THE EFFECTS OF PRE-ENTRY QUALIFICATIONS ON STUDENTS PERFORMANCES A CASE STUDY OF EDUCATIONAL PLANNING AND ADMINISTRATION STUDENTS, INSTITUTE OF EDUCATION AHMADU BELLO UNIVERSITY ZARIA

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APPROVAL PAGE

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

The undersigned certify that they have read and 1 recommend to the Faculty Board of Education for acceptance, a Research Project "THE EFFECT OF THE PRE-ENTRY QUALIFICATIONS ON STUDENTS PERFORMANCES: A CASE STUDY OF THE EDUCATIONAL PLANNING AND ADMINISTRATION STUDENTS, INSTITUTE OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA."

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ABSTRACT

The topic of this research project is "THE EFFECTS OF PRE-ENTRY QUALIFICATIONS ON STUDENTS PERFORMANCES: A CASE STUDY OF STUDENTS OF EDUCATIONAL PLANNING AND ADMINISTRATION. INSTITUTE OF EDUCATION AHMADU BELLO UNIVERSITY ZARIA".

The three pre-entry qualification usually required for the course were:-

(a) National Certificate in Education;

(b) Grade I Teachers' Certificate;

(c) Grade II Teachers' Certificate.

The researcher saw no justification in admitting these three categories of students with varying educational backgrounds, spending the same length of time for the same course. He thought there would be great disparities in their academic performances according to their degree of pre-entry qualifications. That is, the higher the qualification of each student the greater would be his her academic performances. These were the problems of the researcher. He found out how each category of the students with the above pre-entry qualifications performed in the prescribed examinations for the award of Diploma Certificate in Educational Administration and Planning.

Therefore, the researcher propounded

three Null hypotheses that there would be no significant differences in the academic performances of the three categories of students. That is, they would perform equally.

After the review of some vital literature, the researcher chose nine academic sessions, starting from October 1970 to July 1979, as his sampling frame. Out of these nine academic sessions, he randomly selected three academic sessions, of 1972/1973, 1973/1974 and 1976/1977 for his detailed study. The researcher used "THE NON-SURVEY TECHNIQUES APPROACH" of research. He used Educational Institutional records of the randomly selected academic sections mentioned above.

The analysis and the findings of the study revealed that the mean (63.6%) of academic performances of students with National Certificate in Education was the highest. This was followed by the mean (61.6% of academic performances of students with Grade I Teachers' Certificate as their pre-entry qualification. But the students with Grade II Teachers' Certificate as their pre-entry qualification obtained a mean of 57.8%.

The researcher went further to test the results statistically by using the significane of the difference between means and the t-test of significance at the level t - 0.05. All the three hypotheses for the research were

rejected except hypotheses one. This showed that there was no significant differences in the performances of students with N.C.E. and Grade I Teachers Certificate. But hypotheses two gnd three showed significant differences in their academic performance.

The researcher, however, found out through the observation and close examination of the results for the three academic sessions that the mean performances of the three categories of students did not hold for individual academic sessions and individual students. For instance, in 1972/73 academic session, students with Grade I Teachers' Certificate as their pre-entry qualification obtained the highest mean score percent of 70. But in the next two randomly selected academic sessions of 1973/74 and 1976/77, students with National Certificate in Education took the lend by scoring the highest mean grades of 65% and 58% respectively.

It is interesting to note in the academic session of 1976/77 that students with Grade II Teachers' certificate as their pre-entry qualification performed better than students with Grade I Teachers'[1] Certificate as their pre-entry qualification by obtaining mean score of 57%, while the other category of students obtained mean score of 56%.

Considering individual students, it was also revealed that some students with Grade II Teachers' Certificate as their pre-entry quailfication performed better than some students with both National Certificate in Education and Grade I Teachers' Certificate aa their pre-entry qualifications. There were some students with Grade I Teachers' Certificate who performed better than some students with National Certificate in Education as their pre-entry qualification. (See the appedices III-V for detail results of the students).

In conclusion, the mean score percent for the three selected academic sessions, the significance of the difference between means and the t-test of significance proved students with Nationcl Certificate in Education as the best. This was followed by students with Grade I Teachers Certificate as their pre-entry qualification, while students with Grade II Teachers' Certificate as their pre-entry qualification came last. But these results did not hold when the researcher considered the performances of the students session by session and student by student.

The resenrcher, therefore, recommended thrt the three categories of students should be admitted for the course.

But students with Grade II Teachers' Certificate as their pre-entry qualification should have at least five credits or merits, while only students with Grade I Teachers Certificate or N.C.E. at pass level of A B C should be admitted for the course.

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DEDICATION

This research work is dedicated to the Memories of my father, late Mr. David Fatunwase Adinlewa the life treasurer of St Peter's Church, Ipere and my mother, late Mrs. Aina Adinlewa, alias, Iya Omomeji, for their good parential cares, upbringing and contributions to my education. You both laboured restlessly to have me educated, but death laid its icy hands on you, before I was ripe enough to reward you. May God Give You Eternal Peace and Rest.

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My sincere thanks also goes to Dr. T.A.F.Afolayan and Dr. Pete Asun of the Institute of Education for the pain and time they took to read through the semi-final of this project through my supervisor's recommendation. Their comments were very useful to me.

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CHAPTER 1

1.0 INTRODUCTION

1.1 Background of the Study:

This study was about the pre-entry qualifications and the academic performances of the students admitted for a course in Educational Planning and Administration in the Institute of Education, Ahmadu Bello University, Zaria. Educational Planning and Administration was a course which could lead to the award of Diploma Certificate in Educational Planning and Administration of the Institute of Education, Ahmadu Bello University, Zaria.

The course lasted for a duration of one academic year. The pre-entry qualifications of the students normally admitted for the course were Nigeria Certificate in Education, Grade I Teachers' Certificate and Grade II Teachers' Certificate with a minimum of five years teaching experience after certification. The course, according to the Oldman's (1961-62) Report "is intended to produce as quickly as possible a supply of officer of potential ability as educational administrators.

It should provide a sound basis of knowledge and technique which can be used by the officer to qualify himself as an educational administrator in the field"[1]. The curriculum content for the course was as follows:-

(a) "English Language;

(b) Principles and Practice of Administration;

(c) History of Education and Reports in Nigeria;

(d) Education Finance;

(e) Educational Planning;

(f) Educational Statistics;

(g) Organisation and Management of Local Education Department Office;

(h) General Paper

1. Nigerian Constitution
2. Adult Education,
3. Local Government Reforms,
4. Primary Education and Teachers' Training"[2]

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[1]E.P.A. Institute of Education: "The Administration of Primary Education (The Oldman Report) page 67.

[2]Time-table 3rd Term 28th April - 28th June, 1980, (See Appendix II for details on syllabus.

1.2 Admission Procedure

The following conditions prevailed for admission into the Diploma Course in Educational Planning and Administration. The course was normally organised to cater for the interest of the northern states and students were primarily drawn from these areas. The first step in the admission procedure was the invitation of applications from suitable qualified candidates for admission to the course in Education Planning and Administration. As stated earlier, candidates should posses the Nigeria Certificate in Education or equivalent qualification or Teachers' Grade I Certificate or Teachers' Grade II Certificate with at least five years teaching experience. The second stage of the admission procedures was the screeing of candidates for the course. From a number of application forms received at the Institute of Education, suitable qualified candidates were then invited for the course through various Ministries of Education, considering the admission policy of the Ahmadu Bello University. The principle of even distribution of students, among the ten northern states and among the Local Governments, was applied as much as possible. It was interesting to note that the University authority started to admit students from the Southern States of Nigeria as from academic session of 1974/75. The following Table I illustrated this.

1.3 Condition for Certification:

Before a student could gain the Diploma Certificate in Educational Planning and Administration, he must obtain a minimum grade of 40% in each of the subjects listed on the earlier pages. If a student was unable to write his final examinations as it might be convenient for him and authorities in charge of the examinations. If a student was referred in one subject or more, he would be given only one opportunity to retake the subject(s) in which he was referred in the following academic year, He would not be allowed to sit for the examinations the third time if he should fail the second time in his referred subject(s).

The final examination for the students were externally moderated. The final results were subject to the approval of the Professional and Academic Board of the Institute of Education, Ahmadu Bello University, Zaria.

1.4 Comparison of Diploma course in Educational Planning and Administration with other Diploma Courses at Ahmadu Bello University, Zaria

There were many Diploma courses run in different institutes and faculties at Ahmadu Bello University, e.g. Diploma course in Accounting, Insurance, Islamic Legal Studies, Law, and Physical & Health Education to mention a few.

The pre-entry qualification for these courses was either five subjects passed at Ordinary level at General Certificate of Education including English Language or five credits obtained at West African School Certificate Examinations or five merits or credits obtained at Grade II Teachers' Certificate Examinations in the appropriate subjects. The duration for these other courses in other faculties and institutes was two academic years. Students could be admitted directly for the courses immediately they left secondary schools or teachers' training colleges. But, the admission criteria for Diploma courses in Educational Planning and Administration were different. The course was a professional one and only students who were fully involved in education profession such as teaching, school inspection and educational administration were considered for the course. Such students must have got either Nigeria

Certificate in Education (N.C.E.) or Grade I Teachers' Certificate or Grade II Teachers' Certificate with at least five years teaching experience as their pre-entry qualifications. In addition to this, the students must be thirty years old or above. The duration of the course was one academic session. The pre-entry qualifications and admission criteria for this course were generally higher than those for the other diploma courses mentioned earlier.

1.5 Historical Background

The defunct Northern Regional Government, realising the slow pace of her educational developmemt in the North and its shortcomings on overall development in the region, aimed to introduce Universal Free Primary Education in the Northern Region in later years, but she did not want to rush to embark upon the gigantic programme without adequate research, genuine homework and plans. She knew that such a programme was started in the Eastern Region in 1957, but failed. The Western Region which started Universal Free Primary Education in 1955, forged ahead with the scheme under great financial strain and shortage of manpower.

In order to solve any unforeseen problems, the government of Northern Nigeria invited Mr. H.Oldman to carry out a study

concerning the educational system in the region.

> Somewhat uneasy about the development of Free Universal Primary Education in the South between 1952 and 1960, the Northern Regional Government, in February 1961 invited Mr. H.Oldman, the Chief Education Officer in Yorkshire Scotaland to look into the Financial and Administrative problems that would arise during Northern Nigeria's progress towards Universal Primary Education. Mr. H.Oldman presented his report in 1962 and recommended the separation of administrative and inspectorate duties, the establishment of education authorities and the setting up of a course to train educational administrators to man the new education authorities. An education law passed in 1962, establishing a partnership between the government and the Voluntary Agencies in an attempt to develop a public system of primary education in which the government would be the leading partner with the Minister of Education having the overall responsibility for the promotion of primary education. [4]

1.6 The Purpose of Study:

The researcher intended:

1. To compare academic achievement of students. The students were those with Nigeria Certificate in Education, those with

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[4] A. Babs Fafunwa: History of Nigeria Education, page 19.

Grade I Teachers' Certificate and those who had only Grade II Teachers' Certificate as their pre-entry qualifications. It was the researcher's intention to discover any disparity which might show up in their academic achievemnts as a result of differences in pre-entry qualifications.

2. To use the findings from the research to suggest whether the present policy of admitting students with different academic background for the same course, spending the same length of time should be continued or a new device be found.

3. To suggest ways of improving the quality of the course through the research finding, if possible.

1.7 The Statement of Problems

The problem confronting the researcher was the Oldman's report which did not recommend the specific qualifications of the students to be admitted for Dioloma Course in Educational Planning and Administration. The report merely recommended that: "It is desirable, therefore, that students for this course should be drawn from the existing teachers or administrators and inspectors in education. Those responsible for the course will

have to consider, in the light of available candidates, what minimum qualifications they can demand from students"[5]. The Institute of Education Ahmadu Bello University, Zaria, through the recommendation of the government of the then Northern Region (now ten states) had been admitting students with Grade II Teachers' Certificate, Grade I TeachersI Certificate and Nigeria Certificate in Education (N.C.E.) as pre-entry qualifications for the course in Educational Planning and Administration. In the light of different educational background of these students and considering that each category of students spend the same lenght of time for the course, the researcher had to carry out some investigations into the academic performances of the three categories of students under study i.e. (a) Will there be any significant difference between the performances in examination results of students with Nigeria certificate in Education as pre-entry qualification and students with Grade I Teachers' Certificate as pre-entry qualification?

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[5]Op.Cit: Institute of Education, A.B.U., page 68

(b) Will there be any significant difference in examination results of students with Nigeria Certificate in Education as their pre-entry qualification and students with Grade II Teachers' Certificate as their pre-entry qualification?

(c) Will there be any significant difference between the performances in examination results of students with Grade I Teachers' Certificate as their pre-entry qualification and students with Grade II Teachers' Certificate as their pre-entry qualification?

1.8 Hypotheses

The researcher based his findings on the following three hypotheses:-

Hypothesis 1

There will be no significant difference between the performances in examination results of students with Nigeria Certificate in Education as pre-entry qualification and students with Grade I Teachers' Certificate as pre-entry qualification.

Hypothesis 2

There will be no significant difference between the performances in examination rsults of students with Nigeria

Certificate in Education as pre-entry qualification and students with Grade II Teachers' Certificate as pre-entry qualification.

Hypothesis 3

There will be no significant different between the performances in examination results of students with Grade I Teachers' Certificate as pre-entry qualification and students with Grade II Teachers' Certificate as pre-entry qualification.

1.9 The Scope and Limitation of the Study

The present study covered nine academic sessions (October 1970, to July 1979) out of which three academic sessions of 1972/1973; 1973/1974 and 1976/1977 were randomly selected. The total number of students who attended the course between October 1970 and June 1979 had been given as 496 (see table 1). The number of the students in the randomly selected years were 127 which is 25.6% of the total population of 496 students.

The students who were the subjects of my study were drawn from all Local Education Authorities, Local School Boards and Ministries of Education in the ten Northern States and very few students from the Southern States of Nigeria (see table 1). According to the analysis in table 1 of this study, 472 (95.2%) students attended the course from Northern States,

while only 24 (4.8%) students from Southern States of Nigeria attended the course.

Of the 127 study sample drawn from 1972/1973; 1973/1974 and 1976/1977, classes 124 (97.6%) came from the Northern State of Nigeria, while only 3 (2.4%) student came from the Southern States of Nigeria.

Although the course actually started in October 1962 at the Institute of Administration, the researcher only limited himself to the period between October 1970 and June 1979 when the course was under the control of the Institute of Education. Out of the nine academic years, the researcher limited himself to the three randomly selected years above.

1.10 The Significance of the Study

1. The study was very significant, because no one had ever studied the Effects of the three levels of Pre-entry Qualifications (Nigeria Certificate in Education, Grade I Teachers' Certificate and Grade II Teachers' Certificate) on the performances in the final examination results of Educational Planning and Administration students at Ahmadu Bello University, Zaria. Thus, it was a form of contribution to knowledge.

2. It was hoped that the results of this study would enlighten education authorities about the academic performances of students in educational planning and administration course in the near future.

1.11 Definition of Terms as used in this Research Project

Academic Session or Academic Years

This is a period that a student spend in the University annually. It is usually streches from October to June every year.

Constitution

System of government; Laws and Principles according to which a state is governed :

Diploma course in Educational Planning and Administration

This course was established by act of Northern Nigerian Parliament in 1962, to train educational administrators and planners in preparation for the Universal Free Primary Education in later years in Northern Region (now ten states).

Eastern Region :

Was one of the three regions created by Richardson Constitution of 1946. It is now composed of Anambra, Imo, Rivers and Cross River States.

Grade II Teachers' Certificate:

This is a teaching qualification obtainable after spending five ~~years~~ successful years in teacher's training college after primary education or one or two years after secondary education.

Grade I Teachers' Certificate:

This is a more advanced teaching qualification obtainable after Grade II Teachers' Certificate in Nigeria. A teacher with Grade II Certificate will have to spend one successful year of rigorous studies in a Rural Education Centre before obtaining Grade I Teachers' Certificate or through passing two G.C.E. Advanced Level papers and Practical Teaching in the appropriate teaching subjects.

Hypothesis :

Is a logical and reasonable statement formulated by the researcher to find out facts.

Institute of Education

Like the Institute of Administration, the Institute of Education runs Diploma Courses in Educational Planning and Administration, Infant Method, Hausa Language, Arabic Language and Post Graduate Diploma in Education. In addition, the Institute of Education is a service unit of the University for

the ten Northern States in that it deals with moderation of N.C.E. and Grade II Teachers' Certificate Examinations, holds workshops and carries out research works in education.

Institute of Administration:

This is one of the Institutes in Ahmadu Bello University which cater for all administrative studies (except educational administration) such as Public and Business Administration and other related courses such as Accounting, Insurance, Banking etc.

Local Education Authority:

This is an education authority established at Local Government Level to cater for Primary Education. This body was established in the Northern Region in 1962 as the result of Mr. H.Oldman's recommendation.

Nigeria Certificate in Education:

This is professional teaching qualification obtainable at an Advanced Teachers' College after obtaining Grade II Teachers' Certificate or its equivalent as basic entry qualifications. The duration for the course is three academic years.

Northern Region

Was the largest among the three regions created by Richardson's Constitution and it is now made up of ten states

out of the nineteen states in Nigeria as follows: Benue, Bauchi, Borno, Gongola, Kwara, Kaduna, Kano, Niger, Plateau and Sokoto states.

Premier:

The political Head of the Government of a Region in Nigeria before the Military men overthrown civilian government in 1966.

Pre-Entry Qualifications

These are necessary and acceptable qualifications that will qualify a candidate or candidates to gain admission to undergo a training for the award of Diploma Certificate in Educational Planning and Administration of the Institute of Education, Ahmadu Bello University, Zaria.

Richardson's Constitution:

Is the constitution drawn by Richardson for Nigeria between 1945 and 1947, when he was the Governor General of Nigeria.

Universal Free Primary Education

This is an educational policy in Nigeria in which all children of school age should be sent to school free of school fees. This policy began in Western Region in 1955; in Eastern Region in 1957. It became a national issue in September, 1976.

Western Region:

Was one of the three regions created in Nigeria during Richardson's constitution. The former Western Region is now made of Bendel, Ogun, Ondo and Oyo States.

CHAPTER 2

2.0 REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In Chapter one the researcher treated the historical background, the purpose, problems and the significance of this study. In this chapter he reviewed the works of other researchers who carried out some studies on the effects of pre-entry qualifications on students' academic performances in final examination results. He also reviewed some literature on the effects of other variables (such as personal attitudes, self-concept, interest, culture and social values, motivation, ego involvement, opportunities, home background, family size, home environment, social class, the qualities and qualifications of teacher, and the school facilities) on students' academic performances.

2.2 The Effects of Pre-entry Qualification on Students Academic Performances

Considerable amount of investigations had been done on the effects of pre-entry qualification on academic performances or achievements in educational institutions in Nigeria and other countries. The summary of the major findings showed that there

was no significant effect of pre-entry qualifications on academic performances or achievements in educational institutions in Nigeria and other countries.

At the Ahmadu Bello University, Institute of Education the following studies were of interest. Osha (1973) carried out an investigation at Kaduna Polytechnic to find out the "effects of dual entry qualifications and the introductory course on the students' subsequent college peroformances in the Engineering Technician courses [6]. The dual entry qualifications he used were West African School Certificate and London City and Guild Certtificate. He found that there was no significant difference in the performances of the two groups at the final year grade examination. Awosu (1974) researched into the effects of the dual entry qualifications on attainment at Nigeria Certificate in Education at Advanced Teachers' College, Zaria. He found that ex-grade II with their previous knowledge of education had no basic advantage on the ex-West African School Certificate at Nigeria Certificate in Education final examination results, though the ex-Grade II scored more 'A' than ex-West African

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[6] J.R.A. Osha, "The Effect of the Dual Entry Qualifications and Introduction Course on the student' subsequent college performances in the Engineering Technician Courses at the Kaduna Polytechnics, 1974". Unpublished P.G.D.E. Thesis, A.B.U. Zaria.

School Certificate. He similarly examined other subjects and made a general conclusion that the gap was not wide. "So the three years course has done a lot to bridge the gap in the level of knowledge of the two groups. So, the assumption that the ex-West African School Certificate is an equivalent of ex-Grade II may be true"[7].

Similarly Okpeke (1976) conducted a research work on the "effects of the Different Entry Qualifications on students performances in communication skills in the Department of Administration and Government Procedures, Staff Development Centre, Kaduna"[8]. Students of various educational backgrounds such as Higher School Certificate, two Advanced Level General Certificate of Education passes, Ex-Secondary, Mid-Secondary, ex-Primary School Certificate Holders and other student with other professional Certificates were made to do English together during the introductory course, although these

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[7]O.K.Awesu, "The Effect of the Dual Entry Qualifications on Attainment at Nigeria Certificate in Education at A.T.C.,, Unpublished P.G.D.E., Thesis, A.B.U., Zaria, 1974.

[8]C.O.Okpeke, "The Effects of the Different Entry Qualification on Students' performances in Communication Skills in the Department of Adm. & Govt. Procedures Staff Dev. Centre, Kaduna, 1976, Unpublished P.G.D.E. Thesis, A.B.U., Zaria.

students were admitted for different courses. She found that students who went through verbal courses performed better than students who took non-verbal courses. She said that their educational background did not show any significant difference in the performances of the students in communication skills. Another research work was conducted around the same time by Ugwuanyi (1976) about the "effects of enty qualifications on students academic achievement in executive grade final examinations at Kaduna Polytechnic"[9]. In his findings, he strongly felt that entry qualification did not exert much influence on the students' academic achievement, especially in the absolute number of passes and failures.

Another research dealing with pre-entry qualifications was conducted by Connett (1962) of Texas Technical College, United States of America. He researched into the "Effectiveness of three selective admission criteria in predicting performence of Firt Year Teachers. He used Secondary and Elementary school

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[9]Alphonsus O. Ukwuanyi: "Effects of Entry Qualifications on Students' Academic Achievement in the Executive Grade Final Examinations at Kaduna Polytechnics (1976). Unpublished P.G.D.E. Thesis, A.B.U. Zaria.

teachers as his subjects. Those teachers with grade 2.0 average at the time of application; a "C" or better in the introductory course in Education and a "C" or better in the second Semester freshmen English were taken as admission criteria to admit students for professional training in teaching. The findings from this research showed that the previous qualifications of the students - teachers had no effect on their teaching performances.

In summary, the works of the five researchers, that were reviewed, showed that entry qualifications did not have much effect on the students' academic performances. It was only in communication skills that student who went through verbal courses did better than students who went through non-verbal courses.

2.3 The Effects of other variables other than pre-entry Qualification

Many researchers apart from those mentioned above had carried out many research works on other variables other than pre-entry qualifications. Cieboter (1969) worked on the 'effects of geographic areas of origin and race on students academic performances"[10]. He used 218 foreign graduate students in the

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[10]Frank J. Cieboter: "Factors Related to the Performances of Foreign Graduate Students", State University College, New Paltz, New York. Journal of Educational Research Vol 62 No.8 1969.

State University College, New Paltz, New York. He found that foreign students performed less by one standard deviation on the G.R.E. than the North American Students. He also found that transferred foreign students did not have significant advantage over those who came directly from their homes. His findings also showed that geographic area of origin did appear to have an effect on G.R.E. scores. Students from far East who were far removed from English speaking areas and from Western culture attained lower scores on the G.R.E.V. in comparison with groups which were close to Western Cultures. Crouch (1962) conducted "An Inquiry into the Relationship of Achievement Scores and certain variables in an Adult High School. The results of his research showed that length of previous education showed very little correlation with achievement. But the negro population showed a decided inadequacy when compared with a white population in Scholastic aptitude and scholastic achievement. "But by an interpretation of contributing factors, it may be stated that the negro population in this study has done more,

achievement wise, with less aptitude"[11].

The researcher of Cieboter about race cannot be applied to the Educational Planning and Administration students, because they were all Nigerians, Geographic areas of origin might be, applied to them if the states of origin or the local governments of the students were considered in relationship to their academic performances in their final examinations. But this would not cover a very wide geographic area as inteded by him. On this point the present researcher's work did not cover the race or ethnic groups and the geographic areas of origin of the students.

Cicirelli (1969) researched into "University Supervisors' and their appraisal of student Teachers Classroom Performances. His findings indicated that creative University supervisors tend to assess student teachers' performance differently with respect to general content categories than do their less creative colleagues"[12]. Lewis (1970) researched into prediction

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[11]Crouch H.H. (1969) An Inquiry into Relationship of Achievement Scores and Ceetain Variables in an Adult High Schools" Journal of Educational Research. Vol.5 1962 page 323.

[12]Ibid V.G.Cicirelli 1969.

of academic performance from Adolescent Attitude press. He based his study "on a phenomenological theory of cognitive consistency, stipulating a general hypothesis that the higher a student's positive score on the scales of attitude press item, the more likely it would be that he is or would be doing well in that subject"[13]. His findings supported the theory of cognitive consistency, because it was possible to predict academic performances from measure of certain attitude - press organization. Concerning the effects of personal attitude of students on their academic performances Blair et al (1968:204) emphasized that "the kinds of attitude which a child has affects school work and learning. If he has positive attitudes about teachers, and school work, it is almost inevitable that he will experience some success and through reinforcement, will work more effectively and achieve almost nearly to his capacity...conversely, negative attitude towards school and

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[13]Victor G. Cicirelli: University's Supervisors' Creative Ability and their Appraisal of Student Teachers' Classroom Per Performance: An exploratory Study": Journal of Educational Research Vol. 6 1979.

teacher usually signify that his interats and energies are aimed elsewhere and that he will fight attempts to make him learn"[14]. Although the present researcher did not conduct any research to find out whether the personal attitude of the students affect their academic performance, it was assumed that if the students should develop the attitude of laziness, absenting themselves from lectures, smoking weeds and drinking alcoholic drinks, these attitude could have adverse affect on their academic performance. Those students who were hard working, highly devoted to their studies and avoided smoking weeds and drinking alcoholic drinks stood at better chance of achieving their academic goals.

Furthermore, about personal attitude of sstudents Ikiejiofor, (1979:12) gave lack of adequate preparation and dependence on cheating by buying of examination question papers as some of the causes of poor performances in the West African Examinations Council Examinations. He said, "the cause of poor performance lies mostly with the students. In most cases, they do not start in time to work hard. Consequently, at the last stages, they

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[14]Blair, Jones and Simpson: Educational Psychology, 1968 page 204.

do alot of rush-rush work. "This leads to incomplete digestion of "stuff", confusion and desperation...Some students have even come to believe that it is useless reading for examinations, because the actual papers expected can be obtained days, weeks or even months before the examination takes place"[15] . He contended that the above attitudes would not help the students to achieve their academic goals. He suggested that the students should cultivate the attitude of hardwork from the time they entered the secondary school. They should do their assignments promptly and submit them to their masters for making. He said that the attitude of wasting study periods by sneaking out to unauthorised parties, or other social gatherings should not be cultivated and if cultivated should be "killed" at once. Finally he said that the attitude of sleepless nights, restlessness in the afternoon and the attitude of taking pills should be avoided.

Blair et al (1968:178) commented on how a child's self-concept could contribute to his academic performances.

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[15] N.G.N. Ikiejiofor: W.A.E.C. News May/August, 1979; Journal of the West African Examinations Council Vol. 2 No.1 pages 12, 1979.

He said that:

> how a child sees himself in relation to his goals and to others, the kind of person he believes himself to be and the kind of fears and aspirations he has will be major factors in delineating the things for which he strives [16]

Blair et al (1968:180) commenting further about interest and motivation said that:

> a child needs approval, a feeling of importance, security and independence and he is likely to develop an interest in any activity which brings him a satisfaction of such needs.

They further commented about motivation that:

> disciplining of workers, players, students or other who make for ineffective group action is usually unpleasant, but it is usually unavoidable...thus force may be used in motivating people, but to be effective in the long run, it must be used sparingly and discretly [17].

Sartin et al (1958:75) said that:

> the best way to motivate a student to achieve his goals or the goals of the group is by making him identify with the goals of the group [18]

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[16] Ibid Blair et al page 175

[17] Ibid Blair et al

[18] Sartin, Noth, Strange and Chapmen: "Psychology: Understand Human Behaior page 75, 1958: Published by McGraw Hill Book Company, New York.

Majoribanks (1974:99-100) emphasized in his research that:

> practices of the home, including relationships between the home and the school, the use made of books and library facilities and the arrangements and practices associated with school work at home were found to have an effect on achievement.

Dave (1963) identified six environmental process variables between the home environment and academic achievement and found that the environment accounted for moderate to large percentage of the variance in the achievement scores. (1964) used Dave's study to analyze the relation between home environment and intelligence test scores and the measure of environment accounted approximately 50% of the variance in the intelligence test scores. The studies of Majoribanks and Walbergy (1974) indicated that:

> assessments of the learning subenvironments of the home are more powerful predictors of cognitive and effective behaviors than are global social status variables and family structure characteristics[19].

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[19]Ibid: Majoribanks page 100

It was the opinion of Majoribanks and Walbergy that the amount of parental attention which each child receive would decrease as the number of children increased

Banks (1968:61) also found that:

> the family exert a profound influence on the response of the child to the school[20].

Hyman (1954) has drawn attention to the:

> extent to which bliefs and values of the lower classes actually reduce the very voluntary actions which would ameliorate the low position. They tended to place less value on formal education; they were less anxious for their children to stay on at school, or to go on to some form of higher education [21].

Douglas (1968:52) found that:

> the middle class parents take more interest in their children progress at school than the manual working class parents do [22]

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[20]Olive Bank: The Sociology of Education, page 61:1968 Published by B.T.Batsford, London.

[21]Hyman H.H.: The value system of different classes. Quoted by Olive Bank 1954 page 70.

[22]Douglas W.H. and Associates: Social Status and Educational and Occupational Aspiration 1958. American Sociological Review Vol. XXII page 52.

The degree to which home background, family size, social class, home influence and the like affected the Planning and Administration students of the Institute of Education, Ahmadu Bello University, Zaria was not known to the present researcher because his research did not cover all these areas. Researchers who had worked on the effects of these variables said that they had effects on the academic performances of students. As most of the Educational Planning and Administration students were married (some of them had two to four wives and many children) the effects of these variables on the students will be good topics for further research work.

Douglas (1968:52) further emphasized the importance of material environment on the scholastic performances of students. He said that:

> malnutriction and poor living conditions are bond to have an influence on the health of the child and so directly on his ability to learn...poverty can also have an influence indirectly by limiting the family's ability to forgo adolescent earnings. Under such circumstances scholarships and free places will be refused unless there is a generous provision for maintenance. Poor housing and overcrowding cannot only

> seriously impede the child's homework, but even his opportunity for reading or constructive play [23].

Concerning school environment, Conant, (1961:7-32) after his research into the conditions of some schools in the slum areas in the United States,

> painted a disturbing picture of the schools in the slum and its effects on the moral of both the teachers and their students. If a teacher was sick, he could not teach well and if his students were sick, they could not learn properly.

Although there was no research yet conducted on the environmental effect of the location of the Institute of Education, on the students presently under study, the researcher believed beyond any shadow of doubt that the Institute of Education of Ahmadu Bello University, Zaria was located in a very healthy site and this might not have bad effect on the academic performances of the students as schools in the slum in the United States did.

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[23] Ibid Douglas W.H. 1968 page 52

Regarding a teacher's qualities and academic qualifications, Farrant (1964:207) emphasized that:

> a teacher cannot enlighten his pupils if he himself is ignorant. He cannot lift them no higher than himself... A lesson is not taught until it has been learned and it cannot be learned until it is understood. Therefore, it is the responsibility of the teacher to feed his pupils with mental food which they can digest. To do this requires a deep knowledge of what he teaches [24].

The researcher had not conducted any research on the academic qualifications and necessary qualities that the lecturers of Educational Planning and Administration course should have and the effects of such qualifications and qualities on the students' academic performances. However, it must be noted that the Ahmadu Bello University, Zaria like any other Universities in Nigeria and outside Nigeria, had a laid down principles and regulations to employ lecturers.

According to the researcher's personal experience as

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[24] J.S.Farrant: Principles and Practice of Education 1964 page 204. Publisher Western Printing Service Ltd., Bristol.

a lecturer in the Institute of Education, he knew that the University authority employed highly qualified and experienced lecturers to teach the students in the appropriate subjects. Many of these lecturers were holders of Master and Doctoral degrees in their various field of specialization. Therefore, the researcher was of the opinion that lack of qualified teachers with good qualities might not affect the academic performances of the students. This personal opinion of the researcher subject to his personal experience is still a topic for further research work.

2.4. SUMMARY

The research works of Osha, (1973), Awesu (1974), Okpeke (1976), Ugwuanyi (1976) and Connett (1962) that I reviewed showed that pre-entry qualifications had no significant effects on students' academic performances in examination results.

The researcher also reviewed literature on other variables such as personal attitudes, self-concept, motivation, interest, ego involvement, home background, family size,

teachers' qualities and qualifications which could have effect on the students' academic performances. Though the work of the present researcher did not cover these areas, it was worthwhile to indicate how these variable could affect students' academic performances. Researchers such as Cieboter (1969), Cicirelli, (1969) Lewis, (1970), Blair et al (1969), Sartin et al (1958), Ikiejiofor, (2979), Majoribanks (1964), Banks (1968), Farrant (1964) and a host of others proved that the above variables other than pre-entry qualifications had significant effect on students' academic performances. But the present researcher could not say emphatically whether these variables affected the academic performances of the students under consideration or not. Further studies could be carried out to find the effects of these variables on the students of Educational Planning and Administration of Institute of Education, Ahmadu Bello University, Zaria. Now let us turn to how the present research was designed and consider the method of gathering data for the studies in the next chapter.

Chapter 3

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This research project was descriptive and analytical in nature. The method of collecting data was the Non-survey Research Technique approach. In this method information were gathered through documentary sources. The documentary sources were of two kinds, namely:

(a) Continuous Records of the community which consisted of birth, marriage death, city and town directories, water pressure and electricity consumption and so forth.

(b) Discontinous Records which consisted of Institutional records and personal documents. In this research project, the researcher delt specifically with Institutional Records about pre-entry qualifications of students admitted for Diploma course in Educational Administration and Planning and their academic performances during their course in the Institute of Education of Ahmadu Bello University, Zaria.

Barton and Chany (1970:123-124) commented on Institutional records and personal documents as follows:

> both kinds are potential substitutes for direct observations and surveys. They are often more difficult (and more costly) to acquire than continuous public records, but they usually provide a gain in specificity of content [25].

In this research design, the researcher used students pre-entry qualifications as the independent variables.

The students were grouped into three categories according to their three pre-entry qualifications. That is students with Nigeria Certificate of Education (N.C.E.), Grade I Teachers' Certificate and those with Grade II Teachers' Certificate qualifications. The independent variables (pre-entry qualifications) were controlled, while the dependent variables which were not controlled were the performances of each category of students in the final sessional examinations, which were added to the continuous assessments in all the subjects offered for the course. The final examination in each subject was 60%, while the continous assessment was 40%. Then the average performance percent per student in all the subjects in which the student was examined was found.

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[25] T.L.Burton & G.E.Chemy: Social Research Tech. for Planners: 1970 pages 123-124. Published by George Allen & Unwin.

3.2 Population

According to the desire of the researcher the population of students studied should have covered all the students who had undergone the training since October, 1962 when the course was under the control of the Institute of Administration, but unfortunately, the records of the number of students admitted between October, 1962, and October 1969, were not available to the researcher. The researcher, therefore, confined his sampling frame to the population of students admitted and who finally took all the examinations for the award of Diploma Certificate in Educational Administration and Planning between October 1970 and July 1979.

The records of admission for the course were thoroughly kept by the Institute of Education when she took over the running of the course in October, 1970. According to these records the total number of students who were admitted and who also took the final examinations in the prescribed subjects was 496. This number was broken down according to the sessional admission as follow:

Table 2: Showing Students Admitted in Nine Academic Years

SERIAL NO.	ACADEMIC SESSION	NO. OF STUDENTS ADMITED
1	1970/1971	34 Students
2	1971/1972	30 Students
3	1972/1973	30 Students
4	1973/1974	34 Students
5	1974/1975	39 Students
6	1975/1976	60 Students
7	1976/1977	63 Students
8	1977/1978	126 Students
9	1978/1979	80 Students
	Total =	496 Students

Among 496 Students who attended the course between the period in question, there were only 20 (about 4%) women. The age of the majority of the students was between 30 and 45 years. These students were mainly practising teachers, Inspectors and educational administrators from the northern states of Nigeria as originally recommended by Oldman's Reports of 1962.

3.3 Sampling Procedures:

The researcher made use of two sampling priciples thus: (a) Simple random sampling (b) Stratified sampling. The researcher selected three academic sessions among the nine academic sessions listed in Table 1. Simple random sampling method was used to select 1972/1973; 1973/1974, and 1976/1977 academic sessions numbered on small pieces of paper as shown in the Table 2 of this chapter. There were nine pieces of paper which were folded and mixed together in a small basin. Then the researcher, in a lottery fashion drew the folded pieces of paper bearing the corresponding number of the selected academic sessions (sampling units). The pieces of paper bearing number 3, 4 and 7 were used to select 1972/1973 (3), 1973/1974 (4) and 1976/1977 (7) respectively. The three academic session represents $\frac{1}{3}$ or 33 $\frac{1}{3}$% of the nine academic sessions available between October 1970 and July 1979. The researcher regarded each of the three academic sessions randomly selected as a cluster containing students with heterogeneous pre-entry qualifications of Nigeria Certificate in Education (N.C.E.), Grade I Teachers' Certificate and Grade II Teachers' Certificate. To

The simple random sampling method already explained in the foregoing paragraph was used. For instance, in the academic session of 1976/1977 already randomly selected, sixty three students were admitted for the course. The first stratum consisted of six students with pre-entry qualification of Nigeria Certificate in Education. The second stratum consisted of thirteen students with Grade I Teachers' Certificate and forty-four students with Grade II Teachers' Certificate pre-entry qualification in the third stratum as shown in Table 3 below:-

Table 3 Randomly Selected three Academic Session as Samples

Academic Session	Total No. of Students Admitted	No. of N.C.E. Student Admitted	No. of Grade I Admitted	No. of Grade II Students Admitted
		Stratum I	Stratum 2	Stratum 3
1972/1973	30	9	6	15
1973/1974	34	5	5	24
1976/1977	63	6	13	44
Total	127	20	24	83

The analysis of the three categories of students for the whole nine academic sessions is shown in Table 4 in order

to depict the true picture of the composition of the students

Table 4 Analysis of Eucational Planning and Administration Students by Qualifications: N.C.E., Grade I, and Grade II between October, 1970 and July, 1979.

Academic Session	Total No. of students Admitted	No. of NCE Stduents Admitted	No. of Grade I Admitted	No. of Grade II Students Admitted
1970/1971	34	10	14	10
1971/1972	30	8	11	11
1972/1973	30	9	6	15
1973/1974	34	5	5	24
1974/1975	39	1	14	24
1975/1976	60	6	5	49
1976/1977	63	6	13	44
* 1977/1978	126	5	13	108
1978/1979	80	7	9	64
Total	496	57	90	349

* Both Regular and Sandwich Students combined.

The analysis in Table 4 showed that 496 students were admitted for Diploma in Educational Administration and Planning between October, 1970 and July, 1979. It also revealed

that 57 students with N.C.E. pre-entry qualification, 90 students with Grade I pre-entry qualification and 349 students with Grade II pre-entry qualification attended the course. In Table 2 already shown, it was revealed that 127 students (about 26% of the total population) were sampled out for detail study. These 127 students were made up of 20 N.C.E.; (35% of total number of N.C.E. students) 24 Grade I (about 26.6% of the total number of Grade I) and 83 students with Grade II (about 23.78% of the total number of Grade II Students).

3.4 Instrument for collecting Data:

As already indicated under the introduction to this chapter, Non-survey Research Technique approach had been used. Records of performances in examinations, including records of continous assessment, had been used. The final examination results of 1972/1973, 1973/1974 and 1976/1977 sessions were used as samples. The number of students and their categories of pre-entry qualifications were shown in Table 2 of this chapter. The information about students showing their scores in the examinations they took for the award of Diploma Certificate were available in the Primary Division of the Institute of Education in the following files:-

(a) Number IE/EPA/GEN/19/1, which deals with the students admission.

(b) Number IE/EPA/GEN/1 "Moderation of Examination Questions papers and results".

(c) Number IE/EPA/GEN/II "Moderation of Examination Questions papers and results".

(d) Number IE/EPA/GEN/19 "Graduation Ceremony".

3.5 Methods of Data Analysis:

The students were examined and marks awarded in the follwowing subjects:

1. Local Educ ation Authority or Local School Board Administration.
2. Education Laws and Regulations.
3. English Language.
4. History of Education Development and Reports.
5. Educational Statistics and Planning.
6. Education Finance.
7. Principles of Administration/Practical Attachment.
8. Original Essay.
9. General Studies:

(a) Government of Nigeria

(b) Local Government System in Nigeria

(c) Adult Education in Nigeria

(d) Teachers' Education in Nigeria

(e) Foundation of Education.

Students were examined in each of the subjects listed above. Marks were awarded for each subject. The average score per students percent was found.

Then a result sheet was prepared, containing all the names and the scores of the various categories of students. The name and qualificztion of the students were derived from the admission list for each academic session viz: Students with Nigeria Certificate in Education (N.C.E.) as pre-entry qualification; students with Grade I Teachers' Certificate as their pre-entry qualification and students with Grade II Teachers' Certificate as pre-entry qualification. As it was already shown in Table 2, there were three tables per session for the three categories of students. The means for each category of students were found. Then the investigator compared the results of the students' performances during the three academic sessions randomly selected session by session, using their means expressed in percentages. The performances

of the three categories of students in their overall assessments were evaluated and comparison made. The comparison took the following form:-

1. The performances in examinations of students with Nigeria Certificate in Education (N.C.E.) as their pre-entry qualification and student with Grade I Teachers' Certificate as their pre-entry qualification were compared.
2. The performances in examinations of student with Nigeria Certificate in Education as their pre-entry qualification and students with Grade II Teachers' Certificate as their pre-entry qualification were be compared.
3. The performances in examinations of students with Grade I Teachers' Certificate as their pre-entry and student with Grade II Teachers' Certificate were compared.

Chapter 4

4.0 THE ANALYSIS AND FINDINGS

4.1. Introduction:

In this chapter, the data collected were analysed and then the results of the data were examined to see whether they justified or against the three Null Hypotheses propounded by the researcher. Firstly the mean of the performances of the three categories of students were examined and analysed academic session by academic session. Then, the mean of the three years combined was found for each category of students and comparison was made. Then, the three Null Hypotheses were tested statistically by using the significance of the difference between mean and the t-test of significance at level of t = 0.05.

The following formulae were used in working the statistics:-

1. Mean $\{\bar{x}\}$ $= \frac{(EFX)}{N}$

2. Variance (v) $= \frac{(f\ x^2)}{N}$

3. Standard deviation $= \sqrt{\frac{x^2}{N} -}$

4. Significant of the difference between means

$$= \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

t-test of significance

$$= \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_2} + \frac{\sigma_2^2}{N_2}}}$$

4.2 The Analysis of 1972/1973 Academic Session Results

During this academic session, thirty students were admitted for Diploma Course in Educational Planning and Administration in the Institute of Education of Ahmadu Bello University, Zaria. The break down in the Table 5 below indicated that nine students with Nigeria Certificate in Education (N.C.E.) as pre-entry qualification were admitted for the course. There were also six students with Grade I Teachers' Certificate and fifteen students with Grade II Teachers' Certificate as their pre-entry qualifications. In the final assessments, the students had the follwing mean percent in all the subjects offered for the

course. Students with Nigeria Certificate in Education as pre-entry qualification had 68%; students with Grade I Teachers' Certificate as pre-entry qualification had 70%, and students with Grade II Teachers' Certificate had 65%. With these results, it could be established that students with Grade I Teachers' Certificate as their pre-entry qualification with a mean of 70% performed better than students with Nigeria Certificate in Education and students with Grade II Teachers' Certificate as their pre-entry qualifications. The students with Nigeria Certificate in Education as pre-entry qualification with a mean score of 68% also did better than students with Grade II Teachers' Certificate as their pre-entry qualification who had a mean score of 56%.

Table 5 The Mean for 1972/1973 Academic Session

Categories of Pre-Entry Qualification	No. of Students	Mean Percent %
N.C.E.	9	68
Grade I Teachers' Cert.	6	70
Grade II Teachers' Cert.	15	65

According to these results, the three, categories of students did not perform equally. In the light of this finding, the hypotheses were not up-hold. Students with

Nigeria Certificate in Education as pre-entry qualification who were regarded as better qualified students performed by 2% less than students with Grade I Teachers' Certificate as pre-entry qualification who were regarded as less qualified students. It could also be seen that the students with Grade II Teachers' Certificate as pre-entry qualification who were regarded as the least qualified students, still maintained the last position by scoring 5% less than students with Grade I Teachers' Certificate as their pre-entry qualification. It was necessary for the researcher to analyse the results of the academic session of 1973/1974 and then found out what happened.

4.3 The Analysis of 1973/1974 Academic Session Results:

The analysis of the data collected about the prescribed examinations for the academic session of 1973/1974 revealed that thirty-four students were admitted for the session. Twenty-four of the students had Grade II Teachers' Certificate as their pre-entry qualification, while five students had Grade I Teachers' Certificate as their pre-entry qualification and five students had Nigeria Certificate in Education as their pre-entry qualification. This analysis was shown in

the Table 6 below:

Table 6 The Mean for 1973/1974 Academic Session Results

Category of Pre-Entry Qualification	No. of Students	Mean Percent %
N.C.E.	5	65
Grade I Teachers' Cert.	5	59
Grade II Teachers' Cert.	24	55

It was shown in Table 6 that students with Nigeria Certificate in Education as their pre-entry qualification obtained the highest grade by scoring 65%. This was followed by students with Grade I Teachers' Certificate as their pre-entry qualification who had the mean score of 59%. Students with Grade II Teachers' Certificate as their pre-entry qualification scored the least with 55% as their mean. That was to say, in the academic sessions of 1972/1973 and 1973/1974, students with Grade II Teachers' Certificate as their pre-entry qualification scored the least grade . Generally speaking, the overall performances of the students of 1972/1973 academic session were better than those of the students of 1973/1974 academic session, because the lowest mean score (65%) of the

students was the highest mean score for the students of 1973/1974. Further analysis of the data for 1976/1977 academic session randomly selected, threw greater light on the performances of the students' in the Institute of Education in that year.

4.4 The Analysis of 1976/1977 Academic Session Results

The last of the three academic sessions randomly selected for this study was 1976/1977. During this session, sixty three students were admitted for Diploma Course in Educational Planning and Administration. The analysis of these students into their three categories of pre-entry qualification of Nigeria Certificate in Education (N.C.E.), Grade I Teachers' Certificate, and Grade II Teachers' was shown in the Table 7 below:

Table 7 The Mean for 1976/1977 Academic Session Results

Category of Pre-Entry Qualification	No. of Students	Mean Percent %
N.C.E.	6	58
Grade I Teachers' Cert.	13	56
Grade II Teachers' Cert.	44	57

The analysis of the data for this academic session indicated that there were six students with Nigeria Certificate

in Education as pre-entry qualifications, thirteen students with Grade I Teachers' Certificate as pre-entry qualification and forty-four students with Grade II Teachers' Certificate as pre-entry qualification.

The students with Nigeria Certificate in Education as their pre-entry qualification had 58 mean score percent, while students with Grade I and Grade II pre-entry qualifications had 56 and 57 mean scores percent respectively. The analysis of these data purely revealed that the conception and general impression from both teachers and students alike that the higher the pre-entry qualifications of students for a course of study, the better their academic performances was not hold in this case. Like the 1972/1973 academic session, when students with Grade I Teachers' Certificate as pre-entry qualification performed better than students with Nigeria Certificate in Education, students with Grade II Teachers' Certificate as pre-entry qualification also did better than students with Grade I Teachers' Certificate as their pre-entry qualification in 1976/77. In general, the performances of the students in 1976/77 were not as good as those of 1972/1973 and 1973/1974 with the exception of students with Grade II

Teachers' Certificate who had the mean score percent of 57% in 1976/1977 academic session instead of 55% in 1973/1974 academic session.

To be able to make a better comparison by using percentage, it was necessary to find the mean percentages of the three categories of students under study during the three academic sessions already discussed and depicted in the previous paragraphs and tables respectively. These percentages were shown in the Table 9 below:

Table 9 Average Mean Score Percent In 1972/1973, 1973/1974 and 1976/1977 Academic Sessions

Category of Qualification	No. of Students	Mean ($\bar{x}$) (%)
N.C.E.	20	63.6
Grade I Teachers' Cert.	24	61.8
Grade II Teachers' Cert.	83	57.7

This table proved generally that students with Nigeria Certificate in Education (N.C.E.) performed best academically by obtaining a mean score percent of 63.6, while the performances of students with Grade I Teachers' Certificate as pre-entry qualification who had a mean score percent of 61.8 was better

than those students with Grade II Teachers' Certificate as pre-entry qualification who only had a mean score percent of 57.7%

4.5 Testing of Hypotheses:

In the previous paragraphs in this chapter, the academic performances of the three categories of students normally admitted for Diploma Course in Educational Administration and Planning in the Institute of Education had been analyzed and some comments had been made. The mean score percent of the three categories of the students had been found. It was mathematically calculated that students with pre-entry qualification of Nigeria Certificate of Education obtained the highest grade of 63.6 mean percent, while students with Grade I Teachers' Certificate as pre-entry qualification came second by scoring 61.8 percent. The student with Grade II Teachers' Certificate as pre-entry qualification obtained the least grade of 57.8. Although the performance of the three categories of students revealed certain degree of difference, the three hypotheses earlier propounded by the reseercher were tested statistically. In testing the hypotheses, the mean for the three academic sessions randomly selected were used. The significance of the

difference between means and t-test of siginificant were used to test whether the differences were significant or not significant. The statistical formulae used had been given under introduction in this chapter.

Hypothesis 1

There will be no significant difference between the performances in examinations of students with Nigeria Certificate in Education as pre-entry qualification and students with Grade I Teachers' Certificate as their pre-entry qualifications.

Table 10 The Testing of Hypothesis 1

Category of Pre-Entry Qualification	No.	df	Mean ($\bar{x}$)	Mean diff.	Sd.(σ)	t	Level of Sign.
N. C. E.	20	19	63.6	2	6.1	0.959	0.05
Grade I	24	23	61.6		6.0		1.684
	44	42					

The level of significance was set at 0.05 and the t-test table with df. 42 gave 1.684. But the t-test for the hypothesis is 1.058. This was less than the level of significance by (1.684-0.959) 0.725. The hypothesis was

accepted. It showed that there was no significance difference between the performances in examinations of students with Nigeria Certificate in Education as pre-entry qualification and students with Grade I Teachers' Certificate as pre-entry qualification. The hypothesis was accepted with a very narrow margin, because the difference between the significant level and the t-test score for the hypothesis was only 0.725.

Hypothesis 2:

There will be no significant difference between the performances in examinations of students with Nigeria Certificate in Education as their pre-entry qualification and students with Grade II Teachers' Certificate as their pre-entry qualification.

Table 11 The Testing of Hypothesis 2

Category of Pre-Entry Qualification	No	df	Mean ($\bar{x}$)	Mean diff.	Sd. ( )	t	level of Sign.
N. C. E.	20	19	63.6	4.6	6.6	3.887	0.05
Grade II	83	82	57.8		4.7		(1.658)
	103	101					

The table of t-test at t = 0.0.05 level of icance gave 1.658. But the t-test for this hypothesis was 3.887. This showed that t-test for the hypothesis was greater by (3.887 - 1.658) 2.229. That is, there was a significant difference between the performances of students with Nigeria Certificate in Education and the students with Grade II Teachers' Certificate as their pre-entry qualification. Therefore, the hypothesis was rejected.

Hypothesis 3:

There will be no significant difference between the performances in examinations of students with Grade I Teachers' Certificate as their pre-entry qualification and students with Grade II Teachers' Certificate as their pre-entry qualification.

Table 12 The Testing of Hypothesis 3

Category of Pre-Entry Qualification	No.	df.	Mean ($\bar{x}$)	Mean	Sd. ( )	t	Level of Sign.
Grade I	24	23	61.6	2.6	6.0	2.956	0.05
Grade II	83	82	59.0		4.7		(1.658)
	107	105					

The hypothesis was rejected because the t-test for it was at .05 level of significance and this was 1.658 accoriding to the t-test table. But t-test for the hypothesis was 2.956. That is, t-test for the hypothesis was greater than the level of significance by (2.956-1.658) 1.298. Therefore, the students with Grade I Teachers' Certificate as their pre-entry qualification performed better than students with Grade II Teachers' Certificate as their pre-entry qualification.

4.6 Analysis of the Data by Using Distinction, Credit, Ordinary Pass and Referred

Before making any concluding statements and recommendations about the research findings so far, the researcher put into light further findings about the performances of the three categories of students under investigation.

His findings were based upon the number of students who passed with distinction, credit, pass, referred in each of the three categories of students.

(a) Passed at Distinction Level:

It was observed in the overall results for the three academic sessions that only one student with Grade I Teachers' Certificate as pre-entry qualification obtained distinction

and this was 4.1% of all the students with Grade I as pre-entry qualification admitted during the period. It was also found that, this student performed better than all the remaining students. That is, none of the students with either Nigeria Certificate in Education or Grade II Teachers' Certificate as their pre-entry qualification passed with distiotion.

Table 13 Number of Students passed with Distinction

Category of Qualification	Number	Distinction	% Percentage
N.C.E.	20	0	0
Grade I Teachers Cert.	24	1	4.1
Grade II Teachers Cert.	83	0	0

(b) Passed with Credit:

It was further observed that 25% (5 students) of the students with Nigeria Certificate in Education as their pre-entry qualification and (5 students) 20.8% of the students with Grade I Teachers' Certificate passed at Credit level. Both the percentages of Grade I Teachers who passed with distinction and Credit was 24.9% (4.1% + 20.8%) and this was still less than that of students with Nigeria Certificate in Education by 0.1%. But the results illustrated further

that only 2.4% of the students with Grade II Teachers' Certificate as their pre-entry qualification passed with credit and this was very low in comparison with the other categories of students. These results were shown in the table below:

Table 14 The Number and Percentage of Students who passed with Credit

Category of Qualification	Number	No. Passed with Credit	Percentage %
N.C.E.	20	5	25
Grade I Teachers' Cert.	24	5	20.8
Grade II Teachers' Cert.	83	2	2.4

(c) Ordinary Pass:

The observation of the data collected also showed that 65% (13 students with Nigeria Certificate in Education; 70.8% (17 students) of students with Grade I Teachers' Certificate; and 92.77% (77. students) of the students with Grade II Teachers' Certificate as their pre-entry qualifications obtained ordinary pass. This revealed that the greater percetage of the three categories of students obtained ordinary pass. Students with Grade II Teachers' Certificate as their pre-entry qualification had the highest score in these groups. This was

followed by students with Grade I Teachers' Certificate as pre-entry qualification. Students with Nigeria Certificate in Education as pre-entry qualification had the least. The following table gave clearer information.

Table 15 The Number and Percentage of Students who Obtained Ordinary Pass

Category of Qualification	Number	Ordinary Pass	Percentage %
N. C. E.	20	13	65
Grade I Teachers' Cert.	24	17	70.8
Grade II Teachers' Cert.	83	77	92.77

(d) Referred Students:

The results of the three categories of students showed that seven (7 students) students in all were referred in various subjects during the three academic sessions. Out of these seven students, 10% (2 students) of the students with Nigeria Certificate in Education as pre-entry qualification 4.1% (1 student) of the students with Grade I Teachers' Certificate as pre-entry qualifications, and 4.8% (4 students) of the students with Grade II Teachers' Certificate as pre-entry qualification were referred.

Table 16 The Number and Percentage of the Referred Students

Category of Qualification	Number	No.	Referred	Percentage %
N. C. E.	20		2	10
Grade I Teachers' Cert.	24		1	4.1
Grade II Teachers' Cert.	83		4	4.8

Table 17 Showing the Summary of Findings by Classification of Passes with Distinction, Credit, Ordinary Pass and Referred

Category of of Pre-Entry Qualification	Number	Distinction	Credit	Ordinary Pass	Referred
N. C. E.	20(100%)	0 (0%)	5(25%)	13(65%)	2(10%)
Grade II Teachers' Certificate	24(100%)	1(4.1%)	5 (24.8%)	17 (70.8%)	1(4.1%)
Grade II Teachers' Certificate	83(100%)	0(0%)	2 (2.4%)	77 (92.7%)	4(4.8%)

Chapter 5

5.0 SUMMARY CONCLUSION, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Summary:

The major problems of this research emanated from the recommendation of Oldman's (1961-1962). Report which recommended this course to train Education Planners and Administrators without recommending the pre-entry qualification or qualification of the students to undergo the training.

The Institute of Education, Ahmadu Bello University, Zaria through the recommendation of the Ministry of Education of the defunct Northern Region, admitted students with Nigeria Certificate in Education; Grade I Teachers' Certificate and Grade II Teachers' Certificate as their pre-entry qualifications. Judging from the great disparity in the educational background of the students, the researcher thought it was unfair the admit the three categories of students for the same course spending the same lenght of time. This disparity in the educational background of the students led the researcher to highlight three major problems and then propounded three hypotheses to find solution to the problems. Hence, the researcher asked

the following questions:-

(a) Will students with Nigeria Certificate in Education as their pre-entry qualification perform equally in the prescribed examination for the Diploma Course in Educational Planning and Administration as students with Grade I Teachers' Certificate as their pre-entry qualification?

(b) Will students with Nigeria Certificate in Education as pre-entry qualification perform equally well in the prescribed examinations for the course as students with Grade II Teachers' Certificate as pre-entry qualification?

(c) Will students with Grade I Teachers' Certificate as their pre-entry qualification perform equally well in the prescribed examinations for the course as students with Grade II Teachers' Certificate as their pre-entry qualifications?

These three questions were then hypothesized by the researcher that there would be no significant difference between the performances in examinations for the course of students with Nigeria Certificate in Education and students with Grade I Teachers' Certificate; between students with Nigeria Certificate in Education and student with

Grade II Teachers' Certificate and between students with Grade I Teachers' Certificate and student with Grade II Teachers' Certificate as their pre-entry qualifications. In order to test the hypotheses, the researcher made October 1970 to July 1979 his sampling frame. Out of the nine academic session between October 1970 and July 1979, he randomly selected three academic sessions of 1972/1973; 1973/1974; and 1976/1977. The Non-Survey Research Techniques were used.

The Non-Survey Research Techniques consisted of Physical Evidence; Mechnical and Electronic Devices; Documentary sources and Observation. The researcher used documentary sources among the four techniques. The documentary sources were further divided into two parts viz (1) Continuous Records of the Community or Section of the Community and (2) Discontinous Records of Educational Institutions. The discontinuous records were made up of Institutional records and personal documents. In this research, the researcher used the Institute of Education of Ahmadu Bello University past examination results for

the award of Diploma Certificate in Educational Planning and Administration as his data.

By using the principles of stratified samplying, the students were classified into three strata of (a) students with Nigeria Certificate in Education as pre-entry qualification; (b) students with Grade I Teachers' Certificate as pre-entry qualification and (c) students with Grade II Teachers' Certificate as their pre-entry qualification. The mean score percent of the three categories of students were found compared.

The statistical methods were used to test the significance of the three hypotheses. The significance of the difference between means and the t-test of significance at level 0.05 (critical region) were used. The results of the t-test of significance were as follows:-

Hypothesis 1:

The t-test was 0.959 for the hypothesis. But according to the t-test table, with 42 df, t was significant at level 0.05 and this was 1.684. Therefore, the hypothesis was accepted.

Hypothesis 2:

The t-test was 3.837 whereas the significant level of t at t=0.05 was 1.658. Therefore the hypothesis was rejected.

Hypothesis 3:

The researcher found that the t-test for this hypothesis was 2.074 with 105 df. and the significant level at t - 0.05 which was 1.658. There was significant different between the performances of students with Grade I Teachers' Certificate as their pre-entry qualifications and students with Grade II Teachers' Certificate as the pre-entry qualification The hypothesis was rejected.

The mean score percent through which the t-test of significance was obtained proved that there were differences in the performances of the three categories of students. The students with Nigeria Certificate in Education as their pre-entry qualification scored 63.6 mean percent; while the students with Grade I Teachers' Certificate and Grade II Teachers' Certificate as their pre-entry qualifications respectively socred 61.6 and 57.8 mean percent. But the t-test of significance did not agree absolutely with the results as expressed in percentages. The t-test of significance proved that there was no significant difference between the performances of students with Nigeria Certificate in Education as pre-entry qualification and students with Grade I Teachers' Certificate as their pre-entry qualification.

But there were significant difference between the performance of students with Nigeria Certificate in Education and students with Grade II Teachers' Certificate in the prescribed examinations for the course. The research furhter showed that there was significant difference between the performances of students with Grade I Teachers' Certificate as their pre-entry qualification and students with Grade II Teachers' Certificate as their pre-entry qualification.

In order to get more evidences to support the findings stated above, the researcher analyzed the number of students who passed with distinction, credit, ordinary pass and referred in one or more subjects. The results revealed that only one student obtained distinction among the students with Grade I as pre-entry qualification and none among the remaining two categories of students. But 25% of students with Nigeria Certificate in Education as pre-entry qualification passed with credit, 20.83% of students with Grade I Teachers' Certificate and 2.4% of the students with Grade II Teachers' Certificate as their pre-entry qualifications passed at credit level.

It was further observed that 92.7% of students with Grade II Teachers' Certificate as their pre-entry qualification obtained ordinary pass. This was followed by students with Grade I Teachers' Certificate as their pre-entry qualification who had 70.8% of the students with ordinary pass. The students with Nigeria Certificate in Education as their pre-entry qualification had 65% ordinary pass in its category (see the summary table 17 above).

In contrary to the above findings, 10% of the students with Nigeria Certificate in Education as pre-entry qualification were refereed, whereas 4.1% of students with Grade I Teachers' Certificate, and 4.8% of students with Grade II Teachers' Certificate, as pre-entry qualification were respectively referred (see Teble 14 in Chapter 4).

5.2 Conclusion:

The researcher believed that the continous assessment test which were teacher-made-tests and the final examinations which were subject to external moderators were genuine and valid examinations to measure the scholastic achievements of the 127 students that the researcher had studied in detail out of 496 students during the period under investigation.

Aderalegbe, Iman and FAfolayan (1974) who were moderators of the examinations for the students of Planning and Administration of the Institute of Education commented:

> We have reviewed and moderated questions for the final examinations in the following subjects:
> 1. (i) English Language
> (ii) General Paper I
> (iii) General Paper II
> (iv) Educ ation Authority
> (v) Education Development and Reports
> (vi) Education Laws and Regulations
> (vii) Education Finance
> (viii) Education Planning and Statistics
> 2. The 1974 Examination questions are based strictly and solely on the existing syllabus in the various subject areas. ---In general the questions we reviewed, subject to a few minor amendments we made, are of a high quality that reflects favourable the standard of the Diploma examination itself[27]

This comments of the external moderators surely revealed the qualities of examinations for the students of planning and administration of the Institute of Education. In connection with the examination's results J.M.Thyne (1974) emphasized that:

> every examinations results are asssessments of candiates who sit it, but every examination is set for a purpose: to find out how

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[27]Professor Aderalegbe: Mr. (Now Dr.) T.A.F.Afolayan and Mr. Iman (1974) File No. IE/EPA/9/II: Moderation of Examination Questions and Results.

> much the candidates know about certain topic, to test their application of knowledge to some practical task, to select them for higher education, to evaluate their fitness to be granted a degree and so for the marking is the measuring, and the marks are the measures of these performances; the adding of marks is the combing of these measures; and the results are composite measures of performance simplifies the deduction of conditions to which examinations procedures must conform if the results they produce are to be of maximum validity [28].

The examinations set to award the students with Diploma Certificate in Educational Planning and Administration really served the purpose for which they were set to measure whether the students actually acquired necessary knowledge and skills for Educational Administration and Planning in their various Local Education Authorities.

The analysis of data and the findings from the data showed that students with Nigeria Certificate in Education as pre-entry qualification performed best by obtaining the highest grade of 63.6% as mean; 25% of the students obtained

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[28] J.M.Thyne: Principle of Examining page 1. Published by University of London Press Ltd, 1974

credit and the lowest percentage (65%) ordinary pass, although they obtained the highest percentage (10%) of the referred students. The students with Grade I Teachers' Certificate came second by scoring 61.8% as mean; on students (4.1%) of the students obtained distinction; 20.8% obtained credit, 70.8% obtained ordinary pass and 4.1% of the students were referred.

The students with Grade II Teachers' Certificate as pre-entry qualification came last by obtaining 59.0% as mean; only 2.4% of the students obtained credit, the largest number of (92.7%) of the students obtained ordinary pass and 4.8% of the students were referred.

But, the t-test of significance accepted the first hypothesis with very narrow margin of 0.959. That is, there was no significant difference between the performances of students with N.C.E. as pre-entry qualification and students with Grade I Teachers' Certificate as pre-entry qualification.

This result supported the view of Awesu (1974), Osha (1973) Okpeke (1976); Ugwuanyi (1976) Connett (1969) that previous educations did not have much effect on students performances in a course of study. But the t-test of significance rejected the second and third hypothesis. That is, there was

a significant difference between the performances of students with N.C.E. as pre-entry qualification and students with Grade II Teachers' Certificate as pre-entry qualification. The t-test of significance also revealed that there was significant difference between the performances of students with Grade I Teachers' Certificate as pre-entry qualification and the students with Grade II Teachers' Certificatee as pre-entry qualification. These results supports the assumption of the researcher and the view of the general public that the higher the qualification, the better would be the performances of the students in the course. Although the three categories of students were qualified to undergo the course as their mean scores percent of 63.6, 61.8 and 57.8 were above 40% which was the passing mark of the Institute of Education. The following recommendations might improve the quality of the students' academic performances according to the opinion of the researcher.

5.3 Recommendations:

1. The Institute of Education, Ahmadu Bello University should continue to admit the three categories of students for the course which lead to the award of Diploma Certificate in Educational Administration and Planning.

2. The students with Grade II Teachers' Certificate as their pre-entry qualification should have at least five credits or merits in five subjects including English Language before they are admitted for the course. This will help to bridge the present gap between the performances of students with Grade II Teachers' Certificate as their pre-entry qualification and the other two categories of students. It will also bring in line the pre-entry qualification with other section of the Univereity e.g. Diploma in Accounting and Diploma in Law.

3. The authority of the University and the Institute of Education particularly should not admit students with ordinary "pass" in Nigeria Certificate in Education and Grade I Teachers' Certificate Examinations. That is, students who obtained A, B C, grades in their Certificate

should be admitted, while students with Grade of D and E pass should be rejected. This will improve the academic performances of these two categories of students and at the same time enable them to complete favourably with students with Grade II Certificate who satisfied the conditions laid down in number two above.

4. If the increasing demand for education administrators and planners will necessitate the admission of students of lower qualification than those recommended above, the students should spend longer period of training by going through introductory courses

5.4 Suggestions for further Research Work:

The researcher suggests the following topics for further research about the students doing Diploma Course in Educational Planning and Administration of the Institute of Education, Ahmadu Bello University, Zaria.

1. The effects of favourable conditions, (such accommodation, assessbility of students to hostel and Dinning Halls, etc.) on the academic performances of Diploma Students in Educational Planning and Administration of the Institute of Education, Ahmadu Bello University, Zaria.

UNPUBLISHED RESEARCH WORKS (CONT.)

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Gritts S.R. et al, 1969; Educational Statistics for Beginners; page 1 to end; Published by Methuen Educational Publishers Ltd., London.

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Baron Denis et al 1958: Evaluation Techniques for Classroom Teachers pages 87-291; Published by McGraw-Hill Book Company, New York.

Blair G. Myers et al, 1968: Educational pPsychology, 3rd edition pages 107-312; 465-529; Published by McMillan Company Ltd., London.

Burton T.L. et al 1970: Social Research Techniques for Planners, page 120; Published by George Allen and Unwin Ltd., Ruskin House, London.

Banks Olive, 1968: "The Sociology of Education", pages 61-68; Published by a8.T.Batsford Ltd., London.

Colley W. William et al; Evaluation Research in Education; Theories, Principles and Practice page Published by Irvington Publishers Inc. New York.

Castetter B. William; 1971: The Personnel Function In Educational Admibistration, page 3-17; Published by Harvard University Press, Cambridge.

Clabaugh R.E., 1966, School Superintendent's Guide; Principles and Practices for Effective Administration, pages 1-16, Published by Parker Publishing Company Inc. New York.

Deighton C. Lee et al; The Enycholopedea of Education Volume 5, pages 128-129, Published by

Elderton P. William et al 1943; Primer of Statistics 5th edition, Published by Adam and Charles Black 45 Soho Square, London W.I.

Fafunwa A. Babs, 1974; History of Education in Nigeria page 175, Published by Allen and Union Ltd.

COPY

APPENDIX I AN EXAMPLE OF ADVERTISEMENT FOR ADMISSION

INSTITUTE OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

Our Ref: IE/PRO/22/Vol. III/627 10th December, 1979

COURSE IN EDUCATIONAL PLANNING AND ADMINISTRATION
80/81 SESSION

Applications are invited from suitably qualified candidates for admission to the Diploma Course in Educational Planning and Administration. The course will cover one academic year and is designed to prepare educational planners and administrators of Primary Education for duties in Ministries of Education, Local Education Authorities, Local School Boards and Voluntary Agency Organizations.

QUALIFICATIONS:

Candidates should possess the Nigerian Certificate in Education or an equivalent qualification, plus either Teachers' Grade II Certificate or relevant experience in Primary Education; or Teachers' Grade I Certificate with at least five years teaching experience. In special cases, candidates with lower qualifications may be considered.

METHOD OF APPLICATION

Application Forms are obtainable from Ministries of Education at Ilorin, Jos, Kaduna, Kano, Maiduguri, Sokoto, Minna, Yola, Bauchi and Makurdi; and from the Secretary, Institute of Education, Ahmadu Bello University, Zaria. Completed forms should be returned through the respective Ministries of Education to the Secretary, Institute of Education, Ahmadu Bello University, Zaria, not later than April 30, 1980. Requests for application forms through the Institute of Education should have their envelopes marked on the top left corner: "EDUCATIONAL PLANNING AND ADMINISTRATION". The Institute will not accept any completed application sent directly or after the expiry of the stated date.

(Sgd.)
Wali M.Kano,
for: Secretary.

APPENDIX II

INSTITUTE OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

EDUCATIONAL PLANNING AND ADMINISTRATION SYLLABUS

Education Law and Regulation:

1. Course Objectives:

(a) To give the students a thorough knowledge of the development and provisions of the Nigerian Education Laws and Regulations from 1900 to-date (1975).

(b) To provide the prospective educational planners and administrators with a thorough knowledge of the legal implications of the planning and administration (line of authority) of the Universal Primary Education.

(c) To equip the students with necessary legal knowledge to enable them comprehend educational articles with legal implications.

(d) To acquaint the students with some legal terminogies applied to education.

(e) To acquaint the students with the legal rights and responsibilities of Local Education Authorities/School Boards and the Educational Planners and Administrators in the Management of the schools.

(f) To acquaint the students with the legal rights and responsibilities of Head Teachers, pupils, parents and the general public in the management of schools.

2. Course Outline:

(a) The Pattern of Education in Nigeria (i) Federal level

(ii) State level,

(b) The Pattern of Education before the establishment of Local Education Authorities/School Boards.

(c) The difficulties and inefficiencies caused by the pattern of education before the formation of Local Education Authories/ School Boards in (i) Planning (ii) Administration (iii) Inspection and curriculum.

(d) System of Education after the creation of LEA/LSB

(i) Establishment and functions of Board of Education.

(ii) Powers of the commissioner of education

(iii) Establishment and functions of LEA/LSB

(iv) Registration of Teachers and Teachers' Tribunal.

(e) Education Regulations

(i) Education Authorities/LSB

(ii) Building Loans

(iii) Education Grants-in-aid

(iv) General Regulations

(f) An indepth study of one aspect of the Education Laws and Regulations highlighting the provision of the law or regulation and how it is applied in a particular area.

3. Evaluation:

(a) Two quizes and a final test during the first term of the course. The end of term final grade will be the arithmetic mean of the result of the quizes and the final test at the end of the term.

(d) A comprehensive test on the Education Laws and Regulations at the end of the course will be conducted.

(c) A students course grade in Education Laws and Regulations will be the arithmetic mean of his first term grade and the result of the comprehensive test at the end of the course plus,

(i) a subjective evaluation of the student participation and sharing of ideas and knowledge with others during class and group discussions, and

(ii) Overall class attendance and submission of all assignments.

4. Text Books:

(a) Northern Nigeria. Education Law of Northern Nigeria 1964 Kaduna: Baraka Press Limited.

(b) Ogunsola, Albert F., Legislation and Education in the Six Northern States of Nigeria, Zaria - Ibadan: Oxford University Press, 1974.

5. References:

(a) The Education Laws and regulations of the various Ministries of Education in the Federal Republic of Nigeria.

(b) The 1956 (1959) Education Law.

(c) Northern Region of Nigerian the Nigeria (Constitution) order In council, 1960 and the Nigeria (Retirement Benefits) order in Council, 1960, Kaduna: The Government Printer, 1960.

(d) Federal Republic of Nigerian Gazettes

(e) State Government Gazettes.

(f) The Nigeria Dailies

(g) Federal Republic of Nigeria,
The Philosophy of Nigerian Education 1969

(h) Federal Republic of Nigeria, The Report of the Seminar in Education held at Kano, 1973.

(i) Federal Ministry of Education Guidelines for UPE. Primary Schools Programme.

(j) Northern Nigeria, The Native Authority Laws, 1954 No.4 of 1954 Kaduna: The Government Printer, 1961.

(k) Northern Nigeria, The Administration of Primary Education, Kaduna: The Government Printer, 1961.

EDUCATIONAL PLANNING AND ADMINISTRATION SYLLABUS

Education Planning and Statistics:

1. Course Objectives:

(a) To give the students an insight into educational statistics so that they can read and comprehend educational articles with statistical background.

(b) To assit the students in using educational statistic for planning educational facilties, staff Revenue and expenditure.

2. Course Outline:

(a) The need for educational statistics - the why for the students to study educational statistics.

(b) Statistics and Research

(i) Descriptive

(ii) Sampling

(iii) Coeficient of correlation

(iv) Normal curve.

(c) Counting and Measurement

(i) Data in categories

Frequencies

Percentages

Proportions and ratios

Graphic presentations.

(ii) Measurement

Rank Order

(iii) Rules regarding numbers

Approximate and exact

Rounding

Significant numbers

(d) Frequency distribution

(e) Measures of central Tendency: (i) Mean (ii) Median

(f) Non-Parametic Statistics

(a) Median

(b) Senic-interquartile range

(c) Non-Parametic tests

(g) Statistics and Educational Planning

(i) Costing educational plans

(ii) Demography and Planning

(iii) Cost-benefit analysis

(iv) Education as personal investment

(v) Education as social investent

(vi) Manpower approach to educational planning

(vii) Development plans, ordinary and crash

(g) Application to student's individual field studies and report preparation.

Evaluation:

(a) A final test at the end of the course plus a subjective assessment of the student's statistical files compiled from both December assignments and the statistics from his LEA/LSB of attachment.

Reference Books:

(a) Methods and Statistical Needs for Educational Planning and organization for Economic Co-operation and Development Paris, 1967.

(b) Turney, Billy L. and George P. Robb, Statistical Methods for Behavioral Science, London: Intext Education Publishers, 1973.

(c) Koosie, Donald J., Statistics, London: John Wiley and Sons, Inc., 1972.

(d) Best, John W. Research In Education, Second Edition, New Jersey: Prentice-Hall, Inc., Englewood Cliffs, 1970.

EDUCATIONAL PLANNING AND ADMINISTRATION SYLLABUS

Nigerian Government and Politics:

1. *Introducyion:*

   (a) Geography Location of Nigeria, its people and language, Raw Materials and other Sources of revenue, Climatic conditions.

   (b) The purpose of a United Nigeria.

   - Integration and its meaning
   - The Nigerian Civil War as a factor for National integration.
   - The purpose of the War.

11. The Advemt of British Rule.

   (a) British Connection

   (b) Political Institutions under the British Rule.

III Genesis of British Administration 1861-1914.

IV. Development of a central government.

The legislative and the Executive 1922-1964

V. The Nature of the Constitution

VI. Fundamental Rights.

VII. The Federal Legislative and Executive

VIII. The Regional Legislative.

IX. The Judiciary

X. The Allocation of Revenue and Public Finance.

XI. The Relations between the Federation and the Regions.

XII. Nigeria under Military Rule.

EDUCATIONAL PLANNING AND ADMINISTRATION SYLLABUS

Local Government Authority Objectives:

To create in student's minds an awareness and understanding of the social and physical aspect of Local Government Administration in the former six Northern States thus:

(1) To teach students about the Artificial nature of the Local Authority to the time of British Administration.

(2) To make the students take part in the studies on provincial Administrators based on indirect rule - up to April, 1968.

(3) The Local Authority Reforms after, 1968 in the six Northern States.

(4) To enable the students learn about the function of the Local Authority - i.e. Internal Organisation joint services and services provided by the Local Authorities as in the following sub-headings:-

(i) Local Government elections legislation

(ii) The councils - subordinate council and Town councils or Township authority

(iii) The committees - powers and functions

(iv) Departments - services offered by the LA departments

5. Finances of the L.A.

(a) Revenue - sources

(i) General Revenue

(ii) Revenue relating to specific services

(iii) Capital revenue.

6. Expenditure:

(i) Personal Emolument

(ii) Miscellenious

(iii) Capital etc.

6. To provide the students with the knowledge of L.A. estimates. This will be related to LEA estimates.

7. To enable students study about the L.A. staff

This will include training, condition of service, appointment, promotion and relationship with other Authorities i.e. Government and LEAs

Evaluation:

Student will carry out series of assignment especially on item 3, 5, and 6

N.B. - As this subject interrelates with Education Finances it it necessary here that we demacate the areas for the two subjects.

Books:

1. Local Government in the Six Northern States.
2. Local Government Year Book 1968 - 1970
3. Secretarial Practice of Local Authorities
4. L.A. Financial Instruction
5. L.A. Staff Regulation
6. L.A. Law 1954.

EDUCATIONAL PLANNING AND ADMINISTRATION SYSLLABUS

Adult Education:

Aim:

For the participants "to attain a broad understanding of the relation of Adult Education to the rest of the education system, and of its significance for social and economic development, particularly in the era of UPE; and also to gain some insight into its organisation and methodology."

Outline and Content:

1. Adult Education and Development

   - Definitions and Concepts

   (Lecture, with interspersed questions)

   What is Adult Education? Who are its clients (i.e. What is an adult?)

Handout

2. Adult Education and Development - Types of Adult Education (Introductory talk followed by discussions)

Remedial/fundamental and literacy Education for vocational technical and professional competence

Education for health, welfare and family living

Education for civic, political and community competance

Education for self-fulfilment Planning for these types and obstacles in the way.

Handout

3. Programme and Administration of Adult Education
(Lecture and Discussion)
Brief description of agencies of Adult Education in Handout Nigeria, with their roles and functions.

4. Problems of Adult Learning (1)
(Introductory talk followed by practical exercises in two groups)
Students test their own short-term memory, with interference and with reinforcement, and also do an exercise in simple behavioural change.

5. Problems of Adult Learning (2)
(Discussion, followed by short Lecture)
Conclusion, from results of exercises, about short-term memory, behavioural change and the older learner.
Conclusions, from longitudinal studies, about learning capacity in individuals at different ages; effects of education.

Handout personality, physiological changes.

6. Methodology of Adult Teaching Face-to-Face
(Group discussion and inventorisation of results).
Differences between teaching children and teaching adults; means of treating adult students as adults; means of assisting adult students to measure their

own progress; ways of keeping the attention of adult students over a long time span; ways of achieving relevance; ways of ensuring active participation by students.

7. Mass Media in Adult Education (1)

(Lecture, questions and discussion)

Inadequancies and inefficiencies in the nation's formal school system on the one hand and the need for alternative educational philosophy, content and provision on the other.

Special attention will be paid to Distance Teaching to show that if carefully planned, produced and tested education provided over a distance might break down the ivory tower and not only reach the unreached but also awaken and equip vast numbers of people to lead more active and more productice lives in the fast changing society.

8. 8. Mass media in Adult Education (2)

(Practical session)=

Aspects of education by radio, telesion and printed matter; conclusions on the merits and demerits of multi-media distance teaching. Radio/TV production techniques, including preparation and recording of short radio programmes.

9. A speical problem - illiteracy - and the ways of remedying it (Introductory lecture followed by discussion). The importance of literacy; Literacy and development; illiteracy in World today Position in Nigeria; the concept of functional literacy; some practical problems and solutions for eradication of illiteracy.

Handout

10. Final Session - Brains Trust

The three lectures act as panel, to answer questions on problems of Adult Education.

Note: It is hoped to reinforce the sessions on the Mass Media by an afternoon visit to the studies of RTK.

EDUCATIONAL PLANNING AND ADMINISTRATION SYLLABUS

Secondary Education:

1. Goals of Education and Objectives of Secondary Education
2. The curriculum of Secondary Education:
   - Curriculum for able, average and handicapped pupils
   - The Comprehensive System Idea.
   - The Extracurriculum activities
3. Guidance and Counselling in schools
   - Need for guidance and counselling
   - Career guidance.
   - Problems of guidance and counselling
4. System of selection and admission into post-primary institutions.
   - The system of common Entrance Examination
   - Interview procedures
   - Roles of principles, LEAs and Ministiries.
5. Corrective Measures, Punishments and Disciplines in Secondary Schools.
6. Principles of Secondary School Administration:
   - The Secondary School in the Administrative get up of the Ministry
   - Responsibility of the Principal
   - The Responsibilities of Teaching and Non-teaching staff.
7. - Secondary School budget and finances
8. - Secondary School and Community.

EDUCATIONAL PLANNING AND ADMINISTRATION SYLLABUS

Foundations of Education:

1. Course Objectives:

The Objectives of this course are:

(a) to help the students develop a critical understanding of educational theories and the way they influence the purpose and direction in the society

(b) help the student to understand the relationship between education and the society, and the extent to which this relationship determines the function of education as one of the social institutions in the society.

(c)to help the candidates to develop an ability to evaluate the various social, economic, political and psychological forces which influence education policies and development. AND

(d) to help the candidates develop a ability to formulate their own concepts of education as a foundation for effective study and understanding of problems of education and educational administration.

2. Scope of the Course:

Courses in Foundations of Education normally cover a wide range of considerations, this is inevitable in view of the fact that appreciate educational problems, one has to understand the

place of education in society; the nature of the society itself, and the nature of both the teachers and the learners. This course therefore, covers Philosophical, Sociological, Psychological, Historical, Economic, Political, and Curriculum considerations.

The course will be covered through Lectures and Seminars.

3. Course Content:

YEAR ONE:

Unit
- i. Perspectives of the Foundations of Education
- ii. The Concept of Education.
- iii. Education and Society, with special reference to Nigeria.
- iv. The Nigerian Educational Policy and Philosophy.
- v. Western Education and the Nigerian Cultural Background.
- vi. Education for National Development and Modernization.
- vii. Social Factors influencing Education Performance.
- viii. The social, Economic, and Political Implications of the U.P.E.
- ix. The Educational Administrator, the school, and the Community.
- x. The process of Educational Reform in Nigeria; the Administrator as an Innovator.

YEAR TWO:

Unit
- i. The challange of Nigerian Education: Implications for the Administrator.

ii. The Nature of the School Curriculum: Its development and organisation

iii. Backwardness and Retardation in Education.

iv. Education for citizenship in Nigeria

v. Equality in the Nigerian Education System.

vi. Social Relationship in the school and the classroom

vii. The teaching profession in Nigeria: is it a profession?

viii. The place of sex education in the Nigerian Educational System.

READING LIST:

Gribble, James, - Introduction to the Philosophy of Education: Boston, 1969.

Fed. Min. of Information, Lagos - The National Policy on Education, Lagos, 1975

Whitehead, A.N., - The Aims of Education; N.Y., 1971

Hirst, P., & Peters, R.S., - The Logic of Education., London, 1970

Banks, O., - Sociology of Education, London, 1970

Bantock, G.W., - Culture, Industrialization, and Education:

Ottaway, A.K.C., - Education and Society., London., 1962

Lwcis, L.J., - Schools, Society and Progress in Nigeria, London, 1971.

Fafunwa, B.A., - A History of Nigerian Education., London, 1974

Halsey, A.H., (Ed) - Education, Economy, and Society, N.Y., 1961

Anderson, C.A., - The Social Contex of Education Planning. UNESCO, 1967.

Richmond, W.A., - The School Curriculum. London, 1971

Bull, Norman, - Moral Education., London, 1969

In addition to the above, students should endeavour to read educational journals.

EDUCATIONAL PLANNING AND ADMINISTRATION SYLLABUS EDUCATION FINANCE

Course Objectives

a. It is designed to give the students some knowledge of what we refer to as public money. To know why public money should be well accounted for; that the public money belongs to the general public.

b. since the students are training as officers controlling the vote in their different Local Education Authorities they should be led to be familiar with the responsibilities of the accounting officers;

c. To enable the students know the different safe methods of keeping the public money safe.

d. To lead the students to know how estimates are prepared for the proper functioning of their work.

e. To provide the education planners with the knowledge of the good control of the public revenue and expenditure by supervising the accountants under their supervision.

f. To acquaint the students with the requisite knowledge about store keeping so that they can supervise the stores where huge amounts have been invested.

Course Outline

a. The Public money

b. The Sources of revenue

c. The principles governing accounting records - e.g. vouchers,

receipts, cash books ledgers daily abstract, Departmental vote Account Book etc.

Principles such as paging account books, making enteries in indelible ink, using only officially approved accounting forms and making entries permanent.

d. The responsibilities of the accounting officers

i. who is an accounting officer

ii. Duities of an accounting officer

c. Expenditure

i. The statutory expenditure

ii. The appropriated expenditure

iii. The appropriated law

f. Warrant and a legal authorization

The issues of the six principal warrants to spend public money by the Commissioner of Finance

i. the general warrant

ii. statutory Expenditure warrant

iii. Provisional General warrant

iv. Release Warrant

v. Virement Warrant

vi. Special Warrant

g. Authority to incur Expenditure (AIE)

h. Viriement and supplementary Appropriation

i. The preparation of Estimates

i. Instructions regarding the preparation of Estimate

ii. Advance proposals.

j. The control of Expenditure

i. cash Books or Journal

ii. vote Book or Ledger

iii. Abstracts or returns

iv. Payment vouchers - rules governing them

k. The Imprests

i. standing imprests

ii. special imprest

l. Advances and Loans

i. short-term advances

ii. long-term loans

m. Stores -

The values of stores

i. allocated of stores

ii. unallocated stores

n. the boards of survey

o. the boards of Enquiry

p. the Official Purchases

q. the types of safe to keep the public money

3. Text Books

1. Financial memoranda for use in Native Treasuries - Government Printer

2. Financing Education in Nigeria - S.A. Aluko

3. Financing Education in Nigeria - A. Callaway

4. Federal, Regional and LEA Estimates of Recurrent and capital Expenditure and income - Government Printer.

(a) the constitution

(b) the existing Local Government Authority

(c) enough finance

(d) population

(e) trained and qualified personnels

(f) the size of the Local Authority etc.

VI. The Education Law and the establishment of the LEA

VII. The VAs and the LEA

VIII. The LGA and the LEA

IX. The LEA and the Ministry

X. The Education Office and Office Procedure

XI. The Duties and Responsibilities of the EO/Secretary

XII. The Office Correspondence

(a) Minutes and Minuting

(b) External and Internal Minuting

XIII. The conduct of the Education Committee Meetings

XIV. Files and filing

XV. Formation of Agenda for Committee Meeting

(a) sending memo to the office

(b) compiling memo and sorting out

(c) procedure of meeting

XVI. The Inspectorate and Administration

XVII. The parental role in the education of their children.

XVIII. The rules relating to pregnant employees

XIX. The organisation of the Post-Primary Institutions.

(a) the institutions and the LGA

(b) The institutions and the Proprietor

3. TEXT-BOOKS:

1. The Administration of Primary Education (Oldman Report Government Printer
2. Investment in Education - (Ashby Report) (Cook & Dunhill)
3. Short Guide to Educational Administration
4. The Inspector Handbook - Inst. of Educ., Zaria.
5. The Federal Policy of Education - Inst. of Education., Zaria.
6. Planning of Primary Education in N/Nigeria - J.F. Thomley

EDUCATIONAL PLANNING & ADMINISTRATION SYLLABUS

LEA Administrative Techniques and Management:

1. Course Objectives

   a. To help the students acquire enough administrative techniques to enable them administer the primary education in the Local Government Area.

   b. To enable the students (Education Officers in training identify administrative problems and find positive solutions to them.

   c. To instil in the students, the spirit of belongingness so that they become very involved in the primary school administration co-operating with the Local Authority Officials to work towards the same goal.

   d. To enable the students understand and translate the Federal Policy of Education to the Local people.

   c. To help students understand the importance of working co-operatively with the Ministry of Education.

2. Course Outline:

   I. The ills of the primary system of education before the establishment of LEA. This includes the establishment of so many "mushroom" schools, the management by the numerous proprietors the poor standard of education compared with other southern states.

II. (a) the Oldman's Commission

(b) the Oldman's Recommendations

(c) the Establishment of a course to train Education Officers (E.P.A.)

III. The Experimental L.E.A.

(a) the large LEA (Borno)

(b) the medium LEA (Abuja)

(c) the small LEA (Katsina)

IV. The success of the Experimental LEA

V. The Principles of establishing the LEA

The articles and instruments of government regarding The Post Primary Institutions

23. The functions of the LEA

24. The composition of the LEA committees

25. The necessary data for preparing estimate

26. The appointment of LEA Staff

The women's employment.

EDUCATIONAL PLANNING AND ADMINISTRATION SYLLABUS

The History of Education Development in Nigeria:

1. (a) The students should know the meaning and sources of Nigerian History. The purposes that History serves in our National life.

(b) They should be able to define the word 'education' and know the aims of Nigerian education. They should know the importance of education as the basic tool for our national development in all spheres of life.

2. Traditional education in Nigeria before the introduction of Western and Islamic education. The goals of traditional education should be treated as the basis for formal school education in Nigeria.

3. (a) The contributions that Islamic scholars made in the field of education in Nigeria, Africa and in the world in general in the past ages e.g Medicine, mathematics, science astronomy etc. This aspect should be briefly treated.

(b) Muslim education in Nigeria in the present century; e.g.

(i) The Quoranic school system teachers and their pupils

(ii) Present Day Muslim Schools and colleges in Nigeria

(iii) The diversified attitudes of Nigerian to Western Education.

4. (a) The establishment of schools by the Portuguese Missionaries at Benin City and environment during the 15th century. The effects of slave trade on the missionary activities to propagate the religious education in that part of Nigeria,

(b) The second missionary activities in Nigeria beginning from about the second half of the 19th Century until the present time.

(i) The roles of the Missionary as educators

(ii) The social roles of the missionaries in the establishment of missionary stations, hospitals, maternities and the other welfare institutions. The establishment of nursing schools and other auxilliary medical and welfare training centres.

(c) The activities of various missionary bodies, such as CMS RCM Baptish Mission, Methodist Mission etc. In establishing schools and colleges in various parts of Southern Nigeria. Why should the same christian activities in the field of education not immediately extended to Northern Nigeria?

(d) Christian Missionary activities in the Northern Nigeria e.g. Dr. W. Miller at Wusasa Zaria.

(e) The Government's intervention in the field of Western Education in Northern Nigeria.

(i) Invitation of Han Vischer to establish Government School in Nassarawa Kan and other towns in Northern Nigeria.

(ii) The establishment of Government Education Department and the policy of giving grand-in-aid to well establishment Missionary and private schools as from the third decades of the 20th Century.

5. Attempts made to centralize education in Nigeria between 1930 and 1950.

6. Regionalization of Education in Nigeria during Merpherson's Constitution in 1951. The effects of the constitutions on regional diversified policies on education e.g.

(a) Introduction of UPE in the defunct Western Region in 1955.

(b) The Introduction of UPE in the defunct Eastern Region and Lagos in 1957.

(c) The defunct Northern Region modified her own system of education to give to expansion of schools. The invition of Mr. Oldman to study the educational system and development in the defunct Northern Nigeria as a prelude to preparation for UPE.

7. The students should know the history and the contribution that the following Commissions and Reports have made the development of education in Nigeria:

(a) The Phelps - Stoke Commission on Education in Africa 1922-1923.

(b) The emergency of the British Colonial Education Policy in her territories including Nigeria.

(c) The Eliot and Asquith Commissions on Education - Ibadan University College to be established.

(d) The Philipson Report on Education, 1940

(e) The Report on Technical College organisation for Nigeria 1949.

(f) The Taiwo Education Committee in the defunct Western Region.

(g) The Dike Education Report in the defunct Eastern Region.

(2) University of Lagos

(3) Ahmadu Bello University, Zaria

(4) University of Ife, Ile-Ife

(5) University of Ibadan, Ibadan

(6) The establishment of other Universities e.g. Universities of Sokoto, Ilorin, Maiduguri, Kano, Jos, Calabar, and University of Benin.

10. National Policy on Education and its impact on the unification school structure or system through the instroduction of UPE throughout the country.

11. The Central Management of Education in Nigeria - Roles of Federal, States and Local Governments in the Management of Education.

12. The contributions that some national and international organisations have made to educational development in Nigeria e.g. UNICEF, UNESCO, NUT, AAA ANDA.T.E.A. Programmes in Education etc.

EDUCATIONAL PLANNING AND ADMINISTRATION SYLLABUS

English Language Component: Course Outline (1st Term 1978/79)

PART ONE:

1. Introductory lecture - English in Nigeria (1 Lecture)
2. Varieties of English (4 Lectures)
3. Techniques of note-taking (1 Lecture)
4. Note-taking from lectures (3 Lectures)
5. Note-taking from books (3 Lectures)
6. Summary Writing (5 Lectures)

PART TWO:

1. Mechnical Skills:
   - Punctuation (2 Lectures)
   - Abbreviation (1 Lecture)
   - Paragraphing (2 Lectures)
2. Writing official letters (5 lectures)
3. Writing Minutes (6 lectures)

Lectures: (1) TUNDE LAKOJU (Room 325)

(2) MRS. T. IMASUEN

ENGLISH SYLLABUS:

PART A:- Introduction

1. Aim of the Course:

The 9 - month course is designed to trains educational planners, and Administrators. At the end of their course, trainees work in ministries of Education and Local Education Authorities. Their specific jobs include taking charge of supplies to schools, inspecting physical aspects of primary schools and writing reports, taking part in the planning and execution of primary school establishment logistics, being members or secretaries of various educational committees and many others of a similar nature. Also as educational administrators they are confronted with all sorts of reading materials - letters, petitions, reports, minutes, etc. - which they should read and in most cases take action on. This means they also need to write different types of materials - letters, reports, minutes, replies to petitions, proposals for initiating projects and reforms etc. Most of the materials they will read and take action on and almost all the writings they will be called upon to do are in English, the official language of government and administration in Nigeria.

2. Educational Background of Trainees:

Although ideally NCE is the minimum entry qualification, the majority of those selected for the course are grade II teachers. At present composition of an educational planners' course is roughly:

Grade II certificate holders	-	75%
Grade I certificate holders- (or equivalent)	-	15%
NCE certificate holders (or equivalent)	-	10%

The age range is roughly 30-50 years. There is thus an uneven exposure to English and greatly uneven experiences in the use of the various language skills required for their post-course profession.

3. Aims of the English Language Programme:

The aims of the English Programme for the diploma course are thus both immediate and terminal.

3.1 Immediate: To equip the trainees for the 9 months course by giving them some of the language skills they require to be able to follow and maximize their responses to, and participation in, instruction in all aspects of the course. The language skills they require for this purpose include oral-aural comprehension, reading comprehension and note taking. They most of the time listen to lectures on different subjects (education statistics, aspects of adult education, foundations of education, educational finance, local education system, etc). delivered by specialists with different accents, at varying speeds and using a wide variety of language codes. Trainees in the first few weeks are given practice in listening comprehension and in note taking. Trainees also have to read up points mentioned in lectures and are generally given sources and reference books to consult. The English programme takes account of this and trains various reading com-

and thus with practice in communication. The programme is not concerned with language description (in the technical sense), not with language theories, and not with English language teaching.

5.2 Each topic in the programme consist of:

(a) Lectures and discussions

(b) Students' activities within the class period

(c) Reading assignments.

(d) Practical activities and projects.

On the whole, (b), (c) and (d) take up over 75% of the periods alloted. They also take up a large proportions of students' own private time.

6. Assessment and Evaluation: Students are assessed through

(a) ourse work (b) and (c) in 5.2. above), and

(b) formal examination twice during the course (end of first term and the final examination in June).

PART 8: THE SYLLABUS

EPA ENGLISH IN TABLES

Language Course Area.	Skills to be trained	Activities		No. of hours.
		Tutor's	Students'	
1. Introduction of the role of English in Nigeria.	(imparting knowledge)	Lecture and discussion	Question and Answer exchange	1
Varieties of English	(i) Recognition, and (ii) Production of varieties.	Selection of language data exemplifying varieties - teaching and discussions.	exercises and practice in recognising varieties in context and in producing specified varieties.	4 (1st Term).
2. Note taking from Lecturers From Book.	(i) Listening comprehension. (ii) Reading comprehension.	Construction and use of graded materials to train each skill listed and ultimately to train the skill of note-taking marking and discussing students assignments.	1. Students practice using a graded course designed for the training of the skill of note - taking.	6 (1st Term).

	d) Study reading (including the use of the dictionary)	i. Use of written sources and the library taught. ii. Project set in the application of i above.	Projects involving the search for specified information in written sources in the library.	
	e) Reading for leizure out - of - class reading.	Two standard prose works prescribed for students each term. Tutor discusses each book as well as students essays on them.	Students read the works on their own write essays on aspects specified by tutor	6 (2 each term
4. The writing of minutes	i. Listening comprehension. ii. Note - taking. iii. Summarising.	i. Teach techniques of note taking and note developing. ii. Apply these in training these skills.	i. Practice in rewriting verbatum reports as minutes. ii. Practice in taking down minutes of a contrived meeting (in real time) and developing the minutes.	5 2nd term.

	(iii) Summarising; (a) in real time (b) what is read (iv) Note:- taking techniques.		2. Later, they practice taking down notes from Lecturers in other subject areas and submitting the notes for marking and discussion. 3. Further practice in taking and developing notes from books read.	
3. Reading comprehension, and (Summary)	(a) Intensive reading (b) Ex (b) Extensive reading (c) Reading and Summary writing.	i. Reading strategy discussed; ii. Application of this compreh nsion practice. iii. Techniques of summarising shown and applied. iv. (Graded) texts for Practice:	Students Practice Using a. Graded materials on handouts. (b) Prescribed books (c) books prescribed for others subjects of the course and submitting assignments for discussion with tutor.	1st Term 17 2nd Term 5 3rd Term 6

	d) Study reading (including the use of the dictionary)	i. Use of written sources and the library taught. ii. Project set in the application of i above.	Projects involving the search for specified information in written sources in the library.	
	e) Reading for leizure out - of - class reading.	Two standard prose works prescribed for students each term. Tutor discusses each book as well as students essays on them.	Students read the works on their own write essays on aspects specified by tutor	6 (2 each term
4. The writing of minutes	i. Listening comprehension. ii. Note - taking. iii. Summarising.	i. Teach techniques of note taking and note developing. ii. Apply these in training these skills.	i. Practice in rewriting verbatum reports as minutes. ii. Practice in taking down minutes of a contrived meeting (in real time) and developing the minutes.	5 2nd term.

5. The writing of Reports.	iv. Organisation - of ideas - of format. v. Expression. i. Note-taking ii. Information gathering and processing. iii. Study reading. iv. Reading comprehension. v. Summarising. vi. Organisation - of ideas - of format vii. Expression.	iii. Prepare Practice materials and execute their use. iii. Teach the use of the skills listed to the left of this column: ii. Apply your teaching points in training students in report writing. iii. Organise Practical classes and projects for this purpose.	iii. Evaluating each others efforts in ii above. i. Students evaluate report samples distributed to them for criticism ii. In groups of 5 students are given problems (real or imagined) to probe and to reports on iii. Group reports are read and discussed.	6 2nd Term 2 3rd Term

6. The Writing of Official Letter	i. Expression ii. Organisation of ideas	Teach and illustrate and give practice on various language signals, stylistic devices codes, etc. that distinguish. i. Speech from writing ii. Formal from infor English. iii. Formal letters from informal ones. iv. Official from private letters.	Practice in i. Recognition and verification of the stylistic/ Language signals earlier mentioned. ii. Production of their own letters highlighting the various levels of formality that can be identified.	7
7. General and Mechanical	(a) Punctuating (b) Abbreviating ii. Correct use of certain commonly misused lexical and systematic structures.	i. Guided inductive teaching. ii. Practice materials roduction.	1. Practice in the recognition and use of the items introduced.	5

Books and other materials for students:

NOTE:- (most of the books listed are available in Institute library).

T. (Topic) 1: students' Practice Materials on typed, duplicated sheets.

T.2

1. Students' Practice Materials on typed, duplicated sheets.
2. Pickford and Smith; A student Handbook on note-taking (1969).

T.3

1. Practice Materials on typed, duplicated sheets.
2. Munby: Read and Think
3. Aluko: Chief the Honourable Minister
4. Achebe: A man of the People
5. Ekwensi: Burning Grass
6. Amadi: The Concubine
7. Laye: African Child
8. Ngugi: Weep Not Child
9. Hornby: Advanced Learners' Dictionary of current English usage.

T.4 and 5

1. Practice materials on typed, duplicated sheets
2. Windmarch: Practicing speed skills, stage one, Book 3 in the CECASS Services.

COURSE IN EDUCATION PLANNING AND ADMINISTRATION SYLLABUS

Introduction to Public Administration:

1. Course Objectives:

The purpose of this subject is to give the student an insight into current administrative practices with special emphasis to education administration. Their attention will be focussed on the effectiveness and efficiency of the Public Service. The students will be given the opportunity techniques and methods during their practical attachment exercises. By so doing, they will be able to see how the theories of public administration apply to practical situations.

2. Course Outline:

(a) Public Administration Defined.

(b) Administrative contribution to the operation of an enterprise.

(c) The Nature and Dimension of educational administration.

(d) The administrator as a change agent.

(e) The nature of organisations.

(f) Individuals and organisations.

(g) Organisational climate

(h) The nature of man and the organisation

(i) Motivation and the employee.

(j) Ethics and ethos of public servants today

(k) Administrative duties.

(i) General - communication, co-ordination, consultation, Problem Solving and Innovation.

(ii) Secretariats - Memo writing, policy implementation organisation and methods, regulation and procedure General orders, budgeting and financial controls, Schedule of duties and schedule of departments responsibilities, maintenance of low and order and co-ordination of the activities of the officials of his departments.

(l) Public Relations.

(i) The communication process.

(ii) Communication and the school.

(m) Teacher Selection Devices commonly used:

(i) application form

(ii) credentials.

(iii) professional references

(iv) tests and/or examinations

(v) personal interview and

(vi) classroom observation of the candidates

5. References:

(a) Makulu, H.F. Education, Development and Nation-building in Independent Africa, London: SCM Press Limited, 1971.

(b) Devens, Robert G., Organisational Behaviour in Schools, London: Prentice Hall, Inc., 1970.

(c) Williamson, F.G. and Donald A. Biggs. Student Personnel Work, London: John Wiley and Sons, Inc., 1975.

(d) Nigro, F.A., Modern Public Administration, Harper and Row, 1970.

(e) Gladen, Essentials of Public Administration.

EDUCATIONAL PLANNING AND ADMINISTRATION SYLLABUS

Education Planning and Administration Regulations for Award of Diploma:

1. Qualification for Entry:

   Candidates must posess the NCE plus either the Teacher's Grade II certificate or relevant experience in Primary education; or Teachers' Grade I certificate with at least 5 years teaching experience. Candidates should preferably be between 30-40 years of age.

2. Examinations:

   The date of examination together with relevant details of subjects, dates, duration of papers and commencing time shall be approved by the Examination Board of the Institute before the examination commences.

3. Administration and Invigilation:

   All arrangements for safe custody of question papers, marked scripts, the provision of examination halls, supervision and invigilation of examinations shall be the responsibility of the Institute. The Institute is also responsible for the printing of examination questions.

4. Question Papers:

   All question papers after being drafted by the respective course tutors will be moderated by moderator(s) approved by the Professional and Academic Committee of the Institute.

5. Marking and Moderation:

The marking of the examination scripts shall be done by the course tutors submitted for moderation to the Institute, who shall appoint moderator(s). Individual course work and thesis shall be taken into consideration in the assessment of candidates.

6. Condition for award of Diploma:

To qualify for the award of a diploma each candidate must satisfy the examiners in the subjectszlisted in group (a) and pass all subjects in groups (b) and (c)

(a) (i) Practical Work including a report on their attachment.

(ii) An original essay.

(b) (i) Education Law and Regulation

(ii) Development of Education in Nigeria

(iii) Education Authorities

(iv) Education Planning and Statistics

(v) Education Finance.

(c) (i) English

(ii) General Paper I and II

Marks will be graded as follows:-

A	Distinction	-75 and above
B	Credit	70-74
C	Merit	60-69
D	Pass	40-59
E	Fail	39 and below

7. Failure and referral:

Candidates who fail to satisfy the examiners in (a) above will be considered to have failed the course and will not be allowed to resit the examination for the second time except with the approval of the Examination Board. Candidates who fail in the major subjects will be allowed to resit that paper and on passing will be awarded the diploma.

8. The award of the Diploma:

The diploma shall be awarded by the Institute and shall be endorsed with distinction or credit as the case may be and according to the performance of each candidate. Level of attainment in different subjects shall not be endorsed on the certificate.

Candidates may resit the examination once only before the beginning of the next academic year.

9. Publication of results:

The pass list shall be published by the Institute.

In these regulations:-

'University' - means Ahmadu Bello University.

'Institute' - means the Institute of Education established consequent to the Ahmadu Bello University amendment law 1965.

'Course' - means Course in Educational Planning and Administration for the training of Education Planners and Administrators leading to the award of the Institute Diploma Certificate in Education Planning and Administration.

APPENDIX III: The Analysis of Final Examination Result of 1972/1973 Session, Showing the three Categories of Students by Pre-Entry Qualifications

Institute of Education
Ahmadu Bello University, Zaria
Educational Planning and Administration
Final Examinations, 1972/73: Raw Scores

Number	Practical Attachment	Education Law & Regulation	English Language	Educational Plann. & Statistics	Education Finance	Education Authority	Education Report Development	General Paper I & II	Original Essay	Total Average %	Remark
1	2	3	4	5	6	7	8	9	10	11	12
Student with N.C.E. As Pre-Entry Qualification.	100	100	100	100	100	100	100	100	100	100 %	
1	74	74	74	80	74	69	74	69	80	74.0	Credit
2	74	69	80	80	59	69	69	69	80	73.0	Credit
3	74	74	74	59	69	69	69	69	80	71.0	Credit
4	69	69	80	74	69	59	69	69	69	70.0	Credit
5	74	69	69	80	69	59	69	59	69	69.0	Credit

Appendix III Cont.

Number	100	100	100	100	100	100	100	100	100	100%	Remarks
6	69	69	69	59	59	69	69	69	74	67.0	Credit
7	69	80	59	39	69	59	74	69	59	64.0	Pass
8	69	69	59	59	69	59	59	59	69	63.0	Pass
9	69	69	59	59	59	59	68	39	69	59.0	Pass
	Student with Grade I Teachers' Certificate as pre-entry Qualification										
1	80	74	74	80	74	74	74	69	80	75.0	Dist-inct-ion.
2	80	74	69	80	69	69	69	69	80	73.0	Credit
3	80	74	69	80	69	69	69	69	80	73.0	Credit
4	74	74	69	69	69	69	69	69	74	71.0	Credit
5	74	74	59	69	59	69	69	59	69	67.0	Credit
6	69	69	39	69	59	59	69	39	69	60.0	Pass

Appendix III Cont. Students with Grade II Teachers' Certificate as Pre-Entry Qualification

Number	100	100	100	100	100	100	100	100	100	100%	Remarks
1	74	69	74	80	69	69	69	69	69	71	Credit
2	74	74	74	59	69	74	69	59	80	70	Credit
3	74	69	69	59	69	69	69	59	74	68	Credit
4	69	69	59	80	59	69	69	59	69	67	Credit
5	80	69	69	74	59	59	69	59	59	66	Credit
6	69	69	69	69	59	59	59	59	69	65	Credit
7	69	69	69	69	59	59	59	59	69	64	Pass
8	74	74	69	69	39	59	59	59	59	62	Pass
9	69	69	39	69	59	59	69	49	69	61	Pass
10	74	69	74	69	39	59	59	39	59	60	Pass

Appendix IV: The Analysis of Final Examination Results of 1973/1974 Session Showing the Three Categories of Students By Their Pre-Entry Qualifications

Institute of Education
Ahmadu Bello University, Zaria
Educational Planning and Administration
Final Examinations, 1973/74 Results Raw Scores

Students with N.C.E. as Pre-Entry Qualification

Student No.	Original Essay	Practical Attachment Report	Education Statistics and Planning	Education & Regulation	Education Finance	Education Authority	Educational Development & Reports	English	General Paper	Total	Average %	Round Figure	Remarks
	100	150	200	100	100	100	100	50	100	1000	100		
1	75	110	162	60	78	75	65	36	68	737	73.7	74	Credit
2	75	116	137	85	76	70	72	37	63	724	72.4	72	Credit
3	75	105	123	61	61	70	64	28	64	651	65.1	65	Credit
4	68	104	91	63	55	58	58	36	62	595	59.5	60	Pass
5	61	112	81	72	54	56	55	20	47	558	55.8	56	Pass
		Students with Grade I Teachers' Certificate as Pre-EntryyQualification											
1	72	111	114	74	70	60	72	27	57	657	65.7	66	Credit
2	62	97	60	74	53	67	66	27	53	599	59.9	60	Pass
3	79	104	88	71	52	55	63	28	45	585	58.5	59	Pass

Appendix IV Cont.

Students with Grade I Teachers' Certificate as Pre-Entry Qualification

Std. No.	100	150	200	100	100	100	100	50	100	1000	100	Round Figure	Remarks
4	71	99	93	58	54	44	60	32	49	560	56.0	56	Pass
5	61	85	82	54	55	58	64	29	59	547	54.7	55	Pass
	Students with Grade II Teachers' Certificate as Pre-Entry Qualification												
1	83	119	107	65	76	59	57	35	57	658	65.8	66	Credit
2	61	103	144	67	65	56	54	29	56	637	63.7	64	Pass
3	74	104	132	55	53	62	65	20	50	615	61.5	62	Pass
4	59	95	104	68	61	68	65	25	56	601	60.1	60	Pass
5	52	107	113	82	58	66	57	25	53	593	59.3	59	Pass
6	51	93	125	56	59	53	49	28	66	580	58.0	58	Pass
7	64	86	118	58	54	65	52	35	44	576	57.6	58	Pass
8	65	101	80	58	46	64	67	33	49	571	57.1	57	Pass
9	69	102	83	64	47	65	63	23	45	571	57.1	57	Pass
10	60	98	111	54	49	56	64	28	51	571	57.1	57	Pass
11	67	103	93	62	54	54	48	31	57	569	56.9	57	Pass
12	58	93	82	78	50	68	54	24	58	565	56.5	57	Pass
13	55	99	111	41	57	41	56	22	80	562	56.2	56	Pass
14	56	94	93	63	58	64	56	26	50	560	56.0	56	Pass

Appendix IV Cont.

Student with Grade II Teachers' Certificate as Pre-Entry Qualification

Std. No.	100	150	200	100	100	100	100	50	100	1000	100 %	Round Figure	Remarks
15	58	90	92	64	56	62	61	24	51	558	55.8	56	Pass
16	51	113	130	42	48	52	52	20	49	557	55.7	56	Pass
17	66	106	81	64	54	50	54	21	51	547	54.7	55	Pass
18	62	105	81	70	47	52	55	20	53	545	54.5	55	Pass
13	47	86	81	67	46	50	60	20	60	509	50.9	51	Pass
20	48	99	81	53	46	46	57	24	48	502	50.2	50	Pass
21	61	83	80	52	48	51	41	25	40	481	48.1	48	Pass
22	51	77	80	41	45	41	57	20	47	459	45.9	46	Pass
23	63	55	24	40	33	25	25	24	41	347	34.7	35	Referred

Appendix V: The Analysis of Final Examination Results 1976/1977 Session Showing the Three Categories of Students Pre-Entry Qualification

Institute of Education
Ahmadu Bello University, Zaria

Educational Planning and Administration Course Student List 1976/77 Session Final Examination Results - Raw Scores

Student No.	Education Laws & Regulation	English	Administration Technique	Education Development & Reports	Education Finance	Educational Planning	Educational Statistics	General Paper I	General Paper II	Practical Attachment	Essay	Total	Average	Percentage %	Remarks
	100	50	100	100	100	100	100	50	50	150	100	1000	100		
1	72	30	58	78	60	66	65	28	32	105	65	672	67.2	67	Credit
2	89	24	65	65	56	50	50	30	30	108	67	633	63.3	63	Pass
3	49	28	64	59	51	61	60	20	21	94	65	551	55.1	55	Pass
4	49	21	63	54	59	46	45	20	25	95	63	540	54.0	54	Pass
5	57	23	53	59	55	45	44	23	24	93	58	534	53.4	53	Pass
6	69	29	64	73	47	47	48	27	27	65	49	535	53.5	54	Pass
	Students with Grade I Teachers' Certificate - Raw Score														
1	82	35	67	88	71	47	44	21	34	125	66	700	70.0	70	Credit
2	68	31	67	72	57	50	49	28	30	101	65	618	61.8	62	Pass
3	83	20	59	68	60	55	55	20	27	96	65	603	60.3	60	Pass
4	71	20	59	59	56	54	53	30	25	93	45	563	56.3	56	Pass

Appendix V Cont.

Students with Grade I Teachers' Certificate - Raw Score

Std. No.	100	50	100	100	100	100	300	50	50	150	100	1000	100		Remarks
5	65	20	65	61	64	42	42	21	28	101	51	560	56.0	56	Pass
6	56	20	65	66	63	51	50	22	25	89	52	556	55.6	56	Pass
7	56	20	61	51	47	58	58	24	21	101	52	549	54.9	55	Pass
8	70	20	60	65	55	51	51	23	26	79	47	546	54.6	55	Pass
9	49	28	55	50	55	46	46	25	23	98	73	543	54.3	54	Pass
10	70	26	61	51	52	45	40	29	22	98	53	536	53.6	53	Pass
11	64	20	53	52	58	50	50	23	20	94	48	527	52.7	53	Pass
12	50	21	64	61	59	40	33	23	20	114	48	519	51.9	52	Ref.
13	41	26	56	65	40	42	41	27	23	80	52	493	49.3	49	Pass
			Students with Grade II Teachers' Certificate - Raw Score												
1	89	28	75	82	72	53	53	31	29	91	68	671	67.1	67	Credit
2	85	28	69	52	52	63	63	30	45	100	67	650	65.0	65	Credit
3	57	35	66	65	71	72	71	26	26	86	66	641	64.1	64	Pass
4	77	28	65	75	61	64	64	25	27	98	56	641	64.1	64	Pass
5	81	31	54	59	76	52	51	24	25	109	59	621	62.1	62	Pass
6	68	37	68	65	56	42	42	29	25	109	75	616	61.6	62	Pass

Students with Grade II Teachers' Certificate - Raw Scores

Std. No.	100	50	100	100	100	100	100	50	50	150	100	1000	100	%	Remarks
7	65	23	75	61	81	40	41	20	28	116	61	611	61.1	61	Pass
8	67	29	57	65	65	55	55	29	23	98	65	608	60.8	61	Pass
9	68	20	64	62	65	65	65	20	20	95	64	606	60.6	61	Pass
10	76	21	65	78	57	54	54	20	25	97	63	605	60.5	61	Pass
11	78	37	59	68	64	64	64	30	24	106	75	605	60.5	61	Pass
12	82	25	72	71	55	40	40	29	25	103	67	604	60.4	60	Pass
13	62	23	72	61	55	50	50	31	28	101	68	601	60.1	60	Pass
14	60	33	63	50	51	77	77	24	24	80	57	599	59.9	60	Pass
15	70	22	58	65	67	63	62	26	23	87	65	598	59.8	60	Pass
16	65	25	70	70	45	40	40	35	32	94	69	595	59.5	60	Pass
17	71	28	65	62	67	49	48	26	29	96	53	594	59.4	59	Pass
18	67	25	60	68	57	45	46	37	24	103	54	586	58.6	59	Pass
19	70	20	66	69	69	57	57	24	20	92	49	584	58.4	58	Pass
20	69	24	59	65	46	53	53	21	28	102	60	580	58.0	58	Pass
21	69	22	74	54	70	50	50	25	22	90	51	576	57.6	58	Pass
22	76	20	63	62	62	42	41	26	25	108	47	572	57.2	57	Pass
23	70	25	60	58	60	52	51	26	27	84	58	571	57.1	57	Pass
24	72	20	52	78	68	45	45	24	28	85	54	569	56.9	57	Pass

Appendix V Cont.

Students with Grade II Teachers' Certificate - Raw Scores

Std. No.	100	50	100	100	100	100	100	50	50	150	100	1000	100	%	Remarks
25	56	33	65	57	47	50	49	23	26	102	61	569	56.9	57	Pass
26	50	24	54	73	43	59	59	30	26	90	59	567	56.7	57	Pass
27	60	20	56	57	50	58	58	25	25	92	53	554	55.4	55	Pass
28	56	23	49	50	55	60	59	21	22	100	60	551	55.1	55	Pass
29	49	27	52	47	52	69	69	20	20	100	48	550	55.0	55	Pass
30	59	20	56	70	42	58	58	23	28	89	53	548	54.8	55	Pass
31	61	20	61	59	51	57	56	22	20	86	50	543	54.3	54	Pass
32	53	24	60	52	41	55	54	27	20	98	50	542	54.2	54	Pass
33	80	18	61	57	52	48	48	31	34	100	63	540	54.0	54	Pass
34	68	20	55	53	56	49	50	20	23	91	57	538	53.8	54	Pass
35	47	25	52	53	51	60	59	20	25	94	51	532	53.2	53	Pass
36	69	20	53	56	55	47	47	22	24	83	50	522	52.2	52	Pass
37	58	20	53	50	45	46	46	23	21	99	42	506	50.6	51	Pass
38	53	20	50	49	50	47	47	21	20	91	51	491	49.1	49	Pass
39	48	20	56	55	44	45	44	20	20	91	47	480	48.0	49	Pass
40	50	23	50	52	52	49	40	24	20	83	54	485	48.5	49	Pass
41	59	22	52	44	48	42	28	23	20	89	59	485	48.5	49	Pass
42	49	25	54	49	40	45	44	22	20	84	48	474	47.4	47	Pass
43	47	23	64	64	30	40	43	20	26	89	58	468	46.8	47	Pass
44	55	20	40	40	40	40	25	24	20	81	46	438	43.8	44	Ref.

APPENDIX VI

Department of Education,
Ahmadu Bello University,
Zaria.

28th September, 1980.

From: M.J.Shuaibu

To: Dr. D.O.Kolawole,
Institute of Education.

Ref: M/DE/1.20

I am writing on behalf of the Post-Graduate Studies Committee of the Department of Education to ask if you will kindly supervise Mr. Adinlewa's Project.

The M.ED Project is a partial requirement for the fufilment of the M.Ed degreee by examination.

Its nature, scope and depth is largely determined by students and supervisors working cooperately.

The title of Mr. Adinlewa's Project is "Evaluation of Pre-entry Qualification on Students' Performances in Diploma Course in Educational Planning and Administration.

If you accept our request, we shall advise Mr. Adinlewa to contact you personally, so as to acquaint you with his problem.

We anticipate your kind co-operation.

Yours sincerely,

(Sgd).,
M.J.Shuaibu,
Exec. Secretary,
Post-Graduate Studies
Committee.

IE/GEN/10

APPENDIX VII

15th October, 1980.

Dr. M.J.Shuaibu,
The Executive Secretary,
Post-Graduate Studies Committee,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir,

MODIFICATION OF MR. JOSEPH O. ADINLEWA'S
M.ED RESEARCHH TOPIC : REF: M/DE/1.20

The original topic of Mr. Joseph O.Adinlewa which was "Evaluation of Pre-entry Qualifications on Students Performances in Diploma Course in Educational Planning and Administration" has been modified to read "The Effects of Pre-entry Qualifications on Students Performances. A case Study of Educational Planning and Administration Students, Institute of Education, Ahmadu Bello University Zaria.

Yours sincerely,

(Sgd).
Dr. D.O.Kolawole