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**Proliferation of Colleges of Education and Effects on Teacher Education Programme**

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By

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**ABSTRACT**

*The study sought to assess the proliferation of Colleges of Education and its effects on teacher education programme. The design of the study was ex-post facto research design. The study was conducted in Akwa Ibom State College of Education, Afaha Nsit. The population consisted of all the 152 Colleges of Education in Nigeria (both accredited and non-accredited ones) and 5 private C.O.E. also formed the sample size. From each of the 5 Colleges of Education, 50 respondents were randomly selected using stratified random sampling technique and it gave a sample size of 250 respondents. The instruments used for the study was the information gotten from official website of the National Commission for Colleges of Education (2020) and a questionnaire administered to teachers and non-teaching staff of the 5 privately owned C.O.E. The data collected were analyzed using percentage analysis. Based on the findings of the study, it was concluded that the proliferation of C. O. E. in Nigeria is purely for monetary gains, while downplaying the rules and regulations given by N.C.C.E. on accreditation of programmes in the Colleges. Effects of this was seen in the production of poorly baked N.C.E. teachers and one sees that no educational system can rise above the quality of the teachers; especially at this foundational level. The study therefore recommended that National Commission for Colleges of Education should come up with strict measures to regulate the establishment of Colleges of Education.*

**KEY WORDS: Proliferation, Colleges of Education, Teacher Education Programme**

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**Introduction**

The years immediately after Nigerian independence were a pivotal period in the development of the nations' socio-economic, political, science and technology, and educational systems. Brendan (2019) recorded that, in the educational sector, the Ashby Commission Report (set up by the British colonial government) helped to map out the educational road map of the young and fledging country. The recommendations of the Report submitted in September 1960, just before independence, led to the establishment of some of the first generation universities and the Advanced Teacher Training Colleges (ATTC). Oladunjoye, & Omenu, (2013) recorded that the Ashby Report gave birth to the first four Advanced Teacher Colleges in the early 60's to produce holders of the Nigeria Certificate in Education, which is a non-degree but highly qualitative professional certificate in education. The ATTC thus became the progenitors of the current Colleges of Education.

The ATTC<sub>s</sub> were established for the production of teachers of intermediate manpower level. It was a development booster as it generated well trained and qualified teachers to effectively man the increasing educational needs of the young country. Thus Colleges of Education were created primarily to cater for and strengthen the teaching force in the elementary and lower forms of secondary schools.

Among the various educational institutions through which the nation hopes to achieve its developmental goals is the C.O.E. Following the publication of the National Policy on Education in 1977, as its first edition, the Policy articulated the dream of having the NCE as the minimum qualification for entry into the teaching profession. The dream was to be realized by the establishment of the National Commission for Colleges of Education (N.C.C.E.) by its enabling Decree No 3 of April, 1989, thus completing what is known as the ‘tripod of excellence’ --- National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (N.C.C.E.) as the supervisory and regulatory bodies of tertiary institutions in the country.

Oga and Okpaga (2019) maintained that, since the establishment of the National Commission for Colleges of Education, the academic programmes of all C<sub>s</sub>.O.E. in Nigeria have been accredited from time to time as stipulated in Section 5c and d of Decree 3 of 1989, that set up the Commission. Today, C<sub>s</sub>.O.E. are classified into federal, state, military or private; according to their proprietors. Another level of classification is according to the bias of the programmes. Thus we have conventional, technical and special types of C.O.E.

According to Wikipedia (15/4/2020), there are 152 C<sub>s</sub>.O.E. in Nigeria; consisting of:

- Federal: 21
- State : 49
- Private: 82
- Total : 152

### **Functions of Colleges of Education**

The performance of C.O.E. depends upon the quantity, quality and caliber of the staff the College system is able to employ, train, develop and maintain. The functions include:

1. Contribute significantly to meeting needs in numerical terms, the recurrent and expanding needs of a highly motivated, conscientious and efficient classroom teachers for primary and lower secondary levels of education (Basic education years: Primary 1-6, and JSS1-3).
2. Epitomize a strong tradition of excellence in teaching functional or job oriented research activities, scholarship, institutional organization and management, and community related services.
3. Impart to its students the occupational knowledge and skills needed for the teaching of technology relevant to the Nigerian economy as well as develop the capacities for national self-management.

4. It helps in national development by adapting quickly to the educational needs of their immediate environment. Also, through public lectures, seminars, workshops, conferences, inter-collegiate sports competition and the implementation of their curriculum, especially in General Studies, courses like Citizenship Education and these have raised the level of national unity, national consciousness, sense of oneness, common citizenship and common purpose amongst Nigerians.
5. Another area of their contribution to national development is in the area of research. Their research results enable the educational planners to formulate appropriate education policies for the nation's development.

Teachers in basic education years have laid the foundation of whatever formal education that is received later in life and this appears in different forms of accountants, teachers, lawyers, economists, engineers, doctors, agriculturists, architects, etc. The ideas of these people put into productive use has enhanced the nation's development (Oga and Okpaga, 2019).

### **Admission Requirements**

According to Akwa Ibom State College of Education, Afaha Nsit, official website, any prospective applicant or candidate seeking for admission into the institution must be, at least, 15 years of age in the year of admission.

Candidates must possess a minimum of 5 credit passes in WASC/SSSC, or NECO in subjects which must include English Language and Mathematics.

Also, there is direct entry admission to some Colleges of Education. These include holders of OND (Ordinary National Diploma) in the related fields and HSC/GCE A' level passes in three relevant subjects with SC/GCE.

JAMB cut-off marks for C.O.E. ranges from 140-100; depending on the institution concerned.

### **Teacher Education Programme**

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. Emah (2020) noted that, teacher education is often divided into these stages:

- Initial teacher training/ education
- Induction
- Teacher development or continuing professional development.

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. Thus teacher education, according to Ebe (2018) is a programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It means, all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a

member of the educational profession or to discharge his responsibilities more effectively. Thus a sound teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies, and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills, and above all, lifelong learning skills (retrieved from content.com: Concept of Teacher Education. 3/3/2020).

### **Statement of the Problem**

C<sub>s</sub>.O.E. in Nigeria have played vital roles in our educational development. The teaching function of C.O.E. has contributed immensely to national development, particularly in the development of middle-level manpower for the nation's Basic Education Sector. C<sub>s</sub>.O.E., over the years, according to Oga & Okpaga, have produced a large number of non-graduate professionals, Nigeria Certificate in Education to teach in our schools.

These teachers have the tasks of laying the foundation of whatever formal education that is received later in life. So, the ideas that these teachers put into productive use can enhance the nation's development in the political, medical, social, science and technology.

With these roles performed by C.O.E., one notices that C<sub>s</sub>.O.E. are springing up everywhere in the country. According to Wikipedia on 15/4/2020, there are 152 C<sub>s</sub>.O.E. and Olusegun (2019) reported that only 89 of these Colleges of Education have received accreditation from the N.C.C.E. Thus, 63 C<sub>s</sub>.O.E. have not been accredited, or programmes in those institutions are not approved by N.C.C.E.

One wonders why the figures are very high and even when these institutions have not been accredited, students continue to enroll in them. This prompted the researcher to look deep into this proliferation of C<sub>s</sub>.O.E. and the negative effects it has on teacher education programme in the country.

### **Objectives of the Study**

The study was undertaken to determine the effects of proliferation of Colleges of Education on teacher education programme in Nigeria.

The specific objectives include:

1. To examine the reasons why private bodies establish Cs.O.E. despite non accreditation by N.C.C.E.
2. To examine the reasons students enroll in non-accredited Cs.O.E.
3. To examine the procedures for accreditation in Nigerian Cs.O.E.
4. To examine the effects of proliferation of Cs.O.E. in the training of N.C.E. teachers.

**Research Questions**

1. What are the reasons private bodies establish Cs.O.E.?
2. Why do students enroll in non-accredited Cs.O.E.?
3. What are the laid down procedures before accreditation of programmes by N.C.C.E. in Nigerian Cs.O.E.?
4. How does this proliferation of Cs.O.E. affect the training of teachers?

**Methodology**

The design of the study was ex-post facto research design. This design was an enquiry design in which the researcher has no control over the independent variables because they had already occurred.

The study was conducted in Akwa Ibom State College of Education, Afaha Nsit. The population consisted of all the 152 Colleges of Education in Nigeria (both accredited and non-accredited ones) and 5 private Cs.O.E. also formed the sample size. From each of the 5 College of Education, 50 respondents were randomly selected using stratified random sampling technique and it gave a sample size of 250 respondents. The instruments used for the study was the information gotten from official website of the National Commission for Colleges of Education (2020) and a questionnaire administered to teachers and non-teaching staff of the 5 privately owned Cs.O.E. (both in the south-south and south-eastern states of Nigeria). The data collected were analyzed using percentage analysis.

**Results and Discussion**

**Research Question One**

The research question sought to know the reasons private bodies establish Cs.O.E. In order to answer the question, percentage analysis was performed on the data.

**Table 1: Percentage Analysis of the Reasons Private Bodies establish Colleges of Education**

<b>REASON</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Monetary Gains.	45	18**
Stepping stone to establishing a University.	38	15.2
To satisfy the growing demands of application for higher education.	32	12.8

Create employment opportunities for both teaching and non-teaching staff.	26	10.4
Academic fame; that is making the proprietor to be popular in the area.	15	6*
Contribute their quota to the development of education as they train teachers who will teach in the basic education years.	21	8.4
More qualitative education other than what is obtained in public C <sub>s</sub> .O.E. (academic excellence).	33	13.2
All categories of citizens have access to education.	40	16
<b>TOTAL</b>	<b>250</b>	<b>100%</b>

The data on table I shows that the most cogent reason private bodies establish C.O.E. is for monetary gains, having a frequency of 45 and percentage frequency of 18%, while the least cogent reason for establishing a C.O.E was to ensure academic fame; that is, making the proprietor to be popular in the area, having a frequency of 15 and a percentage frequency of 6%. The results are in line with Olawore & Ajayi (2016), who maintained that private bodies establish Universities as profit making ventures and this accounts for the high school fees being charged. He concluded that many private University owners appear to be motivated by profit rather than service.

Also, the findings are in line with Nairaland forum who gave the following reasons why private schools are established.

- Money
- Religious reasons
- Charity
- Environmental needs
- Passion
- Independence
- Creation of jobs
- Innovation

### **Research Question Two**

The research question sought to know why candidates (students) enroll in non-accredited C<sub>s</sub>.O.E.

**Table 2: Percentage Analysis of why candidates (students) enroll in non-accredited Colleges of Education**

<b>REASON</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Ignorance of non-accreditation of the College and the courses offered.	24	9.6
Lower standard of admission requirements.	41	16.4
Inability to gain admission to government		

owned Colleges of Education.	86	34.4**
To avoid extra years due to incessant strike actions by teaching and non-teaching staff.	45	18
Lower academic demands by lecturers.	32	12.8
Thought of better and qualitative education, as in the case with private primary and secondary education.	22	8.8*
<b>TOTAL</b>	<b>250</b>	<b>100%</b>

The data on table 2 shows that the most stated reason why candidates (students) enroll in non-accredited Colleges of Education, is inability to gain admission to government owned colleges of education, having a frequency of 86 and percentage frequency of 34.4%, while the least stated reason was to ensure that the thought of better and qualitative education, as in the case with private primary and secondary education, having a frequency of 22 and a percentage frequency of 8.8%. This finding is in line with Umar (2017) who conducted research among students in private C.O.E. in the Northern part of Nigeria, and the reasons they gave for seeking admission in the private institutions included:

1. Inability to gain admission to government owned Colleges.
2. Not willing to stay extra years due to incessant strike actions by lecturers & non-teaching staff
3. They believe that higher institution will be easier in a private owned institution than government one.

Also, Nkanga (2019), quoting Nairaland forum, gave these as reasons why students attend private Nigerian Universities. They are:

- Relatively easy admission.
- Having your preferred course.
- Having a better relationship with the lecturers.
- Security; reduced level of molestation and cultism.
- Acquisition of extra skills.
- Possibility of making good grade at graduation.
- Small interactive class.
- You graduate faster.
- No cult related problem; especially the faith based institution.
- Closeness to God; there is limitation to worldly music, dress code decree, etc.

Also, learning environment is more conducive in most private tertiary institutions than government owned institutions.

On the other hand, Umar (2017) enumerated the bad side of being in a private tertiary institution. They are:

- Limited offerings; fewer majors and course offerings.
- More expensive than public owned tertiary institutions

- Most times, the name of the institution is not well known and this may act as a setback to the graduands.
- Does not encourage too much hard work; they are being pampered like nursery school students.
- They have rigid rules which students are forced to obey.
- Limited exposure.

**Research Question Three**

The research question sought to know the laid down procedures before accreditation by N.C.C.E. in Nigerian C<sub>s</sub>.O.E. In order to answer the question, percentage analysis was performed on the data.

**Table 3: Percentage Analysis of the laid down procedures for accreditation of programmes in C<sub>s</sub>.O.E. by N.C.C.E.**

<b>PROCEDURES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Quality of the different courses offered by the College.	77	30.8**
Qualifications of academic staff and the number of supporting staff.	44	18.8
Facilities available in the institution.	52	20.8
Efficiency of the management team.	43	17.2
The number of students enrolled in different departments.	31	12.4*
<b>TOTAL</b>	<b>250</b>	<b>100%</b>

The data in Table 3 shows that the highest consideration before accreditation in programmes in C.O.E. is the quality of the different courses and programmes run by the College. This had a frequency of 77 and percentage frequency of 30.8%, while the least considered factor was ‘the number of students enrolled in different departments’, having a frequency of 31 and percentage of 12.4%. The result is in line with Alumode and Onuma (2016) who enumerated the areas of N.C.C.E. accreditation in these three broad areas. They include:

- i. **The Quality of Academic Matters:** this consists of the programmes, philosophy, aims and objectives and the curriculum which prepares the students to be competent in an area of specialization. This section inquires about the extent to which the institutional vision, mission, and strategic goals given College of Education are sensitive and responsive to the production of well-motivated teachers with high personal and professional discipline, integrity, and competence for all the levels of Basic Education.
- ii. **Governance and Administration:** the second section is concerned with the quality of governance and administration provided by the Colleges, the competences and number of teaching and non-teaching staff, including the headship of departments, deanship of schools and staff development.
- iii. **Facilities:** the third section inquires about the quality and adequacy of facilities, space and classroom, laboratory and its equipment, staff offices and their equipment.

Also, the College level of quality of transparency and accountability in funds management, external auditors' report and funds general capability are considered. After the exercise, the accreditation status is determined and the institutions get full or interim accreditation or denied accreditation.

**Research Question Four**

The research question sought to know the effects of proliferation of C<sub>s</sub>.O.E. on the training of N.C.E. teachers. In order to answer this question, percentage analysis was performed on the data.

**Table 4 Percentage Analysis on the Effects of Proliferation of C<sub>s</sub>.O.E. on the training of N.C.E. teachers.**

<b>EFFECT</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Poorly baked N.C.E. teachers.	78	31.2**
Poor classroom output by the teacher trainees.	54	21.6
Inability to get an accredited Nigeria Certificate in Education at the end of the programme.	46	18.4
Inadequate staffing and low quality assurance.	43	17.2
Inadequate facilities; library, hostel, laboratories, etc.	29	11.6*
<b>TOTAL</b>	<b>250</b>	<b>100%</b>

The data in Table 4 shows that the highest effects of this proliferation of C.O.E. on the training of teachers is poorly baked teachers. This means that the students will not be able to deliver adequately in the classroom or to defend their certificates when there is need to do this. This had a frequency of 78 and percentage frequency of 31.2%. The least effect was inadequate facilities such as library, students' hostels, laboratories, staff offices, etc. This had a frequency of 29 and percentage frequency of 11.6%. This is in line with the study of Omode (2012) who enumerated the characteristics of illegal higher institutions of learning in Nigeria. These include:

- Ownership is private and unauthorized.
- Grossly in lack of infrastructural amenities
- Admissions are not through JAMB
- Employs few teachers and these teachers are made to teach more than one course, their area of specialization notwithstanding.
- Teachers are mostly part-time who have their other official engagements, so there is the problem of commitment or divided loyalty.
- Students' population is explosive because standards demanded for admission by accredited institution are grossly lowered or even ignored. Since it is profit oriented, the more the number of students' enrollment, the greater the revenue that accrue to the proprietors.
- The management of such institutions is made up of the few members that are the proprietors and may not have the management competence.
- Fees paid by students are exorbitant

- Students exploitation is rampant as teachers charge their students exorbitantly for lecture materials or textbooks.
- There is the claim of affiliation to existing University, Polytechnic and C.O.E. This claim, most time is shady, false and non-verifiable. They usually claim affiliation to distant and remote institution where their students or other curious persons will not be able to quickly investigate.

### **Conclusion**

Based on the findings of the study, it was concluded that the proliferation of C<sub>s</sub>.O.E. in Nigeria is purely for monetary gains, while downplaying the rules and regulations given by N.C.C.E. on accreditation of programmes in the Colleges. Effects of this was seen in the production of poorly baked N.C.E. teachers and one sees that no educational system can rise above the quality of the teachers; especially at this foundational level. It was also concluded that the proliferation brings about inadequate staffing and poor quality assurance which could be seen in poor or inadequate facilities in the institutions.

### **Recommendations**

- i. National Commission for Colleges of Education should come up with strict measures to regulate the establishment of Colleges of Education.
- ii. Joint Admission and Matriculation Board should create awareness among candidates, not to enroll in C<sub>s</sub>.O.E. not listed in JAMB Brochure.
- iii. N.C.C.E. Accreditation Team must do their work without being compromised by the proprietors of these Colleges.
- iv. Admission requirements into private C<sub>s</sub>.O.E. should be the same with public C<sub>s</sub>.O.E. No differential treatments.

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