

**EVALUATION OF THE IMPLEMENTATION OF
ADMISSION POLICIES IN COLLEGES OF
EDUCATION IN NIGERIA (2004-2013)**

BY

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ZARIA**

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DECLARATION

I hereby declare that this thesis entitled, "Evaluation of the Implementation of Admission policies in Colleges of Education in Nigeria (2004-2013)," was written by me. I also declare that this piece of work has never been presented before for the award of any higher degree. All sources of information used in this research work have been duly acknowledged in the reference section.

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CERTIFICATION

This Thesis entitled, "Evaluation of the Implementation of Admission Policies in Colleges of Education in Nigeria (2004-2013)" by Pemida Rebecca Onimisi, has been read and approved as meeting the requirements governing the award of the degree of Doctor of Philosophy in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria.

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DEDICATION

This thesis is dedicated to the Almighty God who gives knowledge and saw me through the programme. To the memory of my dear husband whose understanding, foresight, encouragement and support actually motivated me to undertake such a study and complete this research work; and also to all my children for their encouragement, support and understanding.

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ABSTRACT

This study focused on Evaluation of the Implementation of Admission Policies in Colleges of Education in Nigeria. The study sought to find out the level of implementation of JAMB cut-off mark requirement in students' admission, examine the level of implementation of quota system of the admission policy, determine the level of implementation of JAMB 60:40 (Science/Arts) admission ratio policy, assess the level of implementation of carrying capacity in terms of available facilities and find out the implementation of staffing situation as a requirement for admission of students. Seven research questions and seven hypotheses were formulated to guide the study. The study adopted a descriptive survey design. The target population was 2,400 which included all the Provosts, Registrars, Academic Secretaries, Deans, HODs, and Lecturers in the 24 Colleges selected for the study, 1,443 sample members responded by filling and returning the copies of the questionnaire, two each from the six geo-political zones of Nigeria. The sample was selected using the stratified random sampling technique. Data were collected by the use of a structured questionnaire and analysed using statistical package for Social Science (SPSS Version 20). Descriptive statistics such as frequency counts percentages and means were used to give general description of the data. The Analysis of Variance (ANOVA) statistics was also used to test the research hypotheses at 0.05 level of significance. The findings of the study revealed that, candidates had satisfactory cut-off point in JAMB before they were admitted. This is in line with the Federal Government's directive which says that candidates seeking admission to Colleges of Education have to take only one common examination, the UTME as against individual college examination. The study concludes that the number of students allocated to each College depends on the carrying capacity in terms of available facilities. Based on the findings, recommendations were made which among others include, that in the interest of this nation, the admission process should continue the way it is for now, where JAMB and the Colleges are involved in the selection of candidates, so that they would serve as check on one another and cut-down some excesses and reduce Nigerian factor syndrome as much as possible. A suggestion was made that future study should be on the evaluation of availability of instructional and infrastructural facilities in private and government owned Colleges.

TABLE OF CONTENTS

Declaration	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Abstract	vi
Table of Contents	vii
List of Tables	xii
List of Appendices	viii
Definition of Terms	ix

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	5
1.3	Objectives of the Study	9
1.4	Research Questions	10
1.5	Hypotheses	11
1.6	Basic Assumptions	12
1.7	Significance of the Study	13
1.8	Scope of the Study	16

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	17
2.2	Conceptual Framework	18
2.2.1	The Concept of Quota System	18
2.2.2	Concept and Model of Evaluation	23
2.2.3	Curriculum Evaluation Models	26
2.2.4	Formative and Summative Model	27
2.2.5	Discrepancy Model	27
2.2.6	Assessment-Merit Model	28
2.2.7	CIPP Model	28
2.2.8	Process Evaluation Model	28
2.2.9	Robert Stake's Congruence – Contingency Model	29
2.2.10	The Objective Model	30
2.2.11	Uses of Evaluation	31
2.3	Theoretical Framework	33
2.3.1	Human Resource Development	33
2.3.2	The Relationship between Human Resource management and Human Resource Development/Training and Development	35
2.3.3	The Human Resource Development Process	37

2.3.4	Needs Assessment	38
2.3.5	Design of the Human Resource Development Programme	41
2.3.6	Implementation of the Human Resource Development Programme	42
2.3.7	Evaluation of Human Resource Development	43
2.4	Policy	45
2.4.1	Policy Implementation	46
2.4.2	Policy Evaluation	48
2.5	Emergence of Colleges of Education in Nigeria	50
2.6	Evaluation of Staffing Situation in Colleges of Education	52
2.6.1	Staffing Development in Organization	54
2.7	The Nigerian Colleges of Education Admission Policy and Implementation	57
2.8	Students' Admission and Teacher Manpower Needs of the Nation.	61
2.9	JAMB Guidelines on Admission	63
2.10	General Entry requirements for Nigeria Certificate in Education Programme.	67
2.11	Challenges of Admission into Colleges of Education	80
2.12	The Spirit of Enquiry in Teacher Education	82
2.12.1	Teacher Creativity in Education	83

2.13	Evaluation of Admission Policies on Teacher Preparation	87
2.14	Evaluation of Teaching/Learning Facilities in Students' Admission Policies.	93
2.15	Evaluation of Funding in the Implementation Students' Admission Policies.	98
2.16	Empirical Studies	104
2.17	Summary	108

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	109
3.2	Research Design	110
3.3	Population of the Study	111
3.4	Sample and Sampling Procedures	112
3.5	Instrumentation	115
3.6	Validity of the Instrument	116
3.7	Pilot Study	117
3.8	Reliability of the Instrument	117
3.9	Administration of the Instrument	118
3.10	Methods of Data Analysis	119

CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1	Introduction	120
4.2	Demographic Data of Respondents	122
4.3	Opinions of Respondents on Evaluation of the Implementation of Admission Policies in Colleges of Education	124 125
4.4	Hypotheses Testing	163
4.4.1	Hypothesis One	164
4.4.2	Hypothesis Two	166
4.4.3	Hypothesis Three	169
4.4.4	Hypothesis Four	171
4.4.5	Hypothesis Five	174
4.4.6	Hypothesis Six	176
4.4.7	Hypothesis Seven	178
4.5	Summary of Major Findings	180
4.6	Discussions of the Findings	185

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	190
5.2	Summary	190
5.3	Conclusions	192
5.4	Recommendations	193

5.5	Suggestions for Further Studies	195
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REFERENCES:		197
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LIST OF APPENDICES

A	Questionnaire	208
B	Letter of permission to conduct research	221
C	Documents	222

LIST OF TABLES

Table 1	Sample Selected from a Given Population	114
Table 2	Rates of Return of the Questionnaire	121
Table 3	Classification of the Respondents by Bio-Data Characteristics	123
Table 4	Opinions of Respondents Regarding Ensuring that Students have Satisfactory Cut-Off Point in JAMB Before they are Admitted	126
Table 5	Opinions of Respondents on Extent of Colleges of Education Complying with Students Admission of 45% Merit, 35% Catchment Area and 20% Educationally Less Developed States	132
Table 6	Opinions of Respondents on Colleges of Education Compliance with 60:40 of Science/Arts Ratio of Admitting Students	138
Table 7	Opinions of Respondents on the Implementation of Students into Choice Courses Based on Five Credit Passes Obtained in WAEC/NECO in the College	143

Table 8	Opinions of Respondents on Colleges of Education Compliance with the Approved Carrying Capacity in Terms of Available Facilities in Respect of Students' Admission	148
Table 9	Opinions of Respondents on Admission of Successful Students in the Pre-NCE Final Examination with CGPA of 1.5-153	
Table 10	Opinions of Respondents on Impact of Staffing Situation on Admission of Students in Colleges of Education in Nigeria-	158
Table 11	ANOVA of H1	164
Table 12	Mean SD and SE of H1	165
Table 13	ANOVA of H2	165``
Table 14	ANOVA of H2	167
Table 15	Mean SD and SE of H2	167
Table 16	Scheffe Multiple Comparison Test.	168
Table 17	ANOVA of H3	169
Table 18	Mean SD and SE of H3	170
Table 19	Scheffe Multiple Comparison text	170
Table 20	ANOVA of H4	172
Table 21	Mean SD and SE of H4	172
Table 22	Scheffe Multiple Comparison test	172
Table 23	ANOVA of H5	174
Table 24	Mean SD and SE of H5	174

Table 25	Scheffe Multiple Comparison Test	175
Table 26	ANOVA of H6	176
Table 27	Mean SD and SE of H6	176
Table 28	Scheffe Multiple Comparison Test	177
Table 29	ANOVA of H7	178
Table 30	Mean SD and Se of H7	179
Table 31	Scheffe Multiple Comparison Text	179
Table 32	Summary of Hypotheses Testing	182

OPERATIONAL DEFINITION OF TERMS

Admission Policy is laid down rules and regulations on how admissions are processed and obtained in a higher institutions of learning like Colleges of Education and this differs from country to country and programme to programme.

Cut-Off Point: a limit or level at which scores are fixed for candidates' admission into higher institutions.

Admission by merit: candidates with very high scores in matriculation examination are given first choice of course and institution before other candidates.

Catchment Areas: It is called locality which in most cases is the geographical and/or socio-cultural areas contiguous to the institution candidates apply.

Educationally Less Developed states (ELDS): Certain states are considered Educationally less developed, candidates from these states are given special concession for admission.

Admission Ratio: Is the percentage awarded such as 60:40 Science/Arts ratio, which is in favour of science candidates.

Carrying capacity: adequate facilities available in each college to cope with the number of qualified candidates seeking admission.

Policy: a deliberate system of principles to guide decisions and achieve rational outcomes, in order to admit students to the colleges.

Implementation: is the realization of an application or execution of a plan, idea, model, design or the act of implementing, or putting into effect, fulfillment as a specified set of activities designed to put into practice an activity.

Management Staff: refers to the category of staff such as the Provost, Registrar and Academic Secretary who are involved in the students' admission in the colleges.

Implementation of Government guidelines- the workability of government guidelines on admissions into colleges of education in Nigeria.

ABBREVIATIONS

ANOVA	Analysis of variance
ATC	Advanced Teachers' College
CMS	Church Missionary Society
COE	College of Education
ETF	Education trust Fund
ELDS	Educationally Less Developed State
FCE(T)	Federal College of Education (Technical)
FCE(S)	Federal College of Education (Special)
FCE	Federal College of Education
FRN	Federal Republic of Nigeria
HODs	Heads of Departments
JAMB	Joint Admissions and Matriculation Board
NABSTEB	National Business and Technical Education Board
NCE	Nigeria Certificate in Education
NCCE	National Commission for Colleges of Education
NTI	National Teachers' Institute
NMS	New Minimum Standard
NPE	National Policy on Education

NECO	National Examinations Council
SSC	Senior School Certificate
TTC	Teachers Training College
TCII	Teachers Grade Two Certificate
UTME	Unified Tertiary Matriculation Examination
WAEC	West Africas Examinations Council.
WASSC	West Africans Senior Secondary Certificate

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Admission policies are laid down rules and regulations on how admissions are sought and obtained in a higher institution like College of Education. The principal aim of the admission policy of Colleges of Education is to offer admission to students of the highest intellectual potentials, irrespective of gender, social, racial, religious and financial considerations. Colleges of Education are dedicated to prepare qualified teachers at primary and Junior Secondary school levels, who will be responsible for educating the younger ones.

Teaching has been identified to be one of the oldest occupations known to man, but it is yet to be fully professionalized in the true sense of the term in Nigeria (Dare 2008). The real revolution in teacher education came with the Ashby commission of 1960. The Ashby Report pointed out that the country's manpower development depended largely on the availability of well-qualified teachers and recommended that priority attention be given to teacher education since the whole system of education depended on it. Following the recommendations in the report, two new schemes for teacher education were introduced. One was the well-qualified non-graduate Teachers' Certificate programme; the other was the full degree, that is, Bachelor of Arts and Bachelor of Science education programmes. In line with the expectations of the scheme, several activities were put in place. About 7,000 graduate teachers were expected to be trained between 1960-1970 in Nigerian Universities. Five Advanced Teachers' Colleges were established under the emergency scheme in 1962. The Colleges were located at Ibadan (which was later moved to Ondo),

Akoka, Owerri, Zaria and Kano. The most significant development in the teacher education sub-sector was the setting up of National Commission for Colleges of Education (NCCE) under decree number 3 (section 5b & c) of 1989. This was in line with the policy decision to make the Colleges of Education autonomous in order to enhance their efficiency. The NCCE thus became a parastatal charged with the primary responsibility of making recommendations on the National Policy necessary for the full development of teacher education and professional preparation of teachers. The enabling decree mandates the commission to, among other functions, harmonize entry requirements and lay down minimum standards for all programmes of teacher education. This, no doubt, ensures closer monitoring, programme expansion and, of course, a boost to teacher production in the country.

Education is regarded as a tool for development of the nation. To build a strong nation, the capability and competence of its teachers have to be of high standard and equal to the task. Teachers are critical factor in qualitative education delivery. Therefore, the production of teachers is the most important parameter that builds the nation and policy is the bedrock of foundation as well as formation of a strong and dynamic nation. Primary and secondary education is the foundation for tertiary institutions and the basis for citizens to function and develop in the society. It is the realization of this right from the inception of western education in Nigeria, that teacher education has been recognized as an important part of the educational system.

In the National Policy of Education (FRN 2004), the Colleges of Education are one of the categories of tertiary and Teacher Education institutions established for the following goals and objectives, that is, to:

- a. produce highly motivated, conscientious and efficient classroom teachers for the primary and junior secondary levels of our educational system;
- b. encourage further the spirit of enquiry and creativity in teachers;
- c. help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- d. provide teachers with intellectual and professional background adequate for their assignments and make them adaptable to changing situations; and
- e. enhance teachers' commitment to the teaching profession

The policy also requires teachers from pre-primary to university level to be professionally trained. The ultimate goal of the policy is to make the completion of the Nigeria Certificate in Education the minimum entry qualification into the teaching profession, in Nigeria. Since the Colleges of Education programme is designed to produce a professional group, it is therefore, embedded in a socio-personal and socio-economic contexts from which it cannot be easily removed (Balogun 2001). Despite the efforts of government in terms of provision of adequate facilities and finance for teacher education, programmes, there are still problems in the system which affect implementation of policies. The efficiency of Colleges of Education will be the main determining factor in the success or failure of education in meeting the country's needs. The problem, however, just like every other policy in Nigeria is with the implementation. In Nigeria today, the minimum entry requirement into the Colleges of Education is slightly lower compared to that of the universities. This is because students prefer to go to the universities than the colleges of education. This

may be as a result of poor treatment teachers receive from government in terms of remuneration and prestige (Oyedele, 2000)

Shortly after the establishment of JAMB, candidates seeking admission into Colleges of Education and Polytechnics increased dramatically and problems which were similar to those associated with admission into universities became noticeable, hence the JAMB enabling law was amended to include the Monotechnics, Polytechnics and Colleges of Education in matriculation examinations. The Federal Government guidelines for admission into Colleges of Education in Nigeria are based on 45% merit, 35% catchment/Locality and 20% Educational less Developed states. It should be noted that western education is at different levels of development in the different component units of the federation. This is as a result of different contact time with the western world.

The admission policies of Colleges of Education are geared towards producing quality teachers that will be the custodian of Education of Nigeria in future, but from what is happening now in terms of admission of the students, if nothing is done to rectify the abnormality, our education may collapse in the near future.

Why is it that the NCE graduate of nowadays cannot communicate effectively or impart knowledge to others? Some of the Colleges of Education admit students only as a source of additional revenue and not based on teacher manpower needs of the nation. The present trend of funding, admission procedures, staffing situation of Colleges of Education are perhaps not implemented according to the NPE or the minimum standard set by NCCE.

1.2 Statement of the Problem

The dwindling fortune of education is the concern of everyone, home and abroad. There is no gain-saying the fact that the problem of falling standard of education is not only transparent in the number of products of every stratum of the educational system, but also in the quality of the products. It is true that the English and general knowledge of an average NCE graduate 15 to 20 years back is not comparable with today's, (Usman, 2005). The dismal failure of the system today to produce quality graduates is a source for concern for all stakeholders of the education industry. Huge investments are made in this sector in terms of time, money, human and material resources, but the recent academic performances of students have not been encouraging.

During the seventies, admissions into the first generation Advanced Teachers' Colleges were the sole responsibilities of the universities to which they were affiliated. Qualified students were free to apply to as many Advanced Teachers' Colleges as they desired or could afford. This system led to candidates receiving two or more admissions, thereby, depriving other qualified candidates admissions. The important issue of achieving national unity is the factor that led to the setting up of the JAMB. The system of admission was quite stable except in 2009 when the UTME was introduced to face-off the individual examinations for Universities, Polytechnics and Colleges of Education. When students write these examinations, the cut-off marks are determined by JAMB after policy meeting with the Education Minister and administrators of tertiary institutions. Thus, the cut-off marks are not uniform year after year. Also, candidates with higher marks opt for Universities as compared to those with lower marks that are somewhat compelled to go to the Colleges of Education for not wanting to stay back at home for another UTME. The

Inability to absorb many candidates who met the cut off point and have 5 O'level requirement in WASSC, SSC & NABTEB are problems not only in Colleges but in the Universities due to the policy on carrying capacities for each category of institution.

The effect of catchment area and quota system as they exasperate admission problem into Nigerian Colleges of Education cannot be over emphasized. By catchment area, preferences are given to the indigenes of a place where College is cited in considering candidates for admission. This has destroyed the idea of equal access and justice among candidates.

Much as it is good that the educationally disadvantaged areas are being encouraged, it should not be at the detriment of others. A situation where a candidate does not gain access just because of his birth place is not so good. Using the quota system to guide and regulate access to Colleges of Education has an inequitable effect, (Akpan and Undie, 2007). Considering the case of failure of the Colleges to implement the quota system, it must be admitted that the inclusion of quota as a guideline in students' admission raises a moral question as to whether qualified students should be denied admission simply because they are not from a given area/state.

Another major implementation challenge of quota system has been that of carrying capacity when juxtaposed with the growing demand for teacher education. This implies that the colleges need to be expanded to give broad-based access to prospective students. But on the contrary, there exists a situation of over – population and overstretching of existing available facilities. This is in terms of

adequate lecture rooms, well stocked libraries, good staff/student ratio, accommodation and laboratories.

It is the policy of the Federal Government that admissions into all Colleges of Education should tilt towards sciences. However, the dearth in the number of qualified science candidates has continued to pose problems for the Colleges, as less than 50% of graduates of the colleges are products of Science and Technology Institutions. Graduates of human

ities and Social Sciences are far more than those of Science and Technology. This is contrary to the National Policy on Education (FRN 2004) which recommends 60% admission into Science and Technology Programmes. So right from the out-set, the mission of 60:40 ratio has been defeated. Consequently, the country tends to be producing more theoreticians than scientist. According to Ugwunga (Cited in Onyishi, 2007) in the 2004/2005 academic session, 34.9% of total enrolment into Colleges of Education was in Science, Technology and Mathematics and the related courses. This, he says, was contrary to policy stipulation of allocating not less than 60% of places to sciences and the related courses in the conventional schools.

The NCCE in 1993 published what could be described as their quality manual for Colleges of Education by name "Guidelines for Academic Programmes". Prominent among the stipulated guidelines are those dealing with students entry requirement. The existence of a positive relationship between entry qualification and students' performance, makes it mandatory to regulate this quality measure. Such regulation is required in order to secure a good match between the abilities and aptitude of applicants and demands of the programme. Among the factors considered in the admission of students into Colleges of Education in Nigeria are

age, number of papers passed at credit levels at School Certificate or ordinary level examinations. Despite the stipulations, there are reports of admission of unqualified candidates into Nigerian Colleges of Education. For instance, Asuru (2002) investigated the implications of examination malpractice for sustainable development and came out with the submission that poor admission policy/unqualified candidates who get admitted into higher institutions were beneficiaries of examination malpractice. Asuru further remarks that the use of other considerations such as catchment area, educationally less developed states, college discretion coupled with endless list of PR (public relation) outside merit for admission impact negatively on our examinations.

The College runs a one-year Pre-NCE programme in all subjects, designed for students seeking admission without requirements for direct admission. Meanwhile, those students will still require to pass UTME, Post UTME and the required number of credits before they can proceed to NCE 1. It was found that the guidelines for admission of students into the Colleges of Education are selectively implemented by different colleges. While some colleges that decide to play down on some admission requirements may be enjoying a boom in students' population, others that insist on implementing the guidelines to the letter may be suffering from low students' enrolment. Worse still, is the fact that inputs of Heads of Departments are not sought before admitting students in their departments. This apparent imposition of students does not make for a healthy working relationship between the admission officers and the Heads of Departments..

Colleges of Education are not adequately funded. This makes it difficult for the managements to run the colleges properly. Oni (2007) giving an instance when he observed that poor funding manifests itself in every aspect of the school system,

as a result, there seemingly poor performance of students in JAMB and SSCE science subjects, lack of well-equipped laboratories and lack of political will on the part of government to fund education. Awanbor (2001) said that because of this poor funding, basic equipments are disturbingly lacking in Nigerian schools.

As an insider researcher observed that the National Commission for Colleges of Education (NCCE) approved a carrying capacity for the colleges in respect of each admission exercise, which was forwarded to JAMB by the NCCE for implementation. After the JAMB released the admissions, few candidates registered, the remaining candidates are left to the discretion of Academic Boards of the affected colleges..

The points highlighted so far indicate that the process of admitting students into Colleges of Education has some in built problems that prevent the most qualified candidates' admissions. The admission policy into College of Education in Nigeria is not being implemented as enumerated above and this is having a strong negative impact on the quality of graduates produced. Consequently, the quality of education at the primary and secondary schools is affected. This in turn, affect the quality of students admitted into tertiary institutions, and in effect low quality graduates are produced (Okebukola 2005)..Therefore, the problem of this study is the discrepancy between the lai-down admission policy into the colleges of Education and the actual admissions being laid down.

1.3 Objectives of the Study

The study was set to achieve the following objectives:

1. find out the level of implementation of JAMB cut-off point as requirement in students' admission in Colleges of Education in Nigeria:
2. examine the level of implementation of admission policy of 45% merit, 35% catchment area and 20% educationally less developed states in Colleges of Education in Nigeria.
3. determine the compliance to implementation of JAMB's 60:40 ratio admission policy in favour of Science courses in colleges of education in Nigeria.
4. examine implementation of five O'Level credits at WAEC/NECO for admissions into Colleges of Education in Nigeria;
5. assess of compliance to implementation of carrying capacity in terms of available facilities for admission exercises in Colleges of Education in Nigeria;
6. ascertain whether successful students in Pre-NCE final examination with CGPA of 1.5 are admitted into Colleges of Education in Nigeria; and
7. find out the impart of staffing situation on admissions of students in Colleges of Education in Nigeria.

1.4 Research Questions

The following research questions were used to guide the study.

1. are admissions into colleges of education in Nigeria based on JAMB's cut-off point?
2. do colleges of education in Nigeria comply with students' admission of 45% merit, 35% catchment area and 20% educationally less developed states?

3. Do Colleges of Education comply with the 60:40 admission ratio in favour of science courses in colleges of education in Nigeria?
4. What are the opinions of respondents on the implementation of five credit O'Level at WAEC/NECO for admissions into Colleges of Education in Nigeria?
5. Do Colleges of Education comply with in the implementation of approved carrying capacity in terms of available facilities in respect of students' admission?
6. Do successful students in the Pre-NCE final examinations with CGPA of 1.5 get admitted into Colleges of Education in Nigeria?
7. What is the impact of staffing situation as on for admissions of students into Colleges of Education in Nigeria?

1.5 Hypotheses

On the basis of the objectives, the following null hypotheses were formulated to guide the study:

H^0_1 . There is no significant difference in the opinions of respondents concerning the admission policy of JAMB's cut-off point in Colleges of Education Nigeria.

H^0_2 . There is no significant difference in the opinions of respondents concerning the implementation of admission policy of 45% merit, 35% catchment area and 20% educationally less developed states in College of Education.

H^O₃. There is no significant difference in the opinions of respondents concerning the complain to 60:40 ratio in favour of Science courses in admissions into Colleges of Education in Nigeria.

H^O₄. There is no significant difference in the opinions of respondents concerning implement five O'Level credits at WAEC/NECO entry requirement into Colleges of Education in Nigeria.

H^O₅. There is no significant difference in the opinions of respondents on Implement carrying capacity in terms of available facilities a requirement for admission of students into various courses in Colleges of Education in Nigeria.

H^O₆. There is no significant difference in the opinions of respondents on whether candidates with CGPA of 1.5 at Pre-NCE final examinations are admitted into NCE courses in College of Education in Nigeria.

H^O₇. There is no significant difference in the opinions of respondents on of staffing situation in students admission in Colleges of Education in Nigeria.

1.6 Basic Assumptions

This study was on the assumptions that:

1. Colleges of Education comply with the cut off requirement the process of admission by given by JAMB in their admission into various courses.
2. Colleges of Education in Nigeria comply with JAMB's approved quota for their admissions into various courses.
3. JAMB's 60:40 Admission Ratio in favour of science in Colleges of Education in Nigeria;

4. minimum of five credits at WAEC/NECO are considered for admissions into Colleges of Education in Nigeria;
5. facilities provided for Colleges of Education are not only inadequate but also inappropriate;
6. successful students in the Pre-NCE final examinations with CGPA of 1.5 are considered for admissions in Colleges of Education in Nigeria; and.
7. staffing situation has positive impact on students' admissions in Colleges of Education in Nigeria.

1.7 Significance of the Study

Teacher training in any system is of paramount importance. Therefore, the need for quality in the training and performance of NCE teachers in our Colleges of Education cannot be over emphasized. Similarly, all issues relating to assessment or evaluation of teacher quality are given due attention in the nation's educational system. Thus, the need for routine evolution of our admission policies into Colleges of Education should receive attention.

In Section 1, Sub-Section 4c, the NPE states that "there is need for equality of educational opportunities to all Nigerian children, irrespective of any real or imagined disabilities of each according to his or her ability." In Section 6, Sub-Section 49bi, the NPE also states that among the area of academic freedom for the institutions are to select their students except where the law prescribes otherwise. Then among the goals of teacher education is the production of highly motivated, conscientious and efficient classroom teachers for all levels of our educational system as stated in Section 6, Sub-Section 57a of the NPE. Remember, when you talk about teacher

education, you talk about Colleges of Education, Faculties of Education, Institutes of Education, National Teachers' Institute and Schools of Education in Polytechnics. Joint Admission and Matriculation Board (JAMB) is saddled with the responsibility of with the admitting candidates into universities, and more recently, polytechnics and colleges of education. This creates a policy shift by JAMB such that students seeking admission into Universities, Polytechnics and Colleges of Education take only one common examination known as Unified Tertiary Matriculation Examinations (UTME) as against taking individual examination for each category of Tertiary Institution. Under this new scheme, students will also have six schools for them to choose. They students make two choices and write the examinations, depending on whether they are seeking admission into Universities, Colleges of Education or Polytechnics.

The Most appropriate time for evaluation of a programme is when it has been used for some time. The waiting time would help eliminate the "Hawthorne effect"; a situation where condition surrounding the experiment affects the result. The admission policies of Nigerian Colleges of Education under investigation were introduced a decade ago. It has rarely been evaluated stringently. An educational programme which has been in existence for more than a decade according to Best (1981) should be subjected to evaluation. Therefore, is no better time for subjecting the admission policies of Nigerian Colleges of Education programme to a summative evaluation than now. Knowledge about failure and achievement in any field of activity is essential for bringing about improvements in the field.

It was noted from literature review that the Joint Admission and Matriculation Board (JAMB) which is saddled with the admission of candidates into Nigerian Colleges of Education rarely involves beneficiaries of the programme in admission

process. This study provides an opportunity to get the programme evaluators use beneficiaries of the programme as evaluators. Thus, the study would help to bridge the gap left in admission process.

Evaluation of a programme is perceived as a process of delineating, obtaining and producing useful information for making judgments about the programme and for making educational decisions. The study will enable Colleges of Education on how best to plan for admission considering the fact there is tremendous increase in demand for admission into Colleges of Education. Thus, the study will enable Colleges of Education to evolve the best admission policies. Information generated about these aspects of the admission policies form art of the original contributions of the study, hence the significance of this study

The findings from this study will have implications for educational agencies such as NCCE as well as JAMB in the admission policies of students into Nigerian Colleges of Education. The findings from this study will be practically important to policy makers on the admissions of students into Colleges of Education because They will throw more light into the problems that are encountered by students during their course of studies.

The NCCE is a supervisory body of all Colleges of Education in Nigeria. The results of this study will highlight the problems of the admission policies to officials of the NCCE and they in turn will advice the government appropriately on the policies. The findings could also be a vital help to provosts of Colleges of Education since they are the ones directly in control of the Colleges.

1.8 Scope of the Study

This research on Evaluation of the implementation of admission policies in Colleges of Education in Nigeria covered all the Colleges which are spread across all the 36 states of the country and Federal Capital Territory, Abuja. The Colleges are located in the six geo-political zones of Nigeria, namely North-West, North Central, North East, South South, South West and South-East. However, in view of their number and locations, the study made use of samples to represent all categories of Colleges of Education. This is because the Colleges are in three categories, namely Federal, State and privately owned Colleges of Education. A general evaluation of the operation of the colleges will to determine whether the admission policies are implemented in the Colleges or not. The study was delimited to structured questionnaire as instruments for data collection. Some references were made to polytechnics and universities where necessary but they are not the focus of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of related literature on Evaluation of the Implementation of Admission Policies in Colleges of Education in Nigeria under the following sub headings:

- * Conceptual framework ;
- * Theoretical Framework;
- * Policy;
- * Emergence of Colleges of Education in Nigeria;
- * Evaluation of Staffing Situation in Colleges of Education;
- * The Nigerian Colleges of Education Admission Policy and Implementation;
- * Students' Admission and Teacher Manpower Needs of the Nation;
- * JAMB Guideline on Admission;
- * General Entry Requirements for Nigeria Certificate in Education Programme;
- * Challenges of Admission into Colleges of Education;
- * The Spirit of Enquiry in Teacher Education;
- * Evaluation of Admission Policies on Teacher Preparation;
- * Evaluation of Teaching/Learning facilities in students' admission policies;

- * Evaluation of funding in the Implementation of Students Admission Policies; and
- * Review of Empirical Studies.

2.2 Conceptual Framework

This section focuses mainly on concepts and issues that are related to Admission Policies. The section therefore forms the basis for the conceptual framework of the study.

2.2.1 The Concept of Quota System

The issue of quota system or such other cognate policies like federal character or catchment area has been a very strongly contested one and it is still so, when it is discussed, a lot of consensus and dissenting views polarize Nigerians into its apostle and opposes. The debate on this policy has since assumed national, state and local government dimensions in all aspects of Nigeria's life viz-political, socio-economic and educational spheres. So also in the armed forces and the police, a situation a writer aptly describe as "unequally yoked" while another described it as equity formula, another name for resource control, (Yoloye, 1989).

The Webster's Third New International Dictionary defines "Quota" as "the share or proportion received, granted, or necessary to a person as being one of certain number entitled to a party" (e.g. an institution with a quota admission policy such as Colleges of Education).

However, from whichever dimension one views the policy, two words ring a bell-inequity or inequality and equity or equality. The social consequences the policy produce include conscious or unconscious rejection of specific social groups which

are the results of decisions as to what opportunities are to be offered by society, to whom they are to be offered, who is selected to fill them, and who does the selections.

In the 1960s, the issue of the distribution of national resources was between the regions-North, East, West and later Mid-West. They were all dagger-drawn on each other as to who should get what and how much a situation that can be best be described as political triangulation and fragmentation (Anikweze, 2009). Today, the issue that magnified and amplified the political issues behind quota system were exploitation, ethnicity or tribalism and nepotism.

Quota System in the Education Sector

At present, the most widely recognized gap and the most politically sensitive talking point in Nigeria, is not only the resource control but also the educational imbalance between the southern and northern parts of the country. According to Nduka (1974), there was still magnitude of the imbalance, even after allowance has been made for the enormous advances that have been made throughout the country since the end of the civil war. There is no doubt however, that the southern states which had been historically more responsive to Western Christian influences and education have made more educational progress than the predominantly Moslem Northern states, where the Christian influence was to a large extent rejected. The effect of this rejection is noticeable in the imbalance which is not only reflected in the primary level but also both secondary and tertiary levels of education.

The Northern states chamber of commerce and industry in 1999 organized a conference titled state of Education in the North and summarized the conference proceedings when they noted remorsefully that “there are fears that unless the

Federal Government declares a state of emergency in Education in the North, attempts to solve the imbalance, will remain futile”.

A true and functional quota system when put into practice can be said to be equalitarianism, which is an advantage that accrues from this system. It is an open system, which makes education a social good by making the educational system in the words of Bowles (1974), “broad and flexible, opened to ideas and students regardless of their conformity to past patterns”. The implication of this is that selection by exclusion must be changed to free and open opportunity while the purposes are enlarged. Egalitarianism or education equity is a policy carried out in most countries of the world (USA, Britain etc) with multi-ethnic, racial and immigrant’s problems. The area of social policy of particular importance for achieving unity in a multi-ethnic, just and harmonious society like Nigeria is education. For instance, in Britain, the governments acknowledge this fact. It is opined in Little (1981) that the education service has important contributions to make both to the well-being of immigrant communities in this country and to the promotion of harmony between the different ethnic groups of which our society is now composed.

The British government source went ahead to say that the education service is made responsible to assist “citizens of all ages to develop their opportunities to the full and within that responsibility has a special obligation to children who for one reason or another are most at risk of not achieving their true potential....”

There seems to be something very attractive about the ideas of equalizing opportunities through education. In the words of Gray (1981), “like economic growth it offers a way of redistributing society’s resources relatively painlessly”. This is to

say that unlike many other reforms, investment in children's future promises a measure generation.

In a sector working paper report (1979) on education, the World Paper Report (1979) on education, the World Bank States that equalizing opportunities for access to education is a necessary, but not sufficient condition to ensure social mobility through education. According to this report, opportunities may be equalized somewhat by appropriate methods of selection and promotion, such as "quota systems" or by improvements in the methods of educational finance. As a whole, however, equity through education can be achieved only within the context of broader social policies.

Egalitarianism in education through quota system in Nigerian Colleges of Education is seen by many as a social good which should eliminate ignorance, literacy, malnutrition, disease, high rate of unemployment and poverty among the people (con-currency of education in the constitution). The extent to which this policy is taken seriously as an instrument of correcting educational imbalance among the various states in the country can be seen in the "philosophy of Nigerian education" which can be said to be the legal backing of quota system.

As earlier observed, the issue of quota system in our national life and by extension, our educational system, is very hotly contested. The staunch critics of this system vehemently object to JAMB's *modus Opeandi* Mega Force (1999) had suspected the JAMB admission policies as attempts to stem the tide of educational advancement in the south so that the North could catch up and as a medium on how to balance the so-called educational imbalance between the North and the South.

Adeyemi (2001) cited Koseani (1995) as seeing the operations of JAMB as a “fraud”.

The former JAMB Registrar, (Salim, 1999 cited in Adamu 2004) noted however, that JAMB is “a bold step and a framework to put a stop to multiple applications and admissions as well as enhancing increased access into universities”. For the apostles of JAMB, forty five percent (45%) to merit, thirty five (35%) of the total admission to catchment area, twenty (20%) to Educationally less Developed area, are all in order.

Adeyemi (2001),was of the opinion that the catchment area policy for admission into our higher institutions of learning should be maintained because it is aimed genuinely at balancing the imbalance educationally speaking between the North and South. Where some Colleges of Education are under-enrolled, some are over-populated, thus leading to under-utilization and over-utilization of resources respectively. The question arising from this is, must some sections of the country stagnate educationally because other sections are not moving? Evidence has shown that the wastage rate in our admission system is very high.

However, it is believed that a truly applied quota system across the board is indispensable for inter-ethnic unity, harmonious and equal social development of all states of the federation. At the same time, a misapplied one on the basis of social-cultural and political differences and in an attempt to balance the educational imbalance among the states of the federation, is more of an instrument of discrimination, domination, deprivation and retrogression of progressive states. It is paramount for our educationally less developed area to embrace western education

with more liberal attitude rather than lukewarm suspicion and hatred that borders on religious interest.

2.2.2 Concept and Models of Evaluation

Many experts in the field of education have defined the term evaluation. Evaluation is the global and inclusive means of the determination of a value or worth of a programme. Evaluation is an element in nearly all-managerial decisions as well as all other decisions. Evaluation if applied within the confines of a programme is concerned with the value of a particular programme or programme elements. If administrators consider evaluation to be important and central responsibilities of their administration, they are therefore bound to believe that evaluation should be a constant and continuous process (Franklin and Thrasher, 1976). The major problem facing educational policy documents and strategies is that they are often not being evaluated. For example, Auta (1986) precisely summarized this when he said that despite the fact that Nigerian Education Research Council (NERC) has produced syllabi for primary schools, Secondary Schools and Teachers' Colleges during the past years, the intrinsic values of the content of the programmes have rarely been evaluated. Evaluation is an essential component in the curriculum development process. It makes possible the determination of whether or not the set out objectives have been achieved.

Haris (1963) defined evaluation as the systematic attempts to gather evidence regarding changes in students' behaviour that accompany planned educational experiences. Yunus (2000) also defined it as the collection and use of information to take decisions about the educational programmes.

Yunus (2000) also states that evaluation deals with the appraised, value, or the estimation of worth of a thing, process, or programme. It is also a form of ascertaining the worth of an endeavour in terms of a set objective. Evaluation is a life pattern of our daily activities because human beings all over the world have evolved overtime a culture of judgment. At most levels of human action, individuals, groups, institutions, and government pass judgment about the appropriateness or inappropriateness, goodness or badness, desirability or undesirability of events, decisions, performance, process, objectives, situations and the like. It could also be voiced as the process to determine quality, worth, and significance of anything, be it an activity, a process or programme. The general concept of evaluation can be perceived as frequent decision-making and judgments, which individuals, government, groups, and institutions pass, on what will affect their lives and those of others. Evaluation therefore seeks the most effective use of available resources to ensure that all programmes, events or activities successfully fulfill their goals (Yunus 2000).

Evaluation is thus defined as the making of judgment about the value, for some purpose, of ideas, work, solution, methods, and materials. It involves the use of criteria as well a standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying. The judgment according to Bloom (1971) may be either quantitative or qualitative, and the criteria may be either those determined by the study or those, which are given to him. Judgments such as good or bad, like or dislike, and desirable or undesirable are constantly being made by all of us. However, we have difficulty in refraining from making a judgment about anything that comes within our view, whether it is a person, a thing, an idea, or a situation.

Many of those judgments are expressions of taste, whim, convention, or habit “I like this” or “I don’t like that”, “I have always liked this type of music” and so on. While such expressions, if personal taste and feelings are real and important to the one making them, they are not illustrations of the types of evaluation found in educational objectives. Judgments, which are primarily dictated by taste and habit, are relatively simple; they are rarely examined; they are private; and they are rarely based on criteria and standards, which can be made explicit.

In contrast, the types of evaluation in education appear to us to be among the most complex cognitive behaviours. In the taxonomy of educational objectives (Bloom, 1971), evaluation is placed as the last category of objectives. Implicit in this placement of evaluation in the cognitive domain is the assumption that the objectives in this category require some competence in all the previous categories – knowledge, comprehension, application, analysis, and synthesis. Evaluation however, goes beyond this in that the student is presumably required to make judgment about something he or she knows analyses, synthesizes and so forth, on the basis of criteria which can be made explicit.

Educational objectives involving evaluation, as defined in the taxonomy, are found mainly at the secondary school and high education levels. This type of informed judgment is likely to be so complex that teachers and curriculum makers include it relatively late in the education process. Perhaps according to Bloom (1971), it is difficult to teach because it requires a temporary suspension of one’s own quick judgment about something (for example, a work on art or a social policy) while one systematically appraises it by means of explicit and relatively complex criteria.

However, despite its complexity, evaluation appears to be one of the most important categories of educational objectives in our society. Increasingly, the citizens in a democracy are called upon to participate in making evaluation of social policies, political decisions, and governmental actions. Problems of pollution, war and peace, and urban conditions are so complex that the citizens must exceedingly be well informed in order to participate meaningfully in the appraisal and evaluation of past as well as future decisions and actions. Given the increasingly complex and difficult set of problems posed in modern society, it seems evident that evaluation as it has been defined here is most relevant for the education of citizens throughout the world.

2.2.3 Curriculum Evaluation Models

An extensive review of curriculum evaluation is very necessary to determine the level of impact of that programme and for improvement. Hogan and Thorndike (1980) declare the first step in an evaluation programme is to select and then define the objectives against which an evaluation judgment can be made.

They further stated that selecting and defining objectives are primarily a rational and judgmental matter. As the kind of evaluation with the greatest promise for helping to improve the educational programme is product evaluation, one is faced with the problem of devising procedures that will yield truthful and accurate appraisal of the products that represent each attribute.

It is therefore, suggested that evaluation must be on going in all aspects of curriculum planning and development. It is also intended to serve as a straightforward means of placing participants squired at the helm of or centre of the evaluation process. In essence, some of the newer conceptions of evaluation

remove the actual decision-making, the answering of questions from the evaluation process.

2.2.4 Formative and Summative Model

Summative evaluation also utilizes the information provided in the formative stages to determine whether the classroom programme was successful in searching for its objectives. However, both formative and summative evaluation serve to give a detailed picture of the overall efforts and the results of the educational programmes.

2.2.5 Discrepancy Model

Provus (1978) developed the discrepancy model which entailed defining programme standard, determining whether a discrepancy exists between some aspects of programme performance and the standard governing that aspect of the programme, using discrepancy information either to change performance or to change programme standards, the product and programme comparison and cost benefit analysis. This model requires an evaluation of the goals and objectives themselves. The presence of a discrepancy may require:

1. There definition of the programme standards
2. The identification of the programme or the discarding of the whole thing.
3. If no discrepancy is found, the staff moved to the next stage until the whole programme in acceptable.

Provus noted that this model could be used to evaluate on giving programmes programmes at the planning stage or programmes still being developed.

2.2.6 Assessment-Merit Model

There are many other models among which is the Assessment merit-Model. This was used when the primary concern was with determining the worth of a given entity according to a standard. This model is also said to have concerned itself with stages in the curriculum process when certain evaluation questions were raised, whether during the formative or summative periods of the implementation of a programme.

2.2.7 CIPP Model

This is described by Stufflebeam (1971) whose reports limit the role of evaluation to the process of “delineating, obtaining, and providing useful information for judging decision alternatives”. The CIPP model would delineate the need for information, the plan for obtaining information, the plan for providing information in four categories. Context, Input, Process, and product. Data in the first category would permit “planning decisions” to be made, including the definition of objectives. The second area would permit the “restructuring decisions” necessary for answering questions of programme design. The third area enables “implementation of decision” regarding operation and the fourth category gave the data needed for “recycling operations” whether programme accomplishments suggest continuation, modification or abolition.

2.2.8 Process Evaluation Model

Provus (1978) is an advocate of this model. In his work with the Pittsburgh Public Schools, he developed a discrepancy model of evaluation that he felt could be used for programmes being planned, piloted or continued. His approach examines

design adequacy, installation fidelity, prices adjustment, product assessment, and cost-benefit comparison in a process that centers on:

- i. defining programme standards;
- ii. determining whether a discrepancy exists between some expect of programme performance and the standards governing that aspects of the programme; and
- iii. using discrepancy information either to change programme standards.

2.2.9 Robert Stake's Congruence – Contingency Model

This is a different way of looking at discrepancies between what was intended and what is observed and it formed the basis for this model. Congruence indicates the degree of match between intended and observed; counting entries and relationship among variables for example, which activities or materials are causally related to student achievement which teacher characteristics most affect communication flow and the like. Stake (2010) argues that the worth of a programme can be determined only if evaluation data are collected in several categories. These are students characteristics, teacher characteristics, curricular content, curricular context, instructional materials, physical plant, school organization, community context); transactions for example communications flow, time allocation, sequence of events reinforcement schedules, social climate and outcomes for example student achievement student attitudes student psychomotor skills, effects in teachers, institutional effects.. When all the relevant data are available, decisions can then be made.

The congruence – Contingency Model Descriptive data

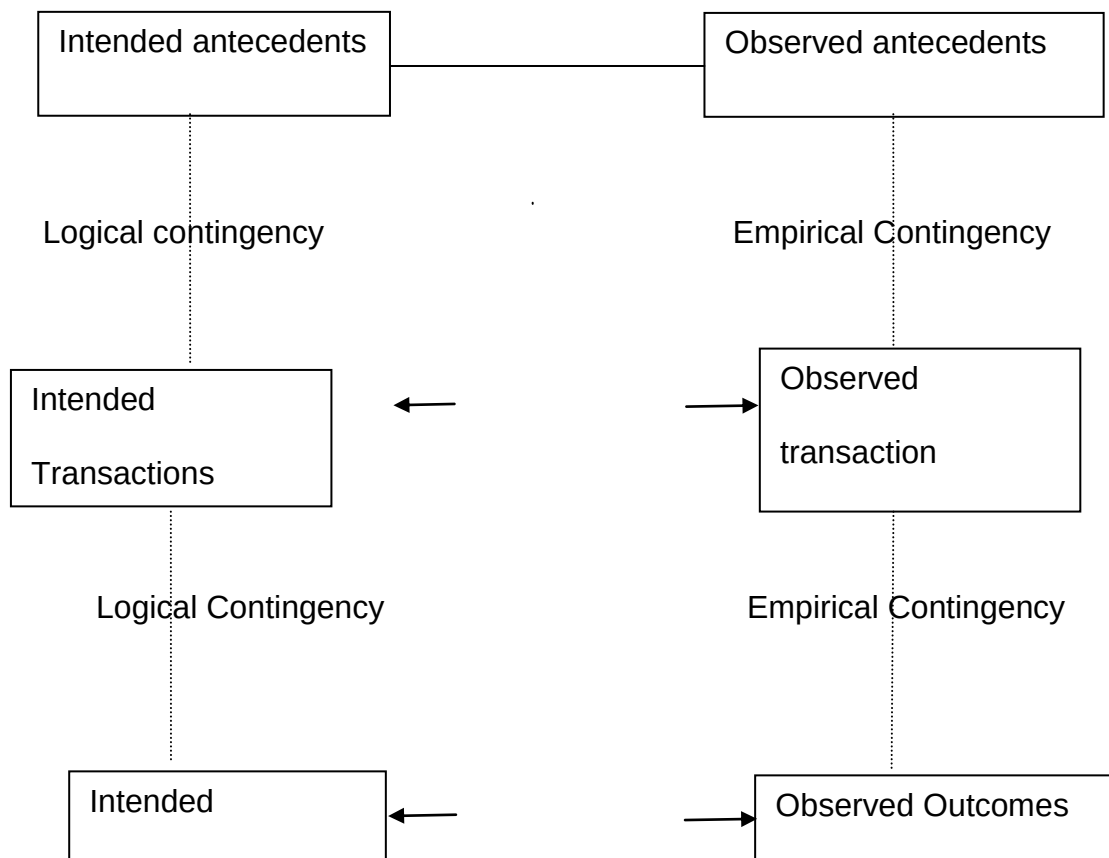


Figure: 2.1. the congruence – contingency model (Stake 1984)

This model indicates the different ways in which congruence was an identical match between what was intended and what was observed. However, Stake (1984) emphasized the outcomes of the programme and not paying attention to process valuables or to the examination of the antecedent conditions that affected the success of the programme, this model was designed and used in handling descriptive data for the purpose examining the merits of a programme as done in the figure .2.1 above.

2.2.10 The Objective Model

This model has been recognized as the best-known model of educational evaluation. It was said to have been proposed by Tylor (1975) who called it objective Model. This model describes education as a process in which three

different aspects such as objectives learning experiences and examination achievements are to be analysed and differentiated. This model also indicates that evaluation meant an examination of whether desired objectives were attained or not. This model was interested in finding out if cognitive and affective outcomes of the students were developing in a desired way. In this model, persuasion is made for the appraisal of each step in the curriculum development process, making the necessary changes and modifications as required. Curriculum is also assessed against a set of specified objectives. The following guidelines have been provided for curriculum development and evaluation.

- i. A set of goals to be achieved
- ii. A plan for achieving these goals
- iii. An operation for enacting the plan
- iv. An assessment of the extent to which the programme goals had been achieved.

2.2.11 Uses of evaluation

Evaluation is a necessary component of the planning process. In every instance, even when all the basics are said and done about a programme or process itself, certain cases need to be mentioned. The first of them involves curriculum planning (or teaching, or supervision, or in-service education) in which a decision taken deserves only one universal response. That is, if something is not worth evaluating, then it is not worth doing.

The second case involves those instances in which an evaluation (or at least the observation or testing component) is done, but the parties actually doing

“the trying” while this may at first seem unlikely case do not look at the results, it is quite frequent. Increasingly, students are required to take state or national competency or achievement tests, schools that participate in such programme usually send test to that same state, or national agency for scoring. In an all-too-typical instance, scores are returned to the ministry months later and to the schools some time after that. Students who have passed the promotion examination may have moved to the new classes,, and new school or to new destination. As a result of an untimely release of results, no one bothers to look at them.

Another case is actually a variation of the one just presented above. Observation or testing is done, results are quickly determined. Perhaps evaluation is even completed with appropriate considerations of norms and final judgments made about “how well”, the “what” was done. But the judgments are ignored. The programme or instructional activities remain unchanged no matter what the outcome of the evaluation.

The result of the evaluation must improve future actions. If the learner does not use judgments to make decisions that have an impact on future actions in the training programme or future actions, then, the most valuable contribution is overlooked. Such occurrences might be better called “testing”; they should not be dignified with the more comprehensive connotations of “evaluation”. Most students usually take final examination in a course, but those examinations are seldom seen in a corrected version. Marks are reported, but errors are not discussed so that student’s future behaviour or actions might change. Similarly, unless the over all group results are so bad as to be blatant, the teachers’ future behaviour or action do not change either. Evaluation must be on going in all aspects of comprehensive curriculum planning.

2.3 Theoretical Framework

2.3.1 Human Resource Development

No educational Institution in any part of the world can perform the function of achieving educational goals without the appropriate and adequate human, financial and material resources. Of these three important resources, human beings or human resources are the most crucial and difficult to manage. The difficulties involved in the effective management of human resources are associated with the fact that human beings are psychologically unstable and unpredictable (Dare 2008).

Human Resource Development is the framework for helping the employees develop their personal or organizational skills, knowledge and abilities. According to Armstrong (2009) and Shahzad, Bhatt and Khalid (2007) human resource development is concerned with the provision of learning, development and training opportunities for individuals in an organization in order to improve organizational performance. It is concerned with enhancing resource capability in line with the belief that a firm's human resource is the major source of competitive advantage.

It is therefore, about developing the intellectual capability required by the organization as well as ensuring that the future and present needs of an organization in terms of the right quality of people is created. Shahzad et al (2007) also state that Human Resource Development is an organized learning experience conducted in a definite time and period to increase the possibility of improving job performance and growth. Werner and DeSimone (2006) define HRD as a set of systematic and planned activities designed by an organization for its employees to make them learn the required skills to meet current and future demands of their jobs. Similarly Nadler

as cited by Abdullahi (2009) defines HRD as a series of activities conducted within a specified time and designed to produce behavioural changes

From the above definitions, it can be stated that HRD is a process of improving the employee's knowledge, ability, skill and attitude towards his role and responsibility. The key elements of Human Resource Development are learning, education, development and training. All these elements of Human resource Development can play vital role in the success of any organization especially educational institutions. Healthsfield (2009), therefore, states that Human Resource Development is a framework for helping employees to develop their personal and organizational skills, knowledge and abilities. It includes opportunity for employee training, employee career development performance management and development, coaching, succession planning, key employee identification, tuition assistance and organizational development. Through HRD, the lecturer whose position is crucial in the educational system will become knowledgeable about new ideas and new teaching methods. Aminudin (2012); Alabi, (2005), Ekpoh, Edet & Nkama (2013); and Noe (2003) have shown the relationship between HRD and increased employee productivity, motivation and commitment. However, there are certain principles that should guide any human resource development programme in any organization. According to Armstrong (2009) and Dessler (2008), the principles are as follows:

- i. Investment in Human Resource Development benefits all stakeholders of an organization;
- ii. Human Resource Development should be integrated with and support the achievement of organizational goals;

- iii. Human Resource Development should always be performance related and designed to achieve specific improvements corporate, functional, team and individual performance and make a major contribution to bottom-line results;
- iv. all the employees should be encouraged and given the opportunity to learn and develop their skills and knowledge to the optimum level; and
- v. the prime responsibility for development rests with the individual who will be given guidance and support by his or her manager.

If these principles are imbibed by the stakeholders in the Colleges of Education, it will help to make the purpose of HRD more meaningful and achievable.

2.3.2 The Relationship between Human Resource Management and Human Resource Development/Training and Development

Human Resource Management (HRM) is a management function in an organization that deals with the effective recruitment, placement, training, and development and utilization of employees to achieve the goals of the organization as well as employee (Stoner, Freeman & Gilbert 2006) The HRM function consists of seven main functions: Human resource planning, recruitment, selection, socialization (orientation) training and development (HRD) performance appraisals and promotions. The concept of HRD (staff training and development) is, therefore, an aspect of HRM that deals with the increase in employees skills and abilities. HRM is a relatively new concept which gained common use in the 1980s. Before then the concept of training and development was used to describe the activities carried out to ensure that employees in an organisation have the skills and competencies to meet current and future job demands. According to Warner &

DeSimone (2006), many changes affected training and development field which prompted the American Society for Training and Development to approve the term Human Resource Development to encompass this growth and change. As a result of this change, a study by Mclagan as cited by Werner & DeSimone (2006) states that mainly HRD function of training and development now includes organizational development and career development. However, HRD is still regarded as synonymous to training and development (Lunenburg & Ornstein, 2008 and Olagboye, 2004).

The Manpower services Commission as cited by Wilson (2005) defines training as a planned process to modify attitude, knowledge or skills and behaviour through learning experiences to achieve effective performance in an activity or range of activities. In a similar vein, Stoner, Freeman and Gilbert (2006) and Olagboye (2004) refer to training as the acquisition of specific skills by an individual for the purpose of performing a particular task. According to Buckley & Caple (2004), training normally has an immediate application and is generally completed in a shorter time scale. From the above it can be stated that the training of Colleges of Education lecturers implies the acquisition of skills at their work places which will help to improve their performance.

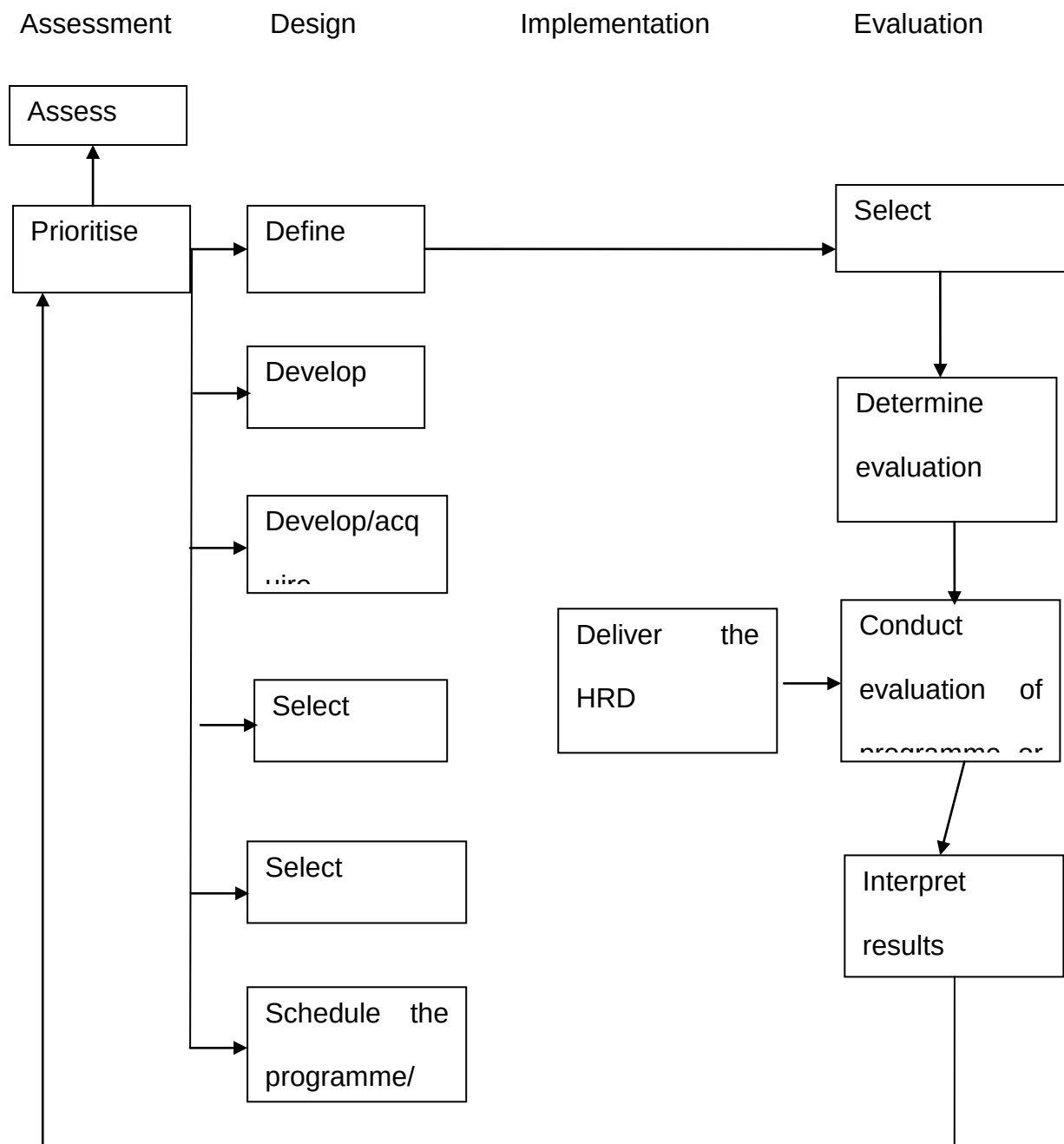
Various authors have given different explanations of staff development. Adesina (1998) describes staff development as the ways and means by which staff performance needs are cognized and the extent to which leaders ensure that these needs are met. Laing (2009) describe staff development as activities which aim at improving updating or maintaining employee's skills and abilities. Likewise, Piper & Gater as cited in Health (1989) define staff development as a systematic attempt to harmonies individual's interests and wishes and their carefully assessed requirement

for furthering their careers with the requirements of the organisation within which they are expected to work. Therefore, training and development aim at increasing employees' abilities and contribute to organizational effectiveness. Consequently, the concepts of staff training and development are subsumed under human resource development in this study to refer to all the activities or provisions made for an employee to improve his or her skills, knowledge in the present and future jobs in order to help in the achievement of organizational goals.

2.3.3 The Human Resource Development Process

HRD programmes and interventions are used to tackle many issues and problems in an organisation. They may be utilized to orient and socialise new employees into the organization, provide skills and knowledge, and help individuals and groups become more effective. Various scholars (Werner & Desimone, 2006, Alabi, 2005, Buckkley and Caple 2004) indicate that HRD in an organisation involves a systematic approach which generally follows a sequence of events which includes; needs assessment, design implementation and evaluation (Fig 2.3.).

Fig 2.3 Training and Human Resource Development Process Model



Source: Werner, J. M. & DeSimone, R. L. (2006) Human Resource Development (4th ed) Australia: Thomson South Western . Pg. 27

2.3.4 Needs Assessment

The purpose of many HRD interventions is to address some need or gap within an organisation, such need can be either a current deficiency, such as poor employee performance, or a new challenge that demands a change in the way the organisation operates (new legislation or increased competition). For example in the Colleges of Education a new legislation on professionalization of teaching has created a need for all lecturers to acquire teaching qualification. In order for training to be aligned with its purpose, the learning needs of an organisation and the groups and individuals must be identified and analysed. In order to do this successfully, Ivancevich (2010), Dessler (2008), and Werner & Desimone 2006, suggest that Training needs analysis, training needs analysis area and source of information must be put into consideration:

i. **Training needs analysis aims:-** There should be a consideration of what is to be filled by training, that is the difference between what people know and can do and what they should and be able to do. Training should not only be about putting things right, but it should be concerned with identifying and satisfying learning and development needs – that is multi-skilling, fitting people to take on extra responsibility, increasing all-round competence and preparing people to take on higher levels of responsibility in the future;

ii. **Training needs analysis areas:-** Training needs analysis should reflect organisation needs, group or unit needs and individual employee needs. The three areas are however interconnected; and

iii. **Source of information:** In identification of training needs, the sources of information must be considered. Watters in Armstrong (2009) and Ivancevich (2010)

have identified sources of information which help to identify training priorities; These are;

- a) Organisational goals and corporate plans which indicate the direction in which the organisation is going and can indicate the major training priorities;
- b) Human resource and succession planning which provides information on future skills requirements and management training needs;
- c) Personnel statistics;
- d) Exit interviews which might suggest deficiencies in training arrangement;
- e) Consultation with senior management can give opinions on training needs;
- f) Data on productivity, quality and performance which indicate the gaps between expectations and results and therefore suggest training needs;
- g) Departmental layout changes which provide information about future developments;
- h) management requests for training which set out perceived needs;
- i) Knowledge of financial plans which determines whether the funds will be available for training and may encourage fresh approaches if resources are limited; and
- j) Plans for introducing new technology or developing IT systems.

Many of these processes even though have wide application in business organizations can also be applied in educational institutions like the Colleges of Education. However, in school administration, Lunenburg and Ornstein (2008)

suggest three methods of determining training needs. The first method is to evaluate school districts' output variables such as performance levels and growth of students and employees, student dropout rates; employee turnover, student and employee absenteeism; school community relations, employee management relations; employee job satisfaction and the like. The second is to get direct feedback from school district employees regarding what should form organisation's development needs while the third method is projection. This can be done when new programmes, procedures or equipment are expected to select corresponding training. These methods can be applied in the Colleges of Education by management to determine training needs before a programme of training is provided. For example when Colleges of Education want to enhance the computer literacy of lecturers in the Colleges of Education it is imperative that take into account the lecturers' own perceptions of the areas in which they are deficient and those areas in which the management feels they have deficiencies in relation to the needs of the school.

Consequently, if these procedures are utilized, it may help to make training programmes achieve the desired objectives. According to Alabi (2005), needs analysis or assessment should precede any development programme in line with the goals and objectives of the system.

2.3.5 Design of the Human Resource Development Programme

The second phase of the training and HRD process involves designing the HRD programme or intervention. According to Dessler (2008) and Werner & DeSimone (2006), the following activities should be carried out during this phase: selecting the specific objectives of the programme; developing an appropriate lesson

plan for the programme; developing or acquiring the materials for the trainees to use; determining who will deliver the programme, selecting the most appropriate method or methods to conduct the programme and scheduling the programme. The design phase also involves selecting and developing the content of the programme. This implies choosing setting for programme, (such as on the job, classroom or online), the learning techniques (lecture, role play or simulation) and the materials to be used such as films, videos, or power point presentations. Returning to the example of computer training, after training needs of computer literacy for lecturers have been determined; the design of the programme is then made by selection the methods to be used, providing materials and the trainers.

2.3.6 Implementation of the Human Resource Development Programme

HRD programme must be implemented using the most appropriate means or methods (as specified in the design phase). There are a variety of training approaches that an organisation can adopt depending on the kinds of people to be trained and the main objectives of training (Buckley & Caple, 2004 and Dessler, 2008). New employees have to learn new skills and since their motivation is likely to be high, they can be acquainted relatively easily with the skills and behaviour expected in their new position.

Training experienced employees can be problematic as their training needs are not easy to determine and the individual involved may resent being asked to change his/her established ways of performing their jobs. Nevertheless, Stone et al (2006) and Werner & DeSimone (2006) explain that the most popular training and development methods used by organisation. However, in the school system, Hoban (2002) and Edem (2007) state that the commonly used methods are, workshop,

teachers' meetings (seminars) and conferences, interest study groups, exchange visits, mentoring, higher education, collaborative networks and research. In the Colleges of Education, these methods are used to deliver training programmes depending on the objectives of the programme. Thus, with regards to computer training used as an example in the design stage, the appropriate method might be workshop to deliver the training to lecturers.

2.3.7 Evaluation of Human Resource Development

This is the final phase of the training and HRD process. Programme evaluation measures the effectiveness of the HRD intervention. It is an important but often underemphasized activity. This is the situation of many Colleges of Education where there are no mechanisms put in place to assess HRD interventions. However, evaluation has important usefulness for an organisation and these include; determining whether a programme is accomplishing its objectives, showing the weaknesses and strengths of the HRD programs, determining the cost-benefit ratio of the HRD programme, deciding on who should participate in future programmes, identifying which participants benefitted the most or least from the programme and establishing a data base to assist management in making decision (Nassazi, 2013). Many different frameworks for HRD programme evaluation have been proposed but the most widely used approach is that of Kirk Patrick as cited by Buckley and Caple (2004). The Kirkpatrick steps or levels of assessing the effectiveness of training are:

- i. **Reaction Level:** This refers to the trainers' reaction to the programme in terms of how they feel about the structure, content and methods used. If trainees did not like the program they may discourage others from attending and be reluctant to use the skills and knowledge acquired;

- ii. Learning Level: This consists of the principles, facts and techniques learned by the trainees in relation to the HRD objectives;
- iii. Job behaviour and performance level: This determines whether the trainee utilised what was learned in training back on the job; and
- iv. Organisational level: This assesses whether the HRD programmes has improved organizational effectiveness.

However, it has been difficult for many organizations to measure HRD programmes on all four outcomes particularly on the behaviour and results levels as noted by Warner & DeSimone (2006). The evaluation of the HRD programmes needs the collection of data to provide decision makers with facts and there are several methods of collecting for evaluating training. Beardwell & Holden (1993) and Lowden 2010 have cited some of these methods as follows: questionnaires (feedback form); tests or examinations and these are common in formal courses of study, especially those that result in certification, for instance a diploma in word processing skills. End-of-course tests can also be employed after non-certificate short courses to check the progress of trainees; projects; structured exercises and case studies, interview of trainees and the use if Archival performance data.

However, Lunenburg & Ornstein (2008) affirm that the best method of evaluation the effectiveness of professional development is through the use of a controlled experiment. In colleges, evaluation of training can be undertaken to measure the effectiveness of training. Thus it can be stated that after computer literacy has been provide for lecturers, they should be assessed using tests to determine the training effectiveness. From the above, it can stated that when

Colleges of Education utilize the HRD/training process, it will help to a large extent in making training programmes planned, structured and effective.

2.4 Policy

For quite some time now policy studies have become a focus of many scholars. Scholar like Jennings (1997) seems to regard policy as a guide for making appropriate choice or design towards the accomplishment of some indeed or desired end. He was also of the view that policy are normative in that they are statements of what should or ought to be; thus, they imply value bases. Robert (2002) and Tanimu (1992) were of the view that policy involved setting out solutions to a problem. This implies that the intent of policy makers are to change the existing conditions in way which will solve a problem.

Furthermore, Kenneth and Abbot (2002) state that policy is a purposive course of action followed by an actor, usually affiliated with the government in dealing with a problem or matter of concern. However, Jennings (1997) and Tanimu (1992) argued that policy itself is not a course of action, but action result as choice or decisions are made tested and put into operation. Although policies involve decision making but are not decision for single separate actions, nor are they goals in larger sense.

Thus, policy has three characteristics which distinguish it from goals on one band and separate details decisions on the other. First policy has an aspect of giving direction to choosing or deciding goals value positions or philosophically stated ends from which policy is usually derived by themselves provided no direction for their achievement. Stating a policy or policies has the effect of indicating the choices that are preferable in terms of what is to be achieved, Helco in Tanimu

(1992). Second, policy has a future orientation. That is, policy is made in anticipation of necessary for making set of decision articulated one with another in the context of decisions making. This property is not found in the absoluteness of goals, while separate detail decisions are often directed responses to particular factor. Policy as a guide implies that the context, the changing socio-economic and particular setting, will be reviewed from to time as the results of previous choices or decisions are observed and as further choices or decision are needed.

Policies are of different levels or gradations that are spoken of in common usage. Firstly, a basic or general policy which, according to Jennings (1997) is overarching and indicates a great degree of goal relatedness. It has broad applicability to the entire organization and little in the way of specification as to actions secondly, is the administrative policy which is thought to be nor detailed as to what is to be done, where and by whom. The rationale for devising administrative policy is to produce further direction at the operational level. In general, administrative policy is a control on action, so that the administrator can distinguish when and how to act from when and where to look for further policy guidance. The two levels are not mutually exclusive in definition or application, and in many instance it is difficult to find a clear line of demarcation between them. However, an area of difference is that administrative policy remains quite constant. It should be noted that policies if poorly framed appeared like directive (Edem, 2006).

2.4.1 Policy Implementation

It is one thing to succeed in getting our research findings translated into national policies; it is another ballgame altogether getting them implemented. Part of the problem here has to do with incessant changes and paucity of technocrats within

the government. Lack of understanding of the power of well-formulated policy and diligent implementation in effecting educational and national development apparently account for this. It is quite obvious that more consultations are needed in the formulation of policies and adopting of these policies. If these are done all stakeholders of these policies adopted should be truly committed to the structures provided for by the policy.

Colleges of Education are not adequately funded. This makes it difficult for the College managements to run the Colleges properly. Okejim (2008) noted that depressed economy and financial commitments of government in other sectors of their economy have resulted in grossly inadequate financial allocation to Colleges of Education. Oni (2007) gave an instance when he observed that poor funding manifest itself in every aspect of the school system, as a result the seemingly poor performance of students in JAMB and SSCE Science examination in recent times has been attributed to factors ranging from acute shortage of Science teachers, lack of science laboratories ill-equipped laboratories to lack of political will on the part of government to fund education. Tuttel (2009) observed that because of this poor funding, basic equipment are disturbingly lacking in Nigeria schools. According to Awanbor (2001), the prevalent state of poor funding in institutions of learning has left them to contend with dilapidated and run-down structures, inadequate infrastructures and facilities most of which are outdated and obsolete. Poor funding of education and consequently production of ill-equipped teachers, result to College graduates losing confidence and sheering away from teaching, resulting to lack of teachers in the school system, especially in primary schools where one teacher teaches all the subjects which is contrary to the education policy statement.

The gap that often exists between policy formulation and implementation provokes inquiry to identify factors that constrain the effective implementation of educational policies. The problem of policy implementation is traceable to the planning stage which comes immediately after policy formulation. Okebukola (2005) has stated clearly that good planning will ensure effective implementation. Good planning that can facilitate effective implementation ought to consider such factors as the planning environment, social environment, political environment, financial and statistical problems. It is in recognition to achieve all ends that it has to be carefully planned. The plan must take into consideration....the needs of the society; the political, socio-cultural, economic, military, scientific and technological realities of the environment are very important to its survival. From the announcement by the JAMB Registrar and the reaction of some Colleges of Education management officials we can only deduce that, in as much as these policies are good or have even been implemented in other countries proper consultations are needed before implementation of these policies in our own country. This is captured as the Provost, Adeniran Ogunsanya College of Education, Hamitton (2004) said, "the basic thing is that Nigeria is more of an erratically society. We don't give rooms for enough consultations and that is not helping matters. This is not something we jump into. We have to x-ray it. Our school management is much more than what we are borrowing overseas. We have to look at the pros and cons. Are we ready and prepared? Do the policy makers understand what they have just put in place? We give very little time for serious consultations?.

2.4.2 Policy Evaluation

The policy formulation and implementation will not be over at the execution stage, but must proceed to the evaluation of outcome. Therefore, political leaders

need to know how successful or unsuccessful they have been trying to cope with a specific problem. The information gathered about present performance (feedback) will be helpful in correcting mistakes and improving future performance. Robert (2002) shows that, for leaders to make innovative decisions about future policy, they need feedback or information about the impact of past and present policy choices.

In Nigeria, Federal Ministry of Education has already established inspectorate divisions to improve and maintain standard as well as ensuring that Colleges conform to the national policy on education (Federal Government, 2007). But the question is how prepared is our inspectorate divisions for this function? Or how are the Colleges doing in the implementation of admission policies? Is fundamental to an understanding of what yet need to be done. Thus, feedback is very important in this regard. Whenever it is lacking in an environment of rapid change like ours, the political system in the College cannot respond to mistake quickly enough to avoid the adverse consequences. Thus, in the long run affects the system operating and new policy. Raymond (2006) supports this view, when he states that every governmental policy becomes a variable and the accuracy with which effects are evaluated and feedback into the policy making process is a key test of the system performance. He further states that it is very difficult to set goals for the future if one is unable to evaluate the present.

Another question that also needs to be answered here is that who will evaluate educational policy effectively? Robert (2002) ideas of using modern evaluation tools will answer the question. Robert states that the absence of autonomous association and institution in developing nations deny the ministry or government appropriate and relevant information on how the policy is doing for correction or otherwise. The evaluation tools commonly found in developed

countries, according to him are the “think tank”, university research facilities and investigative journalism.

Thus, evaluation is undertaken on a programme that is already in effect. The process involves the application of systematic research techniques drawn largely from the social science and based on measurement of programme effectiveness, quality, cost and impact to the formulation and execution of education policy to create a more rational or optimal administrative system.

2.5 Emergence of Colleges of Education in Nigeria

The emergence of College of Education dated back to early 1960s as a result of a recommendation made by the Ashby commission of 1960 for massive expansion of intermediate education of teachers to upgrade the existing teaching force in the primary schools and to supply trained teachers for the expansion of secondary education (FRN, 2004).

It was the same commission that recommended the up grading of the Nigeria College that also gave impetus to the funding of the NCE Colleges. Adewoyi (1989) cited another recommendation of the Ashby commission which states that: A neat structure should be devised for training of grade I level of qualifications.

The Channels are through:

- a. Advanced Teacher's Colleges;
- b. Department of teacher training in technical institutions; and
- c. Additional sixth form stream which will combine higher school certificate work with some teacher training”.

It was, therefore, as result of endorsing the Ashby commission's recommendation that the government of Nigeria with the assistance of the United Nations Educational and Science Organization (UNESCO) established the first four advanced teachers Colleges known as ATCs. These Colleges were located at Ibadan (which was later moved to Ondo), Akoka, Owerri and Zaria.

It is important to note that what the commission recommended was a Grade I course and not NCE. The suggested course was to last two years; the NCE is a three years programme of study. It was indeed during the debate that certain through to arose to give birth to the idea of NCE. Indeed, the advanced teachers Colleges have provided an immense opportunity for the Grade II teacher to improve himself professionally and academically. However, all the advanced teaches Colleges have changed their nomenclatures to Colleges of Education.

Between 1962 and 1990, the federal government alone had established over twenty Colleges of Education, while various state governments had established thirty-two and the private sector had established three Colleges (NCCE, 2009). Today, there are more than eight-five Colleges of Education (Federal, State and Private) in Nigeria charged with the responsibility of preparing teachers. There are equally other institutions like the polytechnics and Universities preparing teachers. However, with the concurrent expansion of universities and polytechnics, growing interest in science and technology in Colleges of Education may not be able to attract those students who choice of an alternative form of higher education is higly considered. This issue needs to be addressed more seriously since it has to do with achievement and motivation which may propel or hinder student's academic progress.

2.6 Evaluation of Staffing Situation in Colleges of Education

The Federal Government through the NCCE insures that there is a high quality staff teaching in Colleges of Education as specified in the minimum standard documents. The major problem with qualified staff is brain drain. The government did not seem to be doing much to retain them through attractive remunerations. Besides, the problem of “publish or perish” which is at the expense of the lecturers makes matters worse. In addition, lectures have to present papers, bear traveling expenses and cost of traveling and production of the papers at their own expense. Similarly, it is the case with acquisition of higher degrees and in most cases are self sponsored by the lecturers. The monthly subventions, in most cases are being reduced by the government and other proprietors of the Colleges. In some instances, lecturers, had to contend with the payment of only a certain percentage of their monthly salaries. That is why every Tom, Dick and Harry is appointed as lecturer in Colleges of Education. As such, the standard of education continually declines or run short of meeting the quality and quantity requirements for expansion of the Colleges.

However, sponsoring academic staff for higher degree sometimes does not pay back. This is because some of the courses studied, sometimes do not improve on the competence of the lecturer in his area of teaching. There is need to make sponsorship only to relevant high degrees that will enhance their performance of the lecturer in the Colleges. Sometimes after the high degree, the lecturer starts to feel that he should advance his teaching to the university instead of staying to improve, at the College of Education level. The university lecturers have thrown a challenge to COE lecturers to engage in research and publication. The College of Education lecturers also argued that they have heavier workload than their university counter

parts. That aside, colleges have adopted the same requirements for promotion; assessment and even publication obtainable in the universities.

There are three main educational institutions for the production of teachers in Nigeria. The first is the Teacher Training Colleges earlier responsible for the production of teachers for elementary schools. Presently, this segment of school system has been abolished in Nigeria except in some few states in northern Nigeria. The second level, which is the concern of this study, is at the college of education level. This level is specifically for those who have passed Grade Two Certificate Examination or the Senior Secondary School Certificate Examination (SSCE) that are eligible for admission into colleges of education. At the end of the three-year course, successful candidates are awarded the Nigeria Certificate in Education (NCE). These categories of teachers teach mainly in secondary schools but in some states, they serve as primary school teachers and headmasters.

The third level of training teachers is at the universities, where candidates can obtain an academic degree and a postgraduate teaching diploma. This category of teachers teaches mainly in post primary institutions. At various times in the past, Federal and state Governments have advocated the training of unqualified teachers through in service programmes. It is quite obvious that man lives and dies still seeking knowledge. The need for good teachers is therefore indispensable for every man and the survival of his society. This is mainly responsible for the establishment of the different levels of institutions of teacher training like the teacher's colleges, and the colleges of education.

2.6.1 Staff Development in Organizations

The terms training and development have difference meanings but are used synonymously by some writers. However, the two terms are different on two fold counts. One, they are either- different on the basis of the subject matter involved or the level of the participants drawn from the organization. While training usually implies specific, factual, and narrow-range content, development refers to a focus on general decision making and human relations skills. In both staff training and staff development the aim is to improve the skills and performance of the subordinates.

From the above distinctions therefore, staff development is itself a training process and best viewed in two dimensions. The first, being an in service training programme where individuals in an organization are given opportunities to further their education to enable them prepare for future positions. The second type of training is aimed to prepare individuals to be able to handle new job assignments. This is concurred in Sharma (1979) when he noted that staff development is aimed at the following points:

a) to improve the current level of performance of incumbents in their present jobs; and (b) to equipment with potential for higher level responsibilities. The former represents the immediate preoccupation or objective of staff development concerned with consideration currently relevant; whereas the latter involves long range considerations and planning.

Thus, staff development can simply be defined as activities provided or the middle and upper management in and outside an organization. A narrow view to the meaning of staff development was given in Campbel at al (1970) “staff development is a teaching activity planned and initiated by an organization”. While Harris (1980)

view staff development as that aspect in administration, which implies the training of an individual in organization to enhance his performance, Ngu (1990) view it as the process of behavioral modification or moulding of workers in order to integrate organizational needs with their characteristics. This view is in consonance with view expressed in Novit (1979) when he noted that staff development is the training of personnel in an organization towards motivating them to become competent and work hard in achieving the goals of an organization.

Thus, from the above definitions, it becomes clear that staff development connotes the organization's efforts in its programme to provide the need-based training and education to its workers to enable them become competent in handling their present or future assigned tasks. However, the scope of staff development scheme in terms of its coverage varies from one organization another. The variations in coverage may arise due to the resources an organization may decide to earmark for the purpose within its reach. According to Sharma (1979) the broadest scheme is made up of all the members of the management at the top level down to the lower level. This is concurred in Humble (1996) when he noted that staff development is re-appraisal of the staff resources to achieve the desired objectives of an organization. It covers both managers and labour force. He went further to give the objectives of staff development as follows;

- 1) The preparation of management succession plans;
- 2) Recruitment objectives for specific types of managerial and technical skills;
- 3) Training plans;
- 4) The introduction of specific, form of incentive and wage payments;

5) The setting of limits to labour staff turnover;

Staff development is a basic factor in building and maintenance of the organizational effectiveness. 'According to Ngu (1990), staff development is so important that it is not only imperative but continuous. No organization can dispense with it as a programme and as a process. This means, however, no matter the cost organizations have to train their workers at least to enable them handle the assigned jobs. This is concurred and elaborated in Roscoe and Freak (1976) when they noted that an organization has to give the minimum training to its employees' to make them at least become acquainted with the objectives, policies, rules, standards, and procedures peculiar to the organization and the particular job. At the other extreme, staff development can include a long programme of education and planned experience, leading o key positions. Some organizations have development programmes for supervisors and executives, enabling them to handle their jobs better and preparing them for greater responsibilities.

To meet the challenges of changes, organizations must ensure that sufficient training and programmes for development of workers are put in place. According to Longenecker (1977) company's greatest asset is its people and so it makes sense to ensure that every employee is trained for the job he is doing and developed to take on future responsibilities within his scope of competence. This view is in consonance with the view of Shanna (1979) when lie noted that when the aim is to broaden the experience of an individual, it becomes necessary of offer him opportunities to develop familiarity with different and/or longer range of the organizational operations. The views of Longenecker and Shanna were streamlined and moderated to suit the interests of employees, by Miner (1968) when he noted that although the development effort must have something to do with the

organizational goals, the particular goals under consideration need not be restricted to narrow economic aims. Personal development for personal development's sake may indeed be a conscious objectives of the organization. However, it is imperative to note that although an organization can provide opportunities for staff development, it cannot actually develop employees. They need to accomplish development themselves. That is they need to assume some responsibilities for their own progress. In any organization personnel division is responsible for planning and coordinating training activities. The division can conduct training activities for employees even outside their regular work assignment. This is concurred in Longenecker (1977) when he notes that personnel department often organizes training conference to impart knowledge or in improve skills of participants. This, he went further to say, is conducted when the employees have the training needs, where for instance, certain basic ideas are imparted to the participants to develop their careers and help in enhancing the progress of the organization. This view is in line with the view of Hurst (1978,pp65.) when he expressed that:

Personnel management deals with an extensive programme, ranging from the placement, induction and training of new personnel to the provision of courses for management. The effort is directed to the development of careers and progress within the organization by utilizing the educational resources and facilities available at each stage.

2.7 The Nigerian Colleges of Education Admission Policy and Implementation

The proceedings of the National Conference on Nigeria since independence in Baike and Omoragie (2009) is relevant to this study. According to them, “any

consideration of policies and programmes in any management system is quite often an invitation into a study of the consequences of discrepancies between the elements of intent in the system's problems and the strategic designs for its solution. It is an attempt to examine the operational relationship between the philosophical underpinning's of assessed needs and the structural features of action plans."

The researcher agrees with them that policies are broad directional statements or decisions which, based on assessed needs and expressed intent, are aimed at guiding the development of action packages designed for the implementation of policies. For example, a policy that 60% of the students enrolled in the Colleges of Education should be science students is aimed at using the Colleges of Education as the medium for producing an increase in the manpower required for the nation's scientific research and technological development.

The curious question that comes to mind now is why have we not used our admission policy to achieve as desired development in Nigeria? The answer is not farfetched. There are problems even with our educational policy formulation and implementation. This point is made clear by Nwagwu's (2005) paper titled "Education Policy formulation and implementation in Nigeria: A crisis of Rational Creative Action". In the paper he assessed the degree of success we have achieved in formulation and implementation of national education policies in Nigeria before and since independence. He opined that there are functional relationship between every policy plan and the environment. We must at all time assess the feasibility of attaining our policy objectives in education through various alternatives. He also advised that we have to engage seriously in educational planning wherein the policies and strategies that will be implemented are rationally ordered in terms of priorities and schedules as the particular situation in the environment dictates.

According to him, we must put all education policies into a frame work of thinking and action that is capable of a high degree of flexibility at the implementation phase. He also warned that we must resist the pressure of political parties and other interest groups who manipulate the people's insatiable demand for education to stampede us into adopting education policies which we are incapable of implementing successfully for the welfare of the country. The researcher agrees with him that policy formulation is a rational creative action with well defined goals and objectives. Therefore, policy making will become an exercise in futility and frustration if we cannot make adequate plans for effective implementation of the policies. We therefore need a new orientation and approach to education policy formulation and implementation in Nigeria.

Selection of examination results can be used in diverse ways from the country to another depending on their historical peculiarities, the purpose for which the result are intended and the issues being addressed. One of the many reasons for this differentiation, apart from education assessment, are other issues such as gender inequality, scarce resources, underdevelopment and the quest for advancement in science and technology.

It was against this backdrop of centralized admission system and the need to use a fair method of selection for admission to ensure an equitable distribution of the available spaces in tertiary institutions for all the different parts of the country, which made spaces in tertiary institutions for all the different parts of the country, which made the Federal Government of Nigeria to establish the Joint Admissions and Matriculation Board (JAMB) in 1978.

JAMB came into being as a central testing and placement agency in response to the problems of the individual universities regarding multiple applications by candidates as well as multiple admissions. Hitherto, individual universities evolved their admission processes, which relied essentially on their peculiar guidelines and standards. A situation that naturally led to multiple applications by candidates seeking admission into the various universities. The decentralized system also led to lack of standard, lack of uniformity in the admission process and multiple admissions, whereby the same candidates received offers of admission into two or more institutions. In the process, such candidates deprived other qualified candidates places in those universities whose offers had been declined.

The Federal Government in 1978 established JAMB with the primary objectives of ensuring a uniform standard for the conduct of matriculation examination and the placement of suitably qualified candidates into the Nation's universities taking into account:

- (i) The vacancies available in each institution.
- (ii) The guidelines approved for each institutions by its properties and other competent authorities; and
- (iii) The preference expressed for certain tertiary institutions and courses and following certain stipulated guidelines.

Before the establishment of JAMB, prospective candidates were above 30,000. Today the figure is well over one million, private institution were outside the ambit of the Board until the National Universities Commission (NUC) asked them to

conform to the 60:40 Science/Arts ratio recommended by the Federal Government. JAMB is responsible for the enforcement of these guidelines.

Shortly after the establishment of JAMB, candidates seeking admission into Colleges of Education and Polytechnics increased dramatically and problems which were similar to those associated with admission into the universities became noticeable, hence the JAMB enabling law was amended to include the conduct of the Monotechnics, Polytechnics and College of Education Matriculation examination.

2.8 Students Admission and Teacher Manpower Needs of the Nation

The basic entry requirement for admission into Colleges of Education is the West African Senior School Certificate (WASSC), Senior School Certificate (SSC) Grade II Teachers Certificate or equivalent with a minimum of three credits two passes in the proposed areas of study. English and Mathematics are prerequisite requirements. The common components in all the colleges are:

- i. Education
- ii. Major subject combinations
- iii. General Studies/minor English
- iv. Teaching Practice
- v. Industrial attachment (for vocational students)

Each of the above can be explained as follows:

- i. **Education:** This component is intended to give the student an insight into the theoretical framework for his guidance on how to go about putting the learning experiences into practice. It includes the study of philosophy psychology, principle

and practice of education, history of education in Nigeria, sociology of education, methodology of teaching and teaching practice.

ii. Major Subject Combination

Subject combinations are studied either in single or double majors depending on the choice of the candidate to be admitted.

However, the choice of the combination by the student must meet the admission requirements set for admission. It is expected that after the NCE training, the student will teach the subject designated as major subjects. Therefore the subject matter content of the combination is taught alongside the method of teaching in order to integrate them together. The major subject combinations common to colleges include English/History, English/PES, English/Social Studies, English/Geography, English/Mathematics, Biology/Chemistry, Biology/Geography, Chemistry/Mathematics, Hausa/Social Studies, Yoruba/PES, Igbo/French and others. Some of the double major (single subject) combination include: Agricultural Science, Integrated Science, Home Economics, Business Education, Physical and Health Education, Art and others. The criteria of combining subjects is simply their relevance to one another e.g. English/French, Hausa/I.R.K, History/Geography, English.CRK. In essences, arts subjects are not combined with pure sciences.

iii. General Studies/Minor Subjects

These are courses borrowed from the related departments that will enhance the understanding of the students admitted is that subject for example. Agricultural Science students are required to read Biology. Similarly, there is the general English course, which is intended to facilitate communication skills of the NCE students. The

General Studies or Minor Courses or Electives are intended to widen the horizon of knowledge of the NCE trainees. Some subjects in this area include: Minor English, Minor Art, Minor PHE, Minor Arabic/French, Minor Economics and others.

iv. Teaching Practice

This is a period of student internship. Students are usually posted out to primary and post primary schools for teaching practice. The lecturers' visit them at the schools to observe them teach and assist them to improve in practical terms as per as classroom situations concerned. It is usually a period of twelve weeks in block or separated into two at six weeks duration each, depending on the convenience of the colleges. Some of the issues observed during the supervision include lesson particulars, use of the black, lesson plan, scheme of work mastery of the subject matter and skills in teaching others.

According to Asien and Lawal (2007) general guidelines of admission into the Nigerian Colleges of Education are contained in a brochure which provides detailed information on courses and entry requirements which include:

v. Industrial Attachment

This is similar to what obtains in the teaching practice. In this case, students are posted to industries, organizations and finance house, for practical training. Both the managers and lecturers combine effort to assess the performance of the students and to guide for improvement.

2.9 JAMB Guidelines on Admission

Here, the Board observed that experience so far had revealed most vividly that the purpose for which the guidelines were designed has not been achieved.

Several factors, according to the Board have been responsible for the lopsided admissions.

The factors are:

- a) Pattern of applications by the candidates themselves which render non-operational the various criteria for admission.
- b) Location and the stage of the Colleges and
- c) The state of education development for individual states which makes it difficult for states to subscribe candidates to all institutions at almost the same competitive rate (JAMB Brochure on Admission, 2010/2011).

The Board went further to examine each of the criteria and suggested modification to them in order to make admission more equitable.

i. Merit Criterion

The merit criterion is pegged between 40% to 30% in all the Colleges of Education. While this percentage appears adequate for some Colleges it is certainly inadequate in all Colleges situated in the educationally less Developed states of the federation. This because most candidates apply to Colleges that are situated in their immediate environment.

In the case of Colleges of Education situated in the Educationally less Developed States, they also draw most of their candidates from the educationally developed states. Thus, while it is right to raise the percentage allocated to merit in the Colleges of Education situated in educationally developed states, such an action

in the COEs situated in Educationally Less developed States would lead to serious lopsidedness of admission.

ii. Locality Criterion

For the same reason advanced above (that is pattern of application), the locality percentage allocated to Colleges of Education situated in the educationally developed states should be added to merit as the candidates from the same state invariable come under consideration for merit and locality criteria in the Educationally Less Development states it is recommended that the locality criterion should be adjusted in order to boost the admission figures from the designated states.

iii. Educationally Less Developed States (ELDS)

Certain states are considered Educationally Less Developed. Candidates from these states are given special concession for admission. The Colleges of Education assign lower cut-off marks to this category of candidates so that they can be given opportunity to forestall a lopsided development of education in the country since about 20% of the admissions are allocated under this criterion, it is recommended that the allocation be reduced and part of the percentage be allocated to merit criterion.

iv. Colleges Discretionary Criterion

This is the most abused criterion. According to the Federal Ministry of Education, this provision was made to cater for high scoring candidates who might be left out as a result of the application of the guidelines. What is happening now is that College of Education staff use this criterion to admit their children, relatives and other hanger-on who have not done well as other candidates. This practice has

opened the Board to a lot of criticisms as many candidates eventually find out that candidates with lesser scores in the Joint Matriculation Examination than them got admitted whereas they failed to get placement. The more serious aspect of the application of this criterion is that it is a battle between the Board and the Colleges of Education to limit the number of candidates admitted under this criterion to the percentage allocated to it.

Science/Arts Admission Ratio

It is the policy of the federal government that admissions into all Colleges of Education should reflect science/Arts ratio of 60:40 in favour of the sciences. The Joint Matriculation Examination Board ensures that all Colleges of Education comply with the ratio and the quota as far as it is practicable. However, the dearth in the number of qualified science candidates has continued to pose problems particularly for the Colleges. Atanda (1989) advised the Board to find a way of assessing students to know the courses where they can perform better and place them there regardless of their choices.

The Board on the other hand has expressed its view in the memorandum presented to the Commission on review of higher education in Nigeria. According to the Board, government has stipulated that admissions into Colleges of Education should be 60% for science based courses and 40% for the Arts courses. Given the number of applicants relative to the available number of places, the Board should have no problem implementing these guidelines especially for the Colleges of Education. However, one finds that most applicants opt for the Art courses. Where the Board goes out of its way to place some of these candidates in less competitive courses they either reject the offers or resurface the following year to compete for

the Art courses. As long as there are constitutional provisions of the rights of every citizen to determine what he would read and where; there is very little the Board can do about this problem except to continue to sensitize the public of the availability of these alternatives.

The Board gave suggestion to the Federal Government to set up an Education fund into which all companies should contribute 50% of the withholding tax on dividends payable to shareholders for the enhancement of science education. The fund will provide matching grants to the Local Government or State Governments on the basis of what each arm of government invests on these science teachers are going to enhance the nation's target of science/Art ratio in the Colleges of Education.

2.10 General Entry Requirement for Nigeria Certificate in Education (NCE) Programmes

According to Asien and Lawal (2007), general guidelines of admission into the Nigerian Colleges of Education are contained in a brochure which provides detailed information on courses and entry requirements which include:

1. A Senior Secondary School Certificate (SSE) or GCE 'O' Level or WASSC with passes in five subjects including English Language, and Mathematics, three of which must be at credit level at the same sitting or four credits at two sittings. Two of the credits must be relevant to the course credits in English and Mathematics is required.
2. A Grade II Teacher's Certificate (TC II) with credit or merit in three subjects, two of which must be relevant to the course. Credit (Merit in English Language and Mathematics is required.

3. For candidates wishing to offer courses in vocational and technical Education, City and guilds intermediate certificate with Federal Craft Training Certificate with credit/merit in at least four subjects, are acceptable qualifications.
4. Associate ship Certificate in education awarded by an approved institution in Nigeria or aboard may be accepted for admission purposes.
5. Not less than 16 years of age to the beginning of the NCE programme.
6. The ratio of Science/Technical course to Art/Social courses should be 60:40 ratio.

Specific Admission Requirements (Business Education)

1. To be eligible for direct admission, candidate must have at least three (3) credit passes the business subjects in which credits, merits and passes must be obtained are:
 - a. Economics
 - b. Principles of accounts/bookkeeping
 - c. Business method/introduction to business
 - d. Shorthand
 - e. Typewriting
 - f. Commerce
- Credit in English language or merit in the case of (TC II) is required this is compulsory.
- At least a 'pass' in Mathematics is required. This is compulsory.

- WAEC Commercial or national Secretarial Examination (NSE) or National Business and Technical Education Board (NABTEB) or NECO or TC II or RSA State II Certificate with passes in five (5) subjects as in “a-f” above at not more than two (2) sittings.

NCE (Agricultural Education)

Candidates seeking admissions in NCE (Agricultural Education) programme should possess any of the following qualifications.

1. SSC or GCE'O' Level/NECO with passes in (5) subjects including English Language and Mathematics, three of which must be at credit level at the same sitting or four credits of two sittings.
2. A grade II Teachers Certificate (TC II) with credit or merit in three subjects. Credit/Merit in Agricultural Science and general or Integrated Science are required.
3. For candidates transiting from College organized Pre-NCE Programme, a cumulative grade point average (CGPA) of 2.0 and a pass in MPCE examination are required for absorption into direct NCE Agricultural Education Programme.
4. Associate-ship Certificate in Education awarded by an approved institution in Nigeria or Abroad is also accepted as qualification.

Additional Admission Requirements

1. In addition to the general admission requirements, candidates seeking admission into NCE (Agricultural Education) programme with SSC/NECO results must have credits in Biology or Agricultural Science and a pass in Chemistry.

2. All candidates wishing to be considered for direct admission must enroll for and write the selection examination organized by an accredited body such as JAMB.

NCE (Home Economics Education)

Candidates seeking admission into NCE (Home Economics Education) programme should possess any of the following qualifications:

1. An SSC or GCE 'O' Level or NECO with passes in at least five (5) subjects including English Language and Mathematics, three of which must be at credit level at the same sitting or four credits at two sittings. Two of the credits must be relevant to the course.
2. A Grade II Teachers Certificate (TC II) with credits or merits in three subjects, two of which must be relevant to the course.
3. For candidates wishing to offer courses in Vocational and Technical Education, RSA or City and Guilds Intermediates Certificate in addition to the Federal Craft Certificate with credits/merits in at least four subjects, are accepted qualifications.
4. Associate-ship certificate in Education awarded by an approved institution in Nigeria or abroad is also acceptable.
5. All candidates wishing to be considered for direct admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
6. Successful candidates in the Pre-NCE final examinations are qualified for admission.

Additional Admission Requirements/Qualification

An SSC or GCE “O” Level passes in at least five (5) of the following subjects in required:

- Clothing and Textiles, Food & Nutrition, Home management, Biology, Physics, Chemistry, Textiles & related arts, Basic Science, Economics, Agricultural Science, English Language, Mathematics, Health Science,
- Candidate must at least have three (3) credits at two sittings in any of the listed subjects.
- Passes in English and Mathematics are compulsory
- A minimum of a pass with ‘C’ grade through Pre-NCE Home Economics programme.
- A grade II Teacher Certification (TC II) with credit passes in three (3) of the subjects listed above.
- Certificates in catering, Technology and Textile Design
- Candidates must have gone through post Primary Education Level with a pass in English and credit in two of the subjects mentioned above.

NCE (Technical Education)

Students seeking for admission into NCE (Technical Education Programme) should possess any of the following qualifications.

1. An SSC or GCE ‘O’ Level or NECO with passes in at least five (5) subjects including English Language and Mathematics, three of which must be at credit must be relevant to the course. Credit in Mathematics is required.

2. A grade II Teachers Certificate (TC II) with credits or merits in three subjects, two of which must be relevant to the course credits/ merits in at least four subjects one acceptable qualifications.
3. The National Technical Certificate (NTC) with at least three (3) credits which must include Mathematics/English and two (2) other relevant subjects, or City and Guilds Intermediate Certificate with Credits/ Merits in at least four subjects one acceptable qualification.
4. Associate-ship Certificate in Education awarded by an approved institution in Nigeria or abroad is also an acceptable qualification.
5. Successful candidates in the Pre-NCE final examination are also qualified for admission.
6. All candidates wishing to be considered for direct admission must enroll for and write the selection examination organized by an accredited body such as JAMB.

In addition to the general admission requirements candidates wishing to offer Technical Education must have credits at SSC/NECO Level in two relevant subjects including mathematics and a pass in any of the following:

- Physics, Chemistry, Technical Drawing, Applied Electricity, Basic Electronics, Auto Mechanics, Woodwork, Metal work,
- i. Building construction, or City and Guilds Intermediate/WAEC Technical Crafts Certificate (FCC) with at least credit in four academic subjects including Mathematics, Science, English Language and Social Studies or National Technical Certificate (NTC).

Science and Computer Education

NCE (Physics/Computer Education)

Candidates seeking admission into NCE (Physics/Computer Education) programme should possess any of the following qualifications.

1. An SSC or WASSC or GCE 'O' Level with passes in five (5) subjects including English Language and mathematics, three (3) of which must be relevant to the course. Credit in Mathematics is required.
2. Successful candidates in the Pre-NCE final examination and MPCE examination also qualified for admission.
3. All candidates wishing to be considered for direct admission must enroll for and write the selection examination organized by an accredited body such as JAMB.

Additional Admission Requirements

A candidate must possess a credit in Mathematics at the Senior Secondary School Certificate and a credit in Physics at the same or equivalent level e.g. NTC from National Business and Technical Examination Board (NABTEB).

NCE Mathematics/Computer Education

Candidates seeking admission into NCE (Mathematics/Computer Education) should possess any of the following qualifications.

1. An SSC or WASSC or GCE 'O' Level with passes in five (5) subjects including English Language and Mathematics, three (3) of which must be credit level at the same sitting or four credits at two sitting. Two of the credits must be relevant to the course. Credit in mathematics is required.

2. A Grade II Teachers' Certificate (TC II) with credits or merits in three subjects, two of which must be relevant to the course. Credit in Mathematics is required.
3. Associate-ship Certificate in Education awarded by an approved institution in Nigeria or abroad is also an acceptable qualification.
4. All candidates wishing to be considered for direct admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
5. Successful candidates in the Pre-NCE final examination also qualified for admission.

Additional Requirement

Candidates seeking admission into NCE Mathematics/Computer Education should obtain a credit or merit pass in Mathematics in any of the following examinations:

- a. SSC (WAEC, NECO)
- b. GCE 'O' Level
- c. TC II
- d. Pre-NCE
- e. Joint Admission and Matriculation Board (JAMB)
- f NABTEB.

NCE (Chemistry/Computer Education)

Candidates seeking admission into NCE (Chemistry/Computer Education) should possess any of the following qualifications: An SSC and WASSC or any equivalent certificate from recognize examination bodies with passes in 5 subjects

including English Language and Mathematics. At least three of the passes must be at credit level at the same sitting or four credits at two sittings. Two of the credits must be relevant to the course. Credits/Merits in Mathematics is required for candidates wishing to study Chemistry.

1. A pass in Pre-NCE Chemistry final examination is required.
2. All candidates wishing to be considered for direct admission must enroll for and write the selection examination organized by an accredited body such as JAMB.

NCE (Biology/Computer Education)

Candidates seeking admission into NCE (Technical Education Programme) should possess any of the following qualifications.

1. An SSC or WASSCE or GCE 'O' Level with passes in 5 subjects including English language and Mathematics, three of which must be at credit level at the same sitting or four credits at two sittings. Two of the credits must be relevant to the course.
2. ATC II with credit or Merit passes in three subjects, two of which must be relevant to the course.
3. Associate-ship Certificate in Education awarded by an approved Institution in Nigeria or abroad is also an acceptable qualification.
4. Successful candidates in the Pre-NCE final examination also qualified for admission.
5. All candidates wishing to be considered for direct admission must enroll for and write the selection examination organized by an accredited body such as JAMB.

Additional Requirements In addition to the general NCCE admission requirements, Candidates must possess a credit in Mathematics at the WAEC/NECO/Senior Secondary School Certificate Level or its equivalent. Pre-NCE should have a minimum of D grade before transition to read Biology at NCE Level.

NCE Integrated Science/Primary Education Studies

Candidates seeking admission into NCE (Integrated Science/Primary Education) programme should possess any of the following qualifications.

1. An SSC of WASSC or GCE 'O' Level with passes in 5 subjects including English Language and Mathematics, three which must be at credit level at the same sitting or four credits at two sittings. Two of the credits must be relevant to the course.
2. ATC II with credit or merit passes in three subjects, two of which must be relevant to the course. Pass in English language and mathematics is required.
3. Associate-ship Certificate in Education awarded by an approved institution in Nigeria or abroad is also an acceptable qualification.
4. Successful candidates in the Pre-NCE final examination or JAMB
5. All candidates wishing to be considered for direct admission must enrol for and write the selection examination organized by an accredited body such as JAMB.

Additional admission requirements

Candidates wishing to study Integrated Science/Primary Education at the NCE Level must satisfy the general admission requirements, which include at least a pass in Mathematics and English language. For candidates with SSC or GCE 'O' level, the credit passes must be from any two of the following groups.

- a. Biology/Health Science/Agricultural Science
- b. Physics
- c. Chemistry
- d. General Science/Basic Science

or credits at SSC Level in Mathematics and any of the Science subjects listed above, together with a pass in one of the other subject listed.

For candidates with Grade II certificate, the credit or merit passes must be from any two of the following groups:

- a. Biology/Health Science
- b. Physics
- c. Chemistry
- d. General Science/Basic Science
- e. Agricultural Science

all candidates must have a pass in mathematics

Technical Teachers Certificate (TTC)

This is a one-year programme, which prepares candidates for teaching in technical Colleges, Polytechnics, Senior Secondary and Commercial institutions. It is open to candidates who already possess acceptable technical or commercial qualifications with a minimum of two years post qualification professional, industrial or teaching experience candidates seeking admission into TTC programme must have:

1. A University degree or professional qualification in a relevant field.
2. An accredited HND in Building, Mechanical Engineering, Electrical/Electronics engineering, Accounting, Secretarial Studies, Business Administration, Agricultural Science, Home Economics, fine and Applied arts.
3. Federal Government approved certificate in secretarial studies in short Hand/Typewriting at 100/50 W.P.M together with WASSC.G.C.E 'O' Level with at least passes in five subject including English Language with three credit passes obtained at two sittings.
4. WAEC Technical Advanced/City & Guild final or full Technological Certificate (FTC) of City & Guild of London Institute in Building Electrical/Electronics or Mechanical Trades.

Entry qualifications for Pre-NCE Programme under NCCE mandate.

1. A holder of SSC or NABTEB with three credits and two passes including English Language in not more than two sitting. Two of these credits must be in the relevant areas.
2. A holder of TC II with three credits/merits in the relevant area and some passes including English Language.
3. Other requirements (for Pre-NCE Islamic Studies only)
 - a. Candidates with the Senior Islamic Studies (S.I.S) Certificate in Arabic and Islamic Studies from recognised institutions will be considered for admission provided they have not less than three credits/merits which include Islamic Studies and Arabic and at least two passes including English at not more than two sittings.

- b. Higher Islamic Studies (H.I.S) certificate with at least three credits or merits and two passes including English at not more than two sittings.

Part-time NCE

This is a four year weekend programme aimed at providing opportunity for serving Grade II Teachers and other workers who meet the entry requirement to acquire further training and to upgrade and update their knowledge. Lectures for the programme take place during weekends. Candidates seeking admission into the programme must have the following.

Admission requirements relevant to the course the candidates wishes to offer as listed in the full-time NCE programme. Candidates with Grade II Teacher's certificate, passes only in all subjects with a minimum of five years post qualification experience and any other qualification approved by NCCE may be admitted into the programme.

The Federal Government guidelines for admission into Colleges of Education in Nigeria are based on 45% Merit, 35% Catchment/Locality and 20% Educationally Less Developed states, a ratio of 45:35:20. For state Colleges of Education is 40:40:20 respectively. It should be noted that western education is at different levels of development in the different component units of the federation. This is as a result of different contact time with the western world. Other proprietors of tertiary institutions also have guidelines for admissions into their tertiary institutions. There are state-owned and private-owned institutions. However, all candidates seeking admission into courses and program leading to the award of Nigeria Certificate in Education must sit for the appropriate matriculation examination conducted by the Joint Admissions and Matriculation Board. These examinations include the College

of Education Matriculation Examination. Atanda (1989) advised the Board to find a way of assessing students to know the field where they can perform better and place them there regardless of their choices.

2.11 Challenges of Admission into Colleges of Education

It is generally assumed that changes (reform) in education or other sectors of the society often come about when the current practices are challenged and questions are being asked about the way things are done. Experts in the area of educational change theories and innovation believe that the search for a more efficient way of achieving educational objectives may lead to proposals for either a new way of doing the same thing, or restructuring the current provisions to enable achievement of the same set of goals. Adamu (2004), however opined that changes do not normally come about just because someone decides they want a change and as such there must be an event which informs those in charge of education that the present system is either not achieving its developmental goals, mission or vision. A common theme has been that education is not seen to be pursuing relevant goals, and its various outcomes subsequently unsatisfactory (Hurst, 1983).

The use of selection examination for placement into colleges of education as a method of ensuring a fair distribution of the available spaces for tertiary education and a means of reducing the imbalance in the educational development of the various parts of the country has to some extent ensured some measure for equitable representation in Nigeria.

Students seeking admission into Colleges of Education rose from a paltry less than 5,000 in 1978 to over 300,000 while colleges of education and universities in Nigeria has risen to over 4,000.000. Of this figure, we have many Federal

Universities, State Universities and Colleges of Education and degree awarding institutions. Apart from this, the scope and context of course of study in Colleges of Education has increased dramatically (Okojie 2007).

Presently, Nigeria has bilateral agreements with some African Countries in education. Nigeria admits and trains the citizens of these countries in its colleges of education. One major challenge facing the use of selection examination for placement into colleges of education in Nigeria is the scourge of examination malpractice. It has to a large extent militated against the objectives for which the selection examinations were set to achieve viz, ensuring that suitable and qualified candidates are offered admission into College of Education.

Examination Malpractice is a broad name for all forms of misconduct which include, cheating, copying, spying, being in possession of unauthorized materials, use of GSM handsets and impersonation. A frightening dimension is the involvement of parents, guardians and examination officials in this unwholesome.

The spate of misconduct during examination in Nigeria occasioned calls by some Colleges of Education for a Post Matriculation Examination Screening which has generated a lot of debates. Apart from subjecting prospective students to multiple expenses and stress, the Post Screening itself is not immuned from the scourge of examination malpractice that is ravaging the country.

The admission policies in our Colleges of Education are ridiculous and too low for a teacher to write home about. The NCE programme requires five passes of which three must be at credit level at one sitting or four credits at two sitting...according to Okebukola (2005), this consideration should be scrapped. Most students admitted to Colleges of Education are sandwich/part-time students and

Okebukola (2005) emphasized that over 60% of the poor quality teachers in secondary schools system are trained through sandwich/part- time programme, and he recommended that in order to improve quality, the number of such candidates should be reduced drastically. In prescribing admission criteria for a programme of the Colleges of Education, it should be borne in mind that the job of teaching is very delicate and sensitive. If teachers are not well prepared for the job, it can spell doom for a nation.

2.12 The Spirit of Enquiry in Teacher Education

Developing a spirit of enquiry among students is one of the meaningful things that are needed to achieve the general objectives of education and in particular teacher training education. Spirit of inquiry is built upon our innate intellectual curiosity that fosters the questioning and reasoning of the student. That is why Kurian (1983) described inquiry as a dynamic process of being open to wonder and puzzlement and coming to know and understand the world. Spirit of inquiry possesses serious engagement, investigation an active creation and testing of new knowledge. It is the research orientation and training that teachers are required to gain in their pre-service training practice thereafter transmit to their students.

That underlines why all our schools from primary or tertiary ought to be communities of inquiry that strive to foster intellectual habits of thought and questioning that provoke authentic exploration in all students schools ought to be communities where a student is inspired, developed insight and stirs the imagination. Borg and Gall (1979) outlined that schools ought to be places of robust inquiry that:

- (i) Engage students in meaningful purposeful, worthy work> Work that is authentic, intellectually and emotionally engaging.

- (ii) Respect and cultivate the ability of all children to think – with their words, their drawing, their bodies, their heads and their hearts;
- (iii) Help students engage with, and understand, difficult matters;
- (iv) Help students uncover things that have been hidden and bring life brand new questions, ideas and abilities;
- (v) Make school an intellectual exciting place to be a place where learning is fun even when it is hard, perhaps especially when it is hard, and frustrating and challenging; and
- (vi) Require teacher to be co-inquirer with the students in inquiry.
- (viii) Require teachers to co-operate meaningful, authentic learning tasks and activities with student that lead to deep understanding.

Promoting the spirit of inquiry is what keeps the process by which knowledge is created in our world. Personal experience, the need for further information, knowledge creation, deep understanding.

2.12.1 Teacher Creativity in Education

Teachers are trained in a variety of educational theories, methodologies and techniques and are particularly required to be innovative as well as creative in their everyday classroom activities. The concept of teacher creativity has been discussed from different angles. First is what is it? Second, what is creative teaching? Thirdly, how to promote creativity in education?

In the first place, teacher creativity has been argued to be whether innate or acquired personality trait of individual teachers. Much of it settled at it being an

expertise that can be acquired and nurtured since its guiding principles can be identified, studied, put to practice and be mastered by almost all. Teacher creativity has been described as methodological innovative approaches to daily lessons coupled with hard work and consistent utilization of knowledge and talents in teaching Joseph, (2010), Fryer (2009) quoted Stein (1984) as defining creativity as a process that results in novelty which is accepted as useful, tenable or satisfying by a significant group of others at some point in time. Others simply explained creativity as purposeful imaginative thinking or behaving that is directed towards achieving a valued objective which in our case will be successful classroom instructions.

Furthermore, Joseph (2010) outlined what entails to be a creative teacher summarized as follows. The process should start by identifying what to evaluate and change in a teacher's deposition. As such that first set of questions a teacher should ask himself would include the following:

- i. What specific knowledge am I trying to impart to my students?
- ii. What value will my students gain from mastering this knowledge?
- iii. What are my expectations for them as they are learning?
- iv. What response am I looking for from my students?

In response to these questions, teachers should begin by examining the specific subject materials they are currently teaching, which of these materials they will stress and which of the new information they will add to the curriculum. They must be willing to change older and no longer relevant materials from the onset which areas are most benefit. As these changes are effected they would help teachers define what expectations they wish to establish for their students and which

student responses they wish to encourage. And as teachers complete this clarification of which curriculum areas to explore new questions present themselves. Teachers should begin to ask themselves the following questions:

- i. What methods am I employing?
- ii. What materials and tools am I using to assure that my lesson objectives will be successful?
- iii. What are my modes of assessing whether or not my students have acquired the knowledge I want them to possess?

In exploring the many possible answers to these questions, teachers must be willing to utilize the different methodologists, strategies and approaches learnt at training instead of utilizing only a few. New, innovative and creative methods of instruction should be understood, acquired and mastered to transform classroom into an environment that piques curiosity, beckons children to learn and embraces creativity.

Closely related to how teachers teach is what materials they utilize to get their message across. The technology age has produced a wide range of classroom instructional tools which can be effectively utilized. Proper manipulation of such tools would make education more exciting and more exciting ways to teach. Computers and internet provide limitless possibilities and opportunities to both the teacher and student.

Hand in hand with changes methodology and the use of instructional materials for teacher to take a closer and more informed look at how they evaluate their student's abilities and progress. If goal of assessment and the tools teachers

utilize to evaluate student skills and abilities are designed to determine levels of student understanding and mastery of important concepts and factual knowledge, then once again teachers must be willing to be more creative and flexible in developing evaluating instruments that will best meet these goals.

Recognizing individual differences and utilizing varied methods of assessment, the teacher accomplishes three major goals. First, the student is provided with opportunities for success, second, a teacher's ability to more effectively evaluate students is honed and enhanced. Thirdly, testing becomes an extension of the learning process itself and not just a periodic evaluation of what has been or has not been learned.

In conclusion, promoting creativity in education demands skilled teaching which teacher training necessarily should inculcate in our teachers. It has become crucial that such training ensures that teachers:

- (a) Stimulate students' motivation – in the tasks they set, when given feedback on their performance. In their interactions with their students and in the way in which they construct the learning environment;
- (b) Allow students to work alone for at least some of the time – so that they can get deeply absorbed in tasks they find motivating;
- (c) Enable students to apply a range of heuristic/creative problem – solving strategies appropriately – whilst being aware that some students find this so easy that what they most need is help in focusing on their most promising ideas;
- (d) Enable students to evaluate solutions and where appropriate implement them.
- (e) Develop student's knowledge and skills;

- (f) Demonstrate that they value creativity.;
- (g) Encourage questions and respect unusual questions;
- (h) Take students learning need into account – with regards to their progress in creativity, their level of development an academic performance. A key challenge concerns how to enable young children to retain their intense curiosity whilst acquire the knowledge and skills they need to continue to be creative as they grew up.
- (i) Set tasks which require creativity – so that students can learnt to be creative by creating, just as they learn to read by reading?
- (j) Enhance the creativity of their more confident and capable students by introducing task constraints designed to stimulate their ingenuity. (Fryer, 2009). In the end in order to ascertain whether or not creativity has been successfully promoted in education, it has to be measured. The required instrument and parameters have to be determined and developed in the curriculum.

2.13 Evaluation of Admission Policies on Teacher Preparation

Teacher preparation refers to the intellectual and professional training that are received by teachers prior to their certification, especially preparation for teaching means a thorough grounding on what to teach and on how to teach it. What teachers require to be able to teach is adequate knowledge of the subjects, the pedagogical skills and knowledge that could make them effective teacher.

The traditional approach to teacher training has been to supplement a basic training in subjects and the handling on skills by an attempt to bring about commitment to some sort of ideology. The ideology was conveyed by what often called principle of education back up by a mastering of the right sort of psychology.

That approach has given way to reforms that were initiated to address new demands, changes and challenges of the society. The modern world demands new knowledge, skills and teaching approaches. Dramatic changes and personal, community, national and international social and economic and otherwise affairs, the global village syndrome where communication barriers have disappeared all continue to demand re-examination and reforms of the teacher education curriculum.

Advancing reform of present teacher education curriculum, Akintote, Oduoluwa and Lawal (2001) outline five reasons summarized as follows:

1. The ever – changing society with respect to the cultural, social needs, goals and interests among other things.
2. The learners – their quality and quantity
3. National goals and objectives.
4. Available resources – human and material
5. Global expectations and demands such as the need to eradicate illiteracy, promotion of human right and producing creative and innovative workforce to participate in knowledge base global economy.

In addressing these new elements have to be introduced into the teacher preparation education. Such recommended elements include curriculum innovation, learner – centered teaching methods and facilitative teaching skills.

Curriculum innovation in this context addresses issue such as what kind of new knowledge, skills and attitudes do we impart in teacher trainees? What are the areas to emphasis or de-emphasis to meet the objectives and challenges faced? It

refers the intellectual stuff teachers require to be able to reach effectively. For example, Adintobe et al (2001) analyzed university teacher education course list context and discerned a number of shortfalls. To address the shortfalls, they proposed as follows:

- (a) Integration of social studies, Maths and Integrated Science
- (b) P.H.E incorporation into curriculum for their mental, physical alertness and agility in duties.
- (c) Childhood and adolescent psychology and abnormal learners and first aid treatment.
- (d) Creative development skills programs should form part of the curriculum
- (e) Information technology education courses.

Similarly, Okebukola (2005) explored the strength in knowledge and skills products of education faculties from Nigeria Universities. Based on the findings, the study made suggestions for modification of curriculum and curriculum process that could lead to their improvement. He proposed a nine point review of the University minimum academic standard.

Recent developments on the Nigeria Certificate in Education curriculum began in 2006 when the National Council on Education made the decision to make it be the basic minimum teaching qualification for teachers in Nigeria and gave it the mandate to provide basic education for Nigeria. Consequently, teacher training for basic education necessitated modifications in the curriculum content of the N.C.E. This modification required liberalizing the curricula to accommodate the diversity of subject area required in basic education.

In response to that situation the Federal Ministry of Education established a national strategy for teacher quality and development task team that initiated a variety of policies aimed at improving teacher quality. Prominent among the qualities are:

1. A Special Teacher Up grading Programme (S.T.U.P) as earlier mentioned;
2. Professional standard for teaching in Nigeria;
3. A framework for monitoring and evaluating teacher classroom performance and work ethics;
4. A framework for school – based introduction for beginning teacher;
5. A framework around which FME and state MOE could provide a continuing professional development for teachers;
6. An incentive structure aimed at influencing teacher motivation. (Joseph 2010).

The National Commission for Colleges of Education on its part, took the restructuring of the N.C.E curriculum to early childhood care and education (ECCE), primary education studies (PES) and Junior Secondary Studies (JSS) as well as specialized areas such as special education (SPE), Adult and non formal education (ANFE). Others include the science and technology education post basic project (STEP –B) and the inclusive education initiative. According to Garba (2000) inclusive education involves education in a non restrictive environment. Under inclusion, everybody is educable even if conditions which ordinarily would prevent them from benefiting from education in the normal environment are present in them etc.

The next recommended element proposed into teacher education is learner centered teaching methods. It is also child – centered. The approach is a shift from the present context – centered or teacher centered approach to teaching. The teacher becomes a facilitator by creating enabling environment for the child to explore experience, apply new ideas, and think divergently and creatively. The students are made to learn by discovery and from discovery through various teaching methods and skills such as enquiry, play, modeling, questioning, demonstrating, discussion, project, field trip and process approach (PA) etc.

The third element proposed is facilitative teaching skills. In this it is recommended that teachers training should be more concerned with equipping teacher trainees with practical facilitative teaching skills. A number of such skills have been enumerated in literature as follows:

(a) Unconditional positive regards: This is teachers' ability to accept that every pupil can learn, reason, perform well and as such accommodate their potentials. Teachers must learn to express unconditional positive regards towards children. This implies that they must be willing to accept pupils, believing that they too can reason, have abilities, accept their divergent views and different methods of doing things in class. These have the potential to unveil pupil's creativity.

(b) Warmth and enthusiasm. Isyaku (2004) also quoted that warmth, friendliness and understanding shown by teachers is strongly related to student's positive attitudes to work. Such teachers produce students who like them and class work gently. Secondly such students are more attentive involve in active learning. Such teacher's traits create both physical and emotional climate conducive enough for student to learn.

(c) Effective Communication Skills: Akinleye (2001) gives one of such as emphatic listening. This is teachers' ability to hear the intent and emotions behind what another (pupil) says and reflecting them back to the speaker (pupil) Secondly teacher should learn the active listening skills which involve blocking out external disturbances attending carefully to both the verbal and non-verbal messages, differentiating between intellectual and emotional content of message and making appropriate inferences and reflections towards the speaker feeling. When pupils realize they have been heard and not negatively evaluated for what they have said or felt they develop positive self-concept. Consequently, they become assertive in thought and speech. Teachers must learn how to reflect content and feelings expressed by the students in class interactions.

(d) Motivation: Teachers who motivate pupil's energies (physical, mental and emotional) towards productive learning. Teachers must reward hard work, idealize originality, idealize fluency, idealize flexibility and novelty to encourage creativity innovation and learning in pupils. They should go beyond only academic success.

The last important element mentioned is Emotional Intelligence. Goleman (1995) maintains that teacher raining programmes should assist teacher to develop emotional intelligence skills which comprises.

1. Person competence skills such as:

(a) Self awareness (Positive-self concept);

(b) Self-regulation i.e. ability to control his or her behaviours and emotions especially when under pressure; and

(c) Self-motivation: ability to develop personal goals and target that will spur one with result oriented action rather than external influence. Joy of work rather than monetary gains should be emphasized.

2. Social Competence Skills

This includes:

Empathy: this refers to the teacher's ability to feel and understand

Social Skills: This is the teachers' ability to develop cordial relationship with others (pupils and staff etc) in schools it include teacher ability to influence, be careful and accommodative.

All good teachers would definitely be an embodiment of these qualities or skills enumerated under the emotional intelligence. Therefore, the promotion or acquisition of these qualities by teacher trainees would greatly facilitate teaching and learning in our schools in future.

The above discussed elements recommended in teacher preparation focus or concentrated on the intellectual staff and professional skills and ethics that teachers need to be effective. The other important aspect of teacher preparation is the field experience that teachers require to develop core skills such as classroom management, students assessment etc that is the amount and quality of practical experience or teaching practice teacher require in learning teaching.

2.14 Evaluation of Teaching/Learning Facilities in Students Admission Policies

Facilities, according to UNESCO (2007), play a crucial role in the efficacy of higher education. It also observed that books are in short supply and this has paved

way for preparation and sale of handouts by lecturers. However, the NERC and the defunct PTF have played some significant roles in the recent time. On a general note, facilities in colleges of education are grossly inadequate. More resources should therefore be allocated to the supply of adequate facilities. Example of the facilities for teacher and research include: classrooms, workshops, libraries and laboratories staff office and residential accommodation, student hostels, port facilities and equipment, clinic, access roads, water and electricity and lecture theatres.

Secondly, there is the problem of decay due to old age of some facilities especially in some of the first generation colleges of education. The issue of decay has been disturbing the managers of the institutions as well as the students. ASUU and Staff Union of Colleges of Education have been on strike several times partly due to decay in facilities due to old age. The Education Trust Fund (ETF) has played a significant role in giving the institutions a face lift.

Inadequacy of facilities is largely responsible for academic vices such as poor teaching, poor learning, poor industrial relations among the staff and manager of education, examination malpractice, cultism and poor reading culture. The end result of all these is fall in standard and merit of the NCE awarded. This might also partly account for the reason that NCE teachers are half baked and cannot efficiently deliver the standard of education required in Nigeria.

The National Commission for Colleges of Education (NCCE) has been up and doing in ensuring that the minimum standard required training NCE teachers are met by both the State and Federal Colleges of Education. The accreditation programme of the body centre around recruitment of adequate and qualified lecturers, provision

of adequate physical facilities, standardized admission procedure, course content, examinations, and moderation etc.

However, according to Akinwumi (2007), both Federal and state Government have not generally performed well in the provision of physical facilities. There are only few exceptional cases where both governments have built Colleges of Education in modern architecture with all the required facilities and equipment. The effort of the Education Trust Fund must be commended especially in what it has done in the provision of such facilities to the Colleges.

In the past and till today some of the Colleges of Education in Nigeria have suffered enough neglect in terms of infrastructural needs. It is obvious that Colleges of Education in Nigeria have grown very rapidly within the first twenty years of inception. The Ashby Commission recommended the establishment of the Colleges and Nigerians responded immediately because they know that education can only be attained through well trained teachers of high academic standard.

a. Contributions of international donor agencies

No one can deny the fact that the international donor agencies have made significant contributions in the supply of facilities to education in Nigeria. These organizations include UNESCO, UNDP, World Bank, Common Wealth of Learning, British Council, German Agency for Technical Cooperation and the like.

Some of the areas of assistance include: the supply of textbooks, equipment, instructional materials, expertise for research and training, development of new institutions, training of educational personnel, curriculum development, supply of library materials (like journals, magazines and periodicals), language laboratories,

science laboratories, computers and research materials. However, the contribution of the donor agencies, sometime does not come at the right time or many come short of supply or may not even come forth in the event of world economic recession.

Abdulkadir (2001) stated that the issue of quality in education does not stop at setting up minimum academic standard and setting up high entry admission requirements and high cut off marks, but also on improving the conditions of learning of the students both in and outside the classroom, and the facilities in which they are made to learn. That is why every College of Education is expected, as a matter of necessity, to have the basic physical facilities that give supportive existence to the institution such as classrooms administrative offices, workshops, laboratories, clinics, gardens, student's hostel accommodation, sports facilities, staff quarters etc. Similarly, the institution must have some basic utilities such as water, electricity, roads, and a good learning environment.

However, library facilities are not only necessary but must possess current and relevant stocks of books, periodicals, journals etc that meet the minimum standards requirements. All aspects of facilities have been specified in the prescribed minimum standards meant to guide the operation of Colleges of Education.

Thus emphasis is placed on the academic staff of teacher education centre in terms of their quality retention, quantity and dedication to duty along with commensurate conditions of service. Teachers, according to Lassa (2008) must be professionally trained and qualified to face these tasks. Their dedication and sense of mission ought to be positive and high. Thus if the sense of the mission of teacher education becomes wrapped by social and economic circumstances, the standard of

their performance is bound to deteriorate. With regards to quantity of staff, the NCCE minimum standards recommend five to six lecturers per single major course. In addition, the department handling the course should have a full complement of support for staff such as laboratory assistants, workshop attendant, typists, technical assistants, messengers, labourers, drivers etc.

The National Policy on Education (NPE) envisioned that the Nigeria Certificate on Education (NCE) should be the minimum entry qualification into teaching profession in Nigeria. However, the minimum standards set the foundation for the realization of that collective dream. Apart from resolving once and for all the confusing and contradictory standards that bedeviled the Nigeria Certificate in Education, minimum standards at the Nigeria Certificate in Education level, will definitely help to create the conducive atmosphere needed for proper professionalization of teaching in some minimum curricula contents and enjoy comparable minimum facilities both physical and human while at the point of exit from the colleges, receive certificates that enjoy parity of esteem.

Obviously, minimum standard has its attendant consequences. It automatically gives birth to the accreditation system and in the context of the National Certificate of Education programme in Nigeria; this means that the body in charge of such accreditation must inevitably organize the moderation and evaluation of the outcome of the programmes.

What this mean is that in a nutshell, the National Commission for Colleges of Education on behalf of the Honourable Minister of Education, shall handle the accreditation and organize the moderation of all programmes leading to the award of

the Nigeria certificate of education wherever such courses are situated and by whatever name they are called.

Such quality control according to Fafunwa (2007), imposes serious demands on the proprietors of such institutions especially in the area of financial support while the demands imposed by the minimum standards requirements should not be used by institutions as excuses for unrealistic budgeting. Proprietors of COEs (Federal, State and Private) must recognize the need for increased financial support to the institutions, even in the face of dwindling resources. The call here is for prioritization of the scarce resources such that the education sectors especially teacher education, continue to receive preferential treatment.

2.15 Evaluation of Funding in the Implementation of Students Admission Policies

Funding of Education is concerned with the income and expenditure of authorities of educational institutions and with the adjustment of one income to the other. It may also be described as the process by which tax revenues and other sources are derived for the establishment and operation of educational institutions as well as the process by which these resources are allocated to institutions in different levels of study. Some of the authorities include education managers and chief executives of schools at different levels of education. However, the range of functions, responsibilities and magnitude of the areas as well as population differ from one level to the other. So also the method of obtaining income, the objects of their expenditure and their financial relations with other public authorities. For example, the magnitude of the areas and population of a secondary school principal differ greatly from that of the Provost of a College of Education or a Rector or even

that of a Vice Chancellor. So also the range of functions and method of sourcing funds.

The inadequate funding of teacher education programme constitutes a serious problem to the successful implementation of the policy. With regards to Teacher Education Programme, government according to Fadipe & Oluchukwu (2000), has promised to award scholarships and bursaries dare not encouraging in terms of the number of the awards and the amount. This financial problem is also making it difficult to expose teachers regularly to innovations in the profession.

On the overall, there is believed to be poor infrastructural facilities, poor equipment, unstable industrial relation, poor reading culture, cultism, examination malpractice and drug abuse, as serious impediments that are believed to bridge on poor funding of teacher institutions. In deed poor funding affects the merit and standards of the certificate awarded to education graduates. Under funding is reflected in the certificate awarded to education graduates. Under funding is reflected in the lack of current textbooks and journals whose cost has become prohibitive and also in the insufficiency of workshop equipment and laboratory materials. Lassa (2008) stated that adequate funding and release of funds and prompt financial allocations to institutions of high education constitute a formidable determinant of educational quality. Indeed, funding teacher education in a depressed economy of the magnitude that has persisted in Nigeria for nearly a decade has passed a veritable danger to merit and achievement of standards for many teacher education institutions. There is an obvious crisis, but the impact of the funding crisis differs from one institution to another depending on the proprietor and from other sources and the judiciousness of institutional authorities in the expenditure of the available funds.

In Nigeria, the gloomy economic conditions according to Lassa (2008) particularly the galloping inflation that steadily reduces the purchasing power of the Naira, have strong enough influences to stultify many attempts at setting minimum standard for institutional budgets. But as the Honorable Minister of Education and youth development puts it during the conference on financing teacher education in a depressed economy.

In spite of the apparent gloomy situation, we cannot as a people with conscience compromise our targeted objective of bequeathing to (the) 21st century Nigeria sustainable qualitative education through the production of sufficient, qualified and professionally trained teachers of Science and technology, Arts and Language including our various mother tongues (Fafunwa 2007 p:526).

To sustain the standard therefore, Colleges of Education are being encouraged to look outwards for legitimate alternative sources of funds to supplement government subventions without compromising the standards; this is therefore, the most difficult challenge to Colleges of Education in Nigeria today.

a. Rationale of the Study of Funding of Education

Every manager of education or the planner needs to be conversant with the rudiments of funding Education. Most especially, they need to be versed in the aspects of planning, programming, cost benefit analysis, financial regulations and accounting procedure, capital and recurrent forms of expenditure, revenue, foreign aid, and the banking procedure. This will enable them treat early important matter promptly and as it arises and to enable them to give a detailed account of the

finances at the end of the financial year. This type of knowledge also helps them to provide adequate information to accounting officers on which project or programme to review or to seek for additional funds from the government. It will also help the administrators and educational practitioners to know when to employ staff, allocate funds for disbursement or to embark on new constructions. It will also assist the managers in minimizing wastage in both human and material resources. Similarly, the cost benefit analysis, which is an aspect of education financial, would provide solid guides to educational administrators and planners for better management. Finally, this type of knowledge may assist them in preparing a budget, a statement of accounts and accounting procedures.

b. Importance of Funding in Education

Education is an instrument for effecting national development and a tool for solving the social, economic, political and technological problems of any nation. It is therefore obvious that all these cannot be achieved without an effective funding. For example, funds are required for the employment and payment of staff in educational institutions, plan and organise interviews, welfare of staff and for seminars, conferences and workshops. There is also the need to set up infrastructural facilities such as classroom and administrative blocks, laboratory and library blocks, provision of facilities like furniture, equipment, books, journals and other instructional materials. Other important facilities include establishing a center for educational technology, bookshops, poultry farms, transportation and sporting equipment for the institutions.

Adesina (1998 p:32) seems to have summarized the importance of funds in the implementation of educational programmes where he stated that:

“The cost of goods and services embedded in the school system is a sufficient justification of the emphasis commonly placed on school finance. The magnitude of the number of employees, the building, equipment, and supplies used in the school, accounting and principles of financial resource allocation are to the educational administrator necessary. From the point of view of a nations economy, education is both a producer and consumer good. It draws erroneously on the economy and it contributes erroneously to it”.

c. Funding of colleges of education

Colleges of education are institutions established to train middle level manpower who will be professionally trained to become highly motivated, contentious and efficient classroom teachers for primary and post primary schools. The proprietors of Colleges of Education in Nigeria ranged from Federal, State and private agencies. These colleges whether governed by the Federal, State or Private organizations, are governed and directed by governing council appointed by the Federal and State governments. As at 1999, there were a total of 63 Colleges of Education in Nigeria. The Colleges are supposed to be autonomous with the governing councils determining the levels and types of investment, which the Colleges will be making.

The National Commission for Colleges of Education (NCCE) Decree No 3 of 1989, through the Hon. Minister of Education advises the Federal Government to lay down minimum standards and approve guidelines on the accreditation of all Colleges of Education in Nigeria. It is also important to note that all the expenses incurred in fulfilling these requirements constitute part by the regular recurrent and capital expenditures of the Colleges. According to Ogbonnaya (2000:47), there are some expenses in Federal Colleges, which are termed legitimate. These include:

1. Teacher's salaries, pensions and allowances
2. Award of contracts towards fulfilling the objectives of the Colleges.
3. Maintenance of all capital assets.
4. The holding of public lectures, printing and publishing activities.
5. Gift to any charitable purpose
6. Amenities and welfare for staff
7. Mounting exhibitions and displays
8. Administrative costs
9. Research grants
10. Educational materials, equipments, furniture, stationary, and books.
11. Institution and award of fellowships, models, prizes and other titles.

d. Revenue for Colleges of Education

The revenue for Federal Colleges of Education are usually gotten from the following sources:

1. Block grants from the Federal Government paid through the National Commission for Colleges of Education funds into which other funds may be credited including interests on loans, deposits and investments.
2. Grants in – aid mainly by the Federal Ministry of Education through its annual budgets.
3. Fees and charges for services rendered by the council

4. Gift of land, money or the property to be spent in strict accordance with the wishes of the person making the gift.
5. Loans within Nigeria, investment of the fund of the College in securities.
6. Fees as the council may after the approval of the Hon. Minister, demand from any student attending the Colleges.

e. State Colleges of Education

Colleges of Education in the states are also, to a limited extent, autonomous. They are governed by similar councils appointed by state governors of such Colleges. They have similar responsibilities and privileges that of the federal Colleges of Education. The Federal Government may also give grants to them from time to time. It is also interesting to note that Colleges appropriated by the state governments and the privately owned suffer serious and acute under funding understanding when compared with the level of funding of the Federal Colleges of Education in Nigeria, hence, the likelihood of deferential performance amongst the colleges appropriated by different government.

2.16 Review of Empirical Studies

Oyedele (2000) evaluates the functions of the joint Admissions and Matriculation Board and also investigated the admission policies into higher institutions; one short design of the evaluative type of research method was used and data was collected with the aid of a questionnaire from the three groups of participants. The three groups of participants were:

- i. Members of staff in JAMB office who are directly involved in admission exercise.

- ii. University Admission officers and
- iii. University students

Findings show that some roles assigned to JAMB by the government are confronted with numerous problems. Among these problems were lack of autonomy of the Board, the frequent and undue interference from government and the various universities. It reveals that personal relationship between the chief executives of JAMB and some universities interferes with the admissions procedures. Right from the faculty level the admission guidelines are not adhered to because of *Nigeria factor*. So many types of compromises were made, making nonsense of the guideline. The result confirms the fact that JAMB did not achieve the science/Arts 60:40 ratio. JAMB cannot produce Science and technical students when there are so few Science and technical subjects taught in the primary and secondary schools. In conclusion, the government, in trying to correct admission problem, decided to scrap off the 10% discretion list which is part of the government guidelines for admission. The present research is unique because it aimed at evaluating the implementation of admission policies in Colleges of Education unlike this study that was only interested in the functions of the Joint Admissions and Matriculation Board.

A similar study by Bello (2006) was on assessment of stakeholders in Colleges of Education. Survey method was used in order to carry out the study. One thousand and sixty-seven (1067) participants were used for the study and seven (7) research questions were generated from the literature review. The data collected with the aid of a questionnaire were numerically quantified, tabulated and analysed using Likert scale and percentages. The findings from the study showed that the present trend of teacher education programme, the funding of Colleges of

Education, admission and enrolment, staffing situations have not been fully implemented in accordance with the minimum standards set by the National Commission for Colleges of Education. In addition, the research found that there has been decline in the quality of candidates admitted into Colleges of Education as a result of the combination of poor quality output from secondary level of education system also believed to be inherited from the primary level of education system. Based on researcher's findings, it is recommended that the relationships between students' admission/enrolments in Colleges of Education and the teacher manpower needs of the nation should always be a source of concern because this causes a lot of wastage of human and material resources at the expense of other viable areas of manpower needs. The results indicate a positive correlation between admission of candidates and performance indicators.

Equally related to the foregoing is a study by Paul (2011) who investigated the Resource Development: A focal Assessment of the Educational objectives of Nigeria. A questionnaire was developed, validated and used for data collection from a sample of 50 respondents drawn using stratified random sampling techniques. The data were analysed using descriptive statistics (percentages). The result showed that some state of the federation, secondary school drop outs were used engage to teach in their primary schools due to deficiency of competent and qualified teachers, who prefer to stay in the urban area. The study identifies that teacher education is the cornerstone of any educational system but more importantly the issue of teacher quality and adequacy is probably the most important determining factor for the educational objectives to be realized in Nigerian education system. Unfortunately the study discovered that production of qualified teachers in the appropriate numbers in the various subject areas for all the levels of the educational

system was grossly inadequate and of great concern to the government. Similarly provision of adequate and relevant equipments and materials were recognized yet positive effort in that direction has been doubtful. The study confirmed that human and material resources were largely underdeveloped and utilized. Hence the study recommends that Nigeria should formulate more focal educational objectives according to identified critical needs. Thus, the study also recommends a more organized and proper development of human and natural resources for national development.

Another study by Aladejana, Aladejana and Ehindero (2006) examined mentoring among eight pairs of University academics in Nigeria. A descriptive survey was used to assess the mentoring process among 6 lecturers. Data was collected with the aid of a questionnaire and it was analysed using descriptive statistics. The findings indicate that mentoring among university academics operates mostly in an informal and unstructured manner. In addition most of the mentoring relationships were channeled towards research and publication while a negligible part is focused on classroom teaching. Most relationship were initiated and sustained by proximity and academic related activities. It was also found that multiple and same gender mentoring were found to be more common and more successful than single and cross gender mentoring. The research therefore recommends that mentoring relationship should be used for initial and continuing teacher education.

The benefits derived from this review were the extensive coverage of concepts, by previous researchers. For instance, the studies conducted by Akintote, Oduoluwa and Lawal (2001) enabled the present researcher to identify and understand concepts and other key issues hat are related to Admission Policies.

However, most of these researches had not empirical studies in their review of related literature. Very few researches had some traces of empirical studies which were somehow embedded in the conceptual framework of the study. Asuru (2002) for example, testified that his review of related literature was on the works of notable writer (not researchers) on Admission Policies. Anan and Undie (2007) emphasized that the review of related literature must consist of a conceptual framework as well as an empirical studies

2.17 Summary of Literature Review

The chapter touched on the history of Colleges of Education in Nigeria. Due to mass expansion of Colleges of Education, admission became a serious problem. While some were given two or more offers of admission, others were left out completely. Thus, the establishment of JAMB which was to coordinate admission centrally for the whole nation became necessary.

The relevance of Colleges of Education and teacher education was also discussed. With the attainment of independence, Nigerian government now concentrates more on national education as an instrument for the country's social, cultural, economic and manpower resource development. Education was given such confidence because of the fact that Nigerians realized that they can only sustain their political independence by being self reliant economically and having adequate skilled manpower resources, thus, the increase in Colleges of Education.

The Colleges of Education Admission policies and Implementation were also examined. Government guidelines on admissions say that 40% of the candidates should be selected on merit, another 35% on catchment locality which mostly considers geographical or social-cultural area contiguous to the Colleges. Certain

percentages of 20% are also reserved for candidates from educationally disadvantaged state. These and other problems associated with the implementation of the policies guidelines were fully discussed.

CHAPTER THREE

Research Methodology

3.1 Introduction

This chapter provides a brief explanation of how the research and data gathering process was conducted. The chapter is organized into a number of sections such as research design, the population of the study, sampling and sampling technique, the instrument for the data collection, validity and reliability of the instrument, the procedure for data collection, the procedures for data analysis, the pilot study and a summary of the chapter.

3.2 Research Design

This is the overall plan of action or strategy by which the researcher carried out the study. The plan includes details of the research population and how it was selected, the instrument for the data collection, the method of data analysis and interpretation, all in order to come out with findings from the study. The research design adopted for this study is the descriptive survey. Descriptive survey, according to Bello and Ajayi (2000), is a method of research that is usually adopted when dealing with a sample of the population through the use of one or more instruments of data collection. In a more recent view by Sambo (2008), the descriptive survey also known as the sample survey is defined as “a study in which a random sample is taken from a well defined population, data are collected from the sample, a statistics is calculated from the data, and the statistics is used to estimate the true value (parameter) in the population”. This definition clearly explains what descriptive survey is all about.

The descriptive or sample survey is adopted in this study because it involves an evaluation covering the entire population of academic secretaries and academic staff working in all college of education in Nigeria. Obviously, it is practically impossible for the researcher to cover the entire population. For this reason, a sample was drawn to represent the population and thereafter generalize the findings from the study. The survey method is particularly versatile and practical because it identifies present conditions and point to present needs. The survey method also focuses on people, the vital facts of people and their beliefs, opinions, attitudes and behaviours. (Bryman,2008).

3.3 The Population of the Study

A research population according to Anikweze (2009) refers to the entire group of people, objects, institutions or events that have some common characteristics and from whom information about the study would be collected. An educational research must be directed to a specified target population from whom the researcher intends to gather some information. According to the educational statistics supplied by the NCCE (2008/2009) there are 85 tertiary institutions awarding NCE programmes. These institutions comprised of 94 colleges of education, seven (7) Polytechnics awarding NCE programmes and the remain two are Federal NCE awarding institutions. Since the focus of this study is on COE, only the 85 Colleges will be used in the study. The target population of this study includes the Provosts, Registrars, Academic Secretary and Academic Staff in all the COE in Nigeria. Based on the statistics of the NCCE for the 2012/2013 academic session, there were 16,926 academic staff in all Colleges and this comprised of 13,446 males and 3,480 females. Also, there were 85 academic Secretaries in all the colleges and this

comprises 69 males and 16 females. Therefore, the total population for this study is 13,531.

3.4 Sample and Sampling Procedures

A variety of sampling techniques were used to obtain the sample size. In education research; it is not always possible to make use of the whole population, especially, if it is large, in which case the researcher has to make use of a sample. Sampling is a process used by researchers to select a portion that will represent the entire population, Sampling is important for economic reasons. An undersized study can be a waste of resources for not having the capability to produce useful result, while an over side study uses more resources than necessary. Nigeria is grouped into six geopolitical zones and each of these zones has a number of states. The eighty five COE in Nigeria are spread across the 36 states and federal capital territory, Abuja. For the purpose of this study, the cluster sampling was used to select two states from each of the six geopolitical zones. This will give a total of twelve out of thirty six states in Nigeria. This is also equivalent to 33.33% of the total number of states in the country. In the next stage of the sampling procedure the simple random sampling was used to select two Colleges from each state. This gave a total number of twenty four out of eighty five Colleges of Education. However, for states that has only two colleges, the two Colleges were taken since there was no need for sampling.

In the next stage of the sampling procedure, the researcher adopted the purpose sampling technique which according to Bello and Ajayi (2000:39) "is a sampling procedure in which a researcher purposely selects certain groups as sample because of their relevance to the investigation under consideration". The

advantage of the sampling technique is that it ensures a fair representation of the target population and it enable the researcher to gather data from respondents who are crucial to the study under investigation.

In line with this, the following members of staff were selected in each of the 24 Colleges that were sampled Registrar and Academic Secretary make the students admission final list for the approval of JAMB.

The Provost, all Deans of Schools five in number, because there were five main schools in most Colleges of Education, all Heads of Department approximately 25. The comments and recommendations of Provost, Heads of Departments and Deans of School are put into consideration before students are given admission in some COEs in Nigeria. Sixty eight Lecturers were used; the lecturers were expected to have experience to provide relevant information on students admission. All these gave a total of 100 staff in each of the 24 Colleges that were selected for the study. This also implied that the total number of staff sampled for this study was $100 \times 24 = 2,400$ staff. The advantage of his sampling technique is that it ensured a fair representation of the target population and it also enabled the researcher to gather data from respondents who are crucial to the study under investigation. The total number of sample size was reached after using Aderoumu (1985)'s recommendation that a sample of 30% or more is adequate and appropriate as a sample size.

Table 1 Sample Selected from a given Population

Geopolitical Zones	States Selected	Colleges Selected	Staff Selected
North West	Katsina	FCE, Katsina	100
		Isa Kaita COE, Dutsinma	100
	Kano	FCE, Kano	100
		Sa'adatu Rimi COE, Kumbotso	100
North East	Adamawa	FCE, Yola	100
		COE, Hong	100
	Yobe	FCE (T) Potiskum	100
		COE Gashua	100
North Central	Kogi	FCE, Okene	100
		COE Ankpa	100
	Niger	FCE, Kontagora	100
		COE Minna	100
South West	Lagos	Adeniran Ogunsanya	100
		COE Oto-Ijanikin	100
	Oyo	Emmanuel Alayande COE	100
		Muftau Olanihum COE	100
South East	Anambra	FCE (T) Umunze,	100
		COE Nsugbe	100
	Abia	COE Arochukwu Redemption	100
		COE Aba	100
South South	Rivers	FCE (T) Omoku	100
		COE Port Harcourt	100
	Delta	FCE (T) Asaba	100
		COE Warri	100
Total	12	24	2,400

3.5 Research Instrumentation

In conducting an educational research, certain tools are usually developed for gathering the required information. According to Ali (1998) instruments are tools and or records used for data collection. Hence, the main instrument used for collecting data was a questionnaire designed to collect data related to the hypotheses, the problems and objectives of the study from the respondents. According to Ngu (1990), questionnaire should be designed to translate the research objectives into specific questions whose answers provide the necessary information for testing of hypotheses. Therefore it is against this background that a list of relevant questions aimed at achieving objectives of the study has been compiled to solicit the cooperation of the respondents to answer honestly and sincerely. It seeks to know the respondents opinion in respect of the implementation of Admission Policies in Colleges of Education. The questionnaire was used because this is a survey study and the questionnaire method allows for uniformity of question items on issues that are already prevalent. It also allows for confidentiality and anonymity of the respondents and this is very suitable in a descriptive survey (Babbie 2008); Kenneth & Abbot, 2002

The design of the questionnaire was the close-ended or structured type in which specific statements were prepared on one side and a response format on the other side. The response format consisted of five alternative options from which the respondents were expected to choose one option for each statement. The five alternative options known as the Likert-type scale consisted of the following codes: Strongly agree, agree, undecided, disagreed and strongly disagree. Although this type of questionnaire restricts the respondents from expressing their opinions fully, it assisted the researcher to make qualitative analysis of the items such as tabulation,

classification, interpretation & summary especially because the study involved a large population.

The questionnaire was designed for three categories of respondents namely Management, Dean/Heads of Department and lecturers in Colleges of Education. The questionnaire was categorized into various sections. Section A for example requested for demographic data of respondents such as gender, age, years of working experience and similar others. The information requested in section A was easier to supply and was used to ease the respondents into other items designed for the actual purpose of the study. The information in this section enabled the researcher to correlate response sets between the different groups of respondents. Section B to H of the questionnaire consisted of statements relating to the research questions and hypotheses formulated for the study. A group of items were designed to represent each research question and all items were arranged sequentially.

In addition to the questionnaire, the interview method was also used to supplement information that was gathered through the questionnaire. The interview was a personal interaction between the researcher and the academic secretary and heads of departments who handle the selection of students for admission. To have a pool of information, some students were also interviewed.

3.6 Validity of the Instrument

The researcher employed the content validity and face validity so as to validate the instrument of the study. The researcher also utilized the services of statisticians and research experts in the field of educational management to ascertain the level of validity of the instrument used in the study. The corrections and modifications made were incorporated into the final copy of the questionnaire.

This procedure is in line with the Sambo (2008); and Anikweze, (2009) who maintained that a researcher should validate the questionnaire through the logical consensus of experts whose criticisms and suggestions are likely to improved the quality of the questionnaire.

3.7 Pilot Study

To further ascertain the validity of the questionnaire, pilot study was conducted using the staff of Federal College of Education, Zaria as the pilot group. Also the purpose of this study was to familiarize the researcher with the process and procedure involved in the administration, collection and analysis of data in the operation of the main research and to test the reliability or otherwise of the main instrument. One hundred copies of the questionnaire were administered to Provost, Registrar, Academic Secretary, 5 Deans of Schools, 25 Heads of Departments and 67 lecturers, out of this number 76 were returned and correctly filled. The result of the pilot study confirmed the reliability of the instrument used for the study, the number of the questionnaire returned divided by the number of the questionnaire distributed times a hundred.

$$\frac{76}{100} \times \frac{100}{1} = 76\%$$

$$\text{Test of reliability coefficient} = 0.96$$

$$P(Z) = 1 + C/2 = 1 + 0.92/2 = 0.96$$

3.8 Reliability of the Instrument

In addition to validation of the instrument reliability, it was also obtained through Cronach's Alpha formula and Guttman Split-Half Coefficient methods. The statistical package for the Social Science (SPSS) was used for the test. The result

yielded.826 Cronbach Alfa, .905 for Spearman Brown coefficient and .900 for Guttman splity-Half reliability coefficient. All these reliability coefficient are high and they indicated that the instrument is reliable. The reliability of the instrument was accepted because the correlation was close to one (1) (Kenneth & Abbot 2002). The Instrument was therefore satisfactory for use for the research. Questions were found to be suitable and in line with the objectives of the research.

3.9 Administration of the Instrument

The questionnaire designed for this study was meant to obtain information in order to answer the research questions and test the hypothesis formulated. The researcher personally distributed the questionnaire to various Colleges that were selected for the study. The researcher administered and collected the completed copies of the questionnaire and where completion was not possible at the spot, the respondents were given more time within which the questionnaire copies where completed and collected. Considering the distance between the Colleges in Nigeria, the researcher made use of some research assistants who were briefed on what was expected in filling the questionnaire. In addition to this, a covering letter from the Educational Administration and Planning section, Faculty of Education, Ahmadu Bello University, Zaria accompanied copies of the questionnaire to all Colleges under study. This was meant to introduce the researcher and research assistants to the Colleges under study, to explain the purpose of the study to encourage the respondents to fill in the questionnaire and to assure them that their responses would be treated in confidence.

3.10 Method of Data Analysis

The responses obtained from copies the questionnaire were tallied, analysed and presented using descriptive and inferential statistics. In the descriptive statistics, frequency counts, percentages and means were done to enhance the understanding of issues raised in the research questions. In answering the research questions, responses for strongly agree and agree were regarded as one while undecided remained as one, but disagree and strongly disagree were regarded as one. The mean statistics and standard deviation were used to analysed research questions one to seven. The decision rule for the mean of each response was 3.50 the response was agreed, but if less than 3.50, the response was disagreed.

The Analysis of Variance (ANOVA) was used to analyse hypotheses one to seven. The level of significance chosen for the acceptance or rejection of the hypothesis was 0.05 levels as postulated by Best (1981) that is, if $p < 0.05$, (H_0 is rejected), if $P > 0.05$ (H_0 is accepted). The Analysis of variance was adopted because it assesses whether the means of three or more groups are statically different from each other Borg & Gall (1983). A post Hoc test with Scheffe procedure was carried out when the F ratio was statistically different to determine which group means were significantly different from one another.

CHAPTER FOUR

Presentation, Analysis and Discussion of Data

4.1 Introduction

In this chapter, the data collected for the study were presented, analysed and discussed under two main sections. The first section provided answers to the research questions raised in chapter one using frequency tables and percentages, while the second section analysed the hypotheses tested using one way analysis of variance (ANOVA) and Scheffe's test. Also, considering the relevance of some demographic information of the respondents to the study, such demographic characteristics were presented and analysed using one table of frequencies and percentages. As previously stated, the data collected for the study were obtained by means of a single questionnaire for three categories of respondents namely management, Deans/Head's of Department and lecturers in Colleges of Education. Table.2 presents the completion rate of the questionnaire administered for this study.

Table 2: Rates of Return of the Questionnaire

S/No.	Colleges of Education	No. of Questionnaire Administered	No. of Questionnaire completed	No. of Questionnaire not completed
1.	F.C.E, Katsina	100	74	26
2.	Isa Kaita COE, Dutsinma	100	63	37
3.	F.C.E, Kano	100	71	29
4.	S. R. COE, Kumbotso	100	70	30
5.	F.C.E. Yola	100	55	45
6.	COE, Hong	100	46	54
7.	F.C.E (T), Potiskum	100	57	43
8.	COE, Gashua	100	62	38
9.	F.C.E, Okene	100	80	20
10.	COE, Ankpa	100	55	45
11.	F.C.E, Kontagora	100	64	35
12.	COE, Minna	100	82	38
13.	A.O. COE, Lagos	100	35	65
14.	Ansar-ud Deen COE Lagos	100	37	63
15.	E. A. COE, Ibadan	100	65	35
16.	M. O. COE, Ibadan	100	60	40
17.	FCE (T), Umunze	100	62	38
18.	COE, Nsugbe	100	70	30
19.	COE, Arochukwu	100	53	47
20.	Redemption COE, Aba	100	61	39
21.	FCE (T), Omoku	100	63	37
22.	R.S. COE, P/Harcourt	100	57	43
23.	FCE (T), Asaba	100	60	40
24.	COE, Warri	100	64	36
	Total	2,400	1,443	957

Table.2 indicated that out of 2,400 copies of the questionnaire administered to 24 COEs selected for the study, 1,443 represented by 60.1% were completed while the remaining 957 copies represented by 39.9% were either not completed lost or never returned.

4.2 Demographic Data of Respondents

The demographic characteristics of respondents are presented in table 3. A total of 1,443 respondents made up of Provost, Registrar and Academic Secretary (Management) Deans, Heads of Department and Lecturers from Federal, State and Private Colleges of Education. Their bio-data characteristics considered and selected from the study were the college's ownership, gender, status and years of working experience. The classification of the respondents by the respective options of the selected bio-data variables were expressed in frequencies and percentages.

Table 3: Classification of the Respondents by the Selected Bio-Data Characteristics

Variables	Variable Options	Frequency	Percentage
College's Ownership	Federal Owned	620	43.0
	State owned	659	45.7
	Private Owned	164	11.3
	Total	1443	100.0
Gender	Male	834	57.8
	Female	609	42.2
	Total	1443	100.0
Status	Provost	24	1.7
	Registrar	20	1.3
	Academic Secretary	24	1.7
	Deans	117	8.1
	HOD's	234	16.2
	Lecturers	1024	71.0
	Total	1443	100.0
Working Experiences	Above 20 yeas	122	8.5
	16 – 20 years	313	21.7
	11 – 15 years	725	50.2
	6 – 10 years	186	12.9
	0 – 5 years	97	6.7
	Total	1443	100.0

As indicated by Table 3, 43.0% and 45.7% of the respondents were staff of Federal and State Colleges of Education respectively, while the remaining 11.3% of the respondents were staff of privately owned College of Education in Nigeria. The table also indicates that 57.8% were male staff while the remaining 42.2% of the respondents were female staff.

With regards to status of respondents, the table indicated that 71.0% were lecturers, 8.1% and 16.2% occupied the status of Deans and Head's of Department respectively. The remaining percentage of respondents being 1.7%, 1.3% and 1.7% occupied the status of Provost, Registrar and Academic Secretary implied that only one of each of them are in Colleges of Education and more so because the sampling procedure selected 24 COE's for the study. For easy analysis Provost, Registrar and Academic Secretary were lump together as management staff. The highest category of respondents in this study being academic staff was however not unexpected because in the sampling procedure about 80% of the respondents were selected from this category of staff.

A close look at the years of working experience of respondents in the table indicates that about half of the total number of respondents being represented by 50.2% had been working for 11 – 15 years. Other respondents being represented by 21.7%, 12.9% and 8.5% had 16 - 20 years, 6 – 10 years and over 20 years of working experiences. The remain percentage of respondents being 6.7% had only zero to 5 years of working experience. As the saying goes, experience is the best teacher, hence the more the years of working experience, the higher the chances of knowing what has been happen in the admission policies in the COEs.

4.3 Opinions of Respondents on Evaluation of the Implementation of Admission Policies in Nigeria Colleges of Education

This section presents the analysis and discussion of data related to the issues raised in Chapter One. The result was collected, analyzed and presented in frequencies and tabular form to give general description of data the issues discussed are as follows:

1. Implementation of JAMB cut-off point requirement in student admission:

2. Implementation of students admission policy of 45% merit, 35% catchment area and 20% educationally less developed state;
3. Implementation of JAMB 60:40 (Science/Arts) admission ratio policy;
4. Implementation of admitting students into choice course based on credit obtained in WAEC/NECO;
5. Implementation of adherence to carry capacity in terms of available facilities;
6. Implementation of successful students in the Pre-NCE final examination with CGPA of 1.5 are considered for admission; and
7. Staffing situation in the implementation of students admission.

In subsequent tables, each of these issues of research question was analysed and presented in relation to the group of items specifically designed for it in the questionnaire. For the purpose of this analysis, the responses for Strongly Agree (S.A) and Agree (A) were merge together and treated as Agree. The responses for Strongly Disagree (S.D) and Disagree (D) were also merged together and used as Disagree, while the responses for undecided (U) were left alone.

4.3.1 Implementation of JAMB Cut-Off Points Requirement in Student Admission

This section sought to find out the view of respondents in respect of students having satisfactory cut-off points in JAMB before they are admitted.

Respondents views were analyzed using frequencies and percentage tables. Thus, items 1 – 10 in the questionnaire deal with issues in the first research questions as raised in Chapter One.

Table 4 Opinions of Respondents Regarding Ensuring that Students have Satisfactory Cut-off Point in JAMB before they are admitted

S/N	Item Statements	Respondents	Responses					
			Agree		Undecided		Disagree	
			Freq.	%	Freq	%	Freq	%
1.	The cut-off points of JAMB for admission of students are strictly adhered to in the college	Management	67	98.5	0	0	1	1.5
		Dean/HOD	344	98.0	0	0	7	2.0
		Lecturer	816	79.7	120	11.7	88	8.6
2.	JAMB cut-off points is used for selecting and placing students in colleges	Management	66	97.0	0	0	2	3.0
		Dean/HOD	344	98.0	0	0	7	2.0
		Lecturer	818	79.9	88	8.6	118	11.5
3.	JAMB cut-off points in admission enhances democratic principle and reduces unnecessary outside influence	Management	59	86.7	4	5.9	5	7.4
		Dean/HOD	302	86.0	21	6.0	28	8.0
		Lecturer	235	22.9	148	14.5	641	62.6
4.	The cut-off points of JAMB helps to regulate admission of students	Management	65	95.6	3	4.4	0	0
		Dean/HOD	337	96.0	14	4.0	0	0
		Lecturer	787	76.8	90	8.8	147	14.4
5.	Competition for success to limited placement has led to cheating in JAMB Examination	Management	46	82.3	9	13.2	13	19.1
		Dean/HOD	253	72.1	42	12.0	56	15.9
		Lecturer	382	37.3	59	5.8	583	56.9
6.	The College management admit student without sitting for JAMB	Management	9	13.3	0	0	59	86.7
		Dean/HOD	35	10.0	0	0	316	90.0
		Lecturer	177	17.2	90	8.0	757	73.9
7.	Apart from the cut-off	Management	29	42.6	5	7.4	34	50

	points of JAMB your college administer elimination examination before student are admitted	Dean/HOD	140	39.8	21	6.0	190	54.2
		Lecturer	612	59.7	149	14.6	263	25.7
8.	JAMB cut-off points are used to admit students into various courses in the college	Management	52	76.4	5	7.4	11	16.2
		Dean/HOD	274	78.1	28	8.0	49	13.9
		Lecturer	876	85.5	59	5.8	89	8.7
9.	The cut-off points of JAMB admission of students are not strictly adhered to in the college	Management	12	17.6	2	3.0	54	79.4
		Dean/HOD	56	15.9	7	2.0	288	82.1
		Lecturer	265	25.9	59	5.8	700	68.3
10.	It is better for various Colleges of Education to be charge of student entrance examination.	Management	44	64.7	13	19.1	11	16.2
		Dean/HOD	232	66.1	56	16.0	63	17.9
		Lecturer	759	74.1	148	14.5	117	11.4

From the Table 4., item 1 sought to find out the opinion of respondents as to whether the cut-off points of JAMB for admission of students are strictly adhered to in the College of Education. Findings indicate that a total of 67 management staff representing 98.5% agree to item 1, while 1 representing 1.5% disagreed, non for undecided. 344 Dean/HOD's agreed representing 98.0%, while 7 representing 2.0% disagreed with the item, non for undecided. 816 lecturers agreed representing 79.7% while 88 representing 8.6% disagreed by 120 representing 11.7% were undecided. In all 1127 respondents representing 8.5% agreed to the item therefore

it is concluded that there are a bid down requirement of cut-off points of JAMB for admission of students into Colleges of Education in Nigeria.

In the Table 4 responses of respondents on item 2, 66 management staff, representing 97% agreed to the statement of the item, while 2 representing 3% disagreed to the statement, but non representing undecided. 344 Dean/HOD's representing 98% agreed to the item, while 7 representing 2% disagreed with the item but not for undecided. A total of 818 lecturers representing 79.9% agreed to the item, 188 representing 11.5% disagreed, while 88 representing 8.6% were undecided. In all 1228 respondents representing 85.1% agreed with the statement that JAMB cut-off points is used for selection and placing students in the Colleges of Education.

Table 4 data on responses of respondents on item 3. A total of 59 management staff representing 86.7% agreed to the statement of the item, a total of 5 of them representing 7.4% disagreed, while 4 of them representing 5.9% were undecided. A total of 302 Dean/HODs representing 86.0% agreed to the item, while 28 of them representing 8.0% disagreed to the item, while 21 of them representing 6.0% were undecided. A total of 235 lecturers representing 22.9% agreed to the item, while 641 representing 62.6% disagreed. A total of 148 representing 14.5% were undecided. In all 596 representing 41.3% of the respondent agreed to the statement that JAMB cut-off points in admission enhances democratic principle and reduces unnecessary outside influence. However, there is a significant number and percentage of those who disagreed 674 which is 46.7% and 173 which is 12.0% that were undecided. Therefore, in view of the above analysis it is not conclusive that JAMB cut-off points in admission enhances democratic principle and reduces unnecessary outside influence.

Table 4 data on responses of respondents on item 4. A total of 65 management staff representing 95.6% of them agreed to the statement, while none disagreed but 3 representing 4.4% were undecided. A total of 337 Dean /HOD's representing 96.0% of them agreed while 14 representing 4.0% were undecided. 787 lecturers representing 76.8% of them agreed, while 147 representing 14.4% disagreed and 90 representing 8.8% were undecided. In all 1189 respondent representing 82.4% agreed that the cut-off points of JAMB helps to regulate admission of students in the Colleges of Education.

Table 4 shows data on item 5 of table 4. A total of 46 management staff representing 95.6% of them agreed with the statement and 3 representing 4.4% were undecided. A total of 253 Dean/HOD's representing 72.1% agreed while 56 representing 15.9% disagreed and 42 representing 12.0% were undecided. A total of 382 lecturers representing 37% agreed, while 583 representing 56.9% disagreed and 59 representing 5.8% were undecided. In all a total of 681 respondents representing 47.2% agreed that competition for success to limited placement has led to cheating to JAMB examination. Thus it is concluded that there is a form of examination malpractices in JAMB examination.

Item 6 of table 4 indicated a total of 9 management staff representing 13.3% agreed to the item statement and 59 representing 86.7% disagreed. A total of 35 Dean/HOD representing 10.0% agreed to the item statement and 316 representing 90.0% disagreed. A total of 177 of lecturers representing 17.2% agreed with the statement while 757 representing 73.9% disagreed and 90 representing 8.8% were undecided. This however shows that the college management does not admit students without sitting for JAMB.

Item 7 of table 4 indicated a total of 29 management staff representing 42.6% agreed to the item statement, while 34 representing 50.0% disagreed and 5 representing 7.4% were undecided. A total of 140 Dean/HOD's representing 39.8% agreed, while 190 representing 54.2% disagreed and 21 representing 6.0% were undecided. A total of 612 lecturers representing 59.7% agreed while 263 representing 25.7% disagreed and 149 representing 14.6% were undecided. In all 781 respondent representing 54.1% agreed to the statement that apart from the cut-off points of JAMB, college administer elimination before student are admitted. Therefore, in view of the above analysis, it is not conclusive that there is elimination examination before students are admitted.

Item 8 in table 4 a total of 52 management staff representing 76.4% agreed to the item statement, while 11 representing 16.2% disagreed and 5 representing 7.4% were undecided. A total of 274 Dean/HOD's representing 78.1% agreed, while 49 representing 13.9% disagreed and 28 representing 8.0% were undecided. A total of 876 of lecturers representing 85.5% agreed while 89 representing 8.7% disagreed and 59 representing 5.8% were undecided. In all 1202 representing 83.3% agreed to the statement that JAMB cut-off points are used to admit students into various courses in the Colleges of Education. In view of the higher percentage it could be concluded that Colleges of Education in Nigeria adheres to the laid down procedures and processes in their students admission.

Item 9 in table 4, the analysis showed that 12 management staff representing 17.6% respondents agreed on this issue, while 54 representing 79.4% disagreed and 2 representing 3.0% were undecided. 56 Dean/HOD's representing 15.9% agreed, while 288 representing 82.1% disagreed and 7 representing 2.0% were undecided. 265 lecturers representing 25.9% agreed, while 700 representing 68.3%

disagreed and 59 representing 5.8% were undecided. In all 333 representing 23.1% agreed to the statement that the cut-off points of JAMB for admission of students are not strictly adhered to in some Colleges of Education in Nigeria, because of the love patronage due to their geographical areas.

Item 10 sought to find out if it is better for various Colleges of Education to be in charge of students entrance examination. The level of agreement recorded by respondents was overwhelming such that an aggregate of 1035 respondents representing 71.7 agreed that each Colleges of Education should be in-charge of conducting entrance examination for their new students.

There are high percentages of responses that agreed in almost all the ten items under this section shows that the Colleges of Education in Nigeria ensured that students have satisfactory cut-off point in JAMB before they are admitted. It was discovered that in some colleges they do not strictly adhered to the cut-off points of JAMB, because of the low patronage due to their geographical areas.

4.3.2 Implementation of Students Admission Policies of 45% Merit, 35% Catchment Area and 20% Educationally Less Developed State

This section focuses on the quota system of 45% merit, 35% catchment area and 20% educationally less developed state of students admission policy. Five schools in the Colleges were looked into, which are Arts and Social Science, Education, Languages, Science and Vocational and Technology. Items 11 – 25 in the questionnaire were used to analyse respondents opinion and the results obtained are presented in Table 5

Table 5: Opinions of Respondents on Extent of Colleges of Education Comply with Student Admission of 45% Merit, 35% Catchment Area and 20% Educationally Less Developed States

S/N o	Item Statements	Respondent s	RESPONSES					
			Agree Freq.	%	Undecided Freq	%	Disagree Freq	%
11.	Students are admitted in school of arts and social sciences based on the quota system of 45% merit	Manageme nt	44	64.7	13	19.1	11	16.2
		Dean/HOD	231	65.8	63	18.0	57	16.2
		Lecturer	936	91.4	59	5.8	29	2.8
12.	Students are admitted in school of Arts and Social sciences based on the quota system of 35% catchment	Manageme nt	41	60.3	14	20.6	13	19.1
		Dean/HOD	217	61.8	70	19.9	64	18.3
		Lecturer	670	65.4	208	20.3	146	14.3
13.	Students are admitted in school of Arts and Social sciences based on the quota system of 20% educationally less developed state.	Manageme nt	43	63.2	15	22.1	10	14.7
		Dean/HOD	224	63.8	70	19.9	57	16.3
		Lecturer	294	28.7	148	14.5	582	56.8
14.	Students are admitted in school of education based on the quota system of 45% merit.	Manageme nt	43	63.2	12	17.7	13	19.1
		Dean/HOD	238	67.8	49	14.0	64	18.2
		Lecturer	265	25.9	177	17.3	582	56.8
15.	Students are admitted in school of education based on the quota system of 35% catchment area	Manageme nt	40	58.8	16	23.5	12	17.7
		Dean/HOD	210	59.8	84	23.9	57	16.3
		Lecturer	235	22.9	178	17.4	611	59.7
16.	Students are admitted in school of education based on the quota system of 20%	Manageme nt	40	58.8	17	25.0	11	16.2
		Dean/HOD	203	57.8	84	23.9	64	18.

	educationally less developed state							3
		Lecturer	700	68.3	236	23.1	88	8.6
17.	Students are admitted in school of languages based on the quota system of 45% merit.	Managem nt	52	82.4	0	0.0	12	17. 6
		Dean/HOD	224	63.8	56	16.0	71	20. 2
		Lecturer	729	71.2	178	17.4	117	11. 4
18.	Students are admitted in school of languages based on the quota system of 35% catchment area.	Managem nt	40	58.8	12	17.7	16	23. 5
		Dean/HOD	210	59.8	63	18.0	78	22. 2
		Lecturer	676	66.0	322	31.5	26	2.5
19.	Students are admitted in school of languages based on the quota system of 20% educationally less developed state.	Managem nt	50	73.5	0	0.0	18	26. 5
		Dean/HOD	203	57.8	56	16.0	92	26. 2
		Lecturer	125	12.2	171	16.3	728	71. 1
20.	Students are admitted in school of sciences based on the quota system 45% merit.	Managem nt	55	80.9	0	0.0	13	19. 1
		Dean/HOD	224	63.8	63	18.0	64	18. 2
		Lecturer	699	68.3	149	14.5	176	17. 2
21.	Students are admitted in school of sciences based on the quota system of 35% catchment area	Managem nt	55	80.9	0	0.0	13	19. 1
		Dean/HOD	217	61.8	70	20.0	64	18. 2
		Lecturer	640	62.5	208	20.3	176	17. 2
22.	Students are admitted in school of sciences based on the quota system of 20% educationally less developed State.	Managem nt	53	77.9	0	0.0	15	22. 1
		Dean/HOD	224	63.8	49	14.0	78	22. 2
		Lecturer	295	28.8	177	17.3	552	53.

								9
23.	Students are admitted in school of VOC & Tech. based on the quota system of 45% merit	Management	68	100.0	0	0.0	0	0.0
		Dean/HOD	217	61.8	56	16.0	78	22.2
		Lecturer	176	17.2	237	23.1	611	59.7
24.	Students are admitted in school of VOC and Tech. based on the quota system of 35% catchment area.	Management	52	765	0	0.0	16	23.5
		Dean/HOD	203	57.8	63	18.0	85	24.2
		Lecturer	177	17.3	236	23.0	611	59.7
25.	Students are admitted in school of VOC & Tech. based on the quota system of 20% educationally less developed states.	Management	43	63.2	0	0.0	25	36.8
		Dean/HOD	198	56.4	92	26.2	61	17.4
		Lecturer	641	62.6	208	20.3	175	17.1

In Table 5 it was evident that there were some differences in the opinions of the three categories of respondents. In item 11, the management staff who were 44 representing 64.7% agreed with the item statement, while 11 representing 16.2% disagreed and 13 representing 19.1% were undecided. 231 Dean/HOD's representing 65.8% agreed, while 57 representing 16.2% disagreed and 63 representing 18.0% were undecided. 936 Lecturers representing 91.4% agreed, while 29 representing 2.8% disagreed and 59 representing 5.8% were undecided. In all 1211 respondents representing 83.9% agreed that the laid criteria of 45% merit for students admission was adhered to in the Colleges of Education. For item 12, a proportion of management staff being 41 representing 60.3% agreed while 13 representing 19.1% disagreed and 14 representing 20.6% were undecided. 217

Dean/HOD's representing 61.8% agreed while 64 representing 18.3% disagreed and 70 representing 19.9% were undecided. 670 Lecturers representing 65.4% agreed while 146 representing 14.3% disagreed and 208 representing 20.3% were undecided. In all 928 respondents representing 64.3% agreed that 35% catchment area was used in the admission of students in the colleges.

In response to item 13 in table 5, the respondents being 43 representing 63.2% management staff, 224 representing 63.8% Dean/HOD's and 294 representing 28.7% Lecturers were of the opinion that 20% Educationally Less Developed State are used for the admission of students. The opinion of respondents in school of Arts and Social Science with regard to these items implies that the quota system of admission of student were being used; though the 20% Educationally Less Developed State are no usually filled up.

For item 14 in Table 5, the respondents being 43 representing 63.2% management staff, 238 representing 67.8% Dean/HOD and 265 representing 25.9% lecturers were of the opinion that 45% merit are used for the admission of students. Similarly, for item 15, 40 representing 58.8% management staff, 210 representing 59.8 Dean/HODs and 235 representing 22.9% lecturers agreed with the item statement. Item 16, 40 representing 58.8% management staff, 203 representing 57.8% Dean/HODs and 700 representing 68.3% lecturers agreed with the use of 20% Educationally Less Developed State for student's admission in the Colleges. These results also imply that school of Education used the quota system of student's admission.

The responses for item 17 indicate that 52 representing 82.4% management staff, 224 representing 63.8% Dean/HODs and 729 representing 71.2% lecturers

agreed that 45% merits are used for student's admission. As for item 18 indicated that 40 representing 58.8% management staff, 210 representing 59.8% Dean/HODs and 676 representing 66.0% lecturers agreed with the use of quota system of 35% catchment area for students admission. Item 19 indicated that 50 representing 73.5% management staff, 203 representing 57.8% Dean/HOD's and 125 representing 12.2% lecturers agreed with the use of quota system of 20% Educationally Less Developed State in students admission into the Colleges. These results for item 17, 18 and 19 implies that school of languages students admission are based on the quota system.

Item 20 in table 5 indicated that 55 representing 80.9% management staff, 224 representing 63.8% Dean/HODs and 699 representing 68.3% lecturers agreed that 45% merit are used for students admission. Item 21, indicated that 55 representing 80.9% management staff, 217 representing 61.8% Dean/HODs and 640 representing 62.5% lecturers agreed with the use of quota system of 35% catchment area for students admission. Item 22 indicated that 53 representing 77.9% management staff, 224 representing 63.8% Dean/HODs and 295 representing 28.8% lecturers agreed with the use of quota system of 20%. Educationally less Developed State in students admission into the colleges. These results also imply that school of Sciences students admission are based on the quota system.

The responses for item 23 in table 5 indicated that 68 representing 100% management staff, 217 representing 61.8% Dean/HOD and 176 representing 17.2% lecturers agreed that 45% merit are used for students admission. Item 24 in table 5 indicated that 52 representing 76.5% management staff, 203 representing 57.8% Dean/HODs and 177 representing 17.3% lecturers agreed with the use of quota

system of 35% catchment area for student's admission. Item 25 indicated that 43 representing 63.2% management staff, 198 representing 56.4% Dean/HODs and 641 representing 62.4% lecturers agreed with the use of quota system of 20% Educationally Less Developed State in student's admission into the colleges. The analysis for item 11 – 25 in table 5 revealed that majority of the respondents agreed with most of the statements. The results could therefore, be interpreted to mean that the use of quota system in students admission has to a large extent being implemented in Nigeria Colleges of Education.

4.3.3 Implementation of JAMB 60:40 Science/Arts Ratio of Admission Policy

The issues discuss in this study border on the implementation of JAMB 60:40 (Science/Arts Admission ratio policy. Items 26 – 35 in table 6 were used to analyse respondents opinions and the results obtained are presented in table 6.

Table 6 Opinions of respondents Colleges of Education compliance with 60:40 of Science/Arts ratio of admitting students

S/N o	Item Statements			Respondent s	RESPONSES					
					Agree		Undecided		Disagree	
					Freq.	%	Freq	%	Freq	%
26	Admission into the college reflects science/arts ratio of 60.40 in favour of the sciences	Management		43	63.2	0	0.0	25	36.8	
			DEAN/HOD	189	53.8	28	8.0	134	38.2	
			Lecturer	848	82.8	59	5.8	117	11.4	
27	Science students outnumber the arts stud during the admission in the college	Management		22	32.3	8	11.8	38	55.9	
			DEAN/HOD	105	29.9	42	12.0	204	58.1	
			Lecturer	262	25.6	150	14.6	612	59.8	
28	Arts students outnumber the Science students during the admission	Management		28	41.1	1	1.5	39	57.4	
			DEAN/HOD	155	44.2	7	2.0	189	53.8	
			Lecturer	699	68.3	206	20.1	119	11.6	
29	The 60:40 ratio of Science/Arts are strictly adhered to in the students admission	Management		50	60.5	0	0.0	18	26.5	
			DEAN/HOD	203	57.8	49	14.0	99	28.2	
			Lecturer	758	74.0	120	11.7	146	14.3	
30	There are more Science subject combination than arts combination offered In the colleges	Management		19	27.9	11	16.2	38	55.9	
			DEAN/HOD	91	25.9	56	16.0	204	58.1	
			Lecturer	758	74.0	119	11.6	147	14.4	
31	There are more arts	Management		27	39.7	10	14.7	31	45.	

	student combination than Science combination	nt						6
		DEAN/HOD	141	40.2	49	14.0	161	45.8
		Lecturer	176	17.2	117	11.4	731	71.4
32	The 60:40 ratio of science/Arts are not considered before admitting students in the college	Manageme nt	20	29.4	11	16.2	37	54.4
		DEAN/HOD	99	28.2	63	18.0	189	53.8
		Lecturer	700	68.4	178	17.4	146	14.2
33	After the college conduct admission with JAMB less candidate response by registering	Manageme nt	28	41.2	9	13.2	31	45.6
		DEAN/HOD	140	39.9	49	14.0	162	46.1
		Lecturer	236	23.1	118	11.5	670	65.4
34	Most student are not considered in their course of choice	Manageme nt	32	47.0	8	11.8	28	41.2
		DEAN/HOD	161	45.9	35	10.0	155	44.1
		Lecturer	699	68.3	178	17.4	147	14.3
35	Most students change from science to Arts courses after first year of admission	Manageme nt	32	47.0	8	11.8	28	3.1
		DEAN/HOD	161	45.9	42	12.0	148	42.1
		Lecturer	700	68.4	147	14.4	177	17.2

For item 26 in table 6 indicates that a total of 43 management staff represent 63.2% agreed and 25 representing 36.8% disagreed. A total of 189 Dean/HODs representing 53.8% agreed, while 134 representing 38.2% disagreed and 28 representing 8.0% were undecided. 848 lecturers representing 82.8% agreed, while

117 representing 11.4% disagreed and 59 representing 5.8% were undecided. In all 1080 respondents representing 74.8% agreed to the item therefore, it is concluded that admission into the colleges reflects Science/Arts ratio of 60:40 in favour of the sciences.

Item 27 of table 6 result shows that a total of 22 managers staff representing 41.1% agreed while 38 representing 55.9% disagreed and 8 representing 11.8% were undecided. 105 Dean/HODs representing 29.9% agreed, while 204 representing 58.1% disagreed and 42 representing 12.0% were undecided. 262 lecturers representing 25.6% agreed, while 612 representing 59.8% disagreed and 150 representing 14.6% were undecided. Thus a grand of 854 representing 59.2% disagreed to the statement that science students out-number the Arts students during the admission in the colleges. Item 28 indicated that 28 representing 41.1% management staff, 155 representing 44.2% lecturers agreed that Arts students outnumber the Science students during the admission.

In table 6 item 29 result shows that a total of 50 managements staff representing 73.5% agreed, while 18 representing 26.5% disagreed. 203 Dean/HOD representing 57.8% agreed, while 99 representing 28.2% disagreed and 49 representing 14.0% were undecided. 758 lecturers representing 74.0% agreed, while 146 representing 14.3% disagreed and 120 representing 11.7% were undecided. In all a total of 1002 representing 69.4% agreed that the 60:40 ratio of Science/Arts are strictly adhered to in the students admission.

Item 30 in table 6 the result shows that a total of 19 management staff representing 27.9% agreed, while 38 representing 55.9% disagreed and 11 representing 16.2% were undecided, 91 Dean/HODs representing 58.1% disagreed

and 56 representing 16.0% were undecided. 758 lecturers representing 74.0% agreed, while 147 representing 14.4% disagreed and 119 representing 11.6 were undecided. A total of 868 respondents representing 60.2% agreed with the statement. Item 31 in table 6, a total of 27 management staff representing 39.7% agreed, while 31 representing 46.6% disagreed and 10 representing 14.7% were undecided. 141 Dean/HODs representing 40.2% agreed, while 161 representing 45.8% disagreed and 49 representing 14.0% were undecided. 176 lecturers representing 17.2% agreed, while 731 representing 71.4% disagreed and 117 representing 11.4% were undecided. The analysis for item 30 and 31 in table 6 revealed that majority of the respondents disagreed with the statements. The result was, therefore, interpreted to mean that to a large extent, the Arts courses combination is not more than the science courses combination.

For item 32 in table 6, the respondents being 20 management staff representing 29.4% agreed, while 37 representing 54.4% disagreed and 11 representing 16.2% were undecided. 99 Dean/HODs representing 28.2% agreed, while 189 representing 53.8% disagreed and 63 representing 18.0% were undecided. 700 lecturers representing 68.4% agreed, while 146 representing 14.2% disagreed and 178 representing 17.4% were undecided. A total of 819 respondents representing 56.8% agreed that the 60:40 ratio of Science/Arts are not considered before admitting students in the College. The turn-out of more Arts students at graduation may result to this negative response.

Item 33 in table 6 result shows that a total of 28 management staff representing 41.2% agreed while 31 representing 45.6% disagreed and 9 representing 13.2% were undecided. 140 Dean/HODs representing 39.9% agreed, while 162 representing 46.1% disagreed and 49 representing 14.0% were

undecided. 236 lecturers representing 23.1% agreed, while 620 representing 65.4% disagreed and 118 representing 11.6% were undecided. For Item 34, impressive proportion of the respondents being 32 representing 47.0% management staff, 161 Dean/HOD representing 45.9% and 699 representing 68.3% lecturers respectively claimed that most students are not considered in their course of choice, they are given other course to read in order to make some department go stale.

For item 35 in table 6, a proportion of the respondents being 32 representing 47.0% management staff, 161 representing 45.9% Dean/HODs and 700 representing 68.4% lecturers agreed that most students change from Science to Arts courses after first year of admission, because they could not cope with the science courses. The analysis for items 26 – 35 in table 6 revealed that there is difference exist in the opinion of respondents concerning the college complying with the 60:40 Science/Arts ratio of admitting students and the attainment of students admission policies.

4.3.4 Implementation of Admitting Students into Choice Course Based on Credit Obtained in WAEC/NECO

This section examines the implementation of admitting students into choice-course based on credit obtained in WAEC/NECO. Item 36 – 45 in the questionnaire were used to analyse the respondents' opinion and the results obtained are presented in table.7

Table 7 : Choice Courses based on Five Credit Passes Obtained in WAEC/NECO in the College

S/N o	Item Statements	Respondent s	RESPONSES					
			Agree		Undecided		Disagree	
			Freq.	%	Freq	%	Freq	%
36	All newly admitted students in the college have 5 credits in WAEC/NECO at one sitting	Manageme nt	26	39.2	0	0.0	42	61.8
		DEAN/HOD	211	60.1	28	8.0	112	31.9
		Lecturer	353	34.4	0	0	671	65.5
37	Most students admitted in college have 5 credits in WAEC and NECO at two sittings	Manageme nt	52	75.0	0	0.0	16	23.5
		DEAN/HOD	267	76.5	7	2.0	77	21.9
		Lecturer	791	77.2	58	5.7	175	17.1
38	Credit in English Language Mathematics and are compulsory in stud admission in college	Manageme nt	54	79.4	5	7.4	9	13.2
		DEAN/HOD	274	78.1	21	6.0	56	15.9
		Lecturer	729	71.1	90	8.8	205	20.1
39	Some courses do not need credit in Mathematics before students are admitted	Manageme nt	50	73.5	5	7.4	13	19.1
		DEAN/HOD	260	74.1	21	6.0	70	19.9
		Lecturer	730	71.3	117	11.4	177	17.3
40	Some courses do not need credit in English but have credit in literature before students are admitted	Manageme nt	56	82.4	3	4.4	9	13.2
		DEAN/HOD	288	82.1	14	4.0	49	13.9
		Lecturer	731	71.4	176	17.2	117	11.4

41	Students with lower entry qualification are often admitted in college	Manageme nt	46	67.6	4	5.9	18	26.5
		DEAN/HOD	239	68.0	21	6.0	91	26.0
		Lecturer	234	22.8	60	5.9	730	71.3
42	Students admission in the college must have JAMB cut-off point plus 5 credits in WAEC/NECO	Manageme nt	50	73.5	5	7.5	13	19.0
		DEAN/HOD	260	74.1	21	6.0	70	19.9
		Lecturer	688	67.2	198	19.3	138	13.5
43	Some student are not considered in their choice of courses	Manageme nt	45	66.2	10	14.7	13	19.1
		DEAN/HOD	239	68.1	49	14.0	63	17.9
		Lecturer	759	74.1	118	11.5	147	14.4
44	Some student are forced to read courses to avoid closing down department	Manageme nt	52	76.5	9	13.2	7	10.3
		DEAN/HOD	274	78.0	42	12.0	35	10.0
		Lecturer	671	65.5	179	17.5	174	17.0
45	Students admitted with deficiency do not graduate until they remedy that deficiency	Manageme nt	52	76.5	6	8.8	10	14.7
		DEAN/HOD	267	76.1	35	10.0	49	13.9
		Lecturer	700	68.4	148	14.4	176	17.2

As indicated by table 7 the result of item 36 shows that 26 management staff representing 39.2% agreed, and 42 representing 61.8% disagreed. A total of 211 Dean/HODs representing 60.1% agreed, while 112 representing 31.9% disagreed

and 28 representing 8.0% were undecided. 353 Lecturers representing 34.4% agreed and 671 representing 65.5% disagreed. Also in item 37, a good proportion of management staff being 52 representing 76.5% agreed, and 16 representing 23.5% disagreed. 267 Dean/HODs representing 76.1% agreed, while 77 representing 21.9% disagreed and 7 representing 2.0% were undecided. 791 Lecturers representing 77.2% agreed, while 175 representing 17.1% disagreed and 58 representing 5.7% were undecided. This result is not far from the fact that ready admitted students in the college must have 5 credits in WAEC/NECO either one sitting or two sittings.

Item 38 result in table 7 shows that 54 management staff representing 79.4% agreed, while 9 representing 13.2% disagreed and 5 representing 7.4% were undecided. 274 Dean/HODs representing 78.1% agreed, while 56 representing 15.9% disagreed and 21 representing 6.0% were undecided. 729 Lecturers representing 71.1% agreed, while 205 representing 20.1% disagreed and 90 representing 8.8% were undecided. Also item 39 in table 7 majority of the respondents being 50 management representing 73.5% agreed, while 13 representing 19.1% disagreed and 5 representing 7.4% were undecided. 730 lecturers representing 71.3% agreed, while 177 representing 17.3% disagreed and 117 representing 11.4% were undecided. In response to item 40 in table 7, a large percentage of the respondents being 56 management staff representing 82.4% agreed, while 9 representing 13.2% disagreed and 3 representing 4.4% were undecided. 288 Dean/HODs representing 82.1% agreed, while 49 representing 13.9% disagreed and 14 representing 4.0% were undecided. 731 Lecturers representing 71.4% agreed, while 117 representing 11.4% disagreed and 176 representing 17.2% were undecided. This higher percentage of agreed indicates

that some courses do not need credit in English language but credit in English literature and pass in English Language qualified the students for admission.

In table 7 item 41 result indicates that 46 management staff representing 67.6% agreed, while 18 representing 26.5% disagreed and 4 representing 5.9% were undecided. 239 Dean/HODs representing 68.0% agreed, while 91 representing 26.0% disagreed and 21 representing 6.0% were undecided. 234 Lecturers representing 22.8% agreed, while 730 representing 71.3% disagreed and 60 representing 5.9% were undecided. This result shows that students with lower entry qualification are not often admitted in the college. Also item 42 in table 7 shows that 50 management staff representing 73.5% agreed, while 13 representing 19.0% disagreed and 5 representing 7.5% were undecided. 260 Dean/HODs representing 74.1% agreed while 20 representing 19.9% disagreed and 21 representing 6.0% were undecided. 688 Lecturers representing 67.2% agreed, while 138 representing 13.5% disagreed and 198 representing 19.3 were undecided. In all 998 respondents representing 69.2% agreed with the statement that students admission in the college must have JAMB cut-off points plus 5 credits in WAEC/NECO.

Table 7 further indicated that for item 43 a good proportion of the respondents being 45 management staff representing 66.2% agreed, while 13 representing 19.1% disagreed and 10 representing 14.7% were undecided. 239 Dean/HODs representing 68.1% agreed, while 63 representing 17.9% disagreed and 49 representing 14.0% were undecided. 759 lecturers representing 74.1% agreed, while 147 representing 14.4% disagreed and 118 representing 11.5% were undecided. Item 44 shows in table 7 that 52 management staff representing 76.5% agreed while 7 representing 10.3% disagreed and 9 representing 13.2% were undecided. 274 Dean/HODs representing 78.0% agreed, while 35 representing 10.0% disagreed and

42 representing 12.0% were undecided. 671 Lecturers representing 65.5% agreed, while 174 representing 17.0% disagreed and 179 representing 17.5% were undecided. The high percentage of agreement shows that some students are being forced to read courses to avoid closing down of some department. Also item 45 in table 7 results indicated that 52 management staff representing 76.5% agreed while 10 representing 14.7% disagreed and 6 representing 76.1% agreed, while 49 representing 13.9% disagreed and 35 representing 10.0% were undecided. 700 Lecturers representing 68.4% agreed, while 176 representing 17.2% disagreed and 148 representing 14.4% were undecided. From this analysis, it was observed that quite a large percentage of the respondents agreed with most of the statements in item 36 – 45 in table 7. It was therefore, interpreted to mean 5 credit passes in WAEC/NECO in the colleges is being implemented.

4.3.5 Implementation of Adherence to Carry Rapidly in Terms of Available Facilities in Respect of Student's Admission

The implementation of the Colleges of Education complying with the approved carrying capacity in terms of available facilities in respect of students admission was another issue examined in this study. Items 46 – 55 were used to analyse the respondents' opinions and the results obtained are presented in Table 8

Table 8: Opinion of Respondents on Colleges of Education Complying with the approved carry capacity in terms of available facilities in respect of students admission

S/N o	Item Statements	Respondent s	RESPONSES					
			Agree		Undecided		Disagree	
			Freq.	%	Freq	%	Freq	%
46.	Administrative blocks	Manageme nt	49	72.1	4	5.9	15	22. 0
		DEAN/HOD	253	72.1	21	6.0	77	21. 9
		Lecturer	642	62.7	179	17.5	203	19. 8
47.	Classroom for instruction	Manageme nt	50	73.5	6	8.8	12	17. 7
		DEAN/HOD	260	74.1	28	8.0	63	17. 9
		Lecturer	700	68.3	177	17.3	147	14. 4
48.	Boards for writing	Manageme nt	38	55.9	13	19.1	17	25. 0
		DEAN/HOD	189	53.8	63	18.0	99	28. 2
		Lecturer	293	28.6	60	5.9	671	65. 5
49	Workshop for practical	Manageme nt	37	54.4	5	7.4	26	38. 2
		DEAN/HOD	182	51.8	28	8.0	141	40. 2
		Lecturer	207	20.2	147	14.4	670	65. 4
50	Moveable teaching aids	Manageme nt	33	48.5	7	10.3	28	41. 2
		DEAN/HOD	161	45.8	36	10.2	154	43. 8
		Lecturer	323	31.6	119	11.6	582	56. 8

51	Health facilities	Manageme nt	34	50.0	9	13.2	25	36. 8
		DEAN/HOD	168	47.9	49	14.0	134	38. 1
		Lecturer	325	31.7	147	14.4	552	53. 9
52	Sports facilities	Manageme nt	48	70.6	9	13.2	11	16. 2
		DEAN/HOD	246	70.1	42	12.0	63	17. 9
		Lecturer	671	65.5	120	11.7	233	22. 8
53	Libraries	Manageme nt	48	70.6	11	16.2	9	13. 2
		DEAN/HOD	232	66.1	56	16.0	63	17. 9
		Lecturer	582	56.8	148	14.5	294	28. 7
54	The right qualities of materials resources are provided	Manageme nt	46	67.7	9	13.2	13	19. 1
		DEAN/HOD	217	61.8	57	16.2	77	22. 0
		Lecturer	293	28.6	178	17.4	553	54. 0
55.	The right quantities of materials resources are provided	Manageme nt	37	54.4	6	8.8	25	36. 8
		DEAN/HOD	196	55.8	42	12.0	113	32. 2
		Lecturer	120	11.7	148	14.5	756	73. 8

As indicated by Table 8, it is evident that no significant difference exists in the opinions of respondents with regards to item 46. This was because 49 management staff representing 72.1% agreed, while 15 representing 22.0% disagreed and 4

representing 5.9% were undecided. 253 Dean/HODs representing 72.1% agreed, while 77 representing 21.9% disagreed and 21 representing 6.0% were undecided. 642 lecturers representing 62.7% agreed, while 203 representing 19.8% disagreed and 179 representing 17.5% were undecided. Thus a total of 944 respondents representing 65.4% agreed to the item statement that the college of education has enough Administrative Blocks.

In the table, result of item 47 shows in table 8 that a total of 50 management staff representing 73.5% agreed, while 72 representing 17.7% disagreed and 6 representing 8.8% were undecided. 260 Dean/HODs representing 74.1% agreed, while 63 representing 17.9% disagreed and 28 representing 8.0% were undecided. 700 Lecturers representing 68.3% agreed, while 147 representing 14.4% disagreed and 177 representing 17.3% were undecided. For item 48, a fair proportion of management staff being 38 representing 55.9% agreed, while 17 representing 25.0% disagreed and 13 representing 19.1% were undecided. 189 Dean/HODs representing 53.8% agreed, while 99 representing 28.2% disagreed and 63 representing 18.0% were undecided. 293 Lecturers representing 28.6% agreed, while 671 representing 65.5% disagreed and 60 representing 5.9% were undecided.

Table 8 also reveals a similar pattern of response to item 49 – 50, this was because 37 management staff representing 54.4% agreed, while 26 representing 38.2% disagreed and 5 representing 7.4% were undecided. 182 Dean/HODs representing 51.8% agreed while 141 representing 40.2% disagreed and 28 representing 8.0% were undecided. 207 lecturers representing 20.2% agreed, while 670 representing 65.4% disagreed and 147 representing 14.4% were undecided. Also item 50 shows in table 8, 33 management staff representing 48.5% agreed, while 28 representing 41.2% disagreed and 7 representing 10.3% were undecided.

161 Dean/HODs representing 45.8% agreed, while 154 representing 43.8% disagreed and 36 representing 10.2% were undecided. 323 lecturers representing 31.6% agreed, while 582 representing 56.8% disagreed and 119 representing 11.6% were undecided. The mean scores were lower than 3.5 for each of the two groups. These items were concerned with the adequacy of workshops for practical and mounted (removable) teaching aids.

Result of item 51 in table 8 indicated that 34 management staff representing 50.0% agreed, while 25 representing 36.8% disagreed and 9 representing 13.2% were undecided. 168 Dean/HODs representing 47.9% agreed, while 134 representing 38.1% disagreed and 49 representing 14.0% were undecided. 325 lecturers representing 31.7% agreed, while 552 representing 53.9% disagreed and 147 representing 14.4% were undecided. Item 52 in table 8 indicate that the management staff representing 70.6% agreed, while 11 representing 16.2% disagreed and 9 representing 13.2% were undecided. 246 Dean/HODs representing 70.1% agreed, while 63 representing 17.9% disagreed and 42 representing 12.0% were undecided. 671 lecturers representing 65.5% agreed, while 233 representing 22.8% disagreed and 120 representing 11.7% were undecided. For item 53 in table 8, 48 management staff representing 70.6% agreed, while 9 representing 73.2% disagreed and 11 representing 16.2% were undecided. 232 Dean/HODs representing 66.1% agreed, while 63 representing 17.9% disagreed and 56 representing 16.0% were undecided. 582 lecturers representing 56.8% agreed, while 294 representing 28.7% disagreed and 148 representing 14.5% were undecided.

The response for item 54 in table 8 indicated that 46 management staff representing 67.7% agreed, while 13 representing 19.1% disagreed and 9

representing 13.2% were undecided. 217 Dean/HODs representing 61.0% agreed, while 77 representing 22.0% disagreed and 57 representing 16.2% were undecided. 293 Lecturers representing 28.6% agreed, while 553 representing 50.0% agreed and 178 representing 17.4% were undecided. For item 55 in table 8, 37 management staff representing 54.4% agreed, while 25 representing 36.8% disagreed and 6 representing 8.8% were undecided. 196 Dean/HODs representing 55.8% agreed, while 113 representing 32.2% disagreed and 42 representing 12.0% were undecided. 120 lecturers representing 11.7 agreed, while 756 representing 73.8% disagreed and 148 representing 14.5% were undecided.

This analysis reveals that a percentage of the respondents indicated their support for items 46 – 55 in table 8. The material resources in the table revealed that the respondents were of the opinion that the items were adequate. The only exception to this generalization are items 49 and 50 in table 8 where the percentage scores were low for each of the three groups. These items were concerned with the adequacy of workshops for practical are provided and moveable teaching aid. All other items in the table were considered adequately provided for the effective implementation of the admission policy by the three groups. The last two items 54 and 55 in table 8, the respondents were of the opinion that the qualities and quantity of these materials were adequately for the implementation of the student's admission in the respective College of Education.

4.3.6 Implementation of Successful Students in the Pre-NCE Final Examination with CGPA of 1.5 are Considered for Admission

The implementation on admission of successful students in the Pore-NCE final examination with CGPA of 1.5 was also an issue discussed in this study. Items 56 – 65 in table were used to analyse respondents' opinions and the result obtained are presented in Table 9

Table 9: Opinion of Respondents on Admission of Successful Students in the Pre-NCE Final Examination with CGPA of 1.5

S/N	Item Statements	Respondents	RESPONSES					
			Agree Freq.	%	Undecided Freq	%	Disagree Freq	%
56	The Pre-NCE stud results of at least 1.5 are given admission in the college	Manageme nt	59	86.8	8	11.8	1	1.4
		DEAN/HOD	344	98.0	0	0	7	2.0
		Lecturer	816	79.7	120	11.7	88	8.6
57	The Pre-NCE students sit for JAMB before they are admitted in the college	Manageme nt	66	97.1	0	0	2	2.9
		DEAN/HOD	344	98.0	0	0	7	2.0
		Lecturer	818	79.9	88	8.6	118	11.5
58	Pre-NCE students do not need JAMB cut-off points to gain admission	Manageme nt	59	86.8	4	5.9	5	7.3
		DEAN/HOD	302	86.0	21	6.0	28	8.0
		Lecturer	235	22.9	148	14.5	641	62.6
59	The Pre-NCE students with lower CGPA of 1.5 are not considered for admission in the college	Manageme nt	65	95.6	3	4.4	0	0.0
		DEAN/HOD	337	96.0	14	4.0	0	0.0
		Lecturer	787	76.9	90	8.8	147	14.3
60	Pre-NCE students are not given automatic admission in the college	Manageme nt	46	67.7	9	13.2	13	19.1
		DEAN/HOD	253	72.1	42	12.0	56	15.9

		Lecturer	382	37.3	59	5.8	583	56.9
61	The quota system of admission are used for Pre-NCE student admission	Management	9	13.2	0	0	59	86.8
		DEAN/HOD	35	10.0	0	0	316	90.0
		Lecturer	177	17.3	90	8.8	757	73.9
62	Government guideline on admission into the college are not used for Pre-NCE	Management	29	42.7	5	7.3	34	50.0
		DEAN/HOD	140	40.0	21	6.0	190	54.0
		Lecturer	612	59.8	149	14.5	263	25.7
63	Pre-NCE students admission are considered first before the non-pre-non stud for admission	Management	52	76.5	5	7.3	11	16.2
		DEAN/HOD	274	78.1	28	8.0	49	13.9
		Lecturer	459	44.8	190	18.6	375	36.6
64	Pre-NCE student sit for college elimination examination instead of JAMB before they are given admission	Management	12	17.6	2	3.0	54	79.4
		DEAN/HOD	56	15.9	7	2.0	288	82.1
		Lecturer	265	25.9	159	15.5	600	58.6
65	CGPA of 1.5 are used by JAMB to given pre-NCE admission in the college	Management	44	64.7	13	19.1	11	16.2
		DEAN/HOD	232	66.1	56	16.0	63	17.9
		Lecturer	759	74.1	148	14.5	117	11.4

In the Table 9 result of item 56 indicates that 59 management staff representing 86.8% agreed, while 1 representing 1.4% disagreed and 8 representing 11.8% were

undecided. 344 Dean/HODs representing 98.0% agreed, while 7 representing 2.0% disagreed. 816 lecturers representing 79.2% agreed, while 88 representing 8.6% disagree and 120 representing 11.7% were undecided. Thus, a total of 1219 respondents representing 84.5% agree that their colleges give admission to students of Pre-NCE with CGPA of 1.5. Therefore, considering the higher percentage of those accepting the statement it could be generalized that the programme of Pre-NCE in the Colleges of Education are being implemented.

In response to item 57, 66 in table 9, management staff representing 97.1% agreed, and 2 representing 2.0% disagreed, 344 Dean/HOD representing 98.0% agreed and 7 representing 2.0% disagreed. 818 lecturers representing 79.9% agreed, while 118 representing 11.5% disagreed and 88 representing 8.6% were undecided. Thus a total of 1228 respondents representing 85.1% of 1443 respondents agreed to the item statement that the Pre-NCE students of College of Education sit for JAMB before they are admitted in the college. Therefore, based on the higher percentage of agreed, it is concluded that, Nigeria Colleges of Education implement the admission policy concerning the Pre-NCE admission. For item 58 in table 9, a good proportion of the respondents being 59 management staff representing 86.8% agreed, while 5 representing 7.3% disagreed and 4 representing 5.9% were undecided. 302 Dean/HODs representing 86.0% agreed, while 28 representing 8.0% disagreed and 21 representing 6.0% were undecided. 235 lecturers representing 22.9% agreed, while 641 representing 62.6% disagreed and 148 representing 14.5% were undecided. Result of item 59 in table 9 indicate that 65 management staff representing 95.6% agreed and 3 representing 4.4% were undecided. 337 Dean/HODs representing 96.0% agreed, and 14 representing 4.0% were undecided. 787 lecturers representing 76.9% agreed while 147 representing

14.3% disagreed and 90 representing .8% were undecided. The results shows that Pre-NCE students with lower CGPA of 1.5 are not considered for admission in the college.

In table 9, result of item 60 shows that a total of 46 management staff representing 67.7% agreed, while 13 representing 19.1% disagreed and 9 representing 13.2% were undecided. 253 Dean/HODs representing 72.1% agreed, while 56 representing 15.9% disagreed and 42 representing 12.0% were undecided. 382 lecturers representing 37.3% agreed, while 583 representing 56.9% disagreed and 59 representing 5.9% were undecided. The result indicated that Pre-NCE students are not given automatic admission in the college.

The responses to item 61 in table 9, indicate that 9 management staff representing 13.2% agreed and 59 representing 86.8% disagreed. 35 Dean/HODs representing 10.0% agreed and 316 representing 90.0% disagreed. 177 lecturers representing 17.3% agreed while 757 representing 73.9% disagreed and 90 representing 8.8% were not undecided. However, a significant majority of the respondent disagreed with the statement, implying that to a limited extent, the quota systems of admission are used for Pre-NCE student admission. For item 62 indicated that 29 management staff representing 42.7% agreed, while 34 representing 50.0% disagreed and 5 representing 7.3% were undecided. 140 Dean/HOD representing 40.0% agreed, while 190 representing 54.0% disagreed and 21 representing 6.0% were undecided. 612 lecturers representing 59.8% agreed, while 263 representing 25.7 disagreed and 149 representing 14.5% were undecided. This shows that government guideline on admission into the colleges are used for Pre-NCE candidates in transiting to NCE I

In table 9 result of item 63 shows that a total of 52 management staff representing 76.5% agreed, while 11 representing 16.2% disagreed and 5 representing 7.3% were undecided. 274 Dean/HODs representing 78.1% agree, while 49 representing 13.9% disagreed and 28 representing 8.0% were undecided. 459 lecturers representing 44.8% agreed, while 375 representing 36.6% disagreed and 190 representing 18.6% were undecided. The results show that Pre-NCE students who have CGPA of 1.5 and JAMB cut-off points are considered for admission in Colleges of Education. For item 64 in table, indicated that 12 management staff representing 17.6% agreed, while 54 representing 79.4% disagreed and 2 representing 3.0% were undecided. 56 Dean/HODs representing 15.9% agreed, while 288 representing 82.1% disagreed and 7 representing 2.0% were undecided. 265 lecturers representing 25.9% agreed, while 600 representing 58.6% disagreed and 159 representing 15.5% were undecided. The result indicate that Pre-NCE students do not sit for college elimination examination instead of JAMB before they are offered admission. Item 65 in table 9, shows that a total of 44 management staff representing 64.7% agreed while 11 representing 16.2% disagreed and 13 representing 19.1% were undecided. 232 Dean/HODs representing 66.1% agreed, while 63 representing 17.9% disagreed and 56 representing 16.0% were undecided. 759 lecturers representing 74.1% agreed, while 117 representing 11.4% disagreed and 148 representing 14.5% were undecided. The analysis of items 56 – 65 in table revealed that majority of the respondents agreed with most of the statements. The results could therefore be interpreted to mean that there is no significant difference in the opinions of respondents, with regards to the implementation of Pre-NCE final examination with CGPA of 1.5 and students admission policies in the Colleges of Education.

4.3.7 The Impact of Staffing Situation in the Implementation of Students Admission

The last issue raised in the study was to ascertain the impact of staffing situation on admission of students. To analyse this issue, items 66-76 in the table were used and the results obtained are presented in table 10.

Table 10: Opinions of Respondents on Impact of Staffing Situation on Admission of Students in Nigeria Colleges of Education

S/N	Item Statements	Respondents	RESPONSES					
			Agree		Undecided		Disagree	
			Freq.	%	Freq	%	Freq	%
66	There are human resources for effective implementation of the admission polices	Manageme nt	22	32.4	9	13.2	37	54.4
		DEAN/HOD	112	31.9	42	12.0	197	56.1
		Lecturer	670	65.4	148	14.5	206	20.1
67	Administrative staff (high-level-manpower)	Manageme nt	45	66.2	2	2.9	21	30.9
		DEAN/HOD	245	69.8	7	2.0	99	28.2
		Lecturer	264	25.8	59	5.8	701	68.4
68	Administrative staff (middle-level-manpower)	Manageme nt	40	58.8	2	2.9	26	38.2
		DEAN/HOD	203	57.8	7	2.0	141	40.2
		lecturer	207	20.2	176	17.2	641	62.6
69	Administrative staff (low-level manpower)	Manageme nt	65	95.6	0	0	3	4.4
		DEAN/HOD	337	96.0	0	0	14	4.0
		Lecturer	644	62.9	88	8.6	292	28.5
70	Academic staff (high-level manpower)	Manageme nt	64	94.1	1	1.5	3	4.4

			DEAN/HOD	323	92.0	7	2.0	21	6.0
			Lecturer	265	25.9	175	17.1	584	57.0
71	Academic staff (middle-level manpower)		Management	55	80.9	3	4.4	10	14.7
			DEAN/HOD	288	82.0	21	6.0	42	12.0
			Lecturer	467	45.6	149	14.6	408	39.8
72	Academic staff (low-level manpower)		Management	57	83.8	3	4.4	8	11.8
			DEAN/HOD	294	83.8	14	4.0	43	12.2
			Lecturer	701	68.5	205	20.0	118	11.5
73	The (qualified) right-caliber staff is provided		Management	57	83.8	4	5.9	7	10.3
			DEAN/HOD	294	83.8	21	6.0	36	10.2
			lecturer	467	68.5	149	11.5	408	20.0
74	The right number of staff is provided		Management	61	89.7	3	4.4	4	5.9
			DEAN/HOD	209	88.0	14	4.0	28	8.0
			Lecturer	237	23.1	147	14.4	640	62.5
75	The student ratio of one lecturer to fifteen students are complied with in science subjects in a class		Management	52	76.5	3	4.4	13	19.1
			DEAN/HOD	267	76.1	14	4.0	70	19.9
			Lecturer	235	23.0	236	23.0	553	54.0
76	The students ratio of one lecturer to forty students are complied with in arts subjects in a class		Management	32	47.1	3	4.4	33	48.5
			DEAN/HOD	161	45.9	14	4.0	176	50.1

As indicated by table 10, a fair proportion of Lecturer being 670 representing 65.4% agreed, while 206 representing 20.1% disagreed and 148 represent 14.5% were undecided. 22 management staff representing 32.4% agreed, while 37 representing 54.4% disagreed and 9 representing 13.2% were undecided. 112 Dean/HODs representing 31.9% agreed, while 197 representing 56.1% disagreed and 42 representing 12.0% were undecided. In terms of the impact of the human resources for the effective implementation of the students admission policies in the Colleges of Education. From the scores in the table, the three groups agreed that there are adequate human resources for the effective implementation of the students admission policies in the College.

The responses to item 67 indicate that a good proportion of the respondents being 45 management staff representing 66.2% agreed, while 21 representing 30.9% disagreed and 2 representing 2.9% were undecided. 245 Dean/HODs representing 69.8% agreed, while 99 representing 28.2% disagreed and 7 representing 2.0% were undecided. 264 Lecturers representing 25.8% agreed, while 701 representing 8.4% disagreed and 59 representing 5.8% were undecided. Item 68 shows that 40 management staff representing 58.8% agreed, while 26 representing 38.2% disagreed and 2 representing 2.9% were undecided. 203 Dean/HODs representing 57.8% agreed, while 141 representing 40.2% disagreed and 7 representing 2.0% were undecided. 207 Lecturers representing 20.2% agreed, while 641 representing 62.6% disagreed and 176 representing 17.2% were undecided. For item 69 in the questionnaire, the respondents being 65 management staff representing 337 Dean/HODs representing staff representing 95.6% and 3

representing 4.4% disagree 337 Dean/HODs representing 96.0% and 14 representing 4.0% disagreed. 644 Lecturers representing 62.9% agreed, while 292 representing 28.5% disagreed and 88 representing 8.6% were undecided. In all 1045 respondents representing 72.4% agreed to the items, therefore, it is concluded that there are laid down requirements of number of administrative staff in relating to student admission policy in the Colleges of Education.

In response to item 70, 64 management staff representing 94.1% agreed, while 3 representing 4.4% disagreed and 1 representing 1.5% were undecided 323 Dean/HODs representing 92.0% agreed, while 21 representing 6.1% disagreed and 7 representing 2.0% were undecided. 265 Lecturers representing 25.9% agreed, while 584 representing 57.0% disagreed and 175 representing 17.1% were undecided. For item 71 it shows a total of 55 management staff representing 80.9% agreed, while 10 representing, 14.7% disagreed and 3 representing 4.4% were undecided. 288 Dean/HOD representing 82.0% agreed while 42 representing 12.0% disagreed and 21 representing 6.0% were undecided. 467 Lecturers representing 45.6% agreed while 408 representing 39.8% disagreed and 149 representing 14.6% were undecided. Item 72 indicated that 57 management staff representing 83.8% agreed, while 8 representing 1.8% disagreed and 3 representing 4.4% were undecided 294 Dean/HODs representing 83.8% agreed, while 43 representing 12.2% disagreed and 14 representing 4.0% were undecided. 701 Lecturers representing 68.5% agreed, while 118 representing 11.5% disagreed and 205 representing 20.0% were undecided. In all, 1065 respondent representing 73.6% agreed that the Colleges maintain the recommended academic staff of high-level, middle-level and low-level. Thus, it is concluded that Nigerian Colleges of Education have each caliber of academic staff.

As indicated by table 10, the result of item 73 shows that a good proportion of the respondents being 57 management staff representing 83.8% agreed while 7 representing 10.3% disagreed and 4 representing 5.9% were undecided. 294 Dean/HODs representing 83.8% agreed, while 36 representing 10.2% disagreed and 21 representing 6.0% were undecided. 467 Lecturers representing 68.5% agreed, while 408 representing 20.0% disagreed and 149 representing 11.5% were undecided. For item 74 it shows that 61 management staff representing 89.7% agreed, while 4 representing 5.9% disagreed and 3 representing 4.4% were undecided. 209 Dean/HODs representing 88.0% agreed, while 28 representing 8.0% disagreed and 14 representing 4.0% were undecided. 237 Lecturers representing 23.1% agreed, while 640 representing 62.5% disagreed and 147 representing 14.4% were undecided. In view of the higher percentage of agreed it could be concluded that Nigerian Colleges of Education have the right caliber of qualified staff.

Item 75, the analysis shows the opinions of 52 management staff representing 76.5% agreed, while 13 representing 19.1% disagree and 3 representing 4.4 were undecided. 267 Dean/HODs representing 76.1% agreed, while 70 representing 19.9% disagreed and 14 representing 4.0% were undecided. 235 Lecturers representing 23.0% agreed, while 553 representing 54.0% disagreed and 236 representing 23.0% were undecided. Based on this higher percentage of agreed, it is concluded that the ratio of students to lecturer in science courses class is manageable. For item 76, it shows that 32 management staff representing 47.1% agreed, while 33 representing 48.5% disagreed and 3 representing 4.4% were undecided. 161 Dean/HODs representing 45.9% agreed, while 176 representing 50.1% disagreed and 14 representing 4.0% were undecided. 731 Lecturers representing 71.4% agreed while 88 representing 8.6% disagreed and 205

representing 20.0% were undecided with regard to the statement that the students ratio of one lecturer to forty to fifty students are not complied with in Arts courses in a class. The analysis for items 66-76 indicated that the responses for agreed were greater than responses for disagreed.

Even though there is a higher percentages of responses that agreed in almost all the eleven items under this section, the staff strength in Nigerian Colleges of Education is inadequate more, especially in the area of staff student ratio.

4.4 Testing of Research Hypotheses

The seven hypotheses formulated for this study were aimed at evaluating the implementation of Admission Policies in Nigerian colleges of education. For each of these hypotheses, a set of statements was designed and treated in relation to the hypothesis they represent. Also, each of these hypotheses was set to determine whether there is a significant difference in the opinions of the three categories of respondents used in the study. Therefore, to arrive at reliable conclusions, each of these hypotheses was subjected to one way Analysis of variance (ANOVA), a statistical tool that is often used to find out whether the differences in opinions of two or more set of respondents were significant enough to retain or reject the hypothesis of a given study. For the hypotheses that were rejected, the Scheffe's Multiple Comparison Test was used to further examine to which the groups' means differ in their responses. The level of significance set for the study was 0.05. The results obtained from these computations are presented in subsequent tables.

4.4.1 Hypothesis One: The null hypothesis states *that there is no significant difference in the opinions of respondents concerning the effectiveness of cut-off point in JAMB on students' admission policies on the basis of college ownership.*

This hypothesis was analysed and presented in table.

Table 11 Analysis of Variance (ANOVA) statistics on difference in the opinions of respondents concerning the implementation of cut-off point in JAMB on students admission policies on the basis of college ownership

ANOVA of H₁

Implementation of cut-off Point in JAMB

	Sum Squares	ofDf	Mean Square	F	F critical	Sig.
Between Groups	10.205	2	5.102			
				.382	2.60	.682
Within Groups	19213.481	1440	13.343			
Total	19223.685	1442				

Table 12. Descriptive statistics on Mean difference in the opinions of respondents concerning the implementation of cut-off point in JAMB on students admission policies on the basis of college ownership

College Ownership	N	Mean	Std. Deviation	Std. Error
Federal	702	33.1966	3.84857	.14526
State	393	33.1196	2.98097	.15037
Private	348	33.3506	3.92554	.21043
Total	1443	33.2128	3.65120	.09612

Table 13 Scheffe Multiple Comparison Test Implementation of Cut-off Point JAMB1

college ownership N			Subset for alpha = 0.05
			1
Scheffe ^{a,b}	State	393	33.1196
	Federal	702	33.1966
	Private	348	33.3506
	Significant		.645

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 438.430.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Results of the Analysis of Variance statistics and the descriptive statistics above reveal that there is no significant difference in the opinions of respondents concerning the effectiveness of cut-off point in JAMB on students admission policies on the basis of college ownership. Reasons being that the calculated Analysis of Variance calculated p value of 0.682 is higher than the 0.05 value of tolerance while the calculated F value of 0.382 is lower than the 2.60 F critical F value. The descriptive mean statistics showed that their mean opinion regarding the opinions of respondents concerning the effectiveness of cut-off point in JAMB on students admission policies on the basis of college ownership are 33.1966, 33.196 and 33.3506 by respondents from Federal, State and Private colleges respectively showing that there is no significant difference in their opinion. Therefore the null hypothesis which state that there is no on difference in the opinions of respondents concerning the effectiveness of cut-off point in JAMB on students admission policies on the basis of college ownership, is hereby accepted and retained.

4.4.2 Hypothesis Two: The null hypothesis states that *there is no significant difference in the opinions of respondents concerning the implementation of f of Admission policies and the quota system of 45% merit, 35% catchment area and 20% Educationally Less Developed States on students' admission policies on the basis of their college ownership.*

Analysis of Variance (ANOVA) statistics on difference in the opinions of respondents concerning the implementation of f of Admission policies and the quota system of 45% merit, 35% catchment area and 20% Educationally less developed states on students admission policies, on the basis of their college ownership.

ANOVA of H₂

Table 14: Implementation of Admission Policies 45% Merit 35% Catchment 20% Educationally Less Developed States

	Sum Squares	of df	Mean Square	F	F critical	Sig.
Between Groups	1699.104	2	849.552	11.772	2.60	0.000
Within Groups	103918.353	1440	72.166			
Total	105617.457	1442				

Table 15. Descriptive statistics on Mean difference in the opinions of respondents concerning the implementation of f of Admission policies and the quota system of 45% merit, 35% catchment area and 20% Educationally less developed states on students admission policies, on the basis of their college ownership.

College Ownership	N	Mean	Std. Deviation	Std. Error
Federal	702	48.1838	8.43413	.31833
State	393	50.6438	8.72191	.43996
Private	348	49.8793	8.35677	.44797
Total	1443	49.2626	8.55825	.22530

Table 16. Scheffe multiple comparison test Implementation of Admission policies 45 merit 35 catchment 20 Educationally Less developed states

	college ownership	N	Subset for alpha = 0.05	
			1	2
Scheffe ^{a,b}	Federal	702	48.1838	
	Private	348		49.8793
	State	393		50.6438
	Significant.		1.000	.412

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 438.430.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Results of the Analysis of Variance statistics and the descriptive statistics above reveal that significant difference exists in the opinions of respondents concerning the implementation of f of Admission policies and the quota system of 45% merit, 35% catchment area and 20% Educationally less developed states on students admission policies, on the basis of their college ownership. Reasons being that the calculated Analysis of Variance calculated p value of 0.000 is lower than the 0.05 value of tolerance while the calculated F value of 11.772 is higher than the 2.60 F critical F value. The descriptive mean statistics showed that their mean opinion regarding the opinions of respondents concerning the implementation of f of Admission policies and the quota system of 45% merit, 35% catchment area and 20% Educationally less developed states on students admission policies, on the basis of their college ownership are 48.1838, 50.6438 and 49.8793 by respondents from Federal, State and Private colleges respectively showing that significant difference exist in their opinion concerning implementation of f of Admission policies

and the quota system of 45% merit, 35% catchment area and 20% Educationally less developed states on students admission policies, on the basis of their college ownership.

. Therefore, the null hypothesis which states that there is no significant difference in the opinions of respondents concerning the implementation of f of Admission policies and the quota system of 45% merit, 35% catchment area and 20% Educationally less developed states on students admission policies, on the basis of their college ownership, is hereby rejected.

4.4.3 Hypothesis Three: The null hypothesis states that *there is no significant difference in the opinions of respondents concerning the college complying with the 60:40 of Science/Arts ratio of admitting students' and the attainment of students admission policies*

Table 17: Analysis of Variance (ANOVA) statistics on difference in the opinions of respondents concerning the college complying with the 60 :40 of Science/Arts ratio of admitting students and the attainment of students admission policies on the basis of college ownership.

	Sum Squares	of Df	Mean Square	F	F critical	Sig.
Between Groups	149.516	2	74.758			
				3.808	2.60	0.022
Within Groups	28269.388	1440	19.632			
Total	28418.904	1442				

Table 18: Descriptive statistics on Mean difference in the opinions of respondents concerning the college complying with the 60:40 of Science/Arts ratio of admitting students and the attainment of students admission policies, on basis of college ownership

College Ownership	N	Mean	Std. Deviation	Std. Error
Federal	702	31.7806	4.70442	.17756
State	393	31.5827	4.23408	.21358
Private	348	32.4368	4.06277	.21779
Total	1443	31.8850	4.43937	.11687

Table 19: Scheffe multiple comparison test JAMB 60:40 Science/Arts ratio Admission policy

	college ownership	N	Subset for alpha = 0.05	
			1	2
Scheffe ^{a,b}	State	393	31.5827	
	Federal	702	31.7806	31.7806
	Private	348		32.4368
	Significant		.804	.091

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 438.430.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Results of the Analysis of Variance statistics, the descriptive statistics and the Scheffe comparison test above revealed that there significant difference exist in the opinions of respondents concerning the college complying with the 60:40 of Science/Arts ratio of admitting students and the attainment of students admission

policies, on basis of college ownership. Reasons being that the calculated Analysis of Variance calculated p value of 0.022 is lower than the 0.05 value of tolerance while the calculated F value of 3.808 is higher than the 2.60 F critical F value. The descriptive mean statistics showed that their mean opinion regarding the opinions of respondents concerning the college complying with the 60:40 of Science/Arts ratio of admitting students and the attainment of students admission policies, on basis of college ownership are 31.7806, 31.5827 and 32.4368 by respondents from Federal, State and Private colleges respectively showing that significant difference exist in their opinion concerning the college complying with the 60:40 of Science/Arts ratio of admitting students and the attainment of students admission policies, on basis of college ownership, .Hence, the null hypothesis which state that there is no on difference in the opinions of respondents concerning the college complying with the 60:40 of Science/Arts ratio of admitting students and the attainment of students admission policies, on basis of college ownership, is hereby rejected.

4.4.4 Hypothesis Four: The null hypothesis states that *there is no significant difference in the opinions of respondents concerning students having five credit passes in WAEC/NECO related to the proposed course of study and students admission policies, on the basis of their college ownership*

Table 20 : Analysis of Variance (ANOVA) statistics on difference in the opinions of respondents concerning students having five credit passes in WAEC/NECO related to the proposed course of study and students' admission policies, on the basis of their college ownership

	Sum of Squares	df	Mean Square	F	F critical	Sig.
Between Groups	300.836	2	150.418	5.549	2.60	0.004
Within Groups	39031.497	1440	27.105			
Total	39332.333	1442				

Table 21: Descriptive statistics on Mean difference in the opinions of respondents concerning students having five credit passes in WAEC/NECO related to the proposed course of study and students admission policies, on the basis of their college ownership

College Ownership	N	Mean	Std. Deviation	Std. Error
Federal	702	26.9402	5.14130	.19405
State	393	28.0254	4.86390	.24535
Private	348	27.4540	5.68842	.30493
Total	1443	27.3597	5.22267	.13749

Table 22: Scheffe multiple comparison test Homogeneous Subsets Admission Based on Credit in WAEC/NECO

college ownership N		Subset for alpha = 0.05	
		1	2
Scheffe ^{a,b}	Federal	702	26.9402
	Private	348	27.4540
	State	393	28.0254
	Significant		.344

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 438.430.

b. The group sizes are unequal. The harmonic mean of the group sizes is used.

Type I error levels are not guaranteed.

Results of the Analysis of Variance statistics, Sheffe comparison test and the descriptive statistics above revealed that there significant difference exist in the opinions of respondents concerning students having five credit passes in WASSC SSCE related to the proposed course of study and students admission policies, on the basis of their college ownership. Reasons being that the calculated Analysis of Variance calculated p value of 0.004 is lower than the 0.05 value of tolerance while the calculated F value of 5.549 is higher than the 2.60 critical F value. The descriptive mean statistics showed that their mean opinion regarding the opinions of respondents concerning students having five credit passes in WAEC/NECO related to the proposed course of study and students admission policies, on the basis of their college ownership are 26.9402, 28.0554 and 27.4540 by respondents from Federal, State and Private colleges respectively showing that significant difference exist in their opinion concerning students having five credit passes in WASSC and SSCE related to the proposed course of study and students admission policies, on the basis of their college ownership

Hence, the null hypothesis which states that there is no significant difference in the opinions of respondents concerning students having five credit passes in

WASSC and SSCE related to the proposed course of study and students admission policies, on the basis of their college ownership, is hereby rejected.

4.4.5 Hypothesis Five: The null hypothesis state that *there is no significant difference in the opinions of respondents concerning the adherence to carry capacity in terms of available facilities and effective implementation of students admission policies on the basis of college ownership*

Table 23 : Analysis of Variance (ANOVA) statistics on difference in the opinions of respondents concerning the adherence to carry capacity in terms of available facilities and effective implementation of students admission policies on the basis of college ownership.

	Sum Squares	of Df	Mean Square	F	F critical	Sig.
Between Groups	133.843	2	66.921			
				2.255	2.60	.105
Within Groups	42731.627	1440	29.675			
Total	42865.469	1442				

Table 24: Descriptive statistics on Mean difference in the opinions of respondents concerning the adherence to carry capacity in terms of available facilities and effective implementation of students admission policies on the basis of college ownership

College Ownership	N	Mean	Std. Deviation	Std. Error
Federal	702	30.7479	5.10746	.19277
State	393	31.4682	5.96372	.30083
Private	348	31.1149	5.50174	.29492
Total	1443	31.0326	5.45219	.14353

**Table 25: Scheffe multiple comparison test Homogeneous Subsets
Availability of Facilities for Effective Admission Policy**

	college ownership	N	Subset for alpha = 0.05 1
Scheffe ^{a,b}	Federal	702	30.7479
	Private	348	31.1149
	State	393	31.4682
	Significant		.147

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 438.430.

b. The group sizes are unequal. The harmonic mean of the group sizes is used.

Type I error levels are not guaranteed.

There is no significant difference in the opinions of respondents concerning the adherence to carry capacity in terms of available facilities and effective implementation of student's admission policies on the basis of college ownership. Reasons being that the calculated Analysis of Variance calculated p value of 0.105 is higher than the 0.05 value of tolerance while the calculated F value of 2.255 is lower than the 2.60 F critical F value. The descriptive mean statistics showed that their mean opinion regarding the opinions of respondents concerning the adherence to carry capacity in terms of available facilities and effective implementation of students admission policies on the basis of college ownership are 30.7479, 31.4682 and 31.1149, by respondents from Federal, State and Private colleges respectively showing that there is no significant difference in their opinion. Therefore the null hypothesis which states that there is no difference in the opinions of respondents concerning the adherence to carry capacity in terms of available facilities and

effective implementation of student's admission policies on the basis of college ownership is hereby accepted and retained.

4.4.6: Hypothesis Six: The null hypothesis states that *there is no significant difference in the opinions of respondents, with regards to the implementation of Pre-NCE final examination with CGPA of 1.5 and students admission policies on the basis of college ownership.*

Table 26: Analysis of Variance (ANOVA) statistics on difference in the opinions of respondents, with regards to the implementation of Pre-NCE final examination with CGPA of 1.5 and students admission policies on the basis of college ownership.

	Sum of Squares	Df	Mean Square	F	F critical	Sig.
Between Groups	12.930	2	6.465			
				.293	2.60	.746
Within Groups	31754.334	1440	22.052			
Total	31767.264	1442				

Table 27: Descriptive statistics on Mean difference in the opinions of respondents, with regards to the implementation of Pre-NCE final examination with CGPA of 1.5 and students admission policies on the basis of college ownership.

College Ownership	N	Mean	Std. Deviation	Std. Error
Federal	702	30.5598	5.01339	.18922
State	393	30.5165	4.27861	.21583
Private	348	30.7615	4.47832	.24006
Total	1443	30.5967	4.69361	.12356

Table 28: Scheffe multiple comparison test Homogeneous Subsets Student Pre-NCE of CGPA 1.5 for Admission policies

	college ownership	N	Subset for alpha = 0.05
			1
Scheffe ^{a,b}	State	393	30.5165
	Federal	702	30.5598
	Private	348	30.7615
	Significant		.742

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 438.430.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

An understanding of the Analysis of Variance statistics, Scheffe comparison test and the descriptive statistics above revealed that there is no significant difference in the opinions of respondents, with regards to the implementation of Pre-NCE final examination with CGPA of 1.5 and students admission policies on the basis of college ownership. Reasons being that the calculated Analysis of Variance calculated p value of 0.746 is higher than the 0.05 value of tolerance while the calculated F value of 0.293 is lower than the 2.60 F critical F value. The descriptive mean statistics showed that their mean opinion regarding the opinions, with regards to the implementation of Pre-NCE final examination with CGPA of 1.5 and students admission policies on the basis of college ownership are 30.5598, 30.5165 and 30.7615 by respondents from Federal, State and Private colleges respectively showing that there is no significant difference in their opinion. Therefore the null

hypothesis which state that there is no on difference in the opinions of respondent, with regards to the implementation of Pre-NCE final examination with CGPA of 1.5 and students admission policies on the basis of college ownership, is hereby accepted and retained.

4.4.7 Hypothesis Seven: The null hypotheses state that *there is no significant difference in the opinions of respondents concerning the effectiveness of staffing situation on the implementation of students admission policies on the basis of college ownership.*

Table 29: Analysis of Variance (ANOVA) statistics on difference in the opinions of respondents, concerning the effectiveness of staffing situation on the implementation of students admission policies on the basis of college ownership.

	Sum Squares	of df	Mean Square	F	F critical	Sig.
Between Groups	114.950	2	57.475	1.679	2.60	.187
Within Groups	49301.039	1440	34.237			
Total	49415.989	1442				

Table 30: Descriptive statistics on Mean difference in the opinions of respondents, concerning the effectiveness of staffing situation on the implementation of students admission policies on the basis of college ownership

College Ownership	N	Mean	Std. Deviation	Std. Error
Federal	702	35.0171	5.78919	.21850
State	393	35.5420	5.87878	.29655
Private	348	34.7902	5.94395	.31863
Total	1443	35.1053	5.85398	.15411

Table 31: Scheffe multiple comparison test Homogeneous Subsets Staffing situation for effective Admission policies

college ownership		N	Subset for alpha = 0.05
			1
Scheffe ^{a,b}	Private	348	34.7902
	Federal	702	35.0171
	State	393	35.5420
	Significant		.164

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 438.430.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

An understanding of the Analysis of Variance statistics and the descriptive statistics above revealed that there is no significant difference in the opinions of respondents, concerning the effectiveness of staffing situation on the implementation of students admission policies on the basis of college ownership. Reasons being that the calculated Analysis of Variance calculated p value of 0.187 is higher than the 0.05 value of tolerance while the calculated F value of 1.679 is lower than the 2.60 F

critical F value. The descriptive mean statistics showed that their mean opinion regarding the opinions, concerning the effectiveness of staffing situation on the implementation of students admission policies on the basis of college ownership are 35.0171, 35.5420 and 34.7902 by respondents from Federal, State and Private colleges respectively showing that there is no significant difference in their opinion. Therefore the null hypothesis which state that there is no on difference in the opinions of respondent, concerning the effectiveness of staffing situation on the implementation of students admission policies on the basis of college ownership, is hereby accepted and retained.

4.5 Summary of Major Findings

This chapter presents the summary of results, analysis and discussions of the data collected from the respondents of this study. The data was collected from one thousand four hundred and forty three sampled respondents from twenty four Colleges of Education in Nigeria. The number is made up of sixty eight Management Staff (Provost, Registrar and Academic Secretary), three hundred and fifty one Dean/Head of Department and one thousand and twenty four Lecturers. The data was presented in tables of frequencies and percentage followed by detailed discussions. It was followed by statistical analysis of he even research questions results. Then the seven hypotheses were tested in which four were retained and accepted and three were rejected. A subsequent testing or post hoc scheffe's test procedure was done on the seven that tested of significant difference. A detailed discussion of findings of the study followed where the objective of the study were achieved. Table 32 presents a summary of the hypotheses tested.

Table 32: Summary of Hypotheses Testing

S/No.	Hypotheses Statement	Statistical Method Used	Level of Significance	Result	Conclusion
1.	There is no significant difference in the opinions of respondents concerning the effectiveness of cut-off point in JAMB on students admission policies	ANOVA and Scheffe's Test	0.05	F-Calculated Value < F-critical value	Null hypothesis was retained
2.	There is no significant difference in the opinions of respondents concerning the implementation of admission policies and the quota system of 45% merits, 35% catchment area and 20% Educationally less developed states on students admission	ANOVA and Scheffe's Test	0.05	F-Calculated Value > F-critical value	Null hypothesis was rejected
3.	There is no significant difference in the opinions of respondents concerning the colleges complying with the 60:40 of Science/Arts ratio of admitting students and the attainment of students admission policies	ANOVA and Scheffe's Test	0.05	F-Calculated Value > F-critical value	Null hypothesis was rejected
4.	There is no significant difference in the opinions of respondents concerning students	ANOVA and Scheffe's Test	0.05	F-Calculated Value > F-critical value	Null hypothesis was rejected

having five credit passes in WAEC/NECO related to the proposed course of study and students admission policies

5.	There is no significant difference in the opinions of respondents on adherence to carry capacity in terms of available facilities and effective implementation of students admission policies	ANOVA and Scheffe's Test	0.05	F-Calculated Value < F-critical value	Null hypothesis was retained
6.	There is no significant difference in the opinions of respondents with regards to the implementation of Pre-NCE Final examination with CGPA of 1.5 and students admission policies.	ANOVA and Scheffe's Test	0.05	F-Calculated Value < F-critical value	Null hypothesis was retained
7.	There is no significant difference in the opinions of respondents concerning the impact of staffing situation on the implementation of students admission policies	ANOVA and Scheffe's Test	0.05	F-Calculated Value < F-critical value	Null hypothesis was retained

Based on the findings of the study, the following summaries were made. Colleges of Education ensure that students have satisfactory cut-off point in JAMB before they are admitted, as majority of the respondents believe that the cut-off

points of JAMB for admission of students are strictly adhered to in the college, this item attracted the individual highest mean response of 3.99.

The colleges do comply with students admission of 45% merit, 35% catchment area and 20% Educationally less developed states as most of them believe that Students are admitted in school of Arts and Social Science based on the quota system of 45% merit, as this item had the highest mean response of 3.99

The Colleges are in compliance with 60:40 of Science/Arts ratio of admitting student, because the cumulative mean response of 3.33 is higher than the decision mean of 3.00. According to the highest item mean response of 3.70, Admission into the college reflects Science/Arts ratio of 60.40 in favour of the sciences.

The Colleges fully comply with the implementation of five credit passes in WAEC/NECO related to students proposed course of study before admission. Specifically, they are in agreement that credit in English language and Mathematics are compulsory in stud admission in college, as this item attracted the highest mean response of 3.88.

The Colleges of Education are not complying with the approved carrying capacity in terms of available facilities in respect of students admission. This is because the cumulative mean responses of 2.63 is lower than the 3.0000.

Colleges of Education in Nigeria, comply with rule on admission of successful students in the Pre-NCE final examination with CGPA of 1.5 in Colleges of Education in Nigeria. Specifically they are of the opinion that the quota system of admission are used for Pre-NCE student admission, as this item

attracted the highest mean response of 3.39 with details showing that 1047 were in agreement while 140 were undecided as against 356 that disagreed with this view.

There is the general belief that there is strong impact of staffing situation on admission of students in Colleges of Education in Nigeria this is due to the fact that the cumulative mean agreement of 3.28 on the 11 items is found to be higher than the 3.0000 decision mean. For instance they are of the belief that staffing situation such as academic staff (low level manpower) is readily available as this item attracted the highest mean response of 3.67 with details showing that 1052 were in agreement with this item.

4.6 Discussions of the Findings

This study evaluated the implementation of admission policies in Nigerian Colleges of Education from 2004-2013. Seven aspects of the admission policies were investigated and a hypothesis was formulated against each aspect and tested statistically, the results are discussed as follows:

The test of hypothesis I on the students admission based on satisfactory cut-off points in JAMB in the Colleges of Education revealed no significant difference in opinions of the respondents group and the hypothesis was retained and accepted. This finding is in line with the Federal Government who saddled the Joint Admission and matriculation Board (JAMB), with the admission of candidates into Colleges of Education with a stipulated cut-off point of 160. This created a policy shift by JAMB such that students seeking admission to Colleges of Education will take only one common examination the unified Tertiary Matriculation Examination (UTME) as against taking individual examinations for each category of Tertiary institution. From

the data analysis it became evident that all agreed that no students are admitted into the College of Education without having the JAMB cut-off point.

In the test of hypothesis 2 significant difference exists in the opinions of the respondents concerning the implementation of admission policies and the quota system of 45% merit, 35% catchment area and 20% Educationally less developed states on students. As earlier observed, the issue of quota system in our national life and by extension, our educational system, is a very hotly contested one. Sarror (1994) says eligible candidates in the Northern states could not fill up the quota for catchment area. He further said that “in most cases, the Educationally less developed states could not present qualified candidates to fill up their 20% quota because all the candidates have been absorbed in the words of Adeyemi (2001) “where some colleges are under-enrolled while some are over-populated, thus leading to under-utilization and over-utilization of resources respectively”. The rational question arising from this is: Must some sections of the country stagnate educationally while other sections are not moving?. Evidence has shown that the wastage rate in admission system is very high. Contrary to general expectation, this study discovered that, the main instrument used for admission (Quota-system) is not believed to achieve national integration which it was meant to achieve. The respondents are of the view that the quota system is a wrong prescription for the ailment of educational imbalance. Rather than uniting us it is creating new rivalry amongst us.

The null hypothesis 3 formulated in relation to the colleges compliance with 60:40 science/Arts ratio of admitting students was tested and rejected because as indicated by table 17, the F-calculated value being 32.437 was found to be greater than the f-critical value being 3.000 at 0.05 level of significance. This implies a

significant difference in the opinions of the three categories of respondents used in the study. The finding discovered that the criteria of 60:40 Science/Arts ratio, shows that less than 50% of graduates of Colleges of Education are products of Science.

Graduates of Arts are far more than those of science. This is contrary to the National Policy on Education (NPE) which recommends 60% admission into science programmes. So right from the on-set the mission of 60:40 ratios has been defeated. Consequently, the country tends to be producing more theoreticians than scientist.

The next issue discussed in this study was on the implementation of admitting students into choice courses based on five credits obtained in WAEC/NECO in the colleges. In the test of hypothesis 4, significant difference was observed between groups. The observed difference is between the Dean/HODs and lecturers and there was no significant difference from the management staff. This finding is in line with Asien and Lawal (2007) general guideline for admission into Colleges of Education as contained in a brochure provides detailed information on courses and entry requirements which include: Five 'O' Level credit passes in relevant subjects including English and Mathematics particularly for science and Social Sciences, while Mathematics may be required at an ordinary pass for Arts students. Also the study found out that some students are admitted into the some Colleges of Education with deficiency which they must remedy before graduation, because of low patronage in such Colleges.

The null hypothesis 5 formulated in carrying capacity was tested and retained. This implies that there was no significant difference in the opinions of the three

categories of respondents on the compliance with the approved carrying capacity in terms of available facilities in respect of students admission. This is because the cumulative mean responses of 2.63 is lower than the 3.000. The findings notwithstanding, the researcher observed that one major implementation challenges of this admission policy has been that of carry capacity when juxtaposed with the growing demand for Colleges of Education. This implies that the Colleges need to be expanded to give broad-based access to prospective students. But on the contrary, there exist a situation of over-population and overstretching of existing available facilities.

Hypothesis 6 revealed no significant difference in the opinions of respondents, with regards to the implementation of Pre-NCE final examination with CGPA of 1.5. This indicates all agreed that Pre-NCE final examination with CGPA of 1.5 are used for students admission into the Colleges. The result revealed that in addition to CGPA of 1.5 students of Pre-NCE need to sit for JAMB qualified examination and obtain the cut-off point before they are admitted into the Colleges.

The test of hypothesis 7 on impact of staffing situation on admission of student into Nigerian Colleges of Education revealed no significant difference in opinions of the respondents group and the hypothesis was retained and accepted. This finding is in line with the NCCE monitoring and evaluation exercised report of 2008 and 2009 which indicated that the colleges are in conformity with the minimum standard guidelines on staffing. From the data analysis, it became evident that all agreed that inadequate staffing was observed during the period under review more especially in the management category of staff. The findings are in congruent with Salmon (2010) and his recommendation that the staff/students ratio of 1.45 in Colleges of Education should be judiciously adhered to in order to improve NCE

students training. These findings are in line with Siyale (1998), who stipulated that human and materials resources were integral parts of the processes of conveying information, techniques and values for engaging learners in the educational process.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations of the study. The summary of findings focuses on the whole study. It gives us the true picture of admission policies of Colleges of Education based on the outcome of the study. The conclusions are based on the basic findings from the study which eventually open up further research topics.

5.2 Summary of the Study

The main aim of this study was to evaluate the implementation of admission policies in Nigerian colleges of education. Specifically, seven objectives which were in line with seven research questions and seven hypotheses were raised for this study. In order to examine their implementation on students admission, these objectives, research questions and hypotheses were centered on the following areas: JAMB cut-off point requirement, quota system of 45% merit, 35% catchment area and 20% Educationally less Developed state, JAMB 60:40 science/Arts ratio, choice course based on credit obtained in WAEC/NECO, adherence to carry capacity in terms of available facilities, successful students in the Pre-NCE final examination with CGPA of 1.5 and impact of staffing situation.

The review of relevant literature gave the study a focus in the following areas: Conceptual framework history of Colleges of Education in Nigeria and the need to harmonize admission, policy and policy implementation, policy evaluation, trends and admission policies of Colleges of Education, the Colleges admission policy and

implementation, general entry requirements of Nigeria certificate in Education (NCE) programmes, challenges of admission into Colleges of Education and evaluation of teacher preparation.

The research design adopted for the study was the descriptive survey because the target population of staff in Nigerian Colleges of Education was found to be very large and the instrument used for data collection was the structured questionnaire. Two thousand, four hundred copies of the questionnaire were administered to three categories of respondents (Management, Dean/HOD and Lecturers) in 24 Colleges of Education selected for the study and, 1443 copies of the questionnaire were completed. The cluster, randomization and stratified random sampling techniques were employed.

The seven hypotheses were tested and the findings revealed that the f -calculated value was found to be lesser than the f -critical value in hypotheses one, five, six and seven, implying that there were no significant differences in the opinions of the three categories of respondents; as such the four null hypotheses were retained. However, the f -calculated value was found to be greater than the f -critical value in each of the remaining three hypotheses and for this, the three null hypotheses were all rejected.

The data collected were compiled and analyzed using frequency distributions and simple percentages in order to give a general description of the data. Also, the one way Analysis of variance and the Scheffe's Multiple Comparison Test were the statistical methods used to test the hypotheses formulated for the study.

5.3 Conclusions

From the analysis and results of the findings of this study, it could be concluded that:

1. The required cut-off points of JAMB for admission of students are strictly adhered to in the Colleges;
2. The issue of Federal Character/Quota system of 45% merit, 35% catchment area and 20% Educationally less developed states in our admission is another serious case that must be faced squarely. Because of the enormous task of getting the true identity of such candidates, the Colleges concerned would rather turn down most of such cases. There is no doubt that some innocent ones are being punished as a result of that. Another more serious factor is where southerners will not even make any of the Northerner Colleges their choice. Colleges admission officer in this case should use their initiative and place some of them there. The few that will go will be able to serve as crusades for others who are having many fears about going to the North;
3. The study conclude that the criteria of 60:40 science/Arts ratio, shows that less than 50% of graduates of Colleges of Education are products of science. Graduates of Arts are far more than that of science;
4. It was also concluded that the Colleges conduct improper admission exercise and the discrepancies reported in some Colleges may also be taking place hand-in-hand with either the knowledge or consent of the administration or without their knowledge and consent. Some students are admitted with some deficiency or are forced to read certain courses to avoid closing down such departments;

5. The study concludes that the number of students allocated to each College depends on their carrying capacity in terms of available facilities;
6. The results also confirmed that in addition to CGPA of 1.5 students of Pre-NCE, they need to score the JAMB cut-off point before they are admitted into the Colleges; and
7. The analyses of data Collected on staff situation concluded that it is inadequate in the Colleges more especially there is need for improvement on the staff-students ratio in almost all the Colleges.

5.4 Recommendations

The following recommendations were made on the basis of the findings, discussion and conclusions of this study:

1. In the interest of this nation, the admission process should continue the way it is now, where JAMB and Colleges of Education are involved in the selection of candidates. They can then serve as check on one another so as to cut down some excesses and reduce 'Nigerian factor' syndrome as much as possible. The Provost of every College of Education should ensure that their admission officer works hand in hand with the Heads of Departments in the selection of candidates for admission;
2. The quota system of 45% merit, 35% catchment areas and 20% Educational Less Developed states should be removed as a requirement for offering admission into Colleges of Education since the current low enrolment figures into these Colleges makes its implementation difficult. Also the admission of candidates on merit tends to be subverted and thus less qualified candidates are admitted;

3. Admission into Colleges of Education should not be based on the need to generate revenue for the Colleges but for the teacher manpower needs of the nation. Preference should be given to school of science in the admission of candidates into the Colleges;
4. The findings reveal that five credit passes in WAEC/NECO related to candidates proposed course of study were used for their admission. The study, therefore recommends that the NCCE should step up its monitoring and evaluation functions especially in the private Colleges of Education who admit candidates with deficiencies because of the low patronage recorded in candidates that are given admission registration;
5. Another major implementation challenge of this policy has been that of carrying capacity. This implies that the colleges need to be expanded to give broad-based access to prospective students. Adequate funding of colleges of education in Nigeria is very necessary in order to address the various inadequacies of many resources of the educational system and for the realization of educational objectives. Inadequate facilities and overpopulated classrooms have been a source of pain to learners and facilitators within the Colleges. The consequences are clear-falling standard of education in the schools and subsequently loss of confidence on the products of these Colleges. If government expects to achieve its goal of quantitative and qualitative education which serves as the bedrock for our economic and technological growth, it needs to address the root of all educational levels;
6. There is need for a more proper planning and implementation of the Pre-NCE programme in the Colleges in order to enable the students gain direct admission without sitting for JAMB but their CGPA of 1.5 should be used instead, and

7. The staff strength was found to be inadequate and much is needed to meet the required staff/students 1:45 ratio. There should be adequate number of staff to handle the teeming population of students in these Colleges for the fact that the shortfall would continue to have bad effects on the Colleges.

5.5 Suggestions for Further Studies

This study is by no means exhaustive, further studies could be carried out in the relevant fields such as:

1. Evaluation of availability of instructional and infrastructural facilities in Private and government owned Colleges of Education in Nigeria.

The performance of some NCE graduates of nowadays is a problem; because some of them cannot communicate effectively talk less of imparting knowledge to their pupils. This is a disturbing phenomenon because; NCE products are expected to give in the best considering the adequacy of the curriculum contents of the Teacher Education programme. Could it be because of inadequate availability of instructional and infrastructural facilities in the Colleges? The need, therefore, arises for a thorough investigation into this problem to ascertain the possible courses of the poor performance of some NCE graduates.

2. Relationship between students' admission/enrolments in Colleges of Education and the teacher manpower needs of the nation.

Over the years, admission into Colleges of Education does not conform to the teacher manpower needs of the nation. Many Colleges of Education run courses that do not relate to Teacher Education Programme. This causes a lot of wastage of human and material resources at the expense of other viable areas of manpower

needs. The need therefore arises for investigation into this problem to ascertain the extent of the problem and suggest measures to be adopted for the improvement of the programme

3. Comparative analysis of compliance with Federal government policies on implementation of Admission procedures into Colleges of Education between South Western and North Western states of Nigeria.

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Questionnaire on the Evaluation of the Implementation of Admission Policies in
Colleges of Education. Nigerian, Questionnaire.

Department of Foundation and Curriculum
Ahmadu Bello University,
Zaria

Dean Respondent

The research is part of the requirements for the award of Ph.D Degree, and this questionnaire is aimed at gathering data or information from you in this regard. Therefore, the exercise is purely an academic one, which has nothing to do with prying into your privacy.

Consequently, you are being assured that all the information supplied by you in this exercise will be treated with utmost confidentiality. Therefore, you are not expected to write your name on the copy given to you, except if you strongly feel otherwise.

You are being implored to respond to the statements as frankly as possible, and to the best of your knowledge and ability. Thanks a lot for the anticipated cooperation.

Yours sincerely

Pemida Rebecca Onimisi

Section A: BIO-DATA OF RESPONDENTS

INSTRUCTIONS

Please mark 'x' in the space provide for the option which best represents, your view on each statement. Do not mark more than one 'x' for each statement except where otherwise stated.

1. College's ownership

- a. Federal () b. State () c. Private ()

2. Gender

- a. Male () b. Female ()

3. Status

- a. Provost () b. Dean
c. Head of Department () d. Registrar () e. Academic Secretary ()
f. Lecturer ()

4. Work Experiences (in Years):

- a. 0 – 5 () b. 6 – 10 () c. 11 – 15 ()
d. 16 – 20 () e. 21 and above ()

Tick () in the box that best indicate the level to which you agree or disagree with each statement.

Section B : Students admission based on satisfactory cut-off points of JAMB in the college.

		Strongly	Agreed	Undecided	Disagreed	Strongly
1.	The Cut-off points of JAMB for admission of students are strictly adhered to in the College					
2.	JAMB cut-off points is used for selecting and placing students in the College					
3.	JAMB cut-off points in admission enhances democratic principle and reduces unnecessary outside influence					
4.	The cut-off points of JAMB helps to regulate admission of students					
5.	Competition for success to limited placement has led to cheating in JAMB examination					
6.	The College management admit student without sitting for JAMB					
7	Apart from the cut-off points of JAMB your College administer elimination examination before student are admitted					

8.	JAMB cut-off points are used to admit students into various courses in the College					
9.	The cut-off points f JAMB for admission of students are not strictly adhered to in the College					
10.	It is better for various Colleges of Education to be in charge of student entrance examination					

Section C: The level of compliance with the implementation of students admission policy of 45% merit, 35% catchment area and 20% Educationally developed state in the college

		Strongly	Agreed	Undecided	Disagreed	Strongly
11.	Students are admitted in School of Arts & Social Science based on the quota system of 45% merit					
12.	Students are admitted in School of Arts & Social Science based on the quota system of 35% Catchment area					
13.	Students are admitted in School of Arts & Social Science based on the quota system of 20% Educationally less developed state					
14.	Students are admitted in School of Education based on the quota system of 45% merit					

15.	Students are admitted in School of Education based on the quota system of 35% Catchment area					
16.	Students are admitted in School of Education based on the quota system of 20% Educationally less developed state					
17.	Students are admitted in School of Languages based on the quota system of 45% merit					
18.	Students are admitted in School of Languages based on the quota system of 35% Catchment area					
19.	Students are admitted in School of Languages based on the quota system of 20% Educationally less developed state					
20.	Students are admitted in School of Sciences based on the quota system of 45% merit					
21.	Students are admitted in School of Sciences based on the quota system of 35% Catchment area					
22.	Students are admitted in School of Sciences based on the quota system of 20% Educationally less developed state					
23.	Students are admitted in School of Voc & Tech. based					

	on the quota system of 45% merit					
24.	Students are admitted in School of Voc& Tech. based on the quota system of 35% Catchment area					
25.	Students are admitted in School of Voc & Tech. based on the quota system of 20% Educationally less developed state					

Section D : JAMB 60:40 (Science/Arts) Admission ratio policy in College.

		Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
26.	Admission into the College reflects Science/Arts ratio of 60:40 in favour of the Sciences					
27.	Science students out number the Arts students during the admission in the College					
28.	Arts students out number the Science students during the admission					
29.	The 60:40 ration of Science/ Arts are strictly adhered to in the students admission					

30.	There are more Science subject combination than Arts combination offered in the College					
31.	There are more Art subject combination than science combination offered in the College					
32.	The 60:40 ratio of Science/Arts are not considered before admitting students in the College					
33.	After the College conduct admission with JAMB less candidates respond by registering					
34.	Most Students are not considered in their course of the choice					
35.	Most students change from Science courses to Arts courses after the first year of admission					

Section E: Implementation of admitting students into choice courses based on 5 credit passes obtained in WAEC/NECO in the College.

		Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
36.	All newly admitted students in the College have five credits in WAEC/NECO at one sitting					
37.	Most students admitted in the College have five credit in WAEC/NECO at two sitting					
38.	Credit in English Language and Mathematics are compulsory in students admission in the College.					
39.	Some courses do not need credit in Mathematics before students are admitted.					
40.	Some courses do not need credit in English Language but credit in Literature before students are admitted.					

41.	Students with lower entry qualification are often admitted in the College.					
42.	Students admission in the College must have JAMB cut-off point plus five credit in WAEC/NECO.					
43.	Some Students are not considered in their choice of courses.					
44.	Some students are forced to read certain courses to avoid closing down such departments.					
45.	Students admitted with deficiency do not graduate until they remedy that deficiency.					

Section F: Availabilities of facilities for effective implementation of the admission policy in the college

		Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
	Funds are provided for the					

	following material resources effectiveness					
46.	Administrative Blocks					
47.	Classroom for instruction					
48.	Boards for writing					
49.	Workshops for practical					
50.	Moveable teaching aids					
51.	Health facilities					
52.	Sports facilities					
53.	Libraries					
54.	The right qualities of material resources are provided					
55.	The right quantities of materials recourses are provided					

Section G. Students of the Pre-NCE final examination with CGPA of 1.5 are considered for admission in the College

		Strongly	Agreed	Undecided	Disagreed	Strongly
56.	The Pre-NCE students results of at least 1.5 are given					

	admission in the College					
57.	The Pre-NCE students sit for JAMB before they are admitted in the College					
58.	Pre-NCE students do not need JAMB cut-off points to gain admission in the College					
59.	Pre-NCE students with lower CGPA of 1.5 are not consider for admission in the College					
60.	Pre-NCE students are not given automatic admission in the College					
61.	The quota system of admission are used for Pre-NCE students admission					
62.	Government guide line on admission into the College are not use for Pre-NCE admission					
63.	Pre-NCE students admission are considered first before the non Pre-NCE students for admission in the College					
64.	Pre-NCE students sit for College elimination examination instead of JAMB before they are given admission					
65..	CGPA of 1.5 are used by JAMB to given Pre-NCE admission in the College					

Section H. Staffing situation for implementation of the admission policies in the college

		Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
66.	There are human recourses for effective implementation of the admission policies					
	The following human resources are provided:					
67.	Administrative staff (High-Level manpower)					
68.	Administrative staff (Middle-level manpower)					
69.	Administrative staff (low level manpower)					
70.	Academic staff (high-level manpower) i.e from Senior to Chief Lecturers					
71.	Academic staff (middle-level manpower) i.e. from Lecturers II to I					
72.	Academic staff (Low-level manpower) i.e. from Ass.					

	Lecturer to Lecturer III					
73.	The right-calibre (qualified) staff is provided.					
74.	The right number of staff is provided					
75.	The students ratio of one Lecturer to fifteen students are complied with in Science subjects in a class					
76.	The students ratio of one Lecturer to forty students are compiled with an Arts subjects in a class.					