

**COMPARATIVE ANALYSIS OF TEACHER EFFECTIVENESS  
BETWEEN REGULAR AND DLS NCE TEACHERS IN UPPER  
BASIC SCHOOLS DARAZO LGA BAUCHI STATE**

**BY**

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**APRIL, 2018**

## APPROVAL SHEET

This Dissertation has been examined and approved for the award of Masters of Education Degree in Educational Psychology of Bayero University Kano.

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## **DECLARATION**

I hereby declare that this work is the product of my research efforts under the supervision of Professor Salisu Shehu and has not been presented anywhere for the award of a Degree or Certificate. All sources have been dully acknowledged.

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## CERTIFICATION

This is to certify that the research work for this Dissertation and the subsequent write- up by (Adamu Ibrahim Jalo SPS/13/MED/00064) were carried out under my supervision.

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## **DEDICATION**

This Dissertation is dedicated to my biological father Late Malam Ibrahim who inspired me and gave me moral support, may his soul rest in perfect peace. Ameen.

## ACKNOWLEDGEMENTS

All praise be to almighty Allah the creator and sustainer, Who guided and assisted me in conducting this work successfully. Peace and blessing be upon our prophet Muhammad (SAW).

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## **ABSTRACT**

*This study was on comparative analysis of teacher- effectiveness between regular and DLS NCE teachers in upper basic schools Darazo LGA Bauchi state. The study employed ex-post-facto design because phenomena in the variables had already existed. The population of the study comprised of 205 NCE teachers in 22 Upper Basic Schools. The sample size was 132 teachers. The instrument used for the study was Teachers Effectiveness Questionnaire, adapted from Isah (2016), with reliability index 0.79 and modified by the researcher. The validity of the instrument was obtained by face validity and the reliability was obtained through test-retest, generated in Cronbach's Alpha. The overall reliability index was .936, while for the sub-scales: mastery= .759, personality= .875, counselling-skills= .918, communication skills = .885, which shows high reliability of the instrument. The findings of this study indicated that; no difference found in mastery of subject matter between regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi state; no difference found in counselling skills between regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi state; no difference found in teacher-personality of male and female regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi state. Recommendations were made; that government should create employment opportunities for NCE teachers; school authorities should maintain classroom observations and researchers should carry-out some larger scale studies on the study problem.*

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## **ABBREVIATIONS**

**ANOVA:** Analysis of Variance

**CMS:** Church Missionary Society

**COE:** College of Education

**CS:** Computer Studies

**DF:** Degree of Freedom

**DLS:** Distance Learning System

**EFA:** Education for All

**HND:** Higher National Diploma

**JSS:** Junior Secondary Schools

**LEA:** Local Education Authority

**LGA:** Local Government Area

**MDGs:** Millennium Development Goals

**ME:** Measure of Effectiveness

**M. Ed.:** Masters in Education

**NCE:** Nigeria Certificate in Education

**NEEDS:** National Economic Empowerment and Development Strategy

**NERDC:** Nigeria Educational Research Development Council

**NGOs:** Non-governmental Organizations

**NPE:** National Policy on Education

**NTI:** National Teachers' Institute

**NUT:** National Union of Teachers

**PRS:** Planning Research and Statistics

**TEQ:** Teachers Effectiveness Questionnaire

**SD:** Standard Deviation

**SPSS:** Statistical Package for Social Sciences

**STUP:** Special Teacher Upgrading Programme

**SUBEB:** Universal Basic Education Board

**TCII:** Teachers Grade Two

**TSS:** Teachers Salary Scale

**UBE:** Universal Basic Education

**UPE:** Universal Primary Education

## OPERATIONAL DEFINITION OF TERMS

For the purpose of this research, the following terms were used:

**Teacher-effectiveness** refers to the roles of teachers, as mastery of subject-matter, personality, counselling skills and communication skills, as measured by Teachers Effectiveness Questionnaire.

**Mastery of subject-matter** refers to teachers' ability to prepare their lesson in advance before they come to class, to have mastery of the course contents they teach etc.

**Teacher-Personality** refers to teachers competence to have proper appearance in school, to wear descent dress in school, to display good moral behaviour always, etc

**Counselling skills** refers to teachers ability to act as role models to the students due to good interpersonal interaction, to help students to make informed decision, etc

**Communication skills** refers to teachers ability to deliver their lesson with clarity to the hearing of all class, to use simplest language in lesson delivery, etc

**Regular NCE** refers to a full-time NCE training, acquired in regular and residential institutions, usually in three (3) years

**DLS/NCE** refers to any NCE programme in which the teachers or instructors are separated geographically or in full-time from their student, specifically offered by the National Teachers' Institute (NTI)

**Upper-basic School** refers to junior secondary school/level of education

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Education is the back bone of every society; it produces all sorts of skilled human resources that serve the nation such as; teachers, doctors, lawyers, engineers, and so on. Therefore, the Federal Government of Nigeria has adopted Education as a principal instrument for achieving personal, societal and national development.

The quality of any Education system rests on the effectiveness of its teachers Hildebrand (1971). The Federal Government has stipulated in the National Policy on Education, section 8, sub section B, item 70(B), that the minimum qualification for entry into teaching profession, shall be Nigeria Certificate in Education (NCE), NPE (2014, Revised). NCE teachers acquire specialized knowledge, skills, competence and behaviour from professional training in regular institutions, and also in the Distance Learning centres/programmes of studies. The NCE teachers are considered more effective, efficient and competent in curriculum implementation strategies, for maximum attainment of standard goals of basic education system. The entire system of Education is built upon Basic Education, which is the key success or failure of the whole system, NPE (2014, Revised).

Teacher effectiveness is those roles of teachers, such as mastery of subject-matter, personality, counselling skills and communication skills, as measured by

Teachers Effectiveness Questionnaire. It refers to those activities, duties, and functions which teachers are responsible for, which are expected of them and which make up the reason for they are being called teachers, with good qualities regardless of their educational qualification NTI (2011). Ihebereme (2005), states that effective teachers refer to those with positive effect of teaching on the learning through evaluative approaches.

However, is a challenge that some teachers in Nigerian schools especially those who were not trained properly, are not effective and not efficient, they are regarded having poor preparation, poor personality, and are not up-to-date in their career. They consider teaching as value ladder, hence they are not dedicated to their duties. So they are held responsible for poor curriculum implementation, which led to a number of problems for the educational sectors in some areas.

According to reports from Quality Assurance team, State Universal Basic Education Board (SUBEB) Bauchi in the year 2010, when the team inspected almost all the schools in the state, it revealed that some teachers were not punctual, unprepared and with poor teaching personality, as well as with invalid certificates. They are not efficient and effective in their duty; they lack all indicators of teaching efficacy, like mastery of subject-matter, teacher- personality, counselling skills, and so on. This contributed immensely to the downfall of the standard of education in some areas.

## **1.2 Statement of the Problem**

According to Teachers' Statistics (2011), SUBEB Bauchi, there has been increasing number of DLS/NCE teachers in Bauchi State, more especially in Darazo LGA. They received their training in different Distance Learning study centres, like NTI/ DLS/NCE, NTI/STUP, Da'awa COE, Annoor COE, JIBWIS/NCE and so on. This is due to the fact that; DLS/NCE is the most cost-effective strategy for providing on-the-job training to teachers, without leaving their homes, especially women and adults, that the candidates wanted to meet the National Policy on Education requirement of NCE as minimum qualification for teaching, that the government has included TSS allowance into the salaries of all NCE teachers in Bauchi State, and that some more experienced teachers especially those with Grade Two and diploma who possessed standard teaching capacity, just wanted to upgrade and update their qualification to NCE level.

In an effort to ensure a quality service delivery of all teachers in Bauchi State, the SUBEB Bauchi and the Bauchi State government, invited all DLS/NCE teachers for proficiency test and validation exercise at Misau and Bauchi as centres in the year 2012. This is because it's questionable that most of them on Grade Levels 03 were due for promotion to Grade Levels 07. However, they failed to adhere to the government's demand and failed to report.

Consequently, the entire DLS/NCE teachers in the state were disengaged from service for a year, and their salaries were withheld from January to December

2013. According to records from the office of the Head of School Services, Darazo LGEA, among the victims, 277 were from Darazo LGA. Each of them was served with official letters from SUBEB for the disengagement and then re-engagement. The period had witnessed a number of pressing socio-economic problems among the victims, their family, as well as in the schools.

Through personal experience and discussion with people by the researcher, there have been speculations among the general public in the study area that DLS/NCE teachers are not effective and efficient as regular NCE teachers. The DLS teachers are regarded having poor preparation, poor personality, and also not up-to-date in the teaching career, because in the learning process, they lack full training, they are also separated geographically and in time from their teachers or instructors, they lack instructional facilities, they attend lectures only when they wish, they have no time span for studies and they mostly depend on handouts only, compared to regular NCE teachers who acquire training in regular, fulltime and residential institutions.

Therefore, the researcher developed interest in this study, to investigate and verify that; are regular and DLS/NCE teachers in Upper Basic schools, Darazo LGA, Bauchi State the same in their teaching effectiveness?

### **1.3 Objectives of the Study**

The purpose of this study was to compare the teacher-effectiveness between regular and DLS/ NCE teachers in Upper Basic schools, Darazo LGA, Bauchi State Therefore, the objectives of the study are to compare:-

1. Mastery of subject-matter between Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.
2. Teacher- personality between Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.
3. Counselling skills between Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.
4. Communication skills between Regular and DLS/NCE teachers in Upper Basic schools Darazo LGA Bauchi State.
5. Mastery of subject-matter of male and female regular and DLS NCE teachers in Upper Basic schools Darazo LGA, Bauchi State.
6. Teacher- personality of male and female regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.

## 1.4 Research Questions

The Research Questions are:-

1. Is there any difference in mastery of subject-matter, between Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State?
2. What is the difference in teacher- personality between Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State?
3. Is there any difference in counselling skills between Regular and DLS NCE teachers in Upper Basic schools Darazo LGA, Bauchi State?
4. What is the difference in communication skills between Regular and DLS/NCE teachers in Upper Basic schools Darazo LGA Bauchi State?
5. Is there any difference in mastery of subject-matter of male and female regular and DLS NCE graduate teacher in Upper Basic schools Darazo LGA Bauchi State?
6. What is the difference in teacher- personality of male and female regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State?

## 1.5 Research Hypotheses

This study was guided by the following (6) Null Hypotheses:

H<sub>01</sub>= There is no significant difference in mastery of subject-matter, between Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.

H<sub>02</sub>= There is no significant difference in teacher- personality between Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.

H<sub>03</sub>= There is no significant difference in counselling skills between Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.

H<sub>04</sub>= There is no significant difference in communication skills between Regular and DLS/NCE teachers in Upper Basic schools Darazo LGA Bauchi State.

H<sub>05</sub>= There is no significant difference in mastery of subject-matter of male and female regular and DLS NCE teachers in Upper Basic schools Darazo LGA, Bauchi State.

H<sub>06</sub>= There is no significant difference in teacher- personality of male and female regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.

## **1.6 Significance of the Study**

This study gave an insight into the effectiveness of NCE teachers that receive training through regular and DLS programmes of study. Therefore the study benefits teachers, learners, school administrators, ministry of education, SUBEB, LGEAs, policy makers, curriculum planners, NCCE and NGOs.

It provides teachers with the facts and ideas on how they can improve their professional career, so as to be more effective and efficient in proper curriculum implementation.

It helps the learners especially at Upper Basic schools to acquire knowledge, skills, values and aptitude, to have competence in performance anywhere in the world

It provides school administrators, with useful information about the strengths and weaknesses of their teachers, for adequate teacher regulation, classroom observation and regular conducts of School Based Induction Programmes.

It assists Ministries of Education, SUBEB and LGEAs, for quality assurance in schools, for proper staffing of teachers, for their condition of service and for regular commendation to those that are more effective.

It provides an avenue for policy makers and curriculum planners to re-examine the nature, performance and output of the two modes of teacher trainings, based on the findings of the study.

It sensitizes the National Council of Colleges of Education (NCCE) and examination bodies, about the progressive development of regular and DLS school systems, to carryout regular accreditation for both.

It ensure NGOs and international agencies to continue with such a support funds in respect of capacity building programmes for teachers based on their strengths and weaknesses, in order to carry out their duties effectively.

### **1.7 Scope and Delimitation of the Study**

This study was on the comparative analysis of teacher effectiveness between regular and DLS NCE teachers in Upper Basic schools, Darazo LGA, Bauchi State. Therefore, the study covered all NCE teachers of Upper Basic schools in Darazo LGA. The study also covered the indicators of teacher effectiveness like mastery of subject matter, teacher personality, counselling skills and communication skills, as well as their gender.

However, the study did not include other teachers with diploma and degree in the Upper Basic schools; it did not included teachers in any lower and middle basic school in the area. Moreover, the study did not include other indicators of teacher effectiveness like classroom management, professional self development, and assessment skills, and so on

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The chapter reviews the conceptual and theoretical studies of teacher-education, NCE programme, teacher effectiveness, and Upper Basic education programme, as well as empirical studies on effectiveness of regular and DLS NCE teachers. It also expresses the summary and the uniqueness of the study.

#### **2.2 Conceptual Framework**

##### **2.2.1 Teacher Education**

Education is an avenue for achieving national goals. As back born of all Nigeria societies, education has witnessed active support and intervention, by the government as well as non-governmental agencies, communities and private individuals. The federal government has adopted it as a principal instrument for achieving personal, societal and national development. Education produces all sorts of skilled human resources that serve the nation, like teachers, doctors, lawyers, engineers, judges etc. Therefore, education is geared toward achieving the spelt-out national goals, which are:-

- a) a free and democratic society
- b) a just and egalitarian society
- c) a great and dynamic economy
- d) a united strong and self reliant nation

e) a land full of bright opportunities for all citizens

Teachers are the distinct occupational group of people specially equipped with training to undertake the task of educating in institutions, socially assigned responsibility for education. Teacher education refers to the education and training in specialized areas of knowledge, known as Education, particularly; philosophy of education, sociology of education, history of education, psychology and some instructional and administrative techniques, as well as subject contents and the actual practice of the work of the teacher, NTI (2011). It is therefore worth noting that Teacher-education doesn't signify the casual affair which ends merely by completing programme or obtaining certificate, but rather, it constitutes the all way round actual teaching situation after completing the formal programme of education.

### **2.2.2 Historical Development of Teacher Education in Nigeria**

As preliterate Nigerian education, the philosophy behind the formation of teacher education was that true education is shown in effective performance of the task, and effective performance is evidence of sound moral character. In this regard therefore, teaching profession started as a voluntary work during the missionaries, who came to the country to preach their religion. As a technique of evangelism, they built schools through donation to accomplish their aims. Although there was no fixed salary or allowance, people who could read the bible were employed to teach without training, as there were no training institutions. Later, the condition of

service was improved as training programmes were organized and standardized. Today there were varying levels of teacher education in academic and professional qualification, acquired from different educational institutions, (NTI, 2012). They are:

Nigeria Certificate in Education (NCE)

Bachelor in Education (B. Ed.)

Masters in Education (M. Ed.) and

Philosophy Doctor (Ph.D.)

Teacher education in Nigeria stated in NTI (2011), began the same time with the western type of education, in the very first schools that were started in the mission compound at Abeokuta in 1843. The earliest teacher education programme was run on the apprenticeship system, which made slow progress with regard to its curriculum goals and contents. In spite of its rudimentary nature and limited goals, it remains the only form until when the CMS opened the training institute in Abeokuta in 1859. Below is the table that shows the development of teacher education and the establishment of similar institutions.

**Table 2:1** Establishment of Teacher Institutions in Nigeria, 1876-1923

SPONSORING BODY	INSTITUTION	LOCALITY	DATE
Roman Catholic Mission	St Gregory	Lagos	1876
Church of Scotland Mission	Hope Wadel Training Institute	„	1895
Baptist Mission	„	Calabar	1895
Church Missionary Society	Training College	„	1897
Wesleyan Meth Mission	St Poul’s TT College	Awka	1902
Government	Training Institute	Ibadan	1905
Government	Government School	Nassarawa	1909
Government	Teachers’ College	Katsina	1920
Private Methodist Missionary	Training Institute	Uzuakoli	1923

**Source: Ashby Report 1960 (Teacher Education in Nigeria p:12)**

### 2.2.3 Approaches of Teacher Education

Approach to teacher education to NTI (2011), refers to the “pattern” or “mode” by which the assignment of educating teachers is undertaken, in form of pre-service or in-service training. Pre-service teacher education refers to the education for teaching undertaken prior to first appointment into the teaching, which provides initial knowledge for teaching. In-service teacher education on the other hand, refers to the education teachers received already in the teaching service, which provide basis for upgrading the teachers.

Another understanding of the “pattern” or “mode” of teacher education refers to the various forms under which the education of teachers is undertaken, as follows:

1. Apprenticeship or on-the-job teacher education
2. Pupil teacher system of teacher education
3. Institutionalized teacher education
4. Correspondent teacher education
5. Distance Learning System (DLS) teacher education

#### **2.2.4 Objectives of Teacher Education in Nigeria**

The major aim of teacher education programme in Nigeria is to produce professional teachers who are equipped with skills and methodologies of teaching in our educational institutions. Therefore, the teacher is the most crucial single element in the educational programme of which the Universal Basic Education (UBE) is inclusive. (Ihibereme, 2009).

The Nigerian National Policy on Education (2014, Revised) is the document that states the philosophy of Nigerian education. It also stated the goals of other components of the Nigerian educational system including teacher education. Moreover, the policy gave the following as the goals of teacher education:-

- (a) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- (b) Encourage further the spirit of enquiry and creativity in teachers;
- (c) Help teachers fit into social life of the community and society at large and enhance their commitment to national goals;
- (d) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;

(e) Enhance teachers' commitment to the teaching profession.

### **2.2.5 Qualities of a Good Teacher**

- a. Basic knowledge of subject matter
- b. Effective communication skills
- c. Effective technique of instruction
- d. Effective class control and management skills
- e. Friendliness, humour and open mindedness
- f. Good personal appearance
- g. Poise and confidence
- h. Enthusiasm
- i. Dependability
- j. Imagination
- k. Creativity
- l. Adoptability
- m. Tolerance
- n. Respect for opinion of others
- o. Persistence
- p. Respect for the right of others
- q. Empathy for the students
- r. Ability to evaluate self (NTI, 2012).

## **2.2.6 The Nigeria Certificate in Education (NCE)**

According to National Policy on Education, in the past, to teach in primary school, one needed a Grade Two teacher Certificate from 4 year of Secondary Education at Teacher Training Colleges. These were phased out after 1998 when the Nigeria Certificate in Education (NCE) became the required Diploma for all primary and secondary school teachers. In 1996, out of approximately 420 000 primary and junior secondary school teachers, about 80% had either NCE or Grade II equally.

It has been stipulated in the National Policy on Education document (2014, Revised, p:33), section 8, sub section B, item 70(B) that “the minimum qualification for entry into teaching profession, shall be Nigeria Certificate in Education (NCE)”. NCE teachers acquire specialized knowledge, skills, competence and behaviour from professional training in regular institutions, and also in Distance Learning System (DLS) programmes of studies, as an important and distinguishing of the profession. The NCE teachers are eligible and more effective in curriculum implementation strategies, for maximum attainment of standard goals and objectives of Basic Education systems.

The wealth of any nation is depends on the human resources, and the National Policy on Education (2014, Revised) states that, no educational system may raise above the quality of its teachers. Therefore Nigeria Certificate in education (NCE) should continue to be given major emphasis in all educational planning and

development. Teachers undergo the professional training for NCE programme in the following institutions in order to meet the required minimum standards:

Federal Colleges of Educations (FCEs)

Colleges of Education (COEs)

Schools of Education in State and Federal Polytechnics

NCCE Accredited DLS/NCE Centres

### **2.2.7 The Regular NCE Programme**

Regular NCE refers to specialized and professional training teachers acquired in regular, fulltime and residential institutions, such as Colleges of Education and Polytechnics. The duration of the NCE is usually three (3) years full-time training. (Isyaku, 2014)

Many teachers in Nigerian schools were un-certificated and improperly trained according to Ashby report (1960). This brought about the establishment of Advanced Teachers' Colleges (ATCs), which later metamorphosed into Colleges of Education (COEs). The ATCs were designed and established by Federal Government in collaboration with UNESCO, to produce well- qualified non-teachers for Secondary Schools to replace Grade II teachers who were not qualified to perform the task. The scheme provided teachers with Nigeria Certificate in education (NCE) that are of good quality and the right quantity to meet the educational needs as at that time. The number of these colleges gradually increased

to cater for expansion of demands for education and qualified teachers. As at 2013, there were 2868 Colleges of Educations owned by Federal and State Governments as well as private bodies, Isyaku, (2014).

To effectively monitor, supervise and enhance the uniformly quality standard of teacher education programme at NCE level today the in Nigeria, the National Commission for Colleges of Education (NCCE) was established in 1989. The NCCE has given the mandate of ensuring adequate supervision of all aspects of non-degree teacher education and teacher professionalization, Isyaku, (2014).

#### **2.2.8 The DLS/ NCE Programme (DLS)**

Distance Learning System (DLS) is conventionally defined as any educational or learning process or system in which the teacher or instructor is separated geographically or in time from his/her student, or in which students are separated from other students or educational resources. Other synonyms of distance learning include; independent study, home study, correspondence education, distributive learning and remote education etc.

DLS can be off-campus study, telematic-teaching or extra-mural system of education to Mbaya (2005). It's by a mode other than conventional face-to-face method, but the aims are similar, noble and practical to on campus, fulltime, residential, face-to-face education.

Perraton (1988) also perceived DLS as simply separation of teachers and learners in space and time while Jonassen (1992) perceived it as the volitional control of learning by the student rather than by the distant instructor.

DLS as physical separation of teacher and learners, which frees the students from the necessary travelling to affixed place, at affixed time, to meet affixed person, in order to be trained. Desmond in Sarki (2006),

According to California Distance Learning Project (CDLP) developed in 1997, Distance Learning is an instructional delivery system that connects learners with educational resources, which provides educational access to the learners not enrolled in educational institutions but can argue the learning opportunities of current students. It accommodates diverse learning styles, which provides access to remote and normal underrepresented groups, such as women and persons in rural areas and remote locations.

### **2.2.9 Types of Distance Learning**

The California Research (1997), show that there are two Distance Learning system of education categories; synchronous and asynchronous. Synchronous instruction requires the simultaneous participation of all students and instructors by which the interaction is done in “real time” and it has immediacy, for examples; TV, computer and internet conference. Asynchronous instruction does not require the simultaneous participation of all students and instructors. Students are not need to be gathered together in the same time and location, rather students may choose

own instruction time frame, and gather learning materials according to their schedule. Hence asynchronous is more flexible than synchronous instruction.

### **2.2.10 The Origin of Distance Learning**

Encarta (2000), cited in Sarki (2006) that Distance Learning Education traces its origin to mid-19<sup>th</sup> century in Europe and United States. The pioneers of distance education used the best technology of their days, the postal system to open educational opportunities to people who wanted to learn, but were not able to attend conventional schools. People who most benefited from such correspondence education include those with physical disabilities, women who were not allowed to be enrolled in educational institutions open only for men, people who had jobs during normal school hours, and those who lived in remote regions where schools did not exist.

An English man, Isaac Pitman was an early pioneer who began to teach shorthand by correspondence at Bath, England in 1840. Students were instructed to copy short passages of the bible and return them for grading via the new-penny post system.

In 1874, American University level began distance learning at Illinois Wesleyan University, where bachelor and graduate degrees are obtain in absentia. The Chautauqua movement also gave a popular push to correspondent education in 1882.

The teaching of academic and vocational courses by correspondence became popular by 1900, while the problem of quality and ethical practice came up with the popularity. In 1926 National Home study Council (NHSC) was formed to address the issues of distance education.

The advent of T.V. in 1940s created important and new forms of communication. Education used these new technologies to broadcast educational programmes to millions of learners, as a learning opportunity beyond the walls of conventional teaching institutions

Moreover, the development of reliable long-distance telephone system in the early 1900s also increased the capacity of distance education to reach mass student population. However, the telephone systems do not play a prominent role in education until the introduction of new teleconferencing technologies in 1980s and 1990s, which made it possible for teachers to communicate knowledge effectively with their students in real sense, across the world.

With the spread of computer-network in 1980s and 1990s a large number of people gained access to computer links, which allows teachers and students to communicate via computer. Distance education also uses computer-network e-mail and conference, where teachers and students present texts, pictures, audio, visual communication and file sharing.

In the United States institution of higher education, business and armed service also used distance education methods, in which millions of students were enrolled in T.V. courses by certain colleges and universities around the country.

A programme conducted by the army logistics management college, based in Fort-Lee, Virginia and delivered to over 70 locations through internet, offers distance education programmes to United Air Force through the air Technology Network (ATN)

The United States distance education offered instructions in wider range of academic and vocational subjects, through colleges and universities. The National University Teleconference Network (NUTN) comprising of 200 colleges and universities, offered distance education in most fields of knowledge. The Agricultural Satellite Corporation also provides courses on agriculture to many colleges and universities. Also, Boston University Medical School offered distance education courses for health care professionals.

A growing number of institutions offer complete degree programme via computer conferencing. The online campus of New York institute of technology offers bachelor degree in sciences. Also, a distance education programme called connect, offers master degree in Technology and society in the New York City.

One of the largest distance learning student bodies in the world, may be the part of University of South Africa (UNISA), with more than 200,000 people enrolled in the year 2000

### **2.2.11 Historical Development of Distance Learning in Nigeria**

In his paper, Rashid (2002) presented the follow-up to the request made by UNESCO-BREDA Dakar, a diagnosis of need for the establishment of Open and distance Education in Nigeria. After the interaction with policy makers, stake holders and educationists, open and distance education were made into practice. The colonial government in Lagos, in 1887, requested the University of London to extend its examination facilities to Nigerian candidates.

The Ashby report on higher education submitted in 1960, recommended among others the establishment of University of Lagos considering correspondence courses leading to degree in limited range of subjects, which are taught well by correspondence. Ashby believed institutions of Nigeria are very popular and encourage large number of men and women to improve their education. Hence distance education was rooted in Nigerian history.

Most Nigerians during that period went through the University of London correspondence matriculation examinations, many of them passed through the correspondence courses offered by British institutions, to obtain their General Certificate in Education which is a requirement for university admission.

The second republic also witnessed the establishment of Open University after a prolonged debate in the National Assembly (National Assembly Act 1982). This led to the establishment of centre for distance learning of University of Abuja, distance learning institute of the University of Ibadan, National Teachers Institute NTI Kaduna and so on.

Because distance learning mode of education is not limited to only higher education, the programme was also adopted for nomads supported by UNESCO in the year 2001. It was lunched through the Nomadic Education Commission. In the same vein, to upgrade and train primary school teachers, by distance learning approach, it was facilitated through NTI- NCE/DLS and TCII/DLS.

### **2.2.12 Distance Learning and the Internet delivery**

Initially, distance learning was used to supplement the existing classroom instruction. But over time, online classes are becoming the primary form of interaction and information. These programmes provide adults with second chance for higher education or continuing education, reaching those advantaged by limited time, those with distance or physical disability and to upgrade knowledge of those workers at their places of employment.

The online education refers to any form of teaching and learning that takes via computer network. The computer network could be Local Area Network (LAN), Within Area Network (WAN) or the World Wide Web (WWW). Whatever connection the teacher and the students share a common link through

communication in computer, involves rapid online education. The instruction is restricted to text message or file transfer emphasising writing skills or audio-visual clips.

Hence, education is not left behind in the field of Internet delivery. The commonest online education is the electronic mail (E-Mail), which allows students and teachers to exchange messages. In addition, most networks provide conference capabilities which allow participants to conduct multi-personal discussions in real time or on delay basis. Sarki (2006)

### **2.2.13 NCE by Distance Learning in Nigeria: An Overview**

Since Distance Learning (DLS) refers to any organized course of education and training in which the students are at some distance from the teachers for most of the duration of the programme, and in which more than one medium of teaching is utilized, therefore when the course of education is for teachers, it is distance learning system for teachers. An outstanding in Nigeria is National Teachers Institute Kaduna. Today there are different DLS/NCE centres operating under the accreditation of National Council of Colleges of Education, NTI (2011).

According to data index 2016, obtained from NTI office Bauchi, there are 3045 DLS/NCE study centres, nationwide. A total number of 25,784 students have been admitted into cycle one for 2014/2015 academic session. The total enrolment for cycles 1- 4 was 119,783 for the year 2016. The number of qualified teachers produced through the system between 1993 and 2014 was 287,318. The total

numbers of 9,450 candidates have graduated with NCE in Bauchi State for the year 2015 at DLS/NTI only. To qualify for the award, admitted candidate undergo four years training, because each course is organized into 4 cycles and each cycle corresponds to a year work. A maximum of 80 hours tutorial contents are presented per subject, which are split into two semesters per any year.

#### **2.2.14 Aims and Objectives of DLS/NCE Programme**

The Federal Government of Nigeria through Federal Ministry of Education and National Teachers Institute (NTI), introduced NCE by Distance Learning System (DLS) in the year 1990, to provide on-job training for teachers and to solve the problem of staff having to leave the classroom for further training. It's one of the most cost-effective strategies for addressing short-fall of teacher supply, especially in Basic Education Schools. The programme is intended to train all qualified Grade Two teachers and other interested candidates for the Nigeria Certificate in Education (NCE) level, through Distance Learning technique. This is in line with Federal Government Policy on Education which stipulated NCE as minimum qualification of Basic School Teachers. NTI (2011).

Therefore NCE by Distance Learning refers to various methods, media and technologies used to provide and improve access and good quality education to large number of teachers, either because they missed opportunity earlier in life or because their present socio-economic and family circumstance would not permit them to acquire education through the formal school system.

Singh (1987) identified NCE by distance education as an educational approach which helps to bring education to the doorsteps of large number of teachers and varied interested candidates, who cannot benefit from the conventional system of NCE programme.

Keegan (1999) in Samaila (2008) concluded that the major goal of distance education is to provide courses anytime, anyplace and anywhere there are students or even only one student.

### **2.2.15 Teacher Effectiveness**

The teacher is a person who teaches. He is the person who renders the responsibility of moulding the students' behaviour, thereby helping in cognitive affective and psychomotor development of the individuals to function effectively in the societies. Therefore, he considers the whole development of individuals to become useful to themselves and their nation in general.

Teacher effectiveness as in NTI (2011), are those roles, activities, duties, and functions which teachers are responsible for, which are expected of them and which make up the reason for their being called teachers. The central work of the teacher is to teach so that children learn what has been planned for them to learn. With regard to this, effective teachers are the all-round responsible for proper curriculum implementation. Therefore, effective teachers appear again and again to display certain characteristics, and they tend to do right things.

Effective teachers to Ihebereme (2005), refer to those with positive effect of teaching on the learning through evaluative approach. Ahamefula (2002), describes effective teaching as the teaching situation where a teacher judiciously follows the contents of his lesson-notes by utilizing the appropriate teaching skills. Also, Nnabugo (2000), stated that effective teaching implies the ability of the teacher to follow the plans as put down in the lesson notes during instruction. In the same manner, Ajoku (2003), opined that effective teaching means the teaching done by professional teacher through implementing the teaching skills, methods, strategies, and the use of instructional materials.

In the same vein, Hildebrand (1971) opined that the quality of any school system rests on the quality of its teachers, and we believed that helping the teachers be more effective in their jobs is the best route to improving students' achievement. Therefore it is by empowering teachers with data, tools and skills that allow them to do their jobs efficiently and effectively, that we can reach the ultimate goals of improving students' learning achievement.

#### **2.2.16 Characteristic of Teacher Effectiveness**

In carrying out their responsibilities as stipulated in NTI (2000), teachers have to observe the following roles, which make up their characteristics and as being effective. Thus:

- i. Sound Mastery of Subject Matter
- ii. Curriculum development

- iii. Instructional management
- iv. Interpersonal Collaboration
- v. Counselling
- vi. Professional Self Development

### **2.2.17 Sound Mastery of Subject Matter**

It is a very important role of the teacher to have sound mastery of his subject matter which makes him effective and efficient in discharging his duty. The worth of any teacher depends solely of this, because it contributes toward raising the worth of the teacher in many ways. As such, it enables the teacher to teach facts that are correct and relevant to the topic of the lesson and suitable to the course. It also enables the teacher intelligently, objectively and confidently answer the questions that may arise from the topic. Furthermore, it enables the teacher to assess correctly any tests, assignments or examinations.

### **2.2.18 Curriculum Development**

Most teachers in Nigeria today believed that they do not take part in curriculum development, since the subjects and the subject matter or contents to be taught is decided from above and handed down to them. However, before teaching takes place, the curriculum is first translated into Scheme of work and Lesson notes by teachers in schools. The decisions in preparation of these documents are perhaps the most important part of curriculum development. Apart from this preparation, the most important role of the teacher is the final decision on the

activities for teaching and learning he actually carries. The teacher, who effectively participates as outlined in curriculum development, contributes effectively in the realization of educational objectives.

### **2.2.19 Instructional Management**

The management of instruction is another very important role of the teacher. To manage instruction effectively, the teacher needs to have sound knowledge of subjects, has ability to communicate well, can teach students to understand and assess their abilities and capabilities correctly. Ability to communicate means the teacher speaks loudly and writes clearly to maintain the interest of the learners in the learning environment.

### **2.2.20 Interpersonal collaboration**

The teacher works in school organisation which made up of other teachers, students and administrators of the organisation as well as other groups interested in the school as inspector, parents and community leaders in which he is situated. To contribute in achieving harmony, teacher is required to seek and maintain friendly and healthy relations with all the groups interested in the school and those working in the school, as well as the students. This promotes the maximum attainment of the school objectives.

### **2.2.21 Students Counselling**

Counselling is an in-built role into any teaching. In teaching, the teacher communicates not only subject matter, but also skills, attitude and behaviour which

make teacher a behaviour modifier and instructor. In any level of education system, teacher is a representative of adults, society and its values to students. This makes positive light for the students toward the educational objectives of the society.

### **2.2.22 Professional Self Development**

Because the necessary factor in achieving career progress rest with the individual teacher's readiness. Teaching is about learning, therefore its one of the teacher's role to continually seek and acquire relevant knowledge for his professional and career advancement. It is the duty of teacher to foresee what he/she wants to become within education service, and to make sacrifices to mould his/her career rather than simply leaving it to chance.

### **2.2.23 The Universal Basic Education (UBE)**

Education is an investment that pays off, anytime, anywhere, which raises the economy of the investors who spent sleepless nights in trying to figure out how their stoke is doing as it becomes paramount. By investing in education, government, country, individual and NGOs prepare the youths for the challenges ahead. If children are really the leaders of tomorrow, then now is the right time to start investing them.

Basic Education as referred in the National Policy of Education document (2014), is the education given in Primary and Junior Secondary Schools for children aged 6-15 years under conducive atmosphere for learning. Since the rest

of the education system is built upon it, the basic education is the key to the success or failure of the whole system. NPE (2014, Revised)

Universal Basic Education (UBE) Commission was established in 2004 by an act of the National Assembly, known as the “Compulsory, Free, Universal Basic Education Act, 2004”. The Act provides for compulsory, free universal basic education for all children of primary and junior secondary school age in the Federal Republic of Nigeria. It also stipulates penalties for parents who fail to comply with its provisions, (SUBEB, 2013).

The UBE programme was introduced by the Federal Republic of Nigeria, to remove distortion and inconsistencies in the basic education delivery and reinforce the implementation of the National policy on Education, as well as to provide greater access to, and ensure quality of basic education in Nigeria. (SUBEB2013). It is a nine (9) year basic education programme which was lunched and executed by government and people of the Federal Republic of Nigeria to eradicate literacy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.

#### **2.2.24 Objectives of Universal Basic Education**

Education is part of the moral enterprise, as the way it is practiced and imparted has monumental implications for the lives of younger ones (Dahuwa 2003). The UBE programme was flagged off on 30<sup>th</sup> September 1999 in Sokoto state, as a

strategy for the achievement of Education for All (EFA) and the education-related Millennium Development Goals (MDGs). The objectives include:

Ensure unfettered access to nine (9) year formal basic education.

The provision of free basic education for every Nigerian school aged child.

Reducing drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficacy.

Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative and communicative life skills, as well as the ethical, moral and civic values needed for solid foundation in life-long learning

#### **2.2.25 History of Universal Basic Education**

In 1948, the Universal Declaration of Human Rights asserted that everyone has the right to education. Over 40 years later, it is clear that many people are still being denied this basic human right. Indeed, 1980s witnessed more backward than forward movement in some countries of the world. Consequently, world conference on Education for All was held in Jomtien Thailand, for the purpose of forging a global consensus and commitment to provide basic education for all. (Onyeboch, 2008)

Tracing the historical development, Universal Basic Education (UBE) programme was formally launched in Nigeria by President Olusegun obasanjo on 30<sup>th</sup> September 1999 in Sokoto, Sokoto state. The programme is intended to be

universal, free, and compulsory. Since the introduction of western education in 1842, regions, states and federal government in Nigeria have shown a keen interest in education. This can be seen in the introduction of the Universal Primary Education (UPE) in the western region on 17<sup>th</sup> January 1955, then it was introduced in eastern region in January 1957, and in Lagos in February 1957. Other developments in that period include the publication of national Policy on Education in 1977, launching the Universal Free Primary Education (UPE) on 6<sup>th</sup> September 1976, and the subsequent launch of the UBE in 1999. The goal of all these programmes is providing functional, universal and quality education for all Nigerians, irrespective of age, sex, race, religion, occupation or location. (SUBEB, 2013)

UBE is broader than UPE; it focuses only on providing educational opportunities to basic school aged children. UBE stresses the inclusion of girls, women and number of undeserved groups; the poor, street and working children, rural and remote population, nomads, migrant workers, indigenous peoples, minorities, refugees and the disabled. The formal education system is only one of the six components included in the in the basic education, in the implementation guidelines of the Federal Government. Others include early childhood, literacy and life-skills for adults, nomadic population, and non-formal education or apprenticeship training for youth outside formal education system (SUBEB,2013)

### **2.2.26 The Universal Basic Education Curriculum**

Following the decision of the Federal Government of Nigeria, to introduce the Universal Basic Education (UBE) programme in 1999 as in Ibokwe (2015), the Nigeria Educational Research Development Council (NERDC) has re-structured and re-aligned all primary and Junior Secondary Schools (JSS) curricula into 9 year Basic Education Curriculum for implementation in Nigerian schools, from September 2008. It was structured particularly for the attainment of the Education for All (EFA) goals, the critical targets of National Economic Empowerment and Development Strategy (NEEDS), and the Millennium Development Goals (MDGs). The 9 year Basic Curriculum is categorized into:

1. Lower Basic (primaries 1 – 3)
2. Middle Basic (primaries 4 – 6)
3. Upper Basic (junior secondary 1 – 3)

### **2.2.27 Upper Basic Education/School**

Upper Basic Education refers to the Junior Secondary Level of Education which typically begins at the end of full-time compulsory education after primary six. It's where the vocational education and training programme, as well as basic social and health training begins, which covers the period of 3 years

Completing Upper Basic Education is end of nine years continuous education, at which every child that passes through the system should acquire appropriate level of literacy, numeracy, communication, manipulative and life

skills, as well as be employable, useful to him/her-self and the society at large, by possessing relevant ethical, moral and civic values (SUBEB, 2013)

Consequently, the learners at Upper Basic Education levels are capable to compete favourably anywhere in the world, in terms of knowledge, skills, values and aptitude. Hence, in the curriculum-reform initiatives; basic science, technology, mathematics and vocational education and training, are specifically designed to provide the necessary content, learning experience and skills, for socio-economic transformation of the Nigerian nation. (Ibokwe, 2015)

#### **2.2.28 Challenges to Effective Teaching in Upper Basic Education/Schools**

Some number of challenges suggested by Ihibereme,(2009), are confronting effective teaching in UBE schools, they include:

- a. Overcrowded Classrooms
- b. Inadequate provision of instructional materials
- c. Non-adherence to changes in teaching methods
- d. Salary irregularities
- e. Inadequate provision of in-service programme
- f. The extent of mastery of the curriculum content
- g. Too much workload
- h. Indiscipline and corrupt practices
- i. Inadequate supervision of students' instructional activities
- j. Wrong use of language

## **2.3 Theoretical Framework**

### **2.3.1 Teaching Effectiveness Theories**

Gardon's Teaching Effectiveness Model:-

An American Clinical Psychologist Thomas Gardon, (1918-2002) propounded Teacher Effectiveness model, which advocated a number of processes that are designed to help students identify their problems, take ownership of the problems and find the way to resolve the problems.

The Underlining Assumptions:-

1 Human beings are self-regulating and can thus learn to manage their behaviour

2 Students commonly rebel, when their teachers actively regulate their behaviour

3 Reward and praise may undermine intrinsic motivation

4 Students can solve their own problems when teachers listen to them

5 Students may alter their misbehaviour when teachers deliver appropriately constructed messages

Importance of Gardon's Model

It promotes autonomy and self-regulation to students

It promotes good students-teacher relationship

It allows students to deal with their personal problems and feelings

It helps teachers communicate their needs to students to appreciate (Gardon, 1977)

Gardon's Teacher Effectiveness Training (TET):-

Teacher Effectiveness Training, offers teacher with essential communication and conflict resolution skills they need, to have high quality relationship with their students, so that there will be less conflict and more teaching time.

What to learn:-

1 How teachers can talk, so that student will listen

2 How to set classroom rules so that less enforcement necessary

3 How to handle discipline problem, so that teachers will get relief without damaging students self esteem

4 How to avoid problem of permissiveness and still have creative classroom that encourage students participation

5 How to resolve conflict, so that both teacher and students are satisfied with the solution

What teachers will benefit:-

They experience less stress

Students will have more respect and consideration for them

Less classroom disruption and conflict

Less discipline problem

What students will benefit:-

Increase academic achievement

Increase responsibility and self control

More desire to cooperate and learn

Increase ability to work in a group situation (Gardon, 1977)

### **2.3.2 Theories of Distance Learning**

Skinner (1954) “stimulus-response theory” posits that, responding to certain stimuli depends on their relevance and intensity. Distance Learning Education uses this theory in terms of structure and materials of study for the distance learners. The theory emphasized that, when the stimuli between the study materials and the learners, are strengthened by providing relevance time and space chance, the response will be positive.

Rothkops in the “text-question theory” shows that constant and regular challenges to the learners, relate what they read to their understanding of the content. Hence, distance learners are expected consider the units and sections of their materials, as well as in other manuals.

Ausubel’s “advanced organizer model” emphasizes the need to produce materials that bridge the gap between the known and the unknown. Distance

Learners have a very rich background experience, unlike the younger students coming directly from schools.

Roger's "facilitating model" emphasizes the need to create a facilitating and friendly learning environment. There is need to engage Distance Learners in dialogue with their teachers both in face-to-face sessions and in the writing style of the study materials.

Gagne's "general teaching model" points out that there is logical order of presenting materials. This is in line with Distance Learners who does not interact with their teachers regularly and instantly in the physical sense. (Sarki, 2006).

#### **2.4 Reviews of Empirical Studies on NCE Teachers' Effectiveness**

For long there has been speculation on whether Regular NCE teachers are being more effective than their fellows DLS/NCE or are they considered as equally effective? This is so a controversial issue.

A research on teacher performance, assessment and effectiveness, by Hammond, (2007) at Kent Secondary School Columbia, with 500 students and 220 samples, indicates that teacher preparation, knowledge of teaching and learning, subject-matter knowledge, experience, and the combine set of qualifications by teacher are all leading factors in teacher effectiveness found among regular NCE than DLS NCE. This serves as beginning a continuum of performance assessment in teaching profession not found in the DLS NCE.

In a study, academic achievement and self regulation of DLS and regular NCE students, Sarki M (2006) in Jigawa state COEs, used 59-60 students and also 59-60 samples, in which Self Regulation Questionnaire (SRQ) and student results was used, which revealed that Regular NCE students have more academic achievement over DLS/NCE students, and self regulation has effect on academic achievement. But the required sample should be 44 students

In a comparative analysis of students academic effectiveness, Alnou'mani (2009), conducted a study in India on 4853 students, with 350 sample, used Scale and student result, and reported that while students in the two types of educational system differ in the academic effectiveness, anticipated learning and course satisfaction, both males and females students in the face to face traditional classes learn more and being satisfied with learning experience than students in the distance learning classes.

Also, in a study Comparative Analysis of Job Performance among the Full-time/NCE and NCE/DLS teachers, Sani (2007), in Adamawa State, investigated 407 NCE teachers with 196 sample, using scale and test, concluded that NCE/Full-time teachers possess more teaching method compared to NCE/DLS teachers. Similarly, it has been proved that NCE/ Full-time teachers possess more knowledge and experience, as they scored 82% compared to NCE/DLS teachers who scored 18%

However, a finding on Distance learning and teaching effectiveness, by Koko (2008) at Central Africa on 785 DLS and non DLS students and teachers, with 250

samples, used Questionnaires, shows the difference between the teaching behaviour of DLS and non DLS was however in favour of DLS produced teachers. The study found DLS with mean score 3.47 as against 3.36 by non DLS, which asserted that education offered by DLS is same as the education offered by non DLS,

On the pattern of relationship between part-time and full-time NCE teacher task performance, Kassim (2014) conducted a study in Kwara state on 823 Upper Basic Schools teachers, 260 sample, using questionnaire, concluded that both part-time and full-time NCE teachers have effective application of appropriate teaching method, effective classroom management and communication skills, which enhances student academic performance and teacher task performance in Upper Basic Schools.

## **2.4 Summary and uniqueness of the study**

The chapter performed the general review of the conceptual and theoretical literature on teacher-effectiveness of Regular and DLS/NCE teachers in Upper Basic Schools Darazo LGA. It further reviews the empirical studies on the teacher-effectiveness of Regular and DLS/NCE teachers. This shows that there exist vast body of literature on the researches that were carried out in the area, and this significantly brings about the clear understanding of this study.

However it revealed that there are no empirical evidences that a similar study was carried out somewhere, sometime, by somebody in Darazo LGA, on the

teacher-effectiveness of Regular and DLS/NCE teachers. Hence, the study aims to fill this gap, and therefore the study is unique in Darazo LGA, as it seeks to bring limelight that similar study was not known to have been carried out before.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter described the research design used in this study, the population of this study, the required sample size and the sampling technique for this study, the instrument used in collecting data for this study, its validity and reliability, as well as the procedures followed in collecting and analyzing the data of this study.

#### **3.2 Research Design**

The researcher used ex-post-facto design in this study. This is because the phenomena (Teaching-effectiveness) had already existed in the variables (regular and DLS/NCE teachers). The phenomena were discovered and compared between the two differentiated independent variables.

Ex-post-facto is a systematic empirical inquiring in which the researcher doesn't have direct control of the independent variables, because their manifestations have already occurred, or because they are inherently not manipulatable. Ary, (1993).

### **3.3 Population and Sample**

#### **3.3.1 Population of the Study**

The population of this study comprises of all the regular and DLS NCE teachers of Upper Basic Secondary Schools in Darazo Local Government Area. Darazo LGA contains two (2) districts; Darazo from the West and Sade from the East. The area covers approximately 342 Kilometres square, which bordered with Gombe state from the East, Yobe state from the North/East, Misau LGA from the North, Jigawa state from the West and Ganjuwa LGA from the south.

According to the data index (September 2016), obtained from Planning, Research and Statistics (PRS) office Darazo Local Education Authority (LEA), there are 205 NCE teachers (123 regular and 82 DLS NCE, 132 males and 73 females) in 22 Upper Basic Schools.

**Table 3.1: Population Size**

S/N	SCHOOL	REGULAR NCE		DLS/NCE		TOTAL
		MALE	FEMALE	MALE	FEMALE	
1.	GJSS MCPS DARAZO	7	3	5	8	23
2.	GJSS ABASAMA DARAZO	8	3	6	6	23
3.	GJSS NAHUTAN DARAZO	6	2	4	2	14
4.	GJSS YALWAN DARAZO	5	1	0	0	6
5.	GGJSS DARAZO	7	4	3	7	21
6.	GJSS TAUYA	3	2	0	0	5
7.	GJSS YAUTARE	2	2	0	0	4
8.	GJSS GABARIN	6	2	3	2	13
9.	GJSS JIMIN	5	2	0	0	7
10.	GJSS KWANKIYAL	4	0	2	2	8
11.	GJSS LAGO	7	3	0	2	12
12.	GJSS KARI	4	0	2	1	7
13.	GJSS PAPA	2	4	0	0	6
14.	GJSS GABCHİYARI	2	2	0	0	4
15.	GJSS CPS LANZAI	2	0	1	2	5
16.	GJSS LANZAI TASHA	3	0	3	1	7
17.	GJSS CPS SADE	5	1	3	3	12
18.	GJSS H/IBRAHIM SADE	1	0	4	2	7
19.	GJSS WAHU	3	0	2	1	6
20.	GJSS JIRO	3	1	0	0	4
21.	GJSS ZANDAM	3	0	0	3	3
22.	GJSS GIDADO JAMAARE	2	1	4	1	8
23.	TOTAL	90	33	42	40	205

### 3.3.2 Sample Size

According to Sampling Table by The Research Advisors (2006), the required sample size for 205 population is 132, (*See Appendix 2*) Therefore the subjects for this study were 132 NCE teachers, (79 regular NCE and 53 DLS NCE, 85 males

and 47 females) in 22 Upper Basic schools, which reflected the population. The population parameter should be reflected in the sample. (Anikweze, 2013)

**Table 3.2:** Sampling Frame

S/N	POPULATION					SAMPLE				
	REGULAR NCE		DLS/NCE		TOTAL	REGULAR NCE		DLS/NCE		TOTAL
	MALE	FEMALE	MALE	FEMALE		MALE	FEMALE	MALE	FEMALE	
1	7	3	5	8	23	4	3	3	5	15
2	8	3	6	6	23	5	2	4	4	15
3	6	2	4	2	14	4	1	3	1	9
4	5	1	0	0	6	3	1	0	0	4
5	7	4	3	7	21	4	3	4	4	13
6	3	2	0	0	5	2	1	0	0	3
7	2	2	0	0	4	1	1	0	0	2
8	6	2	3	2	13	4	1	2	1	8
9	5	2	0	0	7	4	1	0	0	5
10	4	0	2	2	8	3	0	1	1	5
11	7	3	0	2	12	5	2	0	1	8
12	4	0	2	1	7	3	0	1	1	5
13	2	4	0	0	6	1	3	0	0	4
14	2	2	0	0	4	1	1	0	0	2
15	2	0	1	2	5	1	0	1	1	3
16	3	0	3	1	7	2	0	2	1	5
17	5	1	3	3	12	3	1	2	2	8
18	1	0	4	2	7	1	0	3	1	5
19	3	0	2	1	6	2	0	1	1	4
20	3	1	0	0	4	1	1	0	0	2
21	3	0	0	0	3	0	0	0	0	2
22	2	1	4	1	8	1	1	2	1	5
TOTAL	90	33	42	40	205	58	21	27	26	132

### **3.3.3 Sampling Techniques**

The researcher used Stratified Random (proportionate) Sampling Technique in determining the sample size in each school that participated in the study. He then used Purposive Sampling Technique and identified the subjects in the schools, based on the proportion of their mode of qualification and gender parameters as indicated in the sample.

### **3.4 Data Collection Instrument**

The researcher used Teachers Effectiveness Questionnaire (TEQ) in collecting data for this study, which served as Rating Scale. The researcher has adapted and modified the Questionnaire from Isah (2016) with reliability index 0.79. It contained 5 likert options and 20 items that rated the teachers' effectiveness. (*See appendix 3 and 4*) The options 1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree and 5-strongly agree were adopted, but the researcher modified the items in some areas like; the items were grouped into 4 sub-scales, some items were added, eg "teachers prepare their lesson in advance before they come to class" and some items were emitted eg "teachers use appropriate schedule of all academic activities in school".

### **3.4.1 Scoring Procedure**

The respondents were requested to tick appropriate columns  in each option of the scale, corresponding with the items, on their opinion how teachers are effective (strongly disagree-1 disagree-2 neither agree nor disagree-3 agree-4 strongly agree-5). The numbers of the options are the scores; strongly disagree and disagree are considered lowest scores, neither agree nor disagree is considered moderate score, and then agree and strongly agree are considered highest scores.

## **3.5 Validation of the Instrument**

### **3.5.1 Validity of the Instrument**

The appropriateness of the instruments for collecting data in this study was determined by face and content validity. After modifying, the researcher has presented the questionnaire to two research experts in Education Department Bayero University Kano, including his supervisor who ascertained its validity by checking the content and adequacy of their items, in relation to what they are designed to measure.

### **3.5.1 Reliability of the Instrument**

The reliability of the instrument was obtained through pilot test. The modified questionnaire was administered by the researcher twice to 20 randomly selected regular and DLS NCE teachers in the area, before the main study. The scores of the first and second tests were generated in Cronbach's Alpha. The

reliability indices were obtained as follows: for overall scores was .936, while for the sub-scales; mastery = .759, personality = .875, counselling-skills = .918, communication skills = .885. This indicated high reliability, which showed the instrument was consistent, reliable and appropriate for the study.

### **3.6 Data Collection Procedure**

The researcher had visited respective Upper Basic Schools (within four week time) and met the principals, along with his introductory letter from Department of Education B.U.K. during the schools hours. The principals introduced him and assisted him to identify his subjects of the study in each school.

Politely and with due regard, the researcher administered 132 questionnaires to the respondents, he offered them chance to consider their choices and honestly tick the appropriate columns. But 131 were collected back (1 was missed), so 79 were for Regular and 52 were for DLS NCE teachers. All the filled questionnaires were collected and taken home.

### **3.7 Data Analysis Procedure**

Because the researcher compared teaching-effectiveness between Regular and DLS/NCE teachers, t-test (independent sample) was appropriated tool for the hypotheses 1,2,3&4, while ANOVA was appropriated for hypotheses 5&6.

The scores of sub-scales for individual respondents were sorted and organized by the researcher. He then generated and analysed the data using t-test independent

sample & ANOVA, in the software Statistical Package for Social Sciences (SPSS). The t and F values obtained were compared with  $p=$  value and then decisions were taken for each hypothesis respectively.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

The study compared teacher-effectiveness between regular and DLS/NCE teachers in Upper Basic schools in Darazo LGA, Bauchi State. This chapter provided detailed steps that were involved in analyzing the data. It consists the demographic characteristics of respondents, data presentation and data analysis. Statistical package for social sciences (SPSS) was used in analyzing the data via the use of an independent sample t-test and analysis of variance (ANOVA). The null hypotheses were tested at 0.05 levels of significance. Summary of findings and discussions based on the findings were also made.

#### 4.2 Summary of Data

**Table 4.2.1:** Mode of Qualification and Gender Distribution

S/N	Mode of Qualification	Males	Females	Total
1	Regular NCE	58	21	79
2	DLS NCE	27	25	52
3	Total	85	46	131

## 4.3 Data Analysis

### 4.3.1 Hypotheses Testing

#### Test of Hypothesis one

$H_{01}$  = There is no significant difference in mastery of subject-matter, between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

**Table 4.3.1.1:** Comparison in mastery of subject-matter, between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

Mastery of Subject Matter	N	Mean	S D	t-value	df	p-value
Regular NCE	79	20.06	3.79	.467	129	.64
DLS NCE	52	19.71	4.79			

In order to test the null hypothesis that there is no significant difference in mastery of subject-matter, between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State, an independent sample t-test was performed. From table 4.3.1.1, the average mean for each group was  $M = 20.06$  for regular NCE teachers and  $M = 19.71$  for DLS NCE teachers. The results revealed that the mean score for regular NCE teachers ( $M = 20.06$ ,  $SD = 3.79$ ) is not significantly different from that of DLS NCE teachers ( $M = 19.71$ ,  $SD = 4.79$ ) at t-value ( $t = .467$ ,  $df = 129$ ,  $p = .64$ ). Thus, our P value is .64,  $p > .05$ . Based on the obtained result, the null hypotheses that there is no significant difference in mastery of subject-matter, between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State is upheld. The findings revealed that no significant difference exists

in mastery of subject matter between regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

### Test of Hypothesis Two

H<sub>02</sub>= There is no significant difference in teacher- personality, between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

**Table 4.3.1.2:** Comparison of Teacher- Personality, between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

Teacher-Personality	N	Mean	S D	t-value	df	p-value
Regular NCE	79	19.68	4.18	-.036	129	.97
DLS NCE	52	19.71	4.58			

In order to test the null hypothesis that there is no significant difference in teachers-personality between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State, an independent sample t-test was performed. From table 4.3.1.2, the average mean for each group was M=19.68 for regular NCE teachers Personality and M=19.71 for DLS NCE teachers Personality. The results revealed that the mean score for regular NCE teachers personality (M =19.68, SD= 4.18) is not significantly different from that of DLS NCE teachers personality (M=19.71, SD=4.58) at t-value (t= -.036, df= 129, p=.97). Thus, our P value is .97,  $p > .05$ . Based on the obtained result, the null hypotheses that there is no significant difference in teachers-personality between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State is upheld. The findings

revealed that no significant difference exists in teachers-personality between regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

### **Test of Hypothesis three**

H<sub>03</sub>= There is no significant difference in counselling skills, between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

**Table 4.3.1.3:** Comparison of Counselling Skills, between Regular and DLS teachers in Upper Basic schools, Darazo LGA Bauchi State.

Counselling Skills	N	Mean	S D	t-value	df	p-value
Regular NCE	79	18.41	3.25	-1.274	129	.20
DLS NCE	52	19.23	4.00			

In order to test the null hypothesis that there is no significant difference in counselling skills between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State, an independent sample t-test was performed. From table 4.3.1.3, the average mean for each group was M=18.41 for regular NCE teachers and M=19.23 for DLS NCE teachers. The results revealed that the mean score for regular NCE teachers in counselling skills (M =18.41, SD=3.25) is not significantly different from that of DLS NCE teachers counselling skills (M=19.23, SD=4.00) at t-value (t= -1.274, df= 129, p=.20). Thus, our P value is .20, p > .05. Based on the obtained result, the null hypotheses that there is no significant difference in counselling skills between Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State is upheld. The findings revealed that no

significant difference exists in counselling skills between regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State

#### **Test of Hypothesis Four**

H<sub>04</sub>= There is no significant difference in communication skills, between Regular and DLS/NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

**Table 4.3.1.4:** Comparison of Communication Skills, between Regular and DLS teachers in Upper Basic schools, Darazo LGA Bauchi State.

Communication Skills	N	Mean	S D	t-value	df	p-value
Regular NCE	79	19.81	3.87	-.418	129	.67
DLS NCE	52	20.09	3.76			

In order to test the null hypothesis that there is no significant difference in communication skills, between Regular and DLS/NCE teachers in Upper Basic schools, Darazo LGA Bauchi State, an independent sample t-test was performed. From table 4.3.1.4, the average mean for each group was M=19.81 for regular NCE teachers and M=20.09 for DLS NCE teachers. The results revealed that the mean score for regular NCE teachers in communication skills (M =19.81, SD= 3.87) is not significantly different from that of DLS NCE teachers communication skills (M=20.09, SD=3.76) at t-value (t= -.418, df= 129, p=.67). Thus, our P value is .67,  $p > .05$  level of significance. Based on the obtained result, the null hypothesis there is no significant difference in communication skills between Regular and DLS/NCE teachers in Upper Basic schools, Darazo LGA Bauchi State is upheld. The findings revealed that no significant difference exists in

communication skills between regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

### Test of Hypothesis Five

**H<sub>05</sub>**= There is no significant difference in mastery of subject-matter of male and female Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

**Table 4.3.1.5:** Comparison on Mastery of Subject-Matter of male and female Regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

Mastery of Subject Matter	N	Mean	Standard Deviation
Male Regular NCE	58	19.91	3.80
Female Regular NCE	21	20.47	3.84
Male DLS NCE	27	19.62	4.58
Female DLS NCE	25	19.40	4.85
Total	131	19.84	4.15

**Table 4.3.1.5.1:** Analysis of Variance (ANOVA)

	Sum of Square	df	Mean Square	F	Sig
Between Groups	14.843	3	4.94	.28	.83
Within Groups	2232.103	127	17.57		
Total	2246.947	130			

In order to test the null hypothesis that there is no significant difference in mastery of subject-matter of male and female Regular and DLS NCE teachers in

Upper Basic schools, Darazo LGA Bauchi State, a one-way analysis of variance was conducted. From table 4.3.1.5 the average mean score of teachers on their mastery of subject matter were Male regular NCE (M=19.91, SD=3.80), Female regular NCE (M=20.47, SD=3.84), Male DLS NCE (M=19.62, SD=4.58), Female DLS NCE (M=19.40, SD=4.85). On the other hand, result from table 4.3.1.5.1 shows that there was no significant mean difference across the mean scores. This was based on the obtained F statistics value of .28 at P= .83 level of significance. Thus our p value is  $> 0.05$ . Based on the obtained p value of .83, no significant difference exists in the mean scores of teachers in Mastery of Subject-Matter of male and female Regular and DLS NCE teachers. Therefore, the null hypothesis there is no significant difference in mastery of subject-matter of male and female Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State is upheld. The findings revealed that no significant difference exists in mastery of subject-matter of male and female Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.

### **Test of Hypothesis Six**

H<sub>06</sub>= There is no significant difference in teacher- personality of male and female Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State

**Table 4.3.1.6:** Comparison on teacher-personality of male and female Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.

Personality	N	Mean	Standard Deviation
Male Regular NCE	58	19.74	4.12
Female Regular NCE	21	20.71	3.27
Male DLS NCE	27	20.18	4.27
Female DLS NCE	25	20.20	4.67
Total	131	20.07	4.11

**Table 4.3.1.6.1:** Analysis of Variance (ANOVA)

	Sum of Square	df	Mean Square	F	Sig
Between Groups	15.756	3	5.25	.30	.82
Within Groups	2183.480	127	17.19		
Total	2199.237	130			

In order to test the null hypothesis that there is no significant difference in teacher-personality of male and female Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State, a one-way analysis of variance was conducted. From table 4.3.1.6 the average mean score of teachers' personality was Male regular NCE (M=19.74, SD=4.12), Female regular NCE (M=20.71, SD=3.27), Male DLS NCE (M=20.18, SD=4.27), Female DLS NCE (M=20.20, SD=4.67). On the other hand, result from table 4.3.1.6.1 shows that there was no significant mean difference across the mean scores. This was based on the obtained F statistics value of .30 at P= .82 level of significance. Thus our p value of .82 is >

0.05 level of significance. Based on the obtained p value of .82, no significant difference exists in the mean scores of teachers' personality. Therefore, the null hypothesis there is no significant difference in teachers-personality of male and female Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State is upheld. The study revealed no significance difference in teacher-personality of male and female Regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.

#### **4.4 Summary of Findings**

The study revealed that:-

1. No significant difference found in mastery of subject matter between regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State.
2. No significant difference found in teacher-personality between regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State.
3. No significant difference found in counselling skills between regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State.
4. No significant difference found in communication skills between regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State.
5. No significant difference found in Mastery of Subject-Matter of male and female, regular and DLS NCE teachers in Upper Basic schools Darazo LGA Bauchi State.

.6. No significant difference found in teacher-personality of male and female, regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State.

#### **4.5 Discussions**

The study compared the teaching-effectiveness between regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State, which indicated no significant difference exists in mastery of subject matter between regular and DLS NCE teachers. This is contrary to a study by Hammond (2007), which indicates that teacher preparation, knowledge of teaching and learning, subject-matter knowledge, experience, and the combine set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness found among regular NCE as a beginning continuum of performance assessment in teaching profession than DLS NCE.

The study equally revealed that no significant difference exists in teacher-personality between regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State. This is consistent with the work of Koko (2008), who found that in the teaching behaviour of teachers, education offered by DLS is same as the education offered by non DLS,

It also indicated no significant difference exists in counselling skills between regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State. This is contrary to Sani (2007), who concluded that NCE/Full-time teachers possess more teaching method compared to NCE/DLS teachers. Similarly, it has

been proved that NCE/ Full-time teachers possess more knowledge and experience, as they scored 82% compared to NCE/DLS teachers who scored 18%

It further shows no significant difference exists in communication skills between regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State. This is in-line with Kassim (2014), who concluded that both part-time and full-time NCE teachers have effective application of appropriate teaching method, effective classroom management and communication skills, which enhances student academic performance and teacher task performance

On the comparative analysis of Male and female, regular and DLS NCE, this study indicates no significant difference exists in Mastery of Subject Matter and teacher-personality of Male and female, regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State. This differs with Alnou'mani (2009), who reported that while students in the two types of educational system differ in the academic effectiveness, anticipated learning and course satisfaction, both male and female students in the face to face traditional classes learn more and being satisfied with learning experience and behaviour than students in the distance learning classes.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presented the summary of all the chapters, conclusions on major finding of the research, and recommendations that emanate from the study as well as recommendations for further studies.

#### **5.2 Summary**

Chapter one presented the background to the study, statement the problem, objectives of the study, research questions, and research hypotheses, significance of the study, and scope and delimitation of the study.

Chapter Two reviewed the conceptual studies of teacher-education, NCE programme, teacher effectiveness, and Upper Basic education programme. It reviewed the theoretical studies Distance Learning and Teaching Effectiveness. It also reviewed the empirical studies on effectiveness of regular and DLS NCE. It lastly expresses the summary and the uniqueness of the study.

Chapter Three described the research design used in this study, the population of this study, the sample size and the sampling technique required for this study, the instrument used in collecting data for this study including its validity and reliability, as well as the procedures that were followed in collecting and analyzing the data of this study.

Chapter Four provided the detailed steps that were involved in analyzing the data of the study. It consists of presentation and analysis collected in this research. The demographic characteristics of the respondents were presented, and then all the 6 null hypotheses were tested using SPSS in t-test and ANOVA

### **5.3 Conclusions**

The following conclusions were made from the research findings; That no difference exists in mastery of subject matter between regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State; That no difference exists in teachers-personality between regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State; That no difference exists in counselling skills between regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State; That no difference exists in communication skills between regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State; That no difference exists in the Mastery of Subject-matter and personality of Male and female regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State.

Consequently, there is no difference of teacher-effectiveness between regular and DLS NCE teachers, in Upper Basic schools Darazo LGA Bauchi State. Notwithstanding, beyond reasonable doubt, the State Universal Basic Education Board (SUBEB) Bauchi and the Bauchi State government were misinformed about poor teaching-effectiveness of DLS NCE teachers. Also the general public have misperceived the lower effectiveness of DLS NCE teachers compared to Regular.

Henceforth, all teachers qualified from both modes NCE should be treated equally in the study area, based on the proven fact.

## **5.4 Recommendations**

### **5.4.1 Recommendations from the study**

It is recommended that the government should:-

1. Create employment opportunities for both regular and DLS NCE candidates, to encourage all modes of studies
2. Maintain supervisions and inspections to ensure quality service delivery of all NCE teachers
3. Ensure proper condition of service for all teachers, as well as incentives and regular commendation for more effective teachers
4. Encourage in-service teacher training in both regular and DLS institutions

Moreover, NGOs and private agencies should:-

1. Continue to provide support funds for teacher capacity building, through workshop and seminars
2. Provide instructional materials and other facilities for effective teaching

Furthermore, school authorities should:-

1. Organize school-based induction programme for non-experienced teachers
2. Ensure effective classroom observations and control of teachers for effective teaching
3. Refer all teachers issues to the relevant authority for necessary actions

Finally the teachers should enhance their professional career through in-service courses in either regular or DLS institutions

#### **5.4.2 Recommendations for further studies**

This study focused only on the comparison of teacher effectiveness between regular and DLS NCE teachers in Upper Basic schools, Darazo LGA Bauchi State.

Therefore to fill the gap, it is recommended that researchers should:-

1. Carryout a research on the comparative analysis of teacher effectiveness between regular and DLS NCE teachers in the entire schools of the LGA
2. Conduct a large-scale research on teacher effectiveness between regular and DLS NCE teachers in whole Bauchi State or Nigeria in general
3. Carryout a research on the comparative analysis of teacher self-concept or mental-health between regular and DLS NCE teachers

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## APPENDIX 1

P.M.B. 3011  
Kano State

**Head** Prof: Talatu M. Garba

Email: [talatufm24@gmail.com](mailto:talatufm24@gmail.com)

Date : \_\_\_\_\_

# B.U.K.

*Bayero University, Kano*

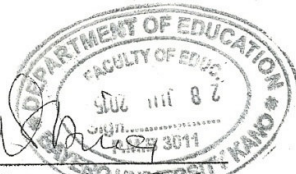
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Dear Sir,

### LETTER OF INTRODUCTION

This is to certify that: ADAMU IBRAHIM SALU with Registration Number: SPS/13/MES/00064 is our student in the Department of Education. Bayero University, Kano.

Kindly render any assistance he/she may require from you.



*Talatu M. Garba*  
Prof Talatu Musa Garba  
Head of Department

**APPENDIX 2**

**BAUCHI STATE UNIVERSAL BASIC EDUCATION BOARD**

**DARAZO LOCAL EDUCATION AUTHORITY**

**LIST OF UPPER BASIC SCHOOLS AS AT JAN 2016**

S/N	SCHOOL	YR-EST	LOCAT ION	SESSION	TEACHING STAFF		TOTAL
					M	F	
1	JSS MCPS DARAZO	2006	URBAN	AFTERNOON	10	13	23
2	JSS ABASAMA DARAZO	2009	URBAN	AFTERNOON	11	12	23
3	JSS NAHUTAN DARAZO	2006	RURAL	MORNING	8	6	14
4	JSS YALWAN DARAZO	2009	RURAL	MORNING	6	0	6
5	GJSS DARAZO	2004	URBAN	MORNING	11	10	21
6	JSS TAUYA	2009	RURAL	AFTERNOON	5	0	5
7	JSS YAUTARE	2009	RURAL	AFTERNOON	4	0	4
8	JSS GABARIN	2006	URBAN	MORNING	8	5	13
9	JSS JIMIN	2009	RURAL	AFTERNOON	7	0	7
10	JSS CPS KWANKIYAL	2006	URBAN	AFTERNOON	4	4	8
11	JSS LAGO	2006	RURAL	MORNING	10	2	12
12	JSS KARI	2009	RURAL	MORNING	4	3	7
13	JSS PAPA	2006	RURAL	MORNING	6	0	6
14	JSS GABCHIYARI	2012	RURAL	AFTERNOON	4	0	4
15	JSS LANZAI	2006	URBAN	AFTERNOON	2	3	5
16	JSS LANZAI TASHA	2009	URBAN	AFTERNOON	3	4	7
17	JSS SADE	2006	URBAN	AFTERNOON	6	6	12
18	JSS HAMZA IBRAHIM	2006	URBAN	AFTERNOON	1	6	7
19	JSS WAHU	2006	RURAL	AFTERNOON	3	3	6
20	JSS JIRO	2010	RURAL	AFTERNOON	4	0	4
21	GJSS ZANDAM	2016	RURAL	AFTERNOON	3	0	3
22	GJSS G/ JAMAARE	2016	URBAN	AFTERNOON	3	5	8
<b>TOTAL</b>					<b>123</b>	<b>82</b>	<b>205</b>

SOURCE: DARAZO LOCAL EDUCATION AUTHORITY, BAUCHI STATE.

## APPENDIX 3

### Required Sample Size<sup>†</sup> from: [The Research Advisors](#)

Confidence = 95.0%

Confidence = 99.0%

Population Size	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

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## APPENDIX 4

### *Teachers Effectiveness Questionnaire*

Kindly respond to this questionnaire to the best of your ability, the responses will be used for academic purpose only. Note, there is no right or wrong answer; All responses will be treated with maximum privacy and confidentiality.

#### SECTION A:

Please *tick* the information that is applicable to you.

1. Gender:  Male  Female

3. Mode of Qualification:  Regular NCE  DLS/NCE

#### SECTION B:

Please *tick*  the option that you feel applies to you from 5 scales in the questionnaire.

*1-strongly disagree 2-disagree 3-neither agree nor disagree 4-agree 5-strongly agree*

		1	2	3	4	5
		SD	D	N	A	SA
<b>1</b>	<b>Mastery of subject-matter</b>					
A	Teachers prepare their lesson in advance before they come to the class	1	2	3	4	5
B	Teachers have mastery of the course contents they teach	1	2	3	4	5
C	Teachers have mastery of different approaches they use in teaching.	1	2	3	4	5
D	Teachers share their experiences in order to improve teaching and learning	1	2	3	4	5
E	Teachers handle their subjects with specialization and competencies	1	2	3	4	5
<b>2</b>	<b>Teacher personality</b>					
A	Teachers have proper appearance in school	1	2	3	4	5
B	Teachers always wear descent dress in school	1	2	3	4	5
C	Teachers always display good moral behaviour	1	2	3	4	5
D	Teachers are very punctual and responsible in the schools	1	2	3	4	5
E	Teachers display sense of maturity in dealing with students	1	2	3	4	5

<b>3 Counselling skills</b>						
A	Teachers act as role models to the students due to good interpersonal interaction	1	2	3	4	5
B	Teachers help students to make informed decision	1	2	3	4	5
C	Teachers guide students in selecting appropriate subject combination	1	2	3	4	5
D	Teachers help students in coping with social challenges	1	2	3	4	5
E	Teachers help students in addressing their social concerns	1	2	3	4	5
<b>4 Communication skills</b>						
A	Teachers deliver their lesson with clarity to the hearing of all class	1	2	3	4	5
B	Teachers use simplest language in lesson delivery	1	2	3	4	5
C	Teachers communicate with school management regarding students issues	1	2	3	4	5
D	The teachers communicate to the students in a responsible manner	1	2	3	4	5
E	The communication between teachers and students aids harmony in the schools	1	2	3	4	5

THANK YOU

## APPENDIX 5

### RELIABILITY OUTPUT

```

RELIABILITY
/VARIABLES=m1 m2 m3 m4 m5 p1 p2 p3 p4 p5 cs1 cs2 cs3 cs4 cs5 com1 com2 com3 com4 com5
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE
/SUMMARY=TOTAL.
    
```

#### Reliability

Scale: ALL VARIABLES

##### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure

##### Reliability Statistics

Cronbach's Alpha	N of Items
.936	20

##### Item Statistics

	Mean	Std. Deviation	N
m1	4.3000	.57124	20
m2	4.5000	.51299	20
m3	4.5000	.51299	20
m4	4.5000	.51299	20
m5	4.3000	.57124	20
p1	4.3000	.57124	20
p2	4.3000	.57124	20
p3	4.5000	.51299	20
p4	4.3000	.57124	20
p5	4.2000	.61559	20
cs1	4.3000	.57124	20
cs2	4.3000	.57124	20
cs3	4.1500	.74516	20
cs4	4.2000	.76777	20
cs5	4.3000	.57124	20
com1	4.4000	.75394	20
com2	4.5000	.51299	20

com3	4.4000	.75394	20
com4	4.5000	.51299	20
com5	4.3000	.80131	20

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
m1	82.7500	60.197	.802	.930
m2	82.5500	62.261	.631	.933
m3	82.5500	64.366	.364	.937
m4	82.5500	62.261	.631	.933
m5	82.7500	60.197	.802	.930
p1	82.7500	60.197	.802	.930
p2	82.7500	60.197	.802	.930
p3	82.5500	62.261	.631	.933
p4	82.7500	60.197	.802	.930
p5	82.8500	61.713	.572	.934
cs1	82.7500	60.197	.802	.930
cs2	82.7500	60.197	.802	.930
cs3	82.9000	62.621	.378	.939
cs4	82.8500	58.345	.741	.931
cs5	82.7500	60.197	.802	.930
com1	82.6500	60.661	.545	.935
com2	82.5500	62.261	.631	.933
com3	82.6500	62.976	.341	.940
com4	82.5500	62.261	.631	.933
com5	82.7500	61.250	.457	.938

RELIABILITY

/VARIABLES=m1 m2 m3 m4 m5  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE  
/SUMMARY=TOTAL.

**Reliability**

[DataSet1] C:\Users\User\Desktop\adamu ibrahim pilot data.sav

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.759	5

**Item Statistics**

	Mean	Std. Deviation	N
m1	4.3000	.57124	20
m2	4.5000	.51299	20
m3	4.5000	.51299	20
m4	4.5000	.51299	20
m5	4.3000	.57124	20

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
m1	17.8000	2.484	.479	.734
m2	17.6000	2.358	.668	.667
m3	17.6000	2.779	.369	.768
m4	17.6000	2.358	.668	.667
m5	17.8000	2.484	.479	.734

RELIABILITY

```

/VARIABLES=p1 p2 p3 p4 p5
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE
/SUMMARY=TOTAL.
    
```

**Reliability**

[DataSet1] C:\Users\User\Desktop\adamu ibrahim pilot data.sav

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.875	5

**Item Statistics**

	Mean	Std. Deviation	N
p1	4.3000	.57124	20
p2	4.3000	.57124	20
p3	4.5000	.51299	20
p4	4.3000	.57124	20
p5	4.2000	.61559	20

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
p1	17.3000	3.168	.942	.788
p2	17.3000	3.168	.942	.788
p3	17.1000	4.832	.140	.959
p4	17.3000	3.168	.942	.788
p5	17.4000	3.516	.657	.862

RELIABILITY

/VARIABLES=cs1 cs2 cs3 cs4 cs5  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE  
/SUMMARY=TOTAL.

**Reliability**

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.918	5

**Item Statistics**

	Mean	Std. Deviation	N
cs1	4.3000	.57124	20
cs2	4.3000	.57124	20
cs3	4.1500	.74516	20
cs4	4.2000	.76777	20
cs5	4.3000	.57124	20

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
cs1	16.9500	5.208	.941	.873
cs2	16.9500	5.208	.941	.873
cs3	17.1000	5.674	.495	.965
cs4	17.0500	4.787	.777	.906
cs5	16.9500	5.208	.941	.873

RELIABILITY

/VARIABLES=com1 com2 com3 com4 com5

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE

/SUMMARY=TOTAL

**Reliability**

[DataSet1] C:\Users\User\Desktop\adamu ibrahim pilot data.sav

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.885	5

**Item Statistics**

	Mean	Std. Deviation	N
com1	4.4000	.75394	20
com2	4.5000	.51299	20
com3	4.4000	.75394	20
com4	4.5000	.51299	20
com5	4.3000	.80131	20

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
com1	17.7000	4.853	.742	.856
com2	17.6000	5.411	.926	.830
com3	17.7000	4.853	.742	.856
com4	17.6000	5.411	.926	.830
com5	17.8000	5.432	.485	.925

## APPENDIX 6

### RAW SCORES OF DIFFERENT VARIABLES

#### Mastery of Subject Matter Scores

Regular NCE    DLS/NCE

20	20
15	20
20	25
15	25
20	25
20	20
20	10
15	10
20	20
10	20
20	15
15	20
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25	20
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## Teacher Personality Scores

Regular NCE DLS/NCE

15	15
20	20
20	20
20	20
15	25
20	20
15	10
20	15
15	25
20	20
5	15
15	20
15	20
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**Counselling Skills Scores**

Regular NCE	DLS/NCE
15	20
15	20
20	25

20	15
15	25
15	20
20	15
20	15
15	20
20	20
5	15
20	20
15	15
20	10
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### **Communication Skills Scores**

Regular NCE    DLS/NCE

15	20
20	20
15	20
20	20
15	25
20	20
10	15
20	15
15	20
20	25
5	15

20	20
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**Gender Difference on Teacher Personality Scores**

Males		Females	
Regular	DLS	Regular	DLS
20	25	25	25
20	10	25	25
20	25	25	15
25	20	20	25
20	25	20	25
20	20	20	20
20	25	20	15
20	20	10	15
25	25	20	20
20	25	20	25
25	25	20	15
20	15	20	20
20	20	20	25
15	15	25	15
15	20	25	15
15	15	20	15
25	20	25	15
20	20	20	20

20	20	15	15
20	20	15	10
25	20	20	25
20	10		15
15	20		25
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10			

**Gender Difference on Mastery of Subject Matter Scores**

Males

Females

Regular	DLS	Regular	DLS
20	20	25	25
20	10	25	25
20	25	25	15
25	20	15	20
25	20	20	25
20	20	20	25
20	20	15	10
20	20	20	15
25	25	20	20
25	25	20	20
25	25	20	20
15	20	20	25
20	25	20	25
20	15	25	25
10	25	25	20
20	20	20	20
20	20	25	15
20	20	20	20
20	20	15	15
15	20	20	10
20	25	20	25
20	10		20
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**Teaching Experience on Counselling Skills (Mean Scores**

Below 1yr		1-4yrs		5-10yrs		Above 10yrs	
Regular	DLS	Regular	DLS	Regular	DLS	Regular	DLS
15	20	20	20	15	15	25	15
15	20	20	20	25	20	15	25
15	15	20	20	20	20	20	20
20	20	20	15	20	15	20	20
20	10	20	20	15	20	20	15
20	20	20	20	15	15	20	15
20	20	20	20		25	15	20
15	20	20	20		10	20	20
15	20	15	20			20	20
	20	20	20			15	15
	15	20	20			25	20
	20	20	15			20	25
	10	20	15			25	20
	20	5	15			20	20
	25	20	15			15	25
	20		20			20	20
	20		20			10	20
	20		20			20	25
	20		15			25	20
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**APPENDIX 7**

**SPSS OUTPUT**

T-TEST GROUPS=CAT\_REG\_DLS\_MSTRY(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=MASTERY  
 /CRITERIA=CI(.95).

**T-Test**

[DataSet0]

**Group Statistics**

CAT REG DLS MSTRY		N	Mean	Std. Deviation	Std. Error Mean
MASTERY	1	79	20.0633	3.79724	.42722
	2	52	19.7115	4.79107	.66440

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
MASTERY	Equal variances assumed	5.011	.027	.467	129	.641	.35175	.75327
	Equal variances not assumed			.445	91.649	.657	.35175	.78990

T-TEST GROUPS=CAT\_REG\_DLS\_MSTRY(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=TEACHER\_PERSONALITY  
 /CRITERIA=CI(.95).

**T-Test**

[DataSet0]

**Group Statistics**

	CAT REG DLS MSTRY	N	Mean	Std. Deviation	Std. Error Mean
TEACHER_PERSONALITY	1	79	19.6835	4.18650	.47102
	2	52	19.7115	4.58188	.63539

**Independent Samples Test**

	Levene's Test for Equality of Variances	t-test for Equality of Means
--	---	------------------------------

		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
TEACHER_	Equal variances assumed	.417	.520	-.036	129	.971	-.02799	.77629
PERSONALITY	Equal variances not assumed			-.035	102.262	.972	-.02799	.79094

**Group Statistics**

CAT REG DLS MSTRY		N	Mean	Std. Deviation	Std. Error Mean
COUNSELLING_SKILLS	1	79	18.4177	3.25658	.36639
	2	52	19.2308	4.00791	.55580

T-TEST

GROUPS=CAT\_REG\_DLS\_MSTRY(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES= COUNSELLING\_SKILLS  
 /CRITERIA=CI(.95).

**Test**

[DataSet0]

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
COUNSELLING	Equal variances assumed	2.456	.120	-1.274	129	.205	-.81305	.63797	-2.07528	.44918
_SKILLS	Equal variances not assumed			-1.221	93.422	.225	-.81305	.66570	-2.13492	.50682

T-TEST GROUPS=CAT\_REG\_DLS\_MSTRY(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=COMMUNICATION\_SKILLS  
 /CRITERIA=CI(.95).

**T-Test**

[DataSet0]

**Group Statistics**

		N	Mean	Std. Deviation	Std. Error Mean
COMMUNICATION_SKILLS	1	79	19.8101	3.87654	.43615
	2	52	20.0962	3.76912	.52268

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	
COMMUNICATION_SK	Equal variances assumed	.000	.996	-.418	129	.677	-.28603	.68473
ILLS	Equal variances not assumed			-.420	111.425	.675	-.28603	.68075

ONEWAY MASTERY\_ANOVA BY CAT\_REG\_DLS  
 /MISSING ANALYSIS  
 /POSTHOC=TUKEY ALPHA(0.05).  
**Oneway**  
 [DataSet0]

**ANOVA**

MASTERY ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.843	3	4.948	.282	.839
Within Groups	2232.103	127	17.576		
Total	2246.947	130			

**Post Hoc Tests**

**Multiple Comparisons**

MASTERY\_ANOVA

Tukey HSD

(I) CAT REG DLS	(J) CAT REG DLS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
MALE REGULAR	FEMALE REGULAR	-.56240	1.06769	.952	-3.3420	2.2172
	MALE DLS	.28416	.97672	.991	-2.2586	2.8269
	FEMALE DLS	.51379	1.00302	.956	-2.0974	3.1250
FEMALE REGULAR	MALE REGULAR	.56240	1.06769	.952	-2.2172	3.3420
	MALE DLS	.84656	1.21979	.899	-2.3290	4.0221
	FEMALE DLS	1.07619	1.24095	.822	-2.1545	4.3068
MALE DLS	MALE REGULAR	-.28416	.97672	.991	-2.8269	2.2586
	FEMALE REGULAR	-.84656	1.21979	.899	-4.0221	2.3290

	FEMALE DLS	.22963	1.16360	.997	-2.7997	3.2589
FEMALE DLS	MALE REGULAR	-.51379	1.00302	.956	-3.1250	2.0974
	FEMALE REGULAR	-1.07619	1.24095	.822	-4.3068	2.1545
	MALE DLS	-.22963	1.16360	.997	-3.2589	2.7997

**Homogeneous Subsets**

**MASTERY\_ANOVA**

Tukey HSD<sup>a,b</sup>

CAT REG DLS	N	Subset for alpha = 0.05
		1
FEMALE DLS	25	19.4000
MALE DLS	27	19.6296
MALE REGULAR	58	19.9138
FEMALE REGULAR	21	20.4762
Sig.		.770

Means for groups in homogeneous subsets are displayed.

- a. Uses Harmonic Mean Sample Size = 28.189.
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

ONEWAY MASTERY\_ANOVA BY CAT\_REG\_DLS  
 /STATISTICS DESCRIPTIVES HOMOGENEITY BROWNFORSYTHE  
 /MISSING ANALYSIS  
 /POSTHOC=TUKEY ALPHA(0.05).

**Oneway**  
 [DataSet0]

**Descriptives**

MASTERY ANOVA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
MALE REGULAR	58	19.9138	3.80344	.49942	18.9137	20.9139	5.00	
FEMALE REGULAR	21	20.4762	3.84212	.83842	18.7273	22.2251	10.00	
MALE DLS	27	19.6296	4.58382	.88216	17.8163	21.4429	10.00	
FEMALE DLS	25	19.4000	4.85627	.97125	17.3954	21.4046	10.00	
Total	131	19.8473	4.15743	.36324	19.1287	20.5659	5.00	

**Test of Homogeneity of Variances**

MASTERY ANOVA

Levene Statistic	df1	df2	Sig.
3.070	3	127	.030

ANOVA

MASTERY ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.843	3	4.948	.282	.839
Within Groups	2232.103	127	17.576		
Total	2246.947	130			

**Robust Tests of Equality of Means**

MASTERY ANOVA

	Statistic <sup>a</sup>	df1	df2	Sig.
Brown-Forsythe	.264	3	91.094	.851

a. Asymptotically F distributed.

Post Hoc Tests

**Multiple Comparisons**

MASTERY ANOVA

Tukey HSD

(I) CAT REG DLS	(J) CAT REG DLS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
MALE REGULAR	FEMALE REGULAR	-.56240	1.06769	.952	-3.3420	2.2172
	MALE DLS	.28416	.97672	.991	-2.2586	2.8266

	FEMALE DLS	.51379	1.00302	.956	-2.0974	3.125
FEMALE REGULAR	MALE REGULAR	.56240	1.06769	.952	-2.2172	3.342
	MALE DLS	.84656	1.21979	.899	-2.3290	4.022
	FEMALE DLS	1.07619	1.24095	.822	-2.1545	4.306
MALE DLS	MALE REGULAR	-.28416	.97672	.991	-2.8269	2.258
	FEMALE REGULAR	-.84656	1.21979	.899	-4.0221	2.329
	FEMALE DLS	.22963	1.16360	.997	-2.7997	3.258
FEMALE DLS	MALE REGULAR	-.51379	1.00302	.956	-3.1250	2.097
	FEMALE REGULAR	-1.07619	1.24095	.822	-4.3068	2.154
	MALE DLS	-.22963	1.16360	.997	-3.2589	2.799

**Homogeneous Subsets**

**MASTERY\_ANOVA**

Tukey HSD<sup>a,b</sup>

CAT_REG_DLS	N	Subset for alpha =
		0.05
		1
FEMALE DLS	25	19.4000
MALE DLS	27	19.6296
MALE REGULAR	58	19.9138
FEMALE REGULAR	21	20.4762
Sig.		.770

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 28.189.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

ONEWAY PERSONALITY\_ANOVA BY CAT\_REG\_DLS  
 /STATISTICS DESCRIPTIVES HOMOGENEITY BROWNFORSYTHE  
 /MISSING ANALYSIS  
 /POSTHOC=TUKEY ALPHA(0.05).

**Oneway**

[DataSet0]

**Descriptives**

PERSONALITY ANOVA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
MALE REGULAR	58	19.7414	4.12761	.54198	18.6561	20.8267	5.00	29.00
FEMALE REGULAR	21	20.7143	3.27327	.71429	19.2243	22.2043	15.00	29.00
MALE DLS	27	20.1852	4.27008	.82178	18.4960	21.8744	10.00	29.00
FEMALE DLS	25	20.2000	4.67262	.93452	18.2712	22.1288	10.00	29.00
Total	131	20.0763	4.11305	.35936	19.3654	20.7873	5.00	29.00

**Test of Homogeneity of Variances**

PERSONALITY ANOVA

Levene Statistic	df1	df2	Sig.
.490	3	127	.690

### ANOVA

#### PERSONALITY ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.756	3	5.252	.305	.821
Within Groups	2183.480	127	17.193		
Total	2199.237	130			

#### Robust Tests of Equality of Means

#### PERSONALITY ANOVA

	Statistic <sup>a</sup>	df1	df2	Sig.
Brown-Forsythe	.311	3	96.046	.817

a. Asymptotically F distributed.

**Post Hoc Tests**

**Multiple Comparisons**

PERSONALITY\_ANOVA

Tukey HSD

(I) CAT REG DLS	(J) CAT REG DLS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
MALE REGULAR	FEMALE REGULAR	-.97291	1.05600	.794	-3.7221	1.7762
	MALE DLS	-.44381	.96602	.968	-2.9587	2.0711
	FEMALE DLS	-.45862	.99204	.967	-3.0413	2.1240
FEMALE REGULAR	MALE REGULAR	.97291	1.05600	.794	-1.7762	3.7221
	MALE DLS	.52910	1.20643	.972	-2.6117	3.6699
	FEMALE DLS	.51429	1.22736	.975	-2.6810	3.7096
MALE DLS	MALE REGULAR	.44381	.96602	.968	-2.0711	2.9587
	FEMALE REGULAR	-.52910	1.20643	.972	-3.6699	2.6117
	FEMALE DLS	-.01481	1.15086	1.000	-3.0109	2.9813
FEMALE DLS	MALE REGULAR	.45862	.99204	.967	-2.1240	3.0413
	FEMALE REGULAR	-.51429	1.22736	.975	-3.7096	2.6810
	MALE DLS	.01481	1.15086	1.000	-2.9813	3.0109

**Homogeneous Subsets**

**PERSONALITY\_ANOVA**

Tukey HSD<sup>a,b</sup>

CAT REG DLS	N	Subset for alpha =
		0.05
		1
MALE REGULAR	58	19.7414
MALE DLS	27	20.1852
FEMALE DLS	25	20.2000
FEMALE REGULAR	21	20.7143
Sig.		.815

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 28.189.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

ONEWAY COUNSELLING\_SKILLS\_ANOVA BY CATORY\_EXPERIENCE  
 /STATISTICS DESCRIPTIVES HOMOGENEITY BROWNFORSYTHE  
 /MISSING ANALYSIS  
 /POSTHOC=TUKEY ALPHA(0.05).

**Oneway**

[DataSet0]

**Descriptives**

COUNSELLING SKILLS ANOVA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
REGULAR BELOW 1YR	9	17.2222	2.63523	.87841	15.1966	19.2478	15.00
REGULAR 1-4YRS	15	18.6667	3.99404	1.03126	16.4548	20.8785	5.00
REGULAR 4-10YRS	6	18.3333	4.08248	1.66667	14.0490	22.6176	15.00
REGULAR ABOVE 10YRS	19	19.4737	4.04651	.92833	17.5233	21.4240	10.00
DLS BELOW 1YR	36	18.4722	3.54954	.59159	17.2712	19.6732	10.00
DLS 1-4YRS	19	18.4211	2.38783	.54781	17.2702	19.5720	15.00
DLS 5-10YRS	8	17.5000	4.62910	1.63663	13.6300	21.3700	10.00
DLS ABOVE 10YRS	19	20.0000	3.33333	.76472	18.3934	21.6066	15.00
Total	131	18.7023	3.54031	.30932	18.0903	19.3142	5.00

**Test of Homogeneity of Variances**

COUNSELLING SKILLS ANOVA

Levene Statistic	df1	df2	Sig.
.723	7	123	.653

**ANOVA**

COUNSELLING SKILLS ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	78.826	7	11.261	.893	.514
Within Groups	1550.563	123	12.606		
Total	1629.389	130			

**Robust Tests of Equality of Means**

COUNSELLING SKILLS ANOVA

	Statistic <sup>a</sup>	df1	df2	Sig.
Brown-Forsythe	.837	7	60.067	.561

a. Asymptotically F distributed.

**Multiple Comparisons**  
 COUNSELLING\_SKILLS\_ANOVA  
 Tukey HSD

(I) CATORY EXPERIENCE	(J) CATORY EXPERIENCE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
REGULAR BELOW 1YR	REGULAR 1-4YRS	-1.44444	1.49703	.978	-6.0610	
	REGULAR 4-10YRS	-1.11111	1.87129	.999	-6.8818	
	REGULAR ABOVE 10YRS	-2.25146	1.43672	.769	-6.6820	
	DLS BELOW 1YR	-1.25000	1.32320	.981	-5.3305	
	DLS 1-4YRS	-1.19883	1.43672	.991	-5.6294	
	DLS 5-10YRS	-.27778	1.72524	1.000	-5.5981	
	DLS ABOVE 10YRS	-2.77778	1.43672	.531	-7.2083	
REGULAR 1-4YRS	REGULAR BELOW 1YR	1.44444	1.49703	.978	-3.1721	
	REGULAR 4-10YRS	.33333	1.71506	1.000	-4.9556	
	REGULAR ABOVE 10YRS	-.80702	1.22634	.998	-4.5888	
	DLS BELOW 1YR	.19444	1.09114	1.000	-3.1704	
	DLS 1-4YRS	.24561	1.22634	1.000	-3.5361	
	DLS 5-10YRS	1.16667	1.55441	.995	-3.6268	
	DLS ABOVE 10YRS	-1.33333	1.22634	.958	-5.1151	
REGULAR 4-10YRS	REGULAR BELOW 1YR	1.11111	1.87129	.999	-4.6595	
	REGULAR 1-4YRS	-.33333	1.71506	1.000	-5.6222	
	REGULAR ABOVE 10YRS	-1.14035	1.66268	.997	-6.2677	
	DLS BELOW 1YR	-.13889	1.56563	1.000	-4.9670	
	DLS 1-4YRS	-.08772	1.66268	1.000	-5.2151	
	DLS 5-10YRS	.83333	1.91750	1.000	-5.0798	
	DLS ABOVE 10YRS	-1.66667	1.66268	.973	-6.7940	

REGULAR ABOVE 10YRS	REGULAR BELOW 1YR	2.25146	1.43672	.769	-2.1791
	REGULAR 1-4YRS	.80702	1.22634	.998	-2.9747
	REGULAR 4-10YRS	1.14035	1.66268	.997	-3.9870
	DLS BELOW 1YR	1.00146	1.00681	.974	-2.1033
	DLS 1-4YRS	1.05263	1.15194	.984	-2.4997
	DLS 5-10YRS	1.97368	1.49642	.890	-2.6409
	DLS ABOVE 10YRS	-.52632	1.15194	1.000	-4.0787
DLS BELOW 1YR	REGULAR BELOW 1YR	1.25000	1.32320	.981	-2.8305
	REGULAR 1-4YRS	-.19444	1.09114	1.000	-3.5593
	REGULAR 4-10YRS	.13889	1.56563	1.000	-4.6892
	REGULAR ABOVE 10YRS	-1.00146	1.00681	.974	-4.1062
	DLS 1-4YRS	.05117	1.00681	1.000	-3.0536
	DLS 5-10YRS	.97222	1.38779	.997	-3.3074
	DLS ABOVE 10YRS	-1.52778	1.00681	.797	-4.6325
DLS 1-4YRS	REGULAR BELOW 1YR	1.19883	1.43672	.991	-3.2317
	REGULAR 1-4YRS	-.24561	1.22634	1.000	-4.0274
	REGULAR 4-10YRS	.08772	1.66268	1.000	-5.0396
	REGULAR ABOVE 10YRS	-1.05263	1.15194	.984	-4.6050
	DLS BELOW 1YR	-.05117	1.00681	1.000	-3.1559
	DLS 5-10YRS	.92105	1.49642	.999	-3.6936
	DLS ABOVE 10YRS	-1.57895	1.15194	.869	-5.1313
DLS 5-10YRS	REGULAR BELOW 1YR	.27778	1.72524	1.000	-5.0425
	REGULAR 1-4YRS	-1.16667	1.55441	.995	-5.9601
	REGULAR 4-10YRS	-.83333	1.91750	1.000	-6.7465
	REGULAR ABOVE 10YRS	-1.97368	1.49642	.890	-6.5883
	DLS BELOW 1YR	-.97222	1.38779	.997	-5.2518
	DLS 1-4YRS	-.92105	1.49642	.999	-5.5357

	DLS ABOVE 10YRS	-2.50000	1.49642	.706	-7.1146
DLS ABOVE 10YRS	REGULAR BELOW 1YR	2.77778	1.43672	.531	-1.6528
	REGULAR 1-4YRS	1.33333	1.22634	.958	-2.4484
	REGULAR 4-10YRS	1.66667	1.66268	.973	-3.4607
	REGULAR ABOVE 10YRS	.52632	1.15194	1.000	-3.0260
	DLS BELOW 1YR	1.52778	1.00681	.797	-1.5770
	DLS 1-4YRS	1.57895	1.15194	.869	-1.9734
	DLS 5-10YRS	2.50000	1.49642	.706	-2.1146

## Post Hoc Tests

### Homogeneous Subsets

#### COUNSELLING\_SKILLS\_ANOVA

Tukey HSD<sup>a,b</sup>

CATORY EXPERIENCE	N	Subset for alpha =
		0.05
REGULAR BELOW 1YR	9	17.2222
DLS 5-10YRS	8	17.5000
REGULAR 4-10YRS	6	18.3333
DLS 1-4YRS	19	18.4211
DLS BELOW 1YR	36	18.4722
REGULAR 1-4YRS	15	18.6667
REGULAR ABOVE 10YRS	19	19.4737
DLS ABOVE 10YRS	19	20.0000
Sig.		.531

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 12.212.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

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