

# An Evaluation of the English Component of the General Studies Curriculum for Nigerian Polytechnics

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## Abstract

The purpose of the study was to evaluate the adequacy of the English component of the General Studies (GNS) curriculum of the Nigerian Polytechnics and level of achievement of its objectives using a modification of the context-input-process-product (CIPP) evaluation model of Stufflebeam (1971). The target population was all the lecturers and students of Nigerian Polytechnics.

Using the stratified random sampling technique, eight polytechnics were selected and the subjects consisted of eighty (80) lecturers of English, eighty (80) lecturers of other academic disciplines, and two hundred and forty (240) students. The tools for the research were six in all.

Three researcher-designed questionnaires were used to seek the opinions of students and lecturers. Also, an interview protocol was used to elicit data from heads of departments. In addition, the academic records of students were analyzed while the researcher personally observed the conduct of lecturers in two of the eight polytechnics. The data gathered for the study were analyzed using Chi-Square ( $X^2$ ) and Analysis of Variance (ANOVA).

The findings of the study revealed that while the objectives of the components were adequate, the underlying assumptions were defective, while the needs of the students were only being partially met. The resources available for the implementation of the component were found to be grossly inadequate. The lecture method was observed to be the most common, while only few of the interest groups involved had a positive attitude. It was concluded that there are weakness in the component that would necessitate some rethinking in the dimension of the CIPP. Thus, it was recommended, amongst others that the funding and facilities made available for implementation of the component be improved upon, and all GNS units be upgraded to the status of an institute or school.

**Keywords:** context, curriculum, evaluation, input, model, polytechnics, process, product

## 1. Introduction

### *1.1 Purpose of the Study*

The general purpose of the study was to evaluate the English language curriculum being run in Nigerian Polytechnics for ND students, see to what extent the stated objectives of the curriculum are being met and to identify to what extent the curriculum meets the needs of students. The study aimed at evaluating the context, input, process and product of the curriculum. Specifically, the research attempted to:

- i. Establish the adequacy of the English component of the GNS curriculum in meeting the needs of Polytechnic students.
- ii. Know if there are shortcomings, in what areas they are, and the reasons responsible.
- iii. Suggest ways of solving the problems encountered in the running of the curriculum.
- iv. Know if the problems encountered in running of the curriculum have affected the achievement of students in English language.
- v. Ascertain if there are differences in the achievement of various categories of students across polytechnics in the country.

### *1.2 Significance of the Study*

Evaluations are useful for subjecting programs and curricula to proper and continuous monitoring (Suchman, 1967). Therefore, an evaluation like this ensures that the relevance of the English language curriculum is maintained. It helps to assess the strengths and weaknesses of the curriculum. It helps to measure students' views on the English curriculum, and compare these with teachers' views, noting the differences between views of English language teachers and the teachers of other academic subjects.

### *1.3 Scope of the Study*

Only eight (8) representative polytechnics were selected for the purpose of this study. However, stratified sampling has ensured a good representation in terms of geographical location and sponsorship. The selection of the eight (8) Nigerian polytechnics used for the purposes of this study was based on the observed strata amongst the polytechnics in the country. The selection was based on the six (6) geo-political dichotomy and the issue of proprietorship of these polytechnics.

Also, the study did not include an investigation of the English language curricula being offered in such non-diploma programs like certificates courses, post-graduate diplomas, Interim Joint Matriculation Board (IJMB) O' and A' levels. The Higher National Diploma (HND) curriculum was not considered here. Besides, the subjects for the study were selected from full-time students. Part time students were not included since the conditions for their study are close to those for full-time students. However, it could be expected the most of the findings with the ND program would be true of the HND and other non-diploma programs since the context for the teaching of all these programs is virtually the same. In addition, this investigation has not included an in-depth analysis of all aspects of the component, since one research effort cannot do justice to all the aspects.

### *1.4 Hypotheses for the Study*

As a result of the research questions formulated and the literature reviewed, twenty-four hypotheses were formulated for the study. Hypotheses One to Seven focused on context variables. Hypotheses Eight to Fourteen focused on input variables. Hypotheses Fifteen to Twenty-One focused on process variables, while Hypotheses Twenty-two to Twenty-four focused on product variables.

HO<sub>1</sub> There is no significant difference between views of the lecturers of English in federal and state polytechnics on the extent to which the needs of polytechnic students are catered for in the approved NBTE curriculum document.

HO<sub>2</sub> No significant difference exists in the views of lecturers of English and lecturers of core academic subjects on the adequacy of the curriculum in meeting the needs of students.

HO<sub>3</sub> Science and Technology Based Students (STBS) and students of Management and Administration (SMA) do not differ significantly in their views on the appropriateness of the English component of the GNS curriculum to their needs.

HO<sub>4</sub> No significant difference exists in the views of lecturers of English in federal and the state polytechnics on the objectives of the English component of the GNS curriculum.

HO<sub>5</sub> No significant difference exists in the views of lecturers of English and lecturers of core academic subjects on the adequacy of the course objectives.

HO<sub>6</sub> English lecturers in federal and state polytechnics do not differ significantly in their views on the underlying assumptions of the English component of GNS curriculum.

HO<sub>7</sub> There is no significant difference between the views of English lecturers in federal and state polytechnics on the importance of the English component of the GNS curriculum to Nigerian polytechnic students.

HO<sub>8</sub> No significant difference exists in the human resources available for the implementation of the English component of the GNS curriculum in federal and state polytechnics.

HO<sub>9</sub> A significant difference does not exist between the views of English lecturers in federal and state polytechnics on the material resources available for the implementation of the curriculum.

HO<sub>10</sub> STBS and SMA do not differ significantly in their views on the materials available for implementing the curriculum

HO<sub>11</sub> STBS and SMA do not differ significantly in their views on the adequacy of the available teaching aids.

HO<sub>12</sub> The views of English lecturers in federal and state polytechnics on the infrastructure available for the implementation of the curriculum do not differ significantly.

HO<sub>13</sub> No significant difference exists in the views of lecturers of English and the lecturers of core academic subjects on the infrastructure available for the implementation of the curriculum.

HO<sub>14</sub> STBS and SMA do not differ significantly in their views on the adequacy of the available infrastructure.

HO<sub>15</sub> No significant difference exists in the views of English lecturers in the federal and state polytechnics on the instructional procedure applied to implement the curriculum.

HO<sub>16</sub> There is no significant difference in the views of English lecturers in federal and state polytechnics on the instructional strategies used to implement the curriculum.

HO<sub>17</sub> STBS and SMA do not differ significantly in their views on the methodology employed in implementing the English component of GNS curriculum.

HO<sub>18</sub> STBS and SMA do not differ significantly in their views on the instructional procedures employed in the teaching.

HO<sub>19</sub> No significant difference exists in the administrative techniques being applied in implementing the curriculum in federal and state polytechnics.

HO<sub>20</sub> STBS and SMA do not differ significantly in their views on the administration of the English component of the GNS curriculum.

HO<sub>21</sub> STBS and SMA do not differ significantly in their attitude to the English component of the GNS curriculum.

HO<sub>22</sub> There is no significant difference in the opinions of English lecturers in federal and state polytechnics on the proficiency of students in the language skills.

HO<sub>23</sub> STBS and SMA do not differ significantly in their views on whether they noticed any improvement in their performance.

HO<sub>24</sub> There is no significant difference in the actual academic achievement of STBS and SMA.

## **2. Methodology**

### *2.1 Sample and Sampling Techniques*

The target population for the study consisted of National Diploma students in Nigerian polytechnics and their lecturers. For the purpose of balancing, the various geo-political zones were represented through stratified sampling technique so as to enhance the generalization of the findings of this study. Eight (8) of the polytechnics were used i.e. two (2) federal polytechnics and six (6) state polytechnics. To represent federal character of the nation and the geo-political dichotomy, one (1) of the selected federal polytechnics was from the north and one (1) was from south, while one (1) polytechnic was also selected from each of the geo-political zones.

Thirty (30) students (15 management-based, 15 science and technology based) from each of the selected polytechnics were used, making a total of two hundred and forty (240) students. ND II students served as respondents for the study since the researcher was of opinion that they had spent enough time in the institution to give valid judgments on the English curriculum. Ten (10) lecturers of English from each of the polytechnics including heads of departments of English, making a total of (80) teachers of English, also supplied information. The Directors and Deputy Directors of the various other academic institutes responded to the questionnaire for teachers of other academic disciplines from each of the eight (8) polytechnics, making a total of eighty (80) non-English teachers (10 from each of the polytechnics surveyed). Having been involved in the teaching and administration of academic courses in their institutions for some years, the researcher was of the opinion that they would be able to make valid judgments on the academic programs of the various institutions. The selection of these lecturers and students from the various polytechnics was done by simple random selection, i.e. by balloting and using a table random numbers for the teachers and the students respectively.

### *2.2 Instrumentation*

Six researcher designed instruments were used for the purpose of collecting data in this research. They are:

- 1) A CIPP- based evaluation questionnaire for lecturers of English.
- 2) A CIPP-based evaluation questionnaire for lecturers of other academic subjects (Directors and Deputy Directors).
- 3) A CIPP- based questionnaire for students.
- 4) A structured oral interview schedule for heads of departments of English

- 5) Analysis of academic records
- 6) An observation schedule for lecturers of English.

The primary instruments in the research were three researcher designed questionnaires which were structured to reflect Stufflebeam's (1971) CIPP model of evaluation. The other three instruments, i.e. the interview schedule, analysis of academic records and observation schedule were the secondary instruments used in supportive role as a supplementary to cross-check the findings from the questionnaires.

The evaluation questionnaire for teachers of English was a 25-item questionnaire which was meant to elicit responses from English lecturers at the National Diploma level. For the closed questions, respondents were expected to show their degree of agreement on a four point Likert scale. Using category rating scales, the rater was to check the category which best characterized the subject or the observed trait (Likert, 1932; Sule, 1991) the open ended questions were meant to cater for other points which might not have been included in the closed questions, but which might still be relevant.

The CIPP-based questionnaire for teachers of other academic disciplines was to establish the opinion of these teachers on the English Language curriculum in their institutions. It was a 5-item questionnaire.

The CIPP-based instrument for students was a 17-item questionnaire which was meant to elicit from students their assessment of the English program. It provided them the opportunity of expressing their opinions on the context, methodology, as well as materials and resources which are available for the English program in their institution.

The interview was structured. Definite questions were presented to which every interviewee was expected to respond. All the items were open ended to permit the interviewee to make free responses. The interview was recorded on a cassette for subsequent transcription and analysis.

The analysis of academic records was used to primarily assess the effectiveness of the instructional designs in achieving the specified instructional objectives. It involved checking the academic records of students involved in the study. It was meant to monitor the trend in their achievement in the English component of the GNS curriculum. Data on their study of English in the polytechnics were obtained. This information on the students was supplied by the various heads of departments of English in the various institutions.

### *2.3 Procedure for Data Collection*

The instruments were personally administered by the researcher in order to deal with logistic problems on the spot and to guarantee a high rate of return of the questionnaires. It also afforded the researcher the opportunity of personally observing what was actually going on in the various institutions.

### *2.4 Data Analysis Techniques*

The data collected were analyzed using frequency counts, percentages, mean scores, the Chi-square ( $X^2$ ) and ANOVA in order to find answers to the questions raised, and test the hypotheses generated in the study.

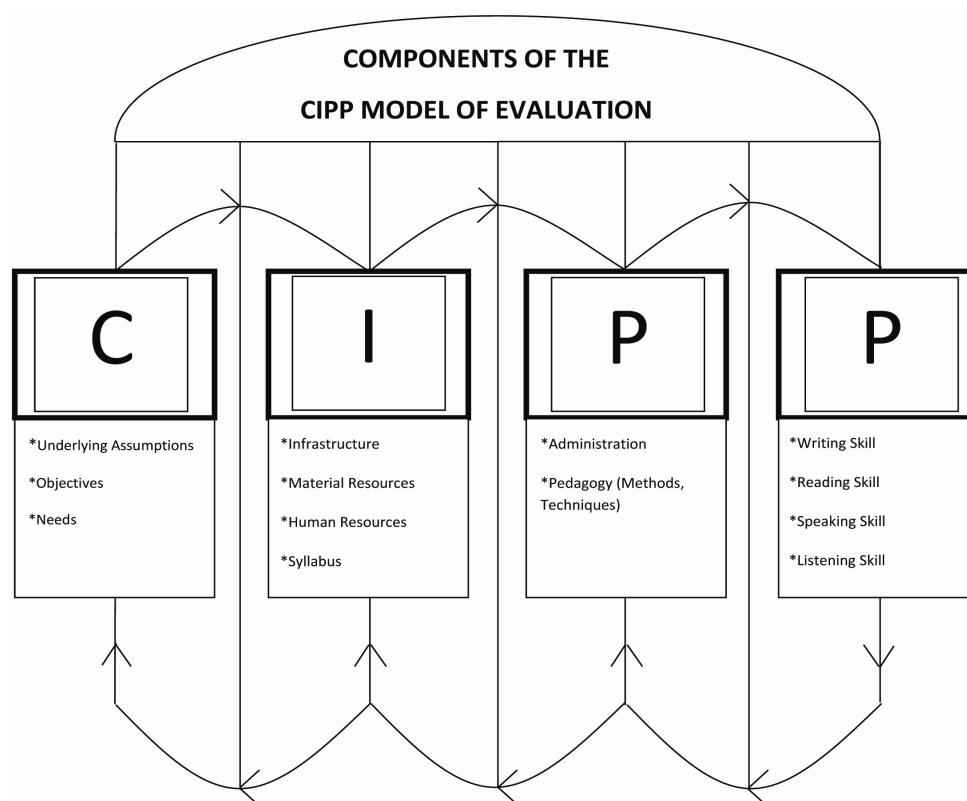
Hypothesis 1–23 were tested using the Chi-square ( $X^2$ ) statistic to determine whether there were significant differences between the views expressed by lecturers of English (LOE), lecturers of other academic disciplines (LOAD), and students. Hypothesis 24 was tested using ANOVA statistic to determine whether there was a significant difference between the achievement of SMA and STBS, using the computer. The significant level of statistic used was at 0.05. Qualitative analysis was used on the data obtained from the interview of Heads of Departments of English and the observation schedules.

### *2.5 Conceptual Framework for the Study*

In choosing which model to adopt, the researcher noted that there are criteria to be met in the evaluation of education programs. Firstly, the framework to be chosen must comprehensively permit the analysis of the major components of the program. Secondly, it must provide for a systematic and orderly examination. Thirdly, it must provide for objective analysis of the outcome (Creighton, 1993).

The Context-Input-Process-Product (CIPP) evaluation model which was adopted by Abiri (1987), Sule (1991), Momoh (1993), was favored and adopted for use as the conceptual framework but with an effort to adapt the four dimensions to suit the needs and objectives of this study. Context evaluation in this study includes seeking information on the underlying assumptions behind curriculum, the unmet needs as well as the discrepancy between expected and desired objectives. Input evaluation involves seeking information on the use of available resources, human and material, to achieve the objectives. These include the teachers' academic and professional background, language laboratories; etc. Process evaluation on the other hand focuses on the instructional

procedures, while Product evaluation focuses on the extent to which the objectives are being achieved, as well as the strategies which are to be continued or discontinued i.e. to determine the success or otherwise of the curriculum and provide feedback (see figure 1).



#### KEY

C = Context

I = Input

P = Process

P = Product

Figure 1. A diagrammatic representation of the adopted CIPP model showing the variables focused upon in the study

Table 1. Analysis of the views of lecturers of English on aspects of the English component of the GNS curriculum

S/No	Variable	No	$\Sigma X$	X	SD	DECISION
1	Adequacy of course content	80	202	2.5	0.6	A
2	Adequacy of course objectives	80	220	2.8	0.7	A
3	Underlying assumptions being erroneous	80	248	3.1	0.7	A
4	Importance of the course to students	80	256	3.2	0.6	A
5	Adequacy of texts	80	148	1.9	0.5	D
6	Suitability of texts	80	186	2.3	1.1	D
7	Adequacy of classroom and their environment	80	152	1.9	0.9	D
8	Adequacy of laboratory facilities	80	154	1.9	0.8	D
9	Adequacy of reading rooms	80	148	1.9	0.5	D
10	Adequacy of recreational centers	80	144	1.8	0.7	D
11	Adequacy of library facilities	80	166	2.1	0.7	D
12	Procedure frequently used	80	300	3.8	0.7	LM
13	Adequacy of time allocated	80	202	2.5	0.6	A
14	Manageability of lecturer/student ratio	80	152	1.9	0.7	D

Key: A- Agreed      D-Disagree      LM- Lecture Method

It can be gleaned from Table 1 that majority of the lecturers of English were agreed that the course content and course objectives were adequate. They were also agreed that the underlying assumptions for the curriculum were erroneous. They agreed that the course was important to students. However, they felt that the texts available were neither suitable nor adequate. They felt that the classrooms, laboratory facilities, reading rooms and recreational centers were not adequate.

They expressed that the method frequently used was the lecture method. Although they felt the time allocated was adequate, they did not agree that the lecturer/student ratio was manageable.

### *3.1 Hypotheses on Context Variables*

When the data on the opinions of the lecturers and students were subjected to chi-square analysis, the computation led to the rejection of Hypotheses Two, Three and Five; while Hypotheses One, Four, Six and Seven were not rejected as stated.

In response to the item on the lecturers questionnaire, which gave them the freedom to express their impressions on the English component of the GNS curriculum was outdated as it did not have enough practical relevance to the needs of the students but placed emphasis on grammar. When they were asked to suggest ways of improving the curriculum they all expressed that the curriculum be reviewed along the lines advocated by the proponents of ESP. In the same vein, when the students were asked to comment freely on what they observed to be the major problem facing the curriculum in their institution, they highlighted the need for the syllabus to be reviewed and tailored to meet their needs. Besides, the responses of the Heads of Departments of English interviewed revealed that majority of them were of the view that although the objectives of the curriculum were appropriate, the curriculum could make do with improvement. They suggested that the content of the curriculum be reviewed.

### *3.2 Hypotheses on Input Variable*

When the data on the opinions of the lecturers and students were subjected to Chi-square analysis, the computation led to the rejection of Hypotheses Ten, Eleven and Fourteen, while Hypotheses Eight, Nine, Twelve and Thirteen were not rejected as stated. Similarly, in response to items in the lecturers' questionnaire as well as students' questionnaire which gave them freedom to express their impressions, they maintained that the facilities were grossly inadequate, suggesting however that handouts should be discouraged. This was also the opinion of the H.O.D's when they were interviewed.

### *3.3 Hypotheses on Process Variable*

#### *3.3.1 Data Obtained from Questionnaires*

On subjecting the data obtained on the opinion of the lecturers and students to chi-square analysis, the computation led to rejection of Hypotheses Eighteen, Nineteen and Twenty-One, while Hypotheses Fifteen, Sixteen, Seventeen and Twenty were not rejected as stated.

#### *3.3.2 Conducted Interview*

During the interview, when the Heads of Departments were questioned about the methodology employed for teaching in their departments, majority explained that they had to resort most of the time to the lecture method because of the large classes which they had to face. It was observed that except in few instances, the opinions expressed by the HODs corroborated the opinions of the lecturers.

#### *3.3.3 Conducted Observation*

One of the aspects of focus of this research was to investigate what actually happened in the classroom as a means of evaluating the process stage of the curriculum. Thus, the observation conducted presented another perspective from which the researcher has sought to evaluate the implementation stage of the English component of the GNS curriculum. Two polytechnics were involved in this aspect of the study, i.e. one Federal Polytechnic and one State Polytechnic. In both Polytechnics, the lecture method was used, no audio visual aids were used and the groups were rather too large.

### *3.4 Hypotheses on Product Variable*

When the data on the opinions of lecturers and students were subjected to Chi-square analysis, the computation did not lead to a rejection of hypotheses Twenty-Two and Twenty-Three as stated. However, hypothesis Twenty-Four was rejected.

This is because, when the mean scores of the achievement scores of SBTS and SMA were compared using Analysis of Variance (ANOVA), the result showed a significant difference between the mean scores with  $F(70.45)$  as shown in Table 2.

Table 2. Comparison of the achievement of SBTS and SMA using ANOVA

Variable	No. of cases	Mean scores	Sum of scores	Mean squares	F. value	Sig. Lev	Dec.
SMA	120	54.77					
SBTS	120	42.93	7059.12	100.22	70.45	0.01	**

\*\*Significant

### 3.5 Additional Findings

A bird's eye view of the findings has revealed additional findings which are not related to the original hypotheses. It has been observed that there are discrepancies in the results produced by the various instruments used to elicit data from the subjects. For example, while the data obtained from the questionnaire revealed that the lecturers were catered for, the interview revealed that the lecturers did not actually believe that the needs of the students were being met, since they expressed that the curriculum did not have enough practical relevance to their needs. Also, while the data from the questionnaire showed that the students had improved in the speaking skill by the end of the course, the observation showed that only the writing skill was emphasized in the classroom. In addition, there were discrepancies in the findings on the different stages of the CIPP model. While the syllabus (which is seen as part of input in this study) has sections on the speaking skill, little or no attention is being paid to the speaking skill at the process stage, and no part of the examination focuses on the speaking skill. Thus, it is actually difficult to ascertain the level of achievement of that aspect of the input at the product stage.

## 4. Discussion of Findings

The findings of this study have shown the cumulative effect of the various stages of the process of evaluation using the CIPP model. The objectives associated with meeting the needs of the students, the resources and procedural designs, the procedural events and activities involved as well as the information on the outcomes, are all interdependent

### 4.1 Context Evaluation

In context evaluation, there is a need to identify and describe the scope of the analysis. In this study, the context aspect of the evaluation model has focused upon the underlying assumptions and policy behind the curriculum, the course objectives, the course content and the extent to which students' needs are met. The opinions of the respondent in the study were sought on the adequacy of these aspects of the curriculum. The lack of significant difference in the opinions of lecturers in the Federal and State Polytechnics as far as the course content is concerned shows that the expressed opinion on the component was not dependent upon proprietorship of the institution. Majority felt the course content was adequate. The reality that the view of the LOE and LOOD differed on the adequacy of the curriculum in meeting the needs of the student may not be unconnected with the fact that many of the LOOD believed that teaching the component was unnecessary in the first place.

While the findings of the study suggest that the course objectives contained in the policy document are adequate. The lecturers in both federal and state polytechnic were not satisfied with the policies and politics of the English component. They felt that the assumption that students have more or less mastered the oral skill before coming into the polytechnic was erroneous. This was why Alhaji (1988) and Eluwa and Arewa (1988) advocated for a review of the syllabus for more emphasis on the listening and speaking skill.

### 4.2 Input Evaluation

The goal of input evaluation is to provide information on the utilization of resources in the realization of a program or curriculum objectives. In this section, the researcher carried out the investigation focusing on human resources, material resources, and infrastructure. The result reflected that no significant difference existed in the opinion of lecturers of English in federal and state polytechnics neither was there a significant difference in the opinion of LOE and LOOD. Besides, both STBS and SMA felt the same way. Majority of the respondents agreed that the human and material resources as well as the facilities available for implementing the investigated component of the curriculum were not adequate

These findings confirmed the findings of Lambo (1989) and Sule (1991) who discovered that learning facilities were generally in short supply in the country particularly for language teachers and students. In the same vein Olasehinde (1984), Ugbor (1998) and Kinrin (1988) all observed this problem of lack of adequate resources and facilities in Nigerian educational institutions. This poor state of resources and facilities in our polytechnics, particularly state polytechnics, has been noticed by the council of Heads of polytechnics and colleges of Technology in Nigeria (COHEAD), as far back as at its 79<sup>th</sup> regular meeting at the Plateau State Polytechnics

Barkin Ladi, between 27<sup>th</sup> and 28<sup>th</sup> August 1998. It resolved that COHEAD observed the poor funding of state polytechnics and called on the federal government to reinstate the marching grant to state polytechnics (COHEAD NEWS, 1998, p. 1). Today, the situation has not changed much. However beautiful in design a program is, implementation will either complement or reduce from it. It was this fear which existed in the minds of Adetuyibi and Osundahunsi (1984) when they cautioned that personnel, infrastructure and books which form an aspect of implementation are factors in the success of the set goals of any program.

#### *4.3 Process Evaluation*

This type of evaluation which occurs during the operation of a program helps to monitor the implementation of the chosen service delivery plan. The focus in this study was on pedagogy i.e. procedure and instructional strategies as well as the administrative strategies. The findings showed that the lecture method was the most favored by both groups of lecturers surveyed irrespective of the proprietorship of their institution. This may not be unconnected with the population explosion in the polytechnics which makes the tutorial method easy to employ, considering the number of students per lecturer.

It may be time for procedures as team teaching be experimented in the polytechnic as suggested by Dudley–Evans (1989) No doubt, there is need for immediate language use as is found in teaching techniques such as role- playing, simulations, games, small group discussions and interviews among others. Students should be encouraged to do things with the language they are learning. Also, in the teaching of comprehension, summary writing, and even grammar, lexis and structures, examples are expected to be chosen from learners' specialist area. The result of the study showed that a great majority of the English lecturers in federal polytechnic applied ESP principles in their teaching while only few of their counterparts in the state polytechnics did so. This may not be unconnected with the fact that they had better opportunity of further studies and attendance at conferences and were also better staffed in terms of number than state polytechnics.

These findings suggest that the methods of delivery were inadequate, though the situation in federal polytechnics appeared better. These findings are consistent with the findings of Olasehinde (1984) and Adewumi (1988) who discovered that instructional and administrative problems were among the factors responsible for the limited success experienced by the Subsidiary English program in Kwara State College of Technology and The Use of English program in the University of Ilorin respectively.

#### *4.4 Product Evaluation*

##### *4.4.1 Analysis of Academic Records*

The finding that students achieved limited improvement by the end of the course was also the finding of Olasehinde (1984), Adewumi (1988) Kinrin (1988), and Olatunji (2004). It could be inferred that although the curriculum was not irrelevant, the SMA seemed to have benefited more from it. Besides, the better performance of the SMA may not be unconnected with the fact that most of them came into their ND program with better grades in English. It is also noteworthy that the speaking and listening skills were not tested at the end of the semesters.

While the focus of this study was not to establish which of the four skills is relevant to the individual, total and thorough attention needs to be given to all the skills in order to achieve greater technological heights through educational development. The researcher shares Wilson's (1986) view that listening, speaking, reading and writing are like branches of a tree, all of which work for the good of the main trunk of the tree of communication. Also of the same issue, Orhwere (1988) stated, that there is a need to develop and implement an English curriculum that is all embracing. He maintained that a good curriculum for English was expected to take adequate care of the four basic skills of language. He maintained that our competence in these language skills and by extension our being experts in communication, will not only bring about improved and increased understanding of whatever is being taught in all areas (particularly in science and technology), it will launch the country into the expected technological heights.

##### *4.4.2 Responses from Lecturers of Other Academic Subjects (LOAD)*

Suggestions by various researchers in the past, (e.g Adewumi, 1988) on the need to assess the feelings of teachers of other academic subject about the English curriculum led this researcher to seek the opinions of teachers of other academic subjects. On the context variable, the results of the study showed that more of the LOAD felt that the curriculum was adequate in terms of objectives and content. This may not be unconnected with the fact that they have failed to accurately identify the needs of the students. However, on the input variable, the LOAD were in agreement with the LOE that the human resources and facilities were grossly inadequate



#### 4.4.3 Responses from Students

Since this researcher was in agreement with the views of past researchers like Olayemi (1996), the view of the students were sought to see if they would be in agreement with those of their lecturers and more, importantly, to see if the view of these students would differ, depending on the program they were undergoing in the polytechnics. The findings showed that the SMA had a more positive attitude to the curriculum. Only 18% of them agreed that they would not offer the course if it were made optional.

The fact that more of the SMA felt the curriculum was appropriate to their academic needs is most likely due to the fact that they would see the English curriculum as important to them unlike the STBS who have a tendency to feel that they do not need much English, as pointed out by Eze (1991). The fact that there was a significant difference in their views on human and material resources as well as facilities is most likely due to the fact that the technology based students are generally fewer in number in all polytechnics. This will not allow the STBS students to really appreciate the general dearth of resources and facilities as much as the SMA. For example, the STBS would not need large classes. However, the findings showed the majority of both STBS and SMA were of the opinion that these resources and facilities were inadequate, corroborating the opinion of LOE and LOOD. On the process variable, the students in both groups felt that there was need for improvement. The fact that more STBS felt that assignments were given, often marked and returned on time may not be unconnected with the fact they are usually fewer in number. However, both groups were in agreement that their lecturers regularly attended classes and they also felt the time allotted was sufficient. Both group claimed improvement in their performances by the end of the course.

#### 4.5 The Researcher's Observation

The observation that there are discrepancies in the findings on the data from the different instruments and in the findings on the different stages of the CIPP model has brought to limelight the need to take caution while using the CIPP model for evaluation studies. Since a variety of measuring instruments are available for the use of researchers and since it is possible to employ two or more instruments for a single purpose, perhaps there is a need to use more than one instrument so that data obtained through the use of one instrument can be used to corroborate data obtained from the other.

In this research, the fact that the researcher has used more than one type of instrument has helped to avoid arriving at false conclusions. It has been found that the subjects were diplomatic in their responses on the questionnaire, while they were more frank during the interview. This same point was highlighted by Lawal (1995), when he stated that the political factor is one of the contextual factors which inhibit the implementation of the language curriculum in Nigeria schools today. Besides, the observation schedule which was used on the subjects has provided a more realistic way of finding out what was actually going on in the classroom.

Thus, it could be concluded that the questionnaire did not elicit complete honesty from the subjects. The interview as a research instrument, in this case seems to have an advantage over the questionnaire. Although the questionnaires scaled the hurdle of the reliability test performed on them. It could be seen that the instruments are not totally valid.

In the same vein, The findings of this study have suggested that while the four (4) stages of the CIPP model make it possible to study the curriculum at various levels, there is a need to integrate the levels and find a way to link up the findings so that the levels are not seen as different entities, but part of the same whole. It has been brought out that the context is not in harmony with the input. The needs of the students have not really been taken into consideration while constructing the syllabus, neither has the process been properly related to the input. For instance, the qualified lecturers have not been provided the right atmosphere for the effective implementation of the curriculum. The administration set up in the institutions tends to be non-supportive. There also appears to be a gap between policy and implementation. While the National Language Policy (1982, 1987) provides for instruction on the speaking skills, the curriculum document does not adequately provide for it; yet the little provided for is more or less neglected at the implementation stage.

It is an attempt to make up for this deficiency in the CIPP model that Lawal (1995) postulated the PPP model (Figure 2) which makes it possible to integrate the context and input stages of the model. Similarly, the ATO model of Stake (1967) provides an integration of the context and input stage (see Figure 3). It is therefore suggested that an integration stage be introduced after evaluating the context, input and process stages.

In the light of the foregoing, particularly in the Nigerian situation, if all the stages are integrated, it will be possible to detect and correct any fault at the process stage and this will facilitate the achievement of the anticipated product. As a result the CIIPIP i.e. **Context-Integration-Input-Integration-Process-Integration-**

**Product** model is being suggested as an improvement on the CIPP model for evaluating curricula, as illustrated schematically in Figure 4. This would allow for the proper integration of all the stages of the model.

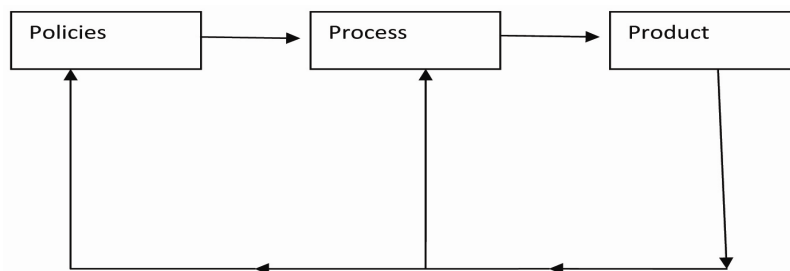


Figure 2. A diagrammatic representation of the 3p's model (Lawal 1995)

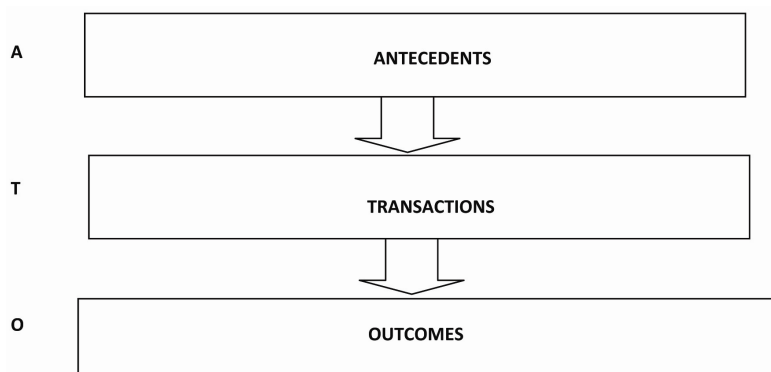
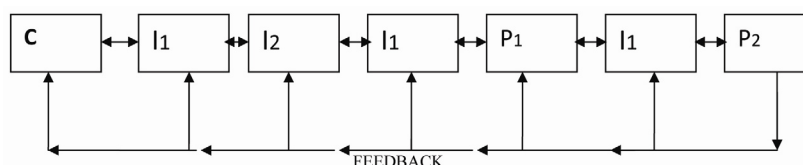


Figure 3. The ATO evaluation model of Stake 1967 (adapted from Popham, 1975)



Key: C = Context, I1 = Integration, I2= Input, P1= Process, P2= Product

Figure 4. A modified version of the CIPP model i.e. CIIPIP

## 5. Conclusion

### 5.1 Strengths and Weaknesses of the Component

The findings in this study have clearly shown the strength and weakness of the English component of the GNS curriculum which is currently being run in Nigeria Polytechnic, the lecturers of English, irrespective of the proprietorship of their institutions, have shown that they generally believed the course objectives as contained in the curriculum guide was appropriate. It was obvious from the findings that the inadequate materials resources and facilities were great impediments to the successful implementation of the curriculum. Even though the lecturers available were found to be qualified, they were inadequate in number to cope with the task to be done.

As far as methodology is concerned, the findings of the study showed that there is room for improvement. It has been discovered that there is a need to vary the instructional procedure and strategies, as well as upgrade the units administering the curriculum to the level of an institute, school, or division for better supervision of the program and for better learning. All the HOD's survey agreed that there was inadequate funding of the program by the various governments, which seem to offer less support to the implementation of the curriculum in most state polytechnics.

While some improvement was found in the performance of the students, it is obvious that greater improvement is possible with an improvement in the implementation of the program.

### *5.2 The Multidimensional Perspective*

Although theoretically, all those affected by the curriculum are supposed to contribute to the curriculum process, there is an argument as to what learners can contribute to discussions on the curriculum. The study has shown that the learners corroborated the views of their lecturers in many respects. In addition, the views of the LOOAD corroborated the views of the LOE, to a great extent. Not only this, the findings of this study have shown the contradictory nature of the results from the CIPP instruments. There were instances when the responses under the structured item contradicted the responses from the item soliciting for free responses. This shows that if the CIPP model is used mechanically, it may provide data that the respondents believe the researcher wants to get. So the politics and human elements in the model must be taken into consideration.

The study has helped to reveal the study from multidimensional perspective particularly with regards to the various instruments used. It has been possible to see areas of uniformity in the opinion of lecturers of English and lecturers of other academic disciplines. The findings of this study tend to support the view that it is in solving the problems highlighted in this study that English Language will continue to remain relevant in our march towards technological development in the 21<sup>st</sup> century

## **6. Recommendations**

Based on the findings of this study, the following recommendations are hereby made to appropriate interest groups.

### *6.1 Recommendations to the National Board for Technical Education (NBTE)*

The researcher is recommending to the NBTE that firstly, the current English component of the GNS curriculum of Nigeria Polytechnics be reviewed and modified by a team of applied linguists so that it can be more ESP based. The language needs of SMA in the polytechnics cannot be exactly the same as that of STBS as the current syllabus tries to convince us.

Secondly, the present NBTE's lukewarm attitude towards English Lecturers in the polytechnic needs to change. There is need for a more favorable attitude towards the teaching of English in the polytechnics by organizing regular workshops and seminars for them just as the NCCE is doing to teachers of English in colleges of education.

### *6.2 Recommendation to Administrators in the Polytechnics*

To administrators in the polytechnic, it is being recommended that firstly, all GNS units must be upgraded to the level of an institute or school. This will enable the curriculum to receive similar attention as received by other curriculum in the polytechnic. Secondly, the student/staff ratio must be reduced. Thirdly, in order to take care of students' poor language background, there is need for strict adherence to the language requirement of the admission process. Lastly, polytechnic lecturers should be trained or retrained on ESP principles and methodology. The development that makes it mandatory for lecturers to possess a teaching qualification is welcome and this will enable them discharge their duties more efficiently.

### *6.3 Recommendations to Lecturers and Students*

To lecturers of English in the polytechnics, it is recommended that departments of English and Communication should, as a matter of urgency and necessity embark on collaborative teaching with lecturers of other disciplines, in order to familiarize themselves with the content of these courses. This will enable the English lecturers to teach most effectively the type of English which is specific to these other disciplines. Secondly, there is a need to improve students' motivation. To this end, the benefits of language learning should be made evident to students. Thirdly, the eclectic approach should be adopted in deciding on the procedure and strategy to use in implementing the curriculum. It is also recommended that lecturers of other academic disciplines should positively encourage their students to take GNS courses seriously and attend lectures regularly. On the other hand, students also need to develop a positive attitude towards the GNS courses by attending classes regularly and promptly, realizing the importance of the courses to their success in the polytechnic setting.

### *6.4 Recommendations to Proprietors*

Adequate funds must be provided to the units supervising and teaching the curriculum, since a great impediment to the successful implementation of the curriculum as revealed by the study is lack of funds. Adequate materials resources and facilities should also be provided for the affective implementation of the curriculum by both federal and state governments particularly. Furthermore both federal and state governments should ensure an

aggressive teacher training program and refresher courses for English Language lecturers. Staff development must not be compromised. There is a need for continuous retraining of staff through seminars, workshops and in-service training.

Finally, there is also need for a change of attitude on the part of everybody concerned, since many of the problems facing the curriculum arise out of the poor attitude to the subject by the authorities, teachers and students.

## 7. Suggestions for Further Study

On the basis of the findings and scope of this study, the following areas are considered to be related possible areas on which further research can focus:

- a. An evaluation of the English component of the GNS curriculum for Higher National Diploma students in Nigeria Polytechnics. This present study has focused mainly on the ND program.
- b. A study of the relationship between students' achievement in the English component of the GNS curriculum and their performances in the core courses. It is useful to be able to know whether there is a relationship between the two.

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