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Assessment of Professional Diploma in Education Curriculum, as a Constituent of Teachers' Professional Development Programme in Kogi State Federal College of Education in an Emergent Educational Challenges

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Abstract

The Professional Diploma in Education Curriculum (PDEC) is a constituent of teachers' professional development programme which focuses on improving teachers' interpersonal and classroom skills. This study used a methodical approach that involved carefully examining a phenomenon and developing an opinion design. All instructors instructing Professional Diploma in Education Curriculum (PDEC) courses at Federal College of Education, Okene, Kogi State made up the study's population. Out of all the schools that are participating in PDE programme during the 2021/2022 academic session, lecturers in two schools were chosen using a stratified random sampling technique based on the number of lecturers. The study's sample was intentionally restricted to senior, principal, and chief lecturers translating into 14, and 10 lecturers teaching PDE courses in School A and School B, respectively. Adequacy Level of Professional Diploma in Education Curriculum Objectives, Content, and Availability of infrastructural and instructional Facilities for PDE Implementation was the tool used to collect the data. The analysis found that while the instructional and infrastructure facilities needed to implement the PDE curriculum are inadequate; the programme's objectives and content are adequate. The findings have significant implications for the need to improve on infrastructure and instructional resources, and include ICT into the process of implementing curricula while the recipients of the curriculum needed to be sufficiently involve in curriculum building process.

Keywords: Assessment, PDEC, curriculum, infrastructural and instructional facilities

Introduction

The National Council on Education (NCE), which held its session in 2003 at Yenegoa, Bayelsa State, Nigeria, issued a clarion call that led to the creation of the Professional Diploma in Education. The NCE set the year 2006 as the deadline for Nigerian unqualified teachers to obtain the necessary qualifications to teach or exit the educational system. In light of this, it urged the Teachers' Registration Council of Nigeria (TRCN) and teacher training institutes to develop new teacher education programmes that might be more adaptable while still upholding international standards for teacher training. The Institute of Education, Ahmadu Bello University (ABU) Zaria, and TRCN collaborated to develop the PDE program in response to the call. After the core committee that worked on the curriculum initially prepared it, TRCN

submitted it to the National Council on Education (NCE) in 2005 at Minna, Niger State. Finally, the programme was approved by the TRCN Governing Board in accordance with the terms of TRCN Act 31 of 1993. In 2008, the PDE National Minimum Standard was published.

Programme objectives as note by [Khan, Umar, and Steeley \(2013\)](#) is the bedrock on which learning experience lies and as the pivot on which the entire learning experience revolves. Some qualities of programme objectives as listed by [Emefiele \(2018\)](#) are Specific, Measurable, Achievable, Realistic, and Time bound (SMART). Academic and practical material is included in the Professional Diploma in Education programme, the curriculum discusses the philosophical foundations of educational practices, the various human contexts in which teaching and learning take place, the practical process and substance of instruction, the definition of the teacher's role, and teaching moral code. The Professional Diploma in Education curriculum was created to produce teachers, researchers, programme designers, developers, implementers, evaluators, and experts whose services will be useful in related fields of national and international development. These educators will serve as agents of positive change through the social engineering processes of education ([TRCN, 2010](#)). The programme aimed at equipping a new generation of dedicated teachers with the practical teaching and professional skills required to tackle the challenges of the 21st century learning environment and foster an understanding in teachers the value of continuing professional development.

Professional Diploma Education programme is designed to address the philosophical problems of the bases of educational practices, the diverse human settings within which learning occur, the practical process and content of teaching, the definition of the teacher's roles, therefore at the end the programme, the learners should have in-depth knowledge of education and the professional requirements as well as competence to adequately teach at various level of our educational system, develop didactic competencies, and function optimally in other endeavor [Emmanuel \(2017\)](#). [Peter & Winston \(2017\)](#) asserted that for the programme to achieve its predetermined objectives teaching and learning resources, such as multimedia laboratories, equipment, lecture rooms, raw materials, constant power supply for practical training and reference books must be available in a right mix and properly utilized and that inadequacy of teaching and learning resources is a constraint to implementation of curriculum in public institutions. The framework holds that both the physical facilities and teaching- learning resources mutually act together to influence the quality of curriculum implementation, [Bandebe & Faremi, \(2012\)](#). The inputs in teaching enterprise interact with content, teaching and learning process to yield the intended educational outputs such as employability and life-long skills.

Examples of instructional materials in schools includes; textbooks, reference books, lesson plans, workbooks, flashcards, charts and supplemental reading materials while graphic and interactive materials include; physical objects, photographs, illustrations, charts, graphs, maps, multimedia, movies and games. Infrastructural facilities include decent buildings, good roads, efficient technology, water supply, electricity supply and food supply

The process of evaluating and determining the standard, worth, or significance of one's knowledge, abilities, attitudes, and beliefs is known as assessment. Programme improvement and programme accountability is the primary role of assessment ([Ballard, 2020](#)). However, assessment is personalized, process-focused, and offers the chance for feedback for higher-quality work. Educational programme must have assessments since they serve to regularly monitor and provide information about the current curriculum, both of which are essential for raising the programme'quality.

The Professional Diploma in Education curriculum planners anticipated that, if lectures in the

College of Education properly implement curriculum content that has been sequentially designed and well packaged across all educational domains using appropriate method of instructions and effective teaching aids, the recipients should be effective in the classroom in terms of lesson preparation and presentation; instructional delivery via appropriate methodologies; and assessment of student learning. Earlier researchers focused on different aspect of teacher preparation programme related to the present studies from different perspectives. [Alkhasawneh & Almahdawi \(2023\)](#) evaluated the professional diploma from learner's and faculty member perspectives; [Emmanuel, Fiase, Achukwu, & Chia, \(2017\)](#) assessed diploma programme in meeting the job needs of the teachers, while [Uche, & Augustine \(2015\)](#) assessed the relevance of professional diploma in furthering the education of the recipients

The current study differs in approaches as it represent the understanding on the needs of assessing the programme based on the researchers' first-hand interactions with programme participants as well as scheduled and unscheduled on-the-spot evaluations by lecturers during school attachment practicum which revealed that the recipient of PDE curriculum had a lenient disposition toward the fundamental ideas of teaching as a profession. Based on the aforementioned facts, it is still unclear whether the institutional level allocation of time, resources, and technology to the theoretical and practical components of the courses is insufficient enough to conceal the ineffectiveness that is apparent. Or are the learning outcomes for the course neither specific nor attainable? Or perhaps colleges could utilize their resources more effectively? This assessment of the programme at the Colleges of Education level was prompted by this interest.

Objectives of the Study

The main objective of the study is to assess the professional Diploma in Education Curriculum, as a constituent of teachers' professional development programme in Kogi State Federal College of Education in emergent educational challenges. However, this study is guided by the following specific objectives

1. Assessment of adequacy level of Professional Diploma in Education curriculum objectives as viewed by the lecturers
2. Assessment of the adequacy level of professional Diploma in Education curriculum content to achieve preset objectives as assessed by lecturers
3. Ascertain adequacy level of instructional facilities for the implementation of professional Diploma in Education curriculum in schools

Research Questions

RQ1: What is the adequacy level of Professional Diploma in Education's curriculum objectives on student's efficiency as an agent of positive change?

RQ2: What is the adequacy level of professional Diploma in Education's curriculum content on student's proficiency in lesson preparation and presentation?

RQ3: What is the availability level of instructional facilities needed for the implementation of Professional Diploma in Education curriculum in Colleges of Education?

Methodology

Quantitative approach was used in the study to assess Professional Diploma in Education curriculum as perceived by the lecturers. The respondents were purposively all Chief, Principal

and Senior Lecturers teaching in the programme in 2021/2022 academic session. Questionnaire was given to lecturers in randomly selected department A and B out all schools within the College

Table 1: Categorization of respondents

School	Gender	Occurrence	%	Rank	Occurrence	%
A	Male	08	57.14	Chief	04	28.57
	Female	06	42.85	Principal	06	42.85
				Senior	04	28.57
B	Male	07	70	Chief	02	20
	Female	03	30	Principal	05	50
				Senior	03	30
Total		24			24	

Table 1 revealed that in school A, 14 respondents formed the sample showing 08 male and 06 female translating into 57.14% and 42.85% respectively while the number of chief, principal and senior lecturers are 04,06 and 04 in-turns translating into 28.57%, 42.85% and 28.57% correspondingly and in school B 10 lecturers were involved; the largest percentage was 70% for male and 30% is for female while the occurrence of chief, principal and senior lecturers are in 20%, 50% and 30% respectively .

The validated instrument administered consists of 29 items that was partitioned based on research questions raised. On the adequacy of PDE’s curriculum objectives 7 question item were raised; adequacy of curriculum content, 12 question items administered while on the availability of instructional facilities 10 questions items were presented to the respondents. To establish the dependability of the instrument 08 senior academic staff from the third college that was not part of the focus of the study was sampled twice with a time lag of 2 weeks. Pearson moment correlation coefficient statistics was used to establish 0.86, 0.85 and 0.80 as the reliability coefficient for adequacy of objectives, content and availability of instructional facilities respectively. Average weighted mean, standard deviation and 0.1 – 0.99 for gross inadequate, 1.00 – 1.99 for inadequate, 2.00 – 2.99 for adequate and 3.00 – 3.99 for very adequate was used as classification for decision making

Results

RQ1: What is the adequacy level of Professional Diploma in Education’s curriculum objectives on student’s efficiency as an agent of positive change?

Table 2 shows average weighted mean score and Standard deviation adequacy level of Professional Diploma in Education’s curriculum objectives as assessed by the lecturers.

RQ2: What is the adequacy level of professional Diploma in Education’s curriculum content on student’s proficiency in lesson preparation and presentation?

Table 3 shows average weighted mean score and Standard deviation’s adequacy level of Professional Diploma in Education’s curriculum content as assessed by the lecturers.

RQ3: What is the availability level of instructional facilities needed for the implementation of

Table 4 shows average weighted mean score and Standard deviation’s adequacy level on availability of instructional facilities for implementation of Professional Diploma in Education as assessed by the lecturers.

Table 2: Average weighted mean score and Standard deviation adequacy level of Professional Diploma in Education’s curriculum objectives as assessed by the lecturers

S/N	Curriculum Objective	N	Mean	SD	Remark
1	Developing professional background and expertise of the recipients	24	2.46	0.51	Adequate
2	Producing educators who are knowledgeable and committed to implementing the National Policy on Education	24	2.79	0.63	Adequate
3	Producing educators who can propel social change intellectually in attitudes, skills, and values	24	2.10	0.47	Adequate
4	Developing educators who can give Nigerian education a national outlook while making it relevant in a global context	24	2.24	0.51	Adequate
5	Producing educators committed to reforming educational delivery through effective application and utilization of ICT	24	2.21	0.51	Adequate
6	Producing educators who would teach and provide leadership at different levels of education globally	24	3.27	0.69	Very Adequate
7	Providing leadership for basic, secondary, and tertiary academic institutions and other sectors of the national economy	24	3.15	0.67	Very Adequate
Average Weighted Score		24	2.60		Adequate
Benchmark 0.1 – 0.99 Gross inadequate, 1.00 – 1.99 inadequate, 2.00 – 2.99 adequate and 3.00 – 3.99 very adequate					

Discussion of findings

The findings of this study revealed that the objectives of PDE curriculum as a constituent of teachers’ professional development programme as stated in implementation guideline are adequate to prepare recipients develop professional educational background as calculated weighted mean was 2.60 indicating adequacy on the rating scale. Objectives establish criteria and standard against which one can determine programme performance. The finding of this study is consistent with the discovery of [Uche and Joseph \(2021\)](#) that affirm the adequacy of PDE programme objectives with the justification that the objectives are in line with the current needs of the society. [Alkhasawneh & Almahdawi \(2023\)](#) in his study where learners and faculty members are used to evaluate professional diploma in teaching programme reported that programme’s objectives, materials and teaching/learning procedures are of high degree. The finding of this study is in support of [Emmanuel, Fiase, Achukwu, & Chia, \(2017\)](#) where it was statistically established that objective of the diploma programme is adequate and achievable as the students taught by the holders of diploma in Education understand the lesson better than

those taught without certificates.

Table 3: Average weighted mean score and Standard deviation’s adequacy level of Professional Diploma in Education’s curriculum content as assessed by the lecturers

S/N	Curriculum Content Area	N	Mean	SD	Remark
1	Pedagogical competencies in teaching subject field	24	3.61	0.56	Very Adequate
2	Student evaluation and assessment practices	24	2.58	0.52	Adequate
3	Knowledge of curriculum sequencing	24	2.10	0.51	Adequate
4	ICT skills for teaching	24	1.67	0.50	Inadequate
5	Student behavior and classroom management	24	3.16	0.54	Very Adequate
6	Approaches to individual learning	24	2.59	0.52	Adequate
7	New technologies in the workplace	24	1.98	0.50	Inadequate
8	Teaching cross-curricular skills	24	1.53	0.53	Inadequate
9	Teaching students with special needs	24	1.89	0.51	Inadequate
10	Student career guidance and counseling	24	3.20	0.52	Very Adequate
11	Approaches to developing cross-occupational competencies for future work or studies	24	1.87	0.51	Inadequate
12	School management and administration	24	3.25	0.55	Very Adequate
Average Weighted Score		24	2.45		Adequate
Benchmark 0.1 – 0.99 Gross inadequate, 1.00 – 1.99 inadequate, 2.00 – 2.99 adequate and 3.00 – 3.99 very adequate					

This study revealed that the PDE curriculum content as provided for is adequate enough to equip the recipients of the course content to be skillful in the science of teaching as manifested in table 3 where the average weighted mean was 2.45 translating to adequacy on the decision rating scale. The finding of this study is in line with earlier study by [Alkhasawneh & AlMahdawi \(2023\)](#) where it was statistically established that there is high degree of satisfaction by the students and faculty member with the professional diploma in teaching programme curriculum content, therefore the curriculum contents of professional diploma improves learners’ self-confidence with higher pedagogical skills.

The adequacy of PDE curriculum content as found out in this study is in the same direction with Prof. I.M Bugaje the executive secretary of National Board for Technical Education (NBTE) as stated in 2022 that PDE curriculum content is not inferior to any NBTE’s approved minimum curriculum based on its courses specification and arrangement. [Aypay \(2009\)](#) did a similar investigation to assess a professional development programme for science instructor, the findings indicated a high degree of satisfaction with the programme content and effectiveness in teacher professional development, the finding is consistent with the current study. The findings of this study further corroborate [Emmanuel, Fiase, Achukwu, & Chia, \(2017\)](#) where it was discovered that there existed a significant difference in the level of utilization of teaching aids between diploma holders and non-holders, the diploma holders perform better as regards approaches to individualized instruction as a results of adequacy of curriculum content

Table 4: Average weighted mean score and Standard deviation's adequacy level on availability of instructional facilities for implementation of Professional Diploma in Education as assessed by the lecturers

S/N	Facility	N	Mean	SD	Remark
1	Classroom furniture types that allow for easy group-work and re-grouping for learner-centered activities	24	2.64	0.82	Adequate
2	Classroom furniture arrangement that allows for easy movement of lecturers and students	24	3.10	0.87	Very Adequate
3	Number of chairs and tables for students' comfort to sit, write, and study	24	2.45	0.85	Adequate
4	School-based functional internet facilities available for lecturers and students	24	0.67	0.86	Grossly Inadequate
5	Classroom space for accommodation and easy organization of students and equipment	24	2.58	0.86	Adequate
6	Projected screen in the classroom for use during teaching and learning	24	0.89	0.85	Grossly Inadequate
7	Public address system available for use in the class for teaching and learning	24	0.74	0.86	Grossly Inadequate
8	Well-equipped multimedia micro-teaching laboratory for practicum	24	1.81	0.85	Inadequate
9	Constant power supply within the institution	24	1.89	0.85	Inadequate
10	School library for accessing textbooks and reading materials	24	2.26	0.84	Adequate
Average Weighted Score		24	1.90		Inadequate

Benchmark 0.1 – 0.99 Gross inadequate, 1.00 – 1.99 inadequate, 2.00 – 2.99 adequate and 3.00 – 3.99 very adequate

Considering the important position occupied by the PDE with regards to the training of the newly employed lecturers who didn't acquire needed educational qualifications like those recruited with B.A., B. Sc, B. Tech. honors etc. [Ahmad \(2015\)](#) in his study titled "Evaluating the prospects of the Professional Diploma in Education in Kaduna State" was of the opinion that some courses content in PDE curriculum needed to be merged owing its inadequacies and inappropriate curriculum sequencing with a view to making the PDE programme available at the doorstep of the newly recruited lecturers to enhance timely acquisition of pedagogical skill and assist them in effective classroom delivery.

The finding of the study as indicated on table IV revealed that infrastructural and instructional facilities needed for the implementation of PDE curriculum is inadequate as indicated by the respondents, the average weighted mean score was 1.90 translating to inadequacy on the decision making rating scale. The implication of the finding is that basic infrastructural and instructional facilities needed to boost goals accomplishment were not adequate in the sampled study area. The finding of this study corroborate [Uche & Augustine \(2015\)](#) where it was established that the main challenges facing diploma programme were administrative factor and the needs to improve teaching and learning environment and infrastructure facilities.

Inadequacies of infrastructural facilities and instructional resources as revealed in this study is

consistent and it aligned with the findings of [Chineye \(2014\)](#) where it was discovered through Chi-square goodness of fit test that poor funding, obsolete facilities and inadequate infrastructural material affect curriculum implementation at the colleges. The finding of this study is also consistent with the finding of [Ndirmbita & Bwala, \(2019\)](#) while evaluating facilities for teaching and learning in Colleges of education in North-East zone of Nigeria, the study also discovered inadequacies in infrastructural facilities and instructional materials. The finding of this study is also in line with [Victor, Thankgod & Deborah \(2023\)](#) where it was established that poor quality of teaching and learning environment, strike actions, brain-drain and poor research activities and impacts as effects of inadequate infrastructural facilities in public tertiary institutions

Contrary to the finding of this study that infrastructural facilities and instructional facilities are inadequate, [Peter & Winston, \(2017\)](#) found out that teaching and learning resources, such as workshops, equipment, lecture rooms, laboratories, raw materials for practical training and reference books, were found to be adequate, although underutilized. [Alabi, Akinyemi & Dayo \(2023\)](#) discovered that NCCE/ Tetfund facilitated facilities and gadgets are readily available in Colleges of Education but level of utilization is minimal as many lecturers rarely use the available facilities for instructional presentation

Conclusion

The results confirmed that the PDE curriculum objectives, as stated in the implementation guideline, are sufficient enough to produce students who would teach effectively and exhibit leadership capability at all levels of the Nigerian educational system. The majority of respondents to the study clearly indicated that the curriculum content is in line with curricular objectives since it provides students with the essential pedagogical skills and suitable evaluation techniques. The study also revealed that the infrastructure and instructional resources available to institutions to implement the PDE programme are inadequate, particularly when it comes to information and communication technologies that can improve teaching and learning.

Recommendations

Based on the focus and findings of the study, the following recommendations were made

1. To further enhance adequacy of PDE objectives and content as approved by National Council on Education (NCE), lecturers teaching the courses needed to be adequately involved during PDE curriculum content development process
2. Independent programme assessors should periodically assess the PDE programme's content knowledge, and their findings should be made public to determine the effectiveness of the programme.
3. The government, governing council, and college management team should see to it that the necessary infrastructural facilities are made available and used, as well as that instructional conveniences are provided, particularly through the incorporation of information and communication technology that will improve teaching and learning processes

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