

AN ASSESSMENT OF MODALITIES FOR THE DEVELOPMENT OF THE PRE-NCE PROGRAMME

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ABSTRACT

The study was based on an Assessment of Modalities for the Development of the PRE-NCE programme. Three research questions were used for the study. The study was limited to colleges of education in Niger Delta region of Nigeria. The study is limited to selected Colleges of Education organizing pre-NCE programme in Niger Delta State in Nigeria. The researcher adopted simple survey research design. The population consists of all the colleges of education in Niger Delta States. Purposive Sampling Technique was used to select five colleges of Education in Niger Delta States. Simple scheduled interview section was used to get information from respondents on the modalities of the development of the Pre-NCE programme. Most of the NCE subject areas are usually being advertised but only few of these subject areas are operational at the Pre-NCE level. The course combinations of each colleges of Education are in line with the NCE course combination of the available schools in the institution. The minimum entry requirement varies from one college of Education to another that ranges from 2 credits or 3 credits plus 2 passes or 5 passes including English Language in not more than two sittings. Finally, it was recommended that Pre-NCE programme is worth investing on, so certain sum should be set aside for; furniture and upgrading of classrooms, teaching environment and advertisement for its immediate commencement and sensitization.

Keywords: *Modalities, Development and PRE-NCE programme*

INTRODUCTION

The level of development or underdevelopment of education in Nigeria has been a function of policy changes and funding. According to CBN (2000) in Obadara & Alaka, (2010), poor financial investment has been the bane of Nigerian education system to the extent to which the budgeting allocation has been very low compared to others. Modern and vibrant education system requires every Nigerian the opportunity and facility to achieve his maximum potential and provide the country with adequate and competent manpower to every Nigerian. Bollang (2002) (cited in Dike, 2002) noted that in recent World Bank study that, employer complain that the quality of university graduates (and secondary school graduates), especially their communication skills has fallen continually for two decades due to poor training of teachers. The need for teachers training programmes according to Asim, Usang, Akwuegwu & Obi, (2005), addressed on how to solve the problem, in the same vein. The outcome of such workshop helped the educational system succeed, when the teachers are professionally equipped and updated with modern techniques in teaching.

The NCE was introduced in 1990 to provide on-the-job training for teachers and to solve the problem of staff having to leave the classroom for further training. It is also one of the most cost-effective strategies for addressing existing short-falls in teacher supply. The programme is meant to give training to all qualified Grade II teachers and other interested candidates to the Nigeria Certificate in Education (NCE) level. This is in line with the Federal Government policy on Education, which prescribes the Nigeria Certificate in Education as the minimum qualification for primary school teachers. The NCE programme also gives opportunity for distance learning system (DLS). There are 345 NCE (DLS) study centers nationwide (NTI, 2015). A total number of 25,084 students have been admitted into Cycle I for the 2006/2007 academic session. The total enrolment for Cycles 1 – 4 for the year 2006 is 99,783 (NTI, 2015). The number of qualified teachers produced between 1993 and 2004 is 87,318. To qualify for the award, admitted candidates go through four years of training. Each course is organized in 4 Cycles. A Cycle corresponds to a year's work. A maximum of 80 hours tutorial contact are permitted per subject. The contact hours have been split into two semesters of any one year.

Pre- National Certificate of Education (PRE-NCE) programme is designed to give young school leavers the opportunity to have a preparatory class before gaining direct entrance to year one at NCE. The students can only gain entrance if they have been able to meet up the school entry requirements.

A lot of individuals that cannot meet up JAMB requirement of admission into NCE may subscribe to Pre-NCE programme to enable them gain assess in the feature. Pre-NCE programmes allow high school students to get a taste of college life, preview their dream schools, and give a boost to their college applications. Some of the benefits of pre-NCE programmes are follows:

1. Time availability: For any big event or big life change, we always want more time—enough time to be ready, enough time to feel prepared, and enough time to check everything

off the (never-ending) to-do list. Pre-NCE programmes can create an environment for one to make the most of the time that you do have. They give students a chance to prepare for the first semester while you are already there—in ways students could never do at home. It gives you the ability to adjust to life away from home in a new and somewhat foreign environment. Time to ask your questions and time to get to know what college life actually means.

2. The gift of space: Pre-NCE programmes allow students to get a taste of campus life in an environment that isn't yet crowded with students. This space, complemented by smaller class sizes, means a better chance to have your voice heard, to get to know professors, and for them to get to know you.

3. The gift of attention: Smaller class sizes also mean more attention can be devoted to each individual student. If students attend a large college, when the regular semester begins, you may find yourself one in the sea of a 500-student class, an environment where it can be difficult to receive one-on-one attention. In a Pre NCE programme, students will be in a much smaller class and the instructors can provide more support. This will not only help students in individual courses, but it will help them build skills that can be utilized as to prepare for first college classes.

PURPOSE OF THE STUDY

The study looked into the Assessment of Modalities for the Development of PRE-NCE programme.

Specifically the study intends to:

1. Find out the subject area needed and nature of course combination in selected colleges of education in Niger Delta States.
2. Find out the simultaneous preparation for SSCE and JAMB criteria for admission in selected Colleges of Education in Niger Delta States.

RESEARCH QUESTIONS

The researcher adopted the following research questions.

1. What are the subject area needed and nature of course combination in selected colleges of education in Niger Delta States?
2. What is the simultaneous preparation for SSCE and JAMB criteria for admission in selected Colleges of Education in Niger Delta States?

SCOPE OF THE STUDY

The study is limited to selected Colleges of Education organizing Pre-NCE programme in the Niger Delta states in Nigeria.

METHODS

The researcher adopted simple survey research design. The population consists of all the colleges of education in Niger Delta states in Nigeria. Purposive Sampling Technique was

used to select five colleges of Education in Niger Delta States. Scheduled interview section was used to get information from respondents on modalities of development of Pre-NCE programme. The instrument was validated by an expert in Isaac Jasper Boro College of Education Sagbama. The expert checked on the availability of Pre-NCE programme in the school and basic entry requirements. The questionnaire instrument was personally retrieved by the researcher.

RESULTS

RESEARCH QUESTION 1

What are the subject area needed and nature of course combination in selected colleges of education in Niger Delta states?

TABLE 1: Subject area needed and nature of course combination in selected colleges of education in Niger Delta States

INSTITUTION	THE SUBJECT AREA	NATURE OF COURSE COMBINATION
C.O.E. OMOKU	All Departmental Subject areas at the NCE LEVEL	Sixteen (16) subject areas.
C.O.E WARRI	Four subject Areas	Pre-Arts & Social Science, Pre-Science, Pre-Vocational & Pre-Languages.
C.O.E. EKIADOLOR	Few subject Areas	According to School e.g. Sch. of Arts & Social Sciences, Sch. of Voc. & Tech. Education, Sch of Sci. & Languages.
C.O.E. AGBOR	Current subject area: Pre-Business Education & Pre – Social Studies, but advertised for 20 subject areas	Numerous Subject Combinations.
*C.O.E. ASABA	No information.	NO information.

Result from table 1 show that in C.O.E. OMOKU all the departmental subject's areas are offered at NCE level. At C.O.E WARRI four subjects' areas are treated at Pre–NCE level. While few subjects are offered in C.O.E EKIADOLOR, pre-business education & pre-social studies are offered at C.O.E AGBOR. Finally in ASABA there is no information on Pre-Degree programme.

Nature of courses offered in this institution at Pre-Degree level ranges from minimum of 5 to about 16 to 18 courses.

RESEARCH QUESTION 2

What is the simultaneous preparation for SSCE and JAMB criteria for admission in selected Colleges of Education in Niger Delta States?

TABLE 2: Simultaneous preparation for SSCE and JAMB criteria for admission in selected Colleges of Education in Niger Delta States.

INSTITUTION	JAMB CRITERIA FOR ADMISSION	MINIMUM SSCE ENTRY REQUIREMENT
C.O.E. OMOKU	No (Attempt Jamb; Now Yes)	2 credits in WAEC/requirements not more than 2 sittings.
C.O.E WARRI	NO	WAEC/NECO/GCE O' Level at least 5 passes at two sittings or 4 passes at one sitting. (English now compulsory).
C.O.E. EKIADOLOR	No Separate Provision for the Pre-NCE programme.	Recommended only students that cannot meet up the NCE requirement for the Pre-NCE programme.
C.O.E. AGBOR	NO	SSCE/NECO O/Level 3 Credits & 2 passes including English Language not more than two sittings.

Table 2 revealed that no JAMB is needed by candidates before entry in Pre-Degree programmes. While minimum of 2 to 3 credit paper (English paper compulsory) in SSCE is required for entry to pre-degree programme at the above stated colleges of education.

DISCUSSION OF FINDINGS

The finding was summarized under the following:

Subject Areas

Most of the NCE subject areas are usually being advertised but only few of these subject areas are operational at the Pre-NCE level.

1. Nature of course combination

The course combinations of each colleges of Education are in line with the NCE course combination of the available schools in the institution.

2. JAMB (UTME), S.S.C.E. (NECO/GCE and other minimum entry requirement

The minimum entry requirement varies from one college of Education to another that ranges from 2 credits or 3 credits plus 2 passes or 5 passes including English

Language in not more than two sittings. With JAMB (UTME) not being made a compulsory requirement, the Pre-NCE programme is not being taught simultaneously with the SSCE course content (except C.O.E. Omoku) is dwindling or reducing at an alarming rate.

RECOMMENDATIONS

The following recommendations were made:

1. The NCE admission requirement into the Pre-NCE programme should not be strictly adhered to for now; as it was also observed in the four colleges of Education visited considering the fact that the Current Pre-NCE minimum requirement of NCCE is almost equivalent to the requirement for a degree programme entry requirement for admission.
2. A suitable venue as suggested by the director of Pre-NCE should be followed up at the Ministry of Education.
3. All the NCE students that were disqualified by the College should be shifted to the Pre-NCE programme as obtainable in C.O.E. Ekiadolor.
4. Pre-NCE programme is worth investing on, so certain sum should be set aside for; furniture and upgrading of classrooms, teaching environment and advertisement for its immediate commencement and sensitization.

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