materials as well as radio and other media options. India, for example, uses print based materials, audio and video cassettes, coupled with optional face-to-face tutorials in local study centres, to provide a comprehensive child development certification programme for teachers. Mongolia uses radio and print-based materials as part of the strategy to help primary school teachers transform the teaching-learning process. South Africa is using interactive radio to support teachers of English as a second language. These examples illustrate some of the ways the technology resources available within each country may be used to provide pre-service and in-service teacher education.

Finally, distance education and the new tools for learning may serve as a catalyst for changing teaching practices, the roles of teachers and students as part of an overall strategy for systemic change of the educational system to reflect current knowledge on human learning and to help the educational system be more responsive to local and national needs as well as global trends (UNESCO, 2008).

2.8.3 Gender Issue in National Policy on Education

Marinho, (2008), asserted that Nigeria has been making efforts to address girls'/women's education. In response to the UN Declaration of International Year for Women, the Nigerian government adopted the UN Plan of Action for integrating Women into Development, which stipulated a number of measures. In year 2000, Nigeria designed the National Policy on Women, guided by the global instrument, such as the CEDAW (FRN, 2006). The focus of the National Policy on Women was, to a large extent, the pursuit of legal equality for women and

men, and the removing of all obstacles to the social, economic and political empowerment of women (FRN, 2006). It underlines that all Nigerian women acquire basic education and enjoy the full benefits of contemporary living and contribute meaningfully to the development of the country.

Another measure taken to enhance women's education is the designing of the National Policy on Gender in Basic Education. By end of 2005, Nigeria was unable to meet MDGs Goal 3 and EFA Goal 5; that is, achieving gender parity in both primary and secondary education by 2005. The reasons for this failure include lack of policy to raise teachers to respectability, unattractive schools, and more importantly the high rate of school drop-out for girls. Although more girls are in schools at the early age, dropout rate is high as they grow up because of extra chores at home, poverty leading to hawking, unsolicited pregnancy, early marriage, care for the aged and sick, lack of sanitation and water at school for care during the menstrual period (Marinho, et al, 2008).

The Policy on Gender in Basic Education (FRN, 2007) states, "a gender sensitive policy is one that will ensure that gender is systematically mainstreamed into all components of the education sector development" (p. 1). The policy goes further to state that "development in all its ramifications can only be guaranteed by quality education. Health and disease prevention, environmental sustainability and security, cannot be assured when a section of the population is not educated" (p. 1). It promotes gender sensitivity at all levels in pursuit of the National Policy on Education (NPE), and the attainment of EFA and MDGs targets. This is with the view to ensuring gender equality and equity in the delivery of all basic education programs in Nigeria.

National Economic Empowerment Development Strategy (NEEDS) is another positive initiative put in place by the government of Nigeria to support women's education (FRN,

2004). NEEDS seeks to fully integrate women by enhancing their capacity to participate in the economic, social, political, and cultural life of the country.

To do so, the government intends, among others, to ensure equitable representation of women in all development initiatives by using affirmative action, and makes efforts to ensure that women represent at least 30 percent of the workforce, where feasible. It will also mainstream women's concerns and perspectives in all policies and programs. The key issues that are of gender concern in NEEDS are first, the establishment of scholarship schemes at the secondary and tertiary levels to expand educational opportunities for female students where necessary, and second, expansion of adult and vocational education programs that caters for women beyond formal school age.

To implement affirmative action programs Nigeria is to allocate at least 2% of the Basic Education Budget for activities targeted at increasing girls' access to education in schools where large gender gaps exist. Furthermore, the Federal Government of Nigeria encourages State Universal Basic Education Boards (SUBEBs) and State Ministries of Education to allocate a significant proportion of their education budget towards efforts to increase the girls' access to basic education. Incentives for increased access of girls to basic education will include scholarship schemes for girls; provision of free uniforms and books; provision of sanitary pads for adolescent girls where distance to school is over 5 kilometers, and free good quality boarding facilities for girls. The policy states that it is mandatory for the new editions and new texts that are going to be used in schools to be censored for gender sensitivity. All-female boarding facilities will particularly encourage females' enrollment in education at all levels, especially in the Northern part of Nigeria.

The Basic Education Policy also addresses the issue of retention, completion and performance. The Federal Government of Nigeria is to encourage State Governments: By giving Girls' Second Chance Education Centers, where girls who drop out of school can

continue learning academic subjects and specific technical skills and equally provide adequate facilities including provisions of equipment and facilitators' salaries.

Despite the availability of legal and policy provisions much has not changed in the lives of women. Six years after the National Policy on Women was passed into law, situation reports on the quality of life of women, children and their households however, do not show that significant strides have been achieved in most of the outlined respects (FRN, 2006). The main reason for this is that gender inequalities remain pervasive in most Nigerian spaces particularly in the education sector.

2.8.4 Non-Formal Education

Although distance learning has been used to considerable effect in the non-formal and community development sectors of education, it is probably true to say that its potential has never been fully realized.

Enthusiasm for basic adult education grew in the 1960s and 1970s just as technology began to be used more widely in education. Mass communication methods, often linked with some kind of group meetings and face-to-face support, were seen as one way of delivering a wide range of educational skills programmes in support of agriculture, health and nutrition, political education (in the emergent democracies of the post-colonial period), and development-and employment-related projects, to large numbers of adults.

An early and influential prototype the Canadian Farm forms of the 1940s – suggested a way forward through the motto: Read, listen and discuss. This approach was later used in India and Ghana, Radio campaigns were another early and influential model. The idea was to deliver short, highly intensive campaigns to support major development ends. Botswana, for example, used the approach in 1976 to raise awareness on a new policy for cattle on tribally owned land, and there was another project run by the cooperative movement in Zambia in 1982.(UNESCO, 2008)

Research suggested, however, that audiences were often unresponsive, projects often inappropriate, and the lack of resources to follow up the campaigns meant that information cannot be turned into action – with the result that campaigns of this kind were not repeated. However, there is much anecdotal evidence of the effectiveness of small-scale non-formal education projects using radio- for example, to support health care in Sudan and rural women in Mongolia. Latter radio and television dramas have been used in countries such as Gambia and Nigeria as a means of educating people about health issues such as family planning and HIV/AIDS. Indeed, radio in particular has a powerful role to play in non-formal education.

Some of the early projects were designed to break free of those parts of the schools syllabus that are irrelevant to adults, and instead offer a curriculum of more practical use to their audiences, but this thrust was not developed as much as it might have been in the face of economic findings that suggested that the case for investment in non-formal education was not as strong as that for investing in projects delivering the formal curriculum. As a result of the rapid development of non-formal education projects were curbed as enthusiasm for the idea that mass communication systems should be mobilized for development, and the financial resources that followed, began to wane. (Musa, 2009).

Nevertheless, the anecdotal evidence suggests that there are many successful but largely unreported and often formally unevaluated projects run by the extension services of ministries of health, agriculture, and labour, and by NGOs. One relatively well reported project is the African Institute for Economic and Social Development (AIESD), which is headquartered in the Cote d'Ivoire, and operates as semi-autonomous efforts across eight francophone and two Anglophone countries. It has done much to provide education aimed at farmers, agricultural extension agents, and women, using various approaches, including distance education (largely correspondence lessons and assignments). Participants are predominantly male though special efforts are made to reach out to women farmers, and

indeed most of the non-literate participants are women farmers, and indeed most of the non-literate participants are women. In a DES, works with governments yet remains independent of them. (Donald, 2010).

Elsewhere, in Pakistan, the Allama Igbal Open University provides non-formal education through its Foundation Education Project in Rural Areas. Audiocassettes and flipcharts form a centrally produced resource for group leaders to use in discussion and study groups. Evaluation has suggested that this is a viable and effective approach – yet the total number of learners has never topped more than about 1,500 a year. Other University-based extension projects include the University of Namibia's action research pilot project on the use of affordable media for farmer education, which delivers information on best cattle husbandry practices to small-scale cattle farmers in the north of the country; and the Yashwantrao Chavan Maharashtra Open University extension, community education and non-qualification programmes in India. This delivers programmes on agriculture, marital relations, personality development, ageing, child care, nutrition, first aid, vocational skills, and entrepreneurial development, to illiterate adults, new literates, less educated adults, leprosy patients, unemployed youths and so on.

Projects are delivered through a vast range of organizational structures involving public community development services, popular movements and organizations, churches and religious organizations, charitable foundations and organizations, private institutions and government-funded schools, colleges and universities – but all in essence develop centrally produced materials that can then be used in distributed sites to deliver non-formal education locally to adults. The most common approaches involve print sometimes combined with correspondence teaching, some form of broadcast or recorded media – often radio/audio, coupled with some form of face-to-face support – even extending as in the Gobi Desert Women's Project to home visits by tutors to learners. The learners often come from the more

marginalized sectors of society and as a result have low levels of previous formal education or none at all. (Donald, 2010).

In this connection it is worth noting that programmes aimed at illiterates and new literatures has to be designed carefully to ensure that such learners can benefit from the programme. This requires a cadre of support workers. Generally learners enrol to achieve a particular learning objective, and wish to progress quickly. These characteristics determine the curricula, which are usually focused on specific issues to do with social and community education, health and family, and economic and earnings-related education, including agriculture. Moreover, projects can support equity goals – though this can be undermined by policies that require learners to pay for materials and services.

The evidence suggests that projects can be delivered cost-efficiently, and that they can be effective, particularly where 'bottom up community dialogue' leads to the successful integration of such programmes into the wider development needs of a society (Smith, 2009).

2.8.5 Higher Education

There are more distance learning courses offered at the tertiary level than at any other. This has been the case since the invention of the distance education method near the end of the nineteenth century when the use of new technology (i.e. national rail systems that supported national postal systems) made it possible to deliver higher education beyond the boundaries of the campus, especially in the developed nations such as United States, Canada, Australia, South Africa, and Russia. In turn these countries led the way in the use of radio for University level teaching, then television, and today the Internet. In these nations the preferred organizational form was, and remains, the dual Mode University.

The development of the Open University in the United Kingdom provided the model for the integrated multimedia systems approach to the delivery of higher education by a single mode University, a model that has been emulated in more than score of other countries. Open

Universities have their own degrees and curricula, though these are usually similar to the curricula and degree structures may be seen as a demonstration of equal quality, and makes the recognition of distance education at the tertiary level easier. Many of the open Universities have developed into 'mega-universities' with more than 100,000 students. (Junaid, 2008).

The Internet has attracted the attention of university academics to the idea of distance teaching in a way that no previous technology managed to do. Together with the pressure from new competitors for student enrolment, this enthusiasm for technology explains the growing number of traditional universities that are converting to dual mode status. Such Universities usually teach the same curricula for distance students as for their residential students and subject the students (but not always) to the same entrance requirements and examinations.

The success and expansion of single mode open universities on the one hand, and the transformation of traditional universities to dual mode universities on the other, are important contributions to the diversification and development of higher education systems (Haley, Hephner & Koutas, 2011).

2.9 The Role of Distance Learning In Educational Innovation

Distance learning has a major impact on thinking and practice throughout the whole educational system, regarding such critical matters as how students learn how they can best be taught, and how educational resources might more efficiently be organized to deliver the instruction that is needed. Distance learning is closely linked to innovation in information and communication technologies, to the identification of new learning needs and new ideas about how information may be accessed and applied in the information society. In particular distance learning has the potential to enhance a more student-centred and consumer-orientated approach to education, leading in turn to more extensive contact between

educational institutions on the one hand and community-based organizations, business and industry on the other.

Innovation in how resources are organized is essential, and distance learning has demonstrated how the labour (that is, teacher) to capital (that is, technology) ratio can be improved to lead to greater efficiency. Unlike distance learning, conventional schools and universities are still organized on the assumption that learning is dependent on a single informed person imparting information by word of mouth to a small group of listeners in a classroom. A multitude of solitary individuals are responsible for the organization and control of information, are designers of their courses, manage the instructional process, testers, motivators, counsellors and evaluators for a handful of learners. Teaching, in other words, remains organized as a craft not a system. With distance learning there is greater specialization of labour and investment in capital to replace certain human activities. It is this different form of structure that makes the technology effective and leads to lowering costs while increasing access. (Junaid, 2008).

To bring about this increased efficiency, new national policies and reforms in regulatory frameworks may be needed. Many countries have already engaged in reform of their telecommunications policies, particularly regarding backbone development, and relaxation of the monopolies of publicly owned telecommunications companies. New international partnerships are emerging, not only of telecommunications providers, but also of universities and training institutions, equipment providers, content producers and publishers, software developers, assessment services, credit banks, and library services.

However, the organizational frameworks in which technology is used in education have not been treated to the same radical policy reviews as has the telecommunications infrastructure itself. Other work has to be done to establish policies concerning international accreditation

and assessment, certification of learning, intellectual property rights, and incentive structures (tax breaks, subsidies, promotion of public/private sector collaboration and so forth).

While information technology has potential to deliver higher quality content more cost-effectively it cannot, nor should it be expected to replace the appropriate use and availability of human helpers in the learning process. As teachers becomes less information communications and more knowledge processers, experts in learning rather than content, so technology can help them do their jobs more efficiently provided they are organized into better integrated system.

Because the economies of large-scale production enable distance education systems to invest large sums in the design and development of learning materials than smaller, conventional teaching, institutions, the quality of such materials is usually higher, and this in turn makes for a raising of standards throughout the educational system. This may have a particularly important influence when teachers and professors of conventional institutions become involved in the development or use of these materials, for instance on contract with a distance teaching institution.

The introduction of a distance programme at a conventional university may also lead to curriculum reform and new learning materials for resident students in the same subjects. In some projects distance learning is used systematically to support conventional systems at basic and secondary levels (UNESCO, 2008). The potential of distance learning to increase innovation and creativity in conventional education depends on the degree of interaction between distance learning systems and conventional systems. Ideally, there ought to be formal links between such institutions and the conventional systems, in order that they may serve as national resources centres.

Organizational innovation does not mean setting up new institutions. A new organizational model is that of a network of institutions and individuals that together provide the kind of

services delivered by single mode institutions, but on a more flexible and open basis through a process of commissioning. A small management team is one of two essential requirements for a network and the other is a significant funding; resource that allows the management team to obtain the quality resources needed from wherever they are located. What this approach promises is a very flexible, versatile, responsive system that produces high quality without commitment to ongoing institutional costs, and delivers efficiently by employing the comparative advantage of each institution in a country or region.

A second innovation model is the independent study model, which gives learners control of their own learning programmes through the use of new technology. This calls for a different type of organization to benefit as information was stored centrally in a location to which students could travel, or in a distance teaching. Centre from which they could be distributed. Such an organization could make instructors anywhere available to students and could make courses prepared by any institution available to students anywhere. (Ben-Yunus, 2008).

A student teachers need no longer time to be limited to information by those who prepared it in any place. The student teachers can assembles and utilize the mat4erials in any place. Students could learn where ever they are located from instructional resources wherever they are located. No student would need to take instruction from exactly the same teacher as any other; students could have an access to teachers from any state or country at any time and in any combination; they could have an access to information resources from any state or country at any time and in any combination. Students also could have universal access to advice and guidance.

2.10 Curriculum Reform and Implementation

Developing a curriculum involves a lot of work and has different stages. According to (Yusuf, 2012), the use of a variety of instructional methods is necessary for effective and efficient curriculum implementation processes. She reported the significance an embedded

reform that is capable of facilitating the process of learning as well as teachers appropriate methods of teaching in order to handle learners, sharpening mental activities, encouraging initiative and curiosity. Curriculum reform and implementation is very important and crucial because it is at this stage that a lot of challenges springs up and without notice or plan.

Collaboration in the change effort is a challenge in higher education, in particular, with comprehensive curriculum reform. Curriculum modification to existing courses or content will not always lead to the desired reform even though a collaborative approach has been the foundation of the process. Comprehensive and collaborative curriculum requires a full examination of how academics conceive their role and how the curriculum itself is defined, analyzed, and changed" in the process of curriculum review (Wolf, 2007). According to Cohen, Fetters, and Fleischmann (2011), radical curriculum reform is challenging because it requires time and widespread participation, which are fundamental challenges in the higher education institutional culture. The current study built on the research of Cohen et al., (2012) by focusing on a radical curriculum reform process that engaged the university community including faculty and administrators and spanned over four years. The higher education institution for this particular case study was the Ashland University's Ashland Theological Seminary in Ohio, USA. This current study adds to Wolf and Hughes' (2007), research on the role of faculty in curriculum development by examining a collaborative effort not only among faculty but also among faculty and administration. This is in line with the organization must identify a responsible facilitator (leader) who can mobilize stakeholders through open dialogue and various communications and "spearhead the redesign and implementation of a learning-centered curriculum" (Hubball et al., 2007:93-105) in accordance with implementation.

Implementation as a concept means precise use of an innovation and its constituencies in practice. In this context, implementation does not assume a definition that hinges on

innovation nor as disseminated by several schools. Characteristic of implementation revealed if creatively, efficiently and effectively used, will enhance learning, improve the teacher's competence and also make learning more meaningful. In line with Danladi, (2011), curriculum is therefore the stage when in the midst of negotiation aimed at promoting learning. The teacher adopts the appropriate teaching methods and materials for the guide of students` learning. The students, on their own, are actively involved in the process of interaction with learning activities.

There are many definitions and associated problems when selecting suitable methods (criteria) for assessing an innovation. Yusuf (2012) asserts that evaluation and assessment are terms used interchangeably for the determination of merit and/or worth of a curriculum. She, therefore, opined that curriculum evaluation from the perceptions of Ben-Yunusa (2000) can be holistic referred to as the systematic process of identifying, assembling or gathering data and making value judgment about such data to determine the merit, worth and significance of a curriculum.

2.10.1 Curriculum Implementation Strategies

Strategies and tactics mean the methods employed to introduce and implement an innovation. For successful implementation to occur there must be re-organization of key factors. There are some evidences that showed that course facilitators and centre managers, attendance of pre-service training and in-service training, resource support, feedback mechanisms and participation affect implementation.

Distance learning course facilitators are not in direct classroom contact with their students, communication is mediated not only by technology, but also by a host of team partners which may include editors, designers and procedures. Since course facilitators need to have acquired specific qualifications and areas of specialization and working experiences is essential. This is in accordance with Danladi (2011), who opines that curriculum strategies are various ways

or methods employed by the teacher and learner to achieve lesson objectives. It is encouraged that the teacher and the learner follow techniques that will help to make the lesson interesting and keep learners busy conducting useful experiences. In other words, the teacher, in general terms, is a facilitator, counsellor, leader, supervisor and provider. These qualities enable him/her to manage and interact with the environments within which he/she finds himself/herself. In teaching and learning, the teacher is expected to get the learner involved in learning activities that deal with the day-to-day interactions of man and his total environment.

A course facilitators must be organized than ordinary classroom teachers and must be familiar with the equipment and not let the technology goes wrong way when presentation, this requires ongoing training in the form of regular observation and training in the form of regular selected print, audio, graphic, and video material. Currently course facilitators have had sufficient training or field experience to enable them either to be effective distance learning course facilitators or to use technology successfully in their classrooms. Proper training helps the facilitation and gives more attention to the preparation, student interaction, visual materials, activity for independent study and follow up activities.

While centre manager is an extension of the course facilitators though the need not to be a facilitators but his responsibility are to motivate and encourage the remote site students, keep up their enthusiasm and maintain discipline in the study centre.

Training:

Muhammad (2012), points to the fact that it is the course facilitators that ultimately implement the new curricular, because they essentially communicate the idea or mission to the distance learning students the finest and the most innovative solution to the practical problems and the best package of instructional materials effect if they find no training for the course facilitators.

Ben Yunus (2008), opined that the quality of any educational innovation in any society depends to a larger extent on the implementers that is the personnel (teachers) that will facilitate teaching the new idea. This means that for effective implementation of distance learning curriculum, adequate qualified and trained course facilitators and centre managers are required, if the majority of the course facilitators and centre managers are under trained it is very unlikely that distance learning system implementation will succeed. This leads to the two types of training teachers receive for proper implementation.

The first step in a successful distance learning system curriculum implementation is to seek and get supports from authorities responsible for education in the area in which distance learning operate (Agboola, 2007). This implies that to be successful, an innovation must have strong official backing. Innovation even at institutional level can scarcely succeed without the active support of the Federal Ministry of Education.

Course facilitators and centre managers participation in decision making is positively related to effective implementation and continuation. In curriculum innovation, the policy makers should give great authority to the course facilitators and centre managers who are the implementers of new curricular. The course facilitators should be given a free hand to interpret the new curricular and feels a sense of task accomplishment, instead of feeling like robot carrying out a mechanical process.

Participation in this context refers to participation of teachers. The teacher unlimitedly is the one to transmit the innovation to the student. No matter the support in term of materials for the implementation of the curriculum without the teacher, the innovation cannot succeed. This is in line with the implementation of the curriculum requires many hands to be deck if success is to be guaranteed. The participants are within and outside the system (Danladi, 2011).

In what Watson (2006), reports as conditions for the success of curriculum change, among them is that teachers must not feel their security and autonomy threatened. Teachers have a very important role to play in the implementation of curriculum innovation they cannot do so without sound professional knowledge and skills.

2.10.2 Determinants of Curriculum Implementation

The factors that could influence implementation are quite many. To be able to do effectively the first orientation, that is fidelity of implementation shall be adopted. The reason for this is to find out the extent to which distance learning curriculum is implemented because teachers in Nigeria rarely provide significant input into an innovation once it has been adopted.

Literatures reviewed will focus on two sectors, first section deals with the determinants of curriculum implementation. That is, the factors without which implementation may be impossible. The second section deals with the strategies of curriculum implementation. The section is concerned with the ways or channels that are followed to implement innovation. Its determinant may differ in kind or in emphasis, yet certain common factors are identified frequently in various studies that have investigated implementation. These are explained below. In accordance with Danladi (2011), states that, in the process of implementing the school curriculum, there are problems that are inherent. Some of these problems include the following language of instruction, funding, manpower and leadership in any given school is it private or public respectively.

2.11 Nature of the Curriculum

The following should be considered as the nature of curriculum

According to Isma'il and Murphy (2008), the course facilitators view their role in curriculum implementation as an autonomous one as they select and decide what to facilitate, prescribe syllabus and the curriculum. It is imperative that course facilitator understand the curriculum document or syllabus well in order to implement it effectively. Daradola (2009) argued that

for this to happened, facilitators must be flexible as wells as the curriculum to be able to create an avenue for growth and to attain predetermined objectives. Further emphasis by Daradola attested that course facilitators must be able to adopt the curriculum properly, to current condition and other changes should be expected. Explicitness or plans for explicitness are found to be associated with implementation.

2.12 History of DLS

Distance learning dates to at least as early as 1728, when an advertisement in the Beston Gazette (named) "Caleb Philips, Teacher of the new method of short hand" was seeking students for lesson to be sent weekly. Modern distance education initially relieved on the development of postal services in 19th century and has been practiced at least since Isaac Pitman taught short hand in Great Britain via correspondence in the 1840s. The University of London claims to be the first University to offer distance learning degrees, establishing its external programme in 1858. (Holmberg, 2011).

In the US William Rainey Harper, first President of the University of Chicago developed the concept of extended education whereby the University had satellite colleges of education in the wider community, and in 1982 he encouraged the concept of correspondence school courses to further promote education, an idea that was put into practice by Columbia University. In Australia the University of Queens land established its Department of Correspondence Studies in 1911 (Holmberg, 2011).

More recently, Charles Wedemeyer of the University of Wisconsin-Madison is considered significant in promoting method other than the postal service to deliver distance education in America. From 1964-1968, the Carnegie funded Wedermery's Articulated Instructional Media (AIM), which brought in a variety of communication technologists aimed at providing learning to an off-campus population. Germany's Ferm Universitat in Hagen followed in 1974 (Holmberg, 2011).

The development of computers and the internet have made distance learning distribution easier and faster and have given rise to the virtual University, the entire educational offering of which are conducted on-line. In 1996 Jones International University was launched and claimed to be the first fully online university accredited by a regional accrediting association in the U.S. in 2006. The Sloan Consortium, a body which has a complete interest in the matter, reported that more than 96% of the very largest institutions (more than 15,000 total enrolments) have some online offerings, which is more than double the rated observed for the smallest institution, in the same vein, Farouk (2010) further stated that in Nigeria as at 2006 more than 25,000 primary teachers were enrolled in NTI/DLS programme across various centers in the federation.

Today, there are many private and public, profit and non-profit Institutions worldwide offering distance education from the most basic instruction through the highest level of degree and doctoral programme, levels of accreditation vary; some of the institutions receive little outside enrolment and some may be fraudulent diploma mills, although in many junctions, an institution may not use terms such as "University" without accreditation and authorization overseen by the national government for example, the Quality Assurance Agency in the UK (QAA) (Owolabi, 2008).

2.12.1 History of Distance Learning System in Nigeria

The history of distance learning in Nigeria dates back to the correspondence education as a means of preparing candidates for General Certificates in Education (GCE), a prerequisite for the London Matriculation Examination. The first indigenous distance programme was the English by radio programme of Nigeria Broadcasting Corporation that followed independence in 1960. The programme was primarily targeted at primary and secondary school levels and covered core courses at both levels with more emphasis placed on the teaching and learning sciences, mathematics and English. The technology driven distance

learning came into existence almost the same time with the first indigenous distance learning with the emergent of education television programme of the then National Television of Nigeria (NTV). There was also School Educational Broadcast of the Radio Nigeria Stationed in Lagos and relayed all through the federation. All radio stations were required to take at specific times of the day during school hour for broadcasting of programmes, Farouk (2010).

In the last 31st years, university education programmes in the country began to witness a lot of changes in terms of instructional delivery mode in some of our tertiary institutions. The Correspondence and Open Studies Unit (COSU) of University of Lagos that started in 1974, which later changed to Correspondence and Open Studies Institute (COSI) and now known as Distance Learning Institute (DLI) was the first attempt made to establish a distance education unit as part of university in Nigeria. It began initially to offer programme in science education of first degree level in biology, chemistry, mathematics, physics and postgraduate diploma in education (PGDE) for degree holders that did not possess teaching qualification. The National Teachers Institute (NTI) started as a distance education institution in 1976 (as the first dedicated distance education institution) with the support of UNESCO. It began by training Grade II Teachers (TCII). In 1999, Nigerian Certificate in Education (NCE) programme was introduced when the expectation was geared towards the minimum teaching certificate in Nigeria was to be NCE. The Institute also introduced the PGDE programme in the year 2005. Ahmadu Bello University (ABU) also started its distance education through a training programme known as Teacher-in-Service Education Programme (TISEP) for Grade Three and Grade Two Teachers and later the Nigeria Certificate in Education (NCE). Also in November 1972, the university also established a university of the Air Programme for teachers in secondary schools and teacher training colleges. The distance learning institute of the University of Ibadan which started in 1979 as External Degree Programme of the University is another Institution which adopted the distance learning mode (NTI, 2008).

The National Open University of Nigeria (NOUN) was established in July 1983 by an Act of the National Assembly as the first distance learning tertiary institution in Nigeria when it became crystal clear to the then Federal Government that the over growing demand for education by her people cannot be met by the traditional means of face-to-face classroom instructional delivery. The institution was closed down few weeks after its establishment and the Act that established the university was suspended in 1984 by the then Federal Military Government that overthrew the civilian government. Many years after the closure, the compelling reasons that informed the earlier establishment of university as well as the need to fill the gap created by the Federal Government clamped down on mushroom outreach studies centres of many conventional universities all over the country and the need to take advantage of emerging development of ICTs which have revolutionaries' the technique and method of instructional deliveries in the distance learning mode necessitated the reactivation of the suspended NOUN Act of 1983 in 2002. This paves the way for the resuscitation of the NOUN Obameata (2008).

2.13 Objectives of Distance Learning Programme

The objectives of distance learning education as stated in Federal Republic of Nigeria (NPE, 2013) revised edition are:

a) Provide access to quality education and equity in educational opportunities for those who otherwise had been denied;
b) Meet special needs of employers by mounting special certificate courses for their employees at their work place;
c) Encourage internationalization especially of tertiary education curricula and
d) Ameliorate the effect of internal and external brain drain in tertiary

Institutions by utilizing Nigerian experts as teachers regardless of their location or places of work.

Additionally however, for this objectives/goals to be achieved Federal Government shall:

a) Ensure that programmes are equivalent in structures and status to those offered by face-to-face mode of delivery in the appropriate tertiary educational institution;

b) Encourage and regulate open/distance education practice in Nigeria;

c) Establish an open/distance education advisory body which shall:

i) Advise the government on the practice of open/distance education.

ii) Promote open/distance education nationwide in collaboration with federal, state and local government education authorities;

iii) Liaise and collaborate with existing educational regulatory bodies and institution offering open/distance education programmes to ensure maintenance of standard;

iv) Liaise with media houses, information and communication technology providers and other relevant bodies in enhancing open/distance education;

v) Encourage private efforts and other non-governmental organizations in the provision of quality education using open/distance education;

vi) Encourage participation in open/distance education programmes at the local level;

vii) Strengthen the capacity of existing institutions providing open/distance education;

2.14 Organizational Structure of NCE Distance Learning

The Institute operates through a network of Zonal and state offices established across the country to promote effective communication with all stakeholders in the programmes and engender efficiency in programme management. Policies regarding the management and administration of the programmes emanate from the headquarters and are channelled

through these offices while feedbacks reach the headquarters through the same channel, Halilu (2008).

Study centres are established where students assemble for face-to-face contact sessions during weekends and for intensive contact sessions during the vacations. At the study centres, part time course tutors, recruited from conventional institutions provide tutorials, give assignments, supervise practical, provide counselling, and supervise examinations. The contact sessions are also used to minimize the effects of isolation which is a feature of distance education. They provide a forum for socialization between tutors and students on the one hand and among students on the other. There are totals of 1425 study centres for the three programmes (834 for TC II, 171 for PTTP and 420 for NCE). The study centres are located in existing institutions that have adequate facilities for teacher training. The Institute entered into some arrangement with the institutions to make their facilities available to NTI students while the Institute pays what is referred to as Study Centre Incentive to the institutions. The NTI provides consumables for science practical and some games equipment for the Physical and Health Education subjects (Muhammad, 2012)

Programme delivery is mainly by printed modular texts, supplemented with recorded audio and video cassettes. The selection of this medium has been informed by the fact that the majority of the students in the programmes live in rural areas where basic infrastructure likes electricity and telephone services are not available. With the improvement in the expansion and efficiency of these services the Institute has commenced the production of diskettes and CD-ROM materials, especially for those students in urban centres with access to computers and for use in the study centres. The Institute has remained conscious of the need to provide services at a modest cost to students, since the majority of the students are responsible for paying for their training.

This explains why radio and television broadcasts have not been used by the institute. The airtime charges by broadcast organizations in Nigeria are not within the reach of the institute. Now that the government is considering providing dedicated radio and television channels for educational broadcast, the institute is preparing to take full advantage of these services. To this end the institute, with the assistance of the Commonwealth of Learning (COL) has acquired an FM stereo radio transmitters for producing quality radio broadcast materials. Equally in Nigeria the National Open University of Nigeria (NOUN) has employed the services of some Radio stations for dissemination of instruction to learners which helps them to acquire learning experience in Radio at a particular designated time, (Abiola, 2010).

There is a Centre for Educational Technology (CET) in every study centre where electronic and non-electronic materials are provided to support tutorials and micro-teaching. Each CET has at least a computer and accessories, television sets, video cassette player/recorders, radio cassette players/recorders, still and video cameras, overhead projectors, charts, models and so on in order to facilitate training, especially as most of the students are coming in contact with distance learning system for the first time, students' handbooks and information booklets on all aspects of the programmes are printed and distributed to students on registration for their courses.

The NTI uses the same curricula as conventional training colleges, where similar programmes are offered. However, these curricula are modified to suit the demands of the distance education mode of the Institute. For example, while the NCE programme in the conventional college runs over a minimum of three years, the same programme runs over a minimum of four years by distance learning system. In relation to this (Abiola, 2010), further stated that NOUN has made it more flexible that learner can register at a particular time and graduate at a time chosen by him. What is required is that the learner should

notify the University when to enrol, when to vacate and when to return for the continuation of the programme.

Course materials are developed with the assistance of resource persons from tertiary institutions, educational consultants and other specialists in the areas of need. Most often conference writing strategy is adopted whereby resource persons assemble at designated points and work on their assignments over a specified period. This strategy is more costly to the Institute than the commissioned writing strategy but it ensures timely completion of assignments. All part-time staff engaged in the institute's programmes must meet the national standards required for the tasks assigned. The part-time staff are engaged to perform different tasks like centre supervisors, course tutors, writers and editors, examiners, invigilators, teaching practice moderators, laboratory attendants and so forth (NTI, 2008).

The NTI training programmes lead to the award of certificate (NCE). Therefore a system of assessment is put in place to determine who qualifies for the certificates. The assessment is made up of the Continuous Assessment (40%) and the end-of-programme examination (60%). Students are required to participate and pass the prescribed Teaching Practice for every programme, submit a supervised project (where required) and attain an attendance of 70% at contact sessions. In addition, students are required to pass the compulsory subjects in their programmes before they are eligible for the award of certificate. In three programmes being offered, provision is made for carry-over of courses, withdrawal from and re-entry into the programmes (NTI, 2008).

The issue of the quality in teacher training by distance education generates a lot of discussion in Nigeria. Critics of the system most often speak from the perspective of their experience as products of conventional institutions and therefore their belief that only conventional institutions are suitable for producing quality teachers. There are those who

have raised the issue of the limited contact between students and tutors and among students during the period of training as a weakness in teacher training by distance education. However, not many of the criticisms come by way of research.

The available evidence from literature suggests that a large number of African countries are using distance education to train their teachers. (Muhammad, 2012), indicates that:

> "developing countries, especially in Africa and Asia, where universal education policies led to huge challenges of quantity and quality in teacher supply, implemented distance education programmes to meet the numerical needs and to achieve economies of scale, noting that although initially conceived as stop-gap measure in these countries, "distance education has remained a permanent tool for training teachers as the challenges of quantity and quality absolutely remained".

(Mudassiru, 2006) suggests that teacher training courses account for three quarters and half of all distance learning education courses in francophone and Anglophone Africa respectively. The widespread use of distance education for teacher training may suggest that is effective.

Robinson and Latchman (2011), draw some broad conclusions based on "limited evaluation data available". Some of these conclusions that are applicable to NTI programmes are reproduced as follows:

a. Successful completion rates for award-bearing programmes vary between 50-90%. Completion rate in NTI programmes is high because certificate acquisition is sometimes tied to things like promotion, new responsibilities in the school, requirement for political appointment.
b. Teachers on distance education courses have achieved results equivalent to conventionally trained teachers. NTI NCE by DLS operate the same minimum standards as Colleges of Education, the programme is accredited by the same agency and same certificates are issued to successful students;

c. Unqualified serving teachers on distance education courses for initial qualifications are often rated more highly on classroom teaching than newly qualified college equivalents. This is supported, in the case of NTI by research findings (NTI, 2008).

No specific studies on the quality of NTI products are available, there are some general statements made on the quality of distance education that have some bearing on NTI programmes. For example, Mudassiru (2006), who conducted a study on the effectiveness of teacher education by distance learning but focusing on the NCE by correspondence programme of Ahmadu Bello University, Zaria concludes that training teachers by distance education is effective. Muhammad (2012), who also conducted a study on the impact of teacher training by distance learning was rated high by the various categories of respondents. Umar (2009), using the reports submitted by mentors of the PTTP (an NTI pre-service programme) graduates, points out that the graduates' performance was adequate in respect of lesson preparation, utilization of instructional aides, record keeping, communication and lesson evaluation. He concludes that "in general the mentors' rating of the interns does indicate that the PTTP graduates are generally effective". The Institute has demonstrated its commitment to quality teacher education by putting in place some mechanisms to assure quality in all its programmes. The mechanisms include the following:

1. Availability of quality modular self-instructional course materials.
2. Establishment of nodal/model centres in Colleges of Education;
3. Capacity building for part-time staff and the delivery of amazement of distance learning programmes;
4. Institutionalizing Quality Assurance Framework for PTTP and NCE by DLS;
5. Adoption of national minimum standards on each of its programmes;
6. Accreditation of NCE programme by agency with statutory responsibility;

7. Regular consultation with stakeholders on teacher education;
8. Regular monitoring of programmes;
9. Partnership with international organization that assist in institutional strengthening through capacity building and technical support. These organizations include COL, UNESCO, UNICEF, International Extension College (IEC) Cambridge, National Open School Institute of India, British Council and the World Bank (Muhammad, 2012).

2.15 National Teachers` Institute (NTI)

Every educational system in any non-human society requires highly skilled teaching personnel to sustain it. This explains why the teachers are regarded as the most important element in the school system. It is generally believed that no educational system can rise above the quality of its teachers. Hence training is often organized for teachers to upgrade and update their knowledge and skills. In Nigeria, the need for well qualified teachers has gained eminence because professionals continue to emphasize that it is the only means of providing teachers with the necessary skills and knowledge needed. In line with Paul (2015), states that a prerequisite for highly skilled in conducting their lesson the students this will make to be good members of the society where they live.

Since the early 1980s Nigerian educational system has witnessed unprecedented increase in population applying for admission which since the pose as the major challenge agitating the minds of educational planners, administrators and the government of how best to cope with these increase of students as well as provide qualified teaching personnel that will help to empower the students acquire knowledge and skills to be able to participate fully and actively in nation building (Imhabekhai, 2007). It was a response to this challenge that the federal government of Nigeria in 1976 through Act No. 7 established the enabling act mandated the institute to:

a. Provide refresher and upgrading courses for teaching personnel.

b. Organize workshops, seminars and conferences.

c. Conduct examinations

d. Carry out research and

e. Formulate policies and initiate programmes that would lead to the improvement in quality and content of education in the country.

The overall goal of the institute therefore, was to uplift the quality and the quantity of teaching personnel in Nigeria through training and retraining programmes (Omoruyi, 2011). The Institute was thus expected to provide courses of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabus using a distance education approach or technique. The Institute's distance learning programmes cover the entire country and are managed through field centres located in each of the 36 states including the Federal Capital Territory; the headquarters is located in Kaduna. The policies and guidelines are issued from the headquarters.

In pursuance of its mandate, the Institute has initiated training and retraining programmes for helping unqualified primary school teachers and also refresher courses in the teacher training Colleges. The Institute also embarks on the Nigeria Certificate of Education (NCE) Programme through distance learning system (DLS). The Institute also provides training for the Pivotal Teachers Training Programme (PTTP) by means of a distance learning programme. The PTTP was introduced in 2002 as a means of producing teachers to bridge the gap in teacher supply for the newly introduced Universal Basic Education (UBE) programme of the federal government, (Abiola, 2010).

The antecedent that led to the establishment of the Institute were linked to the need of producing the critical mass of teachers required for the effective implementation of the universal primary education programme launched in 1976. Twenty three years later the

introduction of Universal Basic Education Programme in 1999 further underscored the continuing relevance of the Institute in the training and supply of qualified teachers for the successful implementation of the UBE programme. In 2000-2003 the federal ministry of education directed the Institute to offer pre-service programmes in addition to its main mandate of in-service training such as Pivotal Teacher Training Programme (PTTP) so as to address the shortfalls in teacher supply. Thus, in both cases the institute had assumed the dual roles of pre-service and in-service training of teachers. The scope of these dual roles can be gauged from an analysis of teacher supply and demand of the basic education level.

The existing scenario shows that there is an acute shortage of qualified teachers, especially at the primary school level. National Policy on Education (FRN, 2013), prescribes the Nigerian Certificate in Education (NCE) as the minimum teaching qualification and also prescribed a teacher/pupil ratio of 1:40 in primary school using 2005 as a baseline. Available records show that only 49.97% of the 599,172 primary school teachers possessed the NCE and above which translated to a qualified teacher pupil ratio of 1:74. However, this figure varied from one state to another.

The available 599,172 teachers served a total of 22,076,401 pupils. On the surface these figures would suggest that there were more teacher available than the number required to the teacher/pupil ratio of 1:36. However, as stated earlier, only 229,386 or 49.97% of this number possessed the minimum teaching qualification of NCE. Hence if the prescribed teacher/pupil ratio of 1:40 is applied to the number of the available qualified teachers it would show that there was a shortage of 252,524 teachers in 2005.

A projection of teachers demand over an eleven year period (2005-2015) based on the Universal Basic Education Commission projection of 10% annual enrolment increase

further illustrated the magnitude of the teacher shortage and mountainous tasks facing NTI, (Paul, 2015).

The rising increase in teacher demand in the coming years is presented in the table one. The enormity of the challenges posed by the rising figures in the table may be more clearly appreciated when the current production capacities of the teacher training institutions in the country are considered.

The existing 90 teacher training institutions including NTI have an average annual production of about 50,000 NCE teachers. With this production capacity it will take these institutions five years to produce the 252,524 teachers required to augment the available 299,386 qualified primary school teachers in 2005 alone. This does not include the additional 10% increase required annually to cater for pupil enrolment increase.

Table 1: Number of qualified teacher requirement within the span of ten years (2000-2010)

S/N	Year	Pupil Enrolment	Qualified Teacher Requirement (1:40)
1.	2000	22,076,401	599,172
2.	2001	24,284,041	607,101
3.	2002	26,712,445	667,811
4.	2003	29,383,690	734,592
5.	2004	32,322,059	808,051
6.	2005	35,554,265	888,857
7.	2006	39,109,691	977,742
8.	2007	43,020,660	1,075,517
9.	2008	47,322,726	1,183,068
10.	2009	52,054,999	1,301,375
11.	2010	57,260,499	1,431,512

Source: *Teacher Education at Sub-Degree Level: A presentation of the teacher education core group to the Federal Minister of Education, 28th February 2012.*

2.15.1 Institutional Capacity

The partnership approach that the institution adopted has proven must valuable in broadening exhibition and building its institutional and technical capacities placing it on a vantage position to lead and provide support to national level institutions including the states in capacity building programmes for teachers. This is evidenced by the following:

i. The number of NCE teachers trained annually by the institute through its regular ODL programmes is on the increase.

ii. In addition the number of teachers trained through in-service teacher professional development programmes by the Institute for both federal and state governments is so far unparallel.

iii. A number of Institute's staff is now working with other establishments as expert in distance education.

iv. More countries notably Sierra Leone, Gambia, Sudan and Uganda are looking up to the Institute for leadership. Some of these countries (Gambia and Sierra Leone) have already acquired and are using the materials produced by the Institute NTI (Musa, 2008).

2.15.2 Project Context of the NTI

In 2001, the governing council and the management of the National Teachers Institute (NTI) embarked on a series of activities aimed at refocusing and reengineering the institute to enable it meet the challenges of teacher training in Nigeria. This effort culminated in the development of a five year strategic plan and a plan of action covering the period of 2001-2005 most of which emphasize the institute commitments to open and Distance Learning (ODL) and set the development of capacity in this area as one of the institute's main priorities. Moreover, in 2007 the institute training and re-training number of personnel manning all entire programmes, (Halilu, 2008).

In this context, as part of its five year planning, the institute approached the Commonwealth of Learning (COL) for assistance and collaboration in enhancing the capacity of its professional staff in the affirmation area. The result of this initiative was the NTI/COL capacity building project (hereafter refer to as the project), aimed at providing staff in the professional departments of the institute with opportunity to update their knowledge and skills through in-house training programmes and study visit to learn from the experience of other countries particularly India and Singapore in running ODL programme. The programme of the training of professional staff was designed to improve understanding, competence and skills relation to course designed and materials development in distance education. The programme included workshops on instructional design, research, curricular development, script writing, camera operation and editing, e-learning and development of training materials. The programme for each group of professionals (such as course developers, graphic artists, and staff of the media unit) was crafted according to the strength and needs of the group (Musa, 2008).

The role of the professional staff a central to achievement of a number of significant outcomes. Their work is intended to improve the quality of course materials and enhance teachers' repertoires of instructional materials. Their work also includes the provision of support to states in meeting the training needs of identified teachers in upgrading teacher qualifications and in planning and developing teacher policies.

2.15.3 Capacity Development

This is a programme which was organized target and coordinated as an additional support for NTI staff focus on the improvement of the existing functions and activation of the existence resources. The programme provides technical assistance, professional development and support to staff in the three professional departments of the institute in programme designed

and development, instructional materials design and development and programme evaluation.

The key points under this are

i. To improve the knowledge, skills and professional competences of the staff thereby improving the quality of the distance education of the institute.

ii. To enhance the institutional and technical capacities of the Institute to provide needed support to national level Institutions including states ministries of education (Mudassiru, 2006).

The capacity development project was designed as a model for the integration of course development and production in the institute. The model was therefore, planned to achieve the following objectives:

a) build a core of well trained and committed specialists in the field of distance education;
b) improve capacity building for distance education programme design, course materials production and delivery; and
c) revitalize capacity for providing student support services with a view to improving the learning opportunities for distance education students (Mudassiru, 2006).

2.15.4 Infrastructural Development

NTI as a body meant for training and retraining teachers is equally engaged in infrastructural development. This can be seen in the model organized by the Institute to enhance infrastructural development through commitment using communication technology in the provision of distance education, Eze (2014). Radio has been added to complement the focus training on instructional design for the course development team. It was intended to serve as a mass media form of print material support. The Institute refurbished its printing press, installed a wide area network at the headquarters and zonal offices and procure scanners for

processing examinations. The Institute also equipped the media unit with full facilities for advanced audio and video based productions.

The FM radio station presents an addition to the convergence model that could be used to pilot audio-based materials to support print with local teacher educators. This would include existing print materials and lectures collected and produced by the media unit. Local Kaduna teacher educators were to be assigned to the pilot and data gathered as to the usefulness and effectiveness of the radio delivery format (Jegede, 2009).

2.16 Empirical Studies

Researches have been conducted on the implementation of NCE distance learning programmes, prominent studies reported on personnel, management, and influence of available resources for the programme. However, the following are some empirical studies and their findings as per the NCE distance learning programme relationship and differences with the current study was discussed in this.

Mudassiru (2006) conducted study on the implementation of DLS curriculum of National Teachers' Institute in Kano state and its study centre. The main objective of the study was explore the extent of the implementation of the NCE\DLS programme of the NTI'S study centre in Kano. The research was quantitative, survey design and assesses the roles of facilitators using a structured questionnaire as instrument for data collection and 981 students were the population of the study out of which 280 was sampled for the study, the data collected for the study were analysed using frequencies and percentage. The findings reveal that facilitator’s role for curriculum implementation was autonomous because facilitators did not prescribe to the syllabus and curriculum, adjudging it to be shallow and impractical in the translation of the curriculum into reality and found not to be flexible to accommodate additional predetermined objectives. This study is related to the present study in terms of major variable like distance learning and the place where the study was conducted that is,

Kano. It differs in the area where the former studied facilitators and the current study impact of DLS on teachers.

Another research was conducted by Olayinka (2006) on the effect of long vacation training on teachers output among teachers in some selected local government area in Osun State Nigeria. The main aim was to find out how primary school teachers in the selected area who receive such training effectively teach their students. Moreover the research also aimed at examining how instructional materials were used in teaching among other objectives. The population of the study comprises of all teachers who received long vacation training in the area under study which amounts to 5,450 as revealed from the records of the zonal education inspectorate. A sample of 370 was used and questionnaire was used as the instrument for data collection, the result revealed significant relationship between receiving long vacation training and teachers output in the selected area. However Pearson Product Moment Correlation was used for data analysis for the study. This study is related to the present study considering the fact that primary school teachers were targeted and long vacation training receiver. It differ in term of the time and place where the researcher were conducted.

Aminu (2011), conducted research on the comparative analysis between teachers with NCE, LVT long vocation training and full time programme and productivity of primary teachers in Bauchi. The main purpose of the study was to compare whether there is difference in productivity between those NCE teachers that obtained their NCE through LVT and those that obtained their certificate through NCE full time programme. The study selects five local government areas and with the assistance of the Bauchi State Universal Basic Education Board was able to select 450 teachers who undertake NCE, LVT (240) and NCE full time programme (210). Questionnaire was designed for Head Teachers and students after some discussions with the respondents after filling the checklist chi-square was used for data collection analysis. The result revealed that teacher who received NCE through LVT

programme in term of creativity are more creative than fulltime NCE students. This may be as a result of long teaching experience, age and the knowledge received during the NCE/LVT programme. However, in terms of student teacher relationship which help students (pupil) to participate in class and out of class activities that improve productivity, NCE/LVT teacher excel. Finally the result revealed significance relationship between NCE/LVT training and teacher productivity. This study related to the current one in terms of population that is primary school teachers and long vacation training. It differs in methodology and place. The former compared LVT and fulltime programme NCE holders and the current looking impact of NCE/DLS on primary teachers.

Jamal (2011), conducted research in collaboration with Institute of Educational Goal Achievement of Kuala Lumpur, Malaysia. The main aim of the study was to find out how Sandwich programme improve productivity among teachers. Two hundred teachers from different parts of the country were selected and the research activities last for five years that is, 2005 – 2010 which records of activities were kept. Structured questionnaire was periodically used as an instrument for data collection. After the duration, simple percentage was used to analyse the recorded events and activities simple percentage was used for data analysis. The results show that teachers have a lot to contribute to the improvement of teaching learning processes. The results of the research motivate policy changes in the education of the country. The study is similar to this study on the type of subject of the study that is sandwiching for those that come on part-time from distance places. However, it differs in terms of area coverage and length of time spent for the study so also the places that is Malaysia and Nigeria.

Amthery (2009), conducted a research on the role of the proximity in facilitating primary school enrolment in NCE/DLS in the Plateau state Nigeria. The main objective of the study was to find out whether proximity of the study centre of NCE/DLS influences students

enrolment into the programme in Plateau state Nigeria. The study population was all plateau state central DLS study centre. Out of 2341 population a sample of 272 was used correlational research design was used for the study. Ch-square was used to find whether proximity has influence on teachers enrolment in distance learning programme in plateau state Nigeria. The analysed data revealed that primary teachers of far distance places attend lectures lower than those in a nearer distance. This affected their graduation time, and so many of them abundant the programme. The study recommended that, more centres should be established in plateau state so as to help the teachers to attend their classes during the vacation. Thus, this study is related to the current one because, both the previous and the present studies considered primary school teachers as their variables of their studies on NCE/DLS and they differ because of the current study is carried out in Kano State while the former in plateau state.

Ademola (2013), conducted a study on the influence of distance learning programme on performance of senior secondary school teachers in Bauchi state. The main objective of the study was to find out extent to which teachers who obtained their degree through distance learning programme influence teachers performance. Four hypotheses of no significant difference were formulated and tested. The population of the study was all 232 teachers who obtained their degree through distance learning of the national open university. The researcher used questionnaire for data collection. Chi-square was used for data analysis. The result indicated that there is significance influence of distance learning on teaching performance in the study areas considering the result of mean and standard deviation obtained in the findings. The study is related to this study because the researcher was interested in finding out how distance learning influence teachers performance in senior secondary school and it differs in the area i.e. the former study at Bauchi and senior

secondary schools teachers were used and the current is studying Kano and Primary school teachers.

Faruq (2012), also undertook a research on the effect to teacher upgrading programme on attitudinal change in Nassarawa Local Government area of Kano state. The main aim of the study was to find out how teachers upgrading programme assist in changing the attitude of teachers toward work in Nassarawa Local Government. The population of the study was all the primary and secondary school teachers in Nassarawa Local Government area of Kano State. The result of the study has shown the teachers of grading programme which was conducted systematically during the term (on the job). It has great influence in changing the attitude of both primary and secondary school teachers in Nassarawa Local Government, Kano state. This study is similar to current study because both are conducted in the same state i.e. Kano state. And it differs in terms of time.

Wadari (2014), conducted a study on the Roles of Teachers Grade II Sandwich programme in promoting the use of teaching aids among primary school teachers in Jigawa State, Nigeria. The main aim was to find out how Sandwich programme help Grade II teachers utilization of teaching aids in primary school in Jigawa State. The population of the study was all the 762 primary school teachers who obtained the Grade II certificate through Sandwich programme in Jigawa state. Three null hypotheses were formulated and tested. The finding of the study revealed that teachers who obtained their Grade II through Sandwich programmes used teaching aids effectively in primary school. This study is related to the current study because, both study primary school teachers. However, they differ because the former was done at Jigawa with Grade II Teachers while the new is in Kano and N.C.E/DLs teachers were used.

2.17 Summary

This chapter reviewed literature that covered programmes of education designed especially what made up curriculum implementation and evaluation aimed at achieving the aims and

objectives of education. It also reviewed literature on distance education and some important educational bodies like NTI, NCCE and so on. Conceptual framework of the study was discussed in which the contributions of some scholars with regard to DLS programme were equally discussed. Concepts and issues related to curriculum of DLS as designed by the National Teachers Institute (NTI) regarding how it is being implemented in some contact centres were equally discussed. The chapter also reviewed some empirical studies carried out on related issues to implementation of DLS.

From the foregoing, empirical studies reviewed showed that teacher effectiveness depends on continuous training and directly impact on students' performance. This could constitute reasons why impact of teachers training continues to generate heated arguments. The chapter reviewed that school goal achievement is related to teacher effectiveness and the major purpose of training a teacher is instructional effectiveness, the evaluation of such effectiveness is a challenge to school goal achievement. With regards to the fact that several works have been done on teacher education and attaining a minimum qualification, it is note-worthy that some were lucid, expository while others reflect short-comings. For instance, some have weaknesses that are attributable to the fact that they are correlational studies, thereby not reliably predicting the impact of training teachers to attain qualification for students' educational achievement. Hence, this study was carried out to fill the identified gaps in the literature.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methodology adopted for the study that guided the investigation of the impact of implementing distance learning programme in Kano State. Therefore, the chapter focused on research design, population of the study, sample size, sampling technique, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

This study adopted the ex-post-facto research design. This is because in an ex-post-facto research design the researcher is to investigate the outcome of phenomena or event. This study uses this design (ex-post-facto) to find out the Impact of the Implementation of NTI distance learning on primary school teachers in Kano State. Here the distance learning programme (Independent variable) is studied to find out its impact on primary school teachers, (Dependent Variable). Therefore ex-post-facto design tries to examine "from after the fact" that is, from after receiving the distance learning what happen as suggested by (Ekeh, 2012).

3.3 Population of the Study

The population of the study comprised of all 777 teachers that obtained NCE/DLS from the six local government areas of Kano State (Table 3.1) within the period of the study (2010 – 2014). The target populations of the study are all the seven hundred and seventy-seven (777) NCE/DLS teachers from Dala, Gwale, Municipal, Nassarawa, Tarauni and Fagge local government areas of Kano State. Their choice was based on their proximity to the Kano State study centre as shown in table 3.1

Table 3.1: Population of the study

S/N	Local Govt.	2010	2011	2012	2013	2014	Total

1.	Dala	25	21	18	24	30	118
2.	Gwale	31	19	27	24	25	126
3.	Fagge	28	20	25	23	27	123
4.	Municipal	43	25	30	26	35	159
5.	Nassarawa	24	27	15	25	30	121
6.	Tarauni	37	22	23	23	25	130
Total							777

Source: National Teachers Institute, Kano (2014)

3.4 Sample and Sampling Technique

Samples were drawn from the six selected local government areas in line with Researchers Advisors (2006) recommendations which say that for a population of 777 to 800, a sample size of 260 is recommended. Purposive sampling technique was adopted for the selection of the teachers because the demographic characteristics were not evenly distributed. The choice of purposive sampling technique was in line with Ekeh (2012), who pointed out that a purposive sampling enables a researcher's judgment of the suitability and appropriateness of any selected sample considering also it peculiarities. Table 3.2 gives the sample size according to researchers' advisors and purposive sampling for the selection of sampling size. Moreover, proportionate sampling technique was also used in selection of sample by local government considered the fact that the population by local government varies. As suggested by Al-Amin (2011), that when population of the study area varies, proportionate sampling technique is appropriate to be used in selecting sample of the study.

Table 3.2: Sample of the Study Showing number of sample by local government and gender

S/N	Local govt	Male	Female	Total
1	Dala	24	19	43
2	Gwale	22	17	49
3	Fagge	22	19	41
4	Municipal	26	24	50
5	Nassarwa	22	18	40

6	Tarauni	27	20	47
	Total	**143**	**117**	**260**

3.5 Instrumentation

The study utilized a structured questionnaire for data collection. Abiola (2008), postulated that questionnaire is an impersonal survey method which has advantage of low cost, reduction in biasing error, greater anonymity, considered answer and consultation including accessibility. The appropriateness of the instrument is its suitability for *ex- post facto* design to find out the impact of the NTI Kano centre programme of distance learning on the primary school teachers in Kano State. To achieve the objectives of the study, the questionnaire was divided into five parts A – E. Section 'A' requires the demographic characteristics of primary school teachers who obtained their NCE by DLS at NTI Kano centre. Section 'B' seeks to find out the role of the NTI Kano centre on actualizing primary school teachers' minimum qualification. Section 'C' focus on obtaining the impact of NCE on primary school teachers in Kano State; Section 'D' measures strategies adopted by the NTI Kano centre to attract primary school teachers to participate in the DLS NCE programme and Section 'E' solicit for the factors that show whether teachers who obtained NCE by DLS performances improved or otherwise.

3.5.1 Validity of the Instrument

According to Mohammed (2005), the instrument for data collection is said to be valid when it is able to produce correct responses from the subjects of the sample study. The validity of the instrument was subjected to face and content validation. The validity of the instrument was determined by the researcher`s supervisors in the department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University Zaria. Their comments and corrections were made, harmonized and adopted as the final instrument.

3.5.2 Pilot Study

Plot study was conducted by the researcher in order to identify questions that the respondents might find difficult to respond to, and also to help improve and remove ambiguous and embarrassing options to the respondents. The pilot study of this research was conducted at the Wudil NTI/DLS centre, because the centre has the characteristic of the present study at all respect. Questionnaire was designed for the purpose to fit the study using fifty students (50), after collecting the filled questionnaire. The data obtained were subjected to further statistical analysis in order to determine the reliability of the instrument.

3.5.3 Reliability of the Instrument

The reliability of the instrument was tested in order to authenticate the degree of consistency of the instrument to measure the attributes and extent of independence when administered under comparable condition. In order to determine the reliability of the instrument, pilot study was conducted in Wudil Centre. The result of the test was analyzed using Cronbach alpha technique, and the result gave the coefficient of 0.78. This is in line with Adigun (2011), who opined that if the result obtained is from 0.70 and above is reliable and should be considered for any study.

3.6 Procedure for Data Collection

Questionnaire was administered on 260 teachers that obtained the NCE by DLS at Kano Centre of NTI/DLS. The administration of the questionnaire was done after permission was granted by the various LEAs of the respondents. It took seven days to distribute and collect the filled questionnaire from the respondents. Which was done at the various local government and school of their assignment or job? 235 questionnaire were returned while 15 got lost.

3.7 Procedure for Data Analysis

Based on the nature of data collected the bio-data of the respondents was analysed using descriptive statistics while Chi square (X^2) statistics was used to analyzed the data which was obtained from the responses of the respondents in the questionnaire as suggested by Mai Wada (2006) that, when a research is trying to find out the relationship or impact of particular phenomenon on certain variable and the population is the same or single, Chi-square (X^2) is most appropriate.

CHAPTER FOUR

DATA ANALYSIS RESULT AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis, the interpretation and discussion of results. Respondents are the registered primary school teachers participating in the NTI NCE programme in Kano Study centre from six local government areas of Kano State. The investigated LGAs comprise of Dala, Fagge, Gwale, Municipal, Nassarawa and Taurani where 260 primary school teachers were sampled for the study. The presentations of the results are in three sections. Section one presents the descriptive statistics of the results, section two provides answers to research questions and the third section presents the results of analysis using inferential statistics. Descriptive statistics enable the discussion of the result using frequency distribution and percentages. The inferential statistics presents the tests and discussion of the research hypotheses at 0.05 level of probability.

The response rates of primary school teachers participating in the NTI NCE programme in Kano study centre according to the six selected local government areas are as presented in Table 4.1 The table revealed the number of questionnaires administered, numbers successfully filled and returned and the percentage distribution from each of the selected locations. Though a total of 260 questionnaires were administered in line with Researchers Advisors recommendations which stated that for a population of 700 to 800 a sample of 260 is recommended, but 235 representing 90.38% of the total were returned and used for the study.

Table 4.1: Response Rate According to Selected Study Areas

Study areas	Number of questionnaire administered	Number of questionnaire filled and returned	Percentage of valid case
Dala	43	37	15.74
Gwale	49	35	14.89
Fagge	41	36	15.31
Municipal	50	47	20.00
Nassarawa	40	37	15.74
Taurani	47	43	18.29
Total	**260**	**235**	**100**

A response rate of 90.38% of the total is an indication that the study had included the required populations who could be said to have the requisite knowledge of the subject matter under investigation and be utilized for generalization.

4.2 Descriptive Analysis of Participating Primary Teachers in the DLS NCE programme in Kano study centre

The descriptive analysis described the selected variables that comprise gender distribution, entry qualification of primary school teachers and year of admission into the programme. The distribution of the findings is presented in frequency counts and percentages.

Table 4.2: Distribution of admitted primary school teachers into the DLS NCE by gender as it's impacted on primary school teachers

Gender	Frequency	Percentage
Male	161	68.51
Female	74	31.49
Total	235	100

Though 74 or 31.49% of the respondents were female compared to 161 or 68.51% males, this is commendable from the perspectives of the socio-cultural background of the people. The figures revealed that whether employed or not, the female gender class also aspires to attain the minimum qualification in Kano State.

Table 4.3: Distribution of entry qualification of primary school teachers into the DLS NCE programme in Kano study centre

Qualification	Frequency	Percentage
Grade II	31	13.19
GCE/WAEC	35	14.89
SSCE/NECO	169	71.91
Total	235	100

Table 4.3 revealed that Grade II with 31 scores had the percentage of 13.19, as well as GCE/WAEC with 35 scores had the percentage of 14.89 while the SSCE/NECO with the 169 scores had the major percentage of 71.91, this means that they are the major primary school teachers with the qualification admitted in the centre who are in the desire to improve their teaching experience.

Table 4.4: Distribution of primary school teachers admitted into the DLS NCE programme of Kano centre for minimum teacher qualification from the selected local government areas of Kano State

Year of admission	Frequency	Percentage
2008/2009	26	11.06
2009/2010	29	12.34
2010/2011	49	20.85
2011/2012	69	29.36
2012/2013	29	12.34
2013/2014	33	14.04
Total	**235**	**100**

Table 4.4 shows the frequency of teachers who are admitted into NCE/DLS by session. The teachers who were admitted in 2011/2012 have the high frequency of 69 and 29.36 as percentage followed by that of 2010/2011, with frequency of 49 and 20.84 as percentage. Then 2013/2014 with 33 frequency and 14.04 percentage, followed by 2009/2010 and 2012/2013 which have 29 frequency each and 12.34 percentage respectively. The last is that of 2008/2009 session with 26 frequency and 11.06 as percentage.

4.3 Response to Research Questions

The answers to research questions were provided by respondents, report of the analysis is hereby presented descriptively.

Research Question One: To what extent had NTI/DLS centre influenced primary school teachers in obtaining the minimum teaching qualification in Kano State?

The research question was answered using the data collected from the field as shown in table 4.5.

Table 4.5: The influence of NTI/DLS centre on primary school teachers in obtained the minimum teaching qualification

Response	Frequency	Percentage
Yes	194	82.55
No	41	17.44
Total	**235**	**100**

Table 4.5 reveals that the responses of primary school teachers who had the opinion for saying yes scores of 194 with the percentage which are ahead of their counterpart with the scores of 41 and the percentage of 17.44 respectively.

Research Question Two: Do NTI/DLS influence the performance of primary school Teachers based on gender difference?
The research question was answered using the data collected from the field as shown in table

Table 4.6: The responses of NTI/DLS influenced the performance of primary school teachers based on gender differences

Impact	Very effective	Effective	Ineffective	Very ineffective
Improve teacher/student relationship	85	72	40	38
Improve and enhance teaching skills	65	92	68	10
Impact on implementation of curriculum	72	102	45	16
Facilitate evaluation of curriculum	78	90	56	11
Acquisition of modern teaching techniques and material instrumentation	82	84	38	31

Table 4.6 pointed out that the majority of primary school teachers in Kano state from NTI/DLS were of the opinion that very effective NTI/DLS improve teacher-student relationship which influenced their performance while discharging their duties which

regarded with the major score compared with their counterparts who do not agree. This means that both genders perform very well in relation to the five items raised.

Research Question Three: How do NTI/DLS influences attitudinal change son teachers obtaining job?

The research question was answered using the data collected from the field as shown in table 4.7

Table 4.7: The responses on NTI/DLS influence attitudinal changes on teacher obtained job

Measures	Strongly Agree	Agree	Disagree	Strongly disagree
Provide incentives to higher turnout primary schools and constant visits and publicity of the programme	103	88	44	0
Visit LEAs educational authorities and encourage them to support teachers enrolment	68	109	58	0
Emphasize that primary education boards enforce applicants into primary schools must possess NCE as minimum qualification	87	91	57	0
Maintain the lectures in the centre during weekends only	83	76	42	34
Provide sufficient teaching and learning aids for teachers acquaintances and utilization	60	76	61	38
Establish a liaison officer in every primary school where teachers have enrolled to communicate and guide personnel as well as help the admitted teachers with information from the centre	82	105	48	0

Table 4.7 justified that provision of incentives to primary schools and constant visits and publicity of the programme would strongly influence the attitudinal changes of primary school teachers towards discharging their duties in teaching and learning process, as well as maintaining the lectures in the centre during weekends only for the purpose to communicate and guide the primary school teachers by the personnel this would lead the primary school

teachers to change their attitude to the teaching profession only for the benefit of the society at large.

Research Question Four: To what extent does NTI/DLS influence change on the performance of NCE/DLS teachers in primary school in relation to other teachers without NCE/DLS?

The research question was answered using the data collected from the field as shown in table 4.8

Table 4.8: The responses of NTI/DLS influenced change in the performance of NCE/DLS teachers without NCE/DLS

Factors that influence include	Strongly agree	Agree	Disagree	Strongly disagree
Poor teaching and learning facilities	24	27	75	109
Takes longer than stipulated period to graduate from the programme	122	68	17	28
Stringent measures which exclude significant number of Grade II certificate holders participation	86	51	62	36
Overlapping the programmes with school timing	23	36	102	74
Primary school teachers have low publicity of DLS programme of the Kano centre compared with other institutions	79	74	24	58
Educational authorities inability to grant teachers study leave	54	48	93	40

Table 4.8 indicated that NTI/DLS impacted changes in the performance of NCE/DLS teachers in primary school in relation to other teachers without NCE/DLS due to the fact that primary school teachers in Kano state who engaged themselves in relation to the DLS, opined that their performance would increase, because they are receiving new techniques from the programme and use it in their teaching and learning process for the benefit of their students and the society in totality.

4.5 Testing of Hypotheses

The research implored chi-square contingency table at 0.05 level of significance for the hypotheses testing, this was to isolate the research numerous variables when actualizing the extent of the relationship established using Chi-square. This is expressed as:

$$\chi^2 = \Sigma \frac{(Observed\ frequency - Expected\ \ frequency)^2}{Expected\ \ frequency}$$

Decision rule: When Chi-square calculated is greater than Chi-square from table, the null hypothesis is rejected and the alternative hypothesis stands. The results and verdict based on the decision rule is presented from test of hypotheses in Tables 4.9

Hypothesis One: There is no significance difference in the influence of NTI/DLS on primary school teachers obtaining the minimum teaching qualification in Kano State.

The data collected from the field were summarised in order to test the null hypothesis in table 4.9

Table 4.9: Chi-square was used to test the response of the relationship among primary school teachers with entering qualification

Qualification	O	E	Df	χ^2_c	χ^2_{tab}	P-value	Decision
Grade II	21	16					
GCE/WAEC	24	13	2	233	5.991	0.00	Rejected
SSCE/NECO	149	204					

Table 4.9 the test shows that the Chi-square calculated value 233 is greater than Chi-square critical (table) value of 5.991 at 2 degree of freedom. Since the calculated chi-square is greater than critical value, the null hypothesis is rejected and the alternative hypothesis stands. Therefore, the null hypothesis that states that there is no significant difference in the influence of NTI/DLS Kano centre on the entry qualifications of primary school teachers to the centre for obtaining minimum qualification is rejected.

Hypothesis Two: There is no significant difference in the influence of NCE/DLS in the performance of male and female primary school teachers in Kano State.

The data collected from the field were summarised in order to test the null hypothesis in table 4.10.

Table 4.10: Chi-square analysis of impact of obtaining NCE qualification by primary school teachers in the NTI DLS programme in Kano centre

Df	No. Valid Case	X^2cal	X^2tab	P-value	Decision
12	235	9.245	2.102	0.00	Rejected

Significance level at 0.05

The table 4.10 shows that Chi-square calculated is greater than Chi-square value from table at 12 degree of freedom. This according to the decision rule is to reject the null hypothesis and accept the alternative hypothesis which states that there is significant impact obtaining NCE qualification by the NTI DLS programme because of the benefits primary school teachers who participate stand to acquire and can impact on their professional requirements.

Hypothesis Three: There is no significant difference in the influence of NCE/DLS teachers towards their teaching job**.**

The data collected from the field were summarised in order to test the null hypothesis in table 4.10.

Table 4.11: Chi-square analysis of the measures adopted by NTI Kano centre to ensure compliance by primary school teachers to obtain NCE by DLS programme in Kano Study centre

Df	No. Valid Case	X^2cal	X^2tab	P-value	Decision
15	235	9.0843	2.4996	0.00	Rejected

Significance level at 0.05

Table 4.11 reveals that the Chi-square calculated value of 9.0845 is greater than Chi-square from table value of 2.4996 at 12 degree of freedom. This implies that the null hypothesis is rejected and the alternative hypothesis sustained. Therefore the null hypothesis that states that there no significant difference between the measures adopted by NTI Kano centre to ensure compliance by primary school teachers to obtain NCE by DLS programme in Kano State is rejected because the NTI Kano study centre has been involved with numerous stakeholders and encouraging them to utilize the DLS programme to update their basic teaching qualification to remain as teachers in primary schools in Kano State and to comply with the requisite education policy of primary school teachers qualification of NCE.

Hypothesis Four: There is no significant difference in the extent to which NCE/DLS impacted changes in the performance of NCE/DLS teachers in relation to other teachers without NCE/DLS.

The data collected from the field were summarised in order to test the null hypothesis in table 4.12

Table 4.12: Modalities of implementing NCE in NTI Kano study Centre school teachers in the NTI DLS programme in Kano centre

Df	No. Valid Case	X^2cal	X^2tab	P-value	Decision
15	235	4.9332	2.4996	0.00	Rejected

Significance level at 0.05

Table 4.12, shows that Chi-square calculated is greater than Chi-square from table and on the basis of decision rule governing the interpretation of Chi-square imply that the null hypothesis is rejected and the alternative hypothesis stands. Therefore the null hypothesis which states that there is no significant difference between the factors militating against primary school teachers obtaining NCE from DLS programme is rejected and the alternative hypothesis which states that there is significant difference between the factors militating against primary school teachers obtaining NCE from DLS programme in the Kano study centre is sustained. This imply that the relativity of the factors impeding primary school

teachers attaining the minimum qualification of NCE must be unified through an amended policy specifically targeting primary school teachers that do not have the minimum qualification and are due to do so.

4.5 Summary of the Major Findings

The following findings emerged in view of the hypotheses tested for the study

1. There was significant difference in the influence of NTI/DLS Kano centre on the entry qualifications of primary school teachers to the centre for obtaining the minimum teaching qualification in Kano state.
2. There was significant difference is the influence of NCE/DLS in the performance male and female primary school teachers in Kano state.
3. There was significant difference in the influence of NCE/DLS in the attitudinal changes on teachers towards their teaching jobs.
4. There was significant difference in the extent to which NTI/DLS impacted changes in the performance of NCE/DLS teachers in relation to other teachers without NCE/DLS.

4.6 Discussion on Findings

Based on the findings of this study, all the four null hypotheses formulated for this study were rejected based on the analysis of the responses of the respondents in relevant tables. Hypothesis one was rejected this is due to the fact that the x^2cal is greater than the x^2 critical at 0.05 level of significance which indicated that significant number of primary school teachers enrolled into NCE\DLS at Kano study centre; eventually the programme is dominated by the holders of WASSC and NECO. The number of Grade II students who enrolled is significant considering the number of grade II teachers presently teaching in primary school. This is in line with the arrangement of the Federal Ministry of Education

that government is determine to ensure that all grade II teacher are replaced with NCE, therefore Kano state had a good step towards achieving this.

Hypothesis two was also rejected considering the x^2 cal is greater than x^2 critical at 0.05 which indicated that there is significant impact of NCE DLS programme in obtaining NCE through the DLS programme and the teaching was also improved as a result of training obtained under DLS programme by the beneficiaries. This in line with the submission of Faruk (2006), that Education of whatever level improve the quality of recipient relationship with other people's in the environment and it also help in changing the human outlook which Teacher benefit a lot when enrolled into further education at whatever level.

Hypothesis three was equally rejected considering the fact that the x^2 calculated is greater than x^2 critical which indicates that significant difference exist between measures adopted by NTI Kano centre to ensure compliance of primary teachers to obtain NCE programme in Kano State so as to improve the quality of teaching and learning in the state. This in line with the submission of Ben-Yunus (2008), that whenever school or educational centres are located it is expected that it will benefit the environs. However, modification could be done to meet the needs of the members of closer environment that will not harm the distance environment.

Hypothesis four which says there is no significant difference between factors militating against primary school teacher obtaining NCE/DLS. This hypothesis was rejected which indicated that teachers in the study area are not confronted with much problem in pursuance of NCE which indicated the rejection of the null hypothesis this also significantly agreed with the submission of Kadiri (2006) that enlightenment on the need for one to pursue minimum teaching requirement at a particular time is one of the motivating factor that will do away with all hardship and problems that may confront one

pursuing those qualifications. Most of NCE DLS holders are seriously happy with enlightenment put across at various time by LGEA and the NTI and other relevant bodies in Kano State.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the investigation on the impact of implementation of NTI distance learning programmes on primary school teachers in Kano State. A summary of the major findings, recommendations and suggestions for further study are presented.

5.2 Summary

The study was carried out in order to determine the impact of implementation of NTI distance learning programmes on primary school teachers in Kano state, Nigeria. In bid to carry out this study, four objectives were raised which include to explore whether NTI Kano centre impacted on primary school teachers in Kano state. In line with the specific objectives, four research questions were asked among which include. To what extent had NTI Kano centre impacted on primary school teachers obtaining the minimum teaching qualification in Kano state? Four null hypotheses were postulated and tested which include. There is no significant difference in the influence of NTI/DLS Kano centre on primary school teachers obtaining the minimum teaching qualification in Kano state. The research design of this research is an ex-post facto design. The ex-post facto design is a systematic empirical inquiry in which the researcher does not have direct control on independent variable because their manifestations have already occurred.

A total of seven hundred and seventy seven (777) male and female primary school teachers in Kano state offered distance learning served as the population of the study. Based on this, two hundred and sixty were selected according to researchers' advisors as the sampling sizes of the study. The data collected using copies of questionnaire were analysed using descriptive statistic for the research questions as well as chi-square were used to test the null hypotheses at 0.05 level of significance. The results of analysis indicated that Result shows that there is

significant difference in the influence of NTI/DLS Kano centre on the entry qualifications of primary school teachers to the centre for obtaining the minimum teaching qualification in Kano state. The result reveals that there is significant difference in the influence of NCE/DLS in the performance male and female primary school teachers in Kano state. Recommendations were made among which are: The centre should continue considering all primary school teachers with whatever qualification they might have for them to have a chance to enrol into the centre for furthering their knowledge of teaching, so that they may obtain the minimum teaching qualification as stated by the federation.

5.3 Conclusion

The study concludes that primary school teachers irrespective of their gender in the selected local government areas of Kano State, participate in the NCE/DLS programme. The entry qualification into the NCE/DLS programme varied, and admitted primary school teachers acclaimed that the proximity of the NTI Kano centre contributed to the high patronage. The expression of impact to comprise improvement on their teaching skills, application of modern teaching techniques and instrumental materials.

However, the use of mass media to sensitize teachers, stating the benefits of obtaining the minimum teacher qualification and uplifting the teaching profession must continue to be emphasized.

5.4 Contribution to Knowledge

Based on the data collected, analyzed and the result drawn from the findings, the following are the contribution of this study to the knowledge:-

1. The study has established that NTI/DLS programme contributed a lot in improving Primary School Teachers' Teaching qualification which has helped in improving teaching and learning activities in the area under study.

2. The study also established that gender difference has no influence in teaching performance, thus both male and female who obtained their NCE through NTI/DLS has improved the way they conduct their teaching.
3. The study further established that NCE/DLS has helped in attitudinal changes towards teaching job among teachers in the area under study compared to their former attitude toward teaching profession.

5.4 Recommendations

The following recommendations are made based on the findings and conclusion reached:

1. The centre should give chance to all primary school teachers with whatever qualification to enrol into the centre in order to update their knowledge of teaching, and to obtain the minimum teaching qualification as stated by the federation.

2. Both male and female teachers should be given the same consideration in assigning duties so as to enhance better performance in their teaching places, as NCE/DLS showed that there is no significant difference in their performance.

3. Primary school teachers should endeavour to change their view attitudinally; in such away to benefit their pupils and society positively.

4. The NTI/DLS Kano centre should continue in the impacting the changes of the performances of its students in relation to other non NCE/DLS teachers. This will attract others to come to the centre for furthering their knowledge and will add more reputation to the centre for those who are not teaching and other societal members.

5.5 Suggestions for Further Studies

1. The study covers only Kano centre, Studies in other centres like Kaduna and Abuja can also be undertaken.
2. A research can also be conducted on an Influence of the Implementation of LVT Programme on Students Achievement in Colleges of Education in Nigeria.
3. Effect of NCE/DLS on Teachers Upgrading Programme on Students' Performance in Primary Schools in Kano State stands to be another area for research.

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APPENDIX 1

QUESTIONNAIRE ON

Assessment of the Impact of Implementation of NTI/NCE Distance Learning Programme on Primary School Teachers in Kano State

Department of Educational Foundations
and Curriculum
Faculty of Education
Ahmadu Bello University, Zaria

Dear Respondent,

I am a postgraduate student in the above department carrying out research on the "**Impact of Implementation of NTI Distance Learning Programme on Primary School Teachers in Kano State**" To this effect you are kindly requested to honestly fill this questionnaire.

Your responses will be treated confidential, and shall be used only for the purpose of this research work.

Thank you, in anticipation, for your cooperation.

Yours sincerely,

Yusuf MANYA
P15EDFC8057

a. **SECTION A:** Demographic Characteristics of Respondents

Please tick appropriately

Gender

Male [ ] Female [ ]

Qualification of primary school teachers in Kano State

Grade II [ ] GCE [ ] SSCE [ ] others specify:... ……..

Year of enrolment into the NCE DLS programme in Kano Centre: ……..

SECTION B: Effect of the Proximity of NTI Kano centre on teachers' patronage

Has the establishment and proximity of NTI Kano centre affected your choice and application to obtain the requisite minimum qualification?

Yes [ ] No [ ]

SECTION C: Impact of NTI DLS Programme

To explore whether NTI Kano centre impacted on primary school teachers in Kano State

S/N	Impact	Very effective	Effective	Ineffective	Very ineffective
1	NTI Kano centre impacted positively on primary school teachers in their condition of services in Kano State.				
2	NTI Kano centre improved and enhanced teaching skills on primary school teachers in Kano State.				
3	NTI Kano centre impacted positively on implementation of curriculum in the centre.				
4	NTI Kano centre facilitated good evaluation of curriculum for the purpose to improve its standard.				
5	Acquisition of modern teaching techniques and materials by NTI Kano centre to the primary school teachers impacted good teaching and learning process in the area under study				

SECTION D: Implementation of DLS programme

The influence of NCE qualification by NTI/DLS programmes on primary school teachers performance in Kano State with respect to gender difference.

S/N	Measures	Strongly Agree	Agree	Disagree	Strongly disagree
6	Provide incentives for higher turnout primary schools and constant visits and publicity of the programme				
7	Visit LEAs educational authorities and encourage them to support teachers enrolment				
8	Emphasize that primary education boards enforce applicants into primary schools must possess NCE as minimum qualification				
9	Maintain the lectures in the centre during weekends only				
10	Provide sufficient teaching and learning aids for teachers acquaintances and utilization				
11	Establish a liaison officer in every primary school where teachers have enrolled to communicate and guide would be personnel as well as furnished admitted teachers with information from the centre				

SECTION E: The attitudinal changes of teachers that obtained NCE/DLS towards their teaching job.

S/N	Factors	Strongly agree	Agree	Disagree	Strongly disagree
12	Poor use of teaching and learning facilities				
13	Takes longer than stipulated period to graduate from the programme				
14	Stringent measures which exclude significant number of Grade II certificate holders participation				
15	Overlapping the programmes with school timing				
16	Primary school teachers have low publicity of DLS programme of the Kano centre compared with other institutions				
17	Educational authorities inability to grant teachers study leave				

Required Sample Size

	Confidence = 95% Margin of Error				**Confidence = 99% Margin of Error**			
Population Size	5.0%	3.5%	2.5%	1.0%	5.0%	35%	2.5%	1.0
10	10	10	10	10	10	10	10	10
20	19	20	20	19	20	20	20	20

30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	292	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	423	565	315	416	490	579
700	248	370	481	653	341	462	556	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	383	778	1506	8762	658	1330	2585	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	1617
2,500,000	384	784	1536	9567	663	1353	2651	1678
10,000,000	384	784	1536	9594	633	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354s	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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