

AN INVESTIGATION OF PRE-NCE AND DIRECT ENTRY REQUIREMENTS INTO FINE AND APPLIED ARTS DEPARTMENT IN COLLEGES OF EDUCATION IN YOBE AND BAUCHI STATES, NIGERIA

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Abstract

The study investigates the students and lecturers' perception on entry qualifications of Pre-NCE and Direct Entry in Fine and Applied Arts programme in Colleges of Education, Gashua, Yobe State and Azare, Bauchi State. A pilot study was conducted at Federal College of Education (Technical) Potiskum Yobe State. The Study set out to examine whether admitted students meet the prerequisite requirement for admission. Descriptive survey design was used while the population comprised all the Pre-NCE and Direct entry students of Fine and Applied Arts that are in the two Colleges of Education. The samples were 118 in number which comprised of 17 lecturers and 101 students from the two Colleges of Education that were studied. The instrument used for data collection included records of students that were admitted between 2010 to 2014; a structured questionnaire was also used for lecturers and students to seek their views on the entry qualifications of Pre-NCE and Direct Entry students in the two colleges that were studied. Data used was analysed using t-test and results showed that 80% of students reading Fine and Applied Arts in the two colleges studied lack the relevant entry qualifications. Students admitted through Pre-NCE usually gain admission into NCE 100 level through transition. An insignificant number of students gain admission through Joint Admission and Matriculation Board (JAMB). It was concluded that admission into Fine and Applied Arts was done through purchase and completion of forms and through aptitude test. Only qualified students should be admitted and trained in Fine and Applied Arts programme. It was recommended that the admission into Direct Entry Should be strictly through JAMB.

Introduction

Education has been viewed differently by different people in a variety of ways, depending on perspective one views it. However, it is the transmission of what is worthwhile from generation to generation. Education is a social institution that is usually organized to improve the social life of individuals in a society by imparting knowledge on people to develop the mind, character, and behaviour to induce some positive changes in the society (Longbap, 2014). Hence, it is seen as the most potent instrument for developing a nation.

The importance of education to human and societal development becomes clearer when viewed against the background of the general definitions of its concept and philosophy. According to National Policy on Education Document (NPE, 2004), education is defined as: the effort to change a person's behaviour because of his interaction with his environment, community, and society in general. It is to initiate the learner into a way of thinking and behaving as well as into a core of norms, values, skills, and techniques considered desirable for development purposes in

his society. According to Maiwada (1986), education is not just attending lectures, reading books, and passing end-of-course examinations, but ability to tackle simple and complex life problems. Maiwada also believes that, education is not only the acquisition of letters, but the acquisition of beneficial knowledge, skills, attitudes and its application to solving personal and social problems.

From the foregoing education should not be viewed within a narrow conceptual framework. Three forms of education exist, formal, informal, and non-formal, all geared towards facilitating individual efforts to learn and transfer that learning in solving practical problems. It must be noted that from the elementary level of education, some amount of knowledge is passed to children, beginning with general knowledge which exposes various disciplines to the learner, leading towards specialization in a specific discipline. Many people, however, fail to realize that this knowledge can be used to greater advantage if conscious effort is made for correct application. In the same way, Nigeria is determined to use Education as an

instrument for National development as contained in the National Policy on Education (2004). This is anchored on five main National Goals namely, the building of:

- (a) a free and democratic society;
- (b) a just and egalitarian society;
- (c) a united, strong and self-reliant nation;
- (d) a great and dynamic economy;
- (e) a land full of bright opportunities for all citizens.

However, insecurity and other related issues are inimical to the realization of these noble goals.

Nigeria's Philosophy of Education

The Nigeria philosophy of education are:

- (a) Education is an instrument for national development, to this end, the formation of ideas, their integration for national development and the interaction of persons and ideas are all aspects of education;
- (b) Education fosters the worth and development of the individual, for each individual's sake and for the general development of the society;
- (c) There is need for equality of educational opportunities to all Nigerian children, irrespective of any real or imagined disabilities; each is to be educated according to his or her ability.
- (d) There is need for functional education for the promotion of a progressive and United Nigeria; to this end, school programmes need to be relevant, practical, and comprehensive, while interest and ability should determine individuals' directly in education.

The establishment of Colleges of Education and, of course, School of Vocational Education, a number of courses has been introduced relative to specific disciplines for learners to specialize. Among the departments in School of Vocational and Technical Education in these Colleges of Education in Nigeria, as identified in the Minimum Standard as coordinated by National Commission for Colleges of Education (NCCE, 2008), include Business Education, Home Economic Education, Fine and Applied Arts Education and Agricultural Science Education. The general objectives for the

inclusion of vocational courses in the Nigerian educational system are to ensure an all-round skills and competency development in the cognitive, affective and psychomotor domains of learners of vocational and technical education. Consequently, learners are most often required to handle concrete learning resources and to meet conditions for admission. In Fine and Applied Arts Education, for instance, students are expected to possess some readiness of skills which are believed to have been acquired in fine art, art and craft or creative art which is believed to have been acquired in the secondary schools before seeking admission into colleges of education.

Fine and Applied Arts education, is the focus of this research. It is an integral part of Vocational and Technical Education that prepares individuals for the world of work. Fine and Applied Arts education leads to the acquisition of practical and applied skills as well as knowledge necessary to play vocational and technical role in national development. These vocational subjects are naturally dynamic in contents and do respond to practical application of abilities and skills necessary for functional and management changes in the world of work. The convenient means of ascertaining learning abilities and skills of Fine and Applied Arts education students' preparedness and standards are based on the results obtained from West African Examination Council (WAEC), National Examination Council (NECO) and National Business and Technical Examination Board (NABTEB) (Obioma and Salau, 2010). Any of these alternative examination bodies, supply students' placement in each of the different areas earlier mentioned and serves as reliable instrument or tool for meeting parts of the entry requirements into colleges of education programmes.

Statement of the Problem

A lot of people are being admitted into the Nigerian Colleges of Education yearly based on their high performance in Senior Secondary Certificate Examination (SSCE), National Examination Council (NECO) National Business and Technical Examination Board (NABTEB). However, despite their paper qualifications in those examinations, the students admitted to read Fine and Applied Arts in Colleges of Education are admitted wrongly.

They are admitted without the entry qualifications Fine and Applied Arts, and such students seem to have no idea about Art. Again, such students admitted into Fine and Applied Arts did not apply for the course, but are offered admission into the department as alternative for the students to gain admission into the Colleges of Education. The problem of this study is therefore, to investigate the processes of admission for Pre-NCE and Direct Entry into Fine and Applied Arts in colleges of education.

Aim and Objectives of the Study

The aim of the study is to investigate the entry qualifications of Pre-NCE and Direct Entry into Fine and Applied Arts, while the objectives are to:

1. assess students' entry qualification for Pre-NCE into Fine and Applied Arts.
2. find out students' entry qualification for Direct Entry into Fine and Applied Arts programme.

Research Questions

The following questions were raised to guide the study:

1. What is the entry qualification for Pre-NCE for Fine and Applied Arts programme?
2. What is the entry qualification for NCE Direct Entry into Fine and Applied Arts programme?

Assumptions for the Study

It is assumed in this study that:

1. The entry requirement for Pre-NCE in Fine and Applied Arts are not adequate.
2. The entry requirement for Direct Entry in Fine and Applied Arts are not adequate.

Scope of the Study

The research is on Pre-NCE and Direct admission entry qualifications of students in Colleges of Education. Two Colleges of Education in two states were involved: College of Education Gashua, Yobe State and College of Education Azare, Bauchi State. These colleges were selected due to proximity, and consideration for the prevailing insecurity in North-Eastern Nigeria. The study involved 17 lecturers, 101 Pre-NCE and Direct Entry students of Fine and Applied Arts in the two Colleges of Education. Also, records of

students admitted from 2010 to 2014 were examined for the study. This is because most programmes, academic policies and changes in school calendars usually take place within the period of four years.

Significance of the Study

The finding of the study is expected to be beneficial to, curriculum planners, heads of tertiary institutions and researchers. The study will provide framework for lecturers on how to handle the students academically since students are given Fine and Applied Arts to read without the entry prerequisite for admission. Curriculum planners will benefit from the study by enabling them to make necessary modifications and improvements in the secondary school curriculum contents of Fine Art.

Mode of Operation for Pre-NCE Programme

The following are general mode in which Pre-NCE should be operated in Colleges of Education, although it has not been consistently followed.

- i. Pre-NCE Programme shall run from July to March of every academic year.
- ii. The Colleges must commence and conclude the process of admission into Pre-NCE in line with (i) above
- iii. Colleges must implement the Pre-NCE Minimum Standards in such a way to allow students sit and pass JAMB UTME and remedy their SSCE ('O' level) deficient subjects.
- iv. All Pre-NCE candidates are required to register and attend lectures in the three (3) core subjects of: General Education, General Mathematics and General English
- v. In addition to iv above, all candidates are also expected to select two subjects as appropriate to their programme of study, to mention a few (NCCE 2012).

General Entry Qualifications for Pre-NCE and Direct Entry

It is important to understand that the other categories of students who gain admission into Pre-NCE and Direct Entry. This group of students who possessed the required requirements must meet the cut-off point in the matriculation examination conducted by JAMB. The entry

qualifications of Pre and NCE Direct Entry students of Umar Sulaiman College of Education, Gashua, Yobe and College of Education, Azare, Bauchi states, might differ depending on the management and authority of the institution.

The general entry requirement for direct entry as stipulated by the National Commission for Colleges of Education (2012), states that “although the NCE as a qualification is common to all the graduates of the programme, each subject has its own unique features and demands”. The general admission requirements for NCE programme are as follows:

- i. A Senior Secondary School Certificate (SSC) WAEC, NECO or GCE “O” Level, NABTEB and any other equivalent with four credits at one or two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and/or Mathematics may be required in some courses to meet departmental requirement.
- ii. A Grade II Teacher’s Certificate (TCII) with credit or merit in five subjects, two of which

must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and/or Mathematics may be a requirement in some courses.

- iii. For candidates wishing to offer courses in Vocational and Technical Education, (Fine and Applied Arts inclusive), Returned Services Association (R.S.A.), City and Guilds/Intermediate Certificate or the Federal Craft Training Certificate in Nigeria or abroad, is also an acceptable qualification.

Methodology

A descriptive survey design was used for the study. It was used to seek the opinions of lecturers’ and students’ perception on the entry qualifications of Pre and NCE Direct admission of students of Fine and Applied Arts in two Colleges of Education (Azare and Gashua). The records of students admitted between 2010 to 2014 showing their entry mode/qualifications was obtained and checked from the respective Colleges.

Table 1: Distribution of Lecturers and Students

S/N	SCHOOL	LECTURERS	NCE 1	PRE-NCE
	College of Education, Azare	9	17	16
	College of Education, Gashua	8	62	06
	Total	17	89	22

Source: Field Survey, 2016

A total of 118 respondents were used for this study which comprised of 17 Lecturers and 101 students. From the two Colleges of Education, there was no sampling technique. This is because the population is manageable. This is in agreement with Sambo (2005) which stipulates that, in a situation where the population is small, one can make use of the entire population. The instrument that was used for data collection for this study was a structured questionnaire.

The instrument was pilot tested, using test- retest to establish its reliability in a school not selected to participate in the study, Federal College of Education (Technical), Potiskum, Yobe State. Cronbach Alpha that was used for testing the reliability of the instrument yielded a reliability

index of 0.71 that was considered high enough for the purpose of research.

The instrument was administered by the researcher through the requisite Head of Departments of the two Colleges of Education. The questionnaires were collected back through the same mode it was distributed. Data collected was analysed using t-test statistic. The decision rule to accept any item was based on mean of 3.00 and above, while below 3.00 was rejected

Result and Discussion

Data for this study was analysed and presented based on the research questions and hypotheses that guided the researcher in the study.

Research Question 1**Section I. What is the entry qualification for Pre-NCE Fine and Applied Arts?**

The mean of Fine and Applied Arts Checklist on the entry qualifications for Pre-NCE Fine and Applied Arts is as shown in table 1.

S/N	ITEM STATEMENT	2010		2011		2012		2013		2014	
		AZ	GA	AZ	GA	AZ	GA	AZ	GA	AZ	GA
1	Students admitted with four passes in relevant subjects including Mathematics and English.	05	20	10	15	13	27	Nil	25	Nil	22
2	Students admitted with five passes in relevant subjects including Mathematics and English. (NCCE and JAMB REQUIREMENT)	05	Nil	05	Nil	10	Nil	12	Nil	11	Nil
3	Students admitted with five passes in core subject excluding Mathematics and English.	03	15	04	12	06	28	Nil	12	Nil	10
4	Students admitted with five passes in relevant subject including any of the core subjects.	08	35	07	25	17	30	Nil	10	Nil	15
5	Students admitted with any attempt of SSCE, NECO, and WAEC.	Nil	06	Nil	08	Nil	07	Nil	Nil	Nil	Nil
6	Students admitted with five passes in relevant courses with condition of occasional (subject to remedy the subjects lacking before graduation).	10	30	15	35	9	40	Nil	35	Nil	37
Total		31	106	41	95	55	132	14	82	14	74

KEY AZ= Azare GA=Gashua

Table 1 above shows that students admitted into the Fine and Applied Arts Department based on the mode of admission. In 2010, in College of Education, Azare, students admitted through Pre-NCE programme, only 5 out of 31 had the entry requirements which formed 16.13% of the total students admitted, while in Gashua, no student was admitted through the entry requirements. In 2011, in College of Education, Azare, students admitted through Pre-NCE programme, only 5 out of 41 had the entry requirements which formed 12.20% of the total students admitted. In Gashua, no student was admitted through the entry requirements. In 2012, in College of Education, Azare, students admitted through Pre-NCE programme, only 10 out of 55 had the entry requirements which formed 18.18% of the total students admitted, while in Gashua, none was

admitted through the entry requirements. In 2013, in College of Education, Azare, students admitted through Pre-NCE programme 12 out of 14 had the entry requirements, which formed 85% of the total students admitted. In Gashua, no student was admitted through the entry requirements. In 2014, in College of Education, Azare, students admitted through Pre-NCE programme 11 out of 14 had the entry requirements which formed 80.5% of the total students admitted, while in Gashua, none was admitted through the entry requirements. The result of students' intake into the Fine and Applied Arts department between 2010 and 2012 shows an ever-increasing intake of students in the years under study, while in the year 2013 and 2014, the intake reduced.

Research Question 2**Section I. What is the entry qualification for NCE Direct Admission into Fine and Applied Arts?**

The Mean Fine and Applied Arts checklist on the entry qualifications for Direct Entry is as shown in

Table 2.

S/N	ITEM STATEMENT	2010		2011		2012		2013		2014	
		AZ	GA	AZ	GA	AZ	GA	AZ	GA	AZ	GA
7	Five credits including Mathematics and English without JAMB.	25	35	30	25	35	37	Nil	Nil	Nil	Nil
8	Students admitted through Joint Admission and Matriculation Board (JAMB).	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
9	Transition from Pre-NCE to NCE with JAMB	25	43	37	37	50	48	15	25	12	34
TOTAL		50	78	67	62	85	85	15	25	12	34

KEY AZ = Azare**GA = Gashua**

Table 2 shows that none of the students admitted into the Fine and Applied Arts department in both Colleges of Education, on the basis of the entry requirement in the year under study into Direct Entry was through JAMB. It also revealed that the NCE1 in the department were admitted through transition from Pre-NCE into NCE I. In 2010, in College of Education, Azare, students admitted through Direct Entry, 25 out of 50 were admitted through transition from Pre-NCE to NCE 1 with JAMB which formed 50% of the total students admitted. In Gashua, 43 out of 78 were admitted through transition, which formed 55.13%. In 2011, in College of Education, Azare, students admitted through Direct Entry, 37 out of 67 were admitted through transition from Pre-NCE to NCE 1 with JAMB which formed 55.22% of the total students admitted, while in Gashua, 37 out of 62 were admitted through transition which formed 59.68%. In 2012, in College of Education, Azare, students admitted through Direct Entry 50 out of 85 were admitted through transition from Pre-NCE to NCE with JAMB which formed 58.82% of the total students admitted. In Gashua, 48 out of 85 were admitted through transition which formed 56.47%. In 2013, in College of Education, Azare, 15 out of 15 students admitted through Direct Entry were through Transition from Pre-NCE to NCE 1 with JAMB which formed 100% of the total students admitted, while in Gashua, 25 out of 25 were admitted through transition which formed 100%. In 2014, in College of Education, Azare, 12 students were admitted through Direct Entry, while in

Gashua, 34 were admitted through Transition which both formed 100%. The result of student intake into the Fine and Applied Arts department between 2010 and 2013 shows an ever-increasing intake of students in the years under study, while in 2013 and 2014, the intake reduced.

Findings of the Study

The findings from the analysis of data revealed that:

1. the process of entry into Pre-NCE varies from college to college
2. 85% of students admitted into NCE 1 were not through JAMB but through transition from Pre-NCE.
3. the processes of admission into the colleges are through purchase and completion of admission form and aptitude test.
4. each College set its test questions indicating lack of standardized test for Pre-NCE.

Discussion of the Findings

The research question one and two on the the entry qualifications for Pre-NCE and Direct Entry in Fine and Applied Arts, showed that students of Fine and Applied Arts admitted between 2010 to 2014, lack the entry requirements into the programme. This finding agrees with the study of Salahudeen and Murtala (2005), which has it that, students did not meet the entry requirement for Pre-NCE and Direct Entry. Other researchers have

attributed the poor performance of students to the mode of entry. It is believed that the process of admission or entrance predicts academic excellence of students.

Conclusion

The following conclusions were made based on the findings of the study:-

1. Students admitted into Pre-NCE and Direct Entry lack the required entry qualifications for admission into Fine and Applied arts programme.
2. Lack of standardized or unified entrance test/examination by NCCE could contribute to improper admission into Pre-NCE Fine and Applied Arts.

Recommendations

The recommendations made are as follows:-

1. Admission into Pre-NCE should be through aptitude test.
2. The admission into Direct Entry Should be strictly through JAMB

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