
An Appraisal of the Admission Process for Colleges of Education in Delta State: Implications for Teacher Education and National Development in Nigeria

POWER EJOVWOKEONOJETE, Ph.D

*Department of Educational Foundations,
Delta State College of Education, Mosogar,
Delta State.*

FIDELIS OGBEVIRE IGBE

*Department of Educational Foundations,
Delta State College of Education, Mosogar,
Delta State.*

And

VICTORIA OGHENERUEMUEUVIERE, Ph.D

*Department of Social Studies,
Delta State College of Education, Mosogar,
Delta State.*

Abstract

The Colleges of Education in Nigeria have the sole mandate to produce teachers for the primary school level of education. As such the importance that should be attached to the teachers that are prepared and drafted to teach pupils at this level cannot be undersourced. The quality of would-be teachers drafted to this level is worrisome as most of them find it difficult to cope with the academic rigour involved in their training. This may not be unconnected with the quality and mode of assessing the intakes into the Colleges – via admission process and guidelines. Hence, this study identified the modes of admission guidelines for prospective candidates’ and also determined whether the NCE programme is attractive enough to train the required quality of manpower for primary level of education. The descriptive survey method was adopted for the study.

The sample of study consisted of 400 year one students from the five Colleges of Education (Public and Private) in Delta State. Two instruments titled: “Students Admission Guidelines Questionnaire” (SAGQ) and “Admission Guidelines Interview Schedule” (AGIS) were developed for the study. The test-

retest reliability coefficient of the instruments was 0.79 and 0.86 respectively. In analyzing the data, descriptive and inferential statistical tools were used. The results showed that NCE programme was not attractive enough to produce the required manpower needed in the nation's education system at the primary school level. Also, the admission guidelines for prospective trainee-teachers and carrying capacity of colleges of Education for NCE programmes seem not to be uniform. As a result, it was recommended that a thorough investigation be carried out in order to fine-tune this segment for a holistic overhaul and proper redirection towards achieving goals of teacher education at this level of the nation's education system.

Keywords: Admission Process, Teacher Education, Nigerian Certificate in Education

Qualitative education is sine-qua-non and indispensable to qualitative development in any nation. This is so because education is a vital tool for the development of the society. Teacher education occupies an enviable and pivotal position in the developmental role of education as a primary tool for overall development. There are various institutions of higher learning in Nigeria that have the mandate to train would-be teachers for the nation. The Colleges of Education stand out as a key sector in preparation of would-be teacher for the nation because they are specially established as institution to midwife the teacher education programme for the Basic Education Level in the nation's education system.

The Nigeria Certificate in Education (NCE) which is the certificate given on completion of education at the level is the minimum teaching qualification approved for entrance into the teaching profession in Nigeria by the National Policy of Education in Federal Republic of Nigeria (FRN, 2004). The need therefore, becomes imperative to take a critical look at the present mode and guidelines for admission of teacher-trainees into the NCE programmes since their products are expected to handle the primary education level which is the foundation of the nation's education system. It is important to note that the objectives of the NCE programme as enumerated in the National Commission for Colleges of Education (NCCE), NCE minimum standards for education course (FRN, 2012) handbook are quite lofty and robust. These objectives correlate with the importance attached to the quality of the products. These lofty objectives specified are that by the end of the NCE programmes, the students are expected to be able to:

- ❖ Discuss intelligently the main idea that have affected and still affect the development and practice of education generally and in Nigeria in particular
- ❖ Examine the main psychological, health and socio-economic factors that may help or hinder a child's educational performance
- ❖ Study learners appropriately to determine the most effective ways of relating to them to ensure their maximum achievement
- ❖ Professionally combine use of conventional and ICT or other innovation/learning strategies in generating and imparting knowledge, attitudes and skills at Basic Education level

- ❖ Develop, select and effectively use appropriate curriculum process, teaching strategies, instructional materials and methods for maximum learners achievement
- ❖ Demonstrate desirable attributes in moral and character development
- ❖ Discuss intelligently major issues affecting teacher education and the teaching profession in Nigeria
- ❖ Identify major problems of education in Nigeria and their corresponding solutions and
- ❖ Demonstrate proficiency in measuring and evaluating learning outcomes as well as in carrying out appropriate research on educational problems in Nigeria, particularly at Basic Education level.

A thorough and analytical view of the specified objective above leaves no one in doubt of the enormous academic work that the would-be teachers are expected to be engaged in. Moreover, if the teachers at this level are not adequately prepared, the pupils that are churned out by them into the subsequent levels in the educational system may not bring about the much desired national development in the long run. Thus, the criteria for selecting the prospective students into the College of Education needs not only to be re-examined, but should be streamlined and conscientiously executed in order to attract and bring in the best into the Colleges of Education.

Literature Review

Teacher education is a critical and important aspect of nation's quest for positive transformation and development. As a concept, teacher education is organized with a plethora of dimensions and different perspectives. According to Ehigie, Osagie and Uduehi (2007), the concept has different definitions as a result of the different backgrounds of scholars in the profession. However, education is generally believed to be a potent and dynamic weapon for the transformation of any society, socially, politically, economically, scientifically and technologically.

Teacher education, otherwise referred to as the training of teachers is a fundamental aspect of any nation, since no education system may rise above the quality and standard of its teachers (Federal Republic of Nigeria, 2004). Obih and Nwokeji (2013) posit that teacher education refers to all the professional training programmes designed to unlock the practical and applied skills needed in the teaching profession to prospective teachers. In a similar vein, Encyclopedia Britannica in Okokoyo (2007) opines that teacher education refers to the structures, institutions and processes by means of which men and women are prepared for work in elementary and secondary schools. The processes in this case include the selection process for admission of candidates into teacher education programmes.

There are different categories of institutions with societal mandate to train their teachers for entry into the teaching profession. These institutions are mainly Faculties of Education in the Universities and Colleges of Education. The Colleges of Education play a pivotal role in the teacher education programmes in that the certificates they issue is the minimum requirement for entry into the teaching profession (FRN, 2004). Also the certificates issued, that is, the Nigerian Certificates in Education (NCE) by the

National Commission for Colleges of Education is the minimum required for employment at the primary school level which is the first stage and the foundation level of the education system of the nation.

The importance of an appropriate and well monitored admission process for trainee teachers into these categories of teacher training institutions cannot be overemphasized, since in Nigeria education is “an instrument par excellence” for effecting National Development (FRN, 2004), and the need to adequately and effectively prepare the child by NCE graduates at the primary education level becomes imperative. The significance of the primary education stage which should be handled well prepared and certificated NCE teaching personnel is categorically stated in the goals of primary education (FRN, 2004) as:

- to inculcate permanent literacy, numeracy and ability to communicate effectively;
- lay a sound foundation for scientific and reflective thinking;
- give citizenship education as a basis for effective participation in and contribution to the life of the society
- mould the character and develop sound attitude and morals in the child;
- develop in the child the ability to adapt to the child’s changing environment;
- give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child’s capacity
- provide the child with basic tools for further education advancement, including preparation for trades and crafts of the locality.

These lofty goals as specified above can only be holistically achieved if the NCE teachers which form the bulk of the personnel are well selected at the onset of preparation to undertake the onerous task ahead of them, Nwagbara (2013) states unequivocally that the progress made by any nation is a correlate of the quality of the people the teachers are able to produce, because if the teachers are not knowledgeable, they will entrench mediocrity in the society. Good quality of intake will facilitate the preparation process of the teachers and will no doubt enhance national development in the long run.

The Colleges of Education seem to be the dumping ground for candidates that are unable to get admission into the universities and polytechnics. This may be as a result of the urgent need to train professional teachers for the NCE to take care of the ever growing number of pupil enrolment at the primary level of education and because of the fact that a greater percentage of NCE graduate teachers are required at the primary school level. Anikweze (2013) states that of the 100% primary school teachers required for primary schools in 2010/2011 session, 80.86% of them are NCE holders and a projection of primary school pupils enrolment for 2015 of 57,260,499, the total number of NCE teachers required at a ratio of 1:40 is 1,431,512 .

In Nigeria today, the status of the teaching profession has attracted a lot of debate and questions. Teaching seems to have suffered steady and continual decline in status despite all efforts being put in place to boost it especially at the primary and secondary school levels. The society generally looks down on teachers at these levels. The popular saying that Teachers reward is in heaven’ easily comes to mind when the

issue of status is been discussed about teachers at the primary and secondary school level. The Teachers' Registration Council of Nigeria (TRCN) is yet to fully regulate entrants that come into the profession especially at these levels. The issue of high professional status which the teaching profession is grappling with can be tackled headlong if the best of the candidates seeking admission into higher institutions are shifted into education related programmes especially in the Colleges of Education which awards NCE certificates since they are mainly responsible for handling the foundation stage of the education system.

Akinbote (2007) argues that primary education is the core of development and necessary progress in modern societies and as such the quality of teachers who are to ensure the actualization of the aspirations of the nation holds for the children depend greatly on the quality of the trainee teachers entry qualification. Also, it is noteworthy that Obalaya (2004) cited in Oladunjoye (2013) observed that the NCE programme is filled with students who never initially wanted to be teachers but for lack of admission to universities, they opted for the NCE programmes with the singular hope of getting direct admission into universities after three years.

Apparently, the introduction of Quality Assurance Department into the College of Education by the NCCE is a right step in the right direction, but there is urgent need for quality assurance in the administration of the admission process and guidelines. The regulation of entry qualification by Colleges of Education is one of the quality assurance measures needed in the system. Admission point in terms of entry qualification and admission guidelines play significant roles in the academic performance of the prospective students into the NCE programme. In a study conducted by Amasuomo (2014) to determine the level of academic performance in year 2011/2012 of two categories of students, that is those with WAEC School Certificates and City and Guilds Certificates, admitted into Federal Colleges of Education (Technical) Omoku, in River State, Nigeria it was discovered that entry point was a key factor in determining the academic performance of the students.

Equally important and worthy of note is the situation on ground in the College of education which is the focus of the study. The National Commission for College of Education (NCCE) general admission requirements for admission into NCE programmes is characterized with instability. At onset, it was 3 (three) ordinary level credit passes. Later, it became 5 (five) ordinary level credit passes at two sittings. Today, the general admission requirement for admission into the Colleges of Education is 4 (four) ordinary level (WAEC) credit passes at not more than two sitting to include English language and mathematics and two teaching subjects (NCCE, 2012). It states further that the Colleges of Education may also include administration of elimination tests and interviews, which is at the whims and caprices of the institutions. These are the situation on ground that begs addressing.

Problem Statement and Justification

There is a plethora of challenges facing the trainee teachers' programmes in Colleges of Education. Apart from lack of infrastructure, inadequate personnel with zeal and high job morale, inadequate funding occasioned by the ever depressing

economy, there does not seem to be a stable guideline and criteria, as well as standard stipulated process of admission of prospective candidates into the NCE programmes. The administration of the admission guidelines to select prospective candidates into the Colleges of Education leaves much to be desired. It is not uncommon to see a prospective candidate with seven (7) credit passes including English language and mathematics, courtesy of miracle centre who are unable to communicate fluently in simple English at admission interviews. Worse, is the fact that some of them find it a hard task to write a simple sentence such as 'original copy collected by me', on the duplicate or file copy of their admission letter for record purposes.

The admission guidelines and processes as well as criteria for admission of students into NCE programmes has become pathetic as authorities of the institutions pay little or no attention to the caliber of prospective students, probably as a result of the need to get fund through Internally Generated Revenue (IGR). The end result of the faulty administration of a standard guideline and admission process for perspective candidates into the NCE programmes is that the graduants who are expected to impart knowledge at the primary level of education are grossly incompetent, whereas this is the foundation level upon which all other levels in the education system is built. If the foundation is not solid, then all other levels built upon it will collapse somehow, someday as a result of faulty foundation laid on the child by incompetent teachers. This situation calls for critical thinking and sober reflection for the overall developmental goals of the nation.

Objectives of the Study

The main objective of this study is to appraise the admission process and guidelines for candidates into Colleges of Education with a view to addressing its implication for Education in Colleges of Education in Delta State, Nigeria.

Specifically, the objectives of the study are as follows:

- i. To determine the various guidelines and admission procedures for prospective student teachers into colleges of education in Delta State
- ii. To examine whether the NCE programme is attractive enough to train the required manpower for the primary level of education
- iii. To find out whether any disparity exist in the admission guidelines and procedure for prospective candidates into the Colleges of Education in Delta State
- iv. To investigate whether the carrying capacities of the Colleges of Education in Delta State are adequately and properly utilized
- v. To investigate whether the guidelines for admission in the NCE programme discourage prospective students from seeking admission into NCE programmes in Colleges of Education in Delta State, Nigeria.

Research Questions

In relation to the specific objectives mentioned, the following research questions were raised to guide the study:

- i. What are the various guidelines and admission procedures for prospective student teachers into colleges of education in Delta State?

- ii. Is the NCE programme attractive enough to train the required manpower for the primary level of education?
- iii. Is there any disparity in the admission guidelines and procedure for prospective candidates into the Colleges of Education in Delta State?
- iv. Are the carrying capacities (quota) of the Colleges of Education in Delta State adequately and properly utilized?
- v. Do the guidelines for admission into the NCE programme discourage prospective students from seeking admission into NCE programmes in Colleges of Education in Delta State?

Hypotheses

The following research hypotheses were formulated and tested for the study:

- i. Admission guidelines for NCE students do not statistically differ among the Colleges of Education in Delta State
- ii. There is no significant relationship between admission guidelines and attraction to undertake NCE programme among prospective student teachers in College of Education in Delta State

Methodology

The various methods employed to collect data, design the instrument and analyse data collected are discussed below

Research Design

The descriptive survey method was employed for the study. This method makes it possible for a systematic collection of information and data required for a given study which can be generalized from a wider population concerning a study of a current phenomenon.

Population of Study

The population of study covered all the newly admitted NCE year one students in the five Colleges of Education in Delta State, Nigeria, because the students have direct and fresh information about their ordinary level certificates academic background prior to their admission into the NCE programmes. They also passed directly through the various admission processes before gaining admission.

Sample and Sampling Technique

The sample size for the study consisted of 400 (four hundred) students. In addition to the sample of students, the five admission officers and five Directors of Academic Planning along with the five Deans of Students Affairs in each of the institutions were interviewed. Thus the total number of staff interviewed was 15 (fifteen). The purposive sampling technique was adopted to select the respondents from the five Colleges of Education as shown in the Table III.

Table 1: Sample Size of Students for the Study

s/n	Names of Institution	College Identity	Status	Sample Size
1	Federal College of Education (T) Asaba	College A	Public	100
2	College of Education, Agbor	College B	Public	120
3	College of Education Warri	College C	Public	120
4	Delta State College of Physical Education Mosogar	College D	Public	40
5	MCI College of Education, Agbarha-Ottor	College E	Private	20
	Total		5	400

Source: Fieldwork by researchers

Instrument of the Study

Two instruments were used to collect data the study. The first which was tagged “Students Admission Guidelines Questionnaire” (SAGQ) was used to elicit information from concerned students. The second instrument was tagged “Admission Guidelines Interview Schedule” (AGIS) which was used to elicit information from the staff in the Colleges of Education. The SAGQ was structured into two major sections. Section one was concerned with demographic variables, while section two addressed the research questions and hypotheses. It was structured on a four (4) point Likert scale rated strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

Validity and Reliability of Instrument

The instrument was validated by two experts in Educational Administration in the Faculty of Education, Delta State University, Abraka. They ensured the face and content validity of the instruments by ensuring that the items on the questionnaire were clear, precise and unambiguous. The suggestions and corrections made by them were integrated into the instrument before final administration was carried out. On the other hand, the reliability of the instrument was carried out using the test-retest method in a College of Education in Edo State. Twenty (20) students and 10 college administrators on the admission committee board were included as participants in the pilot study for the trial test of the instrument. After reliability testing, a coefficient (α) of 0.79 and 0.86 was obtained for Students Admission Guidelines Questionnaire” (SAGQ) and “Admission Guidelines Interview Schedule” (AGIS) respectively. Hence, the instrument was adjudged reliable for use in the study.

Method of Data Collection and Analysis

The researchers engaged the services of eight trained research assistants for the administration and collection of the instruments. Descriptive and inferential statistics were employed for the study. The research questions were analysed with various descriptive -frequency count, percentages mean statistics, while the inferential statistic employed for the test of hypotheses was the Chi-square (χ^2) statistics. The tests of hypotheses were conducted at 0.05 level of significance.

Presentation of Results and Findings

The results from the analysis of the research questions and test of hypotheses are presented below:

Research Question 1: What are the various guidelines and admission procedures for prospective student teachers into colleges of education in Delta State?

Table 2: Summary Analysis on Guidelines and Admission Procedures for Prospective Student Teachers into Colleges of Education in Delta State

s/n	Items	Yes	No
1	Are admission criteria strictly in line with admission of 4 Credit passes guideline?	6 (40%)	9 (60%)
2	Pass in UTME of 180 requirement for admission into this college strictly followed	3 (20%)	12 (80%)
3	Do many students seek for admission into this college?	7 (47%)	8 (53%)
4	Is internal screening test organized for prospective students?	6 (40%)	9 (60%)
5	Do all students admitted have credit in English Language and Mathematics?	8 (53%)	7 (47%)
6	Are the admission officers familiar with the admission guideline?	11 (73%)	4 (27%)
7	Do you want the UTME for college of education scraped?	2 (13%)	13 (87%)
8	Will you support entrance examination for the college of education?	9 (60%)	6 (40%)

The results in Table 2 showed that majority of the respondents (N=9, 60%) attested that admission criteria is strictly in line with admission of 4 credit passes guideline. 12 (80%) attested that pass in UTME of 180 requirement for admission into the college is not strictly followed. 8(53%) attested that all students admitted have credit in English Language and Mathematics. 11 (73%) attested that the admission officers are familiar with the admission guideline 13(87%) stated that they want the UTME for college of education scraped 9(60%) averred that they support entrance examination for the college of education. Hence, this result showed that the admission criteria in most of the Colleges of Education in Delta State is not strictly in line with admission of 4 Credit passes and pass in UTME of 180 requirement guideline.

Research Question 2: Is the NCE programme attractive enough to train the required manpower for the primary level of education?

Table 3: Summary Analysis on Guidelines and Admission Procedures for Prospective Student Teachers into Colleges of Education in Delta State

		N=400					
s/n	Items	SA	A	D	SD	\bar{X}	Remark
1	The NCE programme is well spoken of by	108	84	152	56	2.61*	Agreed

	NCE students in this school	27.0%	21.0%	38.0%	14.0%	
2	I am indeed very happy to be admitted into this school	106	108	136	50	2.67* Agreed
		26.5%	27.0%	34.0%	12.5%	
3	The admission procedure into this school is too difficult	96	114	120	70	2.59* Agreed
		24.0%	28.5%	30.0%	17.5%	
4	I chose the NCE programme because I was not able to secure an admission into the university	96	144	88	72	2.66* Agreed
		24.0%	36.0%	22.0%	18.0%	
5	I love the teaching profession, hence, I chose this NCE programme	100	90	116	94	2.49 Disagreed
		25.0%	22.5%	29.0%	23.5%	
6	The admission process into this school seems to be more difficult that is why I chose it	132	78	88	102	2.60* Agreed
		33.0%	19.5%	22.0%	25.5%	
7	I chose the NCE programme because the admission criteria are easier	150	70	78	102	2.67* Agreed
		37.5%	17.5%	19.5%	25.5%	
8	The compulsory requirements of credits and English language and Mathematics should be removed	66	108	90	136	2.26 Disagreed
		16.5%	27.0%	22.5%	34.0%	
9	The admission requirements for the NCE should be raised	102	94	78	126	2.43 Disagreed
		(25.5%)	(23.5%)	(19.5%)	(31.5%)	
10	It is because my friends are in the NCE programme that I also chose to do it	110	78	98	114	2.46 Disagreed
		(27.5%)	(19.5%)	(24.5%)	(28.5%)	
11	Admission requirement should be lowered to three relevant credit passes and two ordinary passes	98	98	78	126	2.42 Disagreed
		(24.5%)	(24.5%)	(19.5%)	(31.5%)	
12	NCE requirements should be retained the way it is	124	24	112	68	2.69* Agreed
		(31.0%)	(24.0%)	(28.0%)	(17.0%)	

Results in Table 3 showed that majority of the respondents which are 152(38.0%) attested that the NCE programme is well spoken of by NCE students in this school. 136 (34.0%) attested that they are indeed very happy to be admitted into the school, 120 representing 30.0% averred that the admission procedure into the school is too difficult. 144 (36.0%) of the students who were respondents of the study noted that they chose the NCE programme because they were not able to secure an admission into the university. Also 116 (29.0%) responded that they love the teaching profession, hence they chose this NCE programme while 132 of the respondents representing 33.0% stated that the admission process into the school seems to be more difficult that is why they chose it whereas 150(37.5%) attested that they chose the NCE programme because the admission criteria are easier. It is important to note that 136 (34.0%) stated that the compulsory requirements of credits in English language and Mathematics should be removed while 126(31.5%) attested that the admission requirements for the NCE should be raised and 114 (28.5%) attested that it is because their friends are in the NCE programme that they also chose to do it. Also 126(31.5%) stated that admission requirement should be lowered to three relevant credit passes and two ordinary passes while 124 (31.0%) of the respondents stated that NCE requirements should be retained the way it is.

The mean scores on items 1, 2, 3, 4, 6, 7 and 12 for prospective student teachers on the following statements: “the NCE programme is well spoken of by NCE students in this school”; “I am indeed very happy to be admitted into this school”; “the

admission procedure into this school is too difficult”;“I chose the NCE programme because they were not able to secure an admission into the university”;“the admission process into this school seems to be more difficult that is why I chose it”;“I chose the NCE programme because the admission criteria are easier” and “NCE requirements should be retained the way it is” were higher than the bench mark score of 2.50 (i.e.2.61, 2.67, 2.59, 2.66, 2.60, 2.67, and $2.69 \geq 2.50$) respectively. On the other hand, the mean scores on items 5, 8, 9, 10 and 11 for prospective student teachers on the following statement:“I love the teaching profession, hence, I chose the NCE programme”;“the compulsory requirements of credits and English language and Mathematics should be removed”;“the admission requirements for the NCE should be raised”;“I chose this programmebecause my friends are also in the NCE programme” and “admission requirement should be lowered to three relevant credit passes and two ordinary passes”were lower than the benchmark mean score of 2.50 (i.e.2.49, 2.26,2.43, 2.46and $2.42 \geq 2.50$) respectively. Lastly, the overall mean score of 2.69 is greater than the benchmark mean score of 2.50. Hence, this shows that the NCE programme is not attractive enough to train the required manpower for the primary level of education in Colleges of Education in Delta State.

Research Question 3: Is there any disparity in the admission guidelines and procedure for prospective candidates into the Colleges of Education in Delta State?

Table 3: Summary of Disparity in the Admission Guidelines and Procedure for Prospective Candidates With Respect to Colleges of Education in Delta State

Institutions	Items	Yes	No
College A	Is there any disparity in the admission guidelines and admission procedure in your college?	13 (87%)	2 (13%)
College B	Is there any disparity in the admission guidelines and admission procedure in your college?	7 (47.1%)	8 (53.1%)
College C	Is there any disparity in the admission guidelines and admission procedure in your college?	6 (40%)	9 (60%)
College D	Is there any disparity in the admission guidelines and admission procedure in your college?	8 (53.1%)	7 (47.1%)
College E	Is there any disparity in the admission guidelines and admission procedure in your college?	11 (73%)	4 (27%)

The results in Table 3 showed that majority of the respondents (N=13, 87%) attested that there is disparity in the admission guidelines and admission procedure in the college. While 8 (53.2%) attested there is a disparity in the admission guidelines and admission procedure in the college. Also 9(60%) attested that there is a disparity in the admission guidelines and admission procedure in theirCollege. Whereas 8 (53.2%) attested that there no disparity in the admission guidelines and admission procedure in their college. 11(73%) attested that there is a disparity in the admission guidelines and admission procedure in your college. Majority 13 (87%) attested that there isa disparity in the admission guidelines and admission procedure in Colleges of Education in Delta State. This shows that respondents in three of the five colleges of Education (College

A, D and E) noted that there is disparity in the admission guidelines and admission procedure in their college.

Research Question 4: Are the carrying capacities of the Colleges of Education in Delta State adequately and properly utilized?

Table 3: Summary on Carrying Capacity of the Colleges of Education in Delta State Adequately and Properly Utilized

s/n	Items	Yes	No
1	There is a properly constituted admission committee in this school	13 (87.7%)	2(13.1%)
2	The admission committee meets regularly	7 (47.1%)	8 (53.2%)
3	The carrying capacity is adequately utilized	6 (40%)	9 (60%)
4	Do you know your college carrying capacity?	10 (67.1%)	5 (33.1%)

The results in Table 3 showed that majority of the respondents (N=13, 87.7%) attested that there is a properly constituted admission committee in this school. 8 (53.1%) attested that the admission committee meets regularly and admission procedure in the college. 9(67.1%) attested that carrying capacity is adequately utilized. 8 (53.2%) attested there is no disparity in the admission guidelines and admission procedure in your college. 10(66.6%) attested that they know their colleges carrying capacity. Majority 13 (87.1%) attested that there is a properly constituted admission committee in College of Education in Delta State. This shows that there is a properly constituted admission committee in most of the colleges of Education but their carrying capacity is grossly inadequate.

Research Question 5: Do the guidelines for admission into the NCE programme discourage prospective students from seeking admission into NCE programmes in Colleges of Education in Delta State?

Table 3: Summary on Guidelines for Admission into the NCE Programme and Effect on Prospective Students Seeking Admission into NCE Programmes in Colleges of Education in Delta State

s/n	Items	Yes	No
1	Quality of students intake is strictly based on NCCE requirements	13 (86.7%)	2 (13.3%)
2	Admission requirements is sometimes reduced to meet carrying capacity	11 (73.3%)	4 (26.7%)

The results in Table 3 showed that majority of the respondents (N=13, 86.7%) attested that the quality of students intake is strictly based on NCCE requirements while 2 (13.3%) attested that admission requirements is sometimes reduced to meet carrying capacity. Majority 13 (86.7%) attested that quality of students intake is strictly based on NCCE requirements in College of Education in Delta State. This shows that the quality

of student's intake is strictly based on NCCE requirements but the admission requirements are sometimes reduced to meet carrying capacity.

Hypothesis 1: Admission guidelines for NCE students do not statistically differ among the Colleges of Education in Delta State

Table 3: Chi-square (χ^2) Analysis on Disparity on Admission Guidelines for NCE Students in Colleges of Education in Delta State

	Yes	No	
Institutions	Is there any disparity on admission guidelines for NCE students in Colleges of Education in Delta State?		Total
College A	13(9.2)	2 (5.8)	15 (15.0)
College B	7 (9.2)	8 (5.8)	15 (15.0)
College C	6 (9.2)	9 (5.8)	15 (15.0)
College D	8 (9.2)	7 (5.8)	15 (15.0)
College E	12 (9.2)	3 (5.8)	15 (15.0)
	46 (46.0)	29 (29.0)	75 (75.0)
	Pearson Chi-Square (χ^2) =10.907		p-value = .028
	Likelihood Ratio = 11.647		p-value =.020
	d.f = 4, N= 75		

Note: Expected frequencies in bracket

Result in Table 7 showed that the Pearson Chi-Square (χ^2) of 10.907 and likelihood ratio of 11.647 are both statistically significant ($p < 0.05$). Hence, the null hypothesis was rejected. This indicated that admission guidelines for NCE students differ among the Colleges of Education in Delta State. This invariably explains that the admission guidelines vary among the Colleges of Education in Delta State. This result is in line with the findings of Ebenehi and Baki (2015) that admission policy and capacity of training facilities in colleges of education are challenges that face the training of teachers. In a similar vein, Isreal and Isreal (2014) in their findings noted that some admission guidelines were being implemented to a high degree while some were low. They added that there was disparity in the level of implementation of admission guidelines between public and private colleges of education.

Hypothesis 2: There is no significant relationship between admission guidelines and attraction to undertake NCE programme among prospective student teachers in Colleges of Education in Delta State

Table 8: Chi-square (χ^2) Analysis on Relationship between Admission Guidelines and Attraction to Undertake NCE Programme among Prospective student Teachers in Colleges of Education in Delta State

	Yes	No	
Institutions	Is there any relationship between Admission Guidelines and Attraction to undertake NCE Programme?		Total
College A	13 (9.6)	2 (5.4)	15 (15.0)

College B	7(9.6)	8(5.4)	15 (15.0)
College C	11(9.6)	4(5.4)	15 (15.0)
College D	6(9.6)	9(5.4)	15 (15.0)
College E	11(9.6)	4(5.4)	15 (15.0)
	48(48.0)	27(27.0)	75 (75)
Pearson Chi-Square (χ^2) = 10.185		p-value = .037	
Likelihood Ratio = 10.520		p-value = .033	
d.f = 4, N= 75			

Note: Expected frequencies in bracket

Result in Table 8 showed that the Pearson Chi-Square (χ^2) of 10.185 and likelihood ratio of 10.520 are both statistically significant ($p < 0.05$). Hence, the null hypothesis was rejected. This indicated that there is a significant relationship between admission guidelines and attraction to undertake NCE programme among prospective student teachers in Colleges of Education in Delta State. This invariably explains that admission guidelines could make the NCE programme attractive for prospective student teachers in Colleges of Education.

Conclusion

Based on the result from the study, the NCE programme is not attractive enough to prospective student teachers since the findings revealed that there is disparity in the admission guidelines cum procedures among the Colleges of Education, as well as a significant relationship between admission guidelines and attraction to undertake the NCE programme by prospective student teachers. Admission process in the colleges is fraught with non-uniformity and irregularities among the colleges in a desperate need to meet their quota and students admission targets as well as to justify their corporate existence.

Recommendations

The need becomes imperative for a thorough investigation to be carried out in order to fine-tune this segment for a holistic overhaul and proper redirection towards achieving the goals of teacher education at this level of the nation's education system. Also, it is recommended that the NCCE should step up their monitoring role especially in the area of admission procedure as this will check the admission of mediocre into the teaching profession.

Acknowledgement

We are grateful to Tertiary Education Fund (TETFUND), Nigeria for sponsoring this study as part of Institutional Based Research (IBR) funding for Academic Institutions in Nigeria.

References

- Akinbote, O. (2007). Problems of teacher education for primary schools in Nigeria: Beyond curriculum design and implementation. *International Journal of African and African American Studies*, 5(2), 64-71 Retrieved on August 6, 2018 from <http://ojss.sine.edu/ojs/index.php/.../100>
- Amasuomo, J.O.M. (2014). Academic performance of students admitted with different entry certificates to the Nigeria Certificate in Education programme at the Federal College of Education (Technical), Omoku. *Journal of Technology and Science Education* 4(1), 39-47.
- Anikweze, C. I. (2013). *Improving teacher education and retention as an imperative for achieving the education for all in Nigeria*. Academic for education in T.A. Bolarin and G.C. Nnachukwu (Eds). *Education for All: Progress and Challenges*. Proceedings of 28th Congress of the Nigerian Academy of Education.
- Ebenehi, A.S. &Banki, R.B. (2015). Challenges of enrolment in technology education in Nigeria: A forms on technical and vocational education programmm in college of education, *International Journal of Science and Technology*. 3(1), pp. 124-129. Retrieved on 14th September, 2018 from www.theiyst.com.
- Ehigie, J.O., Osagie, C. I. & Uduehi, S.I. (2007). *Teacher education*, Benin City: None Publishers
- Federal Republic of Nigeria (2004). *National Policy on education (4th Edition)*. Lagos: NERDC Press.
- Federal Republic of Nigeria (2012). National Commission for colleges of Education Nigeria. *Certificate in Education minimum standards for General Education courses*.
- Federal Republic of Nigeria (2012). *National council for colleges of education, implementation framework for Nigeria certificate in education*. Lagos: NCCE.
- Isreal, P. C. & Isreal, H. C. (2014). Implementation of admission guidelines in colleges of education in South East Nigeria. *International Letters of Social and Humanistic Sciences*, 32, 25-34. DOI: <https://www.scrippress.com/IL.SHS.32.26>. Retrieved on 25th September, 2016 from <https://www.scrippress.com/ILSH.3>.
- Nwagbara, C. (2013). Teacher preparation and professional development in Nigeria: Challenges of the 21st century in T.A. Bolarin and G.C. Nnachukwu (Eds)

Education for All: Progress and Challenges. *Proceedings of 28th congress of the Nigerian academy of education*

Obih, S. O. &Nwokeji, D. (2013).*New perspective in teacher educational, what perspectives what methods*, in C.O. Nwaham, C.D. Moemeke and F.O. Onyeagwu (Eds). *In search of excellence in teacher education in the 21st century*, Agbor: CEE Emmy Iyke Publishers.

Okokoye, E.I (2007). *Handbook on teacher education*.Agbor: C-Delon Printing ventures.

Oladunjoye, P. (2013). Revitalizing teacher training colleges of education in Nigeria: Issue and challenges..*Journal of Education Practice* 4(17), 149-153. Retrieved on 12th August, 2016 from www.iiste.org

APPENDIX

Research 1

		SA	A	D	SD
	Count	108	84	152	56
VAR00001	Layer Row Valid N %	27.0%	21.0%	38.0%	14.0%
	Count	106	108	136	50
VAR00002	Layer Row Valid N %	26.5%	27.0%	34.0%	12.5%
	Count	96	114	120	70
VAR00003	Layer Row Valid N %	24.0%	28.5%	30.0%	17.5%
	Count	96	144	88	72
VAR00004	Layer Row Valid N %	24.0%	36.0%	22.0%	18.0%
	Count	100	90	116	94
VAR00005	Layer Row Valid N %	25.0%	22.5%	29.0%	23.5%
	Count	132	78	88	102
VAR00006	Layer Row Valid N %	33.0%	19.5%	22.0%	25.5%
	Count	150	70	78	102
VAR00007	Layer Row Valid N %	37.5%	17.5%	19.5%	25.5%
	Count	66	108	90	136
VAR00008	Layer Row Valid N %	16.5%	27.0%	22.5%	34.0%
	Count	102	94	78	126
VAR00009	Layer Row Valid N %	25.5%	23.5%	19.5%	31.5%
	Count	110	78	98	114
VAR00010	Layer Row Valid N %	27.5%	19.5%	24.5%	28.5%
	Count	98	98	78	126
VAR00011	Layer Row Valid N %	24.5%	24.5%	19.5%	31.5%
	Count	124	96	112	68
VAR00012	Layer Row Valid N %	31.0%	24.0%	28.0%	17.0%

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
VAR00001	400	2.61	1.030
VAR00002	400	2.67	1.001
VAR00003	400	2.59	1.037
VAR00004	400	2.66	1.033
VAR00005	400	2.49	1.106
VAR00006	400	2.60	1.189
VAR00007	400	2.67	1.219
VAR00008	400	2.26	1.098
VAR00009	400	2.43	1.178
VAR00010	400	2.46	1.171
VAR00011	400	2.42	1.169
VAR00012	400	2.69	1.085
Valid N (listwise)	400		

Hypothesis 1

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Schools * Admin	75	18.8%	325	81.2%	400	100.0%

Schools * Admin Crosstabulation

		Carrying.capacity		Total	
		Yes	No		
Schools	School A	Count	13	2	15
		Expected Count	9.2	5.8	15.0
		% within Admin	28.3%	6.9%	20.0%
	School B	Count	7	8	15
		Expected Count	9.2	5.8	15.0
		% within Admin	15.2%	27.6%	20.0%
	School C	Count	6	9	15
		Expected Count	9.2	5.8	15.0
		% within Admin	13.0%	31.0%	20.0%
	School D	Count	8	7	15
		Expected Count	9.2	5.8	15.0
		% within Admin	17.4%	24.1%	20.0%
	School E	Count	12	3	15
		Expected Count	9.2	5.8	15.0
		% within Admin	26.1%	10.3%	20.0%

	Count	46	29	75
Total	Expected Count	46.0	29.0	75.0
	% within Admin	100.0%	100.0%	100.0%

Hypothesis 2

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.907 ^a	4	.028
Likelihood Ratio	11.647	4	.020
Linear-by-Linear Association	.028	1	.868
N of Valid Cases	75		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.80.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Schools	75	18.8%	325	81.2%	400	100.0%
Admin.guideline	*					

Schools * Admin.guideline Crosstabulation

		Admin.guideline		Total
		Yes	No	
School A	Count	13	2	15
	Expected Count	9.6	5.4	15.0
School B	Count	7	8	15
	Expected Count	9.6	5.4	15.0
School C	Count	11	4	15
	Expected Count	9.6	5.4	15.0
School D	Count	6	9	15
	Expected Count	9.6	5.4	15.0
School E	Count	11	4	15
	Expected Count	9.6	5.4	15.0
Total	Count	48	27	75
	Expected Count	48.0	27.0	75.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.185 ^a	4	.037
Likelihood Ratio	10.520	4	.033
Linear-by-Linear Association	.714	1	.398
N of Valid Cases	75		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.40.