

Effectiveness in Implementation of the 2012 Edition of the NCCE Minimum Standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education

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Abstract

The paper assesses the effectiveness in implementation of the 2012 Edition NCCE Minimum Standards in Colleges of Education. Standard implies the level Quality, Skill, ability or acceptable format which something or performance is judged and measured. The paper was guided by three research objectives, three research questions and research hypotheses. Among the research objectives is to find out the level of Effectiveness in implementation of 2012 NCCE minimum standards in Shehu Shagari, Biga and Adamu Augie Colleges of Education. The study was descriptive survey research design. A total population of study was 1100 and a sample of 285 was used. The instrument used was self-drafted questionnaire and data collected was analysed by Standard Deviation. The study finds out that there is significant level of implementation of 2012 Edition NCCE, minimum standard by Shehu Shagari, Biga and Adamu Augie Colleges of Education. The paper recommended that Colleges of Education management and other relevant bodies should put more effort on training and re-training of lecturers and other management staff to ensure higher level of effectiveness in implementation of any revised NCCE minimum standards.

Keywords: Effectiveness, Implementation, Quality Assurance and Minimum Standards.

Introduction

Standard implies the level of quality, skill, ability or acceptable format which something or performance is judged and measured. Standards in Education, therefore, may be referred to as the levels or degrees of excellence to be achieved at the various stages of a nation's formal Education system (Alumode, 2007). Standard or quality of Education is a relative concept not absolute and education is used to achieve national goals and objectives. In corroboration, the Federal Government stated that a nation's policy on education is government's way of realizing that part of the National goal which can be achieved using Education (FRN, 2013). Thus, as a pre-requisite for the quality control of Education, minimum standards must be prescribed based on set Educational objectives. Therefore, assessment of standards of Education in terms of level of and extent of implementation amounts to assessment of the extent to which the Educational system has achieved its National goals.

Minimum Standards refer to pre-determined standards which set the yardstick for each organization. It marks only the lower limits below which no organization under review can

operate. It also provides a yardstick with which to measure how far the minimum has grown in some other establishment. The concept is tied to quality as it ensures maintenance of a particular level of quality (Alumode, 2007). Minimum standards encourage competitions among operating establishment as regards how far from the minimum they have gone. Minimum standards in Education are attributes of Educational system which are adjudged by the authority as adequate or acceptable or desirable for running the school system (Nwana, 2003).

There is ever growing concern for quality Education in Nigeria because the nation needs high quality Education for the citizens. The reason is that the society is changing and so are needs and high quality education is guarantee for high quality manpower that leads to the derivation of high economic benefits for a better society. It is therefore necessary that minimum standards are realized, maintained, sustained and improved upon.

The Federal Ministry of Education (MOE) in collaboration with relevant bodies such as National University Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) are responsible for quality control in tertiary Education in Nigeria. The National Commission for Colleges of Education (NCCE) is entrusted with the responsibility of supervision of Colleges of Education standards in the country since the introduction of the National Policy on Education in 1977 has been affected through enactments and policy declarations.

In effect Decree number three (3) of 1989 authorized NCCE to produce minimum standards for all programmes of teacher Education and accredit their certificates and other academic awards after obtaining prior approval of the Minister. The decree however limits NCCE to teacher Education undertaken outside the universities. The first minimum standards document was produced by NCCE in 1990. The document has to be reviewed after every five years and the most current was published in 2012. The 2012 Minimum Standard documents were based on the new mandate of the teacher training programme at the NCE level which is the recognized minimum teaching qualification in Nigeria. (Nwana, 2018).

Statement of the Problems

More than anything else, instructional resources and facilities are very necessary for the utmost realization of the goals of Education. In this era of accelerated technological development, modern instructional facilities and equipment are not only important, they are expected to be available in a reasonable state and properly utilized. Azih (2008) found that students offering Nigerian Certificate in Education in Colleges of Education find it difficult to acquire the needed skills and competencies as a result of lack of adequate resources in the schools. This situation in the teaching and learning of NCE Programmes has been of great concern to Educators and the decline in students' achievement may not be unconnected with the poor learning environment created by the state of limited instructional facilities.

On the other hand, the number of students appears to have out-paced the available resources. To this end, the need to match the growing students' enrolment with a corresponding increase in the provision of relevant and modern learning resources cannot be under estimated. However, it is pathetic to note that Nigeria tertiary institutions seem to be fast declining, especially in the area of resources required for the Educational processes. The teaching of NCE Programmes in Nigeria Colleges of Education stimulates curiosity with regards to the effectiveness of the curriculum implementation. (Ozsoy, 2013) noted a serious gap between the intended changes and actual classroom practices in NCE Programmes in Colleges of Education despite the existence of a common minimum standard for NCE programmes. These intended changes sometimes could be viewed as: teaching styles/method, evaluation techniques, tasks such as field trips, role relationships, instructional materials/equipment and their availability, commitment to goals/objectives and adherences to teacher-student ratio and class size will lead to the attainment of the objectives.

Consequently, this present study tends to fill the gaps that are identified and specifically assess effectiveness in implementation of 2012 edition minimum standards of NCE Programmes by Shehu Shagari, Biga and Adamu Augie Colleges of Education in North-West zone as stipulated by the National Commission for Colleges of Education (NCCE).

Objectives of the Study

1. To find out the level of effectiveness in implementation of 2012 Edition NCCE Minimum Standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education.
2. To find out the level of effectiveness in implementation of quality assurance of 2012 Edition NCCE Minimum Standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education
3. To access the problems affecting the effectiveness in implementation of 2012 Edition NCCE Minimum Standards of by Shehu Shagari, Biga and Adamu Augie Colleges of Education.

Research Questions

1. What is the level of effectiveness in implementation of 2012 Edition NCCE Minimum Standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education?
2. What is the level of effectiveness in implementation of quality assurance of 2012 Edition NCCE Minimum Standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education?
3. What are the problems affecting the effectiveness in implementation of 2012 Edition NCCE Minimum Standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education?

Research Hypotheses

1. HO₁: There is no significant level of effectiveness in implementation of 2012 Edition of NCCE Minimum Standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education.
2. HO₂: There is no significant level of effectiveness in implementation of quality assurance of 2012 Edition of NCCE minimum standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education.
3. HO₃: There is no significant problems affecting the effectiveness in implementation of 2012 edition of NCCE minimum standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education.

Methodology

Research Design: The study was employed descriptive survey research design. According to Salawu (2004) a descriptive research as a study that explain features of a specific individual or a class.

Population: The population of the research is 1100 comprise Management Staff, Deans, Directors, Heads of Department and Lecturers in Shehu Shagari, Biga and Adamu Augie Colleges of Education in North-West, Nigeria. NCCE (2021).

Sample and Sampling Techniques: Going by the use research advisor (2006). A total of 285 respondents was used as the sample of the study by Shehu Shagari, Biga and Adamu Augie Colleges of education in Sokoto and Kebbi State. The sample comprises 12 management staffs, 15 Directors, 21 Deans, 60 HODs and 177 Lecturers. The sample was proportionally assigned to each institution and the participants was selected based on pre-defined inclusion criteria.

Instrument for Data Collection: The instrument was used for data collection is Self-developed Questionnaire titled "Effectiveness in Implementation of 2012 Edition NCCE minimum Standards Questionnaire (EIMSQ)". The instrument was validated by experts in the Educational Administration and Planning unit, Department of Educational Foundation, Shehu Shagari College of Education, Sokoto and two senior lecturers on Test and Measurement. A pilot study was conducted to check the reliability of the instrument. After test-retest, the data was compared using Pearson Product Moment Correlation Coefficient (PPMCC) at 0.05 level of significance.

Methods of Data Collections: The data was collected through the distribution of questionnaire by the researchers and his trained research assistants. The ethical consideration was ensured by informing the respondents on the objectives of the study and assuring his confidentiality. The researchers was also assure the respondents that participation is voluntary and are free to exit at any stage.

Method of Data Analysis: The data collected was analysed using Standard Deviation. The entire hypotheses were tested at 0.05 level of significance. This gives room for summarisation and discussion of findings from which inference is drawn on the general population.

Result of Findings

Ho₁: There is no significant of level of effectiveness in implementation of 2012 Edition of NCCE Minimum standards by Shehu Shagari, Biga and Adamu Audie Colleges of Education.

Table 1: Level of effectiveness in Implementation of 2012 Edition NCCE minimum standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education

Variables	No	X	SD	Df	Calculated r- value	Critical value	Decision
Effectiveness in implementation	285	34.77	12.12	214	.72	.195	Ho ₁
2012 Edition NCCE minimum standard	285	14.32	18.31				Rejected

Significant. $P < .05$, $df = 214$

Sources: Field Survey, 2022

Table 1 above shows that the calculated R-value (.72) is greater than the critical R-value of (.192) at 0.05 level of significance with degree of freedom 214. In view of this, the null hypothesis which states that there is no significant level of effectiveness in implementation of 2012 Edition NCCE minimum standards by Shehu Shagari, Biga and Adamu Augie Colleges of education was rejected. This indicates that there is significant level of effectiveness in the implementation of 2012 Edition NCCE minimum standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education.

Ho₁: There is no significant level of effectiveness in implementation of quality assurance of 2012 Edition of NCCE minimum standards in Shehu Shagari, Biga and Adamu Augie Colleges of Education.

Table 2: Level of Effectiveness in Implementation of Quality Assurance in SSCOE, Bida and Adamu Augie.

Variables	No	X	SD	Df	Calculated r- value	Critical value	Decision
Quality Assurance	285	34.77	18.31	214	.64	.195	Ho ₁
2012 Edition NCCE minimum standards	285	46.38	24.12				Rejected

Significant. $P < .05$, $df = 214$

Sources: Field Survey, 2022

Table 2 above shows that there is significant level of effectiveness in implementation of quality assurance of 2012 NCCE minimum standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education. There is because the table r - value (.64) is greater than r -critical which was .195. Therefore, the null hypothesis which states that there is no significant level of effectiveness in implementation of quality assurance of 2012 Edition NCCE minimum standard was rejected.

Table 3: Significant Problems on Level of effectiveness in Implementation 2012 Edition NCCE Minimum Standards by SSCOE, Biga and Adamu Augie Colleges of Education.

Variables	No	X	SD	Df	Calculated r - value	Critical value	Decision
Problems	285	34.77	18.31				
Edition 2012				214	.64	.195	H_{01}
Edition NCCE	285	22.86	24.12				
Minimum Standards							Rejected

Significant. $P < .05$, $df = 214$

Sources: Field Survey, 2022

From the table 3 above, shows that there is significant problem effecting the level of effectiveness in the implementation of 2012 Edition on NCCE minimum standards by Shehu Shagari, Biga and Adamu Augie Colleges of Education. This is because the table r - value (.64) is greater than the critical which was .195. Therefore, the null hypothesis which states that there are no significant problems affecting the effectiveness in implementation of 2012 edition minimum standards by Shehu Shagari College, Biga and Adamu Augie Colleges of Education was rejected. Hence, there exists a significant problem.

Discussion of Findings

The results of H_{01} which states that there is no significant level of effectiveness in implementation of 2012 edition of NCCE minimum standard by Shehu Shagari, Biga and Adamu Augie Colleges of Education was rejected. This indicates that there is no significant level of effectiveness in implementation of 2012 edition NCCE minimum standard by Shehu Shagari, Biga and Adamu Augie Colleges of Education. The finding was supported by Kennedy (2011) reveals significant relationship between implementation of business education curriculum content and adequate con curriculum contents coverage, the qualification of lecturers and the provision of fund by the government attendance of seminars, conference, workshop by lecturer can enhanced effective curriculum implementation in colleges of education. In contrast Azih (2008) found that students offering Nigerian Certificate in Education in Colleges of Education find it difficult to acquire

the needed skills and competencies as a result of lack of adequate resources in the schools. This situation in the teaching and learning of NCE Programmes has been of great concern to Educators and the decline in students' achievement may not be unconnected with the poor learning environment created by the state of limited instructional facilities. Moreover, (Ozsoy, 2013) noted a serious gap between the intended changes and actual classroom practices in NCE Programmes in Colleges of Education despite the existence of a common minimum standard for NCE programmes. These intended changes sometimes could be viewed as: teaching styles/method, evaluation techniques, tasks such as field trips, role relationships, instructional materials/equipment and their availability, commitment to goals/objectives and adherences to teacher-student ratio and class size will lead to the attainment of the objectives.

The result of H_{o2} which states that there is no significance level of effectiveness in implementation of quality assurance by Shehu Shagari, Biga and Adamu Augie Colleges of education was rejected. It indicates that, there is significant level of effectiveness in implementation of 2012 education NCCE maximum standards in college of education. The finding concludes with the finding of Tukur (2016) who revealed that lecturers' instructional competences, availability of instructional resources lectures academic qualification and effectiveness utilization resources positively influenced implementation of business education curriculum. Moreover, Oluwafemi (2012) found out that, there is significant relationship between funding and quality of NCE programmes in higher institutions.

The result of H_{o3} which states that there is no significant problems affecting the effectiveness in implementation of 2012 edition NCCE maximum standard rejected. It indicates that there is significant problems affecting, the implementation of 2012 education NCCE maximum standard by college of education agrees with the finding of Thomas (2009) who found that lack of instructional facilities, inadequate fund, workshops for practical work among others were the problems affecting business studies curriculum in colleges of education. In addition, Onyesom (2014) found out that qualified lecturers and physical facilities such as typing pool, shorthand studio, moral offices were grossly inadequate in colleges of Education. In addition, Sajjad (2012) revealed that Nigeria secondary school curriculum is fairly but not effectively implemented. Evidence yield by the study revealed that following factors the root cause of the problem. Theory based teaching method, insufficient specialist teachers, lack of entrepreneurial knowledge was concluded as the major hindrance of Business studies curriculum implementation.

Conclusion

The paper concluded that, there is significant level of effectiveness in implementation and quality assurance on 2012 Edition NCCE minimum standard by Shehu Shagari, Biga and Adamu Augie Colleges of Education.

Recommendations

The paper makes the following recommendations that can improved the effectiveness in implementation of any revised NCCE minimum standard to the Colleges of Education. The recommendations include:

1. Colleges of education management and other relevant bodies should put more efforts on training and re-training of lecturers and other management staff to ensure higher level of effectiveness in the implementation of any revised NCCE minimum standards.
2. More emphasis should be given to quality assurance unit in order to ensure quality of NCE graduates in colleges of education.
3. Provision of funds and instructional facilities can address some of the challenges in the implementation of any NCCE minimum standards revised.

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