Evaluating the Adherence of Enrolment Criteria for Admission into Nigerian Colleges of Education of North-Eastern Nigeria

[1]Abubakar M., [2]Terlumun I. T., [3]Maitaya F. G. and [4]Yari B.
[1, 2, 3, & 4] Department of Mathematics, Federal College of Education (Tech), Gombe
E-mail: [1]abubakar.mohammed13@yahoo.com

ABSTRACT

The study evaluates adherence of enrolment criteria for admission into Nigerian colleges of education, a case study of five school in FCE (T) Gombe. The objective of the study is to identify the relationship between enrolment criteria and the performance of the student teachers in FCE (T) Gombe. The study adopts both descriptive and inferential statistical technique through the use of mean, standard deviation, minimum, maximum, probability distribution, One-Way Analysis of Variance of Mean Ratings Model (ANOVA) as well as least square regression analysis using EVIEW 9 at $\propto$ = 0.05. The study reveals adherence to enrolment criteria – JAMB cut off mark, minimum age of students and O'level credit passes and also shows high level of relationship with the students' performance. It is then recommended that Colleges of Education should ensure strong adherence to enrolment criteria.

Key words: ANOVA, enrolment criteria, JAMB, least square regression, colleges of education

Background of the Study

The main objectives of teaching are to change the behaviours of learners, in that learners acquire knowledge and skills through series of activities as well as task by interacting with their teachers. Although not all form of teaching (Logic, Strategic, and institutional) takes place in school, however all the classification are necessary in building a strong human capacity to support the ever changing educational sector (Okoli *et al*., 2015). The teaching profession like any other profession have standardised instrument that are meant to define the features to be acquired which include values , ideals and conduct that are set to equipped man power needs of the Nigerian education. Currently, teacher training have gone beyond the mastery of subject matter and now a field that required man power that are ready to acquaint themselves to the needs for updating knowledge to enhance societal development (Ogunyinka *et al*., 2015). All over the world, teacher training is a major concern that requires acceptable standards to raise the quality of every nation. Therefore, the needs to improve teacher education standards in developing countries including Nigeria cannot be over emphasized.

In Nigeria, the aim of teacher training is to "encourage the spirit of enquiry and creativity in teachers and providing them with the intellectual and professional background that will be adequate for their assignment and also make them adaptable to the changing situation" (Ogunyinka *et al.,* 2015). As a result various tertiary institutions are vested with the responsibility of training

the required teachers for primary, secondary and higher education. Therefore, Teacher training in Nigeria are carried out in; University's faculty/institutes of education which essentially trained potential senior secondary school teachers through a Bachelor in Education training, Masters and doctorate degree are also offered within the department in case of further studies. Colleges of education on the other hand focus on training pre-primary, primary and junior secondary school teachers. The National teachers institute also per take in teacher training and retrain through upgrading teacher practice course, seminars, workshop and providing certificate in teaching for unqualified teachers. Similarly, polytechnics provide diploma in teaching programme technical and Vocational colleges whilst the National Mathematics Centre and the National Institute of Nigerian Language provides special training on skills for in services teachers (Adeosun, 2012). All the above institution played a vital role in producing the desired quality of teacher for each level of education. However, contrary to objectives intended the teacher training institution was critique for not producing graduate that skilled in handling the teaching environment (Adeosun, 2012). Therefore attention needs to be focused on producing teachers that are properly grounded in both content and ability to collaborate professionally in working environment. In support, Akinbote (2007) pointed out that primary education is the essential tool for societal progress and development which requires the services of qualified trained teacher to carry out this task. This therefore calls for the need to focus more attention in the quality of teachers trained at the Nigerian Colleges of Education.

Nigerian Colleges of Education (NCE) aim to produce teachers for both primary and secondary schools. The NCE programme course provided in the college are to be awarded as Nigerian Certificate in Education, these courses usually extend to over 3 to 4 years (Federal College of Education Technical Asaba, 2011). The method of training itself have to be in line with the professional standard of teacher education according to the Nigerian policy on Education (2004), which stipulate that teachers training should recognise and be flexible in method and curriculum development as well as exposed to innovations. Therefore, for any individual to be able to have the potential of grasping the required skills mention above there is need for the person to have certain knowledge and meet certain criteria before enrolment into the Nigerian Colleges of Education. Thus, In Nigeria, the criteria considered when enrolling student into teacher training colleges includes: scoring desired Jamb Point/Pre NCE score; Minimum credit score (5 Pass in SSCE, GCE, NECO, O Level including Maths and English in which three must be credit); Motivation and willingness to learn and attainment of the age of sixteen; HOD inputs consideration, consideration of course of study (Federal College of Education Technical Asaba, 2011;Wahab *et al.,*2014; Chijioke, 2014). Therefore not adhering to the above criteria can led to poor performance of student teacher, Poor outputs of graduates from the colleges and above all poor quality of teachers deployed in primary and secondary schools.

Statement of the Problem

Despite the criteria for student enrolment into Nigerian college of education, a lot of researchers have identified various problems encountered with most students during teacher training. According Akinwumi and Oladosu (2015) there have been consistent low student performance among the NCE students in the recent years which have led to increase in withdrawal, termination

and probation of most of them. In Support, Chijioke (2014) link the poor performance to non-adherence to criteria during student admission, which have led to   increase in number of unqualified student that are willing to partake in all crook strategies for passing their NCE programs including malpractice. Therefore, for the National Certificate in Education to improve the quality of their student output there is need for the recognition and acting upon the existing problem associated with the enrolment of student into the program. This in line with the view of experts, as various research have proof the existence of direct positive relationship between entry qualification and students performance(Chijioke, 2014; Akinwumi and Oladusu 2015). It is against this background that this research intends to evaluate the adherence of enrolment criteria for admission into Nigerian Colleges of Education.

Research Aim/Objective of the Study

The research aim is to investigate the adherence of the Nigerian enrolment criteria for teacher education in the Colleges of Education, North-Eastern State.

The objectives of the research includes

1. To identify the procedure for enrolment into teacher education in the Colleges of Education, North-Eastern State.
2. To identify the relationship between enrolment criteria and the performance of the student teacher in Colleges of Education, North-Eastern State.
3. To investigate the level of adherence to enrolment criteria in the Colleges of Education, North-Eastern State.
4. To identify the most important factor that influence the enrolment of new intake in the Colleges of Education, North-Eastern State.

Research Questions

1. What are the standard and procedure for enrolment into teacher education in Colleges of Education, North-Eastern State?
2. What is the relationship between the enrolment standards for teacher education and the quality of trained student's teacher at the Colleges of Education, North-Eastern State?
3. How often does Colleges of Education, North-Eastern State adhere to the criteria for teacher enrolment standard in admitting the new student teacher?
4. What is the most important factor that influences the enrolment of new intakes in Colleges of Education, North-Eastern State?

Method of Data Collection

This research relied on the existing data of the enrolment screening of student as well as the student performance in their NCE programme.

The choice of this data set is to be able to ascertain the level of the adherence to admission criteria during new intakes enrolment. Hence, the records available with the school registry contain accurate information on students screening during enrolment as well as their score records in the

course of their study. This record will help in accessing relevant data for analysis, below is a sample of data tables to be filled from the school registry.

Population of the Study

The population of this study constituted of students currently enrolled in the NCE programme at the Colleges of Education, North-Eastern State. These students have to be currently enrolled in their second or third year so as to ascertain their performance over long period of time. Therefore, the student of the 2016/2017 academic year will be selected for this research.

Sampling Technique and Sampling Size

This study employ the stratified sampling method in other to ensure the different characteristics of the population are considered and included in the research hence answer the research questions (Kothari, 2004).

Base on the selected technique, therefore the sample size for this study is 150 students out of the total of 2787 student admitted in the 2016/2017 academic year

Method of Data Analysis.

Data analysis will be carried out using specialised computer software 'EVIEWS 9 software. The analysis will include series of descriptive statistics such as mean, standard deviation and simple percentages. This will be followed by an inferential statistic such as ANOVA.

Presentation of Result

The collected data for the study are analysed and presented using both descriptive and inferential statistics. The descriptive statistics carried out include, mean, standard deviation and simple percentage. Thus, any item with a computed mean of: 0.5-1.5 was interpreted as very low extent; 1.5-2.5 was interpreted as low extent; 2.5-3.5 was interpreted as high extent; and 3.5-4.00 was interpreted as very high extent. However, in answering the estimation, the level of enrolment criteria for admission by each category of schools was determined by computing the aggregate mean score. On the other hand, the research questions were answered using the one way ANOVA. The analysed data was presented in tabular forms. The result will be able to answer the research question hence meet the research objectives in evaluating the adherence of enrolment criteria for admission into FCE (T) Gombe.

Preliminary Investigation

Table 1 Result of Mean and Standard Deviation of adherence to enrolment criteria for admission into FCE (T) Gombe

Items	Schools				
	Sch of Sci.	Sch of Tech.	Sch of Bus.	Sch of Vocc.	PES
	(N=34)	(N=09)	(N=37)	(N=24)	(N=46)

	X, SD	X, SD	X, SD	X, SD	X, SD
Student No	19.67, 12.15	99.55, 59.51	24.13, 13.62	16.20, 9.57	315.84, 179.9
O-level Credit	5.79, 2.10	7.22, 2.10	5.32, 2.49	4.83, 2.42	4.97, 2.42
Jamb Score	200, 12.6	190, 8.06	190, 8.47	185, 19.28	181, 16.62
Age	22.4, 2.04	23.11, 3.88	24.08, 3.39	24.95, 3.31	23.93, 1.95
Stud. Perf. Score	51.47, 4.01	51.66, 4.09	51.08, 4.76	51.97, 5.12	52.73, 6.64

Aggregate = 150, Mean = 72.64, SD = 15.2, Decision = High Extent,
Note: X = mean, SD = standard Deviation,
Source; Computation using EVIEWS 9 software.

Table 1 shows that the FCE (T) Gombe have mean rating scores of 72.64 on the enrolment criteria for admission and the requirement of admitting only candidates who attained the cut-off point in the JAMB/Pre NCE examinations, have a minimum rating of 181. Since these values are above 2.5 which is the lower limit for high extent, it means that each of the five schools of colleges adheres to a high extent to such admission enrolment criteria, admission of candidates through UTME and Pre-NCE and insistence on attainment of cut of point by candidates. Also, the Table shows that the five schools of the college adhere to a high extent to such admission criteria as admission of students on the bases of different quotas for number of students, O'Level credit, Jamb scores, age of the student and students performance scores as their mean rating scores on this criterion fall above the cut-off score of 2.5. The schools with mean scores of 72.64 adhere to a high extent to the admission criteria of different quotas for different courses. Since the cluster mean of 72.64 falls above the range of high extent (2.5-4) the FCE (T) Gombe collectively enrolled students to a high extent the admission guidelines. Further analysis on the criterion of offering 60% of the admission places to science and science related courses is shown in Table 4.2 below.

Table 2: Distribution of 2017/2018 Enrolment Criteria for Admission into the Five School of FCE (T) Gombe.

SCHOOLS	FEDERAL COLLEGE OF EDUCATION TECHNICAL GOMBE	
	N	%
SCHOOL OF SCIENCE	34	22.67
SCHOOL OF TECHNICAL	09	6.00

SCHOOL OF BUSINESS	37	24.67
SCHOOL OF VOCATIONAL	24	16.00
SCHOOL OF PRIMARY EDUCATION STUDIES	46	30.67

Table 2 above shows that out of 150 students selected to form the study population, in the 2017/2018 academic session, 34 representing 22.67% were admitted into the school of science, 09 representing 6% were in the school of technical education. Similarly, 37 representing 24.67% were admitted into the school of business education, 24 representing 16% were admitted into the school of vocational education and finally, 46 representing 30.67% were admitted into the school of primary education studies. The number of students admitted into the school of technical education in five schools of colleges of education in Nigeria therefore falls short of the stipulated percentage with only 6%.

The five schools of FCE (T) Gombe do not differ significantly ($P<.05$) in their levels of adherence to enrolment criteria for admission into Nigerian colleges of education as shown in table 4.3 below.

Table 3: One-Way Analysis of Variance of Mean Ratings of Five Schools on enrolment criteria for admission into Nigerian colleges of education

Source of Variation	Sum of Squares	D/f	Mean Square	F	Sig.
Between groups	47.456	2	23.728		
Within groups	750.009	124	6.048	3.923	0.022
Total	797.465	126			

Table 3 shows that the obtained F is significant at 0.022 probability level. It is therefore significant at 0.05 level of probability. This means that there is a significant difference in the level of enrolment criteria for admission into Nigerian colleges of education. Further analysis of the source of this difference is shown in Table 4.4 below.

Table 4: Multiple Comparisons of Pairs of Means in Ratings on Enrolment Criteria for Admission into Nigerian colleges of education Least Squared Regression Analysis.

Schools statistics Prob.	College Type	Coefficient	Std Error	t-
SCHOOL OF SCIENCE 0.1438	FCE(T)	0.010390	0.006975	1.489507
SCHOOL OF TECHNICAL 0.8654	FCE(T)	-0.086071	0.504863	-0.170484
SCHOOL OF BUSINESS 0.0657*	FCE(T)	0.103719	0.054877	1.890021

SCHOOL OF VOCATIONAL 3.066269 0.0038*	FCE(T)	1.290656	0.420921		
SCHOOL OF PES 0.0012*	FCE(T)	0.887591	0.234190	3.790047	

* The is significant at .05 level
Source; Computation using EVIEWS 9 software.

Table 4 shows a level of significance of school of vocational 0.0038 as well as school of primary education studies with less than 5% probability values 0.0012 respectively, while school of business, school of science and school of technical shows an insignificance level into the adherence of enrolment criteria for admission into the college as well as their level of implementation of admission policy. This difference is significant at 0.0657, 0.1438 and 0.8654probability level and as such at .05 level of probability only 2 schools recorded below 5% level of significance. It implies that the schools at the colleges differ significantly in their implementation of admission criteria. Since this difference is positive for two of the schools at the FCE (T) Gombe mean score, it means that the schools at the FCE (T) Gombe perform better in the implementation of admission policy and enrolment criteria for admission into Nigerian colleges of education. Upon comparing the mean score of students' academic performance, the school with significant results have shown highest mean score (School of Pre Primary Education at 52.73 and School of Education 51.97). Also other schools have recorded remarkable academic performances with student performance above 51 which is close to the scores of students in schools with significant level of adherence to admission criteria outline above.

Discussion of the Findings

The findings of the study showed that adhering to those enrolment criteria for admission such as; number of students, o'level credit, and minimum age of students and attainment of cut-off score in either JAMB/UTME or Pre-NCE examination into FCE (T) Gombe is at highest level. On the other hand, a low level of implementation was established with those criteria dealing with admission on adherences to all the criteria as three schools out of the five schools sampled have shown an insignificant result.

All the five schools of colleges were also found to adhere to the consideration of different percentages to the school of science, school of technical, school of business, school of vocational as well as school of primary education studies. This means that contrary to government's stipulation that science and science related courses should be given 60% of the admission offers, a much higher percentage is assigned to these education courses. This finding is consistent with Ugwunga and Onyishi (2007). Both researchers reported 34.9% admission into colleges of education in 1998/99 for science courses and 44% into the universities in 1998 for education courses respectively. This is against the stipulated 60%. It was also found that the schools at the colleges do not consider courses of study while offering admission. Hence, they are liable to

consider courses offering in line with the emphasis of their state governments. After all, the entire tune played by the piper is dictated by the person that pays him.

It was found in the course of this study that the enrolment criteria for admission of students into the colleges of education are selectively implemented by the colleges in Gombe state and that the levels of implementation vary significantly among the different schools of the colleges. One implication of this is that the purpose of streamlining the programmes of these colleges for which the National Commission for colleges of education (NCCE) was set up were not being fully realized. Another implication of this finding is that while some colleges that decide to play down on some admission requirements may be enjoying a boom in students' population, others that insist on implementing the criteria to the letters may be suffering from scanty students' enrolment. Where a boom in students' enrolment results in over-population, the problems of inadequacy of human resources and of infrastructure are bound to arise.

Summary of Findings

This study has evaluated the adherence of enrolment criteria for admission into FCE (T) using secondary data collected from the records available with the school registry. It contains accurate information on student screening during enrolment as well as their score records in the course of their study. Descriptive statistics were used to analyse the trend of enrolment criteria for admission into FCE (T) Gombe within the study descriptive statistical analysis carried out includes mean, standard deviation, minimum, maximum, probability distribution. Inferential statistic were also carried out to determine a significant relation as well as the strength of the relationship hence, One-Way Analysis of Variance of Mean Ratings Model (ANOVA) as well as least squared regression analysis tests were also carried out.

The findings of the research are summarized below:

i. The enrolment criteria for FCE (T) Gombe includes o- level credit, minimum age of students and attainment of cut-off score in either JAMB/UTME or Pre-NCE examination

ii. The findings of study also showed that the schools with significant level of adhering to enrolment criteria have high level of student performance within their department.

iii. The findings of the study showed that FCE (T) Gombe implement to a high extent those enrolment criteria for admission into Nigerian colleges of education that deal with number of students, o-level credit, minimum age of students and attainment of cut-off score in either JAMB/UTME or Pre-NCE examination.

iv. All the five schools in the FCET Gombe were also found to adhere to the consideration of different percentages to the school of science, school of technical, school of business, school of vocational as well as school of primary education studies.

It was found in the course of this study that the enrolment criteria for admission of students into the colleges of education are selectively implemented by the colleges in Gombe state and that the levels of implementation vary significantly among the different schools of the colleges.

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