Assessment Of The Implementation Of NCE Arabic Language Curriculum's Recommended Evaluation Methods In Colleges Of Education In Northwestern Nigeria

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Abstract:

Background:This study was to assess the implementation of recommended evaluation methods of the NCE Arabic language curriculum in Colleges of Education in Northwestern Nigeria. The study identified and examined, respectively, the recommended evaluation methods and the extent of their implementation.

Methodology:The sample for this study contained 291 participants, of which 265 were NCE III Arabic students and 26 were Arabic lecturers. The population and sample size for this study were chosen in accordance with Krejcie and Morgan's (1970) requirements. Descriptive survey design is used, and a multistage sampling procedure is adopted. Frequency count and percentage, as well as chi-square, were used, respectively, to answer research questions and test the null hypotheses at an alpha 0.05 level of significance. Data is facilitated through the researcher's design questionnaires for lecturers and students (n=X). These instruments are validated by experts, and the reliability is established. The questionnaires are administered with the help of 3 research assistants in each college under study. The study employs the Context, Input, Process, and Product (CIPP) model of evaluation.

Results:Findings of this study revealed that there was no significant difference in the perceptions of lecturers and students from Federal and State Colleges of Education on the extent of utilizing recommended evaluation methods for the implementation of NCE Arabic curriculum.

Conclusion: Based on the findings of this study, it is concluded that lecturers utilize recommended evaluation methods for the implementation of the NCE Arabic Language curriculum. It was then, recommended that the government should ensure that enough funds are allocated to teacher education so that the purchase of instructional materials, including ICT facilities, and provision of facilities are made possible and easier and that Lecturers should vary their evaluation methods because other methods of evaluation can meet and surpass the level of learning and understanding that essay-type questions are believed to create.

KeyWords:Assessment, Implementation, Evaluation methods, Curriculum, Colleges of education.

I. Introduction

Assessment is an indispensable task in our day to day engagements. Itis the process of determining the quality, worth, and significance of anything, be it an activity, event, person, object or programmes. The general concept of assessment can be seen as frequent decision making and judgments which individuals, groups, institutions and governments make regarding matters that affect their lives and other people's lives.

According to Omer Tontus (2020), assessment in education is the "process of gathering and analyzing information from various and varied sources to gain a profound insight into students' knowledge and comprehension, as well as their ability to apply their knowledge as a result of their educational experiences"(Omer Tontus, 2020).As stated by Yambi Caluyua (2020),assessment is the process of determining each student's strengths and shortcomings so that educators can offer social services, educational programming, or specific academic help.

In Nigeria, Arabic language education has great cultural, religious, and historical significance, especially in the Northwestern region where Islam is deeply ingrained and Arabic is used for both liturgical and communication purposes. In this area, Colleges of Education are essential for producing competent Arabic language teachers who will pass this information on to the next generation. Therefore, it is crucial to assess Arabic language curriculum effectively in order to guarantee high-quality education that satisfies modern educational standards while preserving cultural authenticity.

Assessment is crucial for innovation, improvement, and decision-making because it enables stakeholders to recognize opportunities, threats, weaknesses, and strengths to make well-informed choices that will increase the efficacy and efficiency of their operations. Educational organizations, academics, and curriculum specialists have made suggestions on how to assess the Arabic language curriculum at Nigerian tertiary institutions**.** These suggestions seek to include international best practices in language instruction, fulfill learner needs, modernize evaluation methods, and match curriculum with national education policies. The efficiency of these suggested assessment techniques in the context of Northwestern Nigerian Colleges of Education, however, has not been investigated.

The methods and techniques used to measure the success, efficacy, impact, and quality of different programs, policies, services, and initiatives are called evaluation methods. The particular objectives of the assessment, the kind and volume of data needed, and the resources available for carrying out the evaluation all influence the choice of evaluation methodology. The capacity of evaluation procedures to offer evidence-based insights into the effectiveness and impact of the subject under assessment is what makes them so important. methods and strategies used to gauge 2023

Curriculum can be assessed in various ways using any of the several models of evaluation. The Context, Input, Process, and Product (CIPP) method of curriculum assessment is one of these many frameworks. The CIPP model's tenet is that the assessment should give decision-makers, administrators, instructors, policy boards, and other stakeholders in an organization relevant and reliable information about the curriculum (Stufflebeam, 2003, as cited in Akpur, U., Alci, B. & Karatas, H., 2016). It is focused on improvement rather than proof, and its practical goal is to examine the elements that influence success or failure. As a result, the CIPP Model facilitates curricular improvement and acts as a guide for both a thorough and practical evaluation. Following rigorous procedures in this process is necessary because evaluation is an essential component of curriculum design and implementation.

The CIPP Model was used in this study to evaluate how the NCE Arabic Language Curriculum's recommendedevaluation methods were being implemented in North Western Nigerian colleges of education.This model's applicability in foreign language programs and its range of assessment formats, including context, input, process, and product evaluation, are the reasons for its use (Karatas & Feras cited in Akpur, et al., 2016). Above all, by emphasizing the ease of determining program parts, the CIPP Model helps practitioners better understand the curriculum (Ruhe & Boudreau, 2012).

Research Problem

The National Commission for Colleges of Education (NCCE) has established comprehensive guidelines for evaluating student learning in the NCE Arabic language curriculum, recommending diverse assessment methods including continuous assessment, portfolio evaluation, performance-based tasks, and communicative competence measures. However, there is limited empirical evidence regarding the actual implementation of these recommended evaluation methods in Colleges of Education across Northwestern Nigeria.

This implementation gap is particularly concerning, as proper evaluation practices are crucial for ensuring quality teaching and learning outcomes in Arabic language education. While the curriculum documents outline ideal assessment approaches, the realities of implementation may differ significantly due to various institutional, professional, and contextual factors specific to Northwestern Nigeria.

This research seeks to address these problems by systematically investigating the implementation of recommended evaluation methods for the NCE Arabic curriculum in Northwestern Nigeria, identifying implementation gaps,and developing practical recommendations for enhancing assessment practices in this specific educational context.

The Research Questions
1. From the perspectives of lecturers from Federal and State Colleges of Education, what is the extent of utilizing recommended evaluation methods for the implementation of the NCE Arabic curriculum?
2. From the perspectives of students from Federal and State Colleges of Education, what is the extent of utilizing recommended evaluation methods for the implementation of the NCE Arabic curriculum?

Research Hypotheses
Ho1: There is no significant difference in the perceptions of lecturers from Federal and State Colleges of Education on the extent of utilizing recommended evaluation methods for implementing the NCE Arabic Curriculum.
Ho2: There is no significant difference in the perceptions of students from Federal and State Colleges of Education on the extent of utilizing recommended evaluation methods for implementing NCE Arabic Curriculum.

Objectives of the Study

Generally, the objective of this study was to assess the implementation of the NCE Arabic language curriculum's recommended evaluation methods in Colleges of Education in Northwestern Nigeria. Specifically, the study assessed the extent of utilizing recommended assessment methods for the implementation of the NCE Arabic language curriculum.

The Concept of Assessment

Assessment is used to ascertain how much of stipulated educational objectives have been achieved or the areas in which students have learning problems, with a view to remedying them. The quality of educational assessment in a country determines to a large the level of development in that country. Where the quality is high, round pegs are likely to be placed in round holes. Otherwise, individuals are wrongly placed, which then hinders national progress and development. In view of the indispensability of assessment, there is need to occasionally look at issues arising from its practice, with a view to improving it. Assessment is concerned with how learning progresses. Various studies have been carried out on the students' assessment whereas few are written on the assessment methods' in the Colleges of Education.

According to Norton et al. (2013), assessments primarily serve two purposes: promoting student learning and certifying student achievement. Khalil and Elkhider (2016) categorised assessments into two main types: formative and summative. formative assessments is characterized as activities that teachers and students undertake to provide feedback that informs and modifies teaching and learning activities (Khalil & Elkhider, 2016). These assessments are integral to the learning process, offering diagnostic information that helps identify students' progress and areas needing intervention (Pillay & Pillay, 2019). They enable academics to tailor their teaching strategies to address specific learning needs and encourage active student engagement (Pillay & Pillay, 2019). Formative assessment activities include self-assessment, peer assessment, reflection, and class discussions, which help students become more aware of their strengths and weaknesses and take responsibility for their learning (Khalil & Elkhider, 2016).

Ogedegbe, O. A. and Orheruata, U. M., (2022). carried out a research titled appraisal of continuous assessment modes in public and private junior secondary schools in Benin metropolis. Specifically, the study ascertains if a difference exists in the continuous assessment modes between public and private junior secondary schools in the Benin metropolis. To achieve this, three hypotheses were tested at 0.05 alpha level of significance. The design used for this study was the survey research design using the documentary approach. The population of the study consist of 435 public and private junior secondary schools and 2,357 teachers in public and private junior secondary schools in the Benin metropolis of Edo State. A sample of 420 teachers was selected using a simple random sampling technique through balloting. A Check-list was used as the research instrument. The instrument was validated by experts. In analyzing the data, the chi-square test for independence was used to test the hypotheses. The findings of the study revealed that there was no significant relationship between techniques practiced between the private and public junior secondary schools, however, there was a significant difference in the marks awarded to continuous assessment in both schools. Furthermore, the findings revealed that the method of implementation of continuous assessment is significantly different in both schools in the Benin metropolis.

Mukhtar A, Tariq M, Muhammad A G and Khalil Ur R W. (2013). carried out a study titled Assessing the Quality of Examination System; Assessment Techniques Employed at Higher Education Level in Pakistan. A questionnaire and a semi-structured interview scale was developed to collect data from teachers. The response rate remained almost 80%. Data collected from students was analyzed using SPSS Software while the responses of teachers were analyzed manually through crystallization. T-test was used to see the comparison of different types of assessment techniques. Major findings were: nearly all the teachers have the point of view that quality is an essential component of every education system particularly a t h i g h e r education level. They were of the view that budget for education should be more for better performance . While discussing the quality in assessment as well as in education they also recommended that there should be a quality assurance wing in each department of t he university.

Assessment Methods in Colleges of Education in Nigeria

The Colleges of Education use Essay type questions and Objective test items as its assessment techniques. However, in some particular schools and practically focused disciplines, equitable weighting is thought to be given to practical exams.The Continuous Assessment of student total assessment for any course examined is 40%. A set of score (10 each) should be obtained from 2 tests and 2 take home assignments in course unit. Number of questions varies according to the number of Credit Unit(s) as follow:

Table 1: Essay Question

Credit unit(s)	Max. No. of Questions Set	No. of Question to be Answered
1 Credit Unit	3	2
2 Credit Unit	5	3
3 Credit Unit	56	4

Source: FGN, (2012)

Table 2: Objective or Multiple-Choice Question

Credit Unit(s)	Minimum Question Items to be set
1 Credit Unit	25
2 Credit Unit	50
3 Credit Unit	75

Source: FGN, (2012).

II. Research Methodology

Research Design

This study employed a descriptive survey design to assess the implementation of NCE Arabic Language Curriculum's recommended evaluation methods in Colleges of Education in Northwestern Nigeria. Descriptive survey research, according to Nworgu (2015), is concerned with systematic description of events, as they are, because it is aimed at collecting data.

Population and Sample

The target population for this study consists of Arabic language lecturers and their NCE 3 students in colleges of education across the seven Northwestern Nigerian states (Sokoto, Kebbi, Zamfara, Katsina, Kaduna, Kano, and Jigawa).

The study employs a multi-stage sampling technique. Stratified random sampling technique was employed to select two Colleges of Education from each of the seven Northwestern states, ensuring representation of both Federal and State Institutions. But since, of these States, only four have both State and Federal Colleges of Education, these would be the target population. This yields a total of 8 institutions. There are four Federal and seven States Colleges of Education in the States of North Western Nigeria.

Instrument for Data Collection

Researchers developed questionnaires: Arabic Lecturers' Questionnaire (ALQ) on assessing the implementation of NCE Arabic Language Curriculum's recommended evaluation methodsin Colleges of Education in Northwestern Nigeria and Arabic Students' Questionnaire (ASQ) on assessing the implementation of NCE Arabic Language Curriculum's recommended evaluation methodsin Colleges of Education in Northwestern Nigeria were used respectively for Lecturers and Students to elicit responses.

All the questionnaires comprised of four options written against each question or statement. The respondents were required to choose one out of these and tick in a box provided under it. The answers provided were graded using 4-points Likert- Type rating scale which was: 4- Strongly Agree, 3-Agree, 2-Disagree and 1-Strongly Disagree. The responses were then classified in to two categories during analysis. The Strongly Agree, and Agree were classified as Agree while the Disagree and Strongly Disagree were classified as Disagree.Thus, in administering the instruments, the researcher or his assistants explained the needs and the objectives of the study to remove suspicion from the respondents. All the questionnaires administered were returned.

Validity and Reliability

The instruments were reviewed by qualified authorities in the curriculum field and by specialists in educational measurement and evaluation to ensure their validity. All necessary corrections were made. Consequently, the logical validities were determined to be 0.82 for the ALQ and 0.85 for the ASQ

Test and retest method was adopted to establish reliability of the instruments. They were administered on a pilot study group of one hundred and twenty one (121) respondents, selected from Colleges of Education, other than the sampled ones, within the study area, on two different occasions, within the interval of three weeks. This group represents 10% of the respondents. The group consisted of 3 lecturers and 26 NCE III Arabic students'. The Test of reliability of the instrument was established using Cronbach's Alpha reliability technique. The overall reliabilities of the instruments were 0.749and 0.725, respectively, for ALQ and ASQ.

III. Data Presentation And Analysis

Research Question One: To what extent do lecturers at Federal and State Colleges of Education utilize recommended evaluation methods for implementing the NCE Arabic Curriculum?

Table 3: Lecturers' Responses on the Extent of Utilizing Recommended EvaluationMethods for Implementing the NCE Arabic Curriculum

S/N	Items Statement	Federal Colleges Students'						State Colleges Students'					
		High Extent		Low Extent		Total		High Extent		Low Extent		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
a.	Essay Question Type	75	95	4	5	79	100	180	97	6	3	186	100
b.	Objective Question Type	40	51	39	49	79	100	90	48	96	52	186	100
c.	Tests	69	87	10	13	79	100	160	86	26	14	186	100
d.	Take Home Assignment	72	91	7	9	79	100	170	91	16	9	186	100
	Total	256	324	60	76	316	400	600	322	144	78	744	400

Table 3 depicts that appropriate methods of evaluation are employed for evaluating (assessing) Arabic in Colleges of Education in Northwestern Nigeria.

Research Question Two: To what extent do students at Federal and State Colleges of Education utilize recommended evaluation methods for the implementation of the Arabic Curriculum?

Table 4: Students' Responses on the Extent of Utilizing Recommended EvaluationMethods for Implementing the NCE Arabic Curriculum

S/N	Items Statement	Federal Colleges Lecturers'						State Colleges Lecturers'					
		High Extent		Low Extent		Total		High Extent		Low Extent		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
a.	Essay Question Type	13	87	2	13	15	100	9	82	2	18	11	100
b.	Objective Question Type	6	40	9	60	15	100	5	45	6	55	11	100
c.	Tests	9	60	6	40	15	100	5	45	6	55	11	100
d.	Take Home Assignment	8	53	7	47	15	100	6	55	5	45	11	100
	Total	36	240	24	160	60	400	25	228	19	173	44	400

Table 4 depicts that appropriate methods of evaluation are employed for evaluating (assessing) Arabic in Colleges of Education in Northwestern Nigeria.

Hypothesis 1: There is no significant difference in the perceptions of lecturers from Federal and State Colleges of Education on the extent of utilizing recommended evaluation methods for the implementation of the NCE Arabic Curriculum

Table 5: Chi-Square Result of theLecturers' Perceptionson the Extent of UtilizingRecommended Evaluation Methods for NCE Arabic Curriculum

		Lecturers' perceptions on the extent of Utilizing recommended evaluation methods for NCE Arabic curriculum					Df	χ^2 cal.	χ^2 crit.	p-value	Decision
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total					
Federal Colleges Lecturers	Count	3	3	4	5	15					
	Expected Count	3.5	2.9	4.0	4.6	15.0					H_{O1} Not Rejected
State Colleges Lecturers	Count	3	2	3	3	11	3	.233	7.811	.972	
	Expected Count	2.5	2.1	3.0	3.4	11.0					
Total	Count	6	5	7	8	26					
	Expected Count	6.0	5.0	7.0	8.0	26.0					

Significance level at 0.05

Table 5 shows the calculated χ^2-value (.233) and the critical χ^2-value (7.811) with 3 degrees of freedom and at alpha level of 0.05. Since the calculated χ^2-value is less than the critical χ^2-value, therefore hypothesis nine is not rejected. This implies that there is no significant difference in the perception of lecturers from federal and state Colleges of Education on the extent of which recommended evaluation methods are utilized for the implementation of Arabic Curriculum. This suggests that the two Colleges of Education lecturers agree that they utilize recommended evaluation methods for the implementation of Arabic Curriculum.

Hypothesis 2: There is no significant difference in the perceptions of students from Federal and State Colleges of Education on the extent to which recommended evaluation methods are utilized for the implementation of the Arabic Curriculum.

Table 6: Chi-Square Result of the Students' Perceptions on the Extent of Utilizing Recommended Evaluation Methods for NCE Arabic Curriculum

		Students' perceptionon the extent of Utilizing recommended evaluation methods for NCE Arabic curriculum					Df	χ^2 cal.	χ^2 crit.	p-value	Decision
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total					
Federal Colleges Students	Count	6	9	17	47	79					
	Expected Count	4.8	10.4	16.4	47.4	79.0					H_{O1} Not Rejected
State Colleges Students	Count	10	26	38	112	186	3	.769	7.811	.857	
	Expected Count	11.2	24.6	38.6	111.6	186.0					
Total	Count	16	35	55	159	265					
	Expected Count	16.0	35.0	55.0	159.0	265.0					

Significance level at 0.05

Table 6 shows the calculated χ^2-value (.769) and the critical χ^2-value (7.811) with 3 degrees of freedom and at alpha level of 0.05. Since the calculated χ^2-value is less than the critical χ^2-value, therefore hypothesis ten is not rejected. This implies that there is no significant difference in the perception of students from federal and state Colleges of Education on the extent to which recommended evaluation methods are utilized for the implementation of the Arabic Curriculum. This suggests that the two Colleges of Education students agree that lecturers utilize recommended evaluation methods for the implementation of the Arabic Curriculum.

IV. Discussion Of Findings
Findings of this study revealed that there was no significant difference in the lecturers' and students' perceptions on the extent of utilizing recommended evaluation methods for the implementation of the Arabic curriculum. This corroborates with the findings of Mukhtar, *et al*., (2013) and Ogedegbe and Orheruata, (2022). Whose findings were that there was no significant difference in the lecturers' and students' perceptions on the

extent of utilizing recommended evaluation methods and that the recommended evaluation methods are utilized, respectively, to a moderate and high extent.

V. Conclusion

Based on the findings of this study, it is concluded that lecturers utilize recommended evaluation methods for the implementation of the curriculum.

Summary of the Findings

1. There was no significant difference in the perceptions of lecturers from Federal and State Colleges of Education on the extent of utilizing recommended evaluation methods for the implementation of the NCE Arabic Curriculum;
2. There was no significant difference in the perceptions of students from Federal and State Colleges of Education on the extent to which recommended evaluation methods are utilized for the implementation of Arabic curriculum.

Recommendations

The following recommendations align with the study's findings:

1. The government should ensure that enough funds are allocated to teacher education so that the purchase of instructional materials, including ICT facilities, and the provision of facilities are made possible and easier.
2. Lecturers should vary their evaluation methods because other methods of evaluation can meet and surpass the level of learning and understanding that essay questions are believed to create.

Acknowledgments

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