# The Adequacy of Content Coverage of Undergraduate Curriculum Implementation Programme in National Teacher Institute Kwara State Nigeria

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**Abstract**: The quality and competency of distance teacher education to some stakeholders remain in question. This is particularly true in terms of the ability of virtual teacher to provide appropriate teaching practicum at a distance, which continues to be a major source of concern for both teacher educators and teachers' employers. Hence, this study Assess the implementation of content coverage of undergraduate teacher education programme at the National teacher institute in Kwara State Nigeria. This work determined whether or not the content coverage was adequate. The research design used in this study was a descriptive survey method. The instrument used to collect data for this study was Questionnaire titled: Assessing the implementation of content coverage of undergraduate teacher education programme in the National Teacher Institute in Kwara State, Nigeria "AICCTEPNTI" administered to one hundred and one (101) final year education student of National teacher Institute across the three selected study centre through convenience sampling technique. Hypotheses were tested using inferential statistics of t-test and inferential statistics of ANOVA. The finding of this study on research question reveals that; The content coverage of the undergraduate teacher education programme at National Teacher Institute in Kwara State was found to be generally adequate. It was therefore concluded that the content coverage of the undergraduate teacher education programme at National Teacher Institute in Kwara state was found to be generally adequate.

**Keywords:** Adequacy, Undergraduate, Curriculum, Content, Coverage

## Introduction

Curriculum is a complex notion that has been expressed in a variety of ways, all of which are intended to facilitate the acquisition of knowledge and development of learners in a structured environment. University of Delaware (2024) concluded that; a brief answer is hard to give, as curriculum, can be both written and unwritten.

Essentially, curriculum is what the school is attempting to teach ,which might included social behavior as well as content and thinking skills.

Curriculum: is a course of study that will enable the learner to acquire specific knowledge and skills.A curriculum consists of the '' roadmap'' or ''guideline'' of any giving discipline. Both the philosophy of teaching of the instructors as well as the educational institution serve as two of the principles upon which a curriculum is based.

A curriculum is the combination of instructional practices, learning experiences and student' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course. It is the totality of activity carried out under the guidance of the school in response to societal needs and aspiration.Moreover, it is the most fundamental element of whole education since it acts as a guide to reach targeted education which connotes curriculum is an element that determines the quality and impact of the education system (Apsari, 2018). As a substantial element, it includes knowledge and skills students must know in that specific field. To fully achieve these, it is necessary to prepare a curriculum that fits students perfectly(Muskin, 2015).

Each curriculum generally offers teaching related suggestions, texts, lesson plans and assessment options. The teacher is expected to apply the curriculum accordingly (Marques & Xavier, 2020) to transform the curriculum into classroom activities (Okello & Kagoire, 1996).

Content is the organize body of knowledge, skills attitude and values which are to inculcated in the child to achieve the desired objective. In its simplest form, it could come as subject or subject matter. Curriculum content, if properly selected, provides satisfactory answer as to the knowledge area that are needed to achieve the desire objective.

Content is information presented with a purpose distributed to people in a particular form through a channel. Eg information, purpose, people, form and channel (Magot lester 2023). Content Coverage in an educational context refers to the amount of material presented such as the number of pages units or objective covered in course or lesson. It can also be refer to the depth of understanding student achieve with the material.

Selection of content serve as the link between the intended learning outcomes(ILOs) and the actual learning outcomes(ALOs). Content can be intrinsically and Extrinsically valuable. The intrinsically value of content is in its importance and particular usefulness and worth, While its extrinsic value is in its being a vehicle for the development of the intellect, skills and right attitudes the development of intellect, skills and right attitudes (Rhyman 1973). For instance, the intrinsic value of religious studies is that it equips o/ne with the knowledge about his belief, either as a muslim or a christian, because one does not need  to be an imam or a pastor to be knowledgeable about his religion. Its extrinsic

value lies in the potential of the subject to contribute to the development of the leaner's intelctual development as well as the acquisition of the right skills and value.

Content selection in curriculum development refers to the process of identifying and choosing the specific knowledge, skills, and concepts that will be included in a curriculum. It involves making informed decisions about what content is most relevant, appropriate, and aligned with the desired educational outcomes and goals (Irvan Rasheed 2023).He further highlight several elements influence the selection of curricular contents, including:

a. **Educational Goals and Objectives:** The educational goals and objectives of a curriculum provide a framework for content selection. The content should be aligned with the intended learning outcomes and reflect the knowledge, skills, and attitudes that students are expected to acquire.

b. **Relevance and Significance**: The content should be relevant and meaningful to the students' lives, experiences, and future needs. It should address real-world issues, connect to students' interests, and have practical applications.

c. **Core Concepts and Essential Knowledge**: Curricular contents should focus on core concepts, principles, and essential knowledge within a particular subject or discipline. It should include foundational information that forms the basis for further learning and understanding.

d. **Scope and Sequence**: The scope and sequence of a curriculum determine the depth and breadth of content coverage. The content selection should strike a balance between providing a comprehensive understanding of the subject matter and allowing sufficient time for in-depth exploration of key topics.

e. **Age-Appropriateness**: The content should be developmentally appropriate for the age and maturity level of the students. It should consider their cognitive abilities, prior knowledge, and stage of intellectual, emotional, and social development.

f. **Cultural and Contextual Considerations**: The selection of curricular content should be culturally responsive and inclusive. It should reflect the diverse backgrounds, experiences, and perspectives of the students, promoting inclusivity, multiculturalism, and respect for different cultures.

g. **Interdisciplinary Connections**: Content selection should consider opportunities for interdisciplinary connections. It should explore the interconnectedness of different subjects, encouraging cross-disciplinary thinking, problem-solving, and the integration of knowledge from various domains.

h. **Relevance to Real-World Applications**: The content should have practical relevance and application beyond the classroom. It should equip students with skills

and knowledge that can be applied in real-life situations, preparing them for future careers, citizenship, and personal growth.

i. **Balance and Breadth**: The selection of content should provide a balanced representation of different topics, themes, and perspectives within the subject area. It should offer a breadth of knowledge, covering various subtopics or aspects while avoiding unnecessary duplication or overemphasis on certain areas.

j. **Evolving Nature of Knowledge**: Curricular content should recognize the evolving nature of knowledge within a discipline. It should be open to incorporating new research, emerging trends, and advancements in the field to ensure that students are exposed to up-to-date and relevant information, content, selection, real-world, cultural, considerations, balance and breadth, evolving nature of knowledge, interdisciplinary connections:

Content selection is essentially contigent upon the set goal. Basically, there are two principal criteria for content selection. These are Absolute and Relative criteria. Content that is selected on the basis that is contains and provides general knowledge to all students irrespective of their diversities satisfies the absolute criterion. The selection that is based on relative criterion is made to include content that provides specialized knowledge for a selected group of students. Ben-peretz and Connelly(1999) argue that any content that provides generalized knowledge serves as the bases for liberal education, while the one that provides specialized knowledge yields vocational, technical and professional competencies. These two principle criteria serves as a foundation for the following five criteria or principles(in some literature):

- Criterion of Validity,
- Criterion of Significance/ Relevance;
- Criterion of Suitability/ Learnerbility,
- Criterion of Utility/ Comprehensiveness and
- Criterion of Variety

Content Coverage in an educational context refers to the amount of material presented such as the number of pages units or objective covered in course or lesson. It can also be refer to the depth of understanding student achieve with the material. The importance of education as a weapon against ignorance, conflicts, diseases and poverty demand coherent information anchored on manipulative skills which help to coordinate and transform idea into life supporting operation beyond the school settings. Olayanju (2014) corroborated this fact and posited that education plays a critical role in human capacity building, skills acquisitions and the development of the nation. However, Abdul-Raheem (2015) drew attention to the public outcries the low quality of education

in Nigeria. Around the 1970s, the quality of Nigerian education seemed to be the pride of the black race, the envy of many developing and developed nation of the world. At that time, it was a common view that an American degree seemed to be equal to a sixth form certificate in Nigeria. But after about three decades of systematic mismanagement by both military and civilian rulers, the Nigeria education now looks so dropped that what we have today appear to be a mere shadow of its past glory. Hence, call for the need to maximize the attention given to education particularly teachers education at all levels. Teacher education is an educational programme that involves a deliberate upbringing of individual through training in order to acquire knowledge, skills and values and transmit such to others. As reviewed in specific terms, the goals of teacher Education as stipulated by the Federal Government of Nigeria (2014) in the national policy on Education is to:

- Produce highly motivated, conscientious and efficient class room teachers for all levels of our educational system.
- Encourage further the spirit of Enquiry and creativity in teachers;
- Help teachers to fit into the social life of the community and society at large and to enhance their commitment of national goals;
- Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the winder world; and
- Enhance teacher's commitment to teaching profession

Decree No7 established the National Teachers' Institute (NTI) on 10 April 1978 to upgrade the quality of teachers in the nation's educational sector, and to contribute in various ways to the general educational development of the country using distance education techniques. So far, the institution has lived up to expectation as it has effectively carried out its programmes to achieve the objectives for which it was established. This is as evident in the programmes it has established and their number of beneficiaries. The programmes and dates of commencement are:

The programmes and dates of commencement are:
- The Teachers' Grade Two Certificate (TC II by DLS) 1982-2006, focused on teachers that had lower than the TCII.
- The Nigeria Certificate in Education (N.C.E by DLS), 1990 to date, ensures that graduates of the TCII upgrade themselves to NCE which is the minimum teaching qualification in Nigeria.

- The Pivotal Teacher Training Programme (PTTP by DLS), 2000 to 2003, also trained teachers that had below the TCII.
- Postgraduate Diploma in Education (PGDE) (affiliated to Usmanu Dan Fodiyo University Sokoto) 2005 to date, is 18-month training in pedagogy for graduate teachers without teaching qualification.
- Advanced Diploma in Education (ADE) (in School Supervision and Inspection, Early Childhood Education and Guidance & Counselling), 2005 to date, is an 18 month training programme that provides in-depth knowledge and skills in specialized fields in education, and
- Special Teacher Upgrading Programme (STUP), 2007 to date, is an intensive two year programme aimed at fast tracking the attainment of the national goal of making NCE the minimum qualification.
- Bachelor's Degree in Education Programme in affiliation to (NOUN); B.A, (ED. by DSL) 2015 to date to upgrade teacher higher than the Nigeria certificate in Education.

The vision of the institute and its aspiration for the future is to become "an internationally acknowledged center for distance education that contribute effectively to the production of teachers of high quality and response adequately to the educational system's demands and needs in the area of teacher education."The basic mandate of the institute shall remain as detailed in the National Teacher Institute Act No 7Of 1978. However, the institute will for the immediate future be more clearly focused on the production and regular updating and upgrading of teachers for basic secondary and tertiary education levels as well as non formal and open education.

The institute will collaborate with the Teacher's Registration Council of Nigeria (TRCN) and other relevant bodies to promote high-level professionalism among Nigeria teachers. Such access may be provided through NCE or correspondence courses, as well as National Teacher Institute Bachelor Degree run by the institute in affiliation with the National Open Universities and University of Maiduguri (UNIMAID) as well as part-time and job study programmes, among other options. Among other things, the Policy established a system that includes education for all, education for lifelong learning, life-wide education, adult education, mass education, media-based education, self-learning, personalised learning, part-time studies, and a variety of other initiatives (Federal Government of Nigeria, 2013). It was only after meeting these requirements that the National Open University was established as a full-fledged academic institution, National Teacher Institute (NTI) 2015, introduced the bachelor's degree in Education programmes, in affiliation with the National Open university of Nigeria (NOUN) and University of Maiduguri(UNIMAID).

Tertiary education is the education final stage of education that handles the production of manpower for the social, economic and technological development of a country (Akin-Ibidiran, Ogunode, & Ibidiran 2022). Tertiary education is an organized education that deals with intensive teaching, research and provision of community services. (FRN, 2013) sees tertiary education as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI).

The goals of Tertiary Education are to: Contribute to national development through high-level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high-quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (FRN, 2013).

Akin-Ibidiran, Ogunode, & Ibidiran (2022) notes that tertiary institutions are saddled with the responsibilities of curriculum implementation. Curriculum implementation is the act of executing the planned curriculum in the school to modify behaviour of the learners. Curriculum implementation is the process of carrying out an organized and planned curriculum document into actions in the educational environment through professional teachers, learners, school administrators, and parents as well as interaction with physical facilities, instructional materials, and psychological and social environments. Curriculum implementation is the act of executing a planned curriculum document into the practical curriculum.

The word 'implementation' is the process through which a proposed concept, model, topic, theory etc. is taken up by some practice. To implement means to make something that has been officially decided on to be in use or to be put in motion or practice. It also refers to putting a plan, scheme, decision, proposal, intention, an agreement, policy or ideas into effect (Nneka, & Ejike, 2018; Chukwuemeka, 2014). Implementation determines the success or failure of any plan, proposal, intention etc. In other words, it is the bedrock of any plan (Nneka, & Ejike, 2018).

Curriculum implementation, therefore, is the disseminating of information on a wide basis, after pilot-test, on a newly designed curriculum or on a change or revised curriculum. It ascertains the feasibility, adequacy or relevance of curriculum plans towards the accomplishment of intended learning outcomes. Curriculum implementation could also be viewed as the various steps involved in achieving the derived curriculum objectives of educational programmes ((Nneka, & Ejike, 2018; Ekpo & Oka, 2009). Obanya (2004) views implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Obanya (2007) argues that effective curriculum is the one that reflects what the learner eventually takes away from an educational experience, which he termed 'the learned curriculum'. Obanya states that in many cases, there would be gap between the intended curriculum and the learned curriculum, and defined effective curriculum implementation as concerned with narrowing such a gap as much as possible

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects (Chikumbi and Makamure 2000). Putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, scheme of work and lessons to be delivered to students. Implementation is said to take place when the teacher-constructed syllabus, the teacher personality, the teaching materials and the teaching environment interact with the learner. Implementation further takes place as the learner acquires the planned or intended experiences, skills, knowledge, ideas and attitudes that are aimed at enabling the same learner to function effectively at the society. The learner is therefore seen as the central figure of curriculum implementation process.

Nneka and Ejike, (2018) notes that the lecturer or teacher is identified as agent in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, skills, knowledge, ideas and attitude that are aimed at enabling the same learner to function effectively in the society. The lecturer/teacher, the learner, teaching materials, and the teaching environment, the school management all constitute major players at the implementation stage. If a curriculum is not implemented, all the efforts spent in the planning and development process will be a waste. Curriculum Implementation fosters curriculum Evaluation and this guides the learning outcomes.

The major implementers of curriculum are the teachers or lecturers. They set up learning opportunities aimed at enabling learners acquire the desired knowledge, skills, attitudes and values through adoption of appropriate teaching methods and materials

to guide students' learning. The curriculum planned and developed is implemented through the medium of instruction. This is why curriculum implementation is seen as the daily activities of school management and classroom teacher in the pursuit of the achievement of the objectives of the school curriculum, all in a bid to realize the national philosophy of education (Nneka, & Ejike, 2018).

There are many challenges facing implementation of curriculum in the Nigerian tertiary institutions. Some of these challenges include; poor funding, shortage of academic staff, inadequate infrastructural facilities, insecurity, strike actions, unconducive learning environment and poor supervision (Ogunde & Ohibim 2022).

## Statement of the Problem

In the past few decades, there has been a significant amount of innovation in teacher education in Nigeria. These technological advancements in terms of distance learning, were made with the goal of increasing teaching and learning. The quality of distance teacher education, despite its success in expanding teachers' access to post-secondary education, remains a source of concern for some stakeholders, particularly in terms of the ability of distance teachers to provide appropriate teaching practicum at a distance, which continues to be a major source of concern for both teacher educators and teacher employers (Isman, Dabaj, Altinay & Altinay, 2004).

In the same context, Abdulkadir (2021) given the platforms (the channels) through which the teaching and learning processes take place in NTI, the appropriate use of teaching methodologies, resources, and even assessment procedures (students' evaluative activities) as recommended by the teacher education curriculum remains in doubt where ever they operate it or practice it. As a result, the researcher is interested in assessing the adequacy of content coverage of teacher education programme in National Teacher Institute in the Kwara State of Nigeria.

A number of studies have been conducted in Nigeria to determine the effectiveness of teacher education in the country. Lucky Eraikhuemen and Oteze,(2020) investigate "An Evaluation of the National Teachers' Institute Nigeria Certificate in Education Mathematics Programme: A total of fifty-five subjects participated in the study. Of this number, seven are course tutors, two are centre managers, while forty-six are teacher trainees. Five of the seven course tutors are males while two are females. For the venue managers, one is a male while the other is a female. The student population cuts across different levels of the NCE programme as follows: NCE 1(5 students), NCE 2 (2 Students),NCE 3 (9 students) NCE 4 (30 students). It was concluded that there is no significant difference among the Tutors in their opinions of the adequacy of the content of the Mathematics modules.

The evaluation of teacher programme of National Teacher Institute in South-west Nigeria were surveyed by Clement Ayodele & Oluwayemisi komolafe (2022). The population for the study comprised of all programme staff, stakeholders in Education and 1,673 students in South West. The sample consisted of 860 participants which were selected from the states using multistage sampling technique. The results revealed that the teacher programme of national teacher institute in south-west, Nigeria appear to be effective Therefore, this study aims to assess the implementation of the Content coverage of undergraduate teacher education programme (UTE) in the NTI, with focus on identifying areas of strength and weakness, and providing recommendations for programme improvement.

## Purpose of the Study

- The adequacy of content coverage of the undergraduate teacher education programme of National Teacher institute centre in Kwara State,
- Is there any difference in the adequate content coverage of the undergraduate Teacher education programme of national Teacher Institute in kwara state based on School location.

## Research Questions

- How adequate is the content coverage of teacher education curriculum implementation programme of undergraduates of National Teacher institute in Kwara State?
- How adequate is the content coverage of the undergraduate teacher education programme of National Teacher Institute in Kwara state based on school location?

## Research hypotheses

**Ho$_1$:** There is no significant difference in adequacy of content coverage of undergraduate teacher education programme of National Teacher Institute in Kwara state based on school location.

## Research Design

The descriptive survey method was used for this study. According to Hassan (2005), descriptive research entails the gathering of information with the goal of describing and understanding current situations, dominant behaviors, beliefs, attitudes, and on-going process or procedure. In order to find an ongoing situation or practice, and to describe what has occurred, a descriptive survey design can be utilized. The descriptive design is deemed acceptable for this study because it provide the researcher

with the chance to conduct an assessment of the teacher education programme at the National Teacher Institute in the Kwara State, which is the study's focus.

## Population sampling and Sampling Technique

The population for this study comprised all National Teacher Institute students in Kwara State, Nigeria.NTI has five (5) designated centers for undergraduate programme which cut across the three (3) geo-political zone in kwara state; One in kwara central, one in kwara south and three in kwara north. The target population consist of 400level (final year) students who spread across all study centers, with an exception of hammad patigi study centre which has no enrolment for four hundred level students. The number of which were 143 students. The sample size was determined based on Krejcie and morgan's (1970) formular for determining sample size for a given population, ensuring that the sample was statistically significant and representative of the entire population.

Using krejcie and morgan formular, the simple size for a population of 143 is approximately103 students. However, to account for potential non-response or incomplete questionnaires, the sample size was increased to113 students. This approach ensures that the final sample remains robust and representative even if some participants do not respond and if some provide incomplete data.

This study employed multi stage sampling technique at the first stage, NTI study center were sampled. From each geo-political zone to be equally represented, in the study, one NTI study centre was selected from each of three (3) geo-political zones using simple random sampling technique of fish bow method to select a study centre from the two study centre in kwara north, name of the two study centre in kwara north was written in two separate pieces of paper folded and put them inside a bowl, after which a piece of folded paper was selected and the study centre whose name appeared on the selected paper was choosing from kwara north whereas the remaining two geo political zones have one study centre each and there by automatically for the sample of this study.

At the last stage accidental sampling technique was employed to sample one hundred and one (101) final year education student of NTI across all the three(3) selected study centres.

## Instrumentation

The questionnaire was used to collect the data for this study as the data collection instrument. Assessing the content coverage of undergraduate teacher education programme of National Teacher Institute in Kwara State Nigeria. ''ACCUTEPNTI'' is the title of the assessment tool. It was divided into two sections,

Section A and B. Section A was used to collect information about the respondents' demographics, such as their Centre location. Section B comprised 22 items that are structured in a four-response format and are designed to elicit information about the implementation of the teacher education programme at the National Teacher institute in the Kwara State of Nigeria. Section B was divided into two sections.

In line with research ethic, a drafted version of the questionnaire was distributed to three lecturers who are expert in the field of curriculum development at the Department of Arts Education, Faculty of Education, University of Ilorin. In order to ensure its validity. Several experts' comments and ideas were incorporated into the final version of the document.

To determine the instrument's reliability as well, In order to accomplish this, the instrument was administered to 30 National Teacher Institute students who are purposefully selected in Nana Aisha college of education centre shared the same characteristics as the responders. The reliability coefficient for the instrument was calculated determine using split half method by splitting the items into two parts and then calculate using the spear man-brown, to compliment split half. The opinion and consent of the respondent were obtained and they agree to be part of the research programme. There by serving as the ethical issue in the study or addressing the ethical issue in the study. They were also told that the assessment is purely of research purpose and nothing else as they complied this is addressing the ethical issue in the work.

**Results**

Research Questions One: how adequate is the content coverage in the implementation of the teacher education curriculum for undergraduates at the National Teacher Institute in Kwara State?

**Table 1: Descriptive Statistics Showing Adequacy of Content Coverage**

| Course | N | Mean | S D |
|---|---|---|---|
| Introduction to the Teaching Profession | 100 | 3.52 | 0.76 |
| Educational Foundations | 99 | 3.33 | 0.73 |
| Educational Psychology | 100 | 3.50 | 0.66 |
| Tests and Measurement | 98 | 3.37 | 0.69 |
| Method Course I | 98 | 3.41 | 0.57 |
| Educational Technology | 94 | 3.36 | 0.73 |
| Introduction to Policy of Education | 98 | 3.47 | 0.69 |
| History and Policy of Education | 98 | 3.41 | 0.72 |
| Teaching Practice I | 96 | 3.59 | 0.63 |
| Curriculum and Instruction I | 98 | 3.54 | 0.63 |
| Method Course II | 100 | 3.36 | 0.75 |
| First Aid | 99 | 3.22 | 0.86 |

| | | | |
|---|---|---|---|
| Philosophy of Education | 97 | 3.33 | 0.77 |
| Research Methods and Statistics | 99 | 3.24 | 0.64 |
| Teaching Practice II | 97 | 3.49 | 0.74 |
| Principles and Practice of Instruction | 98 | 3.31 | 0.69 |
| Special Education | 93 | 3.27 | 0.84 |
| Information & Communication Technology in Education | 98 | 3.41 | 0.73 |
| Educational Planning and Administration | 98 | 3.35 | 0.73 |
| Guidance and Counselling in Education | 100 | 3.47 | 0.70 |
| Developmental Psychology | 98 | 3.19 | 0.81 |
| **Overall Adequacy Level** | | **3.39** | **0.72** |

Table 1 indicates that the content coverage of the teacher education curriculum at the National Teachers Institute in Kwara State was assessed based on a range of core courses within the programme. The results presented in Table 2 indicate that the overall adequacy level of content coverage is satisfactory, with a mean score of 3.39 and a standard deviation of 0.72. These results suggest that, on average, respondents perceive the curriculum content coverage as adequate and well-suited to meeting the programme's objectives.

A detailed examination of the standard deviation (SD) values, ranging from 0.57 to 0.86, provides additional insights into the consistency of student perceptions across the courses. Courses such as 'Method Course I' (SD = 0.57), 'Curriculum and Instruction I' (SD = 0.63), and 'Teaching Practice I' (SD = 0.63) show relatively low SD values. This indicates a high level of agreement among respondents regarding the adequacy of these courses, suggesting that these aspects of the curriculum are perceived consistently as being well-covered and relevant to teacher training.

In contrast, courses such as 'First Aid' (SD = 0.86) and 'Special Education' (SD = 0.84) exhibit higher SD values, reflecting greater variability in respondents' perceptions of their adequacy. This may point to differing experiences or expectations among students regarding these courses, potentially indicating areas where the curriculum content could be standardised or improved to ensure consistency in its perceived quality.

Furthermore, the high mean scores for foundational courses like 'Introduction to the Teaching Profession' (Mean = 3.52, SD = 0.76) and 'Curriculum and Instruction I' (Mean = 3.54, SD = 0.63) highlight the programme's strength in covering essential teaching principles and methodologies. Conversely, the relatively lower scores for 'Developmental Psychology' (Mean = 3.19, SD = 0.81) suggest room for enhancing the content in courses that explore into the psychological underpinnings of education.

**Hypothesis One**

**Ho₁:** There is no significant difference in adequacy of content coverage of undergraduate teacher education programme of National Teacher Institute in Kwara state based on school location.

To test this hypothesis, a one-way ANOVA was conducted to determine if there were statistically significant differences in the adequacy of content coverage across different school locations. The results are presented in Table 7.

**Table 2: ANOVA Results for Adequacy of Content Coverage Based on School Location**

| Source of Variation | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 1219.895 | 2 | 609.948 | 8.579 | .000 |
| Within Groups | 6896.545 | 97 | 71.098 | | |
| Total | 8116.440 | 99 | | | |

This analysis was conducted based on the number of respondents (N) who provided complete responses to the questionnaire items related to this hypothesis under test. The ANOVA results in Table 2, indicate a statistically significant difference in the adequacy of content coverage of the teacher education programme based on school location ($F_{(2, 97)} = 8.579$, $p < .001$). This suggests that the adequacy of content coverage varies significantly across the different locations. To identify where the differences lie, a post hoc analysis using the Student-Newman-Keuls test was conducted. The results are shown in Table 8.

**Table 3: Post Hoc Test - Student-Newman-Keuls for Adequacy of Content Coverage Based on School Location**

| Centre Name | N | Subset for alpha = 0.05 | |
|---|---|---|---|
| | | 1 | 2 |
| Lafiagi | 39 | 66.9231 | |
| Ilorin | 41 | 68.9756 | |
| Offa | 20 | | 76.4000 |
| Sig. | | .348 | 1.000 |

The post hoc results in Table 8 reveal that the Offa centre (M = 76.40) has a significantly higher adequacy of content coverage compared to the Lafiagi (M = 66.92) and Ilorin (M = 68.98) centres. There is no significant difference between the Lafiagi and Ilorin centres.

Given the significant F-value and the distinct groups identified in the post hoc test, we reject the null hypothesis. There is a significant difference in the adequacy of content coverage of the undergraduate teacher education programme of the National Teacher Institute in Kwara State based on school location, with the Offa centre showing the highest adequacy.

## Findings

The study explored the adequacy and effectiveness of various components of the undergraduate teacher education programme at the National Teacher Institute in Kwara State Nigeria. The findings reveal that, the programme's content coverage, are effective and meet the educational needs of teacher trainees. However, significant disparities were observed based on factors such as school location, indicating that not all students have equal access to quality resources and content. These disparities underscore the need for a more uniform implementation of the programme across different regions to ensure equitable educational opportunities for all students.

## Conclusion

In conclusion, while the undergraduate teacher education programme at the National Teacher Institute in Kwara State is largely effectiveas a result of the data coalated, efforts must be made to address regional disparities and ensure that all students, regardless of location or other demographic factors, receive the same quality of education. This will help to further enhance the programme's effectiveness in producing competent and well-prepared teachers who can meet the diverse challenges of the educational sector.

## Recommendations

Based on the findings of this study, the following recommendations are made:

1. **Adequacy of Content Coverage Based on School Location:** It is recommended that the National Teacher Institute (NTI) address the disparities in content coverage across different locations. Specifically, targeted interventions should be implemented in areas such as Lafiagi and Ilorin to improve the comprehensiveness of the content delivered. This could include additional training for instructors and the provision of more learning resources.

2. **Adequacy of Content Coverage:** To further enhance the adequacy of content coverage, NTI should periodically review its curriculum to ensure it remains up-to-date with current educational demands. This could involve integrating new topics that reflect modern teaching practices and challenges, ensuring that students are well-prepared for the classroom.

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