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Assessment of the extent of adherence to stipulated NCE Igbo language education programme admission requirement in Colleges of Education

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A B S T R A C T

The paper assessed the extent of adherence to stipulated NCE Igbo Language Education programme admission requirements in Colleges of Education in South Eastern Nigeria. The design of the study was descriptive survey. The population of the study comprised of all the lecturers in department of Igbo Language in Colleges of Education in South Eastern Nigeria. 48 lecturers were selected from six sampled colleges through stratified random sampling techniques. A researcher-developed instrument was used in data collection and the instrument was validated by three experts in language education and measurement and evaluation. The reliability of the instrument was 0.71. mean, standard deviation and t-test were used in data analysis. Some of the findings included that; the admission requirements as stipulated in the NCE minimum standards were being adhered to in the Colleges of Education in South Eastern Nigeria. There was however, a significant difference in the mean ratings of lecturers in Federal, State and Private Colleges of Education on the extent of adherence to admission requirements.

Introduction

In Nigeria, teacher education programme is one of the programmes in education. Teacher education programme is expected to prepare individuals to qualify for the teaching profession. Fafunwa (1989) observed that a good teacher education programme should seek to assist the individual teacher, develop a person, and provide him with necessary professional teaching skills and knowledge. Similarly, Etim (1998) explained that teacher education programme is indispensable to any nation because the programme influences the lives of youths and future.

At the Colleges of Education level in Nigeria, many programmes, include Igbo Language Education programme are established. The Igbo Language Education programme of Colleges of Education aims at producing NCE graduates who are to teach Igbo Language at the primary and Junior Secondary School levels in Nigeria (FRN, 2004). In other to achieve the objectives of NCE Igbo language programme, the academic minimum standard that stipulated guidelines for admission of students in the programme was provided to colleges. According to NCCE (2006), the minimum

standard for admission into regular NCE Igbo Language Education programme are as follows:

- Senior Secondary School or General Certificate of Education 'O' level or NECO with credit passes in five subjects; including English Language and Mathematics.
- A Grade II Teacher's Certificate with credit or merit in three subjects including English Language and Mathematics.
- All candidates must pass the selection examination organized by Joint Admission and Matriculation Board (JAMB).
- All candidates must pass College Screening Test (Post JAMB).
- Successful candidates in Pre-NCE final examination.

Though the minimum standard has stipulated the general and specific admission requirement for NCE Igbo Language Education programme, the extent to which the admission/entry requirements were being adhered to by various Colleges of Education needs to be ascertained. The purpose of the study was therefore to ascertain the extent to which the stipulated NCE Igbo Language Education programme admission requirements were being adhered to in the colleges of Education in South East Nigeria.

Specifically the study ascertained

1. The extent of adherence to stipulated admission requirement in Federal College of Education.
2. The extent of adherence to stipulated admission requirement in State Colleges of Education.
3. The extent of adherence to stipulated admission requirement in the Private

Colleges of Education in South East Nigeria.

Research Questions: The following research questions guided the study:

1. To what extent is the stipulated admission requirement being adhered to in Federal Colleges of Education?
2. What is the extent to which the NCCE stipulated admission requirement into Igbo Language Education programme being adhered to in State Colleges of Education?
3. To what extent is the NCCE stipulated admission requirements being adhered to in privately owned Colleges of Education?

Hypothesis: The null hypothesis was tested at 0.05 level of significance.

There is no significant difference in the mean ratings of teachers in Federal, State and Private Colleges of Education on the extent of adherence to stipulated admission requirements into NCE Igbo Language Education programme.

Research Method: Research Design: The study adopted descriptive survey design. In such, data was collected from a sample of the population and the findings were generalizable to the entire population (Ovute, 2013).

Area of Study: The study was conducted in Colleges of Education located in South East zone of Nigeria. The area was chosen due to the fact that many students enroll into Igbo Language Education programme in Colleges of Education located in the area.

Population of the Study: The population of the study comprised of all lecturers that teach Igbo Language in Colleges of

Education in South East Zone of Nigeria, estimated to be 86 lecturers (NCCE, 2012).

Sample and Sampling Techniques

48 lecturers were selected from six sampled Colleges of Education in South East zone of Nigeria. This was done using stratified random sampling technique (2 Federal, 2 States and 2 Private) Colleges of Education.

Instrument for Data Collection

A researcher developed instrument called "Extent of Adherence to Admission Requirement Questionnaire, (EAARQ) was used for data collection. The questionnaire was made up of two sections (A & B). Section A presented the demographic features of the teachers in terms of College status (Federal, State or Private). Section B sought information on the extent of adherence to the stipulated admission requirement. A four point response options of strongly adhered to (4 points), moderately adhered to (3 points), very fairly achieved (2 points) and not achieved (1 point).

Validation of the Instrument: The questionnaire was validated by two experts in Igbo Language Education and one expert in measurement and evaluation from University of Nigeria, Nsukka. The comments of the validators were applied in producing the final copy of the questionnaire.

Reliability of the Instrument: The questionnaire was trail tested on a sample of 30 language teachers who were located outside the area of study. The responses obtained were used to compute the reliability of the instrument using Croghach alpha procedure and a reliability coefficient of 0.71 was obtained.

Method of Data Collection: Data collected was carried out using three research assistants. The instrument was administered on the heads of the Igbo departments of the sampled Colleges of Education.

Method of Data Analysis: The data obtained from the respondents were analyzed using mean and standard deviation to answer the research questions. The null hypothesis was tested at 0.05 level of significance using analysis of variance.

Result and Discussion

Table 1 Results showed that teachers in Federal Colleges of Education indicated that the admission requirements as stipulated in the minimum standard were adhered to. The mean ratings ranged from 2.80 to 3.96. The only item that was not adhered to was a successful pass at Pre-NCE level (0.24).

Results of Table 2 indicated that the NCE minimum standards on admission requirements were being adhered to in State Colleges of Education. The mean extent of adherence ranged from 1.24 to 3.41.

Table 3 results show that the mean adherence to NCCE minimum standards on admission requirement ranged from 2.36 to 3.52 in Private Colleges of Education.

Table 4 shows that the probability associated with F (4.36) with regards to mean difference in the ratings of Teachers in Federal, State and Private Colleges of Education is 0.19. The value is less than the level of significance (0.05). Therefore the null hypothesis is not accepted. In other words, there is a significant difference in the mean ratings of Teachers in Federal, State and Private Colleges of Education in their adherence to NCCE minimum standard on admission requirements.

This result of the study shows that College of Education in South East Nigeria adheres to the admission requirements into NCE Igbo Language programme. The analysis indicates that candidates seeking admission into the NCE Igbo Language programme were considered and admitted base on the criteria for admission stipulated by the National Commission for Colleges of Education, and as specified in the minimum Academic Standard.

The mean ratings on the extent of adherence to admission requirement show that all the items were rated above the 2.50 which is the cut off score for acceptance. the standard deviation scores associated with each objective item mean rating also indicate a low variation in teachers' responses. This finding is in consonance with the report of Ezeomeke (2010) that NCE general and specified admission requirements were rigidly applied in admitting students into the NCE Igbo Language programme. The data recorded further show that a pass in Pre-NCE Igbo Language programme is no

longer being in consonance with the report of National Commission for Colleges of Education (NCCE) (2010) which stipulates that Pre-NCE programme would no longer be a criteria for admission into NCE programme through the Pre-NCE programme may have affected the enrolment of candidates into NCE programmes in general and NCE Igbo Language programme in particular. The findings of the study further showed that there was a significant difference in the mean ratings of teachers in Federal, State and Private Colleges of Education with respect to the extent of adherence to NCCE minimum standard on admission requirements. The finding may be surprising since all the colleges of Education in Nigeria are required to implement the same NCCE minimum standards. However, the slight variations in the extent of adherence to NCCE minimum standards may be explained by the fact that the number of candidates that seek admission into the colleges differ according to Federal, State or Private.

Table.1 Mean and standard deviation ratings of Teachers in Federal Colleges of Education on the Extent of Adherence to Admission Requirement as stipulated in NCCE minimum standards. (N = 48).

S/N	Requirement	Extent of Adherence	
1.	Candidates should possess WASSCE/GCE/NECO in at least five subjects at credit levels including English and Mathematics.	3.24	0.56
2.	Candidates' possess Grade 2 with five subjects not less than credit or merit level.	3.29	0.68
3.	A successful pass at Pre-NCE level.	0.24	0.46
4.	Candidates should seat and pass Joint Admission and Matriculation Board (JAMB).	3.96	0.64
5.	Candidates should pass the post JAMB set by the colleges	2.80	0.86

Table.2 Mean and Standard Deviation ratings of Teachers in State Colleges of Education on the Extent of Adherence to Admission Requirements as stipulated by NCCE minimum standards (N = 48)

S/N	Requirement	Extent of Adherence	
		x	SD
1.	Candidates should possess WASSCE/GCE/NECO with credit passes 5 subjects including English and Mathematics.	2.83	1.20
2.	Candidate possess Grade 2 certificate with passes in five subjects in credit or merit level.	3.41	0.63
3.	A successful pass at Pre-NCE level.	1.24	0.91
4.	Candidates should pass JAMB.	2.55	0.52
5.	Candidates should pass the post JAMB set by the colleges	2.25	0.39

Table.3 Mean and Standard Deviation Ratings of Teachers in Private owned Colleges of Education on the extent of adherence to NCCE minimum standards on admission (N = 48)

S/N	Admission Requirement	Extent of Adherence	
		x	SD
1.	Candidates should possess WASSCE/GCE/NECO at credit level in five subjects including English and Mathematics.	3.41	1.20
2.	Candidate with TCII certificate with passes in five subjects.	3.52	0.49
3.	A successful pass at Pre-NCE level.	2.36	0.25
4.	Candidates should pass JAMB Examination.	2.41	0.76
5.	Candidates should pass the post JAMB set by the colleges	2.34	0.83

Table.4 Analysis of Variance (ANOVA) statistic on the mean difference in the Ratings of Teachers in Federal, State and Private Colleges of Education on the Adherence of NCCE minimum standards in admission requirement

Group	Total Mean Square	DF	Mean Square	F	Sig
Federal	1.699	2	0.850		
State	8.766	45	195	4.361	0.019
Private	10.466	47			

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The existing NCE admission requirements as stipulated in NCCE

minimum standards should continue to be implemented.

2. Government should provide facilities to the Colleges of Education to ensure that the objectives of such programmes are met.

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