



Assessing the Level of Compliance with the Minimum Academic Standards in Administration of Colleges of Education in Delta State, Nigeria

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Abstract

This study was designed to ascertain the performance indicators of colleges of education and the extent for compliance with identified performance indicators in Colleges of Education in Delta State. Five research questions were raised and answered and five hypotheses were formulated and tested. The researcher adopted the survey research design for the study. The population of the study comprised Deans, Heads of Departments and Lecturers in the four colleges of education in Delta State. Purposive random and proportional random sampling techniques were used to select the one hundred and eighty (180) respondents that took part in the study. The instrument for data collection was a questionnaire titled; “Level of Compliance with Minimum Academic Standards, Questionnaire (LCMASQ). In analyzing the data collected, mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses at an alpha level of 0.05. The findings were as follows: (i) lecturers are highly familiar with the crucial performance indicators in the minimum academic standards for NCE in colleges of education (ii) there are setbacks to total compliance with the minimum academic standards, (iii) while the appropriate point to manage these setbacks should be rigorous colleges of education enforcement of the crucial performance indicators among others. It was recommended that there should be improve works environment for lecturers in colleges of education.

Keywords: Minimum academic standards, Compliance, Performance, Administration, Colleges of Education

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INTRODUCTION

Tertiary education is the major engine that facilitates the growth, development and progress of any nation. Tertiary education has basically statutory functions of producing middle and high-level manpower for national development. This is in addition to providing intellectual training in basic sciences and liberal arts. Ojo (2007) averred that education in all its forms and levels is expected to enrich the individual through:

- Enculturation: progressively equipping the individual with the socio-cultural skills that should enable one to fit neatly into one's immediate society;
- Acculturation: progressive exposure to outside influence from which one can intelligently borrow to expand the horizons provided by one's immediate society;
- Intellectual skills acquisition: for the pursuit of self-development through the acquisition of knowledge in a variety of forms and by a variety of means;
- Affective traits development: progressively improving on the capacity to imbibe attitudes, values and other behaviour traits that facilitate one's relationship with fellow human beings as well as one's capacity for continuous self-employment;
- Manipulative and psycho-motor skills development: progressively awakening the physical prowess of the individual, and progressively working towards a perfect coordination of the activities of the body with those of the mind, and
- Inculcation of lifelong learning skills (also called learning-to-learning skills).

Significantly, the benefits an individual will gain from tertiary education are higher subset of the benefits of education in general. For instance, colleges of education are meant to produce highly qualified non-graduate professional teachers for the primary and junior secondary level of education (Anikweze, 2001). Colleges of education are to provide full-time courses in teaching, instruction and training and to conduct courses in education for qualified teachers. In Nigeria, colleges of education are established to train teachers who are to teach in pre-primary, primary and junior secondary schools (Aleburu, 2012). For colleges of education products to attain the broad goals of tertiary education, as well as ensure quality in the preparation of teachers, relevance and professionalism there is need for minimum academic standards. Government enforced the minimum qualification Nigeria Certificate in Education (the NCE), for teachers in Nigeria and mandated the National Commission for Colleges of Education (NCCE) to control the training. As such all colleges of education, both conventional and specialized (colleges of education technical) were mandated to comply with the performance indicators contained in the minimum academic standards documents, for the different individual disciplines such as computer science/biology, physics/ chemistry, mathematics /physics, French/ social studies, education among others. Some of the specifications of the minimum academic standards cut across all the disciplines while others are limited only to the particular disciplines it is meant for. However, there are general concerns expressed by some people that most colleges of education in Nigeria are not complying with the demands specified in the minimum academic standards for compliance by colleges of education. Some of the minimum standards include general educational management, specific curriculum areas (academic matters, personnel and management and facilities/services).

Admittedly, the fact that NCCE lay down minimum academic standards for all programmes of teacher education and accredit their certificates, there are also concern that some colleges of education may be selectively complying with those demands they prefer. In this way some colleges of education may

receive full accreditation while some may not. The decision about the accreditation status of programme is based on the overall score obtained following the classification: full accreditation (100-70 marks), interim accreditation (69-60 marks) and denied accreditation (59-0 marks) (Nwosu &Ugwuoti, 2001). Against this backdrop the study intended to ascertain the extent colleges of education are complying with the minimum academic standards.

Purpose of the Study

The purpose of this study was to determine the performance indicators of colleges of education and the extent of compliance with identified performance indicators. The study specifically focused on:

- Investigating the crucial performance indicators in the minimum academic standards for NCE in colleges of education;
- Finding how familiar are the lecturers with the crucial performance indicators in the minimum academic standards for NCE in colleges of education;
- Determining how well lecturers do comply with the performance indicators in the minimum academic standards for NCE in colleges of Education;
- Investigating the setbacks to the total compliance with the minimum standards for NCE in colleges of education;
- Ascertaining how colleges of education can reduce the setbacks to compliance with the minimum academic standards for NCE in colleges of education.

Research Questions

The following research questions are stated for the study:

- What are the crucial performance indicators in the minimum academic standards for NCE in Colleges of Education?
- How familiar are the lecturers with the crucial performance indicators in the minimum academic standards for NCE in Colleges of Education?
- How well do lecturers comply with the performance indicators in the minimum academic standards for NCE in Colleges of Education?
- What are the setbacks to the total compliance with the minimum academic standards for NCE in Colleges of Education?
- How can colleges of education reduce the setbacks to compliance with the minimum academic standards for NCE in co Colleges of Education?

Hypotheses

The following hypotheses are formulated to guide the study at 0.05 significance level:

- There is no significant different between the mean scores of Deans/HOD's and lecturers as regards the crucial performance indicators in the minimum academic standards for NCE in colleges of education.

- There is no significant different between the mean scores of Deans/HOD's and lecturers as regards how familiar lecturers are with the crucial performance indicators in the minimum academic standards for NCE in colleges of education.
- There is no significant different between the mean scores of Deans/HOD's and lecturers as regards how well lecturers comply with the performance indicators in the minimum academic standards for NCE in colleges of education.
- There is no significant different between the mean scores of Deans/HOD's and lecturers as regards the setbacks to the total compliance with minimum academic standards for NCE in colleges of education.
- There is no significant different between the mean scores of Deans/HOD's and lecturers as regards how the college of education can reduce setbacks to compliance with the minimum academic standards for NCE in college of education.

REVIEW OF RELATED LITERATURE

National Commission for College of Education Model for Accreditation

Decree No. 3 of 1989 (that is the National Commission for Colleges of Education Decree), Section 5 (b, c, j, k) authorizes the National Commission for Colleges (NCCE) to:

- Lay down minimum standards for all programmes of teacher education and accredit their certificates and other academic awards after obtaining there of prior approval of the Minister.
- Approve guidelines setting out criteria for all Colleges of Education in Nigeria
- Lay down standards to be attained and continually review such standards.
- Review methods of assessment of students and trainees and develop a scheme of national certification for various products of college of education in collaboration with the Ministries of Education and Universities to which colleges are affiliated.

Clause5k was later modified by the National Commission for College of Education (Amendment Decree, 1992) by eliminating the aspects about “collaboration with Ministries of Educational and Universities... (Nwosu & Ugwuoti, 2001). The decree however limits the NCCE to teacher education programmes offered outside the universities. The NCCE is made up of experts and professional drawn from both within and outside the academic not only to accredit new courses but also to review old ones to ensure that they are complying with the guidelines set. Copies of the accreditation reports are normally sent to the affected institutions so that appropriate remedial measures can be taken where necessary. That is in so far as policy provisions are concerned (Ivowi, 2001).

In the NCCE evaluation model, accreditation constitutes the centre-piece of evaluation process. This process entails checking:

- The quality of teaching;
- The teacher's qualification;
- The programme content and the way it is organized;

- Resources to facilitates learning e.g. Libraries, study centres, laboratories;
- Buildings and classrooms;
- Management and administration;
- Accommodation, social programmes and sports and leisure facilities.

In this, according to Nwosu & Ugwuoti (2001:153-54) evaluation is structured into three broad components viz:

- General educational management
 - Institutional Organogram
 - Management style and functions of institution Head, Registrar, Bursar and other principal officers.
 - General facilities – public utilities – light, water, etc.
 - Institution – wide services : medical, library, transportation, etc.

The above component of the model is qualitative in procedure and reporting.

- Specific curriculum areas. The second component has three structures.
 - Section 1 academic matters
 - Philosophy and objective
 - Curriculum content
 - Admission requirement
 - Academic regulations
 - Evaluation of students work
 - Students assessment of the curriculum
 - External moderation system
 - Section II personnel and management
 - Academic staff
 - Non-academic staff
 - Administration of the programme
 - Staff development

- Section III facilities/services: this section is purely quantitative
 - Laboratories, Workshops, etc.
 - Classrooms, Lecture theatres, auditoria etc.
 - Office accommodation
 - Safety and environment
 - Funding
 - Library
- Judgment

The decision about the accreditation status of a programme is based on the overall score obtained following the classification below:

- Full accreditation – 100 - 70 marks
- Interim accreditation – 69 – 60 marks
- Denied accreditation – 59 – 0 marks

METHODS

Design

The study employed the survey design. The survey was used to determine the extent of compliance with the minimum academic standards in colleges of education.

Sample

The sample of the study consisted of 180 respondents drawn from four colleges of education in Delta State. First all the 24 deans in the four colleges of education in Delta State were purposively sampled. Second, random sampling technique was used to select six Heads of Departments from each of the colleges of education giving rise to a total of thirty-six. Third, proportional random sampling was used to select thirty lecturers from each of the four sampled colleges of education amounting to one hundred and twenty lecturers. Thus, the total sample size for the study was one hundred and eighty (180)

Instrument

The instrument used for data collection was a researcher developed questionnaire, titled levels of compliance with Minimum Academic Standard Questionnaire (LCMASQ). LCMASQ has two sections, A and B. Section A, sought information on personal data of the respondents such as position, gender and experience. Section B required information on crucial performance indicators, familiarity with the performance

indicators, compliance with the performance indicators, setbacks to the total compliance with the minimum standards for NCE and how colleges of education can reduce the setbacks to compliance with the minimum academic standards for NCE in colleges of education. The instrument was structured on Likert four point summated scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points) and Strongly Disagree (SD) (1 point).

Validity and Reliability

The face and content validation of the instrument was done by two experts in Educational Administration and one expert in Measurement and Evaluation, from the Delta State University, Abraka. The reliability of the instrument was determined using Crombach Alpha Formula which yields a coefficient of 0.85. This value was considered high enough to permit the conclusion that the instrument was reliable.

Administration

The instrument was administered on 24 deans of schools, 36 heads of department and 120 lecturers of the four colleges of education in Delta State.

Method of Data Analysis

Mean and standard deviation was used to answer the research questions. An overall mean score of 2.50 and above showed that the item is accepted and an overall mean score of below 2.50 showed that an item is rejected, while the t-test statistic was used to test the null hypotheses at an alpha level of 0.05 level of significance.

RESULTS

Research Question 1: What are the crucial performance indicators in the minimum academic standards for NCE in colleges of education?

Table 1: Mean and standard deviation responses on crucial performance indicators

S/N	Item statement	Deans/HOD's/			Lecturers		
		Mean	SD	Decision	Mean	SD	Decision
1.	Student's entry requirements	2.74	0.83	Accepted	2.68	1.10	Accepted
2.	Staff and Students ratio	2.88	0.86	Accepted	2.97	0.79	Accepted
3.	Student annual growth rates	2.91	1.05	Accepted	2.84	1.10	Accepted
4.	Weighting of programme components	3.07	0.59	Accepted	2.60	0.86	Accepted
5.	Minimum of CA in scoring all exams	3.18	0.90	Accepted	2.78	1.12	Accepted
6.	Inclusion of CA in scoring all exams	3.22	6.87	Accepted	3.05	0.87	Accepted
7.	Duration of programme/semester	3.34	0.74	Accepted	2.94	1.08	Accepted
8.	Minimum credit load	3.50	6.75	Accepted	3.53	0.59	Accepted
9.	Physical Facilities space, computer, services among others	2.57	1.77	Accepted	2.51	0.65	Accepted
10.	Library and laboratory specifications	3.22	0.91	Accepted	3.34	0.59	Accepted

11.	Provision for external examiner for moderation	3.37	0.82	Accepted	3.38	0.68	Accepted
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In order to find out the crucial performance indicators in the minimum academic standards for NCE in colleges of education, a list of performance indicators was presented to the respondents to indicate. Given the mid-point of 2.50 in the range of the 4-point scale, data analysis in table 1 above showed that all the items had mean ratings above the mid-point. This indicates that all the items are major performance indicators in the minimum academic stands for NCE in colleges of education. Indeed, more than half of the identified performance indicators received mean ratings of ≥ 3.0 . The highest mean ratings of 3.37 – 3.38 was recorded in the case of “provision for external examiner for moderation”. On the other hand, physical facilities space, computer services received the lowest mean rating of 2.57-2.51.

Research Question 2: How familiar are the lectures with the crucial performance indicators in the minimum academic standards for NCE in college of education?

Table 2: Mean and standard deviation responses on level of familiarity with the crucial performance indicators

S/N	Item statement	Deans/HOD's			Lecturers		
		Mean	SD	Decision	Mean	SD	Decision
1.	Student's entry requirements	3.07	0.59	Accepted	3.02	0.15	Accepted
2.	Staff and Students ratio	2.01	0.70	Rejected	2.00	0.77	Rejected
3.	Student annual growth rates	2.20	0.86	Rejected	2.00	0.93	Rejected
4.	Weighting of programme components	2.11	0.92	Rejected	2.16	0.98	Rejected
5.	Minimum of CA in scoring all exams	3.87	0.35	Accepted	3.76	0.43	Accepted
6.	Inclusion of CA in scoring all exams	3.53	0.52	Accepted	3.76	0.43	Accepted
7.	Duration of programme/semester	2.91	0.88	Accepted	2.69	9.67	Accepted
8.	Minimum credit load	2.71	0.64	Accepted	2.62	0.88	Accepted
9.	Physical Facilities space, computer, services among others	2.63	0.81	Accepted	2.61	0.94	Accepted
10.	Library and laboratory specifications	2.62	0.88	Accepted	2.63	0.81	Accepted
11.	Provision for external examiner for moderation						

In order to rate the extent of familiarity with the performance indicators in the minimum academic standards for NCE in colleges of education, the deans, heads of departments and lecturers were presented the major performance indicators in table 2. From the mean ratings in the table, it can be seen that the respondents are more familiar with students' entry requirements, staff and students ratio, minimum of continuous assessment in scoring all examinations, inclusion of CA in scoring all examinations, duration of programme/semester, minimum credit load, physical facilities space, computer services, library and laboratory specifications and provision for external examiner for moderation having had mean ratings above the 2.50 mid-point in the 4-point scale. The performance indicator which the respondents recorded low familiarity include; staff and student ratio, students annual growth and weighting of programme components.

Research Question 3: How well do lecturers comply with the performance indicators in the minimum academic standard for NCE in college of education?

Table 3: Mean and Standard deviation responses on level of compliance with the performance indicators

S/N	Item statement	Deans/HOD's			Lecturers		
		Mean	SD	Decision	Mean	SD	Decision
1.	Student's entry requirements	3.13	0.07	Accepted	3.49	0.89	Accepted
2.	Staff and Students ratio	2.39	1.30	Rejected	2.48	0.96	Rejected
3.	Student annual growth rates	1.94	1.09	Rejected	1.91	1.07	Rejected
4.	Weighing of programme components	2.00	0.81	Rejected	2.01	0.94	Rejected
5.	Minimum of CA in scoring all exams	3.55	0.78	Accepted	3.38	0.83	Accepted
6.	Inclusion of CA in scoring all exams	3.59	0.69	Accepted	3.55	0.69	Accepted
7.	Duration of programme/semester	3.42	0.84	Accepted	3.42	0.66	Accepted
8.	Minimum credit load	3.59	0.69	Accepted	3.51	0.70	Accepted
9.	Physical Facilities space, computer, services among others	2.10	0.93	Rejected	2.04	0.93	Rejected
10.	Library and laboratory specifications	2.15	0.92	Rejected	2.16	0.90	Rejected
11.	Provision for external examiner for moderation	3.22	0.87	Accepted	2.18	0.90	Accepted

In order to find out how well the deans, heads of departments and lecturers complied with the identified major performance indicators, they were expected to rate themselves on each of the indicators as shown in table 3 above. From the mean ratings in the table, it can be seen that the performance indicators which the respondents highly comply with are students' entry requirements, minimum of CA in scoring all examinations, inclusion of CA in scoring all examinations, duration of programme/semester, minimum credit load, and provision for external examiner for moderation having had mean ratings above the 2.50 mid-point in the 4-point, rating scale. The performance indicators that received low compliance were, staff and students ratio, students annual growth rates, weighting of programme components, physical facilities-space, computer services and library and laboratory specifications.

Research Question 4: What are the setbacks to the total compliance with the minimum academic standards for NCE in colleges of education?

Table 4: Mean and Standard deviation responses on the setbacks to the total compliance with minimum academic standards for NCE

S/N	Item statement	Dean / HOD's			Lecturers		
		Mean	SD	Decision	Mean	SD	Decision
1.	Uninspiring work environment occasioned by poor salaries and salary delays	3.19	6.08	Accepted	3.79	0.03	Accepted
2.	Laziness on the part of some lecturers in finding out the major performance indicators and complying with them	3.98	0.11	Accepted	3.95	0.04	Accepted
3.	Lecturers insistence that some of the major performance indicators are not their responsibility (students' growth rates, entry requirements and staff and students ratio	2.71	0.34	Accepted	3.58	0.02	Accepted
4.	Poor status of library, laboratory, studies and workshop facilities	3.83	0.05	Accepted	3.71	0.09	Accepted
5.	Deplorable environment of work such as those of work such as those of office space shortage	3.78	0.03	Accepted	3.98	0.08	Accepted
6.	Lack of computer and other ICT facilities	3.89	0.05	Accepted	3.75	0.06	Accepted

7.	such as photocopiers, fax and so on Shortage of consumables such as stationary, chemicals etc.	3.91	0.04	Accepted	3.59	0.13	Accepted
8.	Shortage of academic and support staff	3.51	0.12	Accepted	3.75	0.06	Accepted
9.	Shortage of facilities for reducing work-related stress.	2.93	0.26	Accepted	2.98	0.03	Accepted

Given a 2.50 mid-point in the 4-point rating scale, data analysis in table 4 above show that all the items had mean ratings above the mid-point. This indicates that all the items are setbacks to the total compliance with the minimum academic standards for NCE in colleges of education. Indeed, more than half of the identified setbacks received mean ratings of ≥ 3.0 . The highest mean rating of 3.98-3.95 was recorded in the case of “laziness on the part of some lecturers in finding out the major performance indicators and complying with them”. On the other hand, “lecturers insistence that some of the major performance indicators are not their responsibility (students’ growth rates, entry requirements and staff and student ratio)” receive the lowest mean rating of 2.71-3.38.

Research Question 5: How can colleges of education reduce the setbacks to compliance with the minimum academic standards for NCE in college of education?

Table 5: Mean and standard deviation responses on how the setbacks to compliance with the minimum academic standards can be reduce.

S/N	Item statement	Dean / HOD's			Lecturers		
		Mean	SD	Decision	Mean	SD	Decision
1.	Periodic provision to all lecturers all documents listing all the performance indicators and the role of lecturers on each of them and the holding of periodic workshop on them for lecturers	2.60	0.99	Accepted	2.62	1.12	Accepted
2.	Limiting the present frequent work stoppage in colleges of education	2.63	1.03	Accepted	2.66	1.06	Accepted
3.	Significant improvement in funds allocation to colleges of education and ensuring that funds specifically targeted for the provision of teaching and research facilities are properly utilized	2.64	1.10	Accepted	2.75	1.09	Accepted
4.	Resisting undue interference and pressure from outsiders on colleges of education admission and others	2.60	0.99	Accepted	2.71	1.06	Accepted
5.	Rigorous colleges of education enforcement of the crucial performance indicators	3.53	0.81	Accepted	3.36	0.75	Accepted

Given a 2.50 mid-point in the 4-point rating scale, data analysis in table 5 above show that all the items had mean ratings above the mid-point, indicating that effective application of the strategies can reduced the identified setbacks to compliance with the minimum academic standards for NCE in colleges of education. Indeed, majority of the strategies received mean ratings of $2.60 \geq$. The highest mean rating of 3.53-3.36 was recorded in the case of “rigorous colleges of education enforcement of the crucial performance indicators”. On the other listing all the performance provision to all lecturers all documents listing all the performance

indicators and the role of lecturers on each of them and the hold of periodic workshop on them for lecturers” received the lowest mean rating of 2.50.

Hypotheses Testing

Table 6: T-test analysis of the difference between Deans/HOD’S and lecturers on crucial performance indicators in the minimum academic standards for NCE

Group	Mean	SD	Number	DF	Level of Significance	Calculated t-value	Critical table values of t	Decision
Deans/HOD’S	40.09	10.09	60	178	0.05	0.039	1.96	Accepted
Lecturers	32.22	9.43	120					

Table 6 presented the t-test on the significant difference between Deans/HODs and lecturers on crucial performance indicators in the minimum academic standards for NCE. From the table, the calculated t-value is less than the critical table value of t, therefore the null hypothesis is accepted. This indicated that there is no significant difference between Deans/HODs and lecturers on crucial performance indicate in the minimum academic standard for NCE in college of education.

Table 7: T-test analysis of the difference between Deans/HOD’s and lecturers on how familiar lecturers are with the crucial performance indicators in the minimum academic standards for NCE

Group	Mean	SD	Number	DF	Level of Significance	Calculated t-test	Critical table values of t	Decision
Deans/HOD’S	30.79	7.14	60	178	0.05	1.653	1.96	Accepted
Lecturers	30.74	7.88	120					

Table 7 presented the t-test on the significant difference between Deans/HOD’s and lecturers on how familiar lecturers are with the crucial performance indicators in the minimum academic standards for NCE. From the table, the calculated t-value is less than the critical table value of t, therefore the null hypothesis is accepted. This indicated that there is no significant difference between Deans/HOD’s and lecturers on how familiar lecturers are with the crucial performance indicators in the minimum academic standards for NCE in colleges of education.

Table 8: T-test analysis of the difference between Dean’s/HOD’s and lecturers on how well lecturers comply with the performance indicators in the minimum academic standard for NCE

Group	Mean	SD	Number	DF	Level of Significance	Calculated t-test	Critical table values of t	Decision
Deans/HOD’S	31.71	8.99	60	178	0.05	-9613	1.96	Accepted
Lecturers	31.73	9.47	120					

Table 8 presented the t-test on the significant difference between Deans/HODs and lecturers on how will lecturers comply with the performance indicators in the minimum academic standards for NCE. From the table, the calculated t-value is less than the critical table value of t, therefore the null hypothesis is accepted. This indicated that there is no significant difference between Deans/HODs and lecturers on how well lecturers comply with the performance indicators in the minimum academic performance standards for NCE in colleges of education.

Table 9: T-test analysis of the difference between Deans/HOD's and lecturers on the setbacks to the total compliance with minimum academic standards for NCE

Group	Mean	SD	Number	DF	Level of Significance	Calculated t-test	Critical table values of t	Decision
Deans/HOD'S	31.73	0.98	60	178	0.05	-2.848	1.96	Rejected
Lecturers	33.08	0.54	120					

Table 9 presented the t-test on the significant difference between Deans/HODs and lecturers on the setbacks to the compliance with minimum academic standards for NCE. From the table, the calculated t-value is less than the critical table value of t , therefore the null hypothesis is accepted. This indicated that there is no significant difference between Deans/HODs and lecturers on the setbacks to the total compliance with minimum academic performance standards for NCE colleges of education.

Table 10: T-test analysis of the difference between Deans/HOD's and lecturers on how to reduce the setbacks to compliance with the minimum academic standards for NCE

Group	Mean	SD	Number	DF	Level of Significance	Calculated t-test	Critical table values of t	Decision
Deans/HOD'S	13.98	4.92	60	178	0.05	-7.268	1.96	Accepted
Lecturers	14.12	5.08	120					

Table 10 presented the t-test on the significant difference between Deans/HOD's and lecturers on how to reduce the setbacks to compliance with the minimum academic standards for NCE. From the table, the calculated t-value is less than the critical table value of t , therefore the null hypothesis is accepted. This indicated that there is no significant difference between Deans/HOD's and lecturers on how to reduce the setbacks to compliance with the minimum academic standards for NCE.

DISCUSSION

Results on research question one showed the major performance indicators in the minimum standards for NCE in colleges of education as presented in Table 1. This indicated that there are documents on the performance indicators available to the lecturers. Furthermore, analysis of the difference between Deans/HOD's and lecturers on crucial performance indicators showed that there is no significant difference between Deans/HOD's and lecturers on crucial performance indicators in the minimum academic standards for NCE in colleges of education.

The result based on research question two however showed that the respondents are not familiar with all the major performance indicators in the minimum academic standards for NCE in colleges of education. The performance indicators the respondents were highly familiar with were students' entry requirements, minimum of CA in scoring all examinations, inclusion of CA in scoring all examinations, duration of programme/ semester, minimum credit load, physical facilities-space, computer, services, library and laboratory specifications and provision for external examiner for moderation. Also, analysis of the difference between Deans/HOD's and lecturers on their familiarity with the performance indicators showed that there is no significant difference between Deans/HOD's and lecturers on how familiar lecturers are with the crucial performance indicators in the minimum academic standards for NCE in colleges of education.

Result on research question three showed that there was high overall compliance with the performance indicators in the minimum standards for NCE in colleges of education. However there were some indicators that received low compliance such as staff and students ratio, student annual growth rates,

weighting of programme components, physical facilities-space, computer, library and laboratory specifications. Furthermore, analysis of the difference between Deans/HOD's and lecturers on how well lecturers comply with the performance indicators showed that there is no significant difference between Deans/HOD's and lecturers on how well lecturers comply with the performance indicators in the minimum academic standards for NCE in colleges of education.

Research question four showed both that setbacks identified tend to reduce the level of lecturers compliance with the minimum academic standards for NCE in colleges of education. Among the setbacks are laziness on the part of some lecturers in finding out the major performance indicators and complying with them, uninspiring work environment accentuated by poor salaries and salary delays, poor status of library, laboratory, studies and workshop facilities, deplorable environment of work such as these of office space shortage, shortage of facilities for reducing work-related stress among others. Also, analysis of the difference between Deans/HOD's and lecturers on the setbacks on the performance indicators showed that there is no significant difference between Deans/HOD's and lecturers on the setbacks to the total compliance with minimum academic standards for NCE in colleges of education.

Research question five showed that all the strategies identified on how to reduce the setbacks to compliance with the minimum academic standards for NCE in colleges of education are effective. Therefore, an appropriate point to start the reduction of those setbacks to enhance effective compliance by lecturers with the minimum standards should be rigorous colleges of education enforcement of the crucial performance indicators. Others include; limiting the present frequent work stoppage in colleges of education, significant improvement in funds allocation to colleges of education and ensuring that funds specifically targeted for the provision of teaching and research facilities are properly utilized. Furthermore, analysis of the difference between Deans/HOD's and lecturers on how to reduce the setbacks showed that there is no significant difference between Deans/HOD's and lecturers on how to reduce the setbacks to compliance with the minimum academic standards for NCE in colleges of education.

CONCLUSION AND RECOMMENDATIONS

The study set out to investigate the performance indicators of colleges of education and the extent of compliance with identified performance indicators in colleges of education in Delta State. The results showed that lecturers are highly familiar with the crucial performance indicators in the minimum academic standards for NCE in colleges of education. It equally showed that there are setbacks to total compliance with the minimum academic standards, while the appropriate point to manage these setbacks should be rigorous colleges of education enforcement of the crucial performance indicators among others. It is therefore recommended that there should be more focus oriented and adequate funding of colleges of education. Second, management should as a matter of urgency improve the work environment for lecturers in colleges of education.

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