PERCEIVED EDUCATIONAL GOALS AND NEEDS OF THE NIGERIA CERTIFICATE IN EDUCATION PROGRAM

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Chapter 1

INTRODUCTION

General Introduction

The problem of how to secure the services of adequately qualified teachers to meet the increasing demand of educators brought about by rapid educational expansion is a world-wide phenomenon. In the developing countries such as Nigeria, this problem is compounded by the difficulty of retaining native teachers, a situation which makes heavy reliance on teachers from foreign lands inevitable.

The establishment of the Nigeria Certificate in Education (NCE) colleges, known as the Advanced Teachers Colleges or Colleges of Education, represents one of the Nigeria's major attempts to solve this problem in all its ramifications. The original purpose for starting the NCE programs was echoed by the Federal Government in its 1977 White Paper on Education in the following words:

> More Advanced Teacher Colleges (ATC's) have already been established in order to speed up teacher production because Government realizes that at the moment the country depends too much on expatriate teachers in the post-primary institutions. Government considers this a very undesirable situation which is worsening because of the general expansion of the education programme of which the U.P.E. is only the beginning.[1]

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[1]Federal Republic of Nigeria, National Policy on Education (Lagos, Federal Ministry of Information, Printing Division, 1977), p. 27.

Nigeria, like any other developing country, has always viewed education as sine qua non of economic development and modernization. The Federal Government of Nigeria (1977) puts the point forcibly in the following words:

> Not only is education the greatest force that can be used to bring about redress, it is also the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources.[2]

Consequently, the educational development plan has always been made the pivot of overall national planning. That sound educational development depends on an adequate supply and retention of qualified teachers is one of those truisms that cannot be repeated too often. Thus, the Federal Government has made it a policy that:

> Teacher education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers.[3]

Despite such emphasis, a shortage of teachers still hampers meaningful education planning and slows down development. The shortage of teachers may be considered in two dimensions. First, there is a quantitative deficiency: there are too few teachers for the number of classes and courses to be taught. Second, there is maldistribution of the available teachers: there are more teachers of social sciences than of mathematical and pure sciences; and there is a dearth of teachers of vocational and technical subjects. The problem is complicated by the unwillingness of salaried workers

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[2] Ibid., p. 5.

[3] Ibid., p. 25.

generally, including teachers, to work in rural areas. This is understandable in view of the social attractions that urban centers are able to offer which are not within the reach of people in the rural locations.

Paucity of teachers, especially in the critical areas, has produced a vicious circle. A few teachers are able to teach only a few students, out of whom a tiny proportion will train to be teachers. They, in turn, are only able to train a small number of would-be-teachers.

Employment of expatriate teachers to solve teacher shortage problem produces further problems of a different nature. The staffing position in schools frequently becomes unstable as the foreigners, at the termination of their contract, leave for their own countries. To take the place of expatriate officers, teachers from other schools have to be transferred and the latter need to be replaced too. The process of replacement becomes an unending one with serious unsettling effects on the individual teachers, resulting in low morale and, consequently, in decreased effectiveness. The institutions become disorganized and changing of teaching schedules may, in some instances, become the rule rather than the exception. In such an atmosphere, to maintain discipline becomes almost an impossible task.

It is difficult for a national curriculum to evolve in an educational system with a large number of foreign educators. However specialized a foreigner may be in curriculum design, he is a product of his culture, working in a completely

different environment which he may never fully comprehend. In the past, expatriate teachers were on permanent appointments and as a result many spent a considerable period of time during which they became familiar with the culture of the people among whom they worked. At present, expatriate teachers are appointed on two- or three-year contracts. Acquiring sufficient knowledge of the environment to make teaching effective is impossible. Indire and Hanson, quoting Cammaerts, write:

> There are many excellent young men and women from overseas countries, who are fully aware of the needs of change but both by judgment and by length of service their contributions can only be of limited significance. Their judgment of what is needed is necessarily impaired by their own experience at home in a totally different situation, they can say 'this is all wrong,' but they cannot stay long enough to say 'this is what is right.'[4]

Of course, it is not advocated that expatriate officers should be placed on permanent appointments; such appointments would create other, and even more, serious problems eventually. Many developing countries are spending about thirty to forty percent of their annual national expenditure on education alone. Paying large sums of money to import teachers accounts for a substantial proportion of this high percentage. When the foreign teacher's salary is added to his inducement allowance, contract addition and leave passage for himself, his wife and children, the cost of obtaining his services is considerable.

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[4]Filemona F. Indire and John W. Hanson, Secondary Level Teachers: Supply and Demand in Kenya, (East Lansing: Michigan State University, 1971), p. 58.

> When factors such as transportation and special allowances are considered, it is generally estimated that the expatriate graduate costs two to two and a half times as much as his Nigerian counterpart. None of the less developed countries can afford to pay this price.[5]

Another aspect of dissatisfaction with overseas recruitment is usually expressed in the form of criticism against the quality of the foreign teachers, particularly the Asian nationals, working in Africa. Although this criticism is usually stated in an exaggerated form, there must be elements of truth in the charge that the educational and the professional qualifications of some of them fall short of expectation. This is inevitable in view of the fact that the areas in which staff from overseas are critically required are those in which there is a world-wide shortage of teachers.

The recruitment of staff from overseas fails in the end to solve the problem of manpower in the teaching cadre of developing countries; it may alleviate it for the time being. With the rise in level of education comes a greater demand for the provision of educational opportunities. The governments respond by opening more schools, thus creating more vacancies for teachers of other nationalities.

In summary, the dilemma facing developing countries in their educational development is one that does not admit of a simple solution. While they adopt the policy of

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[5]John W. Hanson, ed., Secondary Level Teachers: Supply and Demand in Nigeria (East Lansing: Michigan State University, 1973), p. 13.

inculcating in the young people's mind the spirit of nationalism and the idea of cultural independence, they are forced by circumstances to employ a large corps of foreigners in their educational enterprise. While they need to economize their meagre resources, they have to spend large sums of money to import teachers. Yet, without employing foreign educators, educational development will be at a standstill or even regress as native teachers leave to take up more lucrative and prestigious jobs than teaching; teacher attrition is a common feature of a developing country.

A solution which gives some promise is to embark on bold and comprehensive programs which will ensure a steady supply of qualified indigeneous teachers. Admittedly, such programs cannot be implemented without difficulties; in fact, the problems of educators and financial resources analyzed above would apply. Further reliance on external sources becomes inevitable.

It was with background described above that Sir Eric Ashby and others in their report entitled "Investment of Education" recommended:

> To meet the need (for teachers) of 1970, we estimate that there should be established a number of Grade I (Teachers) Colleges to produce 3,000 places and 400 staff.[6]

The government accepted this idea of establishing

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[6]Sir Eric Ashby, et. al., Investment in Education: The Report of the Commission on Post-School Certificate and Higher Education in Nigeria, Lagos: Federal Ministry of Education, 1960), p. 87. Hereafter, it will be referred to as Ashby report.

special colleges to meet those needs identified in the report, thus the impetus for setting up the Advanced Teachers Colleges can be traced to the Ashby Commission. When it came to detailed consideration, however, the government made the programs a three-year program leading to the award of Nigeria Certificate in Education instead of a two-year course for Grade I Teachers Certificate qualification.

Since their inception in 1962/63 session, the NCE colleges have multipled and have considerably increased their enrollment. Despite their newness in the educational structure of the country, they have been playing a vital role in the development of secondary level education. According to a government policy, they are expected to continue to make significant contributions to the development of education at all levels in the years ahead.

In order for them to live up to the hopes reposed in them, the NCE programs must be carefully planned at the federal, state and institutional levels. The college running these programs must have a sense of direction. As Cohen says, "Direction is the hall mark of every institutional enterprise." There is the need for these institutions to establish, state, clarify and communicate their goals for the purposes of planning and evaluation.

It is not sufficient for the members of an NCE college just to know the general function of the institution,

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[7]Arthur M. Cohen, Objectives for College Courses (Beverly Hills: Glencoe Press, Collier-Macmillan Ltd., 1970), p. XI.

namely, to educate teachers; it is necessary for them to be familiar with the institutional goals and the relative importance attached to them. Whether or not the college administrators, lecturers and students are adequately informed about the institutional goals, they will form their own views in any case. It is their perceived goals rather than the official goals that will influence their behavior in the case of any contradiction between the two types of goals.[8] A wide discrepancy between these perceptions and official goals may lead to undesirable conflict.

> If the organizational goals as viewed by the participants tended to be congruent with the stated goals of the management committee and tended to be toward congruence between the various groups of participants, the organization would tend to be more effective in the attainment of its goals than it would be if there were lack of congruence.[9]

Absolute agreement on institutional goals and needs is too much to be hoped for, and though organizational conflicts are at times inevitable and are not always dysfunctional, conflicts resulting from incongruence of views can sap the energy of an organization and cause considerable management problems.

> An institution is well managed when it has defined a set of goals in terms that are quantifiable and/or observable and when the managers and

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[8]Lyman W. Porter, Edward E. Lawler, III, and J. Richard Hackman. Behavior in Organizations (New York: McGraw-Hill Book Company, 1973), p. 82.

[9]Ralph Abner Hyde, "Goal Congruence and Organizational Efficacy in Two Merging Higher Adult Education Centers," unpublished Doctoral dissertation, University of Tennessee, 1969, p. 18.

> staff are thoroughy familiar and in substantial agreement with those goals and objectives.[10]

Organizational goals cannot be static. As an organization grows either in age or size or both, it changes as a result of internal factors or in response to pressure from outside. An organization that does not respond satisfactorily to the changes in the external environment ceases to be relevant and becomes moribund and may completely go out of existence. To avoid becoming irrelevant, an organization needs to reestablish and redefine its goals continually and rearrange the priorities assigned to the goals. For constant reappraisal, an organization needs the knowledge of the goal perceptions not only of its members but also those of the significant others that are connected with it either intimately or indirectly.

Identification of goals is an initial step in the process of evaluation of a program. Effective evaluation requires a knowledge of the relative importance attached to the identified goals. Evaluation is an attempt at describing the existing state of affairs of an organization. It is to examine whether or not the organization's performance in achieving its goals is measurable with the priority attached to the goals. If "what it is" is different from what "it ought to be," the situation is viewed as unsatisfactory. In other words, if a discrepancy exists between the rate of

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[10] Higher Education Management Institute, Bulletin, 1:3, December, 1976, p. 3.

performance and the ranks assigned to the goals, a situation requiring attention has been created: a need has been established. If, on the other hand, there is no difference between what it is and what it should be, then no need exists.

Discrepancy between "what it is" and "what it should be" requires reallocation of one or more of the following constraints: money, efforts, resources, time, and personnel. Determination of how these constraints are to be allocated represents planning. Effective planning starts with identification of needs. "Planning is a process for determining 'where to go' and identifying the requirements for getting there in the most efficient manner possible."[11]

At present, there are not widely known well-defined consistent sets of goals and objectives guiding the activities of the NCE colleges, and assessment of performance for the purpose of determining their needs is virtually unknown. In truth, the Federal and state governments as well as other agencies administering the NCE colleges make policies for their institutions from time to time. College catalogs also contain general statements of purpose such as "our purpose is to train well-qualified teachers," but with the name Advanced Teachers College on the top of such a document, a pronouncement as the above becomes a mere tautology. In order to minimize dysfunctional conflicts, policies and broad declaration of purpose need further elaboration and

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[11]Roger A. Kaufman, Educational System Planning (Englewood Cliffs: Prentice-Hall Inc., 1972), p. 6.

translation into institutional goals and objectives.

As Chickering says, to operate an institution without salient goals and objectives is "to sail without keel or rudder, subject to varied conflicting forces of wind and current." The result is that the institution becomes "plagued with problems of power - student power, faculty role, and administrative prerogatives."[12] It was "student power" that kept the operation of all the NCE colleges in the country paralyzed for nearly three months in 1976. This students' confrontation with the federal government was partly a result of the uncertainty about the purpose and the status of the NCE.

In the meeting of the principals and provosts of the NCE colleges held in Kano early in 1976, it was evident to the present writer that the heads of these institutions were also affected by this type of uncertainty. The main business of the meeting was to make a request to the government to grant permission to the NCE colleges to prepare students for the award of degrees. The present writer expressed the view that it was necessary, first and foremost, for the conference to define the status of the NCE and determine the purposes the NCE colleges were meant to fulfill. He argued:

> To define the role, status and the functions of these colleges is a task that must be performed. It is after this has been done that we can realistically and fruitfully start discussing mounting this or that

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[12] Arthur W. Chickering, Education and Identity (San Francisco: Jossey-Bass Inc., Publishers, 1969), p. 159.

> course. We cannot operate in vacuum, we are products of our society, and our products go back to the society at large. It is this society, conscious of its needs, that will, with expert opinions supported by facts and figures from us, enunciate the broad policies on which we shall operate.[13]

He concluded:

> I am, therefore, hoping that in this conference, we shall examine carefully fundamental issues concerning the philosophy behind the establishment and existence of these colleges with a view to defining clearly their role, status and function. This, to my own mind, is like seeking first the Kingdom of God, after which all other things might be added.[14]

As the debate progressed, the writer became more and more convinced of the need for a clarification of the purpose of the NCE program. It was this conviction that generated the writer's interest in the goals of the program. Six months after the conference, he participated in a workshop on Phi Delta Kappa (PDK) planning model, organized by Dr. Evans and Dr. Knox of Ohio University, Athens, Ohio, U.S.A. During the workshop, he discussed the Educational Goals of the PDK Planning Model in relation to Nigerian education with the two other Nigerian participants. The three of them agreed that the model could be used in a modified form as an instrument for collecting data on the perceptions of people as they relate to any educational program in Nigeria. It was during the workshop that the decision to undertake this study was finally taken.

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[13]Timothy A. F. Afolayan in a welcome address to the Conference of Provosts and Principals of Colleges of Education and Advanced Teachers Colleges held in Kano on 14th and 15th January, 1976, (mimeographed), p. 2.

[14]Ibid., p. 4.

Statement of the Problem

The problem in this study was to identify, describe, and analyze the perceptions of selected groups of people with regard to the goals and needs of the Nigeria Certificate in Education (NCE) program. The groups were students, principals, and lecturers of the Advanced Teachers Colleges.

The study sought to identify the main goals and needs of the Nigeria Certificate in Education (NCE) program as perceived by the groups. It analyzed the degree of agreement in perceptions among the groups with regard to

(a) the ranking of suggested eighteen educational goals of the NCE program,

(b) rating the performance of eight Advanced Teachers Colleges on those goals, and

(c) the discrepancies between goal ranking and performance rating, which signify needs.

More specifically, the study sought to answer the following questions:

1. What were the main goals of the Nigeria Certificate in Education (NCE) as perceived by the groups?

2. Was there agreement within each college as to how the principal, lecturers, and students ranked the perceived goals of the program?

3. Was there agreement among the colleges as related to the perceptions of each group of principals, lecturers, and students with regard to the ranking of the perceived goals of the program?

4. What were the main needs of the program as

perceived by the groups?

5. Was there agreement within each college as to how the principals, lecturers, and students perceived the needs of the program?

Purpose of the Study

Sociologists, management scientists, educators, social psychologists and a host of others have emphasized the importance of well-defined institutional goals and have stressed the need for congruence between the organizational goals and the perceived goals of the organizational members. Therefore, the purpose of this study was to supply information on the perceptions of people involved in the NCE program with regard to the goals and needs of the program.

A knowledge of the perceptions of people comprising the colleges would better enable the institutions to establish their goals. The knowledge of the goals and objectives of the NCE within the college themselves will enable the institutions to convey their purpose to the students and the general public. The colleges could use the knowledge of the perceptions of the institutional members for evaluating their present programs, for continual self-appraisal and as a basis for further redefinition and clarification and setting of new goals.

Importance of the Study

The study was undertaken at a significant period in the history of education in the country, when the nation was

expanding its education programs and still actively planning for further expansion. The consuming enthusiasm for the introduction of the universal primary education as demonstrated by the Nigerians may give the casual observer the impression that all efforts were concentrated on the primary schools alone. On the contrary, tremendous development was taking place at all levels. Up to 1974/75 session, there were four universities; by the 1977/78, there were thirteen full-fledged universities. The number of colleges devoted to the education of NCE teachers stood at nine in 1974; at the time of writing, the number had reached twenty seven; there were four other institutions offering the NCE courses just as one of their courses.

For comprehensive planning at all these educational levels, different kinds of information would be required. This study should make its own contribution to the pool of data that might be required most specifically at the NCE level. According to the Government White Paper on Education 1977, the present NCE needs to be reviewed; the government would direct the universities to work out a program to make it possible for suitably qualified holders of the Nigeria Certificate in Education to complete a degree in education at the university in two instead of the present three years. It was hoped that the study would provide usable data for planning to implement those policies.

The study will fill a vacuum in the literature on the Nigeria Certificate in Education. A number of researchers has dealt with follow-up studies. The present study is

the first pilot study on the identification of the goals and needs of the NCE through the perceptions of people. The colleges springing up might find in the study a sense of direction; the data from the study might provide the older ones a new lease on life. It would, however, hopefully challenge some colleges, old and new, to use this or other research methods to explore in greater detail the perceptions of the constituent members of their own institutions.

Definition of Terms

Advanced Teachers Colleges are teachers colleges established purposely for the training of Nigeria Certificate in Education (NCE) teachers.

Colleges of Education. Five of the Advanced Teachers Colleges have changed their names to Colleges of Education. Except in special cases, they will be referred to as Advanced Teachers Colleges in this study.

Credit on an educational certificate indicates a grade level or two grade levels of success above the ordinary pass in the examination.

General Certificate of Education, Ordinary Level (GCE 'OL') is awarded to a candidate who has reached a credit standard in any subject in the West African School Certificate (WASC) or equivalent examination.

Lecturer is a common nomenclature for a teacher in educational institutions above the secondary level, hence for teachers of Advanced Teachers Colleges in this study; there are grades of lecturers.

Merit on an educational certificate indicates a higher level of success than a mere pass in the examination; in most cases it is below "credit" standard.

Principal is the administrative and professional head of any educational institution of any grade between the primary school and the university. Thus, the head of an Advanced Teacher college is designated a principal.

Provosts. The heads of four of the five colleges of Education are designated "Provosts." In this study, they will normally be referred to as principals.

Staff. According to the usage in this study, "staff" refers mainly to the academic employees, the equivalent of the American "faculty."

Teachers Grade II Certificate is a teachers certificate awarded to teachers who have normally completed five years of professional and academic training in teacher grade II colleges and have passed the prescribed examination. There is more than one way of training to be a grade II or grade I teacher, but obtaining the certificate depends in all cases on passing the prescribed examinations.

Teachers Grade I Certificate may be obtained normally be attending a two-year institution beyond the teachers' Grade II level and by passing the prescribed examination.

West African School Certificate (WASC) is the certificate obtained by those who are successful in the prescribed examination after their secondary school course.

Procedure

Selected literature on the concepts of organizational goal and institutional need as well as on the issues and the trends in teacher education was reviewed, so also was literature dealing with the development of the NCE colleges.

A modified form of the Phi Delta Kappa eighteen educational goals was used as the instrument to collect data from selected subjects with regard to their perceptions of the goals and needs of the NCE program.

Eight NCE colleges were selected for the investigation. They were made up of four Advanced Teachers Colleges, two Colleges of Education, one Technical Teachers College and a School of Education which was a part of a College of Technology. The research design provided for the participation of the principal, twenty lecturers, and sixty students from each college.

The investigator visited all the eight colleges for the purpose of administering the instrument. He also interviewed the principals who provided much of the background knowledge relating to the organizational structures of their colleges. The principals' oral descriptions of their systems were supported, where possible, with pertinent documents. The researcher also had discussions with officials of the Federal Ministry of Education, a state ministry of education and two universities involved in the NCE program.

The computation of the data on the participants' perceptions were carried out largely through appropriate computer

programs. The scores and the group mean scores were used for identifying the goals and needs of the NCE program as perceived by the subjects. Appropriate descriptive statistics were used in determining the degree of difference and agreement in perceptions among (1) the constituencies of each college and (2) the three groups across the eight colleges.

Organization of the Rest of the Study

Chapter 2 is on the review of selected pertinent literature. It deals with the concepts of organizational goals, evaluation, and needs.

Chapter 3 contains the historical development of the NCE colleges, the outlines of their administration, organization and courses of study, and a brief discussion of the problems and current issues relating to the NCE program.

In Chapter 4, the detailed research procedure is described. The instrument and how it was administered, the rate of response and the statistical approach to the analysis of the data collected are described.

The presentation of the analysis of the data is in Chapter 5. First, the results are presented college by college and next, on the basis of grouping of the respondents into three categories: principals, lecturers and students; the chapter carries a summary.

Chapter 6 contains the summary and limitations of the study. Conclusions from the study are presented with recommendations; some general remarks conclude the chapter as well as the study.

Chapter 2

REVIEW OF LITERATURE

This research was a study of goals and needs of a teacher education program, the Nigeria Certificate in Education (NCE). The review of literature, therefore, deals with goal concept, goal setting, educational evaluation as a dimension of goal setting, and with needs assessment. It treats goal setting, educational evaluation and needs assessment as closely interrelated processes.

Goal Concept

Goal Defined

Every organization is set up for the purpose of achieving a specific goal or set of goals. Many writers on organizations make the goal concept a central theme in the study of organizations, indicating that orientation toward goal achievement makes the formal organization a unique social system. As Grusky and Miller put it,

> The single feature of an organization that distinguishes this unit of study most clearly from other types of social systems is the centrality of a goal or sets of goals around which the basic activities of the system are organized.[1]

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[1]Oscar Grusky and George Miller, "Organizational Goals," The Sociology of Organizations: Basic Studies, eds., Oscar Grusky and George Miller (New York: The Free Press, 1970), p. 213.

Different definitions of "goal" appear in the literature. According to Etzioni, an organizational goal is "a desired state of affairs which an organization attempts to realize."[2] Elsewhere, he states, "A goal is an image of a future state, which may or may not be brought about."[3] There is, however, still some confusion in the literature relating to the use of words like "mission," "goal," and "objectives:" they are used interchangeably by some writers.[4]

The difference between one of these concepts and another lies in the degree of specificity and level of abstraction. Objective is less abstract than goal and goal is more specific than mission. "Mission" is interpreted here as the whole task assigned to an organization. This may be given in a single statement to indicate the function the organization is expected to perform. "A mission statement," according to McAshan, is a "precise statement that represents the overall intent of a total program."[5] It is usually general in nature, globally defining "the system that is to

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[2]Amatai Etzioni, Modern Organizations (Englewood Cliffs: Prentice-Hall Inc., 1964), p. 6.

[3]Amatai Etzioni, A Comparative Analysis of Complex Organizations (New York: The Free University Press 1961), p. 71.

[4]Paul L. Dressel, Handbook of Evaluation (San Francisco: Jossey Bass Inc., 1974), p. 28, see also Robert E. Stake "The Countenance of Educational Evaluation," Educational Evaluation: Theory and Practice, eds., Blaine R. Worthen and James R. Sanders (Belmont: Wadsworth Publishing Company, Inc., 1973), p. 104.

[5]H. H. McAshan, The Goals Approach to Performance Objectives (Philadelphia: W. B. Saunders Co., 1974), p. 87.

be developed."[6] It is from the mission statement that goals are formulated and stated. In the context of education, Cohen explains:

> Goals are statements of the broad ranges of the students' gained abilities or tendencies. . . .educational goals indicate actions to be taken, skills to be learned, abilities to be gained, attitudes to be held or modified by the students as a result of their having attended the institution.[7]

He further states that

> an objective is a specific, observable student action or product of student action. To satisfy our definition, it must first specify something the student is to do; second, state the circumstances under which he will do it; and third, note the degree of accuracy with which he will perform the action.[8]

The relationship among mission, goals and objectives can be viewed as hierarchical. At the apex is mission, next on the ladder are goals, and objectives occupy the base. There are instances where the order of the last two is reversed.

A goal is an ideal providing direction towards which an organization must move but may not be fully realized. Banghart and Trull put the point more succintly when they say:

> No goal can be perfectly achieved, and no goal can be perfectly formulated. Goals change with time, which modifies the goal. Also, goals are subject to changing

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[6]Ibid., p. 80.

[7]Arthur M. Cohen, Objective for College Courses (Beverly Hills: Glencoe Press Collier-Macmillan Ltd., 1970), p. 6.

[8]Ibid.

> cultural values, the changing of technology, know-how and the changing of people involved.[9]

In fact, when once a goal has been perfectly achieved, it no longer serves as a motivating factor or a guideline; it actually stops being a goal. If that happens to an organization with a single goal, it has to disband or else create another goal towards which it must direct its efforts.

Goal Functions

Goals serve many important functions in an organization; they justify its existence, they can direct and motivate its members and form guidelines for planning and evaluation. Goals are a source of legitimacy for the existence of the organization and for the activities and decisions of its members.[10] Goals serve as guidelines to focus the activities of the members of the organization, but the effectiveness of this function will depend largely on how much the goals are made known and emphasized to the members of the organization.[11] Where an organization is divided into subsystems, goals can provide effective means of coordination. As goals show the organization the direction to which the members can move, so they indicate just how far they can go, thus limiting the

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[9]Frank W. Banghart and Albert Trull, Jr., Educational Planning (New York: The Macmillan Company, 1973), p. 203.

[10]Lyman W. Porter, Edward E. Lawler III, and J. Richard Hackman, Behavior in Organizations (New York: McGraw-Hill, Inc., 1975), p. 79.

[11]Ibid., p. 79-80.

activities of the members. Simon defines organizational goals as constraints.

> In view of the hierarchical structure that is typical of most organizations, it is a reasonable use of language to employ organizational goals to refer particularly to the constraint sets and criteria of search that define role at the upper level.[12]

Organizational goals serve as guidelines for policy making and for planning. Banghart and Trull state that "goals ignite action that determines the entire course that planning takes."[13] Organizational goals determine the structure of the organization, the work design, the technology to be employed, the type of personnel to be recruited, and differentiation of functions among the employees. Goals can be used as one yardstick for measuring the performance of organizational members and the effectiveness of the organization as a whole.[14]

Participation of employees in goal setting provides a source of motivation for them. If through participation an employee can be so involved in the organization as to regard the organizational goals as congruent with his own, he will work towards the achievement of those goals.

> Such involvement should result in a variety of behaviors supportive of the organizational mission

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[12]Herbert A. Simon, "On the Concept of Organizational Goals," A Sociological Reader on Complex Organizations ed. Amitai Etzioni (New York: Holt, Rinehart & Winston, Inc., 1969), p. 174.

[13]Banghart and Trull, op. cit., p. 263.

[14]Porter, Lawler III and Hackman, op. cit., p. 79.

> (higher productivity, lower absenteeism and turnover, and many spontaneous actions of the organization).[15]

The organization member becomes committed to the achievement of the organizational goals to the extent that he sees the organization as his own creation.

Goal Formulation

According to Etzioni, organizational goals are often set in a complicated play of power including various individuals within or outside the organization.[16] When an organization is newly established, goals will normally be set by the original founders. These goals may be stated in specific terms or in broad generalizations in the form of general purpose, policy, or mission. Thereafter, goal formulations will tend to be in the hands of those individuals that are in positions or situations in which they can manipulate the organization's resources. These individuals will normally be those who occupy high status positions; however, in a situation where there is considerable reliance on experts for the functioning of the organization, experts holding comparatively low positions may influence goal formulation.[17]

Thompson and McEwen stress the importance of

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[15]Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley & Sons, Inc., 1966), p. 380.

[16]Etzioni, Modern Organizations, p. 7.

[17]Porter, Lawler III and Hackman, op. cit., p. 80.

interaction between the organization and its environment in the shaping of organizational goals:

> Because the setting of goals is essentially a problem of defining relationships between an organization and its environment, changes in either requires review and perhaps alteration of goals. Even where the most abstract statement of goals remain constant, application requires redefinition as changes occur in the organization, the environment or both.[18]

Goal Changes

Organizations do not remain forever unchanged. As some people leave the system, and others come in, the new entrants bring in novel ideas and interpret the official goals with their own frame of reference. Moreover, an organization needs to be responsive to the changes taking place in its environment if it is to survive. However, preoccupation of the officials with the survival of the organization may result in goal changes.[19]

One type of such goal change is "goal succession." Goal succession refers to a situation in which the goal is modified. The modification may take the form of goal expansion; or a subsidiary goal or set of goals may be added to the original one. The process of adding more goals is known as goal multiplication.[20] The subsidiary goal or goals

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[18]James D. Thompson and William J. McEwen, "Organizational Goals and Environment: Goal-Setting as an Interaction Process," Readings in Organization Theory: Open Systems Approaches ed. John G. Maurer (New York: Random House, 1971), p. 448.

[19]Etzioni, Modern Organizations, p. 10.

[20]Ibid., p. 18.

may later be accorded a more important role than originally intended.

In some instances, the original goal may be completely replaced by an entirely different one in order that the organization may survive after it has either failed or succeeded in completely accomplishing the original goal. The case of the Foundation for Infantile Paralysis studied by Sill (1957) is always cited as an example of an organization which after accomplishing its original goal, had to find a goal in order to continue to exist.[21]

In goal succession, the original goals are perceived as unviable or inadequate to meet the changing circumstances in the external environment. The new goals - or the original goals in a new form - are presumed to be superior in responding to change. However, according to Porter and others, "it can turn out that this presumption eventually is incorrect in a given situation - the new goal(s) may be in actual practice a mistake for the organization to have adopted."[22]

A second major type of goal change is "goal displacement." This phenomenon is said to occur when a means-goal inversion occurs in an organization.[23] In other words, the organization reverses the relationship between the sanctioned

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[21]Oscar Grusky and George A. Miller, "Organizational Goals," The Sociology of Organization, ed. Oscar Grusky and George A. Miller, op. cit., p. 23.

[22]Porter, Lawler III and Hackman, op. cit., p. 86.

[23]Ibid., p. 83.

goals and the means of achieving them by making the means the operative goals and the sanctioned goals the means.[24] Goal displacement is usually an internal arrangement, which is not normally made public as the announcement might embarrass the organization.[25] The organizations studied by Michels had social revolutions as their goal. In order to keep themselves in power, the leaders soon abandoned the goal. The organization continued to be operated in order to keep the leaders in power.[26]

Types of Goals

Right from the inception of an organization, defining and redefining of organizational goals become a continuous process. Initially, the members of an organization will be zealous to fulfill the mission of the organization but in the course of time and as the organization becomes complex, enthusiasm may wane, and communication gaps may subject the official goals to varying interpretations according to what the organization members perceive as the real goals.

Etzioni distinguishes between "stated" goals and "real" goals.[27] The distinction is similar to the difference between "official" and "operative" goals as defined by Porter

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[24]Etzioni, Modern Organizations, p. 10.

[25]Porter, Lawler III and Hackman, op. cit., p. 86.

[26]Grusky and Miller, op. cit., p. 213.

[27]Etzioni, Modern Organizations, p. 7.

and others.[28] According to Perrow, "official" or "stated" goals are those publicly expressed in the organization's charter, official documents, government policy statements and other authoritative pronouncements.[29] The "real" or the "operative" goals are those which are really in operation. The goals that command "a majority of the organization resources and the major organizational commitments of the participants" are the operative goals.[30] They can be known through a careful study of the allocation of resources and the direction of the members' efforts. They are more dependable than the official goals in giving an insight into the organizational behavior. According to Katz and Kahn, statements of official goals "may idealize, rationalize, distort, omit, or even conceal some essential functioning of the organization."[31]

Ideally, the operative goals should be congruent with the official ones, but in many cases, this is not so. Porter and others suggest two reasons why there may be a discrepancy between the official goal and the operative goal. First, the official goals may be perceived by the organization members as too difficult. Second, the official goals may be perceived

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[28]Porter, Lawler III and Hackman, op. cit., p. 82.

[29]Charles Perrow, "The Analysis of Goals in Complex Organizations," Readings in Organization Theory: Open-System Approaches, ed. Maurer, op. cit., p. 460.

[30]Etzioni, Modern Organizations, p. 6.

[31]Katz and Kahn, op. cit., p. 149.

as outdated by recent changes in the environment.[32] Other reasons may be adduced. If the goals are not well-defined or clearly understood by the members, or where the influential members of the organization are not in sympathy with the official goals, even when these goals are well-defined or clearly understood, there will be a gap between the operative and the official goals. A main reason often given why members of an organization either misunderstand or have no sympathy with the official goals is their nonparticipation in setting the organizational goals. That is why there is so much emphasis in the literature on involving various individuals and groups in goal setting.

A third type of goal, not commonly identified, is known as "operational" goal. Porter and others, quoting from March and Simon, define "operational" goal as follows:

> Goals are said to be operational when there are agreed upon criteria for determining the extent to which particular activities or programs of activity contribute to the goals.[33]

Operational goals are still operative but, in addition, there is agreement on how their attainment will be measured. The concept of operational goal raises the issue of "means-goal chains."[34] Broad goals are not operational and are, therefore, broken into subgoals. The latter serve as means for achieving the broad goals. Lower down, there are other goals

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[32] Porter, Lawler III and Hackman, op. cit., p. 82.

[33] Ibid.

[34] Ibid., p. 83.

used as means for achieving the subgoals into which the broad goals have been broken. The process goes down until the most specific goals are identified. Thus, in conceptualizing the "means-goal chains," one can view an organizational goal as a goal by itself, and as a means of achieving another goal of a higher order. A goal serves as a means to achieve another goal and the goal to be achieved also serves as a means to achieve another goal which in turn becomes a means until the very broad goal is reached.

Another classification of organizational goals suggested by Etzioni relates to compliance structure. From this viewpoint, he distinguishes order, economic, and cultural goals. Organizations with "order" goals serve the negative purpose of controlling people regarded as deviants by a social unit, most especially by the society at large. Organizations with "economic" goals provide commodities and services to outsiders. Organizations with "culture" goals are concerned with the creation, preservation and application of culture.[35] This classification can also be used to identify types of organizations and seems more related to the classification of organizations than of goals.

Goal Setting

Educational leaders continue to lay emphasis on the need to identify, describe and set institutional goals

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[35]Etzioni, A Comparative Analysis of Complex Organizations, pp. 72-73.

because of the important roles goals play in the planning and the management of educational programs and institutions.

Lopez, writing in connection with management by objective, has this to say:

> The underlying concept of the goal setting approach is simple: The clearer the idea you have of what you want to accomplish, the greater your chance of accomplishing it. Goal setting, therefore, represents an effort on the part of the management to inhibit the natural tendency of organizational procedures to obscure organizational purposes in the utilization of resources. The central idea is to establish a set of goals for the organization, to integrate individual performance with them, and to relate the rewards system to their accomplishment.[36]

Panitchpakdi considers planning as a continuous process involving "determination of overall objectives"; he states:

> The existence of objectives is the raison d'etre of plans. An educational system which functions will be guided by objectives based on the society's future needs., its cultural background, the economic requirements and the resources at its disposal, etc.[37]

Peterson also stresses the use of institutional goals for planning and for the assessment of institutional effectiveness, but in addition, he states:

> Beyond these rather pragmatic uses, such goals are the fundamentals of an institution's policy, ideology and values, providing a focus for loyalty, professional commitment and genuine community.[38]

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[36]Felix M. Lopez, "Accountability in Education," Phi Delta Kappan, 52:232, December, 1970.

[37]S. Panitchpakdi, Educational Growth in Developing Countries (Rotterdam: Universitaire Pers Rotterdam, 1973), p. 4.

[38]Richard E. Peterson, College Goals and the Challenge of Effectiveness (Princeton: Education Testing Service, 1971), p. 5.

In the same vein, Seiber and others comment:

> If an institution is to avoid drifting aimlessly from year to year, kept afloat perhaps only by an accumulation of commitments that are the conditions of survival, it must become self-conscious. There must be mechanisms for monitoring, evaluating, predicting, and so forth, that will afford measures of achievement, overall direction, and expectable difficulties.[39]

Participation in Goal Setting

Goal setting for educational institutions should be a shared process: it cannot be the monopoly of the administrators or the professional experts because of the reason Cunningham states below:

> The total institutional system of public education is so gargantuan that it is never visible to any person or group at one time. We see only pieces of it either as citizens or professionals.[40]

With particular reference to higher education, Peterson supports the involvement of institutional members in the process of goal setting when he says:

> Absolutely critical to a college's planning, evaluation, and related to institutional-revewal activities is a consciousness among the people on the campus of the goals of that institution. . . Indeed, one could conclude that no decision makes sense unless it is taken with reference to accepted college goals.[41]

Using "objectives" as synonymous with "goals," Dressel

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[39]Sam D. Seiber, Patricia Nash, and Walter Schenkel, A Taxonomy of Higher Education (New York: Bureau of Applied Social Research, Columbia University, 1968), p. IX-11.

[40]Luvern L. Cunningham, Governing Schools: New Approach to Old Issues (Columbus: Charles E. Merrill Publishing Company, 1971), p. 49.

[41]Peterson, op. cit., p. 5.

reinforces the point made above by stating that

> Whatever the source of objectives (individual, society, psychology of learning, educational philosophy, religion), they have no educational efficacy unless they are known, understood and accepted by faculty and students.[42]

Concerning the role of the trustees in goal setting, Nason writes: "The classification of purposes is a job for faculty, administration and trustees."[43] He acknowledges that the "trustees alone lack the professional knowledge and experience essential to make any realistic classification of goals." Nevertheless, he puts on the board the responsibility of seeing to it:

> . . . that there is a clear statement in writing to which every trustee can honestly subscribe and that every faculty member will recognize as setting the directions of the institution.

To support his view that students should be included in the institutional goal setting process, Laird quotes the following statement of the California Association of School Administrators:

> Students in a democratic society must be given every opportunity, appropriate to their maturity, to actively participate in determining what they shall learn and how they shall learn it. This belief is supported by the knowledge that active participation both enhances student learning and improves and strengthens schools. In addition, students, by participating more actively, can be a resource to the improvement of schools, reducing the cultural,

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[42]Dressel, op. cit., p. 34.

[43]John W. Nason, The Future of Trusteeship (Association of Governing Boards of Universities and Colleges, 1975), p. 17.

> generational and authoritarian barriers of communication.[44]

Dressel considers as the ultimate aim of education the equipping of each individual with the ability "to define goals, assess values, and weigh the worth of alternative courses of action in achieving those values and goals."[45] Unless students are involved with these processes and are provided with models of goal setting and evaluation, education will not be able to achieve this noble aim.

Cunningham maintains that there is a great desire on the part of the American people to participate in institutional affairs.[46] Harris and Oosterhof see this desire being discouraged by the educators. They suspect that "educators, like other professionals, have worked persistently and consistently to remove the lay public as much as possible from the critical aspects of education."[47] They advocate that lay people's involvement should not be restricted to the selling of pies and buying of band uniforms. They express the opinion that involving the community in curriculum development and assessment of students' performance would

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[44]James Gerry Laird, "Perceptions of the Priorities of Goals of a School District by Involved Sub-Publics," unpublished Doctoral dissertation. (Arizona State University, 1972), p. 59.

[45]Dressel, op. cit., p. 9.

[46]Cunningham, op. cit., p. 191.

[47]John Harris and Albert C. Oosterhof, "Assessment Need in Elementary and Secondary Education," Planning and Change 7:78, Fall, 1976.

benefit the teachers immensely in that the public would see their problems firsthand and specifically.[48] Such involvement would enable them to answer the sort of questions which Cunningham says people are asking concerning the effectiveness of educational institutions.

> People are asking for visible evidence of success, and their inquiries are appearing in accountability language.[49]

Community involvement is listed by Browder and others as one of the factors contributing to the successful outcome of accountability. This involvement is explained as:

> . . . utilizing members of concerned community groups in appropriate phases of program activity in order to facilitate program access to community resources, community understanding of the program's objectives, procedures, accomplishments, and the discharge of program responsibilities to relevant community client, service, and support groups.[50]

Developing Educational Goals

In the United States, several attempts have been made at the national, state and district levels to develop and classify educational goals. Some are broad, while others are specific.

At the national level, some of the more important are:

1. The Seven Cardinal Principles developed in 1918

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[48] Ibid., p. 79.

[49] Cunningham, op. cit., p. 48.

[50] Lesley H. Browder, Jr., William A. Atkins, Jr., Esin Kaya, Developing Educationally Accountable Program (Berkeley: McCutchan Publishing Corporation, 1973), p. 22.

by the Commission on Reorganization of Secondary Education of the National Education Association, and

2. The Educational Policies Classification developed in 1938 by the Educational Policies Commission of the National Education Association.[51]

Of particular interest as far as the present study is concerned was "The Task of Public Education" by Lawrence Downey. In his research study, he identified 16 goals or tasks of education and classified them under four headings as follows:

A. INTELLECTUAL DIMENSIONS

1. POSSESSION OF KNOWLEDGE: A fund of information. Concepts.

2. COMMUNICATION OF KNOWLEDGE: Skill to acquire and transmit.

3. CREATION OF KNOWLEDGE: The habit of discrimination and imagination.

4. DESIRE FOR KNOWLEDGE: A love for learning.

B. SOCIAL DIMENSIONS

5. MAN TO MAN: Cooperation in day-to-day relations.

6. MAN TO STATE: Civic rights and duties.

7. MAN TO COUNTRY: Loyalty to one's own country.

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[51]G. E. Dickson, Educational Specifications for a Comprehensive Elementary Teacher Education Program (Washington, D.C.: OUSOE Bureau of Research U.S. Government Printing Office, OE-5803, 1968), p. 15.

8. MAN TO WORLD: Inter-relationships among people.

C. PERSONAL DIMENSIONS

9. PHYSICAL: Bodily health and development.

10. EMOTIONAL: Mental health and stability.

11. ETHICAL: Moral integrity. A sense of right and wrong.

12. AESTHETIC: Cultural and leisure pursuits.

D. PRODUCTIVE DIMENSIONS

13. VOCATION-SELECTIVE: Information and guidance.

14. VOCATION-PREPARATIVE: Training and placement.

15. HOME AND FAMILY: Housekeeping, do-it-yourself, family life.

16. CONSUMER: Personal buying, selling and investment.[52]

California can be cited as an example of a state actively engaged in goal-setting. It identified and published eighteen goal areas stated below as a model for school districts in formulating their goals and goals priority:

1. Accumulation of knowledge.
2. Skill to acquire and transmit knowledge.
3. Skill to use and evaluate knowledge.
4. Desire for knowledge and continuing education.
5. Adaptability.
6. Peer relationships.
7. Individual relationships with state and local agencies.

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[52]Lawrence Downey, The Task of Education: Perceptions of People (Chicago: Midwest Administration Center, 1960), p. 24.

8. Democratic principles and loyalty.
9. Inter-relationships of people.
10. Physical health and safety.
11. Mental health.
12. Character Development.
13. Aesthetic.
14. Avocational and leisure.
15. Career and occupational selection.
16. Career and occupational preparation.
17. Homemaking.
18. Economic and consumer efficiency.[53]

San Juan Unified School District represents an instance of the very many districts formulating and defining goals for their schools. Forty-four goals were identified and classified into the following nine categories:

1. Developing the potential of each individual.
2. Intellectual
3. Physical
4. Moral
5. Aesthetic and recreational
6. Emotional
7. Preparing the individual for living in a democratic society.
8. Preparing the individual for a productive life.
9. Preparing the individual for civic and political responsibility.[54]

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[53]California School Boards Association, Educational Goals and Objectives (Sacramento, California: September, 1966), pp. 7-10, quoted by Jack Reid Cottongim, "Perceptions of Educational Goals," (unpublished Doctoral dissertation, Brigham Young Univ., Provo, Utah 1974), p.24.

[54]Jack Reid Cottongim, "Perceptions of Educational Goals," unpublished Doctoral dissertation (Provo, Utah: Brigham Young University, 1974), pp. 42-46.

Cottongim, who used the goals model for his study, concluded that the listing of the 44 goals betrayed some redundancy in thought: he found that several of nine goal areas included stated goals which differed little in meaning.[55]

The Institutional Goals Inventory (IGI) developed by the Educational Testing Services has been used by many researchers to determine the perceptions of various subpublics about the goals priorities and needs of institutions of higher education. Peterson, in 1971, administered the instrument to various groups in 10 colleges. The inventory, as he used it, is comprised of 22 goal areas classified into (1) "Output" Goal areas and (2) "Process" Goal areas.

Output Goal Areas

1. Academic Development
2. Intellectual Orientation
3. Individual/Personal Development
4. Humanism/Altruism
5. Cultural/Esthetic Awareness
6. Traditional Religiousness
7. Vocational Preparation
8. Advanced Training
9. Research
10. Meeting Local Needs
11. Public Service
12. Social Egalitarianism
13. Social Criticism/Activism

Process Goal Areas

14. Freedom
15. Democratic Governance
16. Community
17. Intellectual/Esthetic Environment
18. Collegiate Environment
19. Innovation
20. Evaluation and Planning
21 Accountability/Efficiency
22. External Relations[56]

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[55] Ibid., p. 106.

[56] Peterson, op. cit., p. 6.

He suggests different strategies for determining the priorities of the groups. Varying weights could be assigned to each group; on the other hand, every participant might be given an equal voice. A uniform system might be adopted in assigning ranks to all the 22 goals. Alternatively, the goals in the "output" goal areas might be ranked separately from the "process" goal areas; thus, there would be two priorities, one for each set of areas.

Goal Priorities

Related to the setting of organizational goals is the concept of importance. Defining educational goals implies that importance is attached to the stated goals by the person or group of persons that defines them. To those individuals, other goals not defined or accepted by them constitute irrelevance. After recognizing the stated goals as important, an individual, an institution, a school district, or an education system has to go a step further. It needs to determine the relative importance among the goals.

Where an organization has a single goal, the question of determining relative importance does not arise. Neither is it of any consequence in a situation where an organization possesses all the resources it requires to accomplish all its goals and no sectional interests exist to prompt those who have to ask for more. In reality, it is seldom the case that an institution has only one goal. A certain goal may be given so much prominence by an organization that a casual observer may get the erroneous impression that the

organization is committed to only one goal. Moreover, organizations are usually not sufficiently endowed to be able to achieve all their goals as different organizational needs compete for the same scarce resources. The educational institutions particularly are always experiencing the "Resource Gap" - the difference between available resources and needed resources.[57]

Assigning of priorities to goals indicates which goals will receive more of the available resources, and different people order priorities differently. Gooler discusses a number of forces that influence the way people prioritize education goals. These forces operate in an interactive manner; they include personal value systems, knowledge of what alternatives exist and the level of understanding of people.[58] Stake and Gooler suggest that a person may reorder his priorities differently when asked to express them in different ways.

> That is, a person may regard a particular aim of the school as a most important aim for the school to pursue. When asked to allot time to pursue that aim, knowing that not all things may be accomplished by the school in the time available, that person may not be willing to devote a great deal of time to pursuing that aim.[59]

In a research conducted by the same authors, they found that when given a list of goals and asked to place priorities on

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[57]Peterson, op. cit., p. 3.

[58]Dennis D. Gooler, "Strategies for Obtaining Clarification of Priorities in Education, (unpublished Doctoral dissertation, University of Illinois), pp. 50-52.

[59]Robert E. Stake and Dennis D. Gooler, "Measuring Educational Priorities," School Evaluation: The Politics and Process, ed. Ernest R. House (Berkeley: McCutchan Publishing Corporation, 1973), p. 285.

those goals, the teacher respondents classified physical education as very important, and chemistry and bookkeeping as somewhat important. In the second round, priority was taken in the sense of the amount of time to be allocated to each subject area. The same teachers allocated the largest amount of time on the scale to chemistry and bookkeeping along with physical education.[60]

All the same, they argue:

> Although priorities are highly subjective, they are susceptible to objective treatment. Borrowing from the methods of the social psychologist, the educational technologist could investigate the priorities held by various groups in the community and in the schools. Priorities are attitudes - we have attitude scales. Priorities are preferences - we have polls. Priorities are manifest behaviors - we have observation schedules. Priorities are documents - we have natural-language-processing routines.[61]

In certain situations, needs assessment ends with the prioritization of goals, particularly in the case of a new program. The priorities assigned to the goals are thus interpreted as representing the rank-order for the needs. For ongoing programs, however, an evaluation is called for at one time or another for the redefinition of the organizational needs.

Performance Evaluation

Definitions and Types of Evaluations

According to Kaufman,

> Evaluation is the determination of the extent to which an organization or an individual has accomplished the goals set to be accomplished: it is a

measurement of what is being or been accomplished.[60]

He identifies and defines two types of evaluation: summative and formative.

> Summative evaluation is a determination of the degree to which we have accomplished our needs.[61]
>
> Formative evaluation is the determination of 'in-process' or on-going activities and results including a determination of the extent to which processes and procedures are working or have worked in meeting overall objectives and requirements.[62]

Thus, summative evaluation is the appraisal of the final results or outcomes, whereas formative evaluation is designed to monitor the changes that occur in the development so that corrections, if necessary, can be made at any stage of the program implementation.

Stufflebeam defines evaluation as follows

> Evaluation is the (1. process) of (2. delineating), (3. obtaining), and (4. providing) (5. useful) (6. information) for (7. judging) (8. decision alternatives.)[63]

He then explains the eight terms used in the definition:

> 1. Process · A particular, continuing and cyclical activity subsuming many methods and involving a number of steps or operations.
>
> 2. Delineating · Focusing information requirements to be served by evaluation through such steps as specifying, defining, and explicating.

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[60]Roger A. Kaufman, Educational System Planning (Englewood Cliffs: Prentice-Hall, Inc., 1972), p. 140.

[61]Ibid. [62]Ibid., p. 136.

[63]Daniel Stufflebeam: "An Introduction to the PDK Book: Educational Evaluation and Decision-Making," Educational Evaluation: Theory and Practice, eds., Blaine R. Worthen and James R. Sanders (Belmont: Wadsworth Publishing Company, Inc., 1973), p. 124.

3. Obtaining · Making available through such processes as collecting, organizing, and analyzing, and through such formal means as statistics and measurement.

4. Providing · Fitting together into systems or subsystems that best serve the needs or purposes of the evaluation.

5. Useful · Appropriate to predetermined criteria evolved through the interaction of the evaluator and the client.

6. Information · Descriptive or interpretive data about entities (tangible or intangible) and their relationships.

7. Judging · Assigning weights in accordance with a specified value framework, criteria derived therefrom, and information which relates criteria to each entity being judged.

8. Decision Alternatives · A set of optional responses to a specified decision question.[64]

His CIPP evaluation conceptualization embodies four types of evaluation: Context, Input, Process and Product:

> Context evaluation serves planning decisions to determine objectives; input evaluation serves structuring decisions to determine project designs; process evaluation serves implementing decisions to control project operations; and product evaluation serves recycling decisions to judge and react to project attainments.[65]

He indicates that context evaluation is more general and systematic and can lead to a decision to implement a change in the system. The other three are ad hoc and come into play only when a decision to make a change in the system has been taken.

Gardner offers five definitions of evaluation as (1) evaluation as professional judgment, (2) evaluation as measurement, (3) evaluation as assessment of congruence between

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[64]Ibid.

[65]Ibid., p. 136.

performance and objectives, (4) decision oriented evaluation, and (5) goal-free responsive evaluation. He comments that, in actual practice, hybrids are abundant but that the principal emphasis or forms of a particular effort will almost always be identifiable as belonging to one of these categories.[66]

According to Alkin, the purpose of an evaluation is to provide information for decision making on one of the following: (1) systems assessment (2) program planning (3) program implementation (4) program improvement and (5) program certification. These five decision categories constitute five types of evaluation. While acknowledging that the evaluation of the program implementation will normally come after decisions must have been taken on systems assessment and program planning, Alkin states that the evaluation need areas are not necessarily sequential with steps easily defined as indicated above.[67]

Worthen and Sanders argue that because evaluation is the determination of worth, describing programs, collecting and reporting information are not evaluation by themselves, but they form an essential part of it. For these processes

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[66]Don E. Gardner, "Five Evaluation Frameworks: Implication for Decision-Making in Higher Education," Journal of Higher Education, 48:571-593, September/October, 1977.

[67]Marvin C. Alkin, "Evaluation Theory Development," Educational Evaluation: Theory and Practice, eds., Worthen and Sanders, op. cit., p. 155.

to become evaluation, judgment must be added to them.[68] The determination of worth or merit is what Scriven regards as the goal of evaluation, which must not be confused with its role. Evaluation can play many roles in accountability studies, curriculum development, and teacher education. Scriven makes another important point that an evaluator assessing the performance of the program against the stated goals should also appraise the goals. "If goals aren't worth achieving, it is uninteresting how well they are achieved."[69]

Techniques of Evaluation

A commonly used technique of evaluation is measurement of students performance through achievement tests. These may take the form of either norm- or criterion-reference measurement. These tests, properly constructed, have the advantage of validity, reliability and objectivity. The major shortcoming of using this method is that not all outcomes of education are quantifiable. Standardized tests do not measure the whole of what education is expected to do to or for students.[70] It is difficult to operationalize some goals of

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[68]Blaine R. Worthen and James Sanders, "Evaluation as Disciplined Enquiry," Educational Evaluation: Theory and Practice, eds. Worthen and Sanders, op. cit., p. 38.

[69]Michael Scriven, "The Methdology of Evaluation," Educational Evaluation: Theory and Practice, eds., Worthen and Sanders, Ibid., p. 73.

[70]Martin Trow, "Methodological Problems in the Evaluation of Innovation," The Evaluation of Instruction: Issues and Problems, ed. M. C. Wittrock and David E. Wiley (New York: Holt, Rinehart and Winston, Inc., 1970), p. 297.

education like the notion of good citizenship,[71] and therefore, cannot be evaluated based on measurement techniques, Dressel says that evaluation based on measurement model "is so restricted in scope that it is at times irrelevant to the concerns of those involved and leaves no role for the expert judge."[72]

Bell strikes a compromise:

> The standard measuring instruments have their weaknesses as well as their strengths. We need a middle ground position between accepting tests and measurement as being final word and denying their use because they have their admitted shortcomings.[73]

For evaluating institutional performance, the present research made use of data on perceptions of certain groups of people, who used institutional goals as frame of reference. This method can be described as goal- or objective-oriented. In his critique of this type of approach, Dressel takes the position that if there is a unanimity on objectives, the process can be highly rational. However, he argues that this approach may concentrate solely on results and pass only a global judgment of either satisfactory or unsatisfactory; in that case, it becomes difficult for program analysis and improvement to take place.[74] The casual form of evaluation with insufficient data as exemplified by accreditation evaluation may be lacking in objectivity and may be unreliable and invalid.[75]

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[71]Eugene Litwak, "Objectives and Intuitive Evaluation Techniques," Ibid., p. 305.

[72]Dressel, op. cit., p. 3.

[73]Terrel H. Bell, A Performance Accountability System for School Administration (West Nyack: Parker Publishing Company, Inc., 1974), p. 34.

[74]Dressel, op. cit., p. 3.

[75]Ibid., p. 4.

However, Stake makes the point that no method of educational evaluation is suitable for all situations. The purpose of the evaluation, the audience to which the evaluation is addressed and by whom the evaluation is done are among the factors that will call for varying methodologies. He describes the following nine approaches to evaluation: (1) Student Gain by Testing, (2) Institutional Self-Study by Staff, (3) Blue-Ribbon panel, (4) Transaction-Observation. (5) Management Analysis, (6) Institutional Research, (7) Social Policy Analysis, (8) Goal-Free Evaluation, (9) Adversary Evaluation. With the quote below, he concludes his analysis of the approaches:[76]

> Like evangelist preachers and high pressure salesmen, evaluators promote their methods. There is good and bad in each of them. The task for the consumer is to pick the method for which the things it does well are important and for which the things it does poorly are unimportant. But there is all too little argreement, all too little evidence, as to what each method does accomplish under which circumstances.[77]

For evaluation to be effective, it is necessary to make it an on-going and a continuous process, to evaluate every part of the institution at one time or the other, relating that part to other aspects.[78] In this way, an institution will be able to examine and redefine its needs periodically.

Educational Needs Assessment

The Importance of Needs Assessment

In the developed countries, the application of modern

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[76]Robert E. Stake, op. cit., pp. 21-27.

[77]Ibid., p. 27.

[78]Dressel, op. cit., p. 85.

techniques to educational planning is now generally widespread. The growing interest of the developing nations in educational planning, if coupled with systematic and comprehensive approach, will go a long way in accelerating the pace of qualitative and quantitative development of education. Careful assessment of needs as a prologue to planning will eliminate some of the indecisions, delays and even abrupt termination of well conceived projects, which are common features in the countries of the Third World.

Though the United States has long been alive to the importance of planning, Olson indicates that until recently educational systems were not carefully planned; he states:

> The shock generated by unprecedented social changes of the past two decades have led United States' educators at all levels to become increasingly concerned with the need for moving from management by crises to more careful planning of educational planning.[79]

At present, however, school districts, individual schools and higher institutions all over the country are continually engaged in goal setting and evaluation as means of assessing their needs with a view to planning systematically. As an indication of its importance, needs assessment or defining the problem is stressed as one of the steps in planning models.

In the Phi Delta Kappa planning model, needs assessment

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[79]Thomas A. Olson, "The Illinois Experiment in Participatory Planning," Participatory Planning in Education, ed. Organization for Economic Cooperation and Development (Paris: OECD, 1974), p. 145.

forms the first of the three phases of planning; the other two are:

> Phase II - Translation of Needs into Performance Objectives.
>
> Phase III - Program implementation.[80]

Kaufman states that a plan includes the element of:

> Identifying and documenting needs.
> Selecting among the documented needs those of sufficient priority for action.
> Detailed specification of outcomes or accomplishments to be achieved for each selected need.
> Identification of requirements for meeting each selected need. . .
> A sequence of outcomes required to meet the identified needs.
> Identification of possible alternative strategies and tools for accomplishing each requirement for meeting each need. . .[81]

Banghart and Trull identify the following seven major phases as necessary for any planning process:

> Defining the educational planning problem
> Analyzing the planning problem area
> Conceiving and designing plans
> Evaluating plans
> Specifying the plan
> Implementing the plan
> Monitoring the plan in action.[82]

The first two phases constitute a comprehensive assessment of needs.

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[80] Program Development Center of Northern California, Educational Goals and Objectives: A Model Program for Community and Professional Involvement (Bloomington: Phi Delta Kappa Inc., 1973), p. 5.

[81] Roger A. Kaufman, Educational System Planning (Englewood Cliffs: Prentice-Hall Inc., 1972), p. 6.

[82] Banghart and Trull, op. cit., p. vii.

Needs Assessment Defined

A "need" is always defined as a discrepancy between two polar dimensions like, "What is" and "What it should be," "What exists" and "What ought to be," "Is" and "Should be," or "Real" and "Ideal." Kaufman describes an educational need as "the measurable distance between 'where we are now' and 'where we should be'."[83] Such discrepancy really becomes a need if and when it is viewed as a critical problem requiring solution, a deficiency which must be made up.

Needs assessment is a process of identifying and analyzing needs, and placing priorities among them for the purpose of decision-making. It is an attempt to answer the following questions:

1. What should be the priority goals of the institution?

2. What are the performance deficiencies of the institution?

3. What is the institution doing that it should not do?

4. What is the institution doing that it should be doing?

5. What desired competencies in the students should receive more emphasis?

6. What deficiencies should be given more attention?

7. Taking into account the fact that the resources

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[83]Kaufman, op. cit., p. 9.

that are available are limited, what programs should be given more emphasis and what should be given less?[84]

Needs Assessment Techniques

Needs assessments are commonly made in curriculum development but they have also been successfully applied to other areas like educational finance, administration, personnel evaluation, transportation services and so forth.[85] An array of needs assessment approaches is now in use through questionnaire, interviews, and surveys; parents and alumni can be requested to identify the needs of a school or school district. Follow-up studies of alumni can also add to the data bank for assessing the needs of an institution.

The Utah State Department of Education conducted a needs assessment based mainly on the review of literature relating to the status of education in the state and in the country. It used data from studies conducted by university personnel as well as by educational associations, also from papers delivered in seminars, workshop and conferences, and from journal articles. The data were collated and analyzed. From the analysis, the state could identify their needs in the different areas like curriculum, finance and student services.[86]

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[84]Bell, op. cit., pp. 38-39.

[85]Emery Stoops, Max Rafferty, and Russell E. Johnson, Handbook of Educational Administration: A Guide to the Practitioner (Boston: Allyn and Bacon, Inc., 1975), p. 756.

[86]Bell, op. cit., pp. 147-172.

Another approach to educational needs assessment is the Delphi method, a technique borrowed from the emerging discipline of futurology. The technique is a tool for forecasting future events and their probability of happening. Adapting it for educational studies, the users ask respondents to state what ought to happen instead of what is likely to happen. The method is used to elicit from respondents their preferences, goal priorities and statements of needs. In the administration of the instruments, the respondents are not brought together; they even remain anonymous to one another. In the first round, they may be requested to make concise statements concerning their preferred goals or needs. The responses are then collated and sent back to the correspondents for estimation. If, after the estimates have been returned to the researchers again, a respondent's estimate does not fall within a predetermined acceptable range of the estimates of all the respondents, he is asked to justify himself.

Weaver puts the rationale for the technique thus:

> Delphi has been justified primarily on the grounds that it prevents professional status and high position from forcing judgment in certain directions as frequently occurs when panels of experts meet.[87]

However, Weaver himself finds this assumption questionable,[88] and his opinion is supported by Cyphert and Grant.

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[87]W. Timothy Weaver, "The Delphi Forecasting Method: Some Theoretical Considerations," The Potential of Education Futures, eds., Michael Marien and Warren L. Ziegler (Belmont: Wadsworth Publishing Company, Inc., 1972), p. 29.

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In a research conducted by the latter two authors, an item was initially rated below average. However, they distorted the feedback by giving the item high ranking; the participants on receiving it back, rated the item considerably above average. The authors, therefore, conclude:

> The hypothesis that the technique can be used to mold opinions as well as to collect it was supported.[89]

However, as the quotes below indicate, they all see the technique as one useful tool for studying and solving some particular aspects of educational planning problems:

> The way to get educators to make better decision is to think in complex ways about the future, and Delphi seems ideally suited to such a purpose.[90]

> In conclusion, besides giving the satisfaction of planning the future with assistance of data, this survey made the influential persons in the community aware of the school's existence and gave them a vested interest in its future accomplishments.[91]

Many commonly used approaches to needs assessment can be grouped under what Kaufman terms Discrepancy Analysis, "the process of determining and documenting a measurable difference between two states of affairs, one hypothesized."[92] There is a great deal of variation in using this approach but the following activities constitute the basic procedure:

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[89]Fredrick R. Cyphert and Walter L. Gant, "The Delphi Technique," School Evaluation: The Politics and Process, ed. House, op. cit., p. 294.

[90]Weaver, op. cit., p. 34.

[91]Cyphert and Gant, op. cit., p. 294.

[92]Kaufman, op. cit., p. 50.

1. Listing the full range of possible goals (or objectives).

2. Determining the relative importance of the goals (or objectives).

3. Assessing the degree to which the important goals or objectives) are being achieved by the program (i.e. identifying discrepancies between desired and actual performance).

4. Determining which of the discrepancies between the present and desired performance are the most important to correct.[93]

The approach used in the present research follows the steps identified above and, therefore, can be classified as discrepancy analysis.

Determining Priorities Among Needs

As pointed out earlier, a discrepancy between the set goals and actual performance as revealed by evaluation actually becomes a need only when it is viewed as critical. The same conditions that make it necessary to place priorities on goals call for the determination of relative importance of the identified needs.

Stake and Gooler regard discrepancies as important data for needs assessment but warn that the amount of discrepancy is not necessarily an indication of the priority to be given the need.[94] Criteria for placing priority on a

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[93]Barbara E. Brittingham and Anton J. Netusil, "The Reliability of Goal Ratings in a Needs Assessment Procedure," The Journal of Educational Research, 69:184, January, 1976.

[94]Robert E. Stake and Dennis D. Gooler, "Measuring Educational Priorities," School Evaluation: The Politics and Process, ed., House, op. cit., p. 282.

need will include:

1. What it will cost to meet the need, and
2. What it will cost to ignore the need.[95]

Furthermore, for the needs assessment to be comprehensive and to achieve its purpose.

> . . . the assessors must keep before them the statements of purposes, roles, and other broad policy commitments that have been made by the governing boards and the people that support the institution. This will provide a reasonably explicit definition of the reason for the existence of the institution.[96]

Summary of Chapter 2

The subsection on goal concept dealt with the following aspects of organizational goals: the definition, the functions, the process of formulation, the type of changes, and the classification. Under the part dealing with goal setting, evidence was adduced to show that an increasing emphasis is being placed on the need for institutions to define their goals and on the importance of involving various subpublics in goal setting. It was pointed out that placing priorities on identified goals completes the process of goal setting.

Evaluation was considered important in the needs assessment of on-going programs. Some definitions and types of educational evaluation were reviewed. With regard to the techniques of evaluation, it was concluded that no approach

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[95]Kaufman, op. cit., p. 44.

[96]Bell, op. cit., p. 40.

could be regarded as suitable for all situations.

"Need" was defined. Needs assessment techniques were identified. Of these, the Delphi Technique and the Discrepancy Analysis were described. It was suggested, in conclusion, that when it comes to using data from Discrepancy Analysis for decision-making, the largest discrepancy might not necessarily represent the greatest need.

Chapter 3

THE EVOLUTION OF THE NCE COLLEGES AND PROGRAM

Introduction: The Beginning of Teacher Education

The first teachers in history sat at the feet of their masters to learn the art of teaching. It was in this way that Plato learnt from Socrates. Aristotle, too, learnt in a similar manner from Plato.[1] This observational method of learning how to teach has featured not only in recorded history: it is also the method used by preliterate societies.

Though in the medieval universities, the master's and the doctorate degrees were the recognized certificates for teaching, the establishment of special institutions devoted to the education of teachers did not begin until the seventeenth century.[2] "Down till the Rennaissance, teachers were trained on the principle of decendo discere, that is, they learned to teach by teaching."[3] Haberman and Stinnett claim that the first recorded teacher training was conducted by Father

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[1]Paul Woodring, "The Development of Teacher Education," Teacher Education, The Seventy-fourth Yearbook of the National Society for the Study of Education, ed. Kevin Ryan (Chicago: The National Society for the Study of Education, 1975), p. 1.

[2]Ibid.

[3]John S. Brubacher, "The Evolution of Professional Education," Education for the Professions, The Sixty-first Yearbook of the National Society for the Study of Education, Part II, ed. Nelson B. Henry (Chicago: The National Society for the Study of Education, 1962), p. 55.

De' Mia in France in 1672 and that the first normal school as such was established in 1685 by Lasalle in Rheims, France.[4] However, it was the Prussian pedagogical institutes of the eighteenth century that really influenced the development of normal schools in continental Europe, Britain and the United States.[5] It was from Britain that the normal school concept was introduced to Nigeria.

The Beginning of Teacher Education in Nigeria

The initiative for establishing the first teachers colleges in Nigeria belonged to the Christian missionary bodies that brought formal education to the country. The earliest organized schools in Nigeria in the 1840's were elementary schools, managed as "family" schools, in which children were staying with the missionaries in their homes and learning how to read and write.[6] As the number of students increased and more schools were founded, the need for teachers to assist the missionaries became obvious. Consequently, teachers were recruited from Sierra Leone and the Gold Coast (now Ghana).[7]

The Church Missionary Society (C.M.S.) soon realized that the foreign supply of teachers could not satisfy its needs. Accordingly, it opened the first training college in Nigeria in 1859.[8] The college, initially located at Abeokuta,

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[4]Martin Haberman and T. M. Stinnett, Teacher Education and the New Profession of Teaching (Berkeley: McCutchan Publishing Corporation, 1973), p. 30.

[5]Paul Woodring, op. cit., p. 2.

[6]T. T. Solaru, Teacher Training in Nigeria (Ibadan: Ibadan University Press, 1964), p. 3.

[7]Ibid.

[8]Ibid., p. 4.

was later moved to Lagos and merged with the C.M.S. Grammar School there. The first Nigerian principal, Oluwole, a Fourah Bay College-trained graduate of Durham, stated that the goal of the college was

> . . . to produce Christian boys, diligent and obedient and straightforward, evidently God-fearing.[9]

After some years, the college moved to Oyo and eventually became the well-known St. Andrew's College. Other missionary bodies, the Wesleyan Methodist, the Baptist, the Roman Catholic and the Presbyterian Church established their own training colleges in various parts of the southern section of the country.

All these earliest training colleges, though built by different denominations, had several things in common. The founders were not concerned with complex goals of education and of teacher preparation. The emphasis was on the Christian faith, though attention might also be paid to "such not unimportant matters as personal cleanliness and habits of industry and good order."[10] The products of the institutions were destined to be teachers and preachers of the particular brand of faith to which their sponsors subscribed. In every college, the number of trainees was small. Between 1896 and 1904, the C.M.S. College in Oyo, for example, graduated twenty-nine students.[11] The Baptist College was established in 1897 but

> . . . it was not until 1917 that we read of 'twelve graduates out in service and the hope expressed for an increased output'.[12]

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[9] Ibid. [10] Ibid., p. 6. [11] Ibid., p. 5. [12] Ibid., p.8.

As a result of the poor output of teachers, coupled with the overambition of the zealous missionaries, the proportion of teachers to pupils was extremely low. This was estimated at 1 to 91 in the voluntary schools on the assisted list, and in the case of the unassisted schools, it was put at 1 to 800.[13]

For a considerable length of time, the missionaries' activities were limited to the southern part of the country. In the Northern Protectorate, the Islamic faith had already been warmly embraced by a large number of people. This situation provided a background, but was not wholly responsible, for the failure in this area of missionary enterprises as typified by Miller's "Zaria Experiment." Rev. Miller of the Church Missionary Society established a "malam" (teacher) training school along with a boys' school. Writing concerning the goals and needs of the combined institute, he stated:

> . . . my aim will be to permeate these boys with a sense of justice, righteousness, truth, purity, cleanliness and manliness (none of which they have!) that another day, even though not while in school, they will think of these things with those they knew as Christians, and from that weight the claims of what was taught of them of our Master and Saviour.[14]

These goals for an institution located in the center of a Muslim community are anathema. One does not wonder, therefore, that while the boys' school barely survived, the teachers college was a failure. It was left to the government to establish the first teachers college in the north. Vans

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[13] Ibid., p. 23.

[14] Sonia F. Graham, Government and Mission Education in Northern Nigeria, 1900-1919 (Ibadan: Ibadan University Press, 1966) p. 42, quoting C.M.S. 1906(H.) No. 26, Miller to Lugard, Exeter, 4, April, 1960.

Vischer, the then Director of Education opened an institution in 1909 in Kano. In it, he combined the teachers section with an elementary school.

The year 1914 witnessed the birth of Nigeria through the amalgamation of the Northern Protectorate of Nigeria with the Colony and the Protectorate of Southern Nigeria. The 1916 Education Code of the new administration and subsequent Education codes made provisions for teachers, which had considerable effect on teacher education. Financial aid to schools was no longer to be based on payment by examination results. Professional qualifications of teachers became important considerations in government's decision on giving grants to voluntary agency schools. Teachers were classified according to their qualifications with indications as to the highest class a category could teach. Provisions were made by the government to aid the voluntary agencies in their teacher education efforts. Financial grants from the government led to the expansion of voluntary agency Grade II and Grade III colleges. The government also built some teachers colleges. For instance, in 1921, the famous Katsina Training College was opened by the government. The aim of the college was to emphasize character building; and for a long time, the college was unique for the very high standard of spoken English of its students. In 1928, another government teachers college was opened in Toro in the North.

All the earlier teacher colleges were built to train teachers specifically for the primary schools. It was not until 1934 that provision was made for the training of secondary

school teachers. In that year, a teacher training section was established as a part of the Yaba Higher College, opened two years earlier by the government. Initially, the college experienced some difficulties in recruiting students because the government's emphasis was on training of science teachers, and candidates with the required background in science were very few.[15] Though the college became popular in later years,[16] its output was "'clearly a drop in the ocean' in view of the needs of the secondary school at that time."[17]

As a three-year course designed to prepared non-graduate teachers for the secondary schools, the teacher training section of Yaba Higher College could be regarded as a precursor of the NCE program. Taiwo states that the experience gained at Yaba Higher College definitely helped in shaping the NCE program in Lagos:

> The NCE programme of the University of Lagos was negotiated by the Federal Ministry of Education as a condition for merging the Federal Advanced Teachers College with the Faculty of Education of the University. On both sides of the table were the products of the Yaba Higher College, who appreciated the merit of the Yaba course and were anxious to avoid its pitfalls.[18]

Another attempt at establishing an institution for teachers with intermediate qualification started in 1952 in

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[15]A. B. Fafunwa, A History of Nigerian Higher Education (Lagos: Macmillan and Co. (Nigeria) Ltd., 1971), p. 51.

[16]Ibid., p. 51.

[17]T. T. Solaru, op. cit., p. 85.

[18]C. O. Taiwo, "The N.C.E. Programme of the University of Lagos," Proceedings of the Conference on Higher Level Teacher Training, 1970, ed. Federal Ministry of Education (Lagos: Federal Ministry of Information, 1972), p. 74.

the Zaria branch of the Nigerian College of Arts, Science, and Technology.[19] It was also a three-year course but with the academic and professional component parts arranged in a consecutive pattern. For the first two years, students were prepared in three academic subjects. They then took the London University General Certificate of Education examination at the Advanced Level (the first set of students sat for the Cambridge University Higher School Certificate examination). If they were successful in obtaining a pass in at least two of the three subjects, they would undergo the professional training in the third session. When the three branches of the Nigerian College became universities in 1962, the course came to an end and so was closed another chapter in the history of preparing teachers of the NCE type.

The Development of the NCE Colleges

The Prelude

It was the same commission which recommended the upgrading of the Nigerian College that also gave impetus to the founding of the NCE colleges. Many writers on the NCE program or the Advanced Teachers College always preface their writings with statements to the effect that the establishment of the NCE was recommended by the Commission on Post-School Certificate.[20] On the other hand, Taiwo suggests that the

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[19] Hereafter referred to as Nigerian College.

[20] Sir Eric Ashby et al., Investment in Education: The Report on the Commission on Post-School Certificate and Higher Education in Nigeria (Lagos: Federal Ministry of Education, Nigeria, 1960). Hereafter, the report will be referred to as Ashby Report.

course owed to the commission only the salary scale and the large recruitment into it.[21] The actual position is that a reader of the report looking for specific recommendations on *either starting the NCE or establishing the Advanced Teachers* Colleges will search in vain. What the commission recommended was a Grade I course and not an NCE course. The suggested course was to last two years; the NCE is a three-year program of study. As the Commission did not recommend the NCE program the question of recommending salary rate for NCE holders did not arise.

However, the thoughts and debates generated during the time the government was considering the "grade I" section of the report, more than anything else, gave birth to the idea of the NCE. The problems identified by the commission as those that could be solved by the establishment of grade I colleges turned out to be the same as those that the NCE colleges have been established to tackle.

First, the commissioners felt concerned about the plight of the Grade II teachers for whom there were no institutions through which they could improve themselves academically and professionally: they said

> . . . we cannot but condemn a system which leaves the Grade II teacher with little opportunity for further formal study. . .[22]

A second reason why the commissioners recommended the

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[21] Taiwo, op. cit., p. 73.

[22] Ashby Report, op. cit., p. 16.

establishment of grade I teachers colleges was because of the need to fill the teacher vacancies in post-primary institutions and because of the need to strengthen the staffing position in the primary schools.[23] Though the preoccupation of the NCE colleges is to prepare teachers for the secondary level of the country's educational system, there are programs in many of the colleges to prepare teachers for the primary schools as well. Also, the Advanced Teachers College has provided an immense opportunity for the grade II teacher to improve himself professionally and academically.

In summary, while the commissioners did not specifically mention NCE or any similar program, their recommendation had considerable influence on the establishment of the Advanced Teachers Colleges. In fact, the Ashby Commission report has had profound impact on every sector of the country's educational system including academic studies, teacher preparation, and technical training, and on every level from the primary school to the university. As a specific instance, the main task for which the commission recommended the mounting of grade I course became the chief mission of the NCE program.

The First Phase

The development of the NCE colleges has been greatly influenced by the major political changes in the country. The first phase of the development started just after the country's independence from the British rule in 1960. It began with the

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[23] Ibid., p. 42.

acceptance by the government of the Ashby report in principle and with the decision to open Advanced Teachers College.

At that time, the country was made up of three regions and the federal territory of Lagos. There were four governments, three regional governments and the Federal Government for the whole country. Each of the three regions opened and operated its own NCE college or colleges to train teachers for its own schools. The Federal Government built the Federal Advanced Teachers College in Yaba in the Federal Territory of Lagos and administered it for the benefit of all the parts of the Federation.

The opening of the Federal Advanced Teachers College took place towards the end of 1962. At about the same time, the Northern Nigerian Government opened an NCE college in Zaria and named it "Northern Secondary Teachers College." In 1963, the Eastern Nigerian Government started its own Advanced Teacher Training College at Oweri. The same year, the Western Nigerian Government established Olunloyo College of Education and Ransome-Kuti College of Education; it added a third one, Adeyemi College of Education, in 1964. Through a complicated process of merger, the three colleges in the western region eventually became one, the Adeyemi College of Education, in 1968. In 1965, the Northern Region added a second Advanced Teachers College and situated it in Kano.

The Ashby Commission emphasized that, in view of the magnitude of the educational expansion recommended in its report, it was necessary for Nigeria to explore the

possibilities of international aid in implementing the various educational projects to be carried out.[24] Accordingly, the development of the first NCE colleges depended, to no small extent, on various forms of foreign assistance.

The United Nations Educational Scientific and Cultural Organization (UNESCO) worked in partnership with the various regional governments to develop the Northern Secondary Teachers' College, Zaria, Advanced Teacher Training College, Owerri and Adeyemi College of Education, situated respectively in the Northern, the Eastern, and the Western Regions.

The UNESCO was also a partner in the multipartite organization set up for the development of the Federal Advanced Teachers College, Yaba, Lagos. The United States Agency for International Development (USAID), acting through the University of California, Los Angeles, and the Ford Foundation were also involved. Each of the three foreign agencies had a different bilateral contractual agreement with the Federal Government of Nigeria but the three of them worked with Federal Ministry of Education as a team under one administration.[25]

The USAID, through Ohio University, had been engaged in educational activities with the Western Region since 1958, four years before the advent of the Advanced Teachers

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[24] Ibid., p. 35.

[25] Cathryn Margaret Jones, "Development and Assessment of the Teacher Education Program, Federal Advanced Teachers College, Lagos, Nigeria," unpublished Doctoral dissertation, University of California, Los Angeles, 1969, pp. 25-32.

Colleges. By 1962, the preparation of teachers qualified to receive the NCE had been added to the list of objectives of the USAID/Ohio University project in the Region.[26] In the Northern Region, the USAID, again through Ohio University, started in 1962 to assist in the development of Kano Teachers College, which was already opened in 1961 to train elementary school teachers. When in 1965, the government of Northern Nigeria changed the College to an Advanced Teachers College without terminating the existing courses, the preparation of teachers for the NCE became the most important of the various activities in which the Ohio University team continued to be engaged.

The aid from the foreign donors took various forms. The main ones, however, had at least two elements in common. First, each of them made available the services of expert teacher trainers. Secondly, each included provisions for further training for a number of Nigerian teachers who were expected to take the place of the expatriate teachers at the expiration of the foreign agency's contract.

The degree of harmonious relationship between the personnel of the donor agencies, on the one hand, and the officials of the receiving government on the other, the comparative degrees of success of these foreign-sponsored projects and their overall impact on the country's

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[26] Center for International Programs, Ohio University, Accomplishment Report June 1964-June 1965, Western Nigeria Project AID-W-531 (Athens: Ohio University, 1965), p. 2.

educational development offer a rich and an interesting array of topics for investigation. Pinney has made a useful recommendation concerning research in this area.[27] While the results of each research are being awaited, it is possible for one to make reasonable conclusions from the review of the existing literature relating to the project.

Given the background that people from different cultures, some from rapidly changing societies and others from a slowly developing country, had to work together, one could venture to say that there would be periods of stress and strain and of frustration. There would be occasions when two men from different cultures would think they were saying the same thing because both were using the same English language when, in fact, they were speaking different dialects if judged by the meaning each attached to what was being said. Experience has confirmed this.[28]

A foreign curriculum specialist in one of the projects wrote about his dissatisfaction with the NCE program in the following words:

> One of the most hampering aspects of the Advanced teacher training program in Nigeria which needs major revision is the present NCE examination. Under the system, students must pass the examination which is the sole determination of success or failure of the teacher. The tests are not a valid evaluation of the

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[27] Reba Pinney, "A Follow-up Study of Advanced Teachers' College, Kano, Northern Region, Nigeria," unpublished Doctoral dissertation Ohio University, 1970, p. 175.

[28] The writer worked with two of these foreign agencies in two different institutions, the UNESCO in Zaria and the USAID/Ohio University in Kano.

> ability or effectiveness of the teacher, but are an entrance examination for a British-type university.[29]

Earlier in the same report, it had been stated that one of his team's functions was to develop methods of instructions "compatible with the Nigerian system of education."[30] As that system was a British-type system, a dilemma existed.

The quote below is contained in a report from another project:

> At present one major concern is the nature of the assessment of students completing the program in July 1965. The final examination system is deeply rooted in Nigeria and is thought by Nigeria officials to be necessary. The attempt to explore other ways of assessment as well as to consider thoughtfully the whole idea of final assessment through measurement, has not been successful to any great extent.[31]

The participant program also sometimes caused some uneasiness. There were three parties involved in the initial arrangement for the training of a particular participant. They were the ministry of education, the donor country's representatives and the prospective participant himself. The three of them always understood the purpose for the training, namely, that the participant, on the successful completion

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[29] International Education Institute, Ohio University, Semi-Annual Report, the Ohio University/USAID Teacher Education Project Western State of Nigeria July 1967 - December 1967 (Athens: College of Education, Ohio University), p. 31.

[30] Ibid., p. 10.

[31] School of Education, University of California, Los Angeles, Semi-annual Report AID Project C-2194, Federal Advanced Teachers College Lagos, Nigeria, June 1 - Dec. 1, 1964 (Los Angeles UCLA School of Education) (mimeographed), p. 8 quoted by Jones, op. cit., p, 79.

of his course, would return to the college to teach. If either he failed to come to the college or he returned but left after a very short time, the agency representatives, viewing the action as a breach of a firm contract, for which there would hardly be any extenuating circumstances, might become perturbed.

At times, the participant on return, or shortly thereafter, might become eligible for promotion on the basis of seniority and good previous records. The vacancy for the post to which he could be posted might exist not in the college but elsewhere. The ministry might take the stand that it would be wrong to deny the officer a merited promotion by asking him to remain in the college and be superseded by another officer junior to him. With such a stand by the ministry, the transfer of the returning participant became inevitable.

The reaction of a participant to the question of his staying in the college depended on how he viewed his nomination for the training. Some participants regarded their nomination by their governments not as a privilege but as a right, sometimes as a right long deferred. A participant with such a view did not see the process as an agreement among three parties but as an arrangement between him and his government, which the third party was merely helping to carry out.

It is doubtful whether on every occasion, each of the three parties involved fully appreciated on what the others laid their emphasis. In any case, the degree of success of the scheme would vary from one project to the

other. A part of the report on the Lagos project read as follows:

> One of the most serious failures of the project lies in inability to meet the goals set for counterpart and participant training . . . The lack of counterpart and participant trainees has seriously handicapped the development of the college. The effects are evident and likely to be clearly seen in the immediate years ahead as expatriate members are replaced by Nigerians.[32]

The prediction did not come true as the college was merged with the University of Lagos in 1967, and the staffing position became strengthened as a result.

In contrast to the gloomy view held by the report on the Lagos project, the final evaluation of the Kano project indicated that the participant training program was a huge success. According to the report on the scheme, twenty-six administrators and teachers trained for the college earned their degrees in sixteen areas of specialization; two others undertook non-degree courses.[33] Out of the total of twenty-eight, only two did not return to the college; in each case, a prior understanding was reached with the college. As a result of the creation of states, some of those participants who returned to the college were eventually deployed to their

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[32] School of Education, University of California, Los Angeles, Annual Report and End of Tour Report UA/AID Project AFR-353, National Advanced Teachers College, Lagos (Los Angeles: UCLA School of Education, 1966), p. 9 quoted by Jones, op. cit., p. 31.

[33] Edward Baum, Final Report: Ohio University - United States Agency for International Development, Contract AID/afr 322, Advanced Teachers College Kano, Nigeria January, 1963 - December 1971 (Athens: Ohio University, 1972), pp. 85-88.

states of origin to receive top positions.[34]

The staff of the cooperating agency always viewed their functions in broad perspective. They understood their task to be to assist in the general development of education in the country or the region concerned. They regarded classroom teaching as just one, albeit major, of the many functions they had to perform. The principal, always pressed with the need for classroom teachers, sometimes took a narrower view of their duties. Consequently, he tended to give them what he viewed to be a normal teaching load but which they considered heavier than what the terms of their contract expected them to carry.[35]

The foreign-sponsored projects for the development of the NCE programs were characterized by statements of aims and objectives. The functions and the broad goals formed the basis of the contractual agreement between the government and the foreign agency concerned. Specific goals and objectives featured in curriculum design and development. Though these statements of functions, goals and objectives were always regarded as cooperatively developed by the donor agency's staff and their Nigerian counterparts, they essentially represented the original thoughts of the officials of the foreign cooperating agency. The correspondence between the USAID head of education, Federal Advanced Teachers College and the Dean, School of Education UCLA, Los Angeles as

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[34] Ibid., p. 88.

[35] Ibid., p. 108. See also Jones, op. cit., p. 83.

reported by Jones illustrates the point vividly. The USAID education specialist in Lagos sent his draft syllabus to the dean, who commented in reply: "In general I like your plans and they are feasible." However, he was critical of the arrangement to have students teaching practice in the third year. Expressing his concern about it,

> He called attention to the fact that in the United States there was a marked tendency to place practice teaching earlier in the program and to make courses in principles and psychology coterminus with it, placing theoretical and social analysis after the students had their practice in schools.[36]

Once formulated, the goals and objectives were revised from time to time with the Nigerian officials and teachers. As such they provided the young institutions with the much-needed direction, and established them on a strong foundation.

Many of the foreign-aid programs for the NCE colleges were in their midstream when, between 1966 and 1967, the country experienced a series of political changes culminating in the redivision of the country into twelve units called states. By then, the Advanced Teachers Colleges in Yaba, Kano, Zaria, Owerri, Ondo had been firmly established. Olunloyo College of Education had already consolidated by the addition of Ransome-Kuti College, but it had already started to be on the move, first to the Ibadan branch of Ife University before joining Adeyemi College later. All, except Ondo and Kano, had produced their first batches of NCE teachers.

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[36] Jones, op. cit., p. 58.

The Second Phase

With regard to the admission of students, the catchment area of a regional Advanced Teachers College was the region in which it was situated. The Midwestern Region, carved out of the Western Region, continued for some time to send students for NCE training in Western Nigeria and this formed the only exception. Therefore, the creation of more administrative units in the country would be expected to result in the desire of the newly created states, which were not fortunate to inherit institutions offering the NCE, to establish their own colleges.

The Abraka college in the Midwest state came into existence as College of Education through the promulgation of an edict in 1969, though it had been operating for some time under the name of Advanced Teacher Training College. In 1970, the Northwestern state, one of the six states into which the former Northern Region was broken, opened its Advanced Teachers College in Sokoto. The former Eastern Region was divided into three states: East Central, South East and Rivers. It happened that the Owerri Advanced Teacher Training College was situated in the East Central State. For a time, the other two states could not think of establishing colleges because of the civil disorders which affected that part of the country. Soon after the war had ended in 1970, each planned and built an Advanced Teacher Training College. The South Eastern State located its own at Uyo, and that of the Rivers State was sited at Port Harcourt. The former Federal Territory of Lagos was enlarged and accorded the

status of a state. In 1973, the newly created Lagos State opened the Advanced Teachers College at Surulere, purposely to train primary school teachers.

By 1973, there was a college in nine of the twelve states of the federation. As one means of bridging the educational gap existing in the country, the Federal Government opened three colleges in 1974 in the states where none existed before. They were located in Yola, Pankshin, and Okene towns of North East, Benue-Plateau, and Kwara states respectively. It was at the same time that Kwara State College of Technology started its School of Education to run an NCE course for teachers of general subjects.

The period also witnessed an important development in technical teacher education. In 1967, the National Technical Teachers College, Yaba was founded by the Federal Government with the assistance of the United Nations Development Programme (UNDP), operating through the UNESCO.[37] The college offers courses leading to NCE Technical Teachers Certificate course and a two-year nurse-tutors program. By 1975, Kaduna Polytechnic and Enugu Institute of Management and Technology had well-established NCE courses.

Another aspect of the development of the colleges was the change in the forms of governance of many of them. All the earliest colleges and some of the later ones were

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[37] Federal Ministry of Education, National Teachers College, Akoka-Lagos Prospectives 1976-77, p. 2.

affected. The Federal Advanced Teachers College, Yaba, Lagos became a part of the College of Education, University of Lagos in 1967. In the process of sharing the assets and liabilities of the former Northern Region, the Interim Common Services Agency was asked to manage the Advanced Teachers Colleges in Kano and Zaria until such a time as a decision could be made as to their disposition. In 1970, the colleges became units of the Institute of Education, Ahmadu Bello University. In 1972, Adeyemi College of Education also became a part of the Institute of Education, University of Ife.

The college at Owerri continued to be state-sponsored but through an edict promulgated in 1973, it became "a body corporate with . . . power to sue and be sued in its corporate name."[38] Thus, it became independent of the Ministry of Education. The College Council replaced the Ministry as the governing body. The College changed its name from Advanced Teacher Training College to Alvan Ikoku College of Education and the institution head came to be known as Provost instead of Principal. However, it continued to be a college devoted to the training of NCE teachers. The Advanced Teacher Training Colleges in Uyo and Port Harcourt soon adopted similar reorganization. Their states' edicts turned them into Colleges of Education and made provisions for the setting up of college councils and for the appointments of Provosts as the institutional heads. As far as the colleges' main missions were

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[38] East Central State Government of Nigeria, Alvan Ikoku College of Education Edict, 1973 (Enugu: East Central State Government of Nigeria), p. 2.

concerned, they did not depart from the path they had been following: they continued to prepare teachers for the NCE.

This period was one of nation-wide conferences and seminars on education. Specifically related to the NCE and to teacher education were the Conferences on High Level Teacher Training. The first one, organized jointly by the British Council, the Federal Ministry of Education and the University of Lagos, took place in 1969. In 1970, the second one was held in Lagos as was the first one. The National Curriculum Conference which was held in September, 1969 covered all aspects of the national educational system, and included important statements on the NCE. In 1971, the first National Conference of Principals of Teachers Colleges was held at Ahmadu Bello University, Zaria. It had a discussion group on the NCE which made a number of suggestions. The Association of Provosts and Principals of Colleges of Education held their first meeting at Ondo in 1974. This was followed by a second one at Owerri in 1975.

The brief description of the second phase of the development of the NCE colleges, given above, touches on the main differences between the earlier colleges and the later. All the earlier colleges were directly under the Ministries of Education. In the second phase, there emerged various forms of governance. This resulted in changes of nomenclature of some colleges and the title of their heads. The rapid increase in the number of colleges was a reflection of the creation of more administrative units in the country.

The Third Phase

The government of the country changed hands in July, 1975 and the third phase of the development of the NCE colleges can be dated from that time. The third stage of development is not much different from the second one except for the increase in the number of colleges. Put simply, the change of government resulted in the creation of additional states; more states made the opening of more NCE colleges necessary. The following ATC's have been opened since 1975, even though discussion on them had been going on before then: Minna, Kafachan and Gumel in Niger, Kaduna and Kano states respectively. The establishment of Advanced Teachers Colleges at Katsina-Ala (Benue state) and at Akwanga (Plateau) was a direct result of the splitting of the former Benue-Plateau state into two states.

In 1976, the Federal Government opened two Advanced Teachers Colleges designed to prepare teachers of general subjects and sited one at Abeokuta and the other at Katsina. The third college located at Ibadan represents the first college opened to train special education teachers.

The Federal Government also opened a Technical Teachers College at Gombe. Based mainly on the pattern of the older one at Yaba, the college contains an NCE section. In the same year, the Institute of Education Ahmadu Bello University, Zaria made another first by the establishment of a NCE correspondence course. The Institute had accumulated considerable experience in running the first part-time Post-

Graduate Diploma in Education ever organized in the country. With this, it started an NCE course by correspondence supplemented by part-time attendance at the University during the summer holidays.

It is interesting to note that many of the new colleges and the proposed ones are governed, or will be governed, by college councils, yet they retain the name "Advanced Teacher Colleges" and the title "principals" for their heads. This practice is in contrast to what happened to the colleges referred to earlier, which changed their names to Colleges of Education in the process of their being placed under college councils.

The Immediate Future

The former North Eastern State was split into three states: Borno, Bauchi and Gongola. Out of former Western state were formed Ogun, Oyo and Ondo. At the time the field work for this study was carried out, there were indications from government's policy statements and through newspaper advertisements that the undermentioned states would open NCE colleges in October 1977 or soon after that. The proposed locations, where known, are indicated against the appropriate states: Ondo (Ikare), Borno (Maiduguri), Gongola (Yola), Bauchi (Bauchi), Anambra (Awka), Abeokuta (1jebu-Ode) and Oyo. The Federal Government Ministry of Education also was to open another NCE college at Kontagora.

In conclusion, the connection between the developments of the NCE college and the recent political events in the

country may be reitereated. When the country had three regions, a regional college admitted only a small number of students from outside the region in which it was situated, and only a negligible percentage of the Nigerian staff represented non-natives of the region. This situation has accounted for the urgency with which every state takes decisions to open its own college unless a state-sponsored one is already in existence there. Although all the colleges have adopted an open door policy of appointing qualified teachers, the main recruitment area for students into a state-sponsored college is still coterminus with the state in which the college is situated. Most colleges, however, make it a policy to allocate certain percentages of their intake to students from other states as a concession but not as a right. A look into the immediate future reveals that by 1979 each of the states would have established its own NCE college.

The Organization of NCE Colleges and Courses

Control: The Role of the Federal Government

The Federal Government controls the NCE colleges only as far as it lays down the educational policy of the country. In other words, the Federal Government does not exercise any direct authority on NCE colleges except those it establishes and governs. However, other than the Federal Teachers Colleges, all new NCE colleges need the recognition of the Joint Consultative Committee on Education (JCC). The membership of the Committee includes representatives of the country's

ministries of education and of the universities. Though it is only an advisory body to the Federal Government, most of its recommendations have the force of law. If, for example, it recommends the discontinuance of a non-NCE program run in an NCE college, the expectation is that the recommendation would be implemented.

Up to the time of this study, the Federal Ministry of Education was giving a substantial amount of money to develop all state-sponsored NCE institutions, whether run by the State Ministries of Education or administered through governing councils. There was an unresolved issue concerning the three colleges operated by universities. University education is not financed through the Federal Ministry of Education, but through the National Universities Commission (NUC). The Federal Ministry of Education expected the National Universities Commission to finance every unit of the universities including the NCE colleges. The National Universities Comission, on its part, was willing to finance only the degree and research programs and, therefore, expected the Federal Ministry of Education to provide funds for the running of all NCE programs, which are non-degree courses.

The Federal Ministry of Education was also paying the students of all NCE colleges allowances to cover their tuition and boarding fees, pocket money, books and equipment, teaching practice and educational tour. This practice was in keeping with the government's policy of giving teachers-in-training in Nigerian institutions free education. All it required for an NCE student to qualify for the bursary award was the ability

to complete the required application and bond forms properly.

Governance of the Colleges

The management of the NCE colleges is under four governmental or quasi-governmental bodies.

1. State Ministry of Education: Some colleges are run by the state ministries of education. The institutional heads are responsible to the Permanent Secretary of the Ministry, usually through the teacher training or higher education division of the ministry.

2. The Federal Ministry of Education now operates two technical teachers colleges, which have large percentages of NCE students and six Advanced Teachers Colleges in different parts of the country.

3. Universities: Advanced Teachers Colleges at Kano and Zaria are units of the Institute of Education, Ahmadu Bello University. Adeyemi College of Education Ondo also operates as a part of the Institute of Education, Ife University.

4. College councils: More and more NCE colleges are being governed by college councils. Such colleges are said to be autonomous. With regard to the state system of education, they enjoy considerable degrees of autonomy; they are free from ministries of education's regulations. However, they are not independent of the state; they are controlled and financed by the state government through the governing council set up by the state.

Some institutions run comparatively small NCE courses.

In this category are the NCE programs of Kaduna Polytechnic and of the University of Lagos. These programs do not have the status of institutions and the mode of governing the parent institutions is of no relevance to the present study.

College Organization

Each college has a principal or provost as the academic, professional and administrative head. Each college is divided into one-subject departments with their activities coordinated by senior staff designated heads of departments. In the colleges with governing councils, the departmental headship is a promotion post, which attracts financial remunerations. In the other types of colleges, a headship is honorary.

Staffing. The teaching as well as the non-academic staff are appointed by, or on the recommendation of, the governing body. The quality of the academic staff has increased generally in recent years. Special subjects like home economics, commercial education, agricultural science and physical education had to be taught in the past by experienced non-graduate teachers. Most of these departments have now graduate teachers with teaching qualifications. The majority of the teachers, except at Owerri, are holders of first degrees. Rapid turnover of teachers seems to be a feature of many of the NCE colleges.

The NCE college teachers do not belong to any trade union or professional organization. Many of the colleges have very high percentage of Nigerian academic staff compared to

other types of post-secondary institutions in the country.

Student Organization. In each college, there is a student union; there are also clubs and societies. An association of all the unions of the colleges, known as the Advanced Teachers Colleges Students Association, originally had as its aim the bringing together of students through an annual games competition. In recent years, it has engaged in students activism. At the beginning of 1976/77 session, it was involved in a serious confrontation with the Federal Government. It made certain demands which it backed up by effectively organizing a boycott of classes by the association members

Curriculum

This subsection deals with only certain aspects of curriculum: the organization of subjects and content of courses. Though no forum exists for all the colleges to exchange ideas on curricular issues, some common features in curriculum organization are discernible. They all prepare teachers for the lower classes of the secondary level. Some do, in addition, offer opportunities for a small percentage of students who desire to study primary education. At present, there are extremely few NCE holders heading primary schools and it is only in rare cases that NCE teachers can be found in the primary schools as classroom teachers.

Entry qualifications. The basic entry requirement is the West African School Certificate or the Grade II Teachers Certificate. All colleges require a number of subjects to

be passed, in either case, at higher levels than the ordinary pass. The minimum number of such subjects required to be passed at the merit or credit level varies from two to five. In these must be included the two subjects in which a candidate wants to major at the NCE college.

Course of study. The following components are common to all colleges: education, major subjects, and teaching practice.

Education, which includes history, philosophy, sociology, psychology and principles of education, is designed with the purpose of providing the students with a theoretical background knowledge on which to base practice. There is a tendency towards laying particular emphasis on the study of the history, the sociology, and the system of education in Nigeria. However, the doctrines of the great educators like Plato, Rousseau, Pestalozzi and Dewey continue to receive considerable attention, and the theories of schools of philosophy, idealism, realism, pragmatism, existentialism, and the like are given a prominent place in the syllabi of some colleges. Psychology deals mainly with the dynamics of adolescent behavior and with theories of learning.

Major Subjects. Each student studies a combination of two subjects designated major or principal subjects, or a single subject designated a double-major and accorded the status of two major single subjects. A student makes his choice from the college list of subject combinations but his freedom to choose does not extend to creating his own

combination.

The major subjects are those the students are expected to teach after graduation. For this reason, the method of teaching a subject and the contents of that subject are taught in the same department. This allows for proper integration of subject matter and methods. However, lack of proper coordination leads, at best, to duplication of efforts; at worst, it results in conflict and confusion. A student may be taught two different methods of lesson preparation in his two major subject departments and a third in the department of education.

According to information usually gathered from candidates during interviews for admission, the choice of subjects by students is influenced by many factors. It may be based on a student's interests or ability as indicated by his examination results. Some students form opinions as to the relative difficulty in entering a department as compared with the others, and may decide to choose the line of least resistance. When many candidates perceive that it is easier to enter a course without realizing that others hold similar views, competition becomes intense in reality. A few ambitious students think beyond the NCE. As the universities base their evaluation of the NCE on the performance of students in the major subjects, such students search in the college list of combinations for subjects which would eventually be acceptable to universities.

The major subjects include history, geography, English, French, Arabic, mathematics, chemistry, physics, biology,

agricultural science, physical and health education and home economics. In recent years, the study of some Nigerian languages has become widespread but is limited to that of the language spoken by the majority of people in the area in which a college is situated. For example, Yoruba is offered in Lagos and Ondo, Hausa in Sokoto and Igbo at Owerri. There is no known attempt by any college to teach more than one Nigerian language.

A combination of major subjects is based on the principles of relatedness. Thus physics is combined with either mathematics or chemistry, history and geography are grouped together, and French goes with English. In some combinations, a relationship is not as obvious as those listed above; for example, English/Art or Physical Education/Geography. In any case, it appears that it is a general deliberate policy to avoid mixing arts subjects with any of the pure sciences.

A survey of the distribution figures of students according to major subjects reveals a gross imbalance in many colleges between the percentage of students offering arts subjects and the percentage studying science and mathematics. The art students by far outnumber their science colleagues. The preliminary science course run in some colleges like Abraka, Kano and Zaria has not been able to solve the problem. It is a fundamental nationwide problem which affects other institutions and which has developed into a "vicious" circle.

Practical Teaching. Supervised teaching practice lasts a total of about ten to twelve weeks; it may be organized to

take place once or twice during the course. The assessment is generally based on the combined evaluation of the college and of the cooperating school. The valuation of the external examiners, in some cases, is also considered.

Non-major subjects. Some colleges include in their curriculum one or more of the following: General English, Minor Subjects and General Studies. The underlying purpose of studying General English is to improve oral and written communication skills of the students. The study of minor subjects is supposed to serve a number of functions. First, it may be used to promote a better understanding of the students' major subjects. This is the case when a chemistry/physics student chooses mathematics as his elective. Secondly, a student is expected to be able to teach his minor subject should it become necessary to call upon him to do so. Thirdly, a minor subject like general studies is supposed to add to the breadth of the students' total education.

Primary school course. In some colleges, primary education is offered as a major subject and combined with another major subject. In others, the course is distinct. In Surulere, for example, students are made to study a variety of subjects so that they will be able to teach most, if not all, of the subjects offered in the primary school.

Assessment and certification. The end-of-course formal examination still forms the basis of evaluation, though continuous assessment is widely used. The examination questions are set by the college examiners and moderated by external examiners appointed from the university with which a

college is affiliated. The student answer scripts are graded by the college examiners and are moderated in the university.

The typical examination in a major subject consists of two or three papers, each lasting two and one-half hours to three hours. Except for practicals, a typical paper has a number of essay questions, ranging from eight to twelve; a candidate is expected to answer four or five questions of his own choice. Examinations in science and technical subjects, physical and health education, home economics, and fine art have practical components.

Major subjects are graded according to the levels of pass; these levels are indicated with letter grades or with descriptive words like "distinction," "credit," and "merit." In nearly all cases, the NCE certificates are awarded by the university with which a college is affiliated.

Procedure for curriculum development. At present, eight colleges have common syllabi under the leadership of the Institute of Education, Ahmadu Bello University. Each of the other colleges develops its courses of study in cooperation with the university with which it is associated. The initiative in every case comes from the college concerned.

Summary. This section has outlined the forms of governance and management. It also described briefly certain aspects of the curriculum. Some of the points outlined here receive further discussion in the next section, which deals with issues and problems.

Current Issues and Problems of the NCE Program

As a teacher education program, the NCE course shares common issues and problems with all other forms of teacher preparation. As a type, it has its own unique problems which raise issues peculiar to it.

The Problem of Establishing Acceptable Goals and Objectives

Institutional goals are necessary for direction and evaluation. Teacher education colleges, probably more than any other educational institution, are confronted with the problem of goal-setting. This is not due to lack of efforts in identifying the purposes of teacher education. There are, in fact, many statements relating to the aims of teacher preparation. According to the Nigerian Federal Government Policy statement issued in 1977, the purpose of teacher education in Nigeria should be:

> (a) to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;
>
> (b) to encourage further the spirit of enquiry and creativity in teachers;
>
> (c) to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;
>
> (d) to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world.[39]

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[39] Federal Republic of Nigeria, National Policy on Education (Lagos: Federal Ministry of Information, Printing Division, 1977), p. 25.

This statement brought up-to-date the purposes of teacher education identified by the Nigeria National Curriculum Conference held in 1969.[40]

Crane sees the purpose of teacher education as preparing teachers who can play many roles as (1) instructors, (2) scholars, (3) pedagogues, (4) gate-keepers, (5) educators, (6) parent-surrogates, (7) stimulators, and (8) organizational men.[41]

The above represent some of the several attempts which have been made to clarify the purposes of teacher education. The difficulty lies in establishing goals that are acceptable to the society which the teacher education institutions serve and even to the teacher educators themselves. The reason why there has been little concensus about specific competencies to aim at in teacher education is contained in Willey's and Maddison's argument that teacher preparation cannot be divorced from the aims and purposes of education, "and definitions of those aims and purposes are legion."[42] The lack of substantial agreement leads to another major problem.

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[40] Adeniji Adaralegbe, ed. A Philosophy for Nigerian Education, Proceedings of the Nigeria National Curriculum Conference 8-12 September, 1969 (Ibadan: Heineman Educational Books (Nigeria) Ltd. 1972), p. 124.

[41] A. R. Crane, "The Teacher - Present and Future," The Preparation of Teachers in Australia eds. J. A. Richardson and James Bowen (Melbourne: F. W. Cheshire 1967), pp. 1-4.

[42] E. T. Willey and R. E. Maddison, An Enquiry into Teacher Training (London: University of London Press Ltd. 1971), the preface.

The Problem of Assessment

Eggleston sees the question of assessment as one of the knottiest problems in teacher preparation and asserts that researchers reported both in England and the United States that the level of agreement is low on what a good teacher is.[43] In order to obtain reasonable agreements on the assessment of teacher effectiveness, professional educators and researchers have made several efforts to determine teacher-performances which can be observed and measured in behavioral terms.

LaGrone, for example, has provided a classification of teacher behaviors into twelve categories, each of which can be broken into numerous specific teacher behaviors.

1. Behaviors related to teaching activities (e.g., defining, describing, directing).

2. Behaviors as pedagogical moves or phasing (e.g., reacting, lifting, structuring).

3. Behaviors related to learning processes (e.g., motivation producing, response eliciting, drawing inference from data).

4. Information processing behaviors (e.g., sensing, identifying, and classifying information inputs).

5. Influence behaviors (e.g., lecturing, accepting and clarifying feelings, praising and encouraging).

6. Controlling behaviors (e.g., structuring, regulating, judging).

7. Positive and negative affective behaviors (e.g., supportive, encouraging, admonishing).

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[43] S. J. Eggleston, "Innovative Trends in Teacher Training and Retraining," New Patterns of Teacher Education and Tasks: Country Experience -Belgium, France, and United Kingdom, ed. Organization for Economic Cooperation and Development (Paris: OECD, 1974), p. 100.

8. Response behaviors (e.g., meeting requests, ignoring, interpreting).

9. Communicative behaviors (e.g., verbal, non-verbal, direct, non-direct).

10. Out-of-class instructional related behaviors (e.g., planning and organizing, selecting media and materials, determining and stating behavioral objectives).

11. Behaviors related to personal characteristics (e.g., democratic, autocratic, forceful).

12. Out-of-class school oriented behaviors (e.g., cooperating, supporting, interpreting).[44]

Efforts to obtain objectivity and substantial agreement in assessment have also led to reform movements such as Competency-Based Teacher Education (CBTE) and Performance-Based Teacher Education (PBTE). Houston and James explain that the idea behind the CBTE is to state explicitly in advanced what the learner is to demonstrate for successful completion of the program. They add,

> While such competencies may include cognitive (what the teacher knows), the emphasis is on performance objectives (what the professional can do), and consequence objectives (of what the effect of the professional is on clients).[45]

Burden identifies the basic characteristics of Competency-Based Teacher Education as:

(1) Specific competencies to be mastered,

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[44] Herbert F. LaGrone, A Proposal for the Revision of a Pre-Service Professional Component of a Program of Teacher Education, (Washington, D. C.: American Association of Colleges for Teacher Education, 1964), (n.p.); quoted by University of Toledo: Educational Specifications for Comprehensive Elementary Teacher Program (Wash., D. C., Office of Educ. HEW, 1978), p. 120.

[45] W. Robert Houston and Howard L. Jones, Three Views of Competency-Based Teacher Education: II University of Houston (Bloomington: The Phi Delta Kappa Educational Foundation, 1974), p. 7.

(2) Assessment of Competency/Performance-Based Teacher Education,
(3) Extensive use of technology,
(4) Flexible time requirements.[46]

Peterson in his study of twelve Performance-Based Teacher Education programs concludes that there are no radical differences between the goals of PBTE on the one hand and those of the "traditional" mode of teacher preparation on the other.[47] His findings indicate that the essential characteristics of PBTE do not deal with the content of a teacher education program but with the way a program is organized and managed; in other words, the difference is in organization and management. The strong point about PBTE, Peterson points out, is that it is a catalyst for change.[48]

Competency-Based Teacher Education has been cited here as one of those reform movements in teacher education which focus on one aspect in an attempt to solve complex problems. As the advocates and the opponents of each reform movement increase both in number and in the strength of their arguments, the possibility of securing agreement on the desirable qualities of a good teacher becomes more and more difficult.

The Problem of Governance

It is possible for a teacher training institution, a

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[46] Joel L. Burdin, Three Views of Competence-Based Teacher Education: I Theory (Bloomington: The Phi Delta Kappa Foundation, 1974), pp. 7-8.

[47] Frederick E. Peterson, "Performance-Based Teacher Education: A Conceptual Analysis," unpublished Doctoral dissertation, University of Utah, 1975, p. 134.

[48] Ibid.

district, or state to reach a reasonable agreement on the purpose of teacher education through suitable approaches to goal-setting. The next consideration then becomes that of designing a structure in which the identified goals can be most effectively achieved. As pointed out earlier, some NCE colleges have transferred over the years from one controlling agency to another. Some of the changes followed political changes. However, some of them have been motivated by a search for a better alternative. A state which was formerly running an ATC through the Ministry of Education might decide that the college would be more effective if invested with a college council. Four types of governance of the NCE colleges have been identified. A critique of each of them follows:

The argument for transferring an NCE college to a university has always been that a university is able to staff a college with teachers possessing high academic qualifications. All the three colleges attached to universities complained to the investigator of a high rate of teacher turnover in their colleges. Two main reasons seem to be at play in this situation. First, appointments are made by the university usually direct to these colleges. No sooner are some of the teachers hired than they start to perceive themselves as being regarded as second-class citizens of the university academic community. Those who are academically oriented, therefore, make efforts to transfer to the "academic" departments, including the education department, of the same or other universities. Secondly, some find the promotion requirements of the university too stringent and advancement very slow when compared with what

is obtaining in other establishments. Teachers in this category spend a lot of time in telling tales of other people with lower qualifications receiving quick promotions in other organizations. They also take considerable interest in searching the newspapers for advertised posts. They bolt away as soon as opportunities become available.

The possession of a higher degree gives the holder an enhanced starting salary in all public services of the country. In the government employment, such qualification, if obtained after years of experience, does not constitute a criterion for promotion. Using that situation as a basis, some people have argued that the academically oriented teachers, especially if they are interested in research, do not, as a rule, apply for teaching appointments to a state or the federal ministry of education. To hold such a view implies a belief that academic qualifications of the staff would be low in comparison with those of the staff of the NCE colleges in other categories.

The view has also been expressed that sudden and frequent transfers of teachers could result in instability of staffing position of the NCE colleges administered by the ministries of education. How far the staff of these colleges have been involved in ministry-wide transfers and to what extent transfers have affected the college operation have not been ascertained. The position seems to be that until there is a research upholding a contrary view, it may be assumed that the instability caused by transfers in these colleges is not greater than that resulting from resignations

in other types of NCE colleges.

The main reason always adduced for making an NCE college independent of the Ministry of Education is that the institution concerned would be free from bureaucratic trappings. The view is held that the college council can make decisions faster than the Ministry of Education. The council has only one institution to look after; the ministry has many schools and colleges to which to pay attention. As the principal (or provost) does not have to refer matters to a specific superordinate officer from time to time, the structure gives him a wide scope for using his initiative. However, the system places on him and on the council an onerous responsibility. It is not possible to list in detail all expected behaviors of people running an institution; it cannot be known beforehand how people will or should react to all situations. As a result, the edicts prescribing the powers of the college council and the duties of the college officers are set down in broad statements. The interpretation of these wide prescriptions could lead to conflicts of opinions and result in administrative difficulties.

Another possible danger of colleges with governing councils is to interpret "autonomy" to mean minimal contact with the Ministry of Education. The Ministry controls the schools from which prospective NCE students are recruited, and in which the NCE teachers are going to work. Lack of active cooperation between the ministry and the college will, therefore, rob the latter of a most valuable source of professional advice. Admittedly, the Permanent Secretary Ministry

of Education is a member of the governing council. The Permanent Secretary is an administrative officer, rarely with professional educational background. Moreover, he does not remain permanently with the ministry of education: he moves on transfer from one ministry to another.

The colleges in this category use their freedom to attract teachers by paying a high initial salary. However, as staff move up the promotion ladder, a bottleneck is likely to be created. As this cannot be removed by assigning teachers to other units, the structure is not free from frustration and high staff turnover.

The conversion of the School of Education of Kwara State of Technology to an autonomous Advanced Teachers College marked the end of an experiment. The statement announcing the making of the college

> a separate, distinct and autonomous institution, indicated that the college as an autonomous institution, would be better placed to develop its own identity and evolve its own tradition which is needed to perform its role efficiently.[49]

With this perceived advantage goes the disadvantage that the separation of the college has deprived the students of mixing with students training for other professions. The intermingling of students of varied professional aspirations contributes to the breadth of students' education. Also, should the state in the future start to train NCE technical teachers, there is the possibility that there would be some overlapping

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[49] Daily Times, Monday, October 17, 1977, p. 5.

resulting in duplication of efforts.

In summary, the analysis above has attempted to prove that it is difficult to establish which is the best form of governance or that one is better than the other. Each solves a number of problems and creates a host of others. It has been suggested that in searching for the best form or organizational structure for a teacher education program,

> the most important criteria to apply in judging among the competing forms of organization are those concerned not only with the quantity but also with the quality and effectiveness of the teachers that each is able to provide.[50]

In the context of the NCE, the structure that is likely to satisfy such conditions is the one that offers the widest scope for maximum cooperation among the NCE colleges, the universities, the schools, the federal and the state governments and the community at large. It is not essential to search for a form: there is virtue in diversity of structures which can meet the necessary conditions.

The Problem of Winning Recognition (Prestige)[51]

Because of the circuitous way a teacher going through the path of the NCE has to take in order to obtain a university degree, most highly qualified candidates seeking admission into post-secondary institutions avoid making the NCE college

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[50] Alfred Yates, ed. Current Problems of Teacher Education (Hamburg: UNESCO Institute for Education, 1970), p. 28.

[51] G. Lester Anderson, "Professional Education: Present Status and Continuing Problems," Education for the Professions: The Sixty-first Yearbook of the National Society for the Study of Education, ed. Henry, op. cit., p. 15.

their first choice. The preliminary course in the university tops the list of their preferences, followed by basic courses in the College of Arts and Sciences. The only purpose of these two types of courses is to prepare students for direct entry to the university degree program.

As there are fewer places in our post-secondary institutions than there are qualified candidates, the NCE colleges still have many qualified candidates from whom to select; as such, the high quality of their students is in no doubt. However, if the Grade II teachers or the West African School certificate examination is a true test of the candidates' ability, the NCE colleges are forced to admit students of lower ability on the average than either of the two courses mentioned earlier.

The two types of university-preparation programs require a prospective candidate to obtain a pass in the Grade II teachers' examination or the school certificate examination with credits/merits in at least five subjects, and institutions uncompromisingly stick to this requirement. To qualify for admission into an NCE college, a candidate is also required to obtain a pass with credits/merit in a number of subjects. However, the required minimum number of subjects with credits/merit varies from two to five, depending on the college. It is true, as the NCE colleges always claim, that many of their students do possess credit/merit in up to five subjects or more, but it is also a fact that, in order to cater for certain disadvantaged areas, nearly all of them have to admit candidates

with credit/merit in less than the number of subjects they advertise. Students with pass certificates with credit/merit in one subject or none at all are found in some colleges for this reason.

In summary, when the NCE colleges claim academic superiority over university-preparation courses, three situations conspire to weaken their argument. First, NCE is essentially a professional course though with academic content. Secondly, the NCE is rarely the first choice of candidates. Thirdly, the advertised minimum requirements for admission to NCE colleges are, in general, lower than for admission to the other institutions under consideration. In practice, a few students with qualifications lower than those advertised do get admitted.

Here are some of the resulting implications. It can be presumed that many of the students going to NCE colleges are less motivated by interest in teaching than by desire to obtain a form of higher education. It can further be presumed that the more ambitious student would expend more energies on academic subjects which the universities evaluate for the purpose of admission than on the professional component of the training. Another implication is that the priority given to a college in the candidates' preferences is an indication of the prestige and the recognition accorded the college. An institution perceived as comparatively prestigious stands at an advantage in competing for the best students, thereby retaining or even increasing its prestige.

The Problem of Esteem for the Teaching Staff

The issue of status and prestige also affects the position of the teaching staff. The NCE colleges would want to employ teachers of high academic caliber and reasonable experience of teaching in the secondary level institutions. With the take-over of post-primary institutions by the various states' government, most of those teaching at that level would be government or quasi-government employees. According to the country's pension system, an employee in public service has to work for 15 years before he is entitled to gratuity and pension. Unless a teacher in the secondary school is desperate, he is not likely to resign his appointment before then, and by the time he has spent 15 years in the service he might have risen so high in the establishment that only very strong attraction can make him leave his job. Thus, the prospects of NCE colleges being able to employ people with teaching experience are not bright. The colleges are, therefore, forced to employ people with little or no experience about the system for which they are training students, except for what they can remember of their school days. Such reminiscense is usually of little or no advantage; it may even have a negative value.

As earlier pointed out, except at Owerri, most of the teaching staff are first degree holders usually with teaching qualifications. Many of them have passed their examination with second class honours lower division; the number of second class upper division graduates is small and a graduate with

first class honours is rare avis in an NCE College. There is no evidence to indicate that the lecturers with the second lower degrees are not adequate for the task for which they are employed. However, their preponderance weakens the demand of the colleges for parity of esteem between their staff and those of the university. It makes it difficult for the colleges to prove that they can teach up to university standards as they have asserted.

Where an organization can recruit people with only the minimum qualifications, it can improve the quality of the employees through staff development programs. Sponsoring lecturers for further training poses a number of problems for the colleges. In recent years, M.Ed. courses in Educational Administration and Guidance and Counseling are becoming popular. The possession of M.Ed. in Guidance and Counseling is merely an index of status to a geography teacher who has been sponsored for further training in order that he might become a better geography teacher. The training would not have added much to his competence in his field. In other words, there is the problem of the relevance of higher degrees to the competencies required by teachers to perform well in their areas.

Also, the purpose for a staff development program can be self-defeating. This happens when a college identifies a potentially capable teacher, and sends him for a masters or doctorate degree, and he returns to "discover" that he is too qualified to teach at the NCE level. The aim of sponsoring him

for further training, which is to encourage him to stay on, is thus defeated: he soon resigns and moves to a degree-granting program in search of prestige.

Another controversial issue with regard to the teaching staff is research, which is related to institutional status. It is the argument of university teachers that if NCE college teachers aspire to have the same status with them, they should engage in research and that publication should be a criterion for their promotion. The NCE college teachers counter-argue that with their heavy teaching load, they are not in a position, unlike the university lecturers with light teaching loads, to do research. The stand of many ministry of education officials is that the type of lecturer they would want in the NCE college is the one that would concentrate on teaching and not the one that gets involved in esoteric research.

Intermediate institutions like the NCE colleges, the American junior colleges [52] and the British colleges of education [53] experience in varying degrees the problem of status and prestige for its students and staff. It can be presumed that the more ill-defined the functions of such institutions are, the farther from the reality will people's expectations be and the more difficult will it be to obtain any reasonable concensus on the status of the institutions.

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[52] Ralph R. Fields, The Community College Movement, (New York: McGraw-Hill Book Company, Inc., 1962), p. 390.

[53] F. T. Willey and R. E. Maddison, An Enquiry into Teacher Training (London: University of London Press, Ltd.), p. 11.

The Balance Between Academic Study and Professional Training

The uniqueness of the teaching profession has made the controversy on the concept of "the balance of studies" an unending one. Teaching deals with education in its totality. The practitioner is required not only to be professionally sound but also to be well-grounded in a number of academic subjects. Only extremists will argue that of the components of teacher education, the academic study and the professional, one or the other is not important. For the large majority of people who believe that both are essential, the debate has always centered on the relative emphasis to give to each.

Fogart presents the following viewpoints on why the teacher in training has to study academic subjects with some considerable depth.

(1) He should know the subjects he is to present to his students; he should certainly know more than he wants to teach for the sake of his own confidence.

(2) He should be able to bring firsthand intellectual experience to his classwork.

(3) The study in depth of a chosen subject or group of subjects is the surest means of forming a cultivated mind. According to that view, without such study to enrich his life, the teacher is more likely to be inadequate as a person and "will remain impoverished as a teacher as he will have no zeal for learning with which he could be expected to influence his

pupils.[54]

Downey supporting the idea of preparing students of education to be teacher-scholars draws this quotation from Chase:

> A scholar or scientist is driven by passion to know - to enlarge his own knowledge and to push into uncharted areas. The good teacher has this urge, but in him is coupled with a possion to share - to introduce others to new knowledge. One who teaches without having the passion to know is not a true teacher but a propogandist or perhaps an evangelist or reformer. He is drawn by a passion to convert or to mould human beings.[55]

Yates and others subscribe to the idea that it is necessary for teachers to have sound academic training but the problem as they see it, is the extent to which in some instances the degree of specialization reaches inordinate proportions.[56]

Attempts to strike a balance between the set academic and professional component parts of the NCE program is complicated by external factors. The principals of the schools in which the NCE holders teach expect them to be skilled professionals, but the NCE is used not just as a professional

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[54] R. Fogart, "The Content of Teacher Education," The Preparation of Teachers in Australia, eds. Richardson and Bowen, op. cit., pp. 22-23.

[55] L. W. Downey, Commentary: Contemporary issues in teacher education - an American viewpoint, Towards a Policy for Education of Teachers ed. William Taylor (Hamden: Archon Books 1969), p. 215 quoting F. S. Chase "Tomorrow's Secondary School," The Canadian Secondary School: An Appraisal and a Forecast, ed. L. W. Downey and R. Godwin (Toronto: Gage and MacMillan, 1963), (n. p.).

[56] Yates, ed., op. cit., p. 43.

certificate but also as an entrance qualification to the university. Entry requirements to degree courses in Nigerian universities are based on academic qualifications. The minimum qualification for a three-year course is the General Certificate in Education (GCE) or Higher School Certificate (HSC) with passes in either five subjects, two of which must be at the Advanced Level, or four subjects provide three are at Advanced Level. One may add, parenthetically that these requirements are the same as those for entry into British Universities. Before any other qualification is considered for admission into Nigerian Universities, its academic content has to be evaluated on the basis of the General Certificate of Education.

The difficulty of equating a professional certificate to a number of academic subjects is one of the major problems of the NCE program. The implication for the NCE colleges is that since their products are desirous of earning a university degree later, they have to demonstrate that their standards are up to the level required by the universities. The preamble to the Biology Syllabus of a group of colleges states with emphasis:

> The main minimum standard aimed at will be above HSC Biology but lower than HSC Botany and Zoology.[57]

It took some time before the NCE was accorded the status of minimum entry qualification. For some time now,

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[57] Advanced Teachers Colleges, Kano, Sokoto and Zaria NCE Biology Syllabus (Kano: Advanced Teachers College, 1975), p. 1.

the NCE colleges and their students have even been requesting that their students be allowed to spend two years in the university instead of three as at present. The Federal Government has decided to advise the universities to grant the request. The universities operate a rigid three-part degree system. The duration for the completion each of Part I, Part II, and Part III is a minimum of one session. Put in another way, the current request concerning the admission of NCE holders implies putting them in Part II for which the passing of Part I examination is a condition. The present debate is on whether the NCE is equal to or lower than Part I of a university degree. The Lagos University which runs an NCE course attempts to solve this problem by making the NCE students take the Part I examination at the end of their normal course.. Students who satisfy the examiners are awarded the NCE and are regarded as qualified for admission into Part II. The Association of Principals of Teachers Colleges in 1971 expressed some concern over the system in the following words:

> It was noted that unlike other universities, Lagos had arranged an overlap so that the NCE covered the first year of the B.Ed. It was argued that there was the danger that this would make teachers degree conscious and use the NCE as stepping stone over and out of teaching profession.[58]

Even if the Lagos type of arrangement receives a universal acceptance, it cannot be practiced elsewhere at present as no other NCE course is run on the campus of any university.

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[58] National Conference of Principals of Teachers' Colleges, Teacher Education and National Development (Lagos: Ministry of Education, 1971), p. 27.

The Problem of Organizing Practical Experience

One of Pinney's findings from her research study of two NCE colleges was that the students' chief dissatisfaction with teaching practice was "lack of what the students regarded as frequent and adequate supervision by, and communication with, their college instructors." [59] Many organizational problems which are closely related have been responsible for the lack of adequate supervision. The schedule of teaching practice arranged by Kano Advanced Teachers College for its 1977-78 final year students indicated that some students would be sent to places as far as over 300 miles from the college. This was typical of the arrangement made by many NCE colleges for teaching practice. It was an indication that there were not enough schools in the immediate vicinity to go round. The amount of money, time and energy expended in supervising students scattered over a large area could be considerable.

In arranging for supervision, a college has to consider whether or not all the teachers are qualified to supervise teaching practice. Assuming that they are all eligible to supervise student teachers, the college needs to take into consideration how it will organize the remaining two classes in view of the fact that teaching practice takes place while the college is in session. To make matters more complicated, there is the unresolved issue of the relationship between the subject a teacher teaches and the area in which

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[59] Pinney, op. cit., p. 146.

he/she supervises students. To ask a teacher to supervise all his/her own students is to expect an impossibility in view of the area to be covered. On the other hand, to put a history teacher in charge of physics students or ask a chemistry teacher to critique lessons on Shakespearean tragedies always elicits severe criticisms - many of them justifiable - from students.

Historically, the idea of teaching practice was to ask students to study the art of teaching under an experienced practitioner.[60] This is still considered one of the important purposes of teaching practice. Students are deployed to schools on the basis of requests made or information supplied by the cooperating principals. While the colleges expect the requests to be based on the availability of teachers qualified to supervise the students, the cooperating schools ask for student teachers for the subject areas in which there are staff deficiencies. Some students find themselves, as a result, in schools where there is nobody to give them as much as an orientation course relating to the subjects they are to teach.

Where there are experienced and probably qualified teachers in the school, it is not unusual for some of them to regard the period their school is being used for teaching practice as one of light or no work. They regard the student

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[60] E. Stones and S. Morris, Teaching Practice: Problems and Perspectives: A Reappraisal of the Practical Professional Element in Teacher Preparation (London: Methuen and Co., Ltd., 1972), p. 7.

trainees as relievers. If the school evaluation, based on the cooperating teacher's assessment, is taken into consideration in arriving at the final teaching practice grades, the patronizing attitude of some of the cooperating teachers raises the issues of validity and reliability. There is the possibility that a high grade from a school represents a mark of gratitude rather than an indication of the performance of the student concerned.

There are the cases of the cooperating teachers who are genuinely interested in supervising the students but whose ideas conflict with what the students have been taught in the college. In this situation, the student faces a dilemma. He either follows his own inclination and incurs the displeasure of the cooperating school supervisor, or he practices the new doctrines until his college supervisor comes to assess him. Stones and Morris, criticizing the master teacher model, point out that the approach

> results in a tendency to convervatism and traditionalism and operates against experiment and innovation. Ultimately, it stands for initiation rather than analysis, and it puts obstacles in the way of understanding the process of teaching.[61]

The student is restricted to the use of the methods he observes; the method may have been outmoded. Haberman and Stinnett commenting on this approach, report

> The positive studies seem to indicate that students will make gains in teaching performance. . . if their cooperating teachers have been selected on the basis of having such competencies. Studies have also shown

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[61] Stones and Morris, op. cit., pp. 9-10.

> positive results in those cases where cooperating teachers have been selected and given special preparation.[62]

Selection makes sense when one has more than one requires. The idea of giving special preparation to cooperating teachers may be misconstrued, and it raises a number of issues concerning finance and the spread of the school locations.

Another approach which could alleviate the problem of supervision is identifying distinguished teachers in schools and appointing them as the student teachers' guardians and mentors in their schools and in the neighboring ones.[63] Issues relating to this strategy include the method of remuneration, the propriety of full-time teachers in public service receiving remuneration in addition to their normal emoluments, and the degree of willingness on the part of the school principals to cooperate.

The appropriate use of technological devices can also contribute to the successful implementation of the practical experience program.[64] However, because of financial and/or technical difficulties, most of the colleges do not possess video-tape recording equipment. Where microteaching is in practice, a student has to depend only on the appraisal of his peers and that of his supervisor: he cannot view his own performance being played back from a recorded video-tape.

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[62] Haberman and Stinnett, op. cit., p. 115.

[63] Edmund J. King, The Education of Teachers: A Comparative Analysis (London: Holt, Rinehart and Winston, 1970), p. 107.

[64] Yates, op. cit., p. 63.

Summary of Chapter 3

The establishment of the first NCE colleges was a part of the massive educational expansion that followed the Ashby Commission, whose monumental report was published in 1960. The aim of establishing the colleges was to solve the perennial problem of the acute shortage of tutors in the secondary schools and to strengthen the teaching staff at the primary school level; also, the colleges were to provide the grade II teachers opportunities for professional and academic advancement. Following the recommendations of the Ashby Commission, the earlier NCE colleges received a great deal of foreign assistance, particuarly from the USAID and the UNESCO.

The NCE colleges have witnessed a great deal of expansion since their first inception. As more states were created, the number of state government-sponsored NCE colleges increased. The Federal Government has also built more NCE colleges in recent years. At present, the main mission of the NCE colleges is to provide teachers for the secondary schools: courses for primary school teachers have not been fully developed in all the colleges. Of the problems facing the NCE colleges, the search for identity stands out clearly. Basic to all of them, it appears, is the lack of well-defined goals and objectives.

Chapter 4

THE RESEARCH PROCEDURE

The Research Design

This study was a descriptive research to identify and analyze the perceptions of selected members of NCE colleges with regard to the goals and needs of the NCE program, and to determine the degree of difference or concordance in those perceptions. Eight NCE colleges situated in Kano, Zaria, Minna, Ilorin, Ondo, Owerri, Yaba, and Surulere were chosen for the study in which the principal, a group of lecturers, and a group of students from each college participated.

The three constituencies of each college were compared on their perceptions with regard to three items: the ranking of eighteen educational goals, the performance of their colleges on the same eighteen goals, and the discrepancies between the two. The graphic representation of the scheme is shown in Figure 1. As indicated in Figure 2, the three groups of principals, lecturers and students were also compared across the eight colleges on goal ranking, performance rating, as well as on the discrepancy between goal ranking and performance rating.

Research Instrument

Choice of Instrument

The eighteen goals of the Phi Delta Kappa (PDK) planning

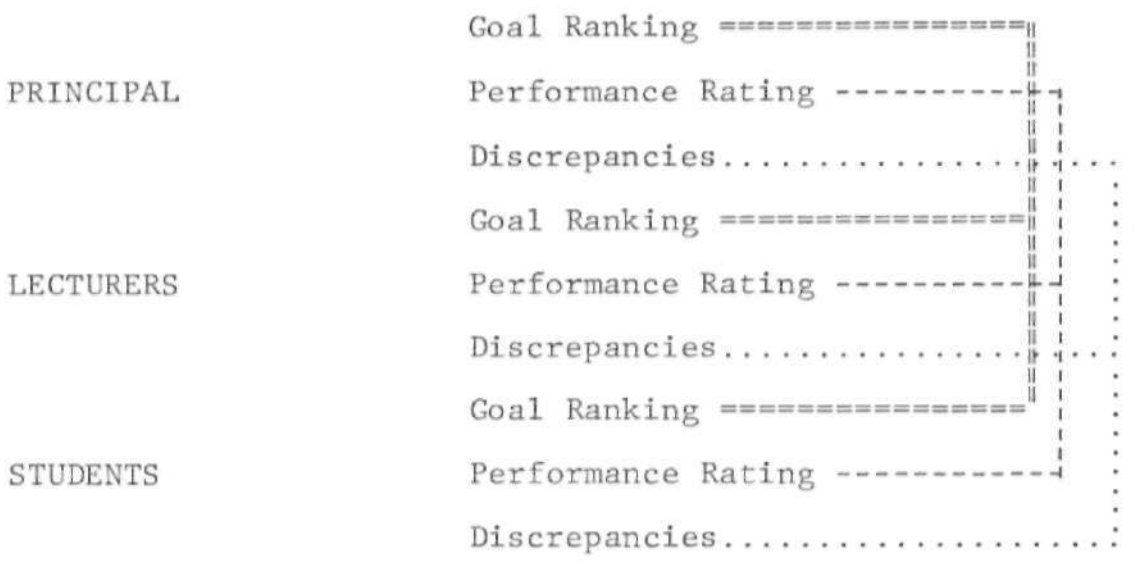


Figure 1

Graphic Representation of the Research Design as Related to Comparison Within Each College

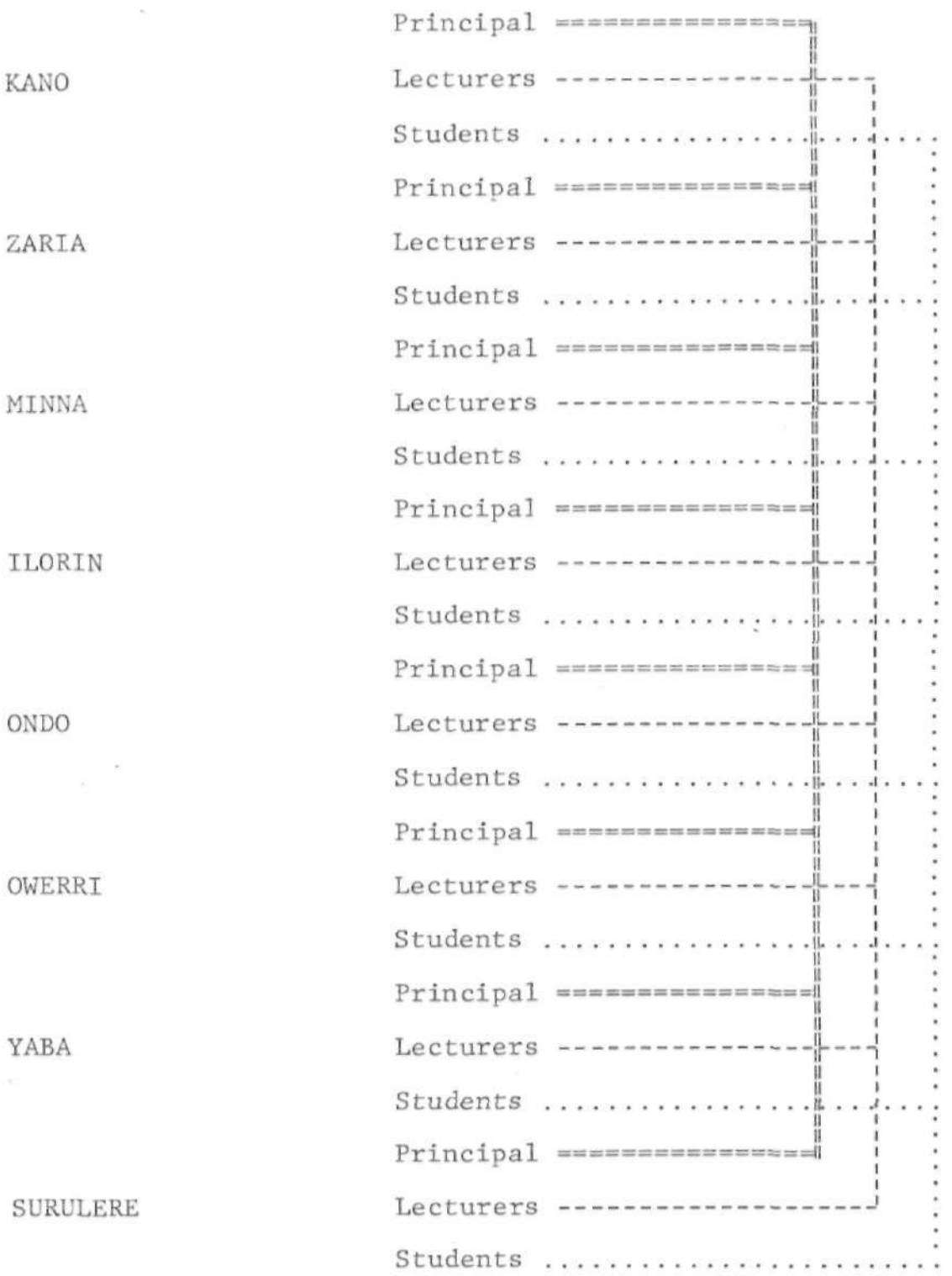


Figure 2

Graphic Representation of the Research Design as Related to Comparison Among the Colleges on Goal Ranking, Performance Rating, and the Discrepancies Between the Two

model were modified and used in collecting data on the perceptions of the participants. A number of factors combined to influence the choice of the instrument. First, the investigator had participated in a workshop on the model; under expert guidance, he had worked step by step through the procedure for administering the instrument.

Secondly, organizational, financial, and time factors were important considerations in deciding on the instrument after comparing it with some other techniques. The writer has, on many occasions, helped researchers in follow-up studies. Even when a follow-up study deals with only one institution, it can be expensive and time-consuming in Nigeria. If the study design includes visits for either interviewing or collecting responses, it can take a researcher to many remote schools, scattered over a wide area and possibly with bad roads in places. It follows then that the study of selected alumni of eight colleges would be prohibitive except for the rich organizations and would certainly take much time to complete.

The Delphi Technique, though originally designed to obtain consensus of opinions, can be used to collect data on people's perceptions. As it does not necessarily involve visits, it can be applied at a lower cost than a follow-up survey. However, as it involves three rounds of response returns, its application would take a considerable length of time in Nigeria, where many researchers experience great

difficulties in collecting responses from subjects.[1]

Development of the Instrument

After a careful study of the Nigerian system of education, the eighteen PDK educational goals were modified to relate to the Nigeria Certificate in Education Program.

(1) The following goal with related subgoals was added:

"Develop the background necessary for University Courses.

A. Obtain academic qualifications for admission for degree courses.

B. Gain specific body of knowledge to serve as a base for degree work.

C. Develop the skills and discipline needed for further studies towards obtaining a university degree.

(2) Two PDK goals, "Learn to Be a Good Citizen" and "Understand and Practice Democratic Ideas and Ideal" were collapsed to form the following goal, which incorporates the concepts of national unity and cultural heritage.

"Learn to be a Good Citizen

A. Develop patriotism and loyalty to ideas of national unity.

B. Develop an understanding of the rights,

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[1]Uriah Angulu, "A Comparison of Environmental Perceptions of Selected Campus Populations at Ahmadu Bello University, Nigeria," unpublished Doctoral dissertation, Ohio University, 1974, p. 133.

obligations, and responsibilities of citizenship.

C. Develop an understanding of, and an appreciation for, the value systems, the customs and the cultural heritage of our country.

D. Develop attitudes for productive citizenship in a democracy."

(3) The PDK goal of "Gain Information Needed to Make Job Selections" was modified as follows:

"Develop Skills Needed to Make Job Selections in the Field of Education.

A. Develop an awareness of job opportunities in the field of education (teaching, educational administration, inspection).

B. Develop skills and abilities required in making suitable job selection in the field of education.

C. Promote self-understanding in relation to students' occupational interest in the field of education."

(4) Another PDK goal, "Develop Skills to Enter a Specific Field of Work" was modified to read

"Develop Skills Needed for a Life-Long Career in the Teaching Profession.

A. Develop abilities and skills need for employment as a teacher.

B. Develop an awareness of opportunities and requirements related to teaching.

C. Develop an appreciation of good teaching."

(5) The other PDK goals remain virtually unaltered except for the changing of the spelling of some words to the

form with which the Nigerian readers will be more familiar. Examples are "program" changed to "programme" and "practice" (verb) changed to "practise."

Selection of Institutions for the Study

In view of the fact that the investigator had to visit the colleges used in the research, limitations imposed by finances, time and distances made it impossible to include in the study all the existing twenty-two NCE colleges. Eight colleges were chosen. It was believed that eight, representing about forty percent of the total number of NCE colleges existing at the time of the study, was large enough to give the research a national character.

It was decided not to use the random method to select the eight colleges. There was the possibility that some of the colleges that might be selected through randomization would be difficult to reach during the rainy season, which was the time the field study took place. The non-use of the random method of selection was not considered a serious limitation in this case as the choice of the participating colleges was made to reflect, as much as possible, the differences in the stages of development, forms of governance and emphasis on curricular offerings. This was considered necessary because of the considerable diversity among the institutions. The selected eight colleges were well scattered over the country. Apart from the Advanced Teachers College at Surulere and the Federal Government Technical Teachers College at Yaba, no college was within a distance of less than one hundred and

fifty kilometers from the others. Also, except for the Advanced Teachers Colleges at Kano and Zaria, no two selected colleges were administered by the same agency.

At least one college was selected from each of the categories listed below; generally, a college fell into two or more classifications.

1. The first colleges to be established,
2. The most recently established institutions: colleges without a third year class by 1976-77 session,
3. Colleges forming units of universities,
4. Colleges governed by state governments,
5. Colleges of Technology with N.C.E. departments,
6. Colleges governed by the Federal government,
7. Colleges preparing teachers mainly for the secondary level institutions,
8. Colleges preparing teachers mainly for the primary schools,
9. Colleges preparing teachers of technical and vocational subjects, and
10. Colleges developed with foreign assistance.

Accordingly, participants for the study were selected from the colleges named below. Two examples of the above categories which each represented are listed in front of them.

1. Advanced Teachers College, Zaria (1, 10),
2. Advanced Teachers College, Kano (3, 10),
3. Advanced Teachers College, Surulere (4, 8).

4. School of Education, Kwara State College of Technology, Ilorin (5, 7),

5. Adeyemi College of Education, Ondo (1, 3),

6. Alvan Ikoku College of Education, Owerri (4, 10),

7. Technical Teachers College, Yaba (6, 9),

8. Advanced Teachers College, Minna (2, 4),

Selection of the Participants

Attempts to adhere strictly to the method of randomization in selecting the lecturers and the students met with varying degrees of success in the different colleges. On reaching a college, the investigator asked for separate comprehensive lists of the students, class by class, and of the lecturers. He assigned a number to each student or lecturer as follows. Where a group was less than 100, a two-digit number was assigned, but where the total population of a group was greater than 99 but less than 1,000, a three-digit number was allocated. For each group, the starting numbers were 01 and 001 respectively. A table of random numbers was then used to select 60 students and 20 lecturers from each college.[2] The two groups were selected separately. The colleges then made announcements inviting the selected students and, in some cases, the selected lecturers to assemble in specified places at given times.

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[2]Richard P. Runyon and Audrey Haber, Fundamentals of Behavioral Statistics (Reading: Addison-Wesley Publishing Co., 1976), p. 407.

The selection of students from comprehensive lists worked out well in Kano, Zaria, Minna, and Ilorin. In the other colleges, because it was difficult for the institutions to guarantee that all the students selected from the comprehensive list would see the notice of invitation to a meeting within two or three days, selection was made from the students who were on site and attended the assembly called by the college concerned.

Methods of Collecting Data

Preliminary Activities

In April 1977, a circular letter, a copy of which is exhibited as Appendix A, was written to the Provosts and Principals of all known Colleges of Education and Advanced Teachers Colleges as well as to the heads of other institutions known to be offering the NCE course. In the letter, the addressees were informed of the researcher's intention to undertake the study, and they were requested to indicate whether or not they would cooperate. They were also asked a number of questions relating to their end-of-year timetable. They were requested to send the reply to the researcher's Nigerian address.

It was thought necessary to write to all institutions instead of only the selected eight because of two main reasons. First, a college might decline to give the requested permission. Secondly, as the researcher wanted to administer the questionnaire personally, the timetable of a college might make it impossible for the researcher to visit the place, and

a substitution might, therefore, be necessary. As it turned out, the eight colleges selected originally were used for the empirical part of the study. Some of the other colleges contributed to the literature reviewed by supplying pertinent documents.

A sample of the participants could not be obtained in the United States; therefore, a trial study was not carried out before the submission of the study proposal to the dissertation committee. In accordance with the committee's decision, the researcher, on getting to Nigeria, set up a study group to which he submitted the eighteen goal statements and the accompanying instructions for review and possible modifications. The group was made up of twenty students, twelve lecturers including four heads of departments, all from Advanced Teachers College, Kano. The group suggested some modifications, after which they, themselves, performed the exercises. The instrument was then rearranged and retyped in the form it was used for the study.

The Questionnaire Design

A cover letter prefaced the questionnaire; a copy of it is shown as Appendix B. The introductory part of the questionnaire contains the eighteen goal statements, each with a certain number of subgoals for further clarification; an attached note requested the participants to study each goal and the subgoal statements carefully. The introductory section was followed by directions for the completion of the questionnaire, and the scoring sheets were attached as appropriate. The arrangement is shown in Appendix D.

The introductory part was typed on gold-colored sheets of paper. The scoring directions for exercise 1 and the answer sheet for exercises 1 and 2 all of which dealt with goal ranking were put on green paper. White paper was used for exercises 3 and 4 dealing with performance rating. Colored sheets of paper were used for easy differentiation; no importance was attached to the type of color used for any particular section except that the use of white paper for all letters was deliberate, following conventional practice.

The Scoring Method

In exercise 1, the participants were requested to show the relative importance of the eighteen goals to the NCE programs by assigning points to them as follows:

5 points to indicate Very high priority

4 points to indicate High priority

3 points to indicate Medium priority

2 points to indicate Low priority

1 point to indicate Very low priority

0 point to indicate Not a priority

The following rules were to be observed:

1. A total number of 45 points was to be awarded (but not equally) to all the eighteen goals.

2. No goal statement could have more than five points.

3. At least one goal statement was to have 5 points.

4. If a goal was considered unrelated to the NCE program, it was not necessary for that goal statement to be

awarded any point.

The rules imposed a restriction that forced a participant to consider carefully the relative importance of one goal as compared with the others. He was, therefore, compelled to rank rather than rate the goals. The eight-step procedure for the goal ranking exercise is shown in detail in Appendix D.

Exercise 2 was to provide participants the opportunity to add their own goals if they felt that there were goals related to the NCE program, which were not included in the eighteen goals. They were expected to rate the goals they added on a 5-point scale but not to rank them with the eighteen goals in exercise 1.

In exercise 3, the participants were requested to rate how well the current programs of the NCE colleges with which they were associated were meeting the eighteen goals. The rating was based on a 15-point scale as shown below:

1, 2, 3 Too little is being done.

4, 5, 6 Little is being done.

7, 8, 9 Fair but more needs to be done.

10, 11, 12 Leave as is.

13, 14, 15 Too much is being done.

As shown in Appendix D, further explanation was given in the directions for the scoring procedure.

Exercise 4 applied only to those who completed exercise 2: those who added goals in exercise 2 were expected, in exercise 4, to rate their college programs on the goals

they have added.

The Administration of the Questionnaire

In all the eight colleges, the researcher worked with the students. In each case, the participating students were assembled together. After distributing the questionnaires, the researcher read slowly the cover letter and the introductory note. Students were given time to study the goal statements and were taken through the exercises step by step. Attempts were made to ensure that they understood the instructions. The responses were collected after every student had completed the exercises. In Kano, Zaria and Minna, the participating lecturers assembled with the students of their respective colleges. Thus, in each of those three colleges, both the lecturers and the students received the instructions at the same time and under the same conditions as the study was originally planned.

The arrangement in the three institutions referred to above involved either the cancellation or the rescheduling of classes, or both, which the five other colleges found difficult to accommodate at that time of the year. However, coordinators were appointed by the principals to liaise between the researcher and the lecturers. In each case, the coordinator received directions from the researcher and later distributed the questionnaires to the lecturers, collected and mailed the responses to the researcher,

Where the principals attended the meeting of the participating students, they did not complete their

questionnaires there, but in different places and at different times. The principals' responses were either collected personally by the researcher afterwards or they were mailed to him later.

From the above, it would be seen that all the participants in a college did not complete the questionnaire under identical conditions. All the students were taken through the exercises systematically by the investigator but not all the lectureres received verbal explanations from him and though the principals had the opportunity to, and some did, ask questions, the investigator did not go through all the exercises with them. It was assumed that in view of the clarity of the directions and the comparatively high standard of their English, the lecturers and the principals would not be at a disadvantage vis-a-vis the students. The assumption probably proved to be correct as there were only five unusable responses from the lecturers and none from the principals.

Response Rate

The analysis of the response rate is shown in Table 1. To calculate a return rate for a group, the number of usable responses from that group was expressed as a percentage of the maximum number of responses expected from the group. For instance, twenty lecturers were selected in each college and, therefore, the maximum number of responses expected was twenty from the lecturers of a college.

Not all the selected students attended the various meetings held for the purpose of working through the research

Table 1

Analysis of the Number of Subjects and the Number of Usable Responses

College	Group	Number of Eligible Subjects	Number of Usable Subjects	Percentage Rate of Usable Response Returns
ZARIA	Lecturers	20	20	100
	Students	60	59	98
KANO	Lecturers	20	12	60
	Students	60	45	75
MINNA	Lecturers	20	12	60
	Students	60	60	100
ILORIN	Lecturer	20	11	55
	Students	60	60	100
ONDO	Lecturer	20	8	40
	Students	60	31	52
OWERRI	Lecturer	20	12	60
	Students	60	60	100
YABA	Lecturer	20	3	15
	Students	60	42	70
SURULERE	Lecturer	20	7	35
	Students	60	36	60
ALL COLLEGES	Principals	8	8	100
	Lecturers	160	85	53
	Students	480	393	82
	Groups	648	486	75

instrument but all the participating students returned their questionnaires some of which were unusable. Two reminding letters, one after the other, were written to non-responding lecturers and principals; the first letter elicited three usable responses but the second produced no effects. A telegram was sent to a principal who responded to neither and it even became necessary to contact him through an international telephone message.

Finally, all principals returned usable responses; the usable response rate from the lecturers ranged from 15 percent in one college to 100 percent in another and averaged 53 percent, and the rate for the student was 82 percent. The overall rate for the three groups from the sampled eight colleges was 75 percent.

Statistical Analysis

The main calculations were carried out by the computer in the Ohio University Computer Center. After consultation with the staff of the Educational Research and Evaluation section of the College of Education, the researcher decided on the use of the appropriate programs from the Biomedical Computer Programs. The data card punching and the computer programming were performed by the investigator himself.

The scores and the mean scores for the goals were ranked from 1st to 18th in order to determine the relative importance attached to the various goals by the different groups. The goals ranked in the top third were identified as the most important ones as perceived by each group. The

three goals which a group ranked lowest were also identified. The remaining nine goals were regarded as being perceived by the respondents as moderately relevant to the NCE program. The researcher recognizes that there are other possible approaches to the grouping of the goals for the purpose of analysis.

In order to identify the needs as perceived by the various groups, the discrepancies were calculated as follows. As the performance rating scale had 15 points, the goal-ranking mean was converted from a 5-point to a 15-point scale through the process of multiplication by 3. The converted goal ranking mean score was subtracted from the performance rating mean score. A zero difference was interpreted to show that the relationship between goal ranking and performance rating was perfect. A positive difference was taken as signifying that the college was perceived as performing satisfactorily or, in the more extreme cases, as doing too much on the particular goal. A negative difference would indicate that the college was performing less than the importance attached to the goal by the rater.

For analyzing the degree of agreement among group rank orders, the Kendall coefficient of concordance, W, was computed. To evaluate each value of W, the F ratio was calculated.[3] For determining the degree of association between any

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[3]For the formula used, see Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), p. 293.

selected pair of rank orders, both the Spearman and the Kendall rank correlation coefficients were computed. The more familiar Spearman rank correlation coefficient was used for analysis; however, because some statisticians prefer the Kendall rank correlation coefficient, the latter is included in Appendix F.

For the sake of convenience, abbreviated forms of the goal statements as shown below were used in the analysis.

Goal Statements	Abbreviated Form
Learn how to be a good citizen	Good citizenship
Learn how to respect and get along with people who think, dress and act differently	Respect for Differences
Learn about and try to understand the changes that take place in the world	Understanding Changes
Develop skills in reading, writing, speaking and listening	Communication Skills
Learn how to examine and use information	Use of Information
Understand and practice the skills of family living	Family Living Skills
Learn to respect and get along with people with whom we work and live	Respect for Colleagues
Develop skills needed for a life-long career in the teaching profession	Teaching Skills
Learn how to be a good manager of money, property and resources	Management of Resources
Develop a desire for learning now and in the future	Desire for Learning

Learn how to use lesiure time	Use of Leisure Time
Practise and understand the ideas of health and safety	Health and Safety Ideas
Develop the background necessary for university degree courses	Preparation for Degree
Appreciate culture and beauty of the world	Appreciation of Culture
Develop skills needed to make job selections in the field of education	Job Selections
Develop pride in work and a feeling of self-worth	Feeling of Self-worth
Develop good character and self-respect	Good Character
Gain a general education	General Education

Summary

The Phi Delta Kappa (PDK) eighteen goals were modified and used to collect perceptions of groups of principals, lecturers and students of eight institutions offering the Nigeria Certificate in Education (NCE) program. The colleges were selected to reflect their variety in administration, historical development, and curricular emphasis. The principals of the eight colleges were selected automatically. A table of random numbers was used to select lecturers and students either from college comprehensive lists or from those who attended the scheduled meetings.

The investigator worked through the instrument with the students in their colleges but not with the principals and all the lecturers. The response return rate for the

eight colleges was 75 percent.

Much of the data processing was done with the computer. Group means and standard deviations were the basic statistics for analysis; tests for significant agreement in rank-ordering the 18 educational goals were also carried out.

Chapter 5

ANALYSIS OF DATA

This chapter, which presents the analysis of data on the perceptions of selected members of the NCE colleges with regard to the goals and needs of the NCE program, is divided into three main sections. The first section deals with within-college comparisons, presenting the analysis of the perceptions of the principal, the lecturer group, and the student group of each college. The order in which the colleges are treated corresponds to the order in which they were visited by the researcher. The second section takes each of the three groups across the eight colleges. The comparison of the eight colleges in the third section serves as a summary.

In the first two sections, the unit of analysis is the group but in the third section, it is the college though references are made to the groups as appropriate. The principal is treated as a group in his college and equal weighting is assigned to the three groups. The treatment of data follows identical patterns in the three sections: analysis of the data on goal ranking, performance rating, and on the needs are presented in that order and are followed by some concluding remarks. The chapter ends with a summary of the three sections.

The Within - College Comparisons

Advanced Teachers College, Kano

Goal Ranking. According to Table 2, eleven separate goals were assigned the third top ranks by the principal, the lecturer and the student groups separately. They are listed below:

1. Develop skills needed for a life-long career in the teaching profession.
2. Develop a desire for learning now and in the future.
3. Learn how to examine and use information.
4. Learn how to be a good citizen.
5. Develop the background necessary for university degree courses.
6. Gain a general education.
7. Develop skills in reading, writing, speaking, and listening.
8. Develop good character and self-respect.
9. Develop skills needed to make job selections in the field of education.
10. Learn to respect and get along with people with whom we work and live.
11. Develop pride in work and a feeling of self-worth.

It will be noticed that if the principal's score and the mean scores by the lecturers and the students in respect of each goal are combined to form a mean for the College, and the resultant composite mean scores for the eighteen goals are then ranked, the first six goals on the list above would be those perceived as the most important by the College as a

Table 2

Analysis of Goal Ranking Scores by the Three Constituencies of Advanced Teachers College, Kano

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good citizen	2	11.5	3.08	3	3.98	1	3.02	4	0.99
Learn how to respect and get along with people who think, dress and act differently	2	11.5	2.58	9.5	2.58	10	2.39	12	0.33
Learn about and try to understand the changes that take place in the world	2	11.5	2.00	13	2.80	8	2.27	13	0.46
Develop skills in reading, writing, speaking and listening	3	6	2.50	11	2.82	7	2.77	7	0.25
Learn how to examine and use information	4	3	3.00	4	2.11	12	3.04	3	0.94
Understand and practise the skills of family living	1	17	1.50	17	1.04	17	1.18	18	0.28
Learn to respect and get along with people with whom we work and live	2	11.5	2.92	5	3.16	5	2.69	10	0.61
Develop skills needed for a life-long career in the teaching profession	5	1	4.83	1	3.89	2	4.57	1	0.60

Table 2 continued

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good manager of money, property and resources	2	11.5	1.25	17.5	0.93	18	1.39	15	0.55
Develop a desire for learning now and in the future	4	3	2.67	8	3.07	6	3.25	2	0.68
Learn how to use leisure time	2	11.5	1.67	14	1.33	16	1.67	14	0.33
Practise and understand the ideas of health and safety	1	17	1.25	17.5	1.87	14	1.37	16	0.45
Develop the background necessary for university degree courses	3	6	2.58	9.5	3.40	3.5	2.99	5	0.41
Appreciate culture and beauty of the world	1	17	1.58	13	1.51	15	1.36	17	0.32
Develop skills needed to make job selections in the field of education	3	6	2.75	7	2.44	11	2.73	9	0.28
Develop pride in work and a feeling of self-worth	2	11.5	3.83	2	2.07	13	2.63	11	1.04
Develop good character and self-respect	2	11.5	2.83	6	3.40	3.5	2.74	8	0.70
Gain a general education	4	3	2.08	12	2.73	9	2.94	6	0.98

unit.

If those six goals are categorized, one of them will fall into social (civic), another into productive (vocation preparative), and four into intellectual domains. If the three goals with the lowest ranks are similarly analyzed, two can be described as personal development goals. The third one, which deals with family living skills, can be classified as productive (consumer) goal.

With regard to agreement in ranking of the eighteen goals, the three groups placed the goal of Teaching Skills in the top third. In addition, the principal agreed with the lecturers in ranking high the goal of Use of Information, and with the students in assigning top places to the two goals of Desire for Learning and Preparation for Degree. The lecturers and the students were in agreement in attaching very high importance to the goals of Good Citizenship, Respect for Colleagues, and Good Character.

A noticeable consistency was also shown in the ranking of the following three goals accorded the lowest priority.

1. Understand and practise the skills of family living (composite rank: 18).

2. Appreciate culture and beauty of the world (composite rank 17).

3. Practise and understand the ideas of health and safety (composite rank: 16).

With regard to differences in the ranking of the eighteen goals by the three groups, high standard deviations from the combined mean scores were obtained in respect of

the goal of Good Citizenship (0.99), one of the top six goals, and in respect of the goal of General Education. There were also noticeable differences on the ranking of the goals of Use of Information and of Feeling of Self-worth.

Figure 3 presents the goal ranking profiles of the three constituencies. On the whole, there was a moderate agreement among the three groups in the ranking of the eighteen goals: the coefficient of concordance was .69. As shown in Table 3, agreement was comparatively high between the lecturer group and the student group, moderate between the principal and the lecturer group, and low between the principal and the student group.

Table 3

Goal Ranking by the Constituencies of the Advanced Teachers College, Kano: Spearman Rank Correlation Matrix

	Principal	Lecturers	Students
Principal	1.00		
Lecturers	.53	1.00	
Students	.49	.67	1.00

Performance Rating. As shown in Table 4, the principal indicated that no change was necessary in the College's programs relative to the goals of Teaching Skills and Communication Skills. With regard to Teaching Skills, the students also viewed the College's programs as adequate in

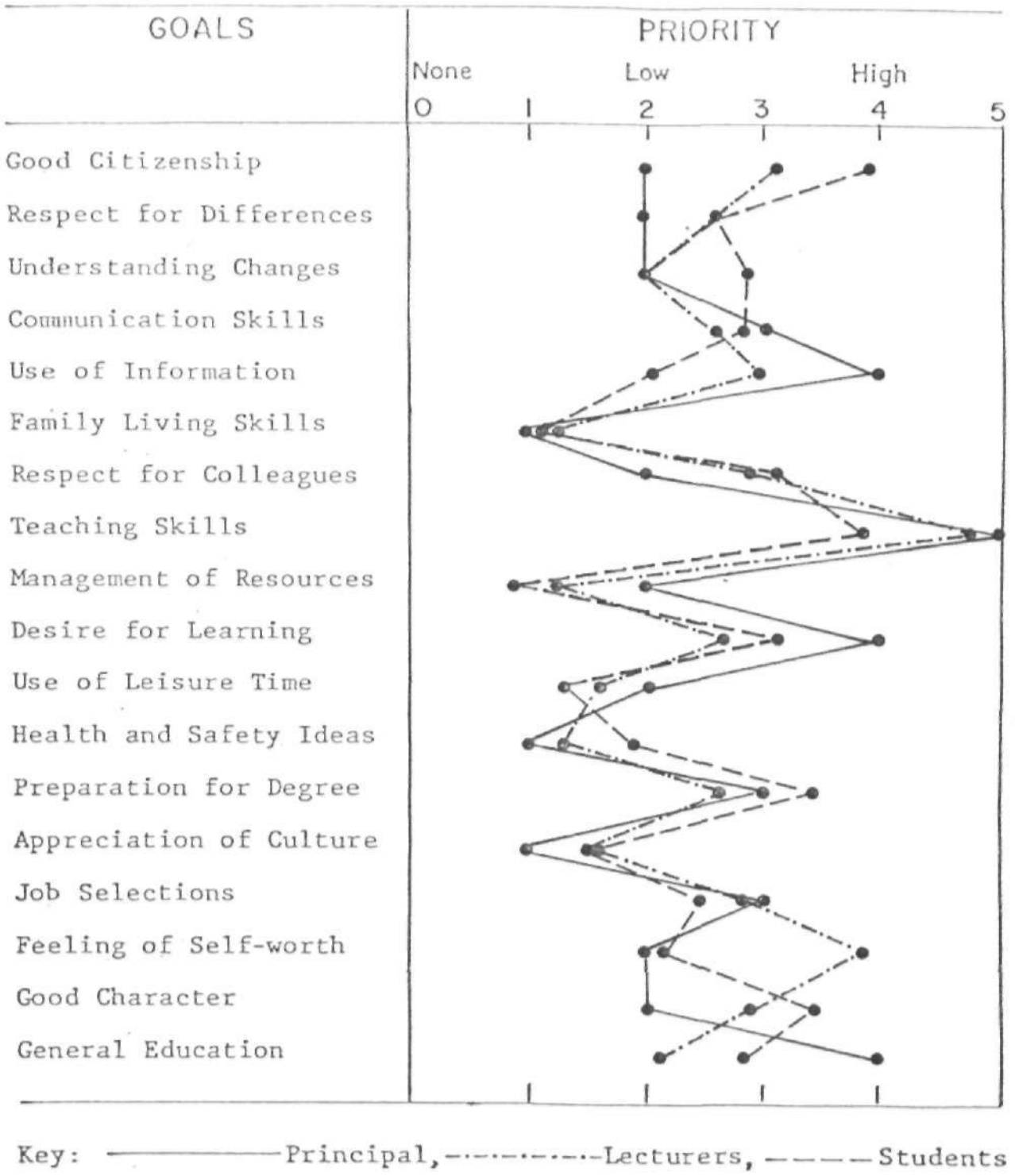


Figure 3

Goal Ranking Profiles for the Constituencies
of Advanced Teachers College, Kano

Table 4

Analysis of Performance Rating Scores by the Three Constituencies of Advanced Teachers College, Kano

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Learn how to be a good citizen	8	5.25	7.96	7.07	1.58
Learn how to respect and get along with people who think, dress and act differently	8	5.75	7.53	7.09	1.19
Learn about and try to understand the changes that take place in the world	5	5.58	7.53	6.04	1.33
Develop skills in reading, writing, speaking and listening	10	7.75	9.38	9.04	1.16
Learn how to examine and use information	6	7.33	7.62	6.98	0.86
Understand and practise the skills of family living	1	6.08	5.07	4.05	2.69
Learn to respect and get along with people with whom we work and live	7	6.58	8.07	7.22	0.77
Develop skills needed for a life-long career in the teaching profession	12	8.83	10.27	10.37	1.59
Learn how to be a good manager of money, property and resources	7	6.50	4.78	6.09	1.17

Table 4 continued

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Develop a desire for learning now and in the future	8	7.42	9.42	8.28	1.03
Learn how to use leisure time	7	6.25	6.51	6.59	0.38
Practise and understand the ideas of health and safety	6	5.67	7.02	6.23	0.70
Develop the background necessary for university degree courses	9	9.33	10.42	9.58	0.74
Appreciate culture and beauty of the world	7	6.67	8.49	7.55	1.26
Develop skills needed to make job selections in the field of education	7	7.08	8.16	8.08	1.80
Develop pride in work and a feeling of self-worth	7	7.75	8.02	7.59	0.53
Develop good character and self-respect	6	5.25	10.20	7.15	2.67
Gain a general education	2	8.00	11.69	7.23	4.89

meeting the goal. In addition, they indicated that they were satisfied with the performance of their institution in the goal areas of Preparation for Degree, Job Selection, Good Character and General Education. On the other hand, the lecturers did not feel that the programs of the College were meeting any of the goals as adequately as they would want.

The ratings by the three constituencies clustered around "fair but more needs to be done." The performance of the College was judged fair on ten goals by the principal and by the lecturers, and on nine goals by the students. On the whole, the students tended to rate the College higher than either the principal or the lecturers did; the students recorded a mean rating score of 8.341. There was no significant difference between the mean rating score by the principal (6.833) and the mean rating score by the lecturer group (6.837).

Needs. Table 5 shows the goals with negative discrepancy values. Blank spaces on the table indicate that either there are no discrepancies or the discrepancies are positive. Twelve goal areas were identified as deficiency areas by one or more of the three groups. As perceived by the three constituencies, the goal of Teaching Skills tops the list of the critical needs of the Advanced Teachers College, Kano. It will be recalled that the goal received the first rank from the principal, the lecturers as well as from the College as a unit; the students ranked it second. The other top-ranked goals that later designated as areas of needs by the combined groups included Good Citizenship, Use of Information, and Desire for

Table 5

Analysis of Absolute Values of the Negative Discrepancy Scores by the Three Constituencies of Advanced Teachers College, Kano

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Learn how to be a good citizen			3.99	2	3.98	1	1.99	3
Learn how to respect and get along with people who think, dress and act differently			1.99	6	0.21	5	0.08	11
Learn about and try to understand the changes that take place in the world	1	7	0.42	10	0.87	4	0.77	8
Learn how to examine and use information	6	2	1.67	7			2.14	2
Understand and practise the skills of family living	2	5.5						
Learn to respect and get along with people with whom we work and live			2.18	5	1.41	2	0.85	7
Develop skills needed for a life-long career in the teaching profession	3	4	5.65	1	1.40	3	3.40	1

Table 5 continued

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Develop a desire for learning now and in the future	4	3	0.59	9			1.47	5
Develop skills needed to make job selections in the field of education	2	5.5	1.17	8			0.11	10
Develop pride in work and a feeling of self-worth			3.74	3			0.30	9
Develop good character and self-respect			3.24	4			1.07	6
Gain a general education	10	1					1.59	4

Learning. The discrepancy value on the goal of General Education was ranked fourth as a result of the unusually large negative score by the principal. Neither the lecturer group nor the student group perceived the meeting of the goal a need.

Summary. In ranking the suggested eighteen goals, each constituency of the Advanced Teachers College, Kano awarded every goal at least a point to indicate that it was somehow related to the NCE program. The respondents tended to emphasize the importance of intellectual goals.

The goals ranked in the top third by the three constituencies combined were Communication Skills, Preparation for Degree, Teaching Skills, Good Citizenship, Use of Information, and Desire for Learning. Relative to the first two of these, the three groups expressed the view that the College performance was satisfactory. The other four, with Teaching Skills topping the list, were identified as urgent needs to be met. Other but less pressing needs were also indicated.

There was moderate agreement among the three groups on rank-ordering the eighteen goals as well as on rating the performance of the College on the goals.

Advanced Teachers College, Zaria

Goal Ranking. Table 6 shows the goal ranking scores by the principal, the mean scores by the lecturers, the mean scores by the students and the composite mean scores by the three constituencies of the Advanced Teachers College, Zaria. It also shows standard deviations from the means of the combined groups. Ranks were assigned to the eighteen goals on

Table 6

Analysis of Goal Ranking Scores by the Three Constituencies of Advanced Teachers College, Zaria

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good citizen	5	1	3.65	3	3.88	2	4.18	1	0.72
Learn how to respect and get along with people who think, dress and act differently	3	6	1.70	13	2.20	12	2.30	11	0.66
Learn about and try to understand the changes that take place in the world	2	12	2.30	12	2.61	10	2.30	12	0.31
Develop skills in reading, writing, speaking and listening	2	12	2.40	11	2.64	9	2.35	10	0.32
Learn how to examine and use information	3	6	2.85	8	2.73	8	2.86	6	0.14
Understand and practise the skills of family living	2	12	0.85	18	1.31	16	1.39	17	0.58
Learn to respect and get along with people with whom we work and live	3	6	2.65	10	3.05	6	2.90	5	0.22
Develop skills needed for a life-long career in the teaching profession	2	12	4.70	1	4.15	1	3.62	2	1.43

the basis of these scores and mean scores, and are shown in the same table.

Three lists of the goals ranked in the top third by the three units separately were prepared. The lists were combined to make a single list without repeating goal statements. On the composite list are the following eleven goals perceived by at least one group as one of the six most important goals.

1. Learn how to be a good citizen.
2. Develop skills needed for a life-long career in the teaching profession.
3. Develop good character and self-respect.
4. Develop a desire for learning now and in the future.
5. Learn to respect and get along with people with whom we work and live.
6. Learn how to examine and use information.
7. Develop skills needed to make job selections in the field of education.
8. Develop the background necessary for university degree courses.
9. Develop pride in work and a feeling of self-worth.
10. Learn how to respect and get along with people who think, dress and act differently.
11. Gain a general education.

A second approach was applied to determine the goals perceived by the subjects as the most important. The principals' score, the mean score by the lecturer group, and the

mean score by the student group were pooled together to obtain a single mean for the College. When the combined means for the eighteen goals were rated, the goals that emerged in the top third corresponded to the first six on the list above.

The goals stated below received from the combined groups the three lowest ranks, namely, the eighteenth, seventeenth, and sixteenth positions, respectively:

1. Learn how to be a good manager of money, property and resources.

2. Understand and practise the skills of family living.

3. Appreciate culture and beauty of the world.

Figure 4 graphically represents the goal ranking scores by the three constituencies. There was an agreement among them on ranking in the top third the two goals of Good Citizenship and of Desire for Learning. Five other goals received top ranks from two groups in different combinations. There was a noticeable consistency in ranking low the goal of Management of Resources: the principal and the student group separately gave it the lowest rank, and the lecturer group ranked it the lowest but one.

As shown in Table 7, there was a greater similarity in ranking between the lecturer group and the student group than between the principal and either of the groups. The value of computed Kendall coefficient of concordance in respect of the three groups was .66, considered moderate as an index of overall agreement.

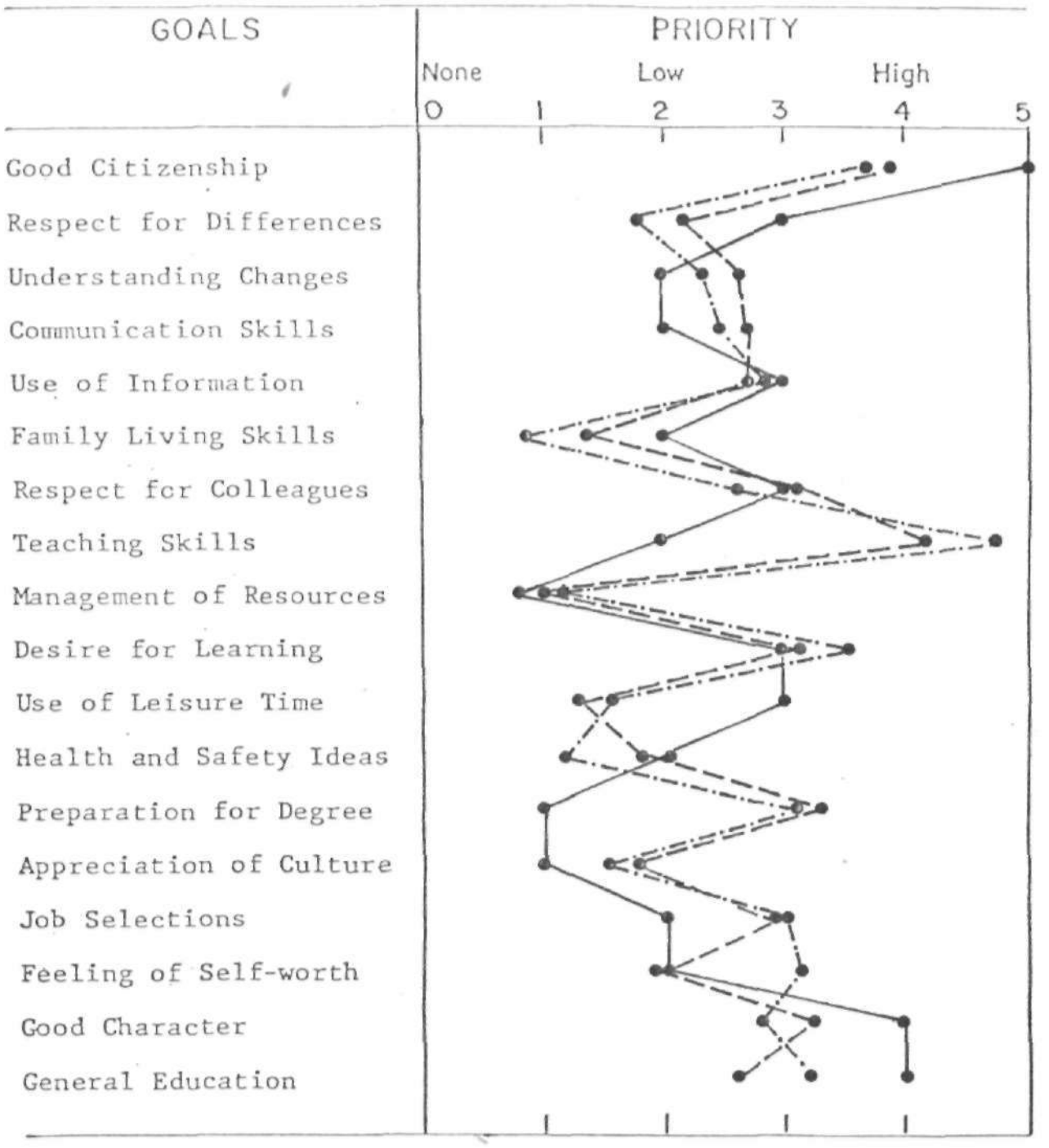


Figure 4

Goal Ranking Profiles for the Constituencies
of Advanced Teachers College, Zaria

It should be noted that the goals relating to Preparation for Degree and to Teaching Skills, which the lecturers and the students ranked in the top third, were not regarded as particularly important by the principal. Disagreement was most substantial on those two goals as indicated by their large standard deviations of 1.23 and 1.43 respectively.

Table 7

Goal Ranking by the Constituencies of Advanced Teachers College, Zaria: Spearman Rank Correlation Matrix

	Principal	Lecturers	Students
Principal	1.00		
Lecturers	.39	1.00	
Students	.37	.80	1.00

Performance Rating. According to the rating scores presented in Table 8, the principal judged the performance of the College as being far from satisfactory on the whole. He indicated that very little was being done in seven, or nearly 40 percent of the goal areas and that little was being done in another seven; he rated the College's efforts as fair in meeting three goals. He viewed the performance of the College as satisfactory on only the goal of General Education.

Both the lecturer group and the student group perceived the efforts being made to achieve the goals stated below as satisfactory:

Table 8

Analysis of Performance Rating Scores by the Three Constituencies of Advanced Teachers College, Zaria

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Learn how to be a good citizen	7	7.45	7.76	7.40	0.38
Learn how to respect and get along with people who think, dress and act differently	5	6.65	7.61	6.42	1.32
Learn about and try to understand the changes that take place in the world	5	7.40	8.92	7.11	1.98
Develop skills in reading, writing, speaking and listening	9	8.65	9.86	9.17	0.62
Learn how to examine and use information	5	6.30	9.00	6.77	2.04
Understand and practise the skills of family living	4	7.80	5.61	5.80	1.91
Learn to respect and get along with people with whom we work and live	5	8.75	9.31	7.69	2.34
Develop skills needed for a life-long career in the teaching profession	4	10.50	11.53	8.68	4.08
Learn how to be a good manager of money, property and resources	1	5.80	4.70	3.83	2.52

Table 8 continued

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Develop a desire for learning now and in the future	4	9.10	10.24	7.78	3.32
Learn how to use leisure time	3	6.95	7.86	5.94	2.58
Practise and understand the ideas of health and safety	3	8.05	7.25	6.10	2.71
Develop the background necessary for university degree courses	2	10.00	10.61	7.54	4.81
Appreciate culture and beauty of the world	3	8.65	7.29	6.31	2.95
Develop skills needed to make job selections in the field of education	2	9.30	9.23	6.84	4.20
Develop pride in work and a feeling of self-worth	1	8.25	7.93	5.73	4.10
Develop good character and self-respect	7	8.25	9.19	8.15	1.10
Gain a general education	10	10.00	9.75	9.92	0.14

1. Develop skills needed for a life-long career in the teaching profession.

2. Develop the background necessary for university degree courses.

In addition, the lecturer group expressed satisfaction with the College programs which were being followed to meet the goal of General Education.

There was a consensus among the three constituencies that the College was paying the least attention to the goal of Management of Resources, which earlier received the least priority ranking from them. It is evident from the data presented in Table 9 that there was a substantial agreement between the lecturer group and the students on rating the performance of the College but that the principal differed significantly from the two. Both the lecturer group and the student group agreed that the performance on most of the goals was fair.

On the whole, the students rated the College higher on eleven goals and lower on seven than the lecturers did. It is striking to note that the principal rated the College much lower on almost every goal than either the lecturer group or the student group did. His rating scores were higher on only one goal but lower on sixteen goals than those of the lecturers; he agreed with them on the rating of the College on one goal. The students' mean rating scores were higher on seventeen goals and lower on one goal than the principal's rating scores. Except on the goal of General Education, the

principal's rating score was lower than the combined mean scores on every goal.

Needs. Considering the fact that the principal rated low the performance of the College on many goals, one would not be surprised that his discrepancy scores were mainly negative. Only the goal of Communication skills had a positive discrepancy from him. There was no difference between the importance he attached to the goal of Appreciation of Culture and how high he rated the College programs or the same goal. Apart from these two, all the goal areas show negative discrepancies in Table 9.

In relation to the relative importance they attached to the goals, the students delineated the following as areas of needs:

1. Learn how to be a good citizen.

2. Develop skills needed for a life-long career in the teaching profession.

3. Develop good character and self-respect.

In addition to the first two, three goals relating to Use of Information, Desire for Learning and to Feeling of Self-worth were perceived by the lecturers as need areas of the college.

Summary. All the eighteen goals were perceived by each sampled constituency of the Advanced Teachers College, Zaria as related to the Nigeria Certificate in Education (NCE) program. There were, however, some marked differences in the ranking of the goals between the principal on the one hand

Table 9

Analysis of Absolute Values of the Negative Discrepancy Scores by the Three Constituencies of Advanced Teachers College, Zaria

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Learn how to be a good citizen	8	1	3.50	2	3.88	1	5.14	1
Learn how to respect and get along with people who think, dress and act differently	4	7.5					0.48	9
Learn about and try to understand the changes that take place in the world	1	15.5						
Learn how to examine and use information	4	7.5	2.25	3			1.81	4
Understand and practise the skills of family living	2	12.5						
Learn to respect and get along with people with whom we work and live	4	7.5					1.01	8
Develop skills needed for a life-long career in the teaching profession	2	12.5	3.60	1	0.92	2	2.18	2
Learn how to be a good manager of money, property and resources	2	12.5						

Table 9 continued

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Develop a desire for learning now and in the future	5	4	1.55	4			1.70	5
Learn how to use leisure time	6	2						
Practise and understand the ideas of health and safety	3	10						
Develop the background necessary for university degree courses	1	15.5						
Develop skills needed to make job selections in the field of education	4	7.5					1.08	7
Develop pride in work and a feeling of self-worth	5	4	1.20	5			1.35	6
Develop good character and self-respect	5	4			0.53	3	1.84	3
Gain a general education	2	12.5						

and the two other units on the other. Remarkable was the difference in the ranking of the goal of Teaching Skills.

The coefficient of concordance indicates that, when the three groups were considered together, there was a fair amount of agreement among the rank orders. The low variation between the lecturers' ranking and the students' ranking compensated to some extent for the wide divergence of the principal's rank order from the rank orders by the lecturers and the students.

Most of the goal areas were perceived as areas of needs. Particularly, it will be noticed that the groups indicated that the College programs were not meeting adequately the six goals which they had earlier identified as the most important. They were the goals of Good Citizenship, Teaching Skills, Good Character, Desire for Learning, Respect for Colleagues, and Use of Information. In view of the importance assigned to them, these goal areas may be taken as areas of greatest needs as evidenced by an analysis of the relevant data.

Advanced Teachers College, Minna

Goal Ranking. Table 10 presents the analysis of the goal ranking scores by the three groups of respondents from Advanced Teachers College, Minna. The following goals were ranked in the upper third by the groups considered together:

1. Develop skills needed for a life-long career in the teaching profession.

2. Learn how to be a good citizen.

Table 10

Analysis of Goal Ranking Scores by the Three Constituencies of Advanced Teachers College, Minna

Goal Statement	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good citizen	4	4	3.75	2	4.03	1	3.93	2	0.15
Learn how to respect and get along with people who think, dress and act differently	1	15	1.58	14	1.53	15	1.37	15	0.32
Learn about and try to understand the changes that take place in the world	1	15	3.00	5.5	2.78	9	2.26	11	1.10
Develop skills in reading, writing, speaking and listening	1	15	3.17	3.5	3.20	5.5	2.46	10	1.26
Learn how to examine and use information	3	7.5	2.92	7.5	2.07	12	2.66	8	0.51
Understand and practise the skills of family living	1	15	0.92	18	1.05	17	0.99	18	0.06
Learn to respect and get along with people with whom we work and live	1	15	2.42	11.5	2.83	8	2.08	12	0.96
Develop skills needed for a life-long career in the teaching profession	4	4	4.83	1	3.47	3	4.10	1	0.68

Table 10 continued

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good manager of money, property and resources	3	7.5	1.33	15	1.02	18	1.78	14	1.06
Develop a desire for learning now and in the future	4	4	2.83	9	3.45	4	3.43	3	0.58
Learn how to use leisure time	1	15	1.08	16	1.17	16	1.08	17	0.08
Practise and understand the ideas of health and safety	2	10.5	1.75	13	2.03	13	1.93	13	0.15
Develop the background necessary for university degree courses	3	7.5	3.17	3.5	3.77	2	3.31	4	0.40
Appreciate culture and beauty of the world	1	15	1.00	17	1.58	14	1.19	16	0.33
Develop skills needed to make job selections in the field of education	5	1.5	2.50	10	2.42	11	3.31	5.5	1.46
Develop pride in work and a feeling of self-worth	5	1.5	2.42	11.5	2.50	10	3.31	5.5	1.46
Develop good character and self-respect	3	7.5	2.92	7.5	3.20	5.5	3.04	7	0.14
Gain a general education	2	10.5	3.00	5.5	2.97	7	2.66	9	0.57

3. Develop a desire for learning now and in the future.

4. Develop the background necessary for university degree courses.

5. Develop skills needed to make job selections in the field of education.

6. Develop pride in work and a feeling of self-worth.

In addition to the above, the goals of Communication Skills and General Education were ranked high by the lecturers taken as a group. The goal of Good Character, marginally regarded as important by the lecturers, was highly prized by the students.

No pair of groups agreed on the goal perceived as the very most important. Noticeable also was the disagreement over the ranking of the goals of Job Selection and of Feeling of Self-worth. To the two goals, the lecturers and the students in their separate groups assigned middle ranks but the principal's scores placed them in a tie for the first and second positions. This preference indicated by the principal was atypical of the importance attached to these goals by the various groups in the different colleges.

Much greater consistency was, however, shown in the ranking of the least favored goals. The goal of Family Living Skills received the fifteenth, eighteenth, and seventeenth positions from the principal, the lecturer group, and the student group respectively and in the collective valuation of the three groups, it fell to the last position. The principal's scores placed the goal of Use of Leisure Time in the

fifteenth position and the lecturers and students ranked it sixteenth, the combined socres placed it in the seventeenth position. Similar consistency was observed in ranking the goal of Appreciation of Culture. Figure 5 represents graphically the perceptions of the three constituencies on the relative importance of the eighteen goals to the NCE program.

More significant relationships existed in rank-ordering between the lecturer group and the student group than between either of the other two pairs. Table 11 shows the lowest correlation between the principal's and the lecturer groups rank orders. A coefficient of concordance of .70, significant at the .05 confidence level, was obtained for the relationship among the three sets of rankings.

Table 11

Goal Ranking by the Constituencies of Advanced Teachers College, Minna: Spearman Rank Order Correlation Matrix

	Principal	Lecturers	Students
Principal	1.00		
Lecturers	0.40	1.00	
Students	0.42	0.89	1.00

Performance Rating. As shown in Table 12, the principal indicated that too much was already being done by the college to meet the goal of Use of Information. However, the lecturers' and the students' mean rating scores indicated that the performance of the College in this area was just fair.

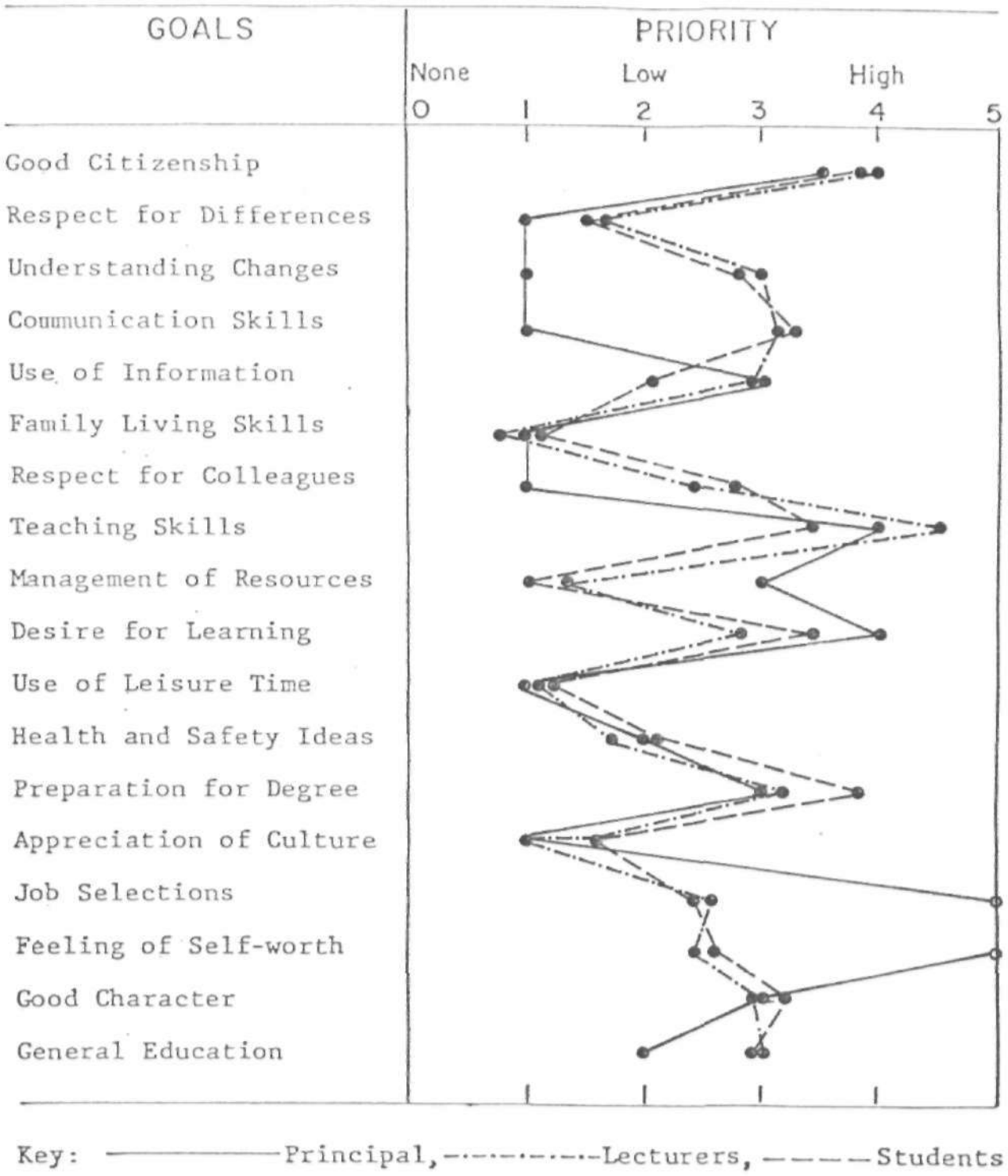


Figure 5

Goal Ranking Profiles for the Constituencies
of Advanced Teachers College, Minna

Table 12

Analysis of Performance Rating Scores by the Three Constituencies of Advanced Teachers College, Minna

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Learn how to be a good citizen	9	7.33	9.77	8.70	1.25
Learn how to respect and get along with people who think, dress and act differently	8	9.17	7.62	8.26	0.81
Learn about and try to understand the changes that take place in the world	7	6.42	8.87	7.76	0.98
Develop skills in reading, writing, speaking and listening	10	10.17	10.63	10.27	0.33
Learn how to examine and use information	14	7.50	8.03	9.84	3.60
Understand and practise the skills of family living	11	7.83	5.02	6.97	3.50
Learn to respect and get along with people with whom we work and live	9	6.75	9.25	8.33	1.38
Develop skills needed for a life-long career in the teaching profession	12	10.58	10.32	10.97	0.73
Learn how to be a good manager of money, property and resources	5	4.00	5.15	4.72	0.62

Table 12 continued

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D
Develop a desire for learning now and in the future	9	8.83	10.20	9.34	0.75
Learn how to use leisure time	9	5.83	7.22	7.35	1.59
Practise and understand the ideas of health and safety	11	7.58	8.27	8.95	1.81
Develop the background necessary for university degree courses	12	10.92	10.5	11.17	0.74
Appreciate culture and beauty of the world	10	5.67	6.82	7.50	2.24
Develop skills needed to make job selections in the field of education	10	8.42	8.12	8.85	1.01
Develop pride in work and a feeling of self-worth	12	7.17	9.05	9.41	2.43
Develop good character and self-respect	9	7.92	10.58	9.17	1.34
Gain a general education	10	9.25	9.40	9.55	0.40

On most of the other goals, the principal perceived the programs of the College as adequate. The only goals on which he scored the institution low were those of Understanding Changes and Management of Resources; this rating corresponded with the low importance he attached to them earlier.

The lecturer agreed with the principal that the College was not laying emphasis on those two goals. The added a third one, Appreciation of Culture, on which they perceived little was being done. They also had very low opinions of the importance of these goals. It could be said that their ranking of the goals and their rating of the College's performance on those goals were congruent. On the other goals, they rated the College programs as either adequate or fair.

The students were, on the whole, more satisfied than the lecturers with the performance of the College; the former rated its programs low on only the two goals of Family Living Skills and Management of Resources, which they did not consider important relative to the NCE program, anyway. However, they rated the performance of the College lower than the principal did on the whole.

Needs. As shown in Table 13, the goals with negative discrepancy scores by the principal numbered five, by the lecture group, five, and by the student group, four. In analyzing the perceived needs, the negative discrepancy score by the principal in respect of the goal of Feeling of Self-worth could be ignored because the rating score of 12 he awarded on the goal represented the optimum level of performance. The three groups, considered separately, affirmed

Table 13

Analysis of the Absolute Values of the Negative Discrepancy Scores by the Three Constituencies of the Advanced Teachers College, Minna

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Learn how to be a good citizen	3	4	3.92	1	2.32	1	3.09	1
Learn about and try to understand the changes that take place in the world			2.58	3				
Learn to respect and get along with people with whom we work and live			0.51	5				
Develop skills needed for a life-long career in the teaching profession			3.91	2	0.09	4	1.23	2
Learn how to be a good manager of money, property and resources	4	2					0.41	4
Develop a desire for learning now and in the future	3	4			0.15	3	0.95	3
Develop the background necessary for university degree courses					0.81	2		

Table 13 continued

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Develop skills needed to make job selections in the field of education	5	1						
Develop pride in work and a feeling of self-worth	3	4					0.52	5
Develop good character and self-respect			0.84	4				

that a great need existed in their institution to develop programs to assist the students in learning how to become good citizens. The lecturer and the student groups identified this need as the greatest of their concerns. They also agreed that there was a felt need related to the goal of Teaching Skills, though the lecturers viewed it as more critical than the students perceived it. The principal as well as the student group recognized the need to make adequate the program designed to assist the students to develop a desire for learning now and in the future. Not much agreement existed among the three groups or between any pair with regard to the perceived needs. However, of major concern to the groups, when taken separately, was the need to meet the goals of Management of Resources (principal), Understanding Changes and Use of Information (lecturers), and Preparation for Degree (students). These were in addition to those already identified.

Summary. The high mean score by the lecturers pulled up the goal of Teaching Skills to the first position; this goal was not valued as the most important by either the principal or the student group. The groups recorded great score variations on some of the goals receiving top ranks from the College as a unit. Examples of these are goals of Job Selections and Feeling of Self-worth. Greater agreement was reached on ranking the least valued goals. The students and the lecturers agreed more on the ranking of the eighteen goals than the principal did with either of the two other units. Similarly, there was a tendency for the student group

and the lecturer group to rate the performance of the College low or high on similar goals. The performance rating order by the principal tended to correlate little with that by the lecturers and negatively with that by the students. There was also divergence of views on the identified needs.

School of Education, Ilorin

Goal Ranking. Table 14 presents the analysis of goal ranking by the constituencies of School of Education, Ilorin. When the combined mean scores were ranked, the following six goals came up in the top third in the order stated below, beginning with the most important.

1. Develop skills needed for a life-long career in the teaching profession.
2. Develop good character and self-respect.
3. Develop a desire for learning now and in the future.
4. Learn how to examine and use information.
5. Develop the background necessary for university degree courses.
6. Develop skills needed to make job selections in the field of education.

In addition, when the groups were considered separately, the goals stated below were found to have been ranked in the top third by one or more of the groups:

1. Learn how to be a good citizen.
2. Learn to respect and get along with people with whom we work and live.
3. Learn how to respect and get along with people

Table 14

Analysis of Goal Ranking Scores by the Three Constituencies of School of Education, Ilorin

Goal Statements	Principal		Lectures		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good citizen	1	16	3.46	3	3.57	2	2.68	8	1.45
Learn how to respect and get along with people who think, dress and act differently	2	11.5	2.36	9.5	2.01	14	2.12	12	0.21
Learn about and try to understand the changes that take place in the world	0	18	1.27	15	2.81	6	1.36	16.5	1.41
Develop skills in reading, writing, speaking and listening	3	7	2.55	7	2.72	9	2.76	7	0.23
Learn how to examine and use information	4	3.5	2.79	6	2.52	11	3.08	4	0.80
Understand and practise the skills of family living	1	16	0.73	18	1.28	17	1.00	18	0.28
Learn to respect and get along with people with whom we work and live	2	11.5	3.18	4	2.78	7	2.65	9	0.60
Develop skills needed for a life-long career in the teaching profession	5	1	4.64	1	4.13	1	4.59	1	0.44

Table 14 continued

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good manager of money, property and resources	2	11.5	1.00	17	1.07	18	1.36	16.5	0.56
Develop a desire for learning now and in the future	4	3.5	2.82	5	2.85	5	3.22	3	0.67
Learn how to use leisure time	1	16	1.91	14	1.80	15	1.57	15	0.50
Practise and understand the ideas of health and safety	2	11.5	1.18	16	2.02	13	1.73	13	0.48
Develop the backgroun necessary for university degree courses	4	3.5	2.29	11	2.87	4	3.05	5	0.87
Appreciate culture and beauty of the world	2	11.5	2.00	13	1.75	16	1.92	14	0.14
Develop skills needed to make job selections in the field of education	3	7	2.36	9.5	2.98	3	2.78	6	0.36
Develop pride in work and a feeling of self-worth	3	7	2.46	8	2.37	12	2.61	10	0.34
Develop good character and self-respect	4	3.5	3.91	2	2.77	8	3.56	2	0.69
Gain a general education	2	11.5	2.27	12	2.58	10	2.28	11	0.29

who think, dress and act differently.

The goal of Good Citizen, it will be noticed, was placed in the fourth and second positions by the lecturers and the students respectively but the very low rank assigned to it by the principal lowered the overall mean score for the goal.

With respect to the least valued goals, the three groups in combination as well as the lecturers separately placed the goal of Family Living Skills in the lowest position. Although the students ranked high the goal of Understanding Changes, the combined mean score placed it in a tie with the goal of Management of Resources for the sixteenth and seventeenth positions. It will be noticed that the principal awarded it no points, indicating that he did not regard it as relating to the NCE programs in any way.

However, there was a complete agreement among the three that the NCE colleges should give the greatest priority to the vocational-preparative goal of Teaching Skills. Also the three groups fairly agreed on some of the goals to be given low priority; notable among this was of Use of Leisure Time.

Figure 6 presents the goal ranking profiles for the three constituencies. On the whole, agreement on the ranking of the eighteen goals was moderate between the lecturer group and the principal as well as between the student group and the lecturer group but the correlation between the paired rank orders by the student group and the principal was low in comparison. The correlation matrix is shown below. A

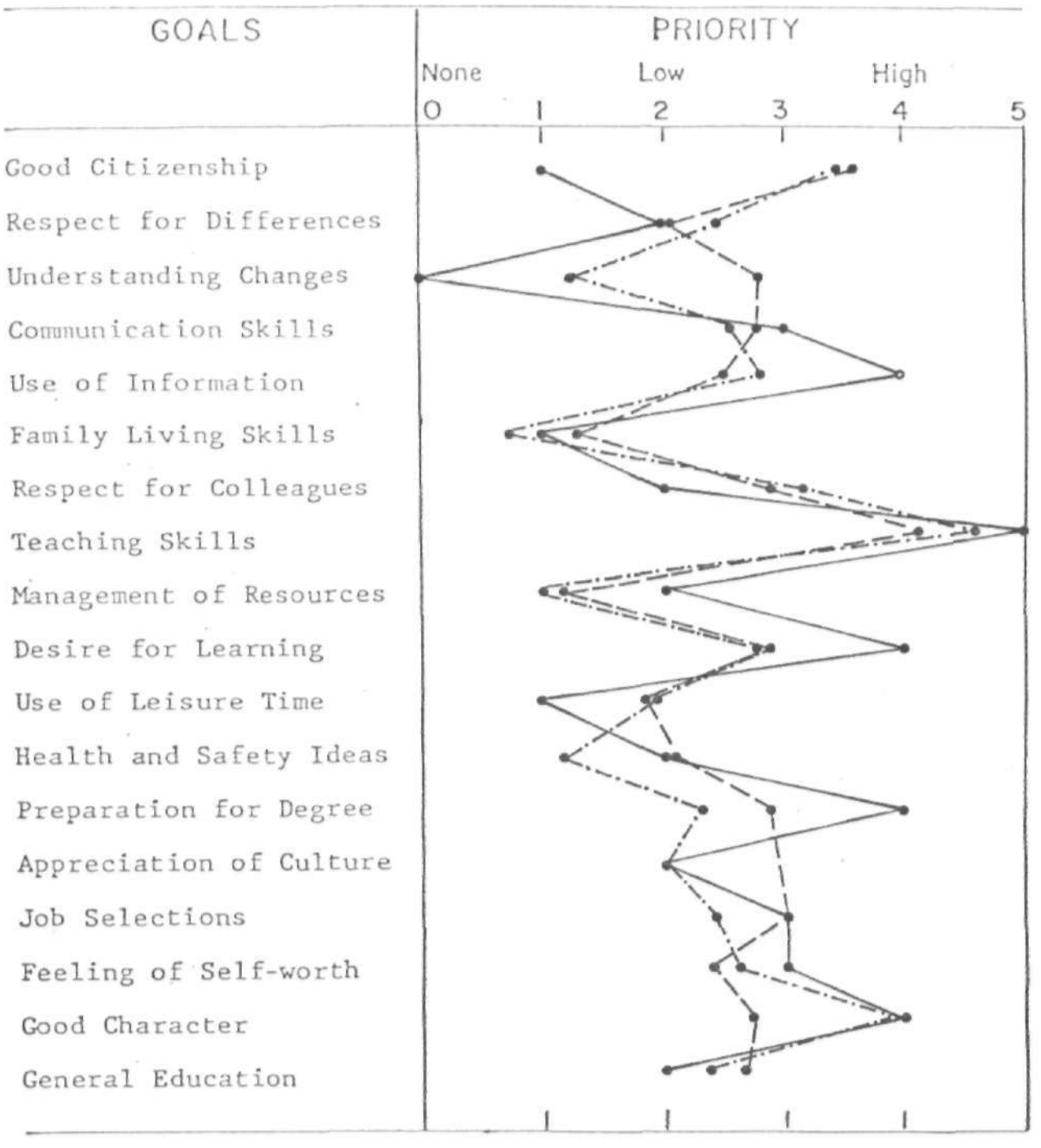


Figure 6

Goal Ranking Profiles for the Constituencies
of School of Education, Ilorin

moderate degree of agreement among the three rank orders was indicated by a coefficient of concordance of .70.

Table 15

Goal Ranking by the Constituencies of School of Education, Ilorin: Spearman Rank Order Correlation Matrix

	Principal	Lecturers	Students
Principal	1.00		
Lecturers	0.60	1.00	
Students	0.41	0.68	1.00

Performance Rating. The College constituencies combined and the lecturers separately expressed satisfaction with how the programs of their institution were meeting the three goals of Teaching Skills, Desire for Learning, and Preparation for Degree. In addition, the students would want the College program designed to achieve the goal of Communication Skills to be left as it was.

The principal indicated that too much was being done by his College to prepare students for university degree courses, but in the estimation of the lecturers and the students, the attention given to this goal area was just right.

The rating by the principal showed some extreme scores but the average rating scores was not much different from the average mean score by the lecturer group. The principal rated the College's performance higher on nine goals and

Table 16

Analysis of Performance Rating Scores by the Three Constituencies of School of Education, Ilorin

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Learn how to be a good citizen	8	7.18	8.32	7.83	0.59
Learn how to respect and get along with people who think, dress and act differently	5	6.82	7.82	6.55	1.43
Learn about and try to understand the changes that take place in the world	1	6.27	8.08	5.12	3.68
Develop skills in reading, writing, speaking and listening	5	9.46	10.17	8.21	2.80
Learn how to examine and use information	9	8.00	7.74	8.25	0.67
Understand and practise the skills of family living	2	5.55	5.82	4.46	2.13
Learn to respect and get along with people with whom we work and live	9	8.09	8.96	8.68	0.51
Develop skills needed for a life-long career in the teaching profession	11	11.18	10.48	10.89	0.36
Learn how to be a good manager of money, property and resources	9	6.46	6.04	7.17	1.60

Table 16 continued

Goal Statement	Principal	Lectures (Mean)	Students (Mean)	Combined (Mean)	S.D.
Develop a desire for learning now and in the future	12	9.00	9.56	10.19	1.60
Learn how to use leisure time	8	6.55	6.17	6.91	0.95
Practise and understand the ideas of health and safety	1	6.44	6.41	4.68	3.19
Develop the background necessary for university degree courses	14	10.27	10.20	11.49	2.17
Appreciate culture and beauty of the world	7	6.36	7.13	6.83	0.41
Develop skills needed to make job selections in the field of education	10	8.09	7.83	8.64	1.19
Develop pride in work and a feeling of self-worth	7	7.73	7.82	7.52	0.45
Develop good character and self-respect	9	8.02	9.07	8.72	0.55
Gain a general education	10	9.18	9.85	9.68	0.44

lower on the remaining nine goals than the students but his average score (7.61) was lower than the average mean score by the students (8.19).

Needs. From Table 17, it will be seen that the goal of Teaching Skills had the largest negative discrepancy value from the combined groups. This would, it appears, represent an area of great deficiency. In actual fact, evidence from Table 16 suggests that the three constituencies, separately and in combination, judged the programs of their institution as adequate in meeting this particular goal. In other words, the large negative discrepancy value does not indicate a perceived inadequacy but a suggestion that an improvement in the present standard was still possible.

There is no doubt, however, that the following goal areas were perceived as areas of deficiency: Good Character, Use of Information, Health and Safety Ideas, Preparation for Degree, Feeling of Self-worth, Good Citizenship and Communication Skills.

Summary. The principal perceived that the goal of Understanding Changes was not the concern of the NCE colleges. In contrast, the lecturers and the students marked all goals as related, in varying degrees, to the NCE programs. The three groups in combination ranked in the top third the goals of Teaching Skills, Good Character, Desire for Learning, Use of Information, Preparation for Degree and Job Selection.

They rated the College performance as either fair or adequate on these six goals, but the principal perceived that too much emphasis was being placed on providing the background

Table 17

Analysis of Absolute Values of Negative Discrepancy Scores by the Three Constituencies of School of Education, Ilorin

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Learn how to be a good citizen			3.28	2	2.39	1	0.21	6
Learn how to respect and get along with people who think, dress and act differently	1	7.5	0.26	6				
Learn about and try to understand the changes that take place in the world					0.35	4		
Develop skills in reading, writing, speaking and listening	4	2.5					0.07	7
Learn how to examine and use information	3	4.5	0.37	5			0.99	3
Understand and practise the skills of family living	1	7.5						
Learn to respect and get along with people with whom we work and live			1.45	4				
Develop skills needed for a life-long career in the teaching profession	4	2.5	2.74	3	1.91	2	2.88	1

Table 17 continued

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Develop the background necessary for university degree courses	5	1					0.51	4
Develop skills needed to make job selections in the field of education					1.11	3		
Develop pride in work and a feeling of self-worth	2	6					0.31	5
Develop good character and self-respect	3	4.5	3.71	1			1.96	2

needed by students for university degree courses. There were marked differences between the principal and the students in ranking the eighteen goals and in evaluating the programs of the College.

Adeyemi College of Education, Ondo

Goal Ranking. Table 18 presents the goal ranking scores by the three groups of respondents from Ondo College and Figure 7 represents the scores graphically. When the principal's score, the mean score by the lecturers and the mean score by the students for each goal were combined, and the resultant mean scores for the eighteen goals were ranked, the goals listed below received the six highest ranks:

1. Develop skills needed for a life-long career in the teaching profession.

2. Develop skills in reading, writing, speaking and listening.

3. Learn to respect and get along with people with whom we work and live.

4. Learn how to be a good citizen.

5. Develop a desire for learning now and in the future.

6. Learn about and try to understand the changes that take place in the world.

The goals ranked in the top third by the three constituencies separately but not included in the list above were those relating to Management of Resources (principal), Job Selection, Good Character (student), and Preparation for

Table 18

Analysis of Goal Ranking Scores by **the** Three **Constituencies** of Adeyemi College **of** Education, Ondo

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good citizen	3	6	2.63	1.5	3.73	2	3.12	4.5	0.56
Learn how to respect and get along with people who think, dress and act differently	2	11.5	2.13	13.5	1.97	15	2.03	14	0.08
Learn about and try to understand the changes that take place in the world	3	6	2.63	7.5	2.40	11	2.68	6	0.30
Develop skills in reading, writing, speaking and listening	4	3	3.88	2	2.52	9	3.47	2	0.82
Learn how to examine and use information	2	11.5	2.65	5.5	2.43	10	2.36	8	0.33
Understand and practise the skills of family living	2	11.5	1.13	17	1.53	17	1.55	17	0.43
Learn to respect and get along with people with whom we work and live	4	3	2.75	4	2.90	4.5	3.22	3	0.68
Develop skills needed for a life-long career in the teaching profession	5	1	4.80	1	4.10	1	4.63	1	0.47

Table 18 continued

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good manager of money, property and resources	3	6	2.38	9.5	1.10	18	2.16	11	0.97
Develop a desire for learning now and in the future	4	3	2.65	5.5	2.70	6.5	3.12	4.5	0.76
Learn how to use leisure time	2	11.5	2.38	9.5	1.83	16	2.07	13	0.28
Practise and understand the ideas of health and safety	2	11.5	2.13	12	2.33	12	2.15	10	0.17
Develop the background necessary for university degree courses	2	11.5	3.25	3	2.63	8	2.63	7	0.62
Appreciate culture and beauty of the world	2	11.5	2.13	13.5	2.23	13	2.12	12	0.11
Develop skills needed to make job selections in the field of education	1	17	1.57	15	2.93	3	1.83	16	0.99
Develop pride in work and a feeling of self-worth	1	17	2.36	11	2.76	6.5	2.02	15	0.90
Develop good character and self-respect	2	11.5	2.13	13.5	2.90	4.5	2.34	9	0.49
Gain a general educatio n	1	17	1.00	18	2.13	14	1.38	18	0.65

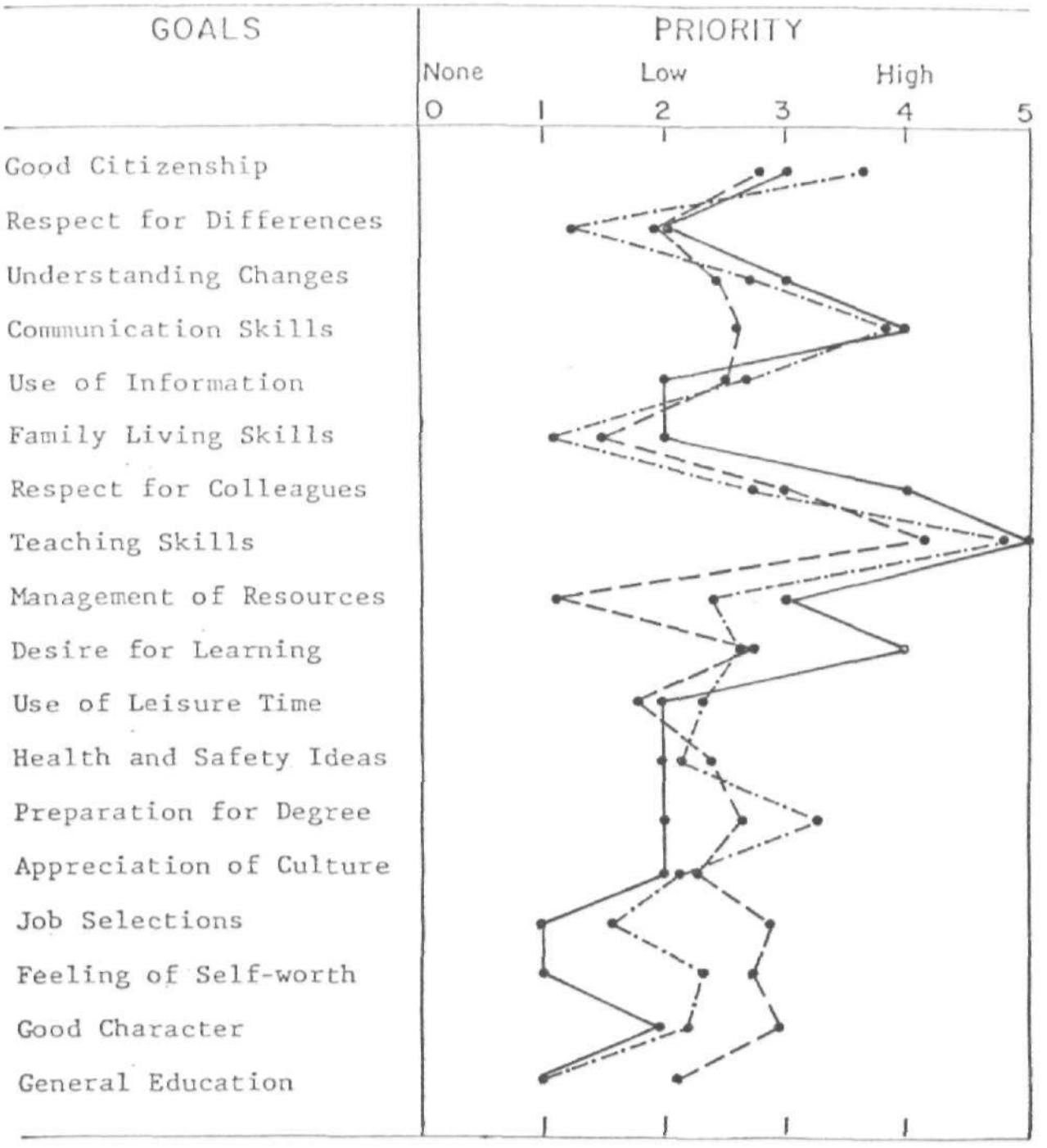


Figure 7

Goal Ranking Profiles for the Constituencies
of Adeyemi College of Education, Ondo

Degree (lecturers).

The combined group mean scores were lowest for the goals of General Education (1.38), Family Living Skills (1.55), and Job Selection (1.83), but these averages conceal some substantial differences in perceptions. For instance, the students placed the goal of Job Selection in the third position, the principal gave it the lowest rank but one. Similarly, the lecturers and the students disagreed with the principal with regard to his view that the goal of Management of Resources should be given a place among the six most important goals of the NCE: the students ranked it eighteenth and the lecturers, ninth as opposed to sixth by the principal. Again, the students did not assign top ranks to the goals of Understanding Changes and Communication Skills, which the principal and the lecturers perceived as highly significant.

However, there was a complete agreement among the three constituencies in placing the Teaching Skills goal as the first on the priority list and in assigning some other top ranks to the goals of Respect for Colleagues and Desire for Learning.

As indicated in Table 19, the correlation between rank orders by the principal and by the lecturer group was high. The rank order by the student and the rank order by the lecturer were not much alike, and that of the principal hardly correlated with that of the student group. Concordance among the three sets of ranks was not significant ($\underline{W}$ = .63).

Table 19

Goal Ranking by the Constituencies of Adeyemi College of Education, Ondo: Spearman Rank Order Correlation Matrix

	Principal	Lecturer	Students
Principal	1.00		
Lecturer	0.76	1.00	
Student	0.26	0.43	1.00

Performance Rating. As shown in Table 20, the constituencies combined clearly declared that the performance of the college was adequate in only the goal of Preparation for Degree. The lecturers and the students in their separate groups indicated that it was the only goal the programs of their College were meeting. The principal was more pleased than either group with the activities of the College relative to the eighteen goals. In his own judgment, the College was performing effectively in the goal areas of Understanding Changes, Communication Skills, Use of Information, Family Living Skills, Desire for Learning as well as Preparation for Degree.

It should be noted that the three constituencies indicated that the College programs did not provide adequate opportunity for the students to develop skills needed for a life-long career in the teaching profession.

Needs. Table 21 reveals that the performance of the College fell much below the expectation of the three constituencies with regard to the meeting of the goal of Teaching

Table 20

Analysis of Performance Rating Scores by the Three Constituencies of Adeyemi College of Education, Ondo

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Learn how to be a good citizen	6	8.38	7.97	7.45	1.27
Learn how to respect and get along with people who think, dress and act differently	8	7.38	6.55	7.31	0.73
Learn about and try to understand the changes that take place in the world	10	8.00	7.65	8.55	1.27
Develop skills in reading, writing, speaking and listening	12	8.88	8.55	9.81	1.90
Learn how to examine and use information	11	7.25	7.65	8.30	2.36
Understand and practise the skills of family living	11	6.75	6.13	7.26	2.65
Learn to respect and get along with people with whom we work and live	9	8.38	8.52	8.63	0.33
Develop skills needed for a life-long career in the teaching profession	6	8.63	9.97	8.20	2.02
Learn how to be a good manager of money, property and resources	7	6.25	6.36	6.54	0.41

Table 20 continued

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Develop a desire for learning now and in the future	12	7.25	7.97	9.07	2.57
Learn how to use leisure time	3	5.63	7.71	5.45	2.36
Practise and understand the ideas of health and safety	6	6.88	7.45	6.78	0.73
Develop the background necessary for university degree courses	11	10.75	10.16	10.64	0.43
Appreciate culture and beauty of the world	8	7.38	7.19	7.52	0.42
Develop skills needed to make job selections in the field of education	8	9.13	8.28	8.47	0.59
Develop pride in work and a feeling of self-worth	6	6.25	7.55	6.60	0.83
Develop good character and self-respect	7	6.13	8.75	7.29	1.33
Gain a general education	8	7.75	9.32	8.36	0.54

Table 21

Analysis of Absolute Values of Negative Discrepancy Scores by the Three Constituencies of Adeyemi College of Education, Ondo

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Learn how to be a good citizen	3	3			3.22	1	1.91	2
Develop skills in reading, writing, speaking and listening			2.76	2			0.60	5
Learn how to examine and use information			0.70	4.5	0.70	3		
Learn to respect and get along with people with whom we work and live	3	3					1.03	3
Develop skills needed for a life-long career in the teaching profession	9	1	6.37	1	2.33	2	5.69	1
Learn how to be a good manager of money, property and resources	2	5	0.89	6				
Develop a desire for learning now and in the future			0.70	4.5	0.13	3	0.29	6
Learn how to use leisure time	3	3	1.51	3			0.76	4
Develop pride in work and a feeling of self-worth			0.83	7				

Table 21 continued

Goal Statement	Principal		Lecturers		Students		Combined	
	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Develop good character and self-respect			0.26	8				

Skills. The gap between the importance they attached to it and the priority they expected the college to give to it was wide: the distance measured nine negative rating points in the principal's score, 6.37 in the lecturer's mean score, and 2.33 in the students' mean score. Other need areas identified by the groups included Good Citizenship, Respect for Colleagues, Management of Resources, Use of Leisure Time, Communication Skills, and Desire for Learning.

Summary. Agreement was obtained on the ranking of the professional goal as the most important but the divergence of views on ranking many other goals resulted in a low correlation between the principal's rank order scores and the students; as well as between the lecturers' and the students'. The lecturers and the principal tended to agree. There was not much agreement between the principal and the students on both goal ranking and performance rating. As evidenced from the data, great concern was shown by the three groups for the college program supposed to help students to develop skills needed for professional careers in teaching.

Alvan Ikoku College of Education, Owerri

Goal Ranking. As shown in Table 22, the three constituencies in combination ranked the goals stated below in the top third. Figure 8 represents the goal ranking scores graphically

1. Develop skills needed for a life-long career in the teaching profession.
2. Learn how to be a good citizen.
3. Gain a general education.

Table 22

Analysis of Goal Ranking Scores by the Three Constituencies of Alvan Ikoku College of Education, Owerri

Gaol Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good citizen	5	1	3.20	4	3.43	2	3.88	2	0.98
Learn how to respect and get along with people who think, dress and act differently	2	11.5	1.90	13	2.10	13	2.00	13	0.10
Learn about and try to understand the changes that take place in the world	2	11.5	2.30	11.5	2.43	11	2.24	12	0.22
Develop skills in reading, writing, speaking and listening	4	3	3.10	5.5	2.52	10	3.21	5	0.75
Learn how to examine and use information	3	6	2.80	8	2.23	12	2.68	7	0.40
Understand and practise the skills of family living	1	17	1.00	17	1.75	16.5	1.25	17	0.43
Learn to respect and get along with people with whom we work and live	2	11.5	2.50	10	2.82	5	2.44	8	0.41
Develop skills needed for a life-long career in the teaching profession	3	6	4.30	1	4.34	1	3.89	1	0.76

Table 22 continued

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good manager of money, property and resources	1	17	0.80	18	1.13	18	0.98	18	0.17
Develop a desire for learning now and in the future	3	6	3.30	3	3.05	3	3.12	6	0.16
Learn how to use leisure time	2	11.5	1.50	16	1.75	16.5	1.75	16	0.25
Practise and understand the ideas of health and safety	2	11.5	1.60	14.5	1.87	15	1.82	15	0.20
Develop the background necessary for university degree courses	1	17	3.10	5.5	2.63	9	2.24	11	1.10
Appreciate culture and beauty of the world	2	11.5	1.60	14.5	2.03	4	1.88	14	0.24
Develop skills needed to make job selections in the field of education	2	11.5	2.30	11.5	2.70	6.5	2.33	10	0.35
Develop pride in work and a feeling of self-worth	2	11.5	2.60	9	2.68	8	2.43	9	0.37
Develop good character and self-respect	4	3	3.00	7	2.70	6.5	3.23	4	0.68
Gain a general education	4	3	4.10	2	3.03	4	3.71	3	0.59

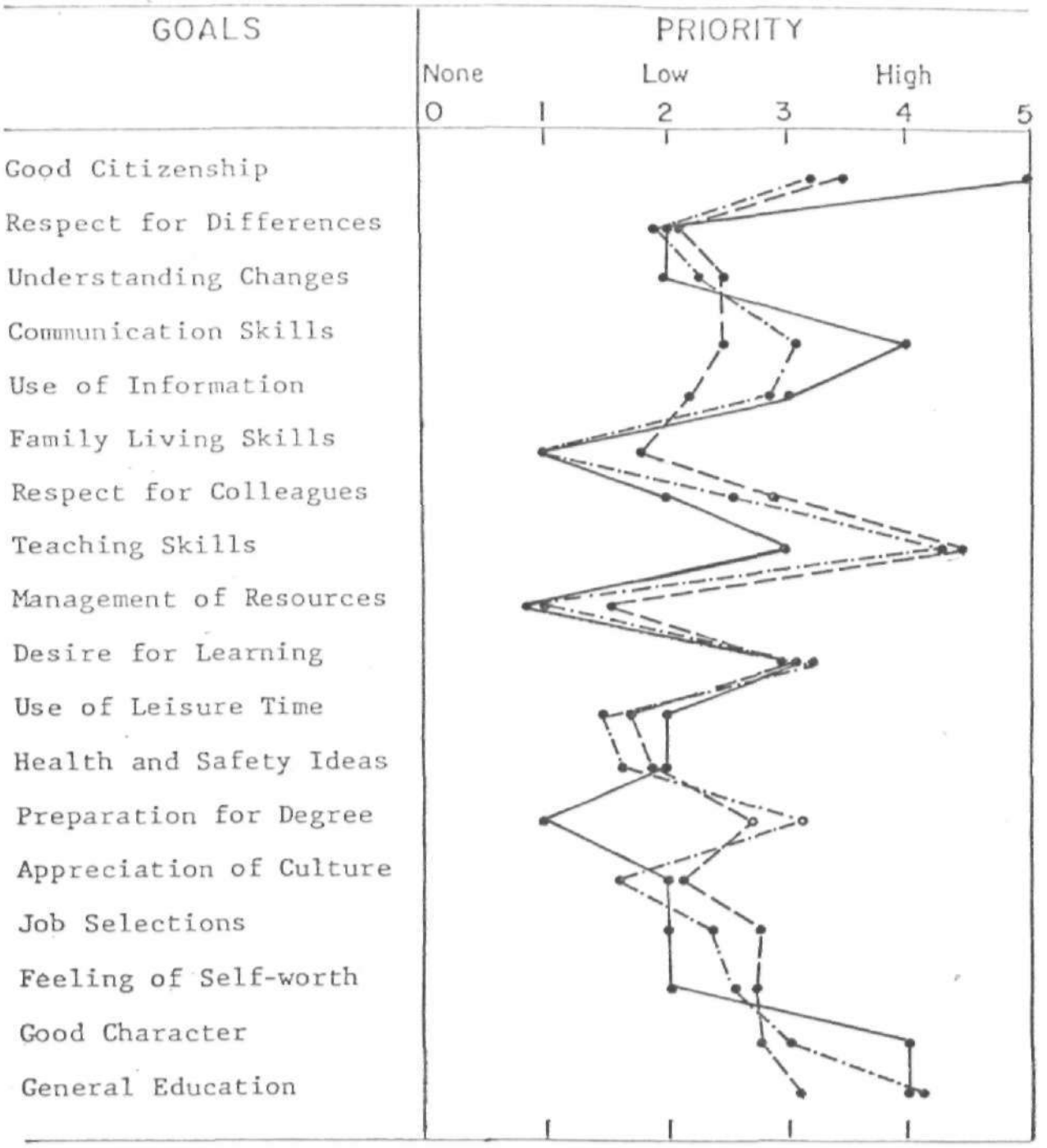


Figure 8

Goal Ranking Profiles for the Constituencies of Alvan Ikoku College of Education, Owerri

4. Develop good character and self-respect.

5. Develop skills in reading, writing, speaking and listening.

6. Develop a desire for learning now and in the future.

It should be noted that, when considered separately, the three groups agreed in ranking high four of the six goals. On the ranking high of the remaining two, the principal agreed with the lecturers with regard to one and with the students relative to the other.

Separately, the groups ranked high four other goals. The principal ranked the goal of Use of Information sixth; the lecturers placed the goal of Preparation for Degree in the fifth position. The students assigned the fifth position to the goal of Respect for Colleagues and sixth to both Job Selection and Good Character.

The high degree of agreement characteristics of the three constituencies of the college was evident in ranking the least preferred goals. The goal relating to management of money, property and resources was placed in the last position by the three groups both in combination and separately. Similar consistency was shown in the ranking of the goal of Family Living Skills, which received the last but one position throughout. Lastly, the goal of Use of Leisure was consistently assigned low though not the same ranks. Table 23 indicates that there was substantially high correlation between every pair of the three rank orders; the overall correlation among the three was also high ($\underline{W}$ = .81).

Table 23

Goal Ranking by the Constituencies of Alvan Ikoku College of Education, Owerri: Spearman Rank Order Matrix

	Principal	Lecturers	Students
Principal	1.00		
Lecturers	0.73	1.00	
Students	0.65	0.89	1.00

Performance Rating. Table 24 shows the analysis of performance rating of the College by the three groups. The principal indicated that no change in the level of performance of the College was necessary in three goal areas because the current programs of the College were, in his opinion, adequate in meeting them. The goals were:

1. Develop skills in reading, writing, speaking and listening.

2. Develop skills needed for a life-long career in the teaching profession.

3. Develop a desire for learning now and in the future.

However, he rated the College low in its efforts to achieve the goals of Management of Resources, Family Living Skills, and Health and Safety Ideas. This rating was consonant with his perceptions of the relative importance of those goals: he did not expect any NCE college to do much to meet them and his institution was doing little to achieve them. On the remaining goal areas, he classified the performance of

Table 24

Analysis of Performance Rating Scores by the Three Constituencies of Alvan Ikoku College of Education, Owerri

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Learn how to be a good citizen	8	5.83	8.15	7.33	1.30
Learn how to respect and get along with people who thin, dress and act differently	7	6.33	7.32	6.88	0.51
Learn about and try to understand the changes that take place in the world	8	7.67	7.88	7.85	0.17
Develop skills in reading, writing, speaking and listening	10	10.00	10.62	10.21	0.36
Learn how to examine and use information	8	7.33	8.92	8.08	0.80
Understand and practise the skills of family living	6	7.25	6.05	5.43	1.03
Learn to respect and get along with people with whom we work and live	7	7.17	9.10	7.76	1.17
Develop skills needed for a life-long career in the teaching profession	10	12.17	12.12	11.43	1.24
Learn how to be a good manager of money, property and resources	4	4.58	6.08	4.89	1.07

Table 24 continued

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Develop a desire for learning now and in the future	7	9.50	10.27	8.92	1.71
Learn how to use leisure time	5	8.33	7.80	7.04	1.79
Practise and understand the ideas of health and safety	6	5.92	7.45	6.46	0.86
Develop the background necessary for university degree courses	12	10.92	10.92	11.28	0.20
Appreciate culture and beauty of the world	7	6.58	8.50	7.36	1.02
Develop skills needed to make job selections in the field of education	8	6.83	9.60	8.14	1.39
Develop pride in work and a feeling of self-worth	8	7.67	9.88	8.52	1.19
Develop good character and self-respect	9	6.50	9.52	8.34	1.61
Gain a general education	10	10.50	11.18	10.56	0.59

the College as fair.

The lecturers and the students endorsed the principal's judgment regarding the goals on which he rated the program of the College as adequate. In addition, both groups perceived that the institution was meeting adequately the goal of Preparation for Degree while the students, in their separate group, added that they were satisfied with the opportunities the College was providing them to develop a desire for learning now and in the future.

Needs. As shown in Table 25, on the top of the list of felt needs was the meeting of the goal of Good Citizenship; all the three constituencies taken separately identified this need. The goals of Desire for Learning, Good Character and General Education were not receiving as adequate attention from the College as the respondents expected. On the whole, the number of goals with negative discrepancies was small and the discrepancy values were not large either. On the basis of these facts, it could be concluded that the respondents viewed the performance of the College to be near what they perceived as the ideal.

Summary. The three constituencies of Owerri College regarded all the eighteen goals as related to the NCE program. They valued very highly the professional goal of Teaching Skills and the civic goal of Good Citizenship. The goal of Good Character was also highly ranked and the remaining highly favored goals were intellectual goals relating to Desire for Learning, Communication Skills, and General Education

Table 25

Analysis of Absolute Values of the Negative Discrepancy Scores by the Three Constituencies of Alvan Ikoku College of Education, Owerri

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Learn how to be a good citizen	7	1	3.77	1	2.14	1	4.31	1
Develop skills in reading, writing, speaking and listening	2	4						
Learn how to examine and use information	1	6.5	1.07	4				
Learn to respect and get along with people with whom we work and live			0.33	7				
Develop skills needed for a life-long career in the teaching profession			0.73	5	0.90	2	0.24	5
Develop a desire for learning now and in the future	2	4	0.40	6			0.44	4
Learn how to use leisure time	1	6.5						
Develop pride in work and a feeling of self-worth			0.13	8				
Develop good character and self-respect	3	2	2.50	2			1.35	2

Table 25 continued

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Gain a general education	2	4	1.80	3			0.57	3

The respondents indicated that the needs for the NCE program in the College were neither many nor critical as the institution was meeting or nearly meeting most of the goals. Those few needs were essentially the three intellectual goals mentioned above but also included the goal of Good Citizenship and of Good Character.

Both in goal ranking and performance rating, there was much agreement among the principal, the lecturer group, and the student group. Of the eight sampled colleges, the highest degree of concordance among the three constituent units was recorded at Alvan Ikoku College of Education, Owerri.

Technical Teachers College, Yaba

Goal Ranking. Table 26 presents the analysis of the goal ranking scores by the three constituencies of Technical Teachers College, Yaba. Figure 9 represents those scores graphically. Ranking of the means obtained from the combination of the scores by the three groups placed the goals stated below in the top third:

1. Develop skills needed for a life-long career in the teaching profession.
2. Develop good character and self-respect.
3. Learn how to be a good citizen.
4. Learn how to examine and use information.
5. Develop pride in work and a feeling of self-worth.
6. Develop a desire for learning now and in the future.

It will be noticed that the goal of Teaching Skills stood out clearly as the most important in the evaluation of

Table 26

Analysis of Goal Ranking Scores by the Three Constituencies of Technical Teachers College, Yaba

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good citizen	5	1.5	3.00	5	3.17	3	3.72	3	1.11
Learn how to respect and get along with people who think, dress and act differently	2	11	1.67	14.5	2.83	5	2.17	9	0.60
Learn about and try to understand the changes that take place in the world	2	11	2.33	10.5	2.81	6.5	2.38	8	0.41
Develop skills in reading, writing, speaking and listening	1	15	2.67	7.5	2.74	9	2.14	10	0.99
Learn how to examine and use information	4	5	3.67	3	2.57	11.5	3.41	4	0.75
Understand and practise the skills of family living	0	17	2.00	12.5	1.19	18	1.06	18	1.01
Learn to respect and get along with people with whom we work and live	4	5	2.67	7.5	2.67	10	3.11	7	0.77
Develop skills needed for a life-long career in the teaching profession	5	15	4.67	1	4.62	1	4.76	1	0.21

Table 26 continued

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good manager of money, property and Resources	2	11	1.33	16.5	1.24	16	1.52	16	0.42
Develop a desire for learning now and in the future	4	5	2.67	7.5	2.79	8	3.15	6	0.74
Learn how to use leisure time	2	11	2.33	10.5	1.21	7	1.85	13	0.58
Practise and understand the ideas of health and safety	2	11	2.00	12.5	1.62	14	1.87	12	0.22
Develop the background necessary for university degree courses	0	17	1.33	16.5	2.52	13	1.28	17	1.26
Appreciate culture and beauty of the world	2	11	1.67	14.5	1.33	15	1.67	15	0.34
Develop skills needed to make job selections in the field of education	0	17	2.67	7.5	2.81	6.5	1.83	14	1.58
Develop pride in work and a feeling of self-worth	4	5	3.33	4	2.57	11.5	3.30	5	0.72
Develop good character and self-respect	4	5	4.00	2	3.29	2	3.76	2	0.41
Gain a general education	2	11	1.00	18	3.05	4	2.02	11	1.03

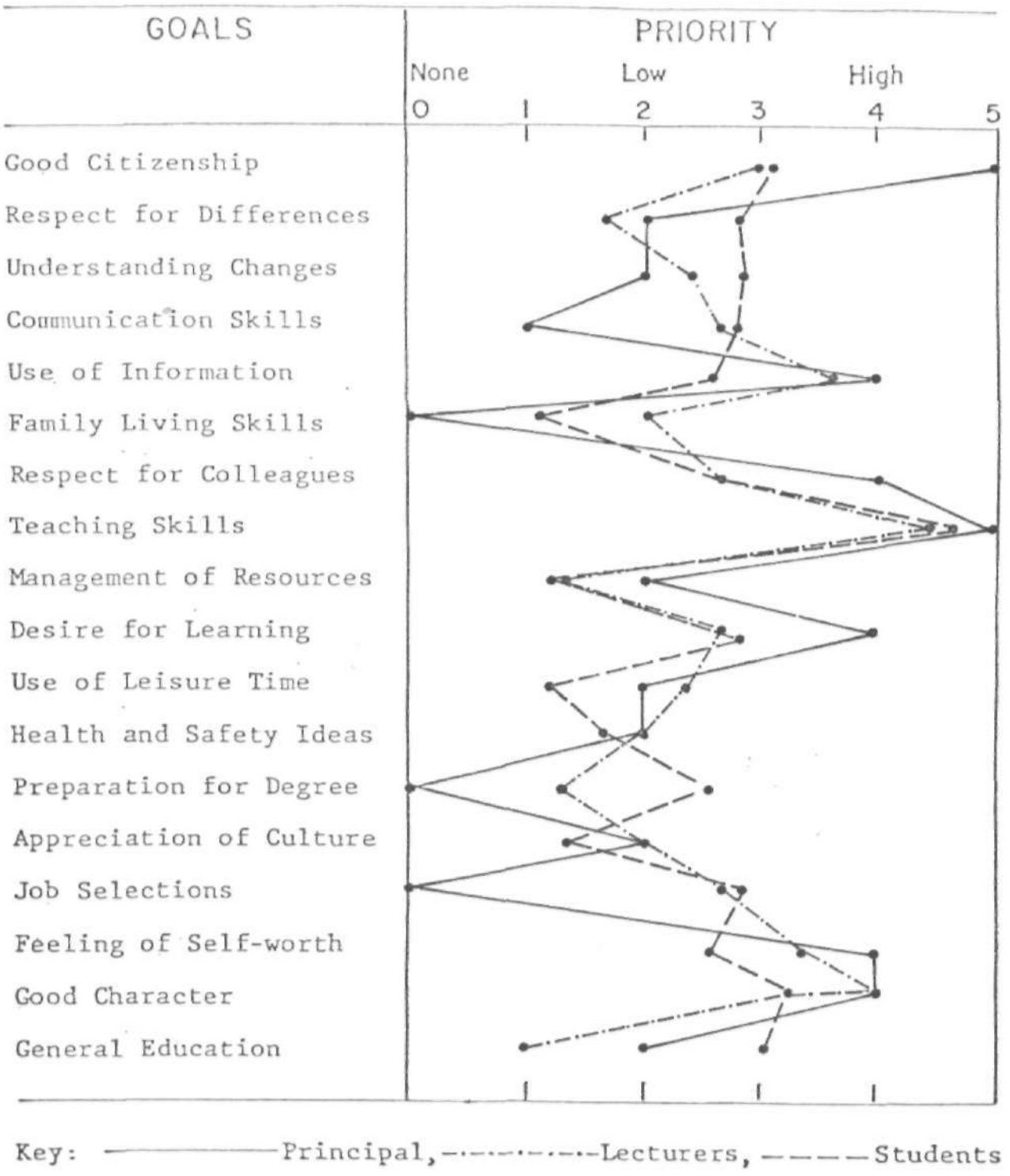


Figure 9

Goal Ranking Profiles for the Constituencies
of Technical Teachers College, Yaba

the three constituencies combined and taken separately. There was also considerable agreement on ranking high the goal of Good Character, and there was a consensus that the goal of Good Citizenship should be placed among the most important goals.

Some of the noted differences included the following: the high scores by the principal and the lecturers placed the goals of Use of Information and Feeling of Self-worth in the overall top positions; the students ranked the two goals low. Although only the principal placed the goal of Desire for Learning in the top third, it gained an overall sixth position.

Other goals identified as important by individual constituencies but not included in the above were:

1. Learn how to respect and get along with people who think, dress and act differently (students).

2. Learn to respect and get along with people with whom we work and live (principal).

3. Gain a general education (students).

The goals which received the least three ranks from the groups combined were those of Family Living Skills, Preparation for Degree, and Management of Resources. The principal's view was that the first two of those as well as the goal of Job Selection were in no way related to the NCE program; the three of them received no points from him. It should be noticed that the College, the only NCE technical institution included in this study, was alone in ranking the goal of Preparation for Degree among the bottom three.

Some consistency was shown in ranking of the low priority goals. In the final analysis, the paired rank orders by the principal and the lecturers showed greater correlation than any other pair of rank orders. A moderate association, as indicated by W of .66, existed among the three sets of ranks.

Table 27

Goal Ranking by the Constituencies of Technical Teachers College, Yaba: Spearman Rank Correlation Matrix

	Principal	Lecturers	Students
Principal	1.00		
Lecturers	0.66	1.00	
Students	0.48	0.45	1.00

Performance Rating. As indicated in Table 28, the programs of the College were assessed by the three constituencies combined as adequate in meeting the goals of Teaching Skills and General Education. The College's performance was classified in eleven goals as "fair but more needs to be done." There were indications from the combined mean scores that little was being done to attain the remaining five goals.

Analysis of each constituency's scores revealed some substantial differences in perceptions regarding the levels of performance attained by the College. The principal awarded zero, which was not on the rating scale, to emphasize that absolutely nothing was being done to meet the goals of

Table 28

Analysis of Performance Rating Scores by the Three Constituencies of Technical Teachers College, Yaba

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Learn how to be a good citizen	8	8.00	7.55	7.85	0.26
Learn how to respect and get along with people who think, dress and act differently	3	9.67	8.45	7.64	3.55
Learn about and try to understand the changes that take place in the world	7	7.00	7.31	7.10	0.18
Develop skills in reading, writing, speaking and listening	7	10.00	9.14	8.71	1.55
Learn how to examine and use information	9	8.67	8.38	8.68	0.31
Understand and practise the skills of family living	1	9.67	4.93	5.20	4.34
Learn to respect and get along with people with whom we work and live	6	7.00	7.79	6.93	0.90
Develop skills needed for a life-long career in the teaching profession	9	10.33	10.86	10.06	0.96
Learn how to be a good manager of money, property and resources	9	6.67	7.17	7.61	1.23

Table 28 continued

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Develop a desire for learning now and in the future	8	9.67	8.52	8.73	0.86
Learn how to use leisure time	6	7.00	6.26	6.42	0.52
Practise and understand the ideas of health and safety	7	5.67	4.31	5.66	1.35
Develop the background necessary for university degree courses	0	9.33	9.19	6.17	5.35
Appreciate culture and beauty of the world	6	5.67	6.93	6.20	0.65
Develop skills needed to make job selections in the field of education	0	10.00	9.41	6.47	5.61
Develop pride in work and a feeling of self-worth	9	7.33	8.50	8.28	0.86
Develop good character and self-respect	8	7.33	8.74	8.02	0.71
Gain a general education	11	7.33	10.93	9.75	2.10

Preparation for Degree and Job Selection. The rating agreed with the value he placed on these goals. It is remarkable to note, however, that the lecturers and the students assessed the performance of the College on the goal of Preparation for Degree as high as acceptable by awarding it 9.33 and 9.19 respectively. The College was even rated higher on the second goal. On it, the lecturers assessed the performance of the College adequate and the students gave a mean rating score almost as high as what the lecturers gave. Similar disagreement was evident with regard to the goal of Respect for Differences. Also, while the principal awarded the College just one point on the goal of Family Living Skills, the students rated it higher with 4.93 points and the lecturers' mean score could be interpreted as indicating "Leave as is." On the whole, both the lecturers and the students in their separate groups tended to rate the College programs higher than the principal did.

Needs. The differences in rating were, to some extent, reflected in the discrepancies. The principal identified eight areas of concern, the lecturers and the students identified seven. Although four of the felt needs were common to the three, the principal's negative discrepancy scores were much larger than those of the lecturers or of the students.

Judged by the frequency with which they were mentioned, and the ranks assigned them, the following goal areas represented the most critical needs of the College:

Table 29

Analysis of Absolute Values of Negative Discrepancy Scores by the Three Constituencies of Technical Teachers College, Yaba

Goal Statement	Principal		Lecturers		Students		Combined	
	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Learn how to be a good citizen	7	1	1.00	6	1.96	2	3.31	2
Learn how to respect and get along with people who think, dress and act differently	3	7			0.04	7		
Learn about and try to understand the changes that take place in the world					1.12	4	0.04	8
Learn how to examine and use information	3	7	2.34	4			1.55	6
Learn to respect and get along with people with whom we work and live	6	2.5	1.01	5	0.22	6	2.40	4
Develop skills needed for a life-long career in the teaching profession	6	2.5	3.68	2	3.00	1	4.22	1
Develop a desire for learning now and in the future	4	4.5					0.72	7
Practise and understand the ideas of health and safety			0.33	7	0.55	5		

Table 29 continued

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Develop pride in work and a feeling of self-worth	3	7	2.66	3			1.62	5
Develop good character and self-respect	4	4.5	4.67	1	1.13	3	3.26	3

1. Develop skills needed for a life-long career in the teaching profession.

2. Learn how to be a good citizen.

3. Develop good character and self-respect.

4. Learn to respect and get along with people with whom we work and live.

Other areas of main concern, but less critical, related to the goals of Use of Information, Desire for Learning, and Feeling of Self-worth.

Summary. The principal would ideally want people who have gone through the NCE program to be skilled at teaching, be good citizens, and have good character. He would expect them to take pride in their work and have a feeling of self-worth instead of possessing ability to make job selection. He indicated that it was necessary for students to develop interest in learning now and in the future but definitely not with a view to going to the university for the purpose of obtaining degrees. The lecturers and the students also did not value highly the goal of Preparation for Degree but indicated that it was being emphasized by the College, thus disagreeing with the principal who indicated that nothing at all was being done by the College in this respect. The principal rated the College comparatively low. He observed that little or nothing was being done in half of the goal areas. On the other goals but one, he graded the programs of the college as just acceptable but not adequate; it was only in one goal area that he judged the educational programs of the

College adequate. The students and the lecturers were more favorably impressed by the general performance of the institution.

Advanced Teachers College, Surulere

Goal Ranking. Table 30 shows that ten separate goals were ranked in the top third by one or more of the constituencies of the College. Figure 10 is a graphic representation of the goal ranking scores. When the principal's scores and the mean scores of the lecturer group and of the student group were combined to form composite means and the means were ranked, the following six of those goals emerged in the top third:

1. Develop skills needed for a life-long career in the teaching profession.
2. Develop skills in reading, writing, speaking and listening.
3. Develop a desire for learning now and in the future.
4. Gain a general education.
5. Learn how to examine and use information.
6. Develop skills needed to make job selections in the field of education.

Through the same process of ranking the composite means, the three goals of Respect for Differences, Family Living Skills, and Management of Resources fell to the bottom.

There was a complete agreement among the groups on ranking the Teaching Skills goal as the most important of the eighteen goals. The principal was in agreement with the lecturers in placing the three goals of Communication

Table 30

Analysis of Goal Ranking Scores by the Three Constituencies of Advanced Teachers College, Surulere

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good citizen	1	15	2.57	9	3.06	4	2.21	12	1.06
Learn how to respect and get along with people who think, dress and act differently	0	17.5	0.86	18	2.08	15	0.98	18	1.04
Learn about and try to understand the changes that take place in the world	3	8	2.29	11	2.14	13	2.48	9	0.46
Develop skills in reading, writing, speaking and listening	4	3.5	3.86	2	2.58	8.5	3.48	2	0.78
Learn how to examine and use information	4	3.5	3.29	4	2.47	10	3.25	5	0.77
Understand and practise the skills of family living	0	17.5	1.43	16.5	2.06	14	1.16	17	1.10
Learn to respect and get along with people with whom we work and live	3	8	2.71	7.5	2.39	11	2.70	7	0.30
Develop skills needed for a life-long career in the teaching profession	5	1	4.86	1	3.58	1	4.48	1	0.78

Table 30 continued

Goal Statements	Principal		Lecturers		Students		Combined		S.D.
	Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	
Learn how to be a good manager of money, property and resources	2	12	1.43	16.5	1.53	17	1.65	16	0.30
Develop a desire for learning now and in the future	4	3.5	3.43	3	2.58	8.5	3.34	3	0.71
Learn how to use leisure time	2	12	1.71	13	1.50	18	1.74	15	0.25
Practise and understand the ideas of health and safety	3	8	1.71	13	2.22	12	2.31	10	0.65
Develop the background necessary for university degree courses	2	12	2.42	10	3.22	2	2.55	8	0.61
Appreciate culture and beauty of the world	3	8	1.57	15	1.97	16	2.18	13	0.74
Develop skills needed to make job selections in the field of education	3	8	2.86	5.5	2.72	7	2.86	6	0.14
Develop pride in work and a feeling of self-worth	1	15	2.86	5.5	2.86	5	2.24	11	1.07
Develop good character and self-respect	1	15	1.71	13	2.78	6	1.83	4	0.90
Gain a general education	4	3.5	2.71	7.5	3.08	3	3.26	4	0.66

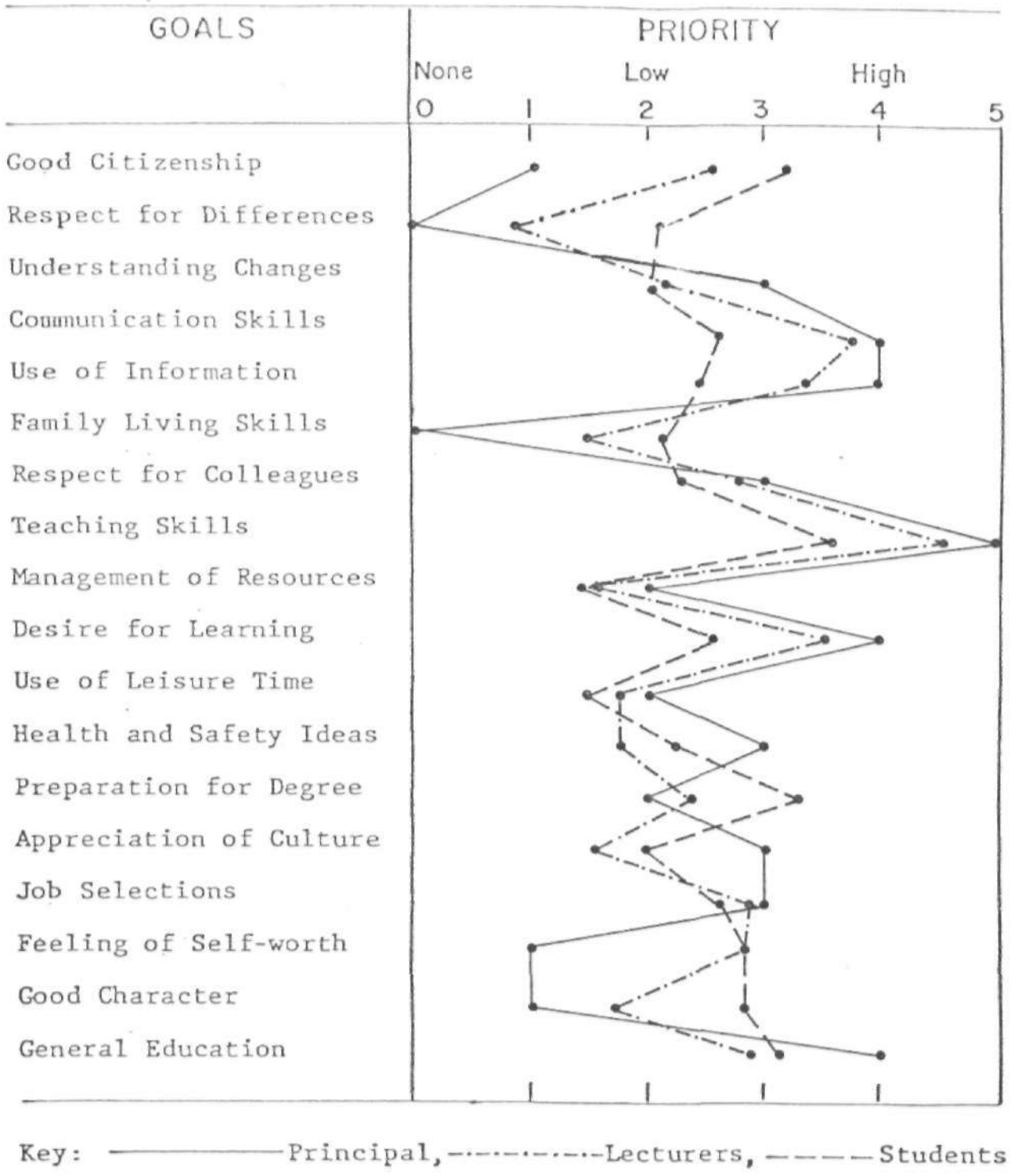


Figure 10

Goal Ranking Profiles for the Constituencies
of Advanced Teachers College, Surulere

Skills, Use of Information and Desire for Learning in the top third and he agreed with the students in ranking high the goal of General Education.

The goal of Respect for Differences consistently received low ranking. By awarding it no point at all, the principal indicated that it was unrelated to the NCE program. Similarly, he awarded zero points to the goal of Family Living Skills, and the combined group placed it in the seventeenth position.

Disagreement was substantial on the goal of Good Citizenship, which the students ranked as high as the fourth most important. With the lecturers, it occupied about the median position but the principal thought it required very little priority as far as the NCE program was concerned and so placed it in the fifteenth position. The same rank was assigned by the principal to the goal of Feeling of Self-worth but the lecturers and students placed the goal in the top third.

The other goals on which the standard deviations from the combined mean scores exceed 1.00 were the goals of Respect for Differences and Family Living Skills. The ranking scores on these goals and those mentioned above, on which there was comparatively little agreement among the three constituencies, showed a discernible pattern: the principal's scores tended to be low, the mean scores of the lecturers and the students tended to be comparatively high.

As shown in Table 31, the principal and the lecturer group tended to agree on the ranking of the goals, the student

group and the lecturer group tended to agree also, but there was a considerable dissimilarity between the rank order of the principal and that of the students. On the balance, agreement among the three ranks was moderate, the coefficient of concordance being .69.

Table 31

Goal Ranking by Constituencies of Advanced Teachers College, Surulere: Spearman Rank Correlation Matrix

	Principal	Lecturers	Students
Principal	1.00		
Lecturers	0.72	1.00	
Students	0.27	0.66	1.00

Performance Rating. Table 32 shows the performance rating scores and mean rating scores by the principal, the lecturers, and the students. According to the evaluation of the principal, the programs of the College were adequate relative to seven goal areas: Teaching Skills, Desire for Learning, Appreciation of Culture, Good Character, Communication Skills, Use of Information and General Education. The lecturers endorsed this judgment with regard to the first four but rated the remaining three as just acceptable. However, the performance of the college on the goal of Respect for Colleagues met with their approval.

The mean score of 9.72 in respect of the goal of

Table 34

Analysis of Performance Rating Scores by the Three Constituencies of Advanced Teachers College, Surulere

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Learn how to be a good citizen	9	8.57	7.31	8.29	0.88
Learn how to respect and get along with people who think, dress and act differently	1	9.57	6.50	5.70	4.35
Learn about and try to understand the changes that take place in the world	8	7.71	7.06	7.59	0.48
Develop skills in reading, writing, speaking and listening	12	9.02	8.28	9.77	1.97
Learn how to examine and use information	12	8.43	7.17	9.20	2.51
Understand and practise the skills of family living	6	7.71	5.61	6.44	1.12
Learn to respect and get along with people with whom we work and live	8	11.71	8.06	9.26	2.13
Develop skills needed for a life-long career in the teaching profession	12	11.71	8.89	10.87	1.72
Learn how to be a good manager of money, property and resources	9	4.57	4.39	5.99	2.61

Table 34 continued

Goal Statement	Principal	Lecturers (Mean)	Students (Mean)	Combined (Mean)	S.D.
Develop a desire for learning now and in the future	12	10.71	8.25	10.32	1.91
Learn how to use leisure time	8	7.71	5.31	7.01	1.48
Practise and understand the ideas of health and safety	8	8.86	6.58	7.81	1.15
Develop the background necessary for university degree courses	6	6.86	7.97	6.94	0.99
Appreciate culture and beauty of the world	12	9.86	6.50	9.45	2.77
Develop skills needed to make job selections in the field of education	9	9.29	7.33	8.54	1.07
Develop pride in work and a feeling of self-worth	9	7.43	7.58	8.00	0.87
Develop good character and self-respect	12	11.29	8.11	10.47	2.07
Gain a general education	12	9.43	9.72	10.38	1.41

General Education was the highest by the students; this could be interpreted through the process of approximation as signifying satisfaction. The students did not perceive the College program as adequate in meeting any of the other goals. They classified the programs of the College into the level of "fair but more needs to be done" on most of the goals.

On the whole, there was no substantial difference in rating between the principal and the lecturer group but both of them rated the College's performance much higher than did the students.

Needs. The three constituencies, in combination, perceived the programs of the College deficient in the goal areas of Teaching Skills, Preparation for Degree, Use of Information, Communication Skills and Job Selection.

The negative discrepancy score by the principal on the goal of Teaching Skills should be interpreted with caution without which it would be taken to denote a serious deficiency. The rate he assigned to the College's performance fell on the twelfth point of the rating scale and this was to signify "leave as is."

Three other goals received small negative discrepancy scores from the principal. The students' list of negative discrepancy scores was long but the values of the discrepancies were small, ranging from a high of -1.85 to a low of -0.24. This pattern of low negative discrepancy values was also evident from the scores of the lecturers.

Summary. The principal considered that two of the suggested educational goals were not the concern of the NCE

Table 33

Analysis of Absolute Values of the Negative Discrepancy Scores by the Three Constituencies of Advanced Advanced Teachers College, Surulere

Goal Statements	Principal		Lecturers		Students		Combined	
	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Learn how to be a good citizen					1.27	3		
Learn about and try to understand the changes that take place in the world	1	3						
Develop skills in reading, writing, speaking and listening			2.56	2			0.67	3
Learn how to examine and use information			1.44	3	0.24	7	0.55	4
Understand and practise the skills of family living					0.57	6		
Learn to respect and get along with people with whom we work and live	1	3						
Develop skills needed for a life-long career in the teaching profession	3	1	2.87	1	1.85	1	2.57	1
Practise and understand the ideas of health and safety	1	3						

Table 33 continued

Goal Statement	Principal		Lecturers		Students		Combined	
	Value	Rank	Value (Mean)	Rank	Value (Mean)	Rank	Value (Mean)	Rank
Develop the background necessary for university degree courses					1.69	2	0.71	2
Develop skills needed to make job selections in the field of education					0.83	5	0.04	5
Develop pride in work and a feeling of self-worth			1.15	4	1.00	4		

colleges. These were those of Respect for Differences and Family Living Skills. His views with regard to the former goal were not much different from those of the lecturers, whose mean rating score was just 0.86 on a five-point scale.

The ranking orders of the eighteen goals by the principal and by the lecturer group showed considerable similarity. To a smaller extent, there was also substantial agreement between the lecturer group and student group in ranking the goals, but the way the students ranked the goals did not much correlate with the rank order by the principal.

The goals placed in the top third were those of Teaching Skills, Communication Skills, Desire for Learning, General Education, Use of Information and Job Selection. In the estimation of the constituencies, the College programs were adequate in meeting two of these: Desire for Learning and General Education. The remaining four constituted areas of needs. In addition, the three groups combined would want the college to do more to develop the background necessary for university degree courses. In sum, the respondents from Advanced Teachers College, Surulere collectively perceived that the programs of their institution were close to what they expected.

General Summary of the Section

The goal of Teaching Skills was generally regarded as the most important for the NCE colleges to pursue. It was followed in popularity by the goal of Good Citzenship. There was also considerable emphasis on intellectual goals.

Generally unpopular goals included those of Mangement of Resources, Family Living Skills, and Use of Leisure Time.

In accordance with a part of the stated problem of this study, the goal ranking scores of the subjects were analyzed to determine the degree of agreement among the within-college groups. For this purpose, the Kendall coefficient of concordance, W, was computed for each college; and the F ratio was calculated to evaluate its value. Table 34 below shows the analysis of the result. It was found that at the .01 confidence level, agreement among the three rank orders by the principal, lecturers, and students was significant in the case of only one college, Owerri. Agreement was, however, significant at the .05 confidence level in the case of six other colleges. There was no significant agreement among the three rank orders by the three groups of Ondo College.

Table 32

Goal Ranking Orders: Values of W and F Within the Eight Colleges

College	W	F
Kano	.686	4.34*
Zaria	.660	3.88*
Minna	.696	4.58*
Ilorin	.697	4.60*
Ondo	.631	3.42
Owerri	.808	8.41**
Yaba	.662	3.92*
Surulere	.689	4.45*

*Significant at the .05 level
**Significant at the .01 level

Comparison Among the Groups Across the Eight Colleges

Principals

Table 35 shows the ranks the principals assigned to the eighteen educational goals. In their collective evaluation, they placed the professional goal of Teaching Skills as the most important goal of the NCE. A detailed analysis of their scores revealed that four of the principals indicated that very high priority should be given to it; one suggested that it deserved high priority, three would want it to be given moderate priority. Only one principal expressed the view that it should be given little priority.

With reference to intellectual goals, in the principals' collective opinions, it was better for students to develop a desire for learning as well as skills for critical use of formation than just to accumulate knowledge. They expressed this preference by ranking the goals of Desire for Learning and Use of Information higher than any other intellectual goals.

In view of a resolution concerning the preparation of NCE holders for degree courses passed by the principals in 1976, it was expected by the researcher that they would rank high the goal of Preparation for Degree. Contrary to that expectation, their scores on the goal averaged 2.00, denoting low priority, and when the means for the eighteen goals were ranked, a mean score of 2.00 received the twelfth position.

The social goal of Good Citizenship received the fourth position on the aggregate, though opinions tended to be seriously divided on ranking it. Two principals gave it very

Table 35

Ranks Assigned by the Principals to the Eighteen Educational Goals

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere	Composite
Learn how to be a good citizen	11.5	1	4	16	6	1	1.5	15	4
Learn how to respect and get along with people who think, dress and act differently	11.5	6	15	11.5	11.5	11.5	11	17.5	16.5
Learn about and try to understand the changes that take place in the world	11.5	12	15	18	6	11.5	11	8	14.5
Develop skills in reading, writing, speaking and listening	6	12	15	7	3	3	15	3.5	7
Learn how to examine and use information	3	6	7.5	3.5	11.5	6	5	3.5	3
Understand and practise the skills of family living	17	12	15	16	11.5	17	17	17.5	18
Learn to respect and get along with people with whom we work and live	11.5	6	15	11.5	3	11.5	5	8	8
Develop skills needed for a life-long career in the teaching profession	1	12	4	1	1	6	1.5	1	1

Table 35 continued

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere	Composite
Learn how to be a good manager of money property and resources	11.5	17	7.5	11.5	6	17	11	12	12
Develop a desire for learning now and in the future	3	6	4	3.5	3	6	5	3.5	2
Learn how to use leisure time	11.5	6	15	16	11.5	11.5	11	12	14.5
Practise and understand the ideas of health and safety	17	12	10.5	11.5	11.5	11.5	11	8	12.5
Develop the background necessary for university degree courses	6	17	7.5	3.5	11.5	17	19	12	12.5
Appreciate culture and beauty of the world	17	17	15	11.5	11.5	11.5	11	8	16.5
Develop skills needed to make job selections in the field of education	6	12	1.5	7	17	11.5	17	8	10
Develop pride in work and a feeling of self-worth	11.5	12	1.5	7	17	11.5	5	15	9
Develop good character and self-respect	11.5	2.5	7.5	3.5	11.5	3	5	15	5
Gain a general education	3	2.5	10.5	11.5	17	3	11	3.5	6

low priority but by giving it the first rank, three indicated that it should be the most emphasized; and the ratings by the remaining three principals lay between those two extremes.

It was expected by the researcher that, at least for disciplinary purposes, the principals would value highly the development of good character by their students. On this, the principals were divided in their opinions: four indicated that the goal relating to it should be given high priority, one assigned moderate priority to it, and the remaining indicated that it should either be of low or very low priority at the NCE level. Collectively, they placed it in the fifth position.

As earlier indicated, some principals were of the view that nothing should be done at the NCE level to meet some of the suggested eighteen goals. Noticeable among these was the goal of Family Living Skills. Two of the principals held this opinion about the goal. Only one principal said it should be given a high priority; the collective judgment of the group made it the least favored. Greater consistency was shown in ranking the two goals of Respect for Differences and Appreciation of Culture, which vied for the sixteenth and the seventeenth positions.

In rating their colleges, the principals tended to judge the performance of their institutions as acceptable only. There was the noticeable case of a principal who, in fact, rated his college generally low, indicating that it was meeting barely any of the eighteen goals. The rating scores of the remaining principals clustered around the level of

Table 36

Analysis of Absolute Values of Negative Discrepancy Scores by the Principals

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere
Learn how to be a good citizen		8	3		3	7	7	
Learn how to respect and get along with people who think, dress and act differently		4		1	3		3	
Learn about and try to understand the changes that take place in the world	1	1						1
Develop skills in reading, writing, speaking and listening				4		2		
Learn how to examine and use information	6	4		3		1	3	
Understand and practise the skills of family living	2	2		1				
Learn to respect and get along with people with whom we work and live		4					6	1
Develop skills needed for a life-long career in the teaching profession	3	2		4	9		6	3

Table 36 continued

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere
Learn how to be a good manager of money, property and resources		2	4		2			
Develop a desire for learning now and in the future	4	5	3			2	4	
Learn how to use leisure time		6			3	1		
Practise and understand the ideas of health and safety		3						1
Develop the background necessary for university degree courses		1		5				
Develop skills needed to make job selections in the field of education	2	4	5					
Develop pride in work and a feeling of self-worth		5	3	2			3	
Develop good character and self-respect		5		3		3	4	
Gain a general education	10	2				2		

"fair but more needs to be done."

It was expected that the needs of one college would differ from those of another in some degree. This assumption was confirmed by data in Table 36. There were, however, areas of common concerns and these included goals of Good Citizenship, Teaching Skills, Desire for Learning, Use of Information, and Good Character.

Lecturers

According to Table 37, there was a complete agreement among the eight groups of lecturers that the goal of Teaching Skills should command the greatest attention, efforts and resources of the NCE colleges. There was less agreement on the ranking of the goal of Good Citizenship but the average mean score for it placed it in the second position.

The lecturers perceived the intellectual goals as next in importance. Of these, they valued most the goal of Use of Information (3rd), followed by the goals of Communication Skills and Desire for Learning in that order; the goal of Preparation for Degree (9th) and of General Education (10th) were not highly favored in comparison.

They wanted the students to be of good character, take pride in their work and have confidence in themselves. In other words, the goals of Good Character (6th), and the goal Feeling of Self-worth (7th) were ranked high by the lecturers.

The goal least related to the NCE program, according to the indications given by the lecturer groups taken together, was that of Family Living. The goals of Management

Table 37

Ranks Assigned by the Lecturer Groups **to the** Eighteen Educational Goals

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere	Composite
Learn how to be a good citizen	3	3	2	4	1.5	4	5	9	2
Learn how to respect and get along with people who think, dress and act differently	9.5	13	14	9.5	13.5	13	14.5	18	13
Learn about and try to understand the changes that take place in the world	13	12	**5.5**	15	7.5	11.**5**	10.5	11	12
Develop skills in reading, writing, speaking and listening	11	11	**3.5**	7	2	5.**5**	7.5	2	4
Learn how to examine and use information	4	8	7.5	6	5.5	8	3	4	3
Understand and practise the skills of family living	17	18	18	18	17	17	12.5	16.5	18
Learn to respect and get along with people with whom we work and live	5	10	**11.5**	3	4	10	7.5	7.5	8
Develop skills needed for a life-long career in the teaching profession	1	1	1	1	1	1	1	1	1

Table 37 continued

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere	Composite
Learn how to be a good manager of money property and resources	17.5	17	15	17	9.5	18	16.5	16.5	17
Develop a desire for learning now and in the future	8	2	9	5	5.5	3	7.5	3	5
Learn how to use leisure time	14	14.5	16	14	9.5	16	10.5	13	14
Practise and understand the ideas of health and safety	17.5	16	13	16	12	14.5	12.5	13	16
Develop the background necessary for university degree courses	9.5	6	3.5	11	3	5.5	16.5	10	9
Appreciate culture and beauty of the world	13	14.5	17	13	13.5	14.5	14.5	15	15
Develop skills needed to make job selections in the field of education	7	7	10	9.5	15	11.5	7.5	5.5	11
Develop pride in work and a feeling of self-worth	2	5	11.5	8	11	9	4	5.5	7
Develop good character and self-respect	6	9	7.5	2	13.5	7	2	13	6
Gain a general education	12	4	5.5	12	18	2	18	7.5	10

Table 38

Analysis of Absolute Values of Negative Discrepancy Scores by the Lecturer Groups

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere
Learn how to be a good citizen	3.99	3.50	3.92	3.28		3.77	1.00	
Learn how to respect and get along with people who think, dress and act differently	1.99			0.26				
Learn about and try to understand the changes that take place in the world	0.42		**2.58**					
Develop skills in reading, writing, speaking and listening					2.76			2.56
Learn how to examine and use information	**1.67**	2.25		0.37	0.70	1.07	2.34	1.44
Learn to respect and get along with people with whom we work and live	**2.18**		**0.51**	1.45		0.33	**1.01**	
Develop skills needed for a life-long career in the teaching profession	5.16	3.60	3.91	2.74	6.37	**0.73**	3.68	**2.87**
Learn to be a good manager of money, property and resources					0.89			
Develop a desire for learning now and in the future	0.59	**1.55**			0.70	**0.40**		

Table 38 continued

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere
Learn how to use lesiure time					1.51			
Practise and understand the ideas of health and safety							0.33	
Develop skills needed to make job selections in the field of education	**1.17**							
Develop pride in work and a feeling of self-worth	3.74	1.20	0.84		0.83	0.13	2.66	**1.15**
Develop good character and self-respect	3.24			3.71	0.26	2.50	4.67	
Gain a general education						1.80		

of Resources and of Health and Safety Ideas received the other two of the three lowest ranks. The goals relating to appreciation of culture and beauty, use of leisure time, and respect for those who think and behave differently were not to be emphasized at the NCE level according to the lecturers.

The lecturers also indicated collectively that while the college programs tended to be adequate for the students to learn how to read and write as well as to accumulate knowledge both in a general way as well as to be used as a basis for further studies, much needed to be done before the students would be able to use information critically. Stated in another way, the eight groups of lecturers combined perceived the goal of Use of Information as a most critical need of their colleges. Similarly, they expressed the views that more needed to be done in the goal area of Teaching Skills. Considered separately, six lecturer groups perceived the goals of Good Citizenship, the Use of Information, and of Feeling of Self-worth as areas of concern in their various colleges. Another need identified by the majority of the groups was for the students to learn to respect and get along with those with whom they work and live.

Students

Table 39 presents the result of ranking of the goals by the responding students from the eight colleges. The students affirmed collectively that the most important goal for the NCE colleges to pursue was the development of skills needed by students for a life-long career in the teaching profession.

Table 39

Ranks Assigned by the Student Groups to the Eighteen Education Goals

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere	Composite
Learn how to be a good citizen	1	2	1	2	2	2	3	4	2
Learn how to respect and get along with people who think, dress and act differently	10	12	15	14	15	13	5	15	13
Learn about and try to understand the changes that take place in the world	8	10	9	6	11	11	6.5	13	10
Develop skills in reading, writing, speaking and listening	7	9	5.5	9	9	10	9	8.5	9
Learn how to examine and use information	12	8	12	11	10	12	11.5	10	12
Understand and practise the skills of family living	17	16	17	17	17	16.5	18	14	17
Learn to respect and get along with people whom we work and live	5	6	8	7	4.5	5	10	11	6
Develop skills needed for a life-long career in the teaching profession	2	1	3	1	1	1	1	1	1

Table 39 continued

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere	Composite
Learn how to be a good manager of money property and resources	18	18	18	18	18	18	16	17	18
Develop a desire for learning now and in the future	6	5	4	5	6.5	3	8	8.5	5
Learn how to use leisure time	16	17	16	15	16	16.5	7	18	16
Practise and understand the ideas of health and safety	14	14	13	13	12	15	14	12	14
Develop the background necessary for university degree courses	3.5	4	2	4	8	9	13	2	4
Appreciate culture and beauty of the world	15	15	14	16	13	4	15	16	15
Develop skills needed to make job selections in the field of education	11	7	11	3	3	6.5	6.5	7	8
Develop pride in work and a feeling of self-worth	13	13	10	12	6.5	8	11.5	5	11
Develop good character and self-respect	3.5	3	5.5	8	4.5	6.5	2	6	3
Gain a general education	9	11	7	10	14	4	4	3	7

This may not be interpreted to indicate that they wish to remain in teaching at the NCE level: for, it should be noted that they valued much more than the lecturers and the principals did the goal of Preparation for Degree (4th). They also favored the goal of Desire for Learning, which is, in some ways, related to it. Apart from these two, no intellectual goal was placed in the top third by the students collectively.

After the goal of Teaching Skills, the goals which can be classified among idealist goals were prized most by the students: the goal of Good Citizenship was placed second and the goal of Good Character received the third rank from them.

There was a remarkable consistency among the student groups relative to the ranking of the least valued goals. The goal of Management of Resources was assigned the bottom rank by six of the groups taken separately. Similarly, though to a smaller extent, considerable agreement was evident in the ranking of the goals of Family Living Skills, Use of Leisure, and Appreciation of Culture placed in the seventeenth, sixteenth, and fifteenth positions respectively.

It is remarkable that the majority of the student groups marked the programs of their colleges acceptable or adequate even more so than their lecturers and principals did. Table 40 shows that all the groups identified two most critical areas of concern: the students were perceptive of the need to learn how to be good citizens and to develop skills needed for a life-long career in the teaching profession.

Table 40

Analysis of Absolute Values of Negative Discrepancy Scores by the Student Groups

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere
Learn how to be a good citizen	3.98	3.88	2.32	2.39	3.22	2.14	1.96	1.27
Learn how to respect and get along with people who think, dress and act differently	0.21						0.04	
Learn about and try to understand the changes that take place in the world	0.87			0.35			1.12	
Learn how to examine and use information								0.24
Understand and practise the skills of family living								0.57
Learn to respect and get along with people with whom we work and live	1.41						0.22	
Develop skills needed for a life-long career in the teaching profession	1.40	0.92	0.09	1.11	2.33	0.90	3.00	1.85
Develop a desire for learning now and in the future			0.15		0.13			
Practise and understand the ideas of health and safety							0.55	

Table 40 continued

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere
Develop the background necessary for university degree courses			0.81					1.69
Develop skills needed to make job selections in the field of education								0.83
Develop pride in work and a feeling of self-worth								1.00
Develop good character and self-respect		0.53					1.13	

General Summary of the Section

This section analyzed the results of the goal ranking and performance rating scores by the principals, lecturers, and students across the eight colleges. Further analysis revealed that substantial agreement existed among the eight groups of students in rank-ordering the eighteen educational goals; there was also much similarity among the eight rank orders of these goals by the lecturers. In both cases, the coefficients of concordance were significant at the .01 confidence level. Agreement among the principals in ranking the same goals was not significant at that confidence level but it was significant at the .05 level.

Table 41

Goal Ranking Orders: Values of W and F for the Principals, Lecturers, and Students Across the Colleges

Groups	W	F
Principals	.349	3.75*
Lecturers	.678	14.74**
Students	.837	35.94**

*Significant at the .05 confidence level
**Significant at the .01 confidence level

Comparison Among the Colleges: A Summary

The main dimension of the problem of this study was to identify the main goals of the Nigeria Certificate in Education (NCE) as perceived by selected populations. To this

end, eight NCE colleges were studied and from each college, three groups -- principal, lecturers, and students -- were asked their views on the importance they attached to eighteen educational goals presented to them.

Table 42 shows the results of the ranking of the goals by the eight colleges. The rank by a college represented the combined judgment of the three constituencies of that college, the principal being treated as a group. The combined ranks shown in the last column in the table was obtained by rank-ordering the rank sums obtained for the twenty-four groups.

The goal of Teaching Skills clearly emerged as the most important goal of the NCE as perceived by the selected groups. There was only one college that ranked it second; others ranked it first. It will be recalled that all the lecturer groups, separately and in combination, accorded the goal the premier position and that only two of the student groups and two principals differed from their colleagues with regard to ranking the goal as the first.

The goal of Good Citizenship incorporates the idea of fostering national unity and the understanding of the country's cultural heritage. It has become necessary in recent years for people in various walks of life in Nigeria to stress the importance of inculcating in the minds of the youth attitudes capable of promoting nationalism and national unity. It was not surpising, therefore, the respondents from the NCE colleges indicated that the goal of Good Citizenship should be the most emphasized after the Teaching Skills

Table 42

Ranks Assigned by the Colleges as Units to the Eighteen Educational Goals

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere	Composite
Learn how to be a good citizen	2	1	2	8	4.5	2	3	12	2
Learn how to respect and get along with people who think, dress and act differently	13	11	15	12	14	13	9	18	13
Learn about and try to understand the changes that take place in the world	12	12	11	16.5	6	12	8	9	12
Develop skills in reading, writing, speaking and listening	6	10	10	7	2	5	10	2	5
Learn how to examine and use information	5	6	8	4	8	7	4	5	6
Understand and practise the skills of family living	18	17	18	18	17	17	18	17	18
Learn to respect and get along with people with whom we work and live	7	5	12	9	3	8	7	7	7
Develop skills needed for a life-long career in the teaching profession	1	2	1	1	1	1	1	1	1

Table 42 continued

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere	Composite
Learn how to be a good manager of money property and resources	17	18	14	16.5	11	18	16	16	17
Develop a desire for learning now and in the future	3	4	3	3	4.5	6	6	3	3
Learn how to use leisure time	15	14	17	15	13	16	13	15	16
Practise and understand the ideas of health and safety	14	15	13	13	10	15	12	10	14
Develop the background necessary for university degree courses	8	8	4	5	7	11	17	8	9
Appreciate culture and beauty of the world	16	16	16	14	12	14	15	13	15
Develop skills needed to make job selections in the field of education	10	7	5.5	6	16	10	14	6	11
Develop pride in work and a feeling of self-worth	11	9	5.5	10	15	9	5	11	10
Develop good character and self-respect	4	3	7	2	9	4	2	4	4
Gain a general education	9	13	9	11	18	3	11	4	8

goal. Six of the colleges ranked it in the top third and it was the second most popular with the students and the lecturers.

The most highly favored intellectual goal was that of Desire for Learning (3rd). All the colleges, without exception, placed it in the top third. The goals of Communication Skills (5th) and Use of Information (6th) were among those preferred. Although the other two intellectual goals of Preparation for Degree (8th) and General Education (9th) were not ranked in the top third, they got places in the upper half.

The goal of Good Character came up to the fourth position. Three colleges decided that the NCE level was not the appropriate place to emphasize this goal but the remaining five would want it to be given particular attention there. The students ranked this goal higher (3rd) than the lecturers (5th) and the principal (6th) did.

There were indications that some goals were considered remote to the needs of the NCE and, therefore, not of particular importance relative to the program. Learning to respect and get along with neighbors and colleagues (7th) was regarded as much more important than learning how to respect people belonging to other cultures or different groups and, therefore, more distant in that relationship (13th). The goal of Understanding Changes was not favorably placed on the lists of preference by the colleges save in one case. Similarly, the goal relating to the appreciation of culture and beauty of the world did not rise from the bottom third on the preference list of any college.

In the personal development domain, only the goal of Good Character was highly valued. Little or no emphasis was to be laid on the others according to the respondents. The goal of Health and Safety ideas was placed fourteenth on the composite list; no college raised it above the tenth position. The highest rank any college assigned to the goal of Use of Leisure Time was thirteenth, and the goal ended in the fifteenth position in the collective evaluation of all the colleges. In this group of goals, Feeling of Self-worth received moderate support from the colleges combined.

Considered together, the colleges assigned the rank of seventeen to the goal relating to Management of Resources. The ranks assigned to it by individual colleges ranged from eleven to eighteen. Detailed analysis of the goal ranking scores by the principals, lecturers, and students in their separate groups revealed that it was the least favored by the students; six student groups placed it in the bottom position, one other group rated it sixteenth, and another seventeenth. With regard to the lecturer groups, there was an outlying rank of nine assigned to the goal; otherwise, the lecturer group mean ranks ranged from fifteen to eighteen. On the whole, by collectively according it a rank of twelve, the principals indicated that they valued the goal much more than either the lecturers or the students did.

The goal of Family Living Skills incorporates the ideas of developing attitudes leading to the acceptance of family responsibilities and developing skills needed to accept those responsibilities. Detailed analysis of the

scores for the goal by the various groups yielded a surprising result. It was a prior expectation that in view of family practices in Nigeria, the goal would be highly prized. As it turned out, it consistently received low ranks. None of the colleges as units and none of the groups taken separately ranked it in the upper half of the preferences. All the colleges placed it either in the last or the second to the last position. In the final analysis, it received the eighteenth position from the collective ranking by the eight colleges. A combined mean score of 1.20 indicated that very low priority ought to be given to the goal.

With regard to the rating of the levels of the performance of the colleges, comparison of the mean rating scores by the colleges should take into account that the raters were evaluating different colleges. However, the pattern that emerged suggested that the groups in various colleges placed the performance of their respective colleges at the level of "fair but more needs to be done."

The colleges identified common needs relating to those goals they regarded as the most important. Among these were:

1. Develop skills needed for a life-long career in the teaching profession.
2. Learn how to be a good citizen.
3. Develop a desire for learning now and in the future.
4. Develop good character and self-respect.
5. Learn how to examine and use information.

Table 43

Analysis of Absolute Values of Negative Discrepancy Scores by the Colleges as Units

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere
Learn how to be a good citizen	1.99	5.14	3.09	0.21	1.91	4.31	3.31	
Learn how to respect and get along with people who think, dress and act differently	0.88	0.48						
Learn about and try to understand the changes that take place in the world	0.77						**0.04**	
Develop skills in reading, writing, speaking and listening				0.07	0.60			0.67
Learn how to examine and use information	**2.14**	**1.81**		0.99			1.55	0.55
Learn to respect and get along with people with whom we work and live	**0.85**	**1.01**			**1.03**		2.40	
Develop skills needed for a life-long career in the teaching profession	**3.40**	**2.18**	1.23	2.88	5.69	0.24	4.22	2.57
Learn how to be a good manager of money, property and resources			0.41					
Develop a desire for learning now and in the future	1.47	1.70	0.95		**0.29**	**0.44**	**0.72**	

Table 43 continued

Goal Statements	Kano	Zaria	Minna	Ilorin	Ondo	Owerri	Yaba	Surulere
Learn how to use leisure time					0.76			
Develop the background necessary for university degree courses				0.51				0.71
Develop skills needed to make job selections in the field of education	0.11	1.08						0.04
Develop pride in work and a feeling of self-worth	0.30	1.35	0.52	0.31			1.62	
Develop good character and self-respect	1.07	1.84		1.96		1.35	3.26	
Gain a general education	1.59					0.57		

From the analysis above, the picture emerges of substantial agreement among the colleges in designating some of the eighteen educational goals as low-priority goals. The goals of Management of Resources and Family Living Skills received very low ranks from most of the colleges; these goals were not considered by the colleges among the main goals of the NCE. There was also substantial agreement in ranking the highly favored goals of Teaching Skills, Desire for Learning, and Good Character. By comparison, the degree of agreement on ranking the Goal of Good Citizenship was not high even though the goal was ranked second by the colleges as a group. The needs identified by the groups were much related to those goals they ranked in the top third.

Summary of the Chapter

The chapter analyzed and compared the ranking of the eighteen goals by the principals, lecturers and students of the eight colleges; it treated the performance rating and the negative discrepancy scores similarly. The analysis of the data was approached first by comparing the scores of the constituent groups of each college, and next, by comparing the scores of the groups across the colleges. Finally, the eight colleges were compared.

It was found that the importance of the goal of Teaching Skills was particularly emphasized throughout. The goals of Good Citizenship, Desire for Learning, and Good Character were also regarded as important. In ranking the

eighteen goals, moderate agreement existed among within-groups. Across the colleges, substantial agreement was obtained among the lecturer groups as well as student group; the agreement among the principals was moderate. The analysis also revealed that the perceived needs of the NCE program were related to those goals identified by the respondents as among the most important.

Chapter 6

SUMMARY, LIMITATIONS, AND CONCLUSIONS

Restatement of the Problem, Purpose and Importance of the Study

The problem in this study was to identify, describe, and analyze the perceptions of selected groups of people with regard to the goals and needs of the Nigeria Certificate in Education (NCE) program. The groups were principals, lecturers, and students of Advanced Teachers Colleges. The study attempted to evaluate the degree of agreement in perceptions among the groups with regard to: (a) the ranking of suggested eighteen educational goals of the NCE program; (b) rating the performance of eight Advanced Colleges on those goals, and (c) the discrepancies between goal ranking and performance rating, which signify needs.

More specifically, the study sought to answer the following questions:

1. What were the main goals of the Nigeria Certificate in Education (NCE) as perceived by the groups?

2. Was there agreement within each college as to how the principal, lecturers, and students ranked the perceived goals of the program?

3. Was there agreement among the colleges as related to the perceptions of each group of principals,

lecturers, and students with regard to the ranking of the perceived goals of the program?

4. What were the main needs as perceived by the groups?

5. Was there agreement within each college as to how the principals, lecturers, and students perceived the needs of the programs?

The purpose of the study was to provide information on the perceptions of people involved in the NCE program with regard to its goals and needs. The information could be used for clarification and redefinition of goals and for appraisal of the performance of the NCE colleges.

The importance of the study lay in its being a pilot study in the area of identification of educational goals and needs of the NCE program. The study was considered important also because it was undertaken at a time which immediately followed the announcement of the Nigerian Federal Government's decision to embark on certain educational changes that would profoundly affect the NCE program. It was expected that the findings of the study would be available before the implementation of the changes. The investigator's thesis was that for planning and innovation to be as effective as intended, there should be delineation of goals and needs. The study represents an approach to the clarification of goals and the identification of needs through an analysis of the perceptions of significant groups involved in the NCE program.

Procedure

As a preliminary step, pertinent literature was reviewed. The literature stressed the importance of goals to an organization and underlined the need for the participation of organization members in goal identification and clarification. It also supported the position that institutional needs assessment involves establishing goals and evaluating the institutional programs and performance. The historical development of the NCE colleges was studied and the problem of teacher education, particularly at the NCE level, was investigated.

The empirical part of the study made use of eight NCE colleges situated in Kano, Zaria, Minna, Ilorin, Ondo, Owerri, Yaba and Surulere. The selection of the eight institutions., which represented about 40 percent of the NCE colleges existing at the time of the study, was based on a sampling technique which can be classified as purposive sampling, "characterized by the use of judgment and a deliberate effort to obtain representative samples by including presumably typical areas or groups in the sample."[1] The colleges were chosen to reflect, as much as possible, the variety of forms of governance, curricular offerings and stages of development of NCE colleges.

Along with the principal were selected twenty lecturers, and sixty students from each college to complete the

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[1]Fred N. Kerlinger, Foundations of Behavioral Research (NY: Holt, Rinehart and Winston, Inc., 1973), p. 129.

questionnaire. For each group, the number of returned usable questionnaires was calculated as a percentage of the number of selected subjects in that group and the rates obtained for the eight colleges were as follows: principals, 100 percent; lecturers, 53 percent; students, 85 percent; the eight colleges combined, 75 percent.

A version of the Phi Delta Kappa planning model, modified by the researcher, was the instrument used in the form of a questionnaire. In the United States, the model is a well known opinion - gathering instrument on dealing with educational goal priorities. After a pilot study of the instrument with Nigerians, it was thought that a modified form of it could be used successfully for similar surveys in Nigeria. In comparison to other instruments, it is inexpensive and fairly easy to administer and score. Moreover, it is the most familar opinion-gathering instrument to the investigator, who had a special training in it before the study.

To complete the questionnaire, the participants were asked to indicate on a five-point scale the perceived relative importance of the eighteen goals to the NCE program. Five points would indicate Very High Priority; four, High Priority; three, Moderate Priority; two, Low Priority; and one, Very Low Priority. If in the opinion of a respondent, a goal was not worth pursuing at all at the NCE level, no points were to be awarded to that goal.

The performance of the colleges with which a respondent was associated was to be rated on a 15-point scale divided

into five levels as follows: Very Little is Being Done (1 to 3), Little is Being Done (4 to 6), Fair but More Needs to be Done (7 to 9), Leave as is (10 to 12), Too Much is Being Done (13 to 15).

Analysis of Data

A large part of the computation was performed with the computer. The means of the goal ranking scores and of the performance rating scores were the basic statistics used for analysis. The mean goal ranking scores were ordered for the purpose of determining the relative importance which the various groups attached to the eighteen goals. The Spearman rank order statistic was calculated to determine the degree of correlation between two rank orders. The Kendall's coefficient of concordance, W, was computed to determine the degree of agreement among three or more rank orders and F ratio was used to test the significance of W.

For determining the difference between the perceived goals priority and the perceived college performance level, the goal ranking scale was converted from a five-point scale to a fifteen-point scale to parallel the performance rating scale. The difference represented a discrepancy; a negative discrepancy was interpreted to indicate an identified need though exceptions had to be made in some cases.

Summary of Findings

Perceived Goal Priorities. The eighteen goals presented in this study with the exception of the two goals

of Management of Resources and Family Living Skills were perceived by the respondents as the main goals of the NCE program. The combined mean ranking scores for the two goals mentioned above indicated a preference level of very low priority.

Among the eighteen goals, those perceived by the respondents as the four most important with regard to the NCE were distributed among the four groups of educational goals classified according to Downey's framework. The goals are listed in order of perceived importance beginning with the most important:

1. Develop skills needed for a life-long career in education (productive dimensions).

2. Learn how to be a good citizen (social dimensions).

3. Develop a desire for learning now and in the future (intellectual dimensions).

4. Develop good character and self-respect (personal dimensions).

It remained for two goals to be included with those above to complete the list of goals ranked in the top third. The two goals that occupied the sixth and fifth positions were intellectual goals: Communication Skills and Use of Information.

Overall, the respondents tended to emphasize intellectual goals. Three such goals, as indicated above, were ranked among the top six; the other two, relating to General Education (9th), and Preparation for Degree (8th) were placed in the upper half on the priority list. In the productive

dimensions, only the goal relating to the development of teaching skills was highly prized. Two of the others received the lowest ranks of all: those two were Management of Resources (17th) and Family Living Skills (18th).

Social and personal development goals were placed between the highly prized intellectual goals, on the one hand, and those least favored goals of productive dimensions, on the other hand. On the whole, social goals tended to receive higher evaluation than goals of personal dimensions: goals in the former group were placed in the second, seventh, twelfth, and thirteenth positions while the ranks assigned to the goals in the latter category were fourth, tenth, fourteenth, fifteenth, and sixteenth.

The degree of agreement in perceptions. The degree of within-college agreement was considerably high in the case of Owerri College. The coefficient of concordance was .81, significant at the .01 confidence level. In the case of Ondo College, agreement among the rank orders by the three constituencies of the institution was not significant (W = .63). In respect of the other colleges, agreement was moderate; the coefficients of concordance ranged from .66 to .70, all significant at the .05 confidence level.

In the following five colleges, Kano, Zaria, Minna, Ilorin, and Owerri, the lecturers tended to agree more with the students than they did with principals in ranking the eighteen goals. In the other three colleges, stronger association existed between the principal and the lecturer groups than between the student groups and the lecturer groups. In

all the eight colleges, agreement was lowest betwen the principals and the student groups.

Among the lecturer groups as well as among the student groups across the colleges, agreement on ranking the eighteen educational goals was significant at the .01 confidence level. This means that the lecturers across the colleges tended to rank alike the eighteen educational goals presented to them; it also means that the rank orders of the eighteen goals by the students across the colleges tended to be similar. Concordance among the principals across the colleges was significant at the .05 confidence level. The degree of agreement among the principals was lower than among the lecturer groups and among the student groups.

Perception on Needs. The most critical needs as perceived by the respondents related to the goals identified as among the most important. These included the goals of Teaching Skills, Good Citizenship, Desire for Learning and Good Character. Other areas of concern perceived by various groups related to the goals of Use of Information and Feeling of Self-worth. The within-college agreement tended to be high on the needs perceived to be among the most important.

Conclusions

From this study, the following conclusions can be drawn:

1. The principals, lecturers and students of NCE colleges recognize that the development of competencies, attitudes, and skills required for effective teaching and which would enable students to remain long on the job is the

most important goal their college should pursue.

2. The principals, lecturers, and students of NCE colleges see education as an effective means of helping NCE students to become loyal citizens, who understand and appreciate the customs and cultural heritage of their country, and who would work conscientiously towards the achievement of national unity. They much desire that the NCE colleges work towards meeting the goals and attaining the objective relating to the acquisition of these qualities by students.

3. The principals, lecturers and students of NCE colleges perceive the ideal NCE college as a right place for students to develop a sound ethical and moral behavior, learn how to discipline themselves at work as well as at play, and to develop moral standards with a view to choosing to do the right thing always.

4. The principals, lecturers, and students of NCE colleges like to see high priority given to intellectual goals at the NCE level; they expect the NCE colleges to provide opportunities for their student members to acquire wholesome attitudes toward knowledge which will enable students to develop love for learning and skills for critical use of information.

5. The principals, lecturers and students of NCE colleges do not highly value Home Economics, Physical Education, Art, and Music for the contributions the subjects can make to the personal development of the students. The goals of Management of Resources, Health and Safety Ideas, and Appreciation of Culture, which are related to those subjects, were accorded low

priority by the groups studied in this research.

6. The NCE students are desirous of pursuing post-NCE studies for the purpose of obtaining university degree and, therefore, expect their colleges to provide them with the knowledge that will make them eligible for admission into the appropriate university courses. This issue represents an area of conflict of opinions among the three groups of principals, lecturers and students in view of the fact that not much importance is attached by the principals or the lecturer groups to the preparation of students for university entry as a goal of the NCE program.

7. On goal priority, there is moderate agreement within the NCE colleges. Agreement tends to be lowest between the principal, on the one hand, and the students on the other, and lecturers tended to agree more with the lecturers than with the principals. This may be a reflection of the degree of contact or distance each group keeps with the other. Across the colleges, the degree of agreement is highest among the students and lowest among the principals with regard to ordering of the goals of the NCE according to relative importance.

8. There is absence of complacency among the members of the NCE colleges concerning the performance of their institutions; there is a general feeling that more needs to be done in many areas, most especially in those perceived as of utmost importance.

Limitations

The following are the limitations of the study:

1. The Phi Delta Kappa instrument adapted for

collecting data on perceptions was originally designed for use in the United States. The validity of the version used in this study had not been fully tested in the context of Nigerian education setting.

2. The random sampling technique could not be used throughout in selecting the subjects. Selection was made in most cases from the entire populations but, in some other cases, subjects had to be selected from among the individuals who attended a meeting called for the purpose of completing the questionnaire.

3. The rate of usable questionnaire returns from the lecturers was low for the eight colleges considered together (53 percent) and was very low for Ondo (40 percent), Surulere (35 percent), and Yaba (15 percent).

4. The instrument was not administered under the same conditions to all the subjects. While the students and some lecturers assembled in their different colleges to work individually through the questionnaire as originally planned, other lecturers and the principals had to work separately as they could not attend the scheduled meetings. It needs to be pointed out, however, that only the scoring procedures were explained in the meetings; participants were encouraged to work independently.

Recommendations

When a researcher investigates an area like the present one on which there is a paucity of research studies, he is tempted to make different sorts of recommendations which, in the end, may prove too many. From the review of the

literature and discussions pertaining to this study, a number of recommendations could be made concerning the control and management of NCE colleges, their curricular offerings, and their modes of recruiting students and hiring staff, but such recommendations would have little or no validity unless they were based on stated and fairly well accepted goals. The recommendations in this study will, therefore, center around the need to clarify educational goals of the NCE program and the necessity to communicate the same to whom they may concern.

1. It is recommended that research instruments be developed for collecting data on perceptions of significant populations relative to the goals of the NCE program; research instruments should also be designed for evaluating the performance of the NCE colleges. As a starting point, a version of the Phi Delta Kappa model could be used for both purposes provided any modification is made to relate to the Nigerian situation. Other opinion-gathering instruments could be adapted or new ones created as long as they are relevant to the Nigerian educational context. If the Phi Delta Kappa model or a similar type is used, the technique adopted in this study could be expanded to include working by small groups of participants; this would involve bringing all the participants or all members of a group together.

2. For the purpose of goal identification activities at the college level, participating groups should include not only lecturers and students but also staff in the administrative cadre. For the colleges, the findings of the present study, with its limitations borne in mind, could be used as

data to determine the educational needs of their NCE students.

3. At the state level, goal identification and ordering of priorities could involve members of the college as well as board members, post-primary institution teachers and academic staff of the university to which the NCE college is an affiliate.

4. At the inter-college level, it is important that the lecturers of the NCE colleges form professional associations. These learned societies could be actively involved, on an on-going basis, in clarification of the goals of the NCE, the translation of identified goals to attainable objectives, and in designing programs to meet those objectives. It is further recommended that means of disseminating among the colleges research findings related to institutional goals as well as other aspects of the NCE program be devised by the colleges.

5. At the national level, the Federal Government should take the lead in developing national goals for the NCE in order to provide the colleges a sense of direction. The findings in this study could be examined as a starting point.

6. At each level: college, state or national, there is the need for communication. It is recommended that information on activities and studies relating to the goals and needs of the NCE be disseminated to those involved in, and concerned with, the program; those who are otherwise interested should also be informed. For effectiveness, the Federal Government should serve the role of collecting and disseminating

information on institutional goals as well as other aspects of the NCE program and facilitate exchange of such information among the institutions concerned.

Concluding Remarks

Interest in this study was generated by the researcher's uneasiness about the lack of clearly defined, explicit, and fairly accepted goals of the NCE. Purpose is an essential ingredient of any viable organization, without which its members become uncertain. Goal ambiguity leads to role conflict which begets confusion.

The NCE, probably more than any other educational program in Nigeria, needs goal clarification for a number of reasons. Because of the rapid educational expansion taking place at all levels, teacher education programs are attracting more attention than ever before. Although the effect of the NCE program on the educational system has not yet been fully assessed and its future course has not been clearly mapped out, it cannot be doubted that it will be the most pervasive teacher preparation program in the Nigerian educational system in the years ahead. As the NCE colleges continue to train teachers for the secondary schools, they have started preparing educators for leadership role in the primary schools. Therefore, the NCE cannot be static, its curriculum cannot afford to be insensitive to the social and educational changes taking place, and meaningful revision of curriculum depends largely on prior specification of institutional goals.

Of all the major teacher education programs, the NCE is the youngest and is yet to build a tradition. The philosophy

of education on which the foundation of the program was laid was a mixture of Nigerian philosophy of education with brands of foreign educational philosophy, a blending which enriched the program in the early days. Serious efforts to delineate the goals of NCE do not seem to exist at present. The result is that people, both inside and outside the system, cannot claim to comprehend fully the real mission the NCE colleges are expected to fulfill.

A main problem with the NCE colleges and consequently with the NCE program is the continual search for identity. Instead of attempting to create a unique type of institution of which people will be proud to be members, the staff and students seek to be identified with higher institutions of university level. The problem of search for identity by the colleges has been compounded as some of them are being tossed from one form of proprietorship to another. Without clearly defined, clearly understood and well-accepted institutional goals, there can be no institutional identity.

There are more reasons why clarification of NCE goals is a critical issue. At present the set-up in many of the institutions is fluid. In some instances, institutional heads change very often and, in many of the colleges, the staff turn-over rate is high. In institutions where everything is in flux, well-defined goals can act as stabilizers, ensuring meaningful continuity. Clearly defined goals help a college to pursue its policies consistently despite changes in membership.

Identified goals require articulation. Communication is the life-blood of an organization. It is possible that

the wide divergence of opinions among the constituencies of some of the colleges surveyed in this study was partly a result of gaps in communication. If the purposes of an institution are not well articulated, perceptions would be based partially on wrong information and half-truths. It is not expected that there will be complete agreement of views on the direction any educational program is to follow. However, communication of goals enables a person or a group of people to know what the organization is about, the direction it is trying to follow, and what its members are trying to do. Without such knowledege, one cannot give a fair assessment of the organization.

If communication of official goals is through participation, high morale tends to result. Every organization member forms his perceptions of goals of the organization, which in turn, affects his behavior in the organization. If official goals are made known, the perceptions of the members with regard to the intentions of an organization will tend to be based on, and congruent with, the stated goals. Where the members' perceived goals and the official goals tend to be congruent, there is a tendency for an atmosphere of harmony, rather than a state of discord, to prevail.

In view of the above, it is important for NCE colleges to devise effective communication systems. In order to enhance their identity, the colleges need to initiate and maintain cooperative linkages among themselves for exchange of ideas and information and the greater the cohesion among them, the more successful they will be in evolving a unique type of institution. It is important for the Federal

Government, as recommended earlier in this study, to serve the coordinating role of monitoring ideas and activities among the colleges, and between the colleges and other institutions as well as between the colleges and the society at large. This will make the institutions better understood as to their goals and their performance which will enhance their public image. Enhanced institutional image will in the long run result in high selectivity of staff and student members of the colleges. This will better enable the colleges to achieve whichever purposes the society expects them to fulfill now and in the future.

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APPENDICES

Appendix A

INTRODUCTORY LETTER TO PRINCIPALS

I-5 Mill Street Apartments
Athens, Ohio 45701
U.S.A.
25th April, 1977

Dear Colleague:

Perceived Educational Goals and Needs of the Nigeria Certificate in Education (NCE) Programme

I am proposing to undertake a study of how people connected with the NCE course perceive the goals and needs of the programme.

The perceptions of the provosts/principals, students, lecturers and members of the advisory/governing board with regard to the goals and needs of NCE will be identified, described and analyzed.

My connection with the Advanced Teachers Colleges Kano and Zaria for nearly a decade now has convinced me of the need for clarification of goals and objectives of the NCE. My study, it is hoped, will be a step towards setting the stage for looking carefully into this critical area.

Certainly, I cannot study all the institutions offering the NCE course at present. As the cooperation of the institutional head is critical to the success of the study, I have decided to choose those institutions where it will be easiest for me to obtain maximum cooperation and secure the most valid and reliable information relevant to the study. I have chosen your college.

The main purpose of this letter is to ask you if you would be willing to assist me in the proposed study. If so, could you let me know the dates

(i) your college will close this term, and
(ii) your NCE III examination will be held:

Thank you for your cooperation.

Yours sincerely,

Timothy A. F. Afolayan
ATC Kano Substantive
Principal (On Leave)

Appendix B

ATTACHMENT LETTER TO THE
QUESTIONNAIRE

Advanced Teachers College,
Kano.

Dear Sir/Madam:

Perceived Goals and Needs of the N.C.E.

I should be grateful if you would assist in working through the attached exercises. Your response will be used for a research which is seeking to identify people's opinions on the goals and objectives of the N.C.E.

The word "exercises" conjures in people's minds the idea of a short examination. The exercises here are not to test what you know or remember: you are only requested to express your opinions.

Responses will be taken as purely personal opinions: they will not be regarded as representing the views of any group or body of people or as an interpretation of an official policy.

Please do not write your name on any part of the questionnaire. If in the future, you are interested in the findings of the research, I shall be glad to share them with you.

I thank you very much for spending your precious time in assisting with the research. I hope you will find the exercises interesting and stimulating.

Yours sincerely,

Timothy A. F. Afolayan

Appendix C

A COPY OF REMINDING LETTER

Advanced Teachers College
Ahmadu Bello University
P.M.B. 3045.,
Kano

12th July, 1977

_____

_____

_____

_____

AN APPEAL FOR THE RETURN OF QUESTIONNAIRE ON PERCEIVED GOALS AND NEEDS OF THE N.C.E.

Because our country is developing very rapidly as it ought to, the average Nigerian is overworked. This is particularly the case with people like you who are holding highly responsible positions; and this is likely to account for your inability to have completed and returned my questionnaire.

Realizing how you are always busy especially at this time of the year, I would not have continued to bother you if I had not believed that your response would make a very significant contribution. Would you, therefore, kindly consider sparing about twenty minutes of your valuable time on completing the questionnaire NOW so that you could return it today or tomorrow?

I am sorry to trouble you. I value your cooperation very highly.

Yours faithfully,

Timothy A. F. Afolayan

Appendix D

THE QUESTIONNAIRE

Introduction

On the next few pages are stated EIGHTEEN suggested goals on the Nigeria Certificate in Education (N.C.E.). The goals have not been arranged in any particular order.

Under each goal statement, there are sub-goals to elaborate it.

Please study all these patiently. You will be told what to do later.

SUGGESTED

EDUCATIONAL GOALS OF THE NIGERIA
CERTIFICATE IN EDUCATION
COURSE

1. LEARN TO BE A GOOD CITIZEN

   A. Develop patriotism and loyalty to ideas of national unity.

   B. Develop an understanding of the rights, obligations, and responsibilities of citizenship.

   C. Develop an understanding of, and an appreciation for the systems, the customs and the cultural heritage of our country.

   D. Develop attitudes for productive citizenship.

2. LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY

   A. Develop an appreciation for and an understanding of other people and other cultures.

   B. Develop an understanding of political, economic, and social patterns of the rest of the world.

   C. Develop awareness of the interdependence of races, creeds, nations and cultures.

   D. Develop an awareness of the processes of group relationships.

3. LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD

   A. Develop ability to adjust to the changing demands of society.

   B. Develop an awareness and the ability to adjust to a changing world and its problems.

   C. Develop understanding of the past, identify with the present, and the ability to meet the future.

4. DEVELOP SKILLS IN READING, WRITING, AND LISTENING

   A. Develop ability to communicate ideas and feelings effectively.

B. Develop skills in oral and written English.

C. Develop skills in writing, reading and speaking of the student's own langugage.

5. LEARN TO EXAMINE AND USE INFORMATION

A. Develop ability to examine constructively and creatively.

B. Develop ability to use scientific methods.

C. Develop reasoning abilities.

D. Develop skills to think and proceed logically.

6. UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING

A. Develop understanding and appreciation of the principles of living in the family group.

B. Develop attitudes leading to acceptance of responsibilities as family members.

C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

7. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE

A. Develop appreciation and respect for the worth and dignity of individuals.

B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.

C. Develop a cooperative attitude toward living and working with others.

8. DEVELOP SKILLS NEEDED FOR A LIFE-LONG CAREER IN THE TEACHING PROFESSION

A. Develop abilities and skills needed for employment as a teacher.

B. Develop an awareness of opportunities and requirements related to teaching.

C. Develop an appreciation of good teaching.

9. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY, AND RESOURCES

A. Develop an understanding of economic principles and responsibilities.

B. Develop ability and understanding in personal buying, selling and investment.

C. Develop skills in management of natural and human resources and man's environment.

10. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

A. Develop intellectual curiosity and eagerness for lifelong learning.

B. Develop a positive attitude toward learning.

C. Develop a positive attitude toward continued independent education.

11. LEARN HOW TO USE LEISURE TIME

A. Develop ability to use leisure time productively.

B. Develop a positive attitude toward participation in a range of leisure time activities - physical, intellectual, and creative.

C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

12. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

A. Establish an effective individual physical fitness programme.

B. Develop an understanding of good physical health and well being.

C. Establish sound health habits and information.

D. Develop a concern for public health and safety.

13. DEVELOP THE BACKGROUND NECESSARY FOR UNIVERSITY DEGREE COURSES

A. Obtain academic qualifications for admission for degree courses.

B. Gain specific body of knowledge to serve as a base for degree work.

C. Develop the skills and discipline needed for further studies toward obtaining a University degree.

14. APPRECIATE CULTURE AND BEAUTY IN THE WORLD

    A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).

    B. Cultivate appreciation for beauty in various forms.

    C. Develop creative self-expression through various media (art, music, writing, etc.).

    D. Develop special talents in music, art, literature and languages.

15. DEVELOP SKILLS NEEDED TO MAKE JOB SELECTIONS IN THE FIELD OF EDUCATION

    A. Develop an awareness of job opportunities in the field of education (teaching, educational administration, and inspection).

    B. Develop skills and abilities required in making suitable job selection in the field of education.

    C. Promote self-understanding in relation to students' occupational interest in the field of education.

16. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

    A. Develop a feeling of student pride in his achievements and progress.

    B. Develop self-understanding and self-awareness.

    C. Develop the student's feeling of positive self-worth, security, and self-assurance.

17. DEVELOP GOOD CHARACTER AND SELF-RESPECT

    A. Develop moral responsibility and a sound ethical and moral behavior.

    B. Develop the student's capacity to discipline himself to work, study, and play constructively.

    C. Develop a moral and ethical sense of values, goals, and processes of free society.

    D. Develop standards of personal character and ideas.

18. GAIN A GENERAL EDUCATION

    A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.

B. Develop a fund of information and concepts.

C. Develop special interests and abilities.

Exercise 1

In this exercise, you will show the relative importance of the goals by assigning points to them according to the following rules:

(a) A total of 45 points will be awarded (but not equally) to all the eighteen goals.
(b) No goal statement can have more than five points.
(c) At least one goal must have 5 points.
(d) It is not necessary for a goal statement to have a point. In other words, if you consider that any of the eighteen goals is not related to the N.C.E. programme, you can award it zero.

An answer sheet is attached for your use.
You will find it most convenient to use a PENCIL; you also need a cleaner.

INTERPRETATION

The result will be interpreted to mean that the more points you award to a goal, the higher the priority you have given to it.

5 points	Very high priority
4 points	High priority
3 points	Medium priority
2 points	Low priority
1 point	Very low priority
0 point	Not a priority

PROCEDURE

Step 1: Read the eighteen goals through again. Make a stroke in the first space provided (1____) in the front of each of the eighteen goal statements, except those you think are not related to N.C.E.

Step 2: Read only the goal statements that have one stroke (point) in front of them. Decided which are more important than others. For those goals you believe to be more important than others, make a second stroke in the space provided (11___).

Step 3: Read only the goals you have awarded two points. Decide which of them are more important than others. For those you believe are more important, make the third stroke in the third space provided (111__).

Step 4: Read only the goal statements you have awarded

three points. Decide which of them are more important than others. For those you believe are more important, make the fourth stroke in the fourth space provided (1111).

Step 5: Read only the goal statements you have awarded four points. Decide which of them are more important than others. For those you believe are more important, make the fifth and final stroke in the fifth and last space provided (11111).

Step 6: Add the points across. In the box provided beside each goal statement, record the total points for the goal statement.

Step 7: Add the total points for all the goal statements. If the total is not EXACTLY 45, go over and adjust accordingly.

Step 8: Check to see that:
(a) At least one goal statement has five points.
(b) The total number of points awarded (not equally) to the eighteen goal statements is forty-five.

Answer Sheet for Exercise 1

SUGGESTED GOALS OF THE NIGERIA CERTIFICATE IN EDUCATION COURSE
(Not arranged in any particular order)

Goals	Points	
LEARN HOW TO BE A GOOD CITIZEN	-----	☐
LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY	-----	☐
LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD	-----	☐
DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING	-----	☐
LEARN HOW TO EXAMINE AND USE INFORMATION	-----	☐
UNDERSTAND THE PRACTICE THE SKILLS OF FAMILY LIVING	-----	☐
LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE	-----	☐
DEVELOP SKILLS NEEDED FOR A LIFE-LONG CAREER IN THE TEACHING PROFESSION	-----	☐
LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES	-----	☐
DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE	-----	☐
LEARN HOW TO USE LEISURE TIME	-----	☐
PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY	-----	☐
DEVELOP THE BACKGROUND NECESSARY FOR UNIVERSITY DEGREE COURSES	-----	☐
APPRECIATE CULTURE AND BEAUTY OF THE WORLD	-----	☐
DEVELOP SKILLS NEEDED TO MAKE JOB SELECTIONS IN THE FIELD OF EDUCATION	-----	☐

Answer Sheet for Exercise 1 continued

DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH _____ ☐

DEVELOP GOOD CHARACTER AND SELF-RESPECT _____ ☐

GAIN A GENERAL EDUCATION _____ ☐

TOTAL _____ ☐

Exercise 2

You may feel that there are other goals you would like added to those on which you have been working.

If you want to add other goals, please be free to do so.

	Your additional goals	Score
1.		☐
2.		☐

Exercise 3

PERFORMANCE RATING OF THE COLLEGE PROGRAMMES

A. Importance Notice

Please note that this is not an inspection of the College. The researcher is not interested in knowing whether a College is performing well or not. His main interest is to find out opinion differences on the relative importance attached to each of the suggested goals of the N.C.E.

B. Procedure for Exercise Three

Please follow carefully the procedure stated below. Read to the end before you start to work.

(a) Study the eighteen suggested goal statements again.
(b) Go over the two previous exercise as you are working on this excercise.
(c) In this exercise, you are to read each of the goal statements and ask yourself:
"In my opinion, how well are current programmes of (Name of the College) meeting this goal?"
(d) The answer is to be recorded by drawing a circle around the appropriate number on the scale on the answer sheets provided.
(e) The circled number is to be placed in the score box.

Example

If one believed that the goal "GAIN A GENERAL EDUCATION" is being met quite adequately, a circle would be drawn around the appropriate number on the scale. The circled number would be placed in the score box.

TOO LITTLE IS BEING DONE			LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS	TOO MUCH IS BEING DONE				SCORE
1	2	3	4	5	6	7	8	9	10 (11)	12	13	14	15	

Interpretation

When the results are examined, the researcher will interpret your statements in the following manner:

TOO LITTLE IS BEING DONE means:
I believe students are not being taught the skills necessary to meet this goal.

LITTLE IS BEING DONE means:
I believe programmes designed to meet this goal are weak. I believe that much more effort must be made by the school to meet this goal.

FAIR BUT MORE NEEDS TO BE DONE means:
I believe present programmes are acceptable, but I would like to see more importance attached to this goal by the school. I would rate the school's job in this area as only fair; more effort is needed as far as I am concerned.

LEAVE AS IS means:
I believe the school is doing a good job in meeting this goal.

TOO MUCH IS BEING DONE means:
I believe the school is already spending too much time in this area.

Answer Sheets for Exercise 3

PERFORMANCE RATING OF THE
COLLEGE PROGRAMMES

LEARN TO BE A GOOD CITIZEN

TOO LITTLE IS BEING DONE		LITTLE IS BEING DONE		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		SCORE
1	2 3	4	5 6	7	8 9	10	11 12	13	14 15	☐

LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY

TOO LITTLE IS BEING DONE		LITTLE IS BEING DONE		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		SCORE
1	2 3	4	5 6	7	8 9	10	11 12	13	14 15	☐

LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD

TOO LITTLE IS BEING DONE		LITTLE IS BEING DONE		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		SCORE
1	2 3	4	5 6	7	8 9	10	11 12	13	14 15	☐

DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING

TOO LITTLE IS BEING DONE		LITTLE IS BEING DONE		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		SCORE
1	2 3	4	5 6	7	8 9	10	11 12	13	14 15	☐

LEARN HOW TO EXAMINE AND USE INFORMATION

TOO LITTLE IS BEING DONE		LITTLE IS BEING DONE		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		SCORE
1	2 3	4	5 6	7	8 9	10	11 12	13	14 15	☐

UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING

TOO LITTLE IS BEING DONE		LITTLE IS BEING DONE		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		SCORE
1	2 3	4	5 6	7	8 9	10	11 12	13	14 15	☐

LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE

TOO LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE		TOO MUCH IS BEING DONE	SCORE
1 2 3	4 5 6		7 8 9	10 11 12	13 14 15	☐

DEVELOP SKILLS NEEDED FOR A LIFE-LONG CAREER IN THE TEACHING PROFESSION

TOO LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE		TOO MUCH IS BEING DONE	SCORE
1 2 3	4 5 6		7 8 9	10 11 12	13 14 15	☐

LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES

TOO LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE		TOO MUCH IS BEING DONE	SCORE
1 2 3	4 5 6		7 8 9	10 11 12	13 14 15	☐

DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

TOO LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE		TOO MUCH IS BEING DONE	SCORE
1 2 3	4 5 6		7 8 9	10 11 12	13 14 15	☐

LEARN HOW TO USE LEISURE TIME

TOO LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE		TOO MUCH IS BEING DONE	SCORE
1 2 3	4 5 6		7 8 9	10 11 12	13 14 15	☐

PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

TOO LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE		TOO MUCH IS BEING DONE	SCORE
1 2 3	4 5 6		7 8 9	10 11 12	13 14 15	☐

DEVELOP THE BACKGROUND NECESSARY FOR UNIVERSITY DEGREE COURSES

TOO LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE		TOO MUCH IS BEING DONE	SCORE
1 2 3	4 5 6		7 8 9	10 11 12	13 14 15	☐

APPRECIATE CULTURE AND BEAUTY OF THE WORLD

TOO LITTLE IS BEING DONE			LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			SCORE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	☐

DEVELOP SKILLS NEEDED TO MAKE JOB SELECTIONS IN THE FIELD OF EDUCATION

TOO LITTLE IS BEING DONE			LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			SCORE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	☐

DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

TOO LITTLE IS BEING DONE			LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			SCORE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	☐

DEVELOP GOOD CHARACTER AND SELF-RESPECT

TOO LITTLE IS BEING DONE			LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			SCORE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	☐

GAIN A GENERAL EDUCATION

TOO LITTLE IS BEING DONE			LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			SCORE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	☐

Exercise 4

If you have added goals in Exercise 2, please assess the performance of (Name of College) with regards to the goals you have added.

1.

TOO LITTLE IS BEING DONE			LITTLE IS BEING DONE			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			SCORE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	☐

2.

TOO LITTLE IS BEING DONE		LITTLE IS BEING DONE		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		SCORE
1	2 3	4	5 6	7	8 9	10	11 12	13	14 15	

Appendix E

GOAL RANKING SCORES BY ALL THE GROUPS: RANK CORRELATION MATRICES

Abbreviations Used

ZAP:	Principal, Zaria	ZAL:	Lecturers, Zaria
KAP:	Principal, Kano	KAL:	Lecturers, Kano
SUP:	Principal, Surulere	SUL:	Lecturers, Surulere
ILOP:	Principal, Ilorin	ILOL:	Lecturers, Illorin
ONP:	Principal, Ondo	ONL:	Lecturers, Ondo
OWEP:	Principal, Owerri	OWEL:	Lecturers, Owerri
YAP:	Principal, Yaba	YAL:	Lecturers, Yaba
MIP:	Principal, Minna	MIL:	Lecturers, Minna

ZAS:	Students, Zaria
KAS:	Students, Kano
SUS:	Students, Surulere
ILOS:	Students, Ilorin
ONS:	Students, Ondo
OWES:	Students, Owerri
YAS:	Students, Yaba
MIS:	Students, Minna

KENDALL RANK CORRELATION COEFFICIENTS

		ZAP 1	KAP 2	SUP 3	ILOP 4	ONP 5	OWEP 6	YAP 7	MIP 8	ZAL 9	KAL 10
ZAP	1	1.0000									
KAP	2	0.1709	1.0000								
SUP	3	-0.0161	0.5700	1.0000							
ILOP	4	-0.0574	0.5625	0.3516	1.0000						
ONP	5	-0.0171	0.1724	0.3013	0.0579	1.0000					
OWEP	6	0.6410	0.3534	0.3746	0.2068	0.1466	1.0000				
YAP	7	0.4407	0.1795	0.1373	0.1968	0.3163	0.4957	1.0000			
MIP	8	0.0502	0.3714	0.0718	0.4616	-0.0928	0.1604	0.3431	1.0000		
ZAL	9	0.3061	0.6251	0.2917	0.4263	0.0609	0.4820	0.4331	0.5088	1.0000	
KAL	10	0.3146	0.4080	0.1142	0.4132	0.0992	0.3529	0.5019	0.4513	0.6469	1.0000
SUL	11	0.0935	0.6509	0.5932	0.4703	0.2297	0.4212	0.2809	0.3899	0.5620	0.5034
ILOL	12	0.4107	0.4142	0.2063	0.5130	0.2335	0.5573	0.5600	0.3244	0.5987	0.7261
ONL	13	-0.0921	0.4023	0.3508	0.2747	0.6654	0.1315	0.3069	0.0682	0.2636	0.2848
OWEL	14	0.3307	0.6444	0.4082	0.6801	0.1971	0.5989	0.3758	0.3765	0.7616	0.5050
YAL	15	0.3079	0.2407	0.1540	0.3427	0.2407	0.4659	0.5158	0.2965	0.3934	0.6193
MIL	16	0.2112	0.5629	0.3593	0.4014	0.2510	0.5401	0.2640	0.2830	0.5980	0.4067
ZAS	17	0.3126	0.4354	0.1985	0.4753	0.2552	0.4504	0.3572	0.3601	0.6557	0.5855
KAS	18	0.3509	0.3690	0.1778	0.3468	0.3012	0.4895	0.3659	0.2286	0.5987	0.4885
SUS	19	0.2016	0.4744	0.2419	0.4697	0.0	0.4293	0.2613	0.4867	0.7171	0.5149
ILOS	20	0.1935	0.4504	0.2694	0.3457	0.2102	0.3503	0.2679	0.3895	0.6295	0.5197
ONS	21	0.2098	0.3098	0.1856	0.4060	0.1965	0.4080	0.4195	0.4809	0.6337	0.6689
OWES	22	0.3596	0.4836	0.2498	0.3407	0.1587	0.5289	0.4195	0.3995	0.8053	0.6159
YAS	23	0.4420	0.3929	0.2070	0.2610	0.1209	0.5667	0.3821	0.2885	0.5149	0.4305
MIS	24	0.2464	0.4142	0.2917	0.3974	0.2335	0.5121	0.3360	0.3392	0.6645	0.4620

		SUL 11	ILOL 12	ONL 13	OWEL 14	YAL 15	MIL 16	ZAS 17	KAS 18	SUS 19	ILOS 20
SUL	11	1.0000									
ILOL	12	0.4817	1.0000								
ONL	13	0.4505	0.3447	1.0000							
OWEL	14	0.6061	0.5894	0.3402	1.0000						
YAL	15	0.4621	0.5969	0.2997	0.3687	1.0000					
MIL	16	0.5203	0.4651	0.4096	0.7157	0.3357	1.0000				
ZAS	17	0.4201	0.6820	0.3503	0.6733	0.4530	0.6292	1.0000			
KAS	18	0.3613	0.6250	0.3719	0.6821	0.3527	0.6778	0.8525	1.0000		
SUS	19	0.4415	0.4276	0.2095	0.7351	0.3731	0.6512	0.6426	0.5855	1.0000	
ILOS	20	0.5134	0.5377	0.3503	0.6073	0.3854	0.6954	0.7778	0.7475	0.8033	1.0000
ONS	21	0.5168	0.6601	0.3120	0.5449	0.5784	0.5000	0.7434	0.6733	0.6073	0.7434
OWES	22	0.5334	0.6337	0.2034	0.7442	0.3743	0.5667	0.7303	0.6997	0.6601	0.7171
YAS	23	0.3155	0.5677	0.0814	0.5382	0.3062	0.5667	0.5592	0.6073	0.5017	0.5724
MIS	24	0.4683	0.5592	0.3718	0.7616	0.3391	0.7176	0.7475	0.8224	0.6776	0.7344

		ONS 21	OWES 22	YAS 23	MIS 24
ONS	21	1.0000			
OWES	22	0.7483	1.0000		
YAS	23	0.5232	0.6291	1.0000	
MIS	24	0.6469	0.7261	0.5413	1.0000

SPEARMAN RANK CORRELATION COEFFICIENTS

		ZAP 1	KAP 2	SUP 3	ILOP 4	ONP 5	OWEP 6	YAP 7	MIP 8	ZAL 9	KAL 10
ZAP	1	1.0000									
KAP	2	0.2107	1.0000								
SUP	3	-0.0446	0.6598	1.0000							
ILOP	4	-0.0765	0.6542	0.4171	1.0000						
ONP	5	-0.0165	0.1838	0.7490	0.0772	1.0000					
OWEP	6	0.6996	0.4542	0.4034	0.2538	0.1959	1.0000				
YAP	7	0.5225	0.2107	0.1618	0.2305	0.3771	0.5611	1.0000			
MIP	8	0.0527	0.4605	0.0985	0.5682	-0.1367	0.2243	0.3843	1.0000		
ZAL	9	0.3951	0.7370	0.3710	0.5379	0.0979	0.6016	0.5350	0.6922	1.0000	
KAL	10	0.4112	0.5290	0.1313	0.5408	0.1279	0.4985	0.6637	0.5943	0.8124	1.0000
SUL	11	0.1477	0.7786	0.7200	0.5918	0.2755	0.5429	0.3538	0.4963	0.7523	0.6568
ILOL	12	0.5080	0.5292	0.2566	0.6037	0.3595	0.6940	0.7065	0.4491	0.7541	0.8915
ONL	13	-0.1134	0.4630	0.4216	0.3906	0.7586	0.1636	0.3533	0.0950	0.3638	0.4207
OWEL	14	0.4060	0.7628	0.4985	0.5693	0.2477	0.7263	0.4600	0.4571	0.9116	0.6767
YAL	15	0.3518	0.2919	0.1740	0.4453	0.2771	0.5317	0.6613	0.4635	0.4878	0.7805
MIL	16	0.2409	0.6864	0.4449	0.4185	0.3318	0.6216	0.3219	0.3950	0.7708	0.5782
ZAS	17	0.3655	0.5762	0.2965	0.5594	0.3631	0.5599	0.4657	0.4773	0.7961	0.7634
KAS	18	0.4018	0.4922	0.2224	0.3961	0.4373	0.5820	0.4487	0.2930	0.7490	0.6693
SUS	19	0.2243	0.6288	0.2740	0.5910	-0.0239	0.5026	0.3106	0.6439	0.8833	0.6956
ILOS	20	0.2426	0.5991	0.3697	0.4065	0.3207	0.4621	0.3234	0.5127	0.8116	0.6756
ONS	21	0.2433	0.4207	0.2568	0.5212	0.2618	0.4552	0.5180	0.6163	0.7721	0.8325
OWES	22	0.4613	0.6095	0.3707	0.4383	0.2389	0.6487	0.5460	0.5412	0.9214	0.7704
YAS	23	0.5363	0.5083	0.2283	0.3129	0.1801	0.7156	0.4781	0.3559	0.7018	0.6298
MIS	24	0.2972	0.5553	0.3325	0.4561	0.3519	0.6037	0.3958	0.4244	0.8337	0.6264

		SUL 11	ILOL 12	ONL 13	OWEL 14	YAL 15	MIL 16	ZAS 17	KAS 18	SUS 19	ILOS 20
SUL	11	1.0000									
ILOL	12	0.6368	1.0000								
ONL	13	0.5626	0.4953	1.0000							
OWEL	14	0.7578	0.7492	0.4438	1.0000						
YAL	15	0.6009	0.7707	0.3961	0.4175	1.0000					
MIL	16	0.6762	0.6146	0.5566	0.8685	0.4000	1.0000				
ZAS	17	0.8228	0.8467	0.5060	0.8165	0.5863	0.8118	1.0000			
KAS	18	0.5067	0.7924	0.5307	0.8289	0.4446	0.8401	0.9437	1.0000		
SUS	19	0.6570	0.6405	0.2687	0.8906	0.3979	0.8210	0.7858	0.7541	1.0000	
ILOS	20	0.6732	0.6815	0.4852	0.7690	0.4927	0.8335	0.9174	0.8745	0.7734	1.0000
ONS	21	0.6922	0.8391	0.4347	0.6767	0.7430	0.6630	0.8822	0.7881	0.7406	0.8750
OWES	22	0.6988	0.8057	0.3131	0.8872	0.5052	0.7365	0.8574	0.8450	0.8351	0.8574
YAS	23	0.4189	0.7116	0.1248	0.7284	0.4464	0.7158	0.7510	0.7814	0.6646	0.7138
MIS	24	0.6456	0.7211	0.5317	0.9095	0.4124	0.8657	0.8931	0.9344	0.8518	0.8735

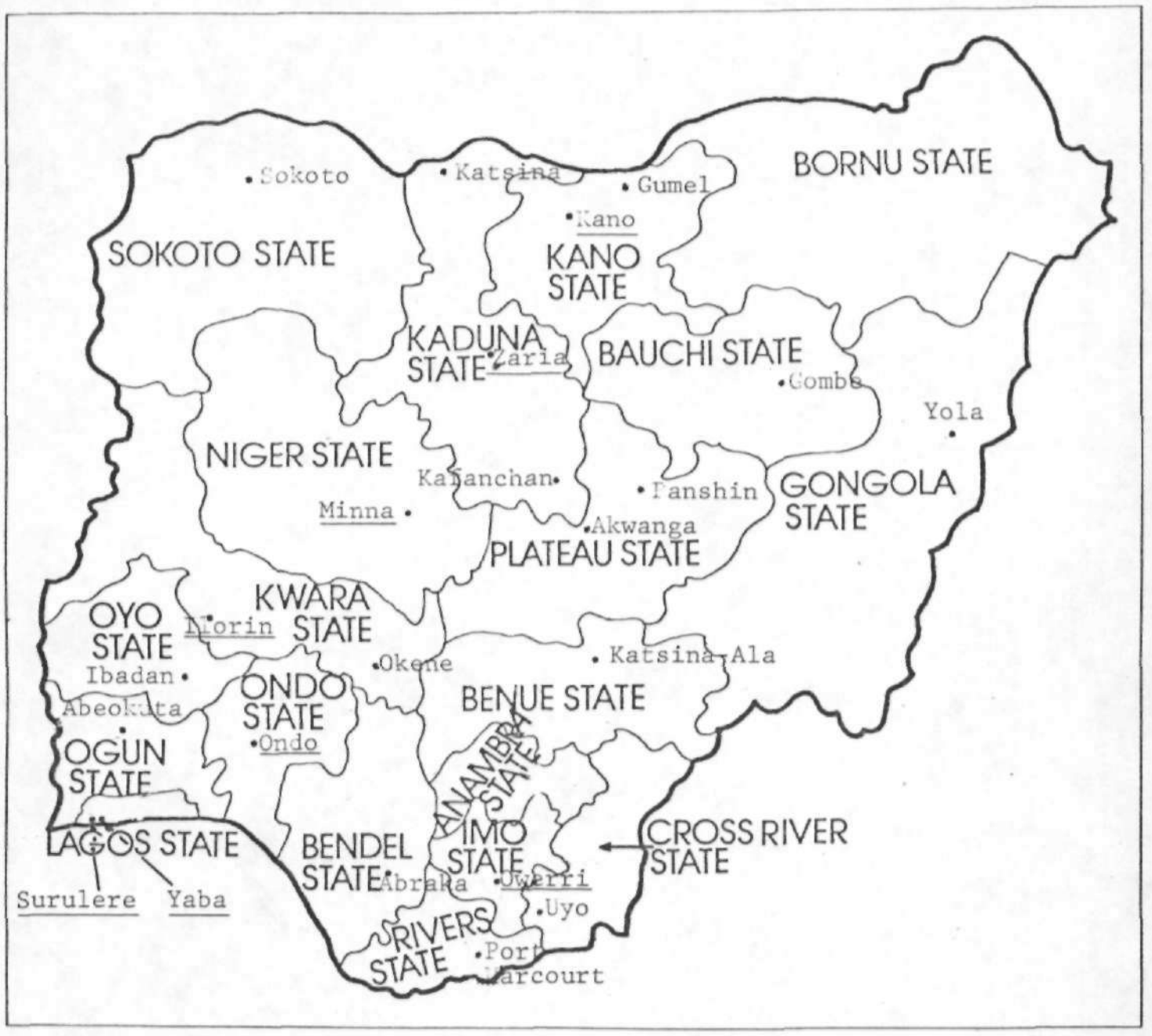
		ONS 21	OWES 22	YAS 23	MIS 24
ONS	21	1.0000			
OWES	22	0.8433	1.0000		
YAS	23	0.6499	0.7999	1.0000	
MIS	24	0.7450	0.8646	0.6695	1.0000

Appendix F

SAMPLES OF NCE EDUCATIONAL GOALS SUGGESTED BY SOME OF THE RESPONDENTS

	Goals	Converted Goal Rating	College Performance Rating
1.	Learn to prepare for political involvement	12	1
2.	Learn to practise freedom of religion	9	4
3.	Learn to be free from all superstitious beliefs	12	9
4.	Develop appreciation for dignity of labour	12	8
5.	Learn how to examine situations and issues objectively	15	4
6.	Learn how to respect elders	9	6
7.	Learn to be constructive, not destructive	15	4
8.	Develop understanding of human behavior	15	8

FEDERAL REPUBLIC OF NIGERIA: LOCATIONS
OF NCE COLLEGES IN 1976/77 SESSION



NOTE: The locations of the NCE Colleges studied in this research are underlined.

Appendix H

A BREAKDOWN OF THE NUMBER OF THE NCE STUDENTS WHO BENEFITTED FROM THE FEDERAL GOVERNMENT BURSARY AWARD IN 1976/77 SESSION

		Year I	Year II	Year III	Total
1.	Adeyemi College of Education, Ondo.	260	237	290	787
2.	School of Education, Ilorin	257	294	209	760
3.	Rivers State College of Education, Port Harcourt.	292	132	157	581
4.	Alvan Ikoku College of Education, Owerri.	776	684	328	1,788
5.	College of Education, Uyo	454	343	227	1,024
6.	College of Education, Abraka	348	484	277	1,109
7.	Advanced Teachers College, Sokoto.	182	120	154	456
8.	Advanced Teachers College, Kano.	302	369	458	1,126
9.	Institute of Management and Technology, Enugu.	72	23	39	134
10.	Advanced Teachers College, Surelere.	47	62	119	228
11.	College of Technology, Calabar.	78	86	13	177
12.	Advanced Teachers College, Zaria	345	326	331	1,002
	Total	3,412	3,158	2,686	9,168

Source: Federal Ministry of Education, Lagos

Appendix I

QUALIFICATIONS OF THE ACADEMIC STAFF OF TEN NCE COLLEGES 1976/77 SESSION

College	Proprietorship	Degrees								Total Number of Academic Staff
		Doctorate		Masters'		Bachelors'		None		
		No.	%	No.	%	No.	%	No.	%	
1. Zaria	A	2	3	13	23	39	67	4	7	58
2. Kano	A	-	-	8	13	51	84	2	3	61
3. Ondo	A	1	2	10	23	32	75	-	-	43
4. Surulere	B	-	-	3	10	23	77	4	13	30
5. Ilorin	C	1	2	10	17	47	78	2	3	60
6. Katsina-Ala	D	-	-	8	19	34	81	-	-	42
7. Abraka	D	3	4	20	24	53	65	6	7	82
8. Yola	E	1	3	12	38	16	50	3	9	32
9. Yaba	E	-	-	15	34	14	33	14	33	43
10. Owerri	D	28	24	48	41	41	35	1	1	118
Average for colleges 1-9		1	2	11	22	34	68	4	8	50

(Note: The total percentage, in some cases, may not be exactly 100 because of rounding.)

Key: Proprietorship
A = University
B = State Government; Ministry of Education
C = State Government; College of Technology
D = State Government; Governing Council
E = Federal Government; Ministry of Education

Source of Information: Compiled from College Lists and Prospectuses.

Appendix J

THE CONFERENCE OF THE ASSOCIATION OF PROVOSTS OF COLLEGES OF EDUCATION AND THE PRINCIPALS OF ADVANCED TEACHERS COLLEGES HELD AT ADVANCED TEACHERS COLLEGE, KANO ON 14th AND 15th JANUARY, 1976

Communique

1. That the name of the present Advanced Teachers Colleges and of the future similar Institutions be changed to Colleges of Education.
2. That all the Colleges of Education should expand their programmes to train the following three categories of N.C.E. teachers where they are not doing so.
   (a) Teacher Educators.
   (b) Secondary School Teachers.
   (c) Specialist Primary School Teachers.
3. That the Colleges of Education be accredited with the additional function of producing graduate teachers by offering an additional two year course to suitably qualified N.C.E "graduates" leading to the award of B.Ed. degree.
4. That in order to perform effectively all the functions in respect of Teacher Education at the level expected of them, it is absolutely necessary that Colleges of Education and Advanced Teachers Colleges be given large measures of autonomy. The conference recommends that an autonomous council be established for each of these Institutions where one does not already exist.

5. That a National Commission of Colleges of Education whose functions will be similar to those performed by the National Universities Commission be established as a matter of urgency.
6. That the Association observes with dismay the disparity in the status between the Chief Executives of the Polytechnics and the Colleges of Technology on one hand and those of the Colleges of Education and Advanced Teachers Colleges on the other to the disadvantage of the latter as reflected by the salaries paid to the respective heads of those institutions and therefore strongly recommends that the disparity be removed and all of them given the same grading and status.
7. That the recommendation by the Joint Consultative Committee on Education (J.C.C.) that suitably qualified N.C.E. teachers be accepted for a <u>two year</u> course leading to the award of the first degree in Education should immediately be implemented by all the Universities in Nigeria.
8. That the bursary and other allowances payable by the Federal Government on behalf of students in Colleges of Education and Advanced Teachers Colleges should be made uniform.

1. Mr. Timothy A.F. Afolayan - Principal, Advanced Teachers College, Kano.
2. Professor B.O. Ukeje - Provost, Alvan Ikoku College of Education, Owerri.
3. Professor S.J. Une - Provost, College of Education Uyo.

4. Mr. J. A. Adeniji - Principal, Advanced Teachers College, Surulere, Lagos.
5. Mr. G. O. Messiri - Provost, College of Education, Abraka.
6. Mr. R.I.C. Koko - Provost, College of Education, Port Harcourt.
7. Mr. H. Brittain - Principal, Advanced Teachers College, Sokoto.
8. Mr. C. Pollock - Principal, Federal Advanced Teachers College, Yola.
9. Mr. J. M. Marcroft - Principal, Federal Advanced Teachers College, Pankshin.
10. Dr. J. O. Ndagi - Principal, Advanced Teachers College, Zaria.

Appendix K

INVITATION FOR APPLICATION FOR ADMISSION
INTO AN NCE COLLEGE

University of IFE Admission:
1978/79 Academic Session

Applications are invited from suitably qualified candidates for admission into:

THREE-YEAR NIGERIA CERTIFICATE IN

EDUCATION (N.C.E.) COURSE

1. Minimum Entry Requirement for Nigeria Certificate Education

   a. Candidates who hold the West African School Certificate (or its equivalent) with credits in three subjects, two of which must be in the areas of specialisation which the candiates propose to study, and at least a pass in English Langugage.

   b. Holders of Teachers' Grade II Certificate with Merits/Credits in three subjects two of which must be in areas of specialisation which the candidates propose to study and at least a pass in English Language.

NOTE:

   i. Candidates who wish to offer Physical Education in Combination with Science subjects must have credit or merit in Mathematics.

   ii. Candidates who wish to offer Physical Education in Combination with Arts Subjects must have at least a pass in Mathematics/Arithmetics processes.

iii. School Certificate Candidates offering Home Economics should possess one of the following qualifications:

a. Credit in Biology, Chemistry and Mathematics.

b. Credit in any areas of Home Economics and either Biology and Chemistry, and Mathematics.

c. Credit in two areas of Home Economics and Mathematics.

iv. Candidates with Teachers' Grade II Certificate offering Home Economics should possess.

a. Credit/Merit in Home Economics (Special Level), Needlework and Dressmaking (Special or Ordinary Level), and Credit/Merit in Arithmetic processes.

b. Credit/Merit in Needlework and Dressmaking plus Credit/Merit/Very Good in one of the following subjects: Nature Study, Physical and Health Education, General Science; and Credit/Merit in Arithmetic processes.

v. Candidates offering Science Subjects or Combination of any Subject with Geography should have credit in Mathematics in the West African School Certificate or General Certificate of Education (Ordinary Level) or Credit or Merit in Teachers' Grade II Certificate.

vi. Candidates offering Agricultural Science should possess Credit in Mathematics, Chemistry, and

Biology or Physics.

vii. Candidates who are sitting for the 1978 May/June West African School Certificate and Grade II Teachers' Certificate or have sat for the 1977 November/December General Certificate of Education Examination and are awaiting results may apply.

1. Details of the Course:

The Course will cover a period of three years and candidates can choose their subjects combination from any of the Arts of Science subjects:

Arts Subjects:

English/French	History/French
English/Geography	Fine Art/Yoruba
English/Yoruba	Fine Art/English
English/History	Fine Art/History
French/Yoruba	Physical Education/English
Geography/History	Physical Education/Yoruba

Science Subjects:

Biology/Chemistry	Mathematics/Geography
Chemistry/Mathematics	Home Economics
Chemistry/Physics	Physical Education/Biology
Physics/Mathematics	Agricultural Science

2. Procedure for Selection

Candidates who meet the basic requirements will be admitted to Adeyemi College, Ondo, for a 3-year course on the basis of performances in the Entrance Examination which comprises two written Pages i.e. One Paper in each of the subject - combinations except Agricultural Science and Home Economics where a Comprehensive Paper will be set for each.

Source of Information: Daily Times, Thursday, 26th, January, 1978.