AN APPRAISAL OF THE ORGANISATION AND ADMINISTRATION OF THE N.C.E. BY CORRESPONDENCE PROGRAMME RUN BY THE INSTITUTE OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA

BY

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AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

JUNE, 1980

ABSTRACT

N.C.E. by correspondence programme is an innovation in the Nigerian educational system, in that it is the first of its kind for producing N.C.E, teachers in Nigeria through in-service type of teacher education,

Tnis study, therefore, attempts to appraise the organisation and administration of this programme for the purpose of identifying its strong points and weaknesses which may likely affect either positively or negatively the chances of achieving the objectives of the programme.

The study is divided into five chapters. Chapter one deals with a background information about N.C.E. by correspondence programme, the need for in-service teacher education and evaluation of such a programme in Nigeria and the problem which the study attempts to solve. Chapter two deals with the review of literature. Chapter three shows the design and procedure of the study. Chapter four deals with the data analysis and results, while chapter five deals with the summary, conclusion, recommendations and areas for further study in the programme.

There is no doubt that there is need for a formative evaluation of a programme like the N.C.E. (cc). Such an appraisal will make it possible to identify problems militating against the success of such a programme, for which recommendations for their solutions will eventually be made.

APPROVAL PAGE

DEPARTMENT OF EDUCATION

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The undersigned certify that they have read, and therefore, recommend to the Faculty Board of Education for acceptance, an independent study entitled: 'An Appraisal of the Organisation and Administration of the . N.C.E. by Correspondence Programme run by the Institute of Education, Ahmadu Bello University, Zaria', submitted by Festus Ibitoye Giwa in partial fulfilment of the requirements for the degree of Master of Education in Educational Administration and Planning.

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Degree for which study was submitted: Master of Education (Administration and Planning).

Year this degree was granted: 1980.

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DEDICATION

To my loving parents in sheer appreciation of their selfless efforts in giving me the best education money can buy; and also to my wife for encouraging, in our home, a peaceful and conducive atmosphere which culminated in the successful completion of my Master's degree programme.

ACKNOWLEDGEMENT

The author wishes to express profound appreciation and gratitude to the supervisor of this study, Dr. Timo Afolayan, and Messrs B.A. Agboola and E. A. Abe for their candid help and advice to him throughout the period of this study.

The supervisor of this study, Dr. Timo Afolayan, deserves special thanks for the promptness with which he attended to all matters concerning the early completion of this study.

The author is also indebted to the Institute of Education for providing financial assistance which enabled him to complete the study without a hitch.

Finally, the author is very grateful to all the typists who helped him to type the report of this study without many typographical errors.

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CHAPTER 1

I N T R O D U C T I O N

1.1 Background information about the N.C.E. by correspondence programme:

The N.C.E. (cc) programme was inaugurated in 1976 by the Institute of Education, Ahmadu Bello University, Zaria.

The primary objective for establishing this programme is to train and up-date grade two certificated teachers who are fully engaged in teaching at primary school level. Teachers to be admitted into this programme should have been teaching in primary schools for at least five years after certification.

This programme is spread over four calendar years and one term of contact session. In other words, the programme is spread over four years of correspondence sessions and five terms of contact sessions. Each correspondence session starts in October and ends in June of each academic year. The contact session commences in July and ends in September of each year. Thus in each calendar year there is a contact session of ten-week duration.

Before the programme was established in 1976, a feasibility study as to its popularity and successful implimentation was carried out in 1975 by the Institute of Education, A.B.U. The result of this study showed very convincingly that the programme would be very popular, and that it could be successfully implimented. Writers' workshops were organised by the Institute of Education for the purpose of producing study guides for the first set of the students who pioneered the course in July, 1976.

Concerning the student population at the time the study was conducted, there were eight hundred and eighteen students on roll from the various states of Nigeria, especially the Northern States. This present population of students is made up of only students in years one, two, three and four. The population will definitely swell when the programme enters its fifth year in 1980. The programme is rapidly expanding in population as more and more teachers are wishing to be admitted into it. As of now, not up to thirty-three per cent of those who apply for admission into the programme are often granted places due to shortage of staff and lack of adequate finance for running the grogramme. By 1980 contact session, there is every likelihood that the population of the students will stand at one thousand or over.

As regards the curriculum of the programme, the subjects offered range from Christian Religious Knowledge to Education in all its branches, English, Geography, History, Islamic Religion, Mathematics, Physical and Health Education and Practical Teaching. These nine subjects are the ones regarded as the major subjects offered in the programme. There are seven minor subjects which include the following: Primary Language Arts, Primary Mathematics, Basic Physical and Health Education, Creative Art, General English, Primary Science and Primary Scoial Studies.

Each student is expected to select a major subject of his or her own choice from the ones enumerated above. This subject is studied through the four years of the programme. Every student is required to do all the minor subjects at different levels of the programme. All

students are required as well to do General English in the first three years of the programme. Primary Language Arts and Primary Mathematics are offered by the students during the first two years. Primary Social Studies is offered in the third year whilst Primary Science is done in years three and four of the programme. Basic Physical and Health Education is offered by all year four students during the third contact session. Creative Art is offered by the final year students in the final contact session. Practical Teaching is done by students during the third and fourth years. By the end of the course, ten subjects including Practical Teaching would have been done by each student.

As regards instructional techniques adopted in the programme, the N.C.E. by correspondence students are taught chiefly through distance teaching technique and face-to-face teaching method. In using distance teaching method, study guides written by subject specialists are given to the students for use during the correspondence session. Each student is expected to do the assignments at the end of each unit of the study guides and send the assignment scripts to the N.C.E.(cc) Secretariat for marking and correction. The marks for the assignments constitute the students' continuous assessment. Throughout the four calendar years, a student is taught at a distance by means of eighteen study guides: five in the first year, five in the second year, five in the third year and three in the fourth year. Throughout the four years, a student is expected to do and submit seventy-two assignments:

twenty in the first year, twenty in the second year, twenty in the third year and twelve in the fourth year.

Apart from distance teaching method, face-to-face teaching technique is made use of in teaching the students particularly during the contact session. Part-time lecturers are recruited mostly from Advanced Teachers' Colleges, especially those colleges affiliated to A.B.U. Study-guide writers and the assignment-scripts markers are recruited mainly from among lecturers at A.T.C., Zaria.

At the head of the N.C.E. by Correspondence programme Secretariat is a specialist in distance teaching designated "the Co-ordinator". He can otherwise be rightly regarded as the 'Principal' of this N.C.E. institution 'without walls'. He is responsible to the Director, Institute of Education, A.B.U. Under him are other administrative staff members including the Executive Officer, Clerks and Typists. Also assisting the programme co-ordinator are subject-co-ordinators who plan and collate activities in each subject area during the contact session. They are also occasionally called upon by the co-ordinator to render some gratuitous help during the correspondence session. These subject co-ordinators are given no financial reward for the services they are rendering for the success of this grogramme.

1.2 The need for in-service Teacher education:

In the face of acute shortage of trained and qualified teachers, both at primary and post-primary school levels in Nigeria, most teachers in the existing primary and post-primary schools cannot be released for full-time residential courses without further worsening the situation. In realization of this staffing situation in Nigeria, the Federal Government had pointed out that, unless teachers became available in adequate numbers, accelerated educational expansion programmes and anticipated enrolment increases would remain unachievable (Central Planning Office, Federal Ministry of Economic Development, Lagos, 1975:244). In addition, the Federal Government of Nigeria had declared its intention to give greater emphasis to in-service education of teachers than hitherto, so as to reduce the serious dearth of trained and qualified teachers (Federal Ministry of Information, Printing Division, Lagos, 1977:25). In the same publication, the Federal Government had also stressed the need for enabling teachers to up-date themselves from one educational level to another through in-service education, and that such in-service teacher education would be developed as an integral part of continuing education.

Apart from this, the demand for further education in Nigeria is such that the existing Advanced Teachers' Colleges, in spite of the increase in their number, cannot provide places for all qualified candidates. Furthermore, the responsibilities of some of the qualified primary school teachers for admission into these colleges are such

that not all of them can afford to go in for full-time N.C.E. courses. Therefore, the only option open to such teachers is in-service teacher education programme such as the N.C.E. by Correspondence programme.

Taking into consideration the advantages that can be derived from the N.C.E. by Correspondence programme not only by the Federal Government of Nigeria and the various state governments, but also by the teachers themselves, one will easily see that, should the administration of this lofty programme be allowed to be faulty, the attainment of its objectives might be impossible. Moreover, the whole programme could then turn out to be a complete failure.

In the light of this, there is need to evaluate the organisation and administration of the N.C.E. by Correspondence programme from time to time. Such a formative evaluation will provide the opportunity for identifying the problems confronting the successful execution of the programme. Consequently, an additional opportunity will be offered for making suggestions for the solutions of such problems.

1.3 The Problem:

The main purpose of this study was to appraise the organisation and administration of the N.C.E. by correspondence programme, which was established in 1976 by the Institute of Education, Ahmadu Bello University, Zaria.

The rationale for choosing this area for study by the researcher lay in the fact that the population of the students and the teaching staff involved in this programme was rapidly increasing annually. At the inception of the programme in 1976, the population of the students stood at 92. But by 1979, it had risen to over 800, and the staff population was over 90. It, therefore, became very glaring that the organisation and administration of the programme was becoming more and more complex. In the light of this, the need to evaluate the programme was considered by the researcher to be very urgent, especially as regards its organisation and administration. Such evaluation will, unequivocally, expose the strengths and, particularly, the problems of organising and administering the programme. Once these problems are discerned, meaningful and workable recommendations can be made for their immediate solutions. Without finding lasting remedy to such problems, it might be increasingly difficult, if not impossible, to achieve the objectives of the programme.

1.4 Statement of the Problem:

Through this study the researcher intended to find out how efficiently the N.C.E. by Correspondence programme was being organised and administered. The researcher intended to do this by finding answers to the questions below:

(i) What plans are made before the arrival of the students and staff for the smooth beginning of the contact session?

2. Do the teaching staff feel committed to the success of the programme?
3. Are the study guides well prepared and the written assignments therein efficiently handled?
4. What problems is the programme facing which might make the attainment of its declared objectives somehow impossible or difficult?

To find solutions to the above stated problems, the researcher proposed to develop the items of the questionnaires to be served on the students and staff in such away that they would be based on each of the sub-problems, interviews with the students, teachers, subject co-ordinators and the former and present co-ordinators of the programme were to be planned in the same manner.

1.5 Basic Assumption:

The basic assumptions underlying this study were that the attainment of the objectives of the N.C.E. by Correspondence programme largely depended upon:-

1. efficient organisation and administration of the programme;
2. dedication of the teaching staff to the success of the programme;
3. adequate staffing of the N.C.E. by Correspondence section; and
4. the willingness of the Institute of Education, A.B.U., Zaria, to meet the financial needs of the programme for its smooth administration.

The main objective for establishing the N.C.E.(cc) programme has been to up-date and up-grade Grade Two Certificated teachers in primary schools, so as to make them better and more qualified teachers at the primary school level.

1.6 The Importance of the Study:

The study is significant in that it is the first of its kind to be conducted on the N.C.E.(cc) programme since its inception.

As the first part-time, and the only part-time, N.C.E.(cc) programme in the whole of Nigeria, affording the primary school grade two certificated teachers the rare opportunity to further their education on the job, the programme is attracting more and more people from all the states of Nigeria. With the increase in the number of students and staff involved in the programme, and with the increase in the administrative functions of the programme, its administration is undoubtedly becoming increasingly more complex. As a result of this, the administrative aspect of the programme was considered very significant to be studied, since the success of this programme depends on the efficiency of its administration.

There is no doubt that an innovative educational programme for teachers such as the N.C.E.(cc) programme needs periodical formative evaluation, especially, of its administration, in order that it may be eventually successful.

1.7 The Scope and Limitation of the study:

In this study the researcher limited himself to the coverage of the following aspects of the problem :

1. the organisation and administration of N.C.E.(cc) programme with respect to student welfare;
2. the organisation and administration of the programme as regards staff welfare; and
3. the organisational and administrative problems militating against the success of the programme.

However, the researcher did not attempt to cover the following areas of the study:

1. prediction of the drop-out rates of students;
2. investigation into the extent to which the various state governments are financially committed towards giving financial aids to the students;
3. finding out the cost analysis of the programme;
4. investigation into the instructional techniques adopted by various teachers for teaching the students during the contact session; and
5. investigation into the relevance of the various courses offered in this programme.

These areas had been left out of this study because it would not only be time-consuming to include them but also it would be very costly and difficult to manage. In addition, it might not be

worthwhile to research into some of these areas until the first sets of the students in the programme would have graduated.

1.8 Definition of Terms:

1. N.C.E. by Correspondence - This is an educational programme for the training of Grade Two Teachers through correspondence courses and five contact sessions.
2. Contact session - This implies the summer long vacation period, July to September, during which time the students are taught for ten weeks.
3. Students - These are the participants in the programme, and who are practising certificated grade two teachers with teaching experience not less than five years after certification.
4. The teaching staff - This implies the lecturers, most of whom are often engaged on part-time basis to teach the students during the contact session.
5. The Co-ordinator - This refers to the head of the N.C.E.(cc) section, who is charged with the responsibility for the organisation and administration of the programme, and he is also responsible to the Director, Institute of Education, A.B.U., Zaria.
6. Subject - Co-ordinators - These are the departmental heads, appointed on part-time basis, to oversee the activities in each of the subject areas.

7. Study guides - These are the correspondence materials in form of booklets prepared by subject specialists, and are meant for the students' use during the correspondence session, October to June.

8. Unit - This is a sub-division of the study guide, and it is made up of three lessons, at the end of which the students are expected to do the attached written assignments for submission for marking and correction.

9. Suspense account - This is a holding up account for the non-specific allocations which can be made available for use as the need for money arises.

10. Distance teaching - Any organised means of helping external students to learn.

1.9 Definition of Abbreviations:

1. A.T.C. - Advanced Teachers' College.
2. W.A.E.C. - West African Examination Certificate.
3. N.C.E.(cc) - Nigerian Certificate of Education by Correspondence.
4. P.H.E. - Physical and Health Education.
5. N.C.A.S.T. - Nigeria College of Arts, Science and Technology.
6. I.A.R. - Institute for Agricultural Research.
7. E.O. - Executive Officer.
8. G.C.E. 'O' Level - General Certificate of Education, Ordinary Level.
9. G.C.E. 'A' Level - General Certificate of Education, Advanced Level.
10. C.R.K. - Christian Religious Knowledge.
11. I.R.K. - Islamic Religious Knowledge.

CHAPTER 2

THE REVIEW OF RELATED LITERATURE

2.1 Historical Background:

The historical development of correspondence education in the world dates back to the latter part of the 19th century. Its development was necessitated by the need to solve some educational problems such as lack of places for pupils in secondary school levels. Erdos (1970:123-133) had indicated that the early 20th century saw the incorporation of correspondence education into the national systems of education in some countries, especially in Canada, Australia and many other European countries. For instance, in every state of Australia, the Department of Education conducted a correspondence school offering elementary and secondary education. Further more, even in New Zealand, there was a provision of education for all children who could not attend regular schools for one reason or the other.

However, the recent development in correspondence education is geared towards a new dimension in education. It is oriented towards overcoming the almost universal problems of shortage of trained teachers. The urgent need for trained teachers had, of recent, emanated from the realization of the fact that every individual should have access to as much education as he could absorb, coupled with population explosion making it absolutely necessary to produce more teachers for the education of children. Moreover, correspondence education is being

used to provide both in-service professional training and courses of study by which teachers can acquire higher academic attainments. According to Erdos (1970:123-133), for instance, the Malayan Government in the late 1950s set up a correspondence teacher-training unit to provide the necessary courses of instruction in order to meet the demand for over 3,000 teachers. In another instance, the University of Delhi in 1962 established a Department of correspondence study to make it possible for many candidates who were qualified to enter universities, but who could not be accommodated in such universities to complete by correspondence study, their degree courses in education.

There is no doubt that examples abound of where correspondence education had been succesfully organised and administered. But the few examples cited above are sufficient to indicate how a nation's educational problems can be solved through correspondence educational programme.

Moreover, in Nigeria the history of correspondence in-service teacher education programme dates back to 1967 when the Institute of Education, Ahmadu Bello University, Zaria, embarked on Teacher In-service Education Programme (TISEP) for the production of Grade II teachers. The aim behind this programme was primarily to help Grades III and IV teachers prepare themselves for the Teachers' Grade II examinations. By December 1967 a total of 1,357 had enrolled for the programme. The programme was essentially meant for the then six Northern States - Benue-Plateau State, Kano State, Kwara State, North-

Central State, North-Eastern State and North-Western State. (Ibiwoye:1968).

2.2 Need for Appraisal of Correspondence Education Programme:

The role of appraisal of correspondence in-service education programme within the educational system the world over is an important one. The significance of such an exercise has long been stressed by various educationists. Dillon (1979:43), speaking on this subject, came out with a bright idea:

> It is important to monitor staff development efforts, collect data to analyse the effectiveness of content, suggest improved delivery modes, rethink expected outcomes, and use this information in planning future activities. The more the evaluation process becomes a regularly accepted part of each individuals work, the more the professional improvement at all levels will be seen as continuous, desirable, and integral part of the lives of effective educators.

Also speaking on the purpose of evaluating education programme for adults, Malcolm (1970:223) said that programme evaluation had two principal purposes. These purposes included improvement of organisational operations including such aspects as its planning process, structure, decision-making procedures, personnel, physical facilities, finances, recruitment, training and administrative management. The second purpose was the improvement of its programme including such aspects as objectives, methods and techniques, materials and qualities of learning outcomes.

These two citations, however, are very crucial to this study, more so as they have emphasised the need to take seriously the evaluation of educational programmes such as the N.C.E. by correspondence for the overall improvement of such programmes.

2.3 Organisation and Administration of Correspondence Education Programme:

Of great significance in the organisation and administration of teacher education by correspondence is the student welfare. This is very important in that the programme itself is student-centred. Although researches on the welfare of adult students under-going in-service teacher education are scanty, there are useful literatures on this aspect. One of the areas in which the student welfare can be catered for is the orientation of the new students. Mackenzie (1975:3) speaking on the need for orientation of students, said that, in order to assist the students to make the best use of their golden opportunity, they should be issued with special prospectus for external students, adding that there should be an orientation exercise at the start of each course, which would among other things, introduce them to the use of libraries.

If the start of a new contact session is to take off smoothly, there should be a well-planned orientation programme for the students, especially the new comers. This orientation programme will include,

among other things, familiarising the students with the resource centres, hostels and lecture rooms. It should also involve solid arrangements for talks by eminent lecturers on such important themes as how to study, the judicious use of leisure, and the use of study guides and so on. Such orientation programme, no doubt, will enlist the students' interest in the programme right from the beginning.

Another aspect of a correspondence education programme in which the students' welfare should be given attention is the production and supply of study guides. Speaking on the techniques of writing correspondence materials, Perraton (1973:33) said:

> Writing also needs to be clear, indeed, to be clearer than much spoken language and even, perhaps, much more straightforward than the language of a textbook designed for class use. The correspondence student can't ask his teacher questions on the confusing passages.

The study guides should be made as simple in language and lay-out as possible. This is because most of the facilities the full-time students have access to the correspondence students have no access to. Scherer (1977:4), speaking on the problems of developing a distance teaching programme, came out with the idea that students learning at a distance did not have access to all the facilities avaialable on a university campus; adding that such facilities might be thought to include libraries, lecture halls, and access to university lecturers and fellow students.

The study guides, even when they have been successfully produced, need efficient technique of distribution. If there is no efficient administrative arrangement for distributing them to the students, then, they may not reach the students on time. This type of delay will obviously affect their study and the submission of written assignments. Erdos (1975:37) had rightly observed when he said: "Once a student has enrolled, he must not be delayed in his studies by any interruption in sending him study material".

Even if the distribution of the study guides is efficiently handled, there will be need to review, and, even, reprint them. This is because the initial production might be hurriedly done to the extent that the best study guides might not be produced. Some of them might contain obsolete fact after a few years of their initial production. Realising this need for the review of the study guides, Erdos (1975:55) had suggested that the ideal thing would be to review, and, if necessary, revise and reprint all the study guides, al least every third year.

Moreover, very important to the success of the corresspondence education programme is the administrative procedure for distributing and collecting the written assignments contained in the study guides. The assignments are significant in the sense that they offer the marker and corrector the opportunity of assessing the progress of the individual students. They also offer the course writers the

opportunity of detecting where there are difficulties in the study guides. In addition, the written assignments enable the students to assess their own progress. Commenting on the significance of written assignments, Lar-Olof Edstrom (1970:196) submitted that the correction of assignments in correspondence instruction should imply much more than the simple correction of tasks usually done in a conventional teacher-class situation. He further identified at least five divergent elements involved in assignment correction, and these were instruction, motivation, counselling, attitude-forming and assessment. Still on the same subject, Scherer (1977:2) came up with the notion that questions for assessment should be included in the study material. These, he said, should be marked, corrected and sent back to the students to assess their progress. Through this, he claimed, the students would be able to identify their problems and other similar needs. It would, in addition, enable the course writers to improve their writing techniques.

Still speaking on the submission of assignments for marking and correction, Lar-Olof Edstrom (1970:211) had pointed out the danger of sending in more than one assignment at a time, and he said:

> The ambitious or impatient student is often tempted to do two or more assignments at a time and send them all in at once to be corrected. He or she runs the risk of repeating the same kind of error in all the assignments and partly deprives himself or herself of the benefit of the teacher's advice and comments.

In addition, speaking on how to handle efficiently correspondence written assignments, Holmberg (1977:66) was of the view that:

> An evident weakness in normal distance study is the delayed feedback provided by tutor's comments whether direct or personal. Students seem to accept and profit from comments and corrections given within 7-10 days after an assignment has been completed, but are usually dis-satisfied if the delay is of longer duration.

The need for providing counselling services to the students cannot be over-emphasized. The fact remains that they may have problems with their studies during the contact and correspondence sessions. They may have personal problems which may seriously impair their study capacity. This need had been adequately recognised when Lar-Olof Edstrom (1970:136-7) claimed that only a disreputable, profit-making correspondence institution, intent on extorting fees, could do without a responsible student counselling staff. He further submitted that one of the pre-requisites of a successful correspondence education programme was the establishment of a well-qualified student-counselling specialist. He added that an example of the primarily motivational kind of communication was the student counselling, which would simply deal with not only individual student private problems but also the difficulties they encountered in their studies.

In running a correspondence course with a contact session, an efficient administrative procedure is crucial to its success. Writing on the organisation and administration of this kind of correspondence programme in Lar-Olof Edstrom (1970:345-6), Kaunda enumerated the administrative functions crucial to the success of such programme. These functions included, among other things, arrangement for residential summer courses, providing a library for reference, keeping the students in touch with the university library, and making arrangements for accommodation and feeding of students and part-time lecturers. Also speaking on the administrative functions of a correspondence education programme, Lar-Olof Edstrom (1970:217) said that the three basic processes which a correspondence education administration should carry out were the production of the study materials, their distribution to the students and the correction of the written or practical work of the students. He argued that how these processes would be organised and administered would depend largely on the resources used. The first task, he went on, for the administration would be to make the best educational, and the most economical, use of the local resources already available, which could contribute to the provision of correspondence teaching.

Speaking on the production of study material, Erdos (1975:62) was of the view that:

> There are different methods of arranging for production:
> (a) contracts can be made with a government, university or commercial printer, provided he has staff and equipment, to ensure regular delivery in accordance with delivery dates, and
> (b) the institution may set up its own production unit.

Record-keeping about the personal data of students and for other purposes is another essential function of the administration of the correspondence education. The procedure for keeping official records in this programme must be carefully planned. All records kept should be readily available on demand. Evaluative exercises about the programme can hardly be successfully carried out if these records are not properly kept. Erdos (1975:37) writing on the same subject said that the designing of administrative procedures and record systems should be carried out during the preparatory period in readiness for the enrolment of students, and for maintaining a continous service to them. He remarked that upon those procedures and records depended the smooth and efficient organisation of a correspondence teaching institution.

When talking of administrative efficiency in a correspondence programme, one needs to realize that this is very hard to come by if the administrative staff are not adequate in number, and are not specially trained for handling correspondence education programme. Realising the need for adequate and well-trained administrative staff in a correspondence programme, Mackenzie (1975:5-6) noted that more trained administrative and clerical staff were

required. He went on to remark that in an innovatory programme such as correspondence education, specially trained and selected administrative and secretarial staff were a sine qua non of success of such a programme. He noted that without competent supportive services, students would be unable to benefit from the programme.

In certain correspondence institutions, full-time instructors are recruited. In others, part-time lecturers are recruited to supplement the inadequate full-time staff. In some, still, there is absolute dependence on recruitment of part-time teachers for lecturing students during contact session. As to the technique of recruiting staff for a correspondence education, Erdos (1975:12) advised that:

> When the same educators are responsible for both resident and correspondence students, so that they are taught the same syllabi by the same teachers and examined by the same examinations, it becomes possible to maintain uniform standards of instruction and achievement, and to make valid comparison of performance.

When a correspondence programme is expanding in terms of the population of students and teaching staff, it will be expected that the programme should be re-adjusted to cater for such a phenomenal increase. Realising that such an increase would create some organisational and administrative bottle-necks in the absence of a good overhead planning, Erdos (1975:19) had suggested a practical solution:

> By the end of the second year an institution teaching by correspondence should be fully staffed for the needs of its third year, fully equipped, and fully operative. If the first two years are well planned, and the plans are fully carried out, the institution should be running smoothly and be ready for further development in its third year.

Still speaking of how to cope with the problems of programme expansion, Erdos (1975:57) suggested that provision should be made for forward planning which must be based on realistic budgeting for personnel, accommodation, equipment and materials. On the same issue, Lowe (1975:139) was of the opinion that, to cope with expansion of education programme, the administrative, organising and the teaching force would have to be expanded, too.

Another significant aspect of the functions of the administration of correspondence education is the supervision of the teaching staff, the part-time teachers.
especially/ It is obvious that the kind of staff employed to teach adult students and write courses for them determines the extent to which the programme can be successful. The teachers' devotion to duty may be at times positively influenced by the supervision provided by the head of the administration. The need, therefore, for efficient system of staff supervision had been sufficiently and articulately stressed when Lar-Olof Edstrom (1970:214) remarked that:

> Reliance on a large staff of part-time tutors brings with it the problem of supervision and of standards. Notwithstanding that most of the teachers do excellent job, there is a need for regular surveillance of the correcting and marking as well as teaching procedures. A special teacher's department should be established for this purpose or staff members within each department should be detailed to be responsible for the instruction.

Very significant to the success of a correspondence programme are the characteristics of the teaching staff. Teachers who are to teach adults must possess certain exemplary qualities. Enumerating the good qualities of teachers of adults, Stephens and Co. (1971:12-13) submitted that a good teacher of adult students should like people, act intelligently towards them, and should not be contemptuous towards those students who were of limited ability. Such a teacher, he contended, should be good humoured, and should be ready to give maximum help to the students. He should be tactful, fair, energetic and should present information in a way that would not be heavy or drab. Such a teacher should not luxuriate in sarcasm or bullying in an adult class, because it would produce protest or withdrawal on the part of the students. Also speaking on the ideal attitudes a teacher of adults should possess, Knowles (1970:41) remarked that:

> Even more importantly, the psychological climate should be one which causes adults to feel accepted, respected, and supported; in which there exists a spirit of mutuality between teachers and students as joint inquirers; in which there is freedom of expression without fear of punishment or ridicle. A person feels to be more "adult" in an atmosphere that is friendly and informal.

Crucial to the success of a correspondence programme is the high morale of the teaching staff. After securing qualified staff, there is need to guard against doing anything that is capable of lowering their morale. Adequate arrangements should be made to make the part-time staff from outside the centre of the programme feel very comfortable. They should be given adequate remuneration for performing their duties satisfactorily. There should be no delay whatsoever in settling their claims. Realising the effect of staff morale on the success of the programme, Lar-Olof Edstrom (1970:201) had remarked:

> The dividends accruing from underpayment of the correspondence teacher are only superficially a profit. Underpayment places a premium on slip-shod work, carelessness and haste that defeats the ends of any serious correspondence instruction programme.

On the need to provide adequate remuneration for the teaching staff, Lowe (1975:147) was of the view that part-time teachers themselves would be unlikely to see any advantage in surrendering a part of their leisure time for teaching correspondence students when the tenure of employment was precarious, the financial rewards small, and the working environment frequently uncongenial.

The teaching staff need to be properly oriented into the correspondence programme. Knowles (1970:166-9) had rightly pointed out that even the best teacher could hardly do his best job unless he had been properly oriented into the programme. He recognised the need to understand the objectives of the programme, its philosophy of education, its methods, and he should understand exactly where he

fitted into the organisation. He was of the opinion that such an orientation could be achieved through such methods as individual conferences, printed materials, internal memoranda, course plans, faculty meetings and the like.

2.4 Summary:

In reviewing the literature related to this study the researcher had extensively discussed the essential aspects of a correspondence education programme, which should be taken into consideration for the purpose of evaluation. These aspects constituted the criteria on which the questionnaires and interviews designed for the appraisal of the N.C.E.(cc) programme were based.

For a correspondence teacher education programme to achieve its objectives, the students' welfare should be given a priority by its administration. Their welfare could be catered for through proper and efficient organisational and administrative procedures. Such procedures would take into account orientation programme for the students at the start of the contact session, efficient accommodation and feeding arrangements, preparation and production of quality study guides, provision of adequate physical and office facilities, offering of counselling services, and efficient administrative procedures for handling students' assignments.

Moreover, the need for well-trained administrative staff had been recognised and accordingly stressed. This is very vital for the efficient administration of the programme. In addition, sufficient

administrative staff should be recruited into the programme in order to constantly ensure its success. Also the need for an increase in the number of the administrative staff had been recognised, as this was the only way by which the increase in the student population could be matched by the staff population.

In addition, the ideal way of staffing the programme by part-time staff had been recognised through the literature reviewed. The need, too, for the orientation and remuneration of the teaching staff had been adequately discussed. Also extensively thrashed were the good qualities teachers of adults should possess if the correspondence education programme was to be successful.

All the literatures on this study were considered very relevant, in the sense that they all discussed in detail all the ideals a well organised and afficiently administered correspondence programme should adhere to. It was upon these ideals that the researcher based the criteria for drawing up the questionnaires and interviews for the purpose of this study.

CHAPTER 3

DESIGN AND PROCEDURE

3.1 Selection and character of sample used:

N.C.E. by correspondence students comprised the population from which the sample for the collection of data for this study was randomly selected. The entire population of students was made up of 818 students from years one to four. The numbers of students in years one to four were 270, 238, 235 and 75 respectively from the 18 of the 19 states of Nigeria.

For the sake of convenience and easy manipulation, the researcher decided to make use of a sample of one-third of the entire population in each of the years one to four classes. As to method of selection of the sample from which data were collected, the researcher made use of simple stratified random sampling. First, the students were stratified into their various classes and according to their states of origin. Second, a table of random numbers was used in selecting one-third of each of the strata. As a result, samples of 90, 79, 78 and 25 were selected from years one to four classes respectively for the purpose of this study. Thus the overall sample from which data for this study were collected was made up of 272 students.

The technique used for selecting a sample from the staff population of 94 was not different either. A table of random numbers was used to

select one-third of the staff population for the sample. The staff population was stratified into two. One stratum was made up of part-time staff from outside Zaria and the second statum was made up of part-time staff resident in Zaria. Thus the sample selected from the staff population stood at 32.

3.2 Collection of data:

In order to collect data in connection with the sub-problems enumerated under "statement of problem", the researcher made use of three techniques of data collection. These techniques included (a) questionnaires for the students and the teaching staff, (b) interviews for some students, teachers, the co-ordinators of the programme and subject co-ordinators; and (c) survey of relevant documents such as records pertaining to students' adminission and some publications by the co-ordinator of the programme.

In distributing the questionnaires to the respondents, the researcher encountered no difficulty since the population from which the sample for the study was selected was located in one centre. The interviews with the former and present co-ordinators of the programme posed no problem either. Most of the records surveyed were accessible very easily,

The questionnaires served on the students and staff were distributed and collected by the researcher. Each questionnaire for the students was sub-divided into four parts. Each part was made up of items not more than fifteen in number. Part one dealt with

information about each of the students. Part two dealt with students welfare as regards arrangments made for their arrival before the beginning of the contact session for a smooth take-off of the programme. Moreover, part three of the questionnaire was concerned with the students' welfare, too, as regards the extent to which the teaching staff were committed to the success of the programme. Part four dealt with the students' welfare with respect to the production and distribution of study guides, the submission and marking and correction of written assignments. However, the responses made by the students to the items of the questionnaires were used to assess the organisation and administration of the programme. In addition, responses from the staff to the items of questionnaires served on them plus the results of the interviews with the co-ordinators, subject co-ordinators, students and staff were as well used to appraise the organisation and administration of the programme. Moreover, from these responses the problem facing the organisation and the administration of the programme were detected.

The questionnaires served on the teaching staff comprised two parts. The first part sought for personal information about each of the lecturers. The second part contained items designed to ascertain the extent to which staff welfare was given some considerations by the administration of the programme, in order to foster an environment in which the staff could perform their duties efficiently.

The students were occasionally interviewed about their experiences as regards the organisation and administration of the N.C.E. (cc) programmes, as well as about their problems with the staff as regards their efficiency and devotion to duty.

As regards the interviews the researcher had with the former and present co-ordinators of the programme, focus was on their personal data. In addition, the interviews were centred on the organisational and administrative problems confronting the programme, and which might reduce the chances of attaining its objectives.

3.3 Pilot study:

In order to ensure that the items of the questionnaires were reliable and valid, pilot study was carried out on some of the students. In this process, items all the respondents in the pilot study replied to identically, and those to which a multitude of inappropriate responses were made were either eliminated from the questionnaires or re-worded to avoid lack of discriminality and ambiguity.

3.4 Analysis of data:

Since there were no hypotheses the researcher intended to test, the need for subjecting the data collected to serious statistical testing did not arise. In the light of this, the researcher, after analysing the number of responses to each of the items of the questionnaire, decided to analyse and interpret each of the items using simple tables of percentages showing the details of the responses for the purpose of diagramatic illustrations.

CHAPTER 4

DATA ANALYSIS AND RESULTS

Out of the 272 students on whom questionnaires were served, only 210 returned their questionnaires. In other words, 62 students failed to return theirs, and this accounted for 24.76 per cent of the sample population. Thus only 75.24 per cent of the students made responses to the questionnaires.

However, the responses made to the questionnaires were analysed below:

4.1 The questionnaires for the students:

Part 1: Personal information about the student respondents

Item 1: The study revealed that the male students among the respndents were 173 in number whilst 37 of them were female students.

Item 2: As regards the ages of the students, 71 students indicated that their ages fell between 30-35 years; 69 of them said their ages ranged from 25 to 30 years; 48 of them claimed that their ages ranged between 35 to 40 years, while 12 of them indicated that they were above 40 years of age. In addition, 10 of the respondents were below 25 years of age. The table below shows the details of the students' responses.

TABLE 4.1

Ages of the Students

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Under 25 years	10	4.76
25 - 30 years	69	32.85
30 - 35 years	71	33.80
35 - 40 years	48	22.85
over 40 years	12	5.71
TOTAL	210	100.00

Item 3: Concerning the marital status of the students, 206 students indicated that they were married, 3 of them indicated that they were single and 1 student indicated that she was widowed. In other words, 98.09 per cent of them were married; 1.42 per cent were single, whilst 0.47 per cent of them claimed to be widowed.

Item 4: As regards the number of children the students had, the table below clearly shows the details of students' responses:

TABLE 4.2

Number of Children the students had:

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
None	11	5.23
1 - 2	36	17.14
2 - 4	79	37.61
Over 4	84	40.00
TOTAL	210	100.00

Item 5: With respect to the educational qualifications of the students, the table below will illuminate the details of the students' responses:

TABLE 4.3

Educational qualifications of the students

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Grade II + G.C.E. 'O' Level	43	20.47
Grade II + G.C.E. 'A' Level	9	4.28
Grade I	14	6.66
Associateship Diploma	5	2.38
Grade II + W.A.S.C.	13	6.19
Grade II	125	59.52
W.A.S.C.	1	0.47
TOTAL	210	100.00

Item 6: With regard to the students' teaching experiences, 60 per cent of them had over 10 years of teaching experience; 36.19 per cent of them had teaching experience ranging from 5 to 10 years, whilst 3.80 per cent of the students had less than 5 years of teaching experience.

Item 7: As regards the states of origin of the students, the table below shows the details of the responses of students:

TABLE 4.4

Students' states of origin

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Bauchi State	4	1.90
Benue State	42	20.00
Bornu State	17	8.09
Gongola State	28	13.33
Kaduna State	28	13.33
Kano State	1	0.47
Kwara State	43	20.47
Niger State	3	1.42
Plateau State	12	5.71
Sokoto State	1	0.47
Southern States	31	14.76
TOTAL	210	100.00

Item 8: Concerning the state where the students were teaching, 78.09 per cent of the students indicated that they were teaching in their own states of origin, while 21.09 per cent of them were teaching in states other than their own.

Item 9: As regards whether or not the students had ever applied to any Advanced Teachers' Colleges for admission before, 84.76 per cent of them indicated that they had applied for admission into any of the A.T.C.s in Nigeria before, whilst 15.22 per cent of them never applied before.

Item 10: As regards whether or not those who had applied to any of the A.T.C.s before were offered admission, it was discovered that 11.25 per cent of those who had applied were offered admission, while 88.75 per cent of them claimed that they were denied admission.

The responses to this item simply revealed that most of the students were left with no option other than to go in for N.C.E.(cc) programme in pursuance of their educational advancement.

Item 11: With respect to why the students chose N.C.E.(cc) programme instead of the residential 3-session N.C.E. programme, 78.47 per cent of the students claimed that their decision was influenced by their family problems, 15.48 per cent of them said that they were denied admission into any of the A.T.C.s; 4.80 per cent of them said that their decision was influenced by financial problems, whilst 1.90 per cent of the students chose this programme because of constant ill-health which they used to suffer from.

Compared with the responses of the students to items 9 and 10 above, one will discover that, even if the students were offered admission into the residential N.C.E. Colleges, most of them would still prefer to go in for N.C.E.(cc) programme.

Item 12: Concerning the students' classes in this N.C.E.(cc) programme, the table below shows the details of their responses:

TABLE 4.5

Number of students in each class

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
YEAR I	64	30.48
YEAR II	60	28.57
YEAR III	61	29.04
YEAR IV	25	11.90
TOTAL	210	100.00

Item 13: As regards the students' major subjects, the table below shows the details of the responses of the students.

TABLE 4.6

Students' Major Subjects

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
C.R.K.	36	17.14
English	36	17.14
Geography	26	12.38
History	52	24.77
I.R.K.	8	3.80
Mathematics	18	8.58
P.H.E.	34	16.19
TOTAL	210	100.00

Part 2: What plans are made before the arrival of students for the smooth beginning of the contact session?

The students were asked to indicate the degree of their satisfaction with each of the statements made as regards the ideal plans that ought to be made for a hitch-free start of the contact session. They were asked to put a check (x) against one of the suggested responses below: very satisfied, satisfied, undecided, dis-satisfied, very dis-satisfied.

Item 1: Arrangement for your reception on arrival for this contact session. The table below shows the details of the students' responses:

TABLE 4.7

Arrangement for your reception on arrival for this contact session

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Very satisfied	32	15.23
Satisfied	132	62.85
Undecided	18	8.57
Dis-satisfied	24	11.42
Very dis-satisfied	4	1.90
TOTAL	210	100.00

From the pattern of the students' responses, it would be seen that most of the students were satisfied with the arrangement for their reception on arrival for the contact session.

Item 2: Arrangement for accommodation. The table below clearly illuminates the details of the responses of students.

TABLE 4.9

Arrangement for orientation programme

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Very satisfied	48	22.85
Satisfied	118	56.19
Undecided	20	9.52
Dis-satisfied	22	10.47
Very dis-satisfied	2	0.95
TOTAL	210	100.00

Item 5: Arrangement for familiarising you with the library and lecture rooms. From the table below the details of the students' responses to this item could be discerned:

TABLE 4.10

Arrangement for familiarising you with the library and lecture rooms

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Very satisfied	22	10.47
Satisfied	100	47.61
Undecided	34	16.19
Dis-satisfied	32	15.23
Very dis-satisfied	22	10.47
TOTAL	210	100.00

Item 7: Arrangement for the use of medical facilities. The table below shows the details of the students' responses to this item of the questionnaire:

TABLE 4.12

Arrangement for the use of medical facilities

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Very satisfied	0	0
Satisfied	28	13.33
Undecided	36	17.14
Dis-satisfied	48	22.85
Very dis-satisfied	98	46.66
TOTAL	210	100.00

From the table above one could easily see that the provision of medical facilities for the students was unsatisfactorily handled, and that there would be need for some improvement in this area.

Part 3: Do the teaching staff feel committed to the success of this programme?

To solve this sub-problem the students were asked to indicate the degree of their agreement with the statements by putting a check (x) against the response of their choice out of the following suggested responses: strongly agree; agree; undecided; dis-agree; strongly dis-agree.

Item 1: Teachers attend classes regularly. The table below shows the details of the students' responses to this item.

TABLE 4.13

Teachers attend classes regularly

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Strongly agree	42	20.00
Agree	126	60.00
Undecided	12	5.71
Dis-agree	26	12.38
TOTAL	210	100.00

Although the table shows that most of the teachers were punctual at their classes, the interviews conducted with some of the students revealed that some teachers used to come late to their classes just to waste their time as a result of lack of adequate preparation.

Item 2: Teachers do not prepare lessons well. The table below shows the details of the students' responses to this item.

TABLE 4.14

Teachers do not prepare lessons well

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Strongly agree	0	0
Agree	12	5.71
Undecided	28	13.33
Dis-agree	144	68.57
Strongly dis-agree	26	12.38
TOTAL	210	100.00

From the details of the responses of the students, it could be seen that most of the students disagreed and strongly dis-agreed that the teachers do not prepare their lessons well, although the responses of some students interviewed revealed that some teachers did not prepare their lessons well.

Item 3: Teachers have knowledge of their subjects. Below is a table showing the details of the students' responses to this item:

TABLE 4.15

Teachers have knowledge of their subjects

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Strongly agree	58	27.61
Agree	146	69.52
Undecided	0	0
Dis-agree	4	1.90
Strongly dis-agree	2	0.95
TOTAL	210	100.00

Item 4: Teachers are able to communicate effectively. 1.90 per cent of the students strongly agreed to the statement; 69.52 per cent of them agreed to it; 12.38 per cent of them were undecided; 5.71 per cent of them disagreed with it whilst 2.85 per cent of them strongly dis-agreed with the statement.

Item 5: Teachers give clear and definite assignments and explanations: From the pattern of the students' responses, it was discovered that 19.04 per cent of the students strongly agreed to the statement; 60.95 per cent of them agreed to it; 1.90 per cent of them were undecided; 1.90 per cent of them disagreed with it; whilst 0.95 per cent of the students strongly disagreed with the statement.

Item 6: Teachers were unfair and partial to students: 5.71 per cent of the students strongly agreed to the statement; 18.09 per cent of them agreed to it; 15.23 per cent of them were undecided; 46.66 per cent of them disagreed with it; while 14.28 per cent of them strongly disagreed with the statement.

From the analysis of the students' responses, one can easily see that most of the students were of the opinion that the teachers were fair and impartial to them.

Item 7: Teachers do not realise that they are dealing with adults: Table 9 below shows the details of the students' responses.

TABLE 4.16

Teachers do not realise that they are dealing with adults

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Strongly agree	14	6.66
Agree	24	11.42
Undecided	12	5.71
Disagree	110	52.38
Strongly disagree	50	23.80
TOTAL	210	100.00

The table shows that the students' responses were in support of the fact that the teachers realised that they were dealing with adults, although data collected from the interviews with the students revealed that some teachers did not realise that they were dealing with adults, as they used to pass insults and sarcastic comments on the students.

Item 8: Teachers control the classes without harshness: 23.80 per cent of the students strongly agreed to the statement; 61.90 per cent of them agreed to it; 5.71 per cent of them were undecided; 4.76 per cent of them disagreed with the statement, whilst 3.80 per cent of the students strongly disagreed with it.

Item 9: Teachers are helpful, friendly, patient and considerate: 18.09 per cent of the students indicated that they strongly agreed to the statement; 59.04 per cent of them agreed to it; 12.38 per cent of them were undecided; 7.61 per cent of them disagreed with it whilst 2.85 per cent of the students strongly disagreed with it.

Item 10: Teachers respect students' ideas and opinions in the class: The table below clearly shows the pattern of the responses of the students to this item of the questionnaire:

TABLE 4.17

Teachers respect students' ideas and opinions in the class

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Strongly agree	46	21.90
Agree	136	64.76
Undecided	16	7.61
Disagree	10	4.76
Strongly disagree	2	0.95
TOTAL	210	100.00

Item 11: Teachers make you feel more interested in your subject:

From the students' responses, it was discovered that 7.61 per cent of the students indicated that they strongly agreed to the statement; 62.85 per cent of them said that they agreed to it; 10.47 per cent of them were undecided; 15.23 per cent disagreed with it; whilst 3.80 per cent of them strongly disagreed with the statement.

Part 4: Are the study guides well prepared and the assignments therein efficiently handled?

In this section of the questionnaire, the respondents were asked to indicate the extent to which they agreed with the statements concerning the study guides by putting a check (x) against the responses of their choice out of the following suggested ones; Strongly agree; agree; undecided; disagree; strongly disagree.

Item 4: The study guides contain points not well explained: 23.80 per cent of the students agreed to the statement; 9.52 per cent of them were undecided; 40.95 per cent of the students disagreed with it, while 25.71 per cent of them strongly disagreed with the statement.

This shows that over 60 per cent of the students agreed that the study guides contained points that were well explained.

Item 5: The study guides are not self-explanatory:

The table below shows the details of the responses of the students to this item:

TABLE 4.18

The study guides are not self-explanatory

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Strongly agree	10	4.76
Agree	38	18.09
Undecided	40	19.04
Disagree	80	38.09
Strongly disagree	42	20.00
TOTAL	210	100.00

Item 6: The lessons in the study guides have no sufficient points: 10.47 per cent of the students strongly agreed to the statement; 30.47 per cent of them disagreed to it; 10.47 per cent of them were undecided; 27.61 per cent of them disagreed with it; whilst 20.95 per cent of the students strongly disagreed with it.

From the responses of the students, it could be deduced that less than 50 per cent of the students agreed that the lessons in the study guides had sufficient points.

Item 7: Recommended supplementary text-books are difficult to get in your station:

The table below shows the details of the students' responses to this item of the questionnaire:

TABLE 4.19

Recommended supplementary text-books are difficult to get in your station

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Strongly agree	88	41.90
Agree	66	31.42
Undecided	12	5.71
Disagree	20	9.52
Strongly disagree	4	1.90
TOTAL	210	100.00

Item 8: You send in your written assignments early because you get the study guides on time:

3.80 per cent of the students strongly agreed to the statement; 21.90 of them agree to it; 13.33 were undecided; 37.14 of them disagreed with the statement; whilst 23.80 strongly disagreed with it.

The students' responses to this item stressed the fact earlier revealed about the irregularity in the distribution of the study guides. Over 60 per cent of the students claimed that the written assignments were not sent in early enough.

Item 9: The assignments are not strictly based on the units of the study guides: The table that follows shows the details of the responses of the students to this item of the questionnaire.

TABLE 4.20

The assignments are not strictly based on the units of the study guides

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Strongly agree	8	3.80
Agree	16	7.61
Undecided	30	14.28
Disagree	46	21.90
Strongly disagree	110	52.38
TOTAL	210	100.00

Item 10: The marked and corrected assignments are often sent to you:

The table below shows the details of the pattern of the students' responses to this item:

TABLE 4.21

The marked and corrected assignments are often sent to you

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Strongly agree	10	4.76
Agree	2	0.95
Undecided	24	11.42
Disagree	66	31.42
Strongly disagree	108	51.42
TOTAL	210	100.00

From the responses of the students to this item, one could discover that this important aspect of the administrative functions was not well handled. It was surprising that more than 80 per cent of the students said that the marked and corrected assignments were not often sent back to them.

4.2 QUESTIONNAIRE FOR THE TEACHING STAFF:

Of the 32 lecturers on whom the questionnaires were served, only 31 responded. However, below is the analysis of the data gathered from their responses:

Part 1: Personal information about the lecturers:

Item 1: What is your sex?

The table below shows the details of the lecturers' responses:

TABLE 4.22

The sex of the lecturers

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Male	30	96.77
Female	1	3.22
TOTAL	31	100.00

Item 2: What is your age? The table below shows the details of the responses of the lecturers:

TABLE 4.23

What is your age?

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Below 25 years	0o	0
25 - 30 years	3	9.67
30 - 35 years	16	51.61
35 - 40 years	10	32.22
Over 40 years	2	6.45
TOTAL	31	100.00

Item 3: What is your highest educational qualification ? The table that follows shows the details of the lecturers' responses:

TABLE 4.24

Lecturers' highest educational qualification

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Master's degree	11	35.48
Bachelor's degree	20	64.51
TOTAL	31	100.00

Item 4: What is your area of specialization?

The table below clearly shows the details of the lecturers' responses:

TABLE 4.25

Lecturers' areas of specialization

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Art subject(s)	9	29.03
Education	8	25.80
Education (Science)	5	16.12
Education (Social Science)	5	16.12
Social Science	3	9.67
Science	1	3.22
TOTAL	31	100.00

Item 5: When did you obtain your highest qualification?

The table below also shows the details of the lecturers' responses to this item of the questionnaire:

TABLE 4.26

When did you obtain your highest qualification?

SUGGESTED RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Less than 1 year ago	4	12.90
1 - 3 years ago	7	22.58
3 - 5 years ago	2	6.45
5 - 10 years ago	13	41.93
Over 10 years	5	16.12
TOTAL	31	100.00

Item 6: What category of teachers do you belong to: (a) trained; (b) untrained? 96.77 per cent of the lecturers claimed that they were trained teachers, whilst 3.22 per cent of them indicated that they were untrained.

Item 7: How many years' teaching experience have you at the institution where you teach now? From the responses of the lecturers, it was ascertained that 38.70 per cent of them had teaching experiences ranging from 1 to 3 years; 22.58 per cent of them had 3 - 5 years of teaching experiences; 12.90 per cent of them indicated that their years of teaching experiences ranged between 5 and 7 years; whilst 25.80 per cent of them had over 7 years of teaching experiences.

Item 8: In which type of institution do you teach? The table below shows the details of the lecturers' responses to this item:

TABLE 4.27

Institutions where the lecturers teach

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
Secondary School	1	3.33
Polytechnic	0	0
Grade II T.T.C.	3	9.67
N.C.A.S.T.	1	3.22
University	6	19.35
A.T.C.	19	61.29
I.A.R.	1	3.22
TOTAL	31	100.00

Item 9: How many classes do you teach during this contact session? The table that follows shows the details of the responses of the lecturers to this item of the questionnaire.

TABLE 4.28

Number of classes each lecturer teaches

POSSIBLE RESPONSES	NUMBER OF RESPONSES	PERCENTAGE
1 class	14	45.16
2 classes	8	25.80
3 classes	3	9.67
4.classes	6	19.35
TOTAL	31	100.00

From this table one could see that there were some lecturers teaching more than one class during the contact session. Interviews with some lecturers revealed that different topics were taught in these classes. This, however, would call for more seriousness on the part of lecturers.

Part 2 of the questionnaire for the teaching staff:

Items 1 to 17 were designed to find out the extent to which the staff welfare and the provision for a condusive atmosphere for the discharge of their duties were adequately taken care of. The lecturers were requested to make their responses to the items by indicating 'yes' or 'no' against each of them. Items 1 - 7 were meant to be responded to by outside - Zaria respondents only.

Item 1: Do you come from outside Zaria? 48.4 per cent of the respondents indicated that they came from outside Zaria to lecture during the contact session. But 51.6 per cent of the respondents were resident in Zaria.

Item 2: If yes, do you suffer any accommodation problems? 40 per cent of those who were from outside Zaria said that they encountered some accommodation problems during the contact session; whilst 60 per cent of them did not.

Item 3: Do you stay in A.B.U. hostel? 20 per cent of the respondents who came from outside Zaria stayed in A.B.U. hostel whilst 80 per cent did not.

Item 4: Do you stay in a hotel? 8.3 per cent of the respondents who did not stay in A.B.U. hostel claimed that they stayed in a hotel, while 91.7 per cent of such respondents did not.

Item 5: Do you stay with a friend? 100 per cent of the respondents who were not staying in a hotel indicated that they stayed with friends in Zaria during the contact session.

Item 6: Does Institute of Education pay your accommodation bill? 20 per cent of those respondents from outside Zaria claimed that their accommodation bills were settled by the Institute of Education, whilst 80 per cent of them said no.

Item 17: If yes, were your claims settled promptly? 38.8 per cent of those who had participated in the course before said that their claims were promptly settled; but 61.2 per cent of them said their claims were not promptly paid.

Item 18: Please, give two suggestions in order of importance on the arrangement for outside staff accommodation: Useful suggestions were made by the lecturers. These included provision of accommodation near the contact session centre, better concrete arrangement for staff accommodation before their arrival, and staff to be responsible for their accommodation and be paid their allowances for the whole period.

Item 19: Please, give two suggestions in order of priority for improvement on the organisation and administration of this programme.

The suggestions made by the lecturers included sending of scheme of work and time-table to participants well in advance, making solid arrangement for lecture rooms before contact session starts, taking care to recruit staff to avoid employing inefficient, undevoted and lazy ones, recruiting more typists and clerks each of whom would be attached session in order to bridge the communication gap between the administration and the teaching staff, and making solid arrangement for the use of library facilities in advance before the arrival of staff and students.

4.3 Analysis of the data collected from the interviews with the former and present co-ordinators of the programme:

Concerning the personal information about the co-ordinators, it was discovered that both were above 40 years of age. Both possessed the right qualification for being the co-ordinator of the N.C.E.(cc) programme, as each of them had special training in distance teaching, particularly the present co-ordinator who had Doctorate degree in Correspondence Education. Both of them were trained teachers.

Administration of N.C.E.(cc):

Administrative staff: Through the interviews, it was revealed that, during the first two years of the programme, 1976 and 1977, the N.C.E.(cc) section had only six Clerical staff, and that by 1979, the fourth year of the programme, the number had sluggishly risen to just seven excluding one porter. Of these seven clerical staff, three were typists only two of whom were good in typing. The remaining four members of the clerical staff were temporary clerks.

Both co-ordinators agreed that the number of administrative staff was grossly inadequate. They recommended that three more senior staff would be needed for the efficient discharge of the administrative functions. As at the time of the study, only the co-ordinator was the professional staff in charge of the administrative functions.

As regards the administrative functions, the co-ordinators declared that the functions included: production and distribution of the study guides, collection of the written assignments, distribution of assignments for marking and correction, making arrangement for accommodation and feeding during contact session, keeping of relevant records, receiving and paying money, counselling and advising students (although no specialist in guidance and counselling was provided), and supervision and assessing of students on teaching practice.

Records kept: All relevant records that should be kept by any educational institutions were kept by the N.C.E.(cc) section. These records included files for each student, admission record, files for intermediate and junior staff and so forth. These records, however, were inaccurate, incomprehensive and inaccessible, according to the current co-ordinator of the programme.

Administrative problems: A list of the problems militating seriously against the efficient administration of this programme since its inception was prepared from the responses of the co-ordinators. These administrative problems included the following:

1. Study guides were never ready on time.
2. Lack of adequate and efficient staff and lack of materials for stencilling, duplicating and biding of the study guides.

3. Some study guide writers did not submit their scripts on time.
4. Lack of effective co-ordination of the activities of the programme.
5. Difficulty in supervising students' feeding and accommodation.
6. Insufficient supervision from the Executive Officer.
7. Irregularity in the students' submission of written assignments.
8. Some markers kept the assignments with them for too long unmarked.
9. Financial bottle-necks emanating from insufficient funding as the programme was not adequately budgeted for, and approved budget could not be spent by the co-ordinator when and as required.

Teaching Staff: Part-time instructors were, in most cases, recruited for teaching the students during the contact session. The recruitment of the part-time staff, according to the current co-ordinator, was done by the Institute of Education, A.B.U. (the headquarters of the programme). It was discovered that there was no arrangement for the supervision of the teaching staff owing to lack of adequate professional staff attached to the programme. Recruitment zone, it was further revealed, of the teaching staff embraced Kano, Sokoto, Minna, Kwara and Zaria (especially the staff of the A.T.C.'s in these areas).

Among the part-time staff were subject co-ordinators who were resident in Zaria, and whose responsibility, apart from teaching, was to co-ordinate the activities in each subject area. It was their responsibility to assign duties to the staff in each of the departments.

They were also responsible for collating the grades submitted by the staff under them. They, moreover, served as liaison officers between the co-ordinator of the programme and the staff.

Organisational Problems: Among the organisational problems enumerated by the co-ordinators during the interviews were:

1. Lack of sufficient and capable administrative staff.
2. Part-time staff showed very little devotion to duty especially those who were either doing part-time summer courses or marking W.A.E.C. examination answer scripts at A.B.U. and who availed themselves of the opportunity offered by proximity to the contact session centre to participate in the programme.

Examination of some relevant documents about the students' enrolments revealed that some of the students who enrolled in the programme had with-drawn. 18.47 per cent of those who registered in 1976 had with-drawn. 14.98 per cent of those enrolled in 1977 had also with-drawn. 13.45 per cent of those who enrolled in the programme in 1978 had with-drawn as well.

4.4 Results of the analysis of data:

The results of the data about the personal information of students, teachers and the co-ordinators involved in the execution of the N.C.E.(cc) programme will first of all be discussed. The discussion of the results of the analysis of data about each of the sub-problems will follow.

(1) Personal information about the students:

Most of the student respondents were married. They accounted for 98.09 per cent. According to table 4.1, all the students were adults. Most of the student respondents shouldered some family responsibilities as shown by table 4.2 as regards the number of children each of them had.

Furthermore, most of the students had good educational background which would enable them benefit maximally from the programme if well operated. Table 4.3 would bear testimony to this. The study had shown that, in addition to Teachers' Grade II Certificate, some of the students had additionall certificate ranging from G.C.E. 'O' and 'A' levels to Teachers' Grade I Certificate and Associateship Diploma Certificate in education. However, the number of those with only Teachers' Grade II Certificate outweighed the rest combined. But there was one revelation that had been made through the study, and this was in connection with the fact that some West African Examination Certificate holders managed to be admitted into the programme. This seemed to be contrary to the stated category of teachers for whom the course had been designed. However, the percentage of this group of students was negligible; just 0.47 per cent of the entire student respondents.

Moreover, the study had demonstrated that most of the students were experienced teachers. This was evidenced by the bare fact that 96.19 per cent of the students had teaching experience ranging between 5 and 10 years and over.

Also the study revealed that all the states of Nigeria, save Lagos State, were represented in the student population. However, only 31 per cent of the student respondents came from the Southern States, whilst the rest came from the Northern States. This was discovered to be in keeping with the Federal Government of Nigeria's policy of providing greater educational opportunity to the less educationally advanced states of the Federation, especially Northern States.

Furthermore, it was discovered that most of the student respondents were teaching in their own states of origin (78.09 per cent of them). This implied simply that the states stand to lose nothing by giving financial aids to these students to enable them pursue their studies.

The study had also shown that most of the students had, at one time or the other, applied to various Advanced Teachers' Colleges for admission (84.76 per cent of them). But 88.75 per cent of those who had applied to these colleges before were denied admission. Thus it became clear why most of them chose to enrol in this programme. It was the last resort for the students in their bid not only to further their education, but also to improve their performances in the field of education. Responding to why the students chose this

programme instead of the 3-session residential N.C.E. course, the majority of the students said that it was because of their family problems emanating from their domestic responsibilities which would suffer if they should go in for the 3-session N.C.E. programme. A negligible percentage of that said it was because of denial of admission for full-time N.C.E. course. Others, still, claimed that it was because of financial problems.

The study revealed that the major subjects of students in the programme ranged from C.R.K., to English, Geography, History, I.R.K., Mathematics and PHE.

2. Background information about the lecturers:

The study showed that the number of male teachers involved in this programme greatly surpassed that of the female teachers. Since most of the teachers were on part-time basis, the reason for this could be that the male ones were more willing than the female ones to leave their stations for Zaria on account of this programme.

Another point revealed is that most of the lecturers were well advanced in age, and the percentage of those whose ages stood at between 30 to 40 years was 83.83 per cent. As a result of this, one would expect that, as adults, most of the lecturers should demonstrate a high sense of responsibility and total commitment to the success of the programme.

It was also observed that all the lecturers had adequate educational qualifications for teaching in this programme. It was observed that 64.51 per cent of the lecturers had Bachelor's degree as their highest qualifications, while 35.48 per cent of them had Master's degree in their various disciplines, as shown by table 4.24.

It was further revealed through the study that most of the teachers recruited for this programme were teaching in various Advanced Teachers' Colleges, and the percentage of this category of teachers stood at 61.29 percent. In addition, some of the teachers were recruited from the Faculty and Institute of Education, Ahmadu Bello University, Zaria. Table 4.27 shows this fact very clearly.

It was also discovered through the study that some teachers used to teach up to two, three or four classes during the contact session. This being so, one would expect such teachers to realize that they need to put up extra effort in preparing their lessons well for each of the classes where different topics are taught.

3. Background information about the co-ordinators:

The study had shown that both the former and present co-ordinators of the programme were above 40 years of age. This went a long way to indicate that both of them were mature enough to be entrusted with such a great responsibility as the co-ordination of the N.C.E.(cc) programme.

Both co-ordinators had adequate educational qualifications for being the co-ordinator of the programme. The former co-ordinator who did the pioneering work during the first two years of the programme, had Master's Degree plus some in-service education in correspondence education. The co-ordinator at the time this study was carried out had a Doctorate Degree in correspondence education. Thus both possessed the expert knowledge and skill that would enable them plan well for the efficient organisation and administration of this type of in-service correspondence education programme.

4. What plans are made before the arrival of students for smooth beginning of the contact session?

It was observed that adequate preparation was often made by the co-ordinator before the start of the contact session. The pattern of the responses of the students to items 1 to 6 of the questionnaire lends weight to this assertion. The areas where arrangements were often made included reception of students on arrival at the centre for the contact session, accommodation, feeding, orientation programme, familiarization of students with the library and lecture rooms, and arrangement for lectures. More than 70 percent of the student respondents indicated that the arrangements were satisfactory. However, as regards feeding arrangement, a little above 50 per cent of the students claimed that they were satisfied.

Item 7, which was related to arrangement for the provision of medical facilities for students, was rated by almost 70 per cent of the students as being unsatisfactory.

Concerning the teaching staff, the study revealed that about half of the lecturers were recruited from outside Zaria. Only 20 per cent of such staff recruited from outside Zaria stayed in A.B.U. hostels. Respnding to the request for some useful suggestions for the improvement of the accommodation arrangement, most students said that better arrangement for housing staff from outside Zaria be made before staff arrival. From the responses made, it was discovered that adequate arrangement for staff accommodation was not often made before their arrival.

As regards arrangement for securing text-books for the teachers' use, responses to items 8 - 11 of part II of the questionnaire for lecturers showed that most of the lecturers brought their personal text-books to the centre during the contact session (30 out of 31 lecturers). Some still indicated that they borrowed them from Kashim Ibrahim Library, A.B.U. Very startling was the revelation that a negligible per centage of the lecturers made use of the library at A.T.C., Zaria; just 22.6 per cent of the lecturers. Some of the lecturers asserted that they did not find it easy to locate the lecture rooms.

From the interviews with the former co-ordinator and the co-ordinator of the programme at the time of the study, it was deduced that lack of sufficient professional staff in the N.C.E.(cc) section militated very strongly against adequate preparation for the smooth-running of this programme. It was discovered that, at the time of the study, the co-ordinator was the only professional staff in this section. It did seem the programme was only growing in one direction, that is, in population. The growth in administrative staff population was not commensurate with the growth in the student and teaching staff population. This situation, the co-ordinator remarked, would not augur well for the smooth organisation and administration of this in-service teacher education programme.

5. Do the teaching staff feel committed to the success of the programme?

From the responses of the students to the items of part 2 of the questionnaire served on students, one would have the impression that the teachers were heavily committed to the success of the programme. The percentage of students who claimed that the teachers were performing their duties satisfactorily stood at 80 per cent. Whereas through the interviews conducted with some of the students, it was discovered that some of the teachers often treated this programme as of secondary importance. This was because, they claimed, some of the teachers were involved in either part-time summer Master's or

Undoubtedly, one of the ways by which the morale of the lecturers could be enhanced is the promptness with which their claims are settled. Of those who had participated in this programme before, 7 out of 18 of them submitted that their claims were not promptly settled. Responses of the lecturers to items 16 and 17 of part 2 of the questionnaire for teachers bear testimoney to this assertion about settling of staff claims. However, interviews with the former and present co-ordinators of the programme revealed that delay in the payment of lecturers' claims stemmed purely from the fact that such lecturers might not have fulfilled the conditions that were pre-requisite for such settlement.

6. Are the study guides well prepared and the assignments therein efficiently handled?

The study revealed that the study guides were not efficiently handled as regards their distribution. The responses to item 1 of part 4 of the questionnaire for students showed that a small number of students did get their copies of the study guides by post, whilst just a little above half of the students got theirs during the contact session. Interviews with some of the students showed that there were many irregularities in the distribution of the distribution of the study guides. Some students even said that some of them used to get the study guides meant for the previous correspondence session during the contact session. These irregularities the co-ordinators of the programme attributed to lack of devoted course-

writers and lack of materials for producing the study guides as well as lack of a vehicle which, in the alternative, should have been used for distributing the study guides to various state centres.

From the analysis of the data from the students' responses to items 3 to 7 of part 4 of the students' questionnaire, it was discovered that the study guides were written in clear and understandable language. The points they contained were well explained. It was also discovered that recommended supplementary text-books were not easy to get in the students' various stations. However, the responses to item 5 were not very encouraging. This was because the analysis of the data collected from these responses showed that some of these study guides were not self-explanatory. Only 58.09 per cent of the students claimed that the study guides were self-explanatory. From the analysis of the data from the responses to item 6, one could conclude that the lessons contained in these correspondence materials had just a few points.

Concerning items 8 to 10 about the handling of the written assignments, it was revealed, through the analysis of the data from students' responses, that most students did not send in their assignments for marking and correction on time because of failure to distribute the study guides early enough. It was further discovered that the marked and corrected assignments were often not sent back to the students. However, most of the students agreed that the assignments were strictly based on the study guides.

From the interviews conducted with the co-ordinators of the programme, the course writers as well as markers of the assignments, it was discovered that irregularity in the distribution of the study guides seriously affected the submission of the written assignments. In addition, it was ascertained that there was no time schedule for the submission of assignments at the end of each unit of the study guides. This, it was gathered, culminated in the piling up of written assignments before they were given out for marking. Lack of efficient clerical staff for handling the sorting out of the assignments also hampered the rate at which they were marked. Course writers and markers revealed that the amount of money paid for course writing and marking of assignments did not justify the effort and time spent on them. This, they claimed, could be responsible for the lukeworm attitudes of some of them towards writing of the correspondence materials and the marking of the assignments they contained.

(1) What poblems is the N.C.E.(cc) programme facing which might make the achievement of its stated objectives difficult or even impossible?

The interviews held with the co-ordinators of this programme showed that there were myriads of problems capable of affecting adversely attempts to attain the declared objectives of the

programme. These problems were categorized into (a) administrative problems; (b) organisational problems and (c) financial problems.

Among the administrative problems of the programme were the following:-

1. inability to get the study guides ready on time for distribtuion to students;
2. lack of adequate and capable staff for carrying out the administrative functions of the programme;
3. lack of materials for stencilling, duplicating and biding of the study guides;
4. failure of the course writers to submit their scripts on time for stencilling, duplicating and biding;
5. lack of efficient and effective co-ordination;
6. lack of a vehicle in the N.C.E.(cc) section for the delivery of study guides to state centres and for running other important errands;
7. difficulty in supervising students' feeding and accommodation by the professional staff (the co-ordinator) in charge of the programme;
8. irregularity in the students' submission of written assignments; and

9. difficulty in getting lecturers to mark and correct the assignment scripts.

The organisational problem affecting the smooth-running of the programme include:-

(1) Lack of sufficient professional staff to man each of the subject areas as heads of departments; and

(2) the problem of how to get part-time lecturers who would be devoted to their duties and who would not engage in other programmes at A.B.U. main campus during the contact session.

The financial problems emanated from the fact that the programme was insufficiently funded. It was disclosed that it was not adequately budgeted for. Furthermore, the financial problems being encountered by the programme stemmed from the fact that the co-ordinator could not spend out of the approved budget when and as required.

CHAPTER 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER STUDY

5.1 Summary:

In this study, the researcher had surveyed the organisation and administration of the N.C.E.(cc) programme run by the Institute of Education, A.B.U., Zaria. The primary motive behind embarkation on the study was to appraise the programme in order that useful suggestions could be made for the solution of any organisational and administrative problems that might be operating against its success. Such suggestions, if implemented, would undoubtedly culminate in its overall improvement, so that its declared objectives could be eventually attained.

In pursuance of this objective of the study, a review of related literature was carried out. From the literature review, however, the ideals to look for when appraising formatively a correspodence education programme were discovered. There ideals were based on adequate planning for the welfare of the students and the teaching staff involved in the programme, the characteristics of the teaching staff that could promote the attainment of its objectives, the production and distribution of the study guides, the collection and marking of the students' written assignments and the adequate staffing of the programme. These ideals, as enumerated in chapter 2, served as a useful guide for formulating the sub-problems which were intended to be solved through this study.

In order to collect data for solving the sub-problems, sets of questionnaire were carefully designed for the students and the teachers who participated in the programme during the 1979 contact session. Moreover, interviews were conducted not only with the formwer and present co-ordinators of the programme, but also with the students, course-writers and assignment-script markers. Through the analysis of the data collected from the responses to the sets of questionnaire and the interviews, the problems militating against the administration of the programme were unearthed (chapter 4). These problems ranged from administrative problems to organisational and financial problems.

From the analysis of the data collected, it was discovered that the administration of the programme was fraught with some problems. It was heartening, however, to note that the programme was efficiently run in certain respects. For instance, arrangement before the arrival of students for contact session was alright, to a greater extent, except in the area of provision for adequate medical facilities for both students and staff, particularly those staff from outside Zaria. Qualified staff were often recruited to teach during the contact session, but, deplorably enough, not all of them were seriously committed to the success of the programme. (chapter 4). From the analysis of data, it was further revealed that the handling of the study guides and the students' written assignments left much to be desired. In fact, it was discovered

to be far from the ideal.

5.2 Conclusions:

From the analysis of data, one can conclude that the administration of the programme would need to be improved in order to attain the objectives for which it was set up.

As regards the students, most of them had adequate educational qualifications for admission into the programme. Most of them were experienced teachers. The implication of this was that, with a dedicated teaching staff who possessed the knowledge of the psychology of how to deal with adult learners, the students would be able to acquire meaningful learning experiences in this programme to the extent that its objectives would be achieved in the end. Unfortunately, some of the administrative functions were not well carried out. For instance, keeping of students' records, the production and distribution of correspondence materials and the handling of students' assignments were some of the administrative functions that were not well performed because of the reasons that had been enumerated in chapter 4.

Concerning the teaching staff, the lecturers were found to be well qualified educationally for lecturing these adult students. However, sadly enough, some of them had divided interests, and this had greatly affected the extent to which some of them were devoted to their duty during the contact session. In any case, it was gladdening to note that some of the teachers were fully committed to the success of the programme as a result of how hardworking they

were. If the situation in which some of these teachers were not very devoted to their duty was not arrested immediately, some students might undoubtedly lose interest in the programme; and loss of interest in it might eventually lead to an alarming rate of student drop-outs.

With respect to the administrative staff, it was discovered that there was acute shortage of efficient staff charged with the responsibility of carrying out the administrative functions of the programme. It was further revealed through the interviews conducted with the programme co-ordinator that their number was not proportionate to that of the students and staff they were meant to serve. As at the time this study was carried out, only the co-ordinator was the professional staff in charge of this programme. With the rate of increase in the population of students, one would be convinced that just one professional staff would not be enough for efficient administration of the programme.

The problems facing the administration of this programme, as listed in chapter 4, would need to be given very serious considerations. In fact, these problems presented themselves as particularly needing immediate solutions if the success of the N.C.E.(cc) programme was to be achieved eventually.

5.3 Recommendations:

In a bid to solve the problems with which the programme was fraught, the following suggestions are hereby offered by the researcher. These recommendations, however, are based on the results of the

analysis of data collected from the responses of the students and staff to sets of questionnaire served on them, and the interviews the researcher had with the former and present programme co-ordinators, students and staff as well as course-writers and markers of written assignments. These recommendations for the improvement of the programme were based on student welfare, staff welfare and the provision of an ideal working atmosphere for the administrative staff connected with the discharge of the administrative functions of the programme.

Student Welfare:

For the student welfare to be adequately catered for, the following recommendations seriously call for immediate consideration and implementation:

1. A comprehensive orientation programme should be planned before the arrival of the students for the contact session. Among things to be included in this programme would be familiarization visits to places like the library and the lecture theatres. Undoubtedly, the students would badly need some explanations about the use of the library facilities. To save both students and staff the trouble of running into some difficulty in locating the lecture rooms, there would be need for taking them round the lecture blocks in order to familiarize them with lecture rooms.

2. There is need to provide medical facilities for the students during the contact session. There is no doubt that the ability of the students to cope with the rigour of the work of the contact session depends on, among other things, the good state of health in which they are. The A.T.C. Health Centre, Zaria, could be stocked with enough drugs for use during the contact session. The students could be asked to pay some token fees for these medical facilities. This would save the students the trouble of going to A.I.U. General Hospital, Zaria, for medical treatment which involves a waste of time on the part of the students.

3. Feeding of students during the contact session was found to be an important part of the administrative functions of the N.C.E.(cc) programme. Solid arrangements should be made whereby students should have their meals at the centres where they are accommodated and lectured. This would save them the trouble of running here and there for their lectures at one centre, and for meals at another centre. Students' feeding should be thoroughly supervised - a thing that could not be hitherto done by the N.C.E.(cc) administration as a result of lack of professional staff.

4. There should be need for an orientation programme for the lecturers as regards student-staff relationships and how to deal with the students as adults. The study had shown that some lecturers did not realise that they were dealing with adults.

Interviews with the students revealed that they often passed sarcastic and demoralising comments about them in the classes. Some of the lecturers were even said to be choleric and intolerant when asked questions for more explanations. To ensure that good relationships would exist between the students and staff, one of the activities for staff orientation could be a lecture on "the characteristics of a good contact-session teacher" to be orgainsed by the programme co-ordinator.

5. The study had also stressed the need for care to be taken in recruiting part-time teachers for this programme. It was observed that some teachers, though specialists in their various disciplines, could not impart knowledge to students. It was also observed that some had divided interests at the detriment of the success of the programme. People who were engaged in this programme and, at the same time, in other programmes at A.B.U. main campus were found to be guilty of this.

Therefore, it is recommended that the co-ordinator should design a form for evaluating each of the lecturers. Towards the end of the contact session, students should be asked to complete the forms as regards the success or failure, the capability or otherwise, and devotion to duty or otherwise of each of the lecturers. Therefore, any lecturers found wanting and inefficient and those

who would be involved in other summer programmes at A.B.U. main campus should not be allowed to teach during the contact session. No doubt, poor performance of lecturers would adversely affect the success of the programme.

6. Since most of the lecturers had indicated that hand-outs were necessary for the students, it would be hereby recommended that facilities for producing hand-outs should be made available during the contact session. This would involve employing more typists; at least a typist should be attached to each subject area. In addition, enough typing and duplicating materials should be provided at the centre for the contact session.

7. To ensure that the study guides were efficiently distributed to enable each student have his or hers at the beginning of the correspondence session, it would be recommended that study guides should be given to them two weeks to the end of the contact session. It was found that posting them to students would create untold problems that would make it impossible for some students to have theirs throughout the correspondence session. In fact, inefficiency of the postal system in the country would not favour the idea of mailing study guides to students. It was also found that transporting the study guides to the various state centres for distribution would be uneconomical, and that its success would depend largely on how efficiently the distribution could be handled at these centres.

8. The need for early distribution of the study guides to students had called for the need for ensuring that they were produced in sufficient quantities long before the contact session would begin. Cutting of stencils and duplicating as well as biding of the study materials by the N.C.E.(cc) section itself, although somehow economical, seemed to be slowing down the rate with which they were produced. At best, the production could be entrusted in the care of a competent printing company. It was disheartening to discover that most of the study guides were not ready for distribution by the end of 1979 contact session, because they had not been produced then.

9. Writers of the study guide scripts should be given enough incentive to produce them with despatch. The delay in producing the study guides was found to have stemmed from the delay in writing the scripts. In the light of this, the amount for writing the scripts should be reviewed in order to entice dedicated writers.

10. From the literature review, it was found that the correspondence materials (study guides) should be reviewed, or be revised and reprinted if need be, every third year. Consequently, it would be recommended that the first study guides produced in 1976 at the inception of the programme should be reviewed as a matter of urgency. Inspection of some of them showed that there was need for this as some of them appeared to be hurriedly produced then. The number of assignments to be submitted in some of these study guides were not clearly stated.

11. The researcher found it necessary to recommend that deadlines or time schedule for the submission of written assignments during the correspondence session should be given to the students during the contact session. This was found to be the only way be which to remove the problem of students sending in more than one assignment at a time. From the literature review (chapter 2) it was found that a correspondence programme in which students sent in many written assignments at a time was not being run in the best interest of the students. Therefore, students should be well informed that the assignments should be sent in according to the time schedule. In the literature reviewed, it was stressed that the handling of the written assignment was an important function of a correspondence education programme; and that the way they were handled would, to a greater extent, determine the success of the programme.

12. It would be strongly recommended that marked and corrected written assignment scripts should be given back to the students with despatch. Apart from the fact that students would need some feed-back about their progress, frequent return of marked and corrected assignments was regarded as one of the important ways for encouraging a two-way communication system in a correspondence education of this type.

13. As a result of the fact that the recommended supplementary books included in the study guides were not easy to get at the students' stations, It would be recommended that such books be stocked at the N.C.E.(cc) section for the students to purchase during the contact session. The subject co-ordinators could be of tremendous help in furnishing the co-ordinator with the list of such books for the purpose of placing order for them on time.

14. It would be recommended that accurate records about students should be kept at the N.C.E.(cc) section, and such records should be made readily available. This was regarded as the only solution for the problem of cases of frequent reports of students' missing marks and grades. No doubt, such records would be very useful for the purpose of researches. The need for efficient system of keeping students' records had been articulately emphasized under literature review (chapter 2).

Staff Welfare:

If the duty the teachers were recruited to perform should be thoroughly done, the welfare of the teaching staff should be given serious consideration. This was considered significant in that such consideration would enhance their morale. Apart from increasing the morale of the staff, there would be need for creating a conducive working atmosphere for them which would enable them to perform their duties in a satisfactory manner.

1. It would be recommended that the syllabus or the scheme of work and the time-table for use during the contact session should be mailed to each participating teacher resident outside Zaria. Any practice different from this would not allow the teachers to get well prepared for the smooth take-off of the session. As at the time this study was conducted, a whole week used to be wasted in preparing time-table and getting the scheme of work ready before the session began in full swing. At least every teacher would be expected to have got both the scheme of work and the time-table two weeks before the session started, so that lectures would begin immediately after the orientation programme. In addition, if the teachers are given the opportunity to know what to teach before leaving their stations, they will be able to make arragements for the books they will need at the centre of the programme.

2. Proper arrangement for the accommodation of the staff not resident in Zaria should be completed before their arrival for the contact session. It would be recommended that one of the blocks of hostels at the centre of the programme could be set aside for the teachers. This could be provided for them free of charge in order to entice staff that might like to participate in the programme. Early settlement of staff accommodation issue, without equivocation, would enable the teachers to start work in earnest.

3. In order to create an optimum working atmosphere for the staff, it would be recommended that relevant books in each of the subject areas be stocked at the N.C.E.(cc) section. Lecturers could then borrow books from this stock for use during the contact session. This was considered necessary in view of the fact that, for outside staff, it was not easy to borrow books from either Kashim Ibrahim Library or A.T.C. Library.

4. Moreover, it could be recommended that payment of staff claims, especially claims of those that had satisfactorily completed their duties, should be settled promptly. Failure to comply with this recommendation, might, unequivocally, lower the morale of the teachers; and it might even reduce the chances of getting staff to recruit. In the literature reviewed, it had been amply stressed that participating staff should be adequately rewarded if the programme were to be successful.

5. Through the study, the need for efficient line of communication between the co-ordinator and the teaching staff had been identified. To meet this need, it would be recommended that regular meetings should be held, at least twice, between the co-ordinator and the staff during the contact session. These meetings, it was observed, would constitute a forum where the staff and the programme co-ordinator could exchange views about problems being encountered which might call for immediate solution for the success of the programme. As

at 1979 contact session, regular meetings could not possibly be arranged for, not because the co-ordinator was not dedicated to the programme, but because he was the only man in charge of the numerous aspects of the programme. This again had called for the need for more professional staff to be employed on permanent basis to give the co-ordinator a helping hand.

Organisation and administration of the programme:

Although all along recommendations for the improvement of the organisation and administration of the programme had been made, it was observed that there were other areas where additional recommendations were deemed necessary.

1. To solve the problem of acute shortage of administrative staff, it would be recommended that more staff should be employed. The administrative functions to be performed were so many that a lone hand could not cope with the situation. More intermediate and junior staff should be employed, too. Ideally, each subject department should be managed by a professional staff. Some of the subject co-ordinators could be redeployed for this purpose. The duties of such professionals would include marking and correction of students' written assignment scripts throughout the correspondence session, writing of correspondence materials and making arrangements for the review of study guides when necessary. Moreover, such professionals could be charged with the responsibility of supervising students' teaching practice. It was not only found to be a sign of poor organisation and administration, but also a sign of trying to curtail expenses at

the detriment of the success of the programme, to leave all these functions to a lone person - the programme co-ordinator.

2. As at 1979 contact session, the number of intermediate and junior staff attached to this programme was found to be grossly inadequate. The increase in their number was discovered to be incommensurate with the increase in student population. There were only three typists, 4 temporary clerks and one porter attached to the programme to cater for over 800 students and over 90 lecturers. It would, therefore, be recommended that the following additional administrative intermediate and junior staff be employed as a matter of urgency. 1 secretary-typist, 2 typists, 1 filing clerk, 2 temporary clerks, 2 ordinary clerks and 1 messenger or porter. It should be pointed out here that the financial implications of pursuing these ideals should not be allowed to over-ride the need to achieve the objectives of the programme. According to the literature review, chapter 2, it was emphasized that the expansion of a correspondence education programme should be well planned in advance, in order to avoid problems that could arise from a planless expansion.

3. A correspondence education programme supplemented with a contact session residential courses, it was emphasized, (chapter 2), would need efficient system of supervision. It was learnt that, owing to lack of enough professional staff, there was no specific arrangement for supervision of the teaching staff as at 1979 contact session. This problem would be immensely minimised if more professional staff were employed on a permanent basis. Ideally,

no doubt, thorough supervision would make lazy lecturers to sit up, and the unsuitable ones detected in the interest of the programme.

4. In view of what had been discovered from the study, it would be recommended that sufficient fund be made available for the satisfactory execution of the programme. Should it not be adequately funded, one would doubt if its stated objectives could be enventually attained. Any financial bottleneck arising from poor funding would, undoubtedly, render the organisation and administration of this programme ineffective and inefficient to the extent that it might, in the end, hit the rock.

5. A suspense account should be operated in order that the co-ordinator might find it possible to get money to spend on projects as the need for them arose.

6. The co-ordinator should be allowed to spend out of the available fund with minimum of constraint. After all, the programme had assumed the status of a college in terms of population.

7. As a matter of urgency, the N.C.E.(cc) section should be provided with a least one vehicle. The need for this was found to have emanated from the various functions performed, for which the availability of a vehicle had been considered a must. Such functions include, among other things, supervising and assessing students on teaching practice, running of numerous errands during the contact session and trasporting of study guides to state centres for distribution to students because of poor and

unreliable postal system in the country.

8. Finally, it would be considered absolutely necessary to recommend that all the identified problems and the suggestions offered for their solutions should be given immediate and candid considerations, in order that this gigantic programme might be a success.

5.4 Areas for further study:

The following are recommended for further investigation:-

(1) There is need to find out why there are cases of drop-outs in this programme. This is necessary because the results of interviews conducted and the records examined have shown that some of the students enrolled in the programme had withdrawn.

(2) There is need to conduct study into the relevance of the courses offered in the programme to the improvement of the students' performances on their jobs.

(3) There is also need to conduct researches into the extent to which the various state governments in Nigeria are financially committed towards aiding their students to meet the financial burden of the programme, and the effects of such aids.

(4) There is also need to carry out studies into the cost-analysis of the programme. This could shed some light on the financial implications of the programme not only on the part of the Institute of Education, A.B.U., but also on the part of the students.

(5) Finally, another area for further study is to find out the comparison between the N.C.E.(cc) programme and the 3-session residential N.C.E. programme so as to compare and contrast the quality of education being offered in the two programmes.

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APPENDIX 'A'

THE QUESTIONNAIRE FOR STUDENTS

PART I

INSTRUCTION: Please, read the questions below very carefully, and answer them by putting a check (x) in the space provided against each item.

1. What is your sex? (a) Male _____
   (b) Female _____

2. What is your age? (a) Under 25 years _____
   (b) 25 - 30 years _____
   (c) 30 - 35 years _____
   (d) 35 - 40 years _____
   (e) Over 40 years _____

3. What is your marital status? (a) Single _____
   (b) Married _____
   (c) Divorced _____
   (d) Widwoed _____

4. How many children have your? (a) None _____
   (b) 1 - 2 children _____
   (c) 2 - 4 children _____
   (d) Over 4 children _____

5. What is your educational qualification?

(a) Grade II + G.C.E. 'O' Level _____

(b) Grade II + G.C.E. 'A' Level _____

(c) Grade I ... _____

(d) Associateship Diploma in Education ____

(e) Grade II + W.A.S.C. ... _____

(f) Grade II ... _____

(g) W.A.S.C. ... _____

6. For how long have you been teaching?

(a) Less than 5 years _____

(b) 5 - 10 years _____

(c) Over 10 years _____

7. Write the name of your State in this space _____

8. Write the name of the State in which you teach now in thi. space_____

9. Have you ever applied to any Advanced Teachers' College for admission before? (a) Yes _____

(b) No _____

10. If yes, were you offered admission? (a) Yes _____

(b) No _____

11. Give one reason for choosing this course instead of the 3-session N.C.E. regular course _____

12. What class of N.C.E.(cc) are you now? (a) N.C.E.(cc) I _____

(b) N.C.E.(cc)II _____

(c) N.C.E.(cc)III _____

(d) N.C.E.(cc)IV _____

13. What is your major subject? _____

PART II

INSTRUCTION: Please, read the following statements carefully, and indicate the degree of your satisfaction about the items by placing a check (x) in the appropriate column against each item:

HOW SATISFIED ARE YOUR WITH:	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED
1. Arrangement for your reception on your arrival for this contact session ...					
2. Arrangement for accommodation ...					
3. Arrangement for feeding ...					
4. Arrangement for orientation programme					
5. Arrangement for familiarising you with the library and lecture rooms ...					
6. Arrangement for lectures ...					
7. Arrangement for the use of medical facilities					

PART III

INSTRUCTION: Please, read the statements below very carefully and indicate the degree of your agreement with them about the extent of the staff commitment to the success of the N.C.E.(cc) programme by putting a check (x) in the appropriate column of theresponse of your choice.

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1.	Teachers attend classes punctually					
2.	Teachers do not prepare lessons well					
3.	Teachers have knowledge of their subjects					
4.	Teachers are able to communicate effectively					
5.	Teachers give clear and definite assignments and explanation ...					
6.	Teachers are unfair and partial to students					
7.	Teachers realize that they are dealing with adults ...					
8.	Teachers control the classes without harshness					
9.	Teachers are helpful, friendly, patient and considerate. ...					
10.	Teachers respect students' ideas and opinions in the class. ...					
11	Teachers make you feel more interested in your subjects. ...					

PART IV

INSTRUCTION: Please, read the statements below very carefully, and indicate the degree to which you agree with them by putting a check (x) in the appropriate column against each statement.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. The study guides are mailed to you					
2. You are given the study guides during the contact session ...					
3. The study guides are written in clear and understandable language					
4. The study guides contain points not well explained ...					
5. The study guides are not self-explanatory					
6. The lessons in the study guides have no sufficient points ...					
7. Supplementary recommended textbooks are difficult to get in your station					
8. You send in your assignments early because you get the study guides on time.					
9. The assignments are not strictly based on the study guides' units.					
10. The marked and corrected assignments are often sent to you. ...					

11. Please, give two suggestions in order of importance for improvement on the study guides.

(i) _____

(ii) _____

APPENDIX 'B'

THE QUESTIONNAIRE FOR TEACHING STAFF

PART I

INTRUCTION: Please, read the questions below carefully, and answer them by putting a check (x) in the appropriate space provided against each item.

1. What is your sex? (a) Male _____
   (b) Female _____

2. What is your age? (a) Under 25 years _____
   (b) 25 - 30 years _____
   (c) 30 - 35 years _____
   (d) 35 - 40 years _____
   (e) Over 40 years _____

3. What is your highest educational qualification?
   (a) Ph.D _____
   (b) Master's Degree ____
   (c) Bachelor's Degree ____
   (d) N.C.E. _____
   (e) Ohters _____

4. What is your area of specialization?
   (a) Arts Subject(s) _____
   (b) Education (Arts) _____
   (c) Education (Science)____
   (e) Social Science _____
   (f) Science _____

5. When did you obtain your qualifications?

(a) Less than one year ago _____

(b) 1 - 3 years ago _____

(c) 3 - 5 years ago _____

(d) 5 - 10 years ago _____

(e) Over 10 years ago _____

6. Which category of teachers do you belong to?

(a) Trained teacher _____

(b) Untrained teacher _____

7. How many years teaching experience have you at the level of the institution where you teach now?

(a) Less than 1 year _____

(b) 1 - 3 years _____

(c) 3 - 5 years _____

(d) 5 - 7 years _____

(e) Over 7 years _____

8. In which type of institution do you teach?

(a) Secondary School _____

(b) Polytechnic _____

(c) Teacher Training College(Grd. II) _____

(d) N.C.A.S.T. _____

(e) University _____

(f) A.T.C. _____

(g) Other (specify) _____

9. How many classes do you teach during this contact session?

(a) Year I _____

(b) Year II _____

(c) Year III _____

(d) Year IV _____

PART II

INSTRUCTION: Please, read the questions below carefully, and indicate your response by placing a check (x) in the appropriate column against each item. Those from outside Zaria should answer items 1 - 7, while everybody should answer items 8 - 19.

		YES	NO
1.	Do you come from outside Zaria? ...		
2.	If yes, did you suffer any accommodation problem?		
3.	Do you live in A.B.U. Hostel? ...		
4.	Do you live in a Hotel? ...		
5.	Do you live in a friend's house? ...		
6.	Does the Institute of Education pay your accommodation bill? ...		
7.	If no, do you meet the expenses yourself?		
8.	Do you find it difficult to obtain textbooks?		
9.	Do you borrow the textbooks from A.T.C. Library?		
10.	Do you borrow the textbooks from Kashim Ibrahim Library?		
11.	Do you bring your personal textbooks? ...		

	YES	NO
12. Do you find it easy to locate the lecture rooms?		
13. Are the lecture rooms large enough? ...		
14. Do you consider it necessary to give the students hand-outs? ...		
15. Do you have facilities for preparing hand-outs?		
16. Have you participated in this course before? ...		
17. If yes, were your claims settled promptly? ...		

18. Please, give two suggestions in order of importance for improvement on the arrangement for outside staff accommodation:-

(i) .....

.....

(ii) .....

.....

19. Please, give two suggestions in order of priority for improvement on the organisation and administration of this programme.

(i) .....

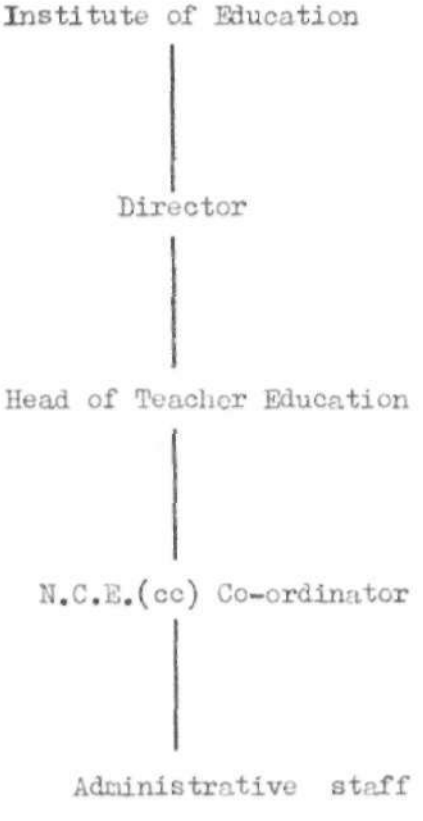
.....

(ii) .....

.....

APPENDIX 'C'

ORGANISATIONAL CHART OF THE N.C.E. (cc)



APPENDIX 'D'

NUMBER OF STUDENTS PER YEAR PER SUBJECT

AS AT 1979

	C.R.K.	ENG LISH	GEOG RAPHY	HIS TORY	I.R.K.	MATHE MATICS	P.H.E.	TOTAL
YEAR 4	11	16	12	13	3	6	14	75
YEAR 3	67	34	49	48	3	12	22	235
YEAR 2	69	36	44	41	2	16	30	238
YEAR 1 (PRO-JECTED)	65	53	40	52	14	14	32	270

GRAND TOTAL = 818

NOTE:

All students do Education as a major subject throughout the programme. Creative Art is offerred in the 5th Contact Session whilst P.H.E. (Basic) is offerred in the 4th Contact Session. Primary Science in Contact Sessions 1 and 2, Primary Scoial Studies in Correspondence Year 3, Primary Education in years 1 and 2, General English in years 1 and 3.

APPENDIX 'E'

FEES PERTAINING TO STUDENTS, COURSE-WRITERS AND SUBJECT CO-ORDINATORS

Pertaining to students:

Tuition	...	₦110.00	per year
Materials	...	20.00	" "
Accommodation	...	35.00	" contact session
Caution (refundable)		10.00	" " "
Total	=	₦175.00	

Students are always advised to take with them the sum of ₦60.00 to buy books during the contact session. A further sum of ₦105.00 should be set aside for meals during the contact session.

Pertaining to Subject Co-ordinators, etc.

Writing study guide material	₦50.00	per unit.
Editing study guide material	10.00	" "
Marking students' assignments	0.40	" script.

The sum of ₦175.00 per year was recommended as renumeration for subject Co-ordinators.

APPENDIX 'F'

STUDENT DISTRIBUTION BY STATES AS AT 1979

YEAR	BAUCHI	BENUE	GONGOLA	KADUNA	KANO	KWARA	PLATEAU	SOKOTO	NIGER	BORNO	SOUTH	TOTAL
4	4	9	12	12	-	15	10	-	2	9	2	75
3	14	31	31	36	1	44	18	2	4	21	33	235
2	3	44	25	35	-	47	23	1	5	18	37	238
1	7	40	17	50	8	50	16	5	7	18	52	270
TOTAL	28	124	85	133	9	156	67	8	18	66	124	818