



## Determination of adequacy of structure requirements in NCCE 2012 Nigeria certificate in education minimum standards for adult and non-formal education in the colleges of education in Nigeria

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### Abstract

The purpose of this study was to determine the adequacy of structure requirement in the NCCE 2012 Nigeria Certificate in Education minimum standards for adult and non-formal education in the colleges of education in Nigeria. The study was a descriptive survey design, guided by two research questions and one hypothesis. The population of the study was 220 lecturers in the colleges of education in Nigeria that offer adult and non-formal education courses. The entire population was used for the study. Questionnaire was the instrument used for data collection. The questionnaire was validated by three experts. The reliability of the instrument was determined using cronbach alpha. A reliability coefficient of 0.80 was obtained which implies high reliability index. Data collected were analyzed using Mean Statistics to answer research one while percentage analysis was used for research question two t-test was used to test the null hypothesis at 0.05 level of significance. The findings of the study showed that all the three items in the structure requirement in the NCCE 2012 minimum standards were considered adequate by the adult educators. However, the percentage analysis showed suggestions proffered by the educators and the most frequent among the respondents' suggestions was creation of more departments and teaching courses in the school of adult and non-formal education. Based on the findings, it was recommended, among others, that the National commission for college of education (NCCE) should create more departments and teaching courses in the school of adult and non-formal education in the colleges of education in Nigeria.

**Keywords:** adequacy, structure, NCCE 2012, minimum standards, adult, education

### Introduction

Colleges of education in Nigeria are the training institutions for would-be teachers in pre-primary, primary, and junior secondary schools. The National Commission for colleges of education (NCCE) is the regulatory body of colleges of education in Nigeria. NCCE is tasked with responsibilities that include setting up standards and quality of operations in the institutions to ensure that the best global procedure and practices were carried out in such institutions (NCCE 2012). The last time the National Commission for colleges of Education draw its curriculum was in the year 2012. It is quite a huge gap now. A lot of changes must have taken place in the practice and theory of education since then. The fundings of this paper will help to make inputs in the review and revision process of NCCE 2012 to bring it up to world standard. The paper, in particular, wants to determine the adequacy of structure requirements in the NCCE 2012 Nigeria Certificate in Education Minimum Standards for Adult and Non-formal Education.

A structure is something of many parts that are put together. A structure may mean, an arrangement or organization of parts to form an organ or system. In the context of this study, structure refers to the way in which the parts of a system or object are arranged or organized or a system arranged in this way, (Walter, 2018) <sup>[2]</sup>. According to *Designing Buildings* (2018) <sup>[3]</sup>, the term, structure, refers to anything that is connected or built from different interrelated parts with a fixed location on the ground. Structure can be a constructed building or a specific

arrangement of things or people especially things that have multiple parts.

Wendy (2000) <sup>[4]</sup> in Chieke (2021) <sup>[5]</sup>, however, defined structure as an arrangement and organization of interrelated elements in a material object or system or system or the object so organized. The author further classified structures into material structures which includes man-made objects such as buildings machines, and abstract structures like data structure in computer science and musical form. To Andrello (2017) <sup>[6]</sup>, structure is of two types-. Physical and aesthetic. Physical structures are buildings while aesthetic structures are meant to organize the overall appearance of buildings. Physical structures provide accommodation for people and machines while aesthetic structures are meant to organize the overall appearance of the building. Physical structures provide accommodation to people and machines while aesthetic structures appeal decoratively to the occupants and are important for leisure purposes.

Lucy (2018) <sup>[7]</sup> believed that an organizational structure such as an educational establishment is developed to help an organization and society at large to operate and achieve its goals and objectives. The NCCE 2012 stated that there should be a school to house Adult and non-formal education. That the Department of adult and non-formal education should have three academic departments namely Adult education, community development, and Extension services; Open and Distance Learning (NCCE 2012). This is part of the need for this study to determine from the opinion of experts (lecturers), the adequacy of structure requirements in the NCCE 2012 minimum standards for

Adult and non-formal education in the colleges of Education in Nigeria. Is the structure required in the NCCE 2012 good or satisfactory enough to provide a conducive environment for teaching and learning in the colleges of education in Nigeria? On the other hand, adequacy may be defined, as the quality or state of being good enough to be acceptable. Adequacy may also mean, the sufficiency, capability, or suitability of a requirement to achieve a particular purpose. Bullon (2000) <sup>[8]</sup> in Chieke (2021) <sup>[5]</sup> explained, adequacy as a situation in which there are enough resources for a particular purpose. The respondents in this study were experienced and less experienced adult educators (lecturers) in the colleges of education in Nigeria which offer adult education courses. They were used for the study because they may differ in their views with regard to their years of service experience. Years of service experience implies the number of years an individual has spent in a particular profession or career. In this study, respondents with long years of service experience (experienced lecturers) are perceived as those who had spent 10 years and above in their teaching profession while those who have worked 9 years and below were considered to have spent fewer years of service experience (less experienced lecturers). They could as well offer useful insights and suggestions as to the adequacy of structure requirements in the NCCE 2012 minimum standards.

**Statement of the Problems**

There is an urgent need for a review of the structure requirements in the NCCE 2012 minimum standards for adult and non-formal education in the colleges of education in Nigeria because the structure requirements in the NCCE 2012 have lasted for 10 years without review. Within this period a lot of changes have occurred in the theory and practice of education, it needs to be reviewed so as to be in line with the aspirations and expectations of society. Every good curriculum needs to be reviewed every 3 years to be in touch with reality. Therefore, the adequacy of structure requirements in the NCCE2012 minimum standards needs to be determined to ascertain whether it can still enhance teaching and learning in the colleges of education in Nigeria.

**Research Questions**

Two research questions guided the study

1. How do adult educators (lecturers) in the colleges of Education in Nigeria rate the adequacy of structure requirements in the NCCE 2012 minimum standard for adult and non-formal education
2. What suggestions or inputs could be proffered to improve the structure requirements in the NCCE 2012 minimum standards for adult and non-formal education

**Hypothesis**

A null hypothesis was tested at 0.05 level of significance. Ho: There is no significant difference between adult educators (lecturers) who have long years of service experience (10 years and above) and those who have fewer years of service experience (9 years and below) in their mean ratings on the adequacy of structure requirements as prescribed in the NCCE 2012 minimum standards for adult and non-formal education.

**Materials and Methods**

The design adopted for the study was the descriptive survey design. The area of the study was Nigeria. The population of

the study was 220 lecturers in the colleges of education in Nigeria. The entire population was studied because the population was small and manageable. The instrument used for the study was a researcher-made questionnaire titled, Adequacy of Structure Requirements in the NCCE 2012 Minimum Standard Scale (ASRNMS). The ASRNMS has three items structured on a 5-point rating scale of very Adequate (VA) 5 points, Adequate (A) 4 points, fairly Adequate (FA) 3 points, Inadequate (INAD) 2 points, very inadequate (VINAD) 1 point. The respondents were asked to indicate their level of agreement or disagreement to the items by ticking on the weighted five points scale. The instrument was validated by three experts from the Department of Adult and Continuing Education, Educational Foundations, and Science Education, all in Nnamdi Azikiwe University, Awka. Cronbach alpha coefficient formula was used to determine the reliability coefficient of ASRNMS which stood at 0.80. A total of 220 copies of the questionnaire were produced and distributed to the respondent. Only 203 copies were completed and returned, representing 91.2%.

The data analysis was therefore based on the 203 completed and returned copies of the questionnaire. Mean statistics, frequency tables, and percentages were used to analyze research questions 1 and 2 respectively while the t-test was used to test the null hypothesis at 0.05 level of significance. Nworgu (2015) <sup>[9]</sup>, affirmed the use of a t-test to test the hypothesis about the difference between two population means. Therefore, the use of a t-test for this study is deemed most appropriate. The decision rule for research questions was determined using a true limit of numbers in a five-point rating scale response category. In respect of the decision rule, 3.50 mean points and above were regarded as adequate while 3.49 and below were interpreted as inadequate. The null hypothesis was accepted at 0.05 level of significance if the calculated value of t is less than the critical or table value otherwise, the null hypothesis was rejected.

**Results**

**Research Question one**

How do adult educators in the Colleges of Education in Nigeria rate the adequacy of structure requirements in the NCCE 2012 minimum Standard for Adult and non-formal education

**Table 1:** Mean Ratings of Adult Educators on the Adequacy of Structure Requirements in the NCCE 2012 minimum standards (N=203)

S/N	Items on Structure Requirement	X	SD	Remark
1	There should be a school to house adult and non-formal education in the colleges of education in Nigeria	4.34	0.76	Adequate
2	There should be three academic departments in the school	3.97	0.98	Adequate
3	The three academic departments are Adult education community development and Extension Services; Open and Distance learning	4.00	0.96	Adequate

Table 1 Shows that the educators rated the three items in the structure requirements as adequate.

## Research Question Two

What suggestions could be proffered to improve the structure requirements in the NCCE 2012 minimum standards for adult and non-formal education?

**Table 2:** Percentage analysis of suggestions by Adult Educators to improve the requirements in the section of Structure Requirement (N=20)

S/N	Suggestions by Educators on Structure Requirements	Frequency	Percentage (%)
1	Toilets for staff and learners	1	5.00%
2	Computer Units	2	10.00%
3	Offices for academic/teaching staff	1	5.00%
4	Social Welfare Department	2	10.00%
5	Theatre for acquisition of skill and trade	1	5.00%
6	Universal Structure to accommodate special needs children	2	10.00%
7	Functional Resource Rooms	2	10.00%
8	Creation of more academic departments such as Ecology, Environmental adult education, Poultry, Nomadic Education	3	15.00%
9	Information and computer technology (ICT), Literacy, Community Development, Administration in adult education, Agricultural extension services and Industrial relations	6	30.00%
	Total	20	100%

Table 2 shows the percentage responses to the suggestions by the adult educators on structure requirements. Out of 203 lecturers, only 20 made suggestions in this section. The most frequent among the respondents is the provision of more academic departments with the inclusion of ICT, literacy, Community Development, Administration, Agricultural extension services, and Industrial relations.

## Test of Hypothesis

Ho: There is no significant difference between adult educators who have long years of service experience (10 years and above) and those who have fewer years of service experience (9 years and below) in their mean ratings on the adequacy of structure requirements as prescribed in the NCCE 2012 minimum standard

**Table 3:** t test of significant difference between Inexperienced and Experienced lecturers on the adequacy of structure requirements

Lecturers	N	X	SD	DF	t-cal	Tcrit	LS	Decision
Inexperienced	61	4.14	0.64	199	0.47	1.96	0.05	Not
Experienced	142	4.08	0.76					Significant

Table 3 shows that at 0.05 level of significance and 199 degrees of freedom, t-cal (0.47) is less than t-crit (1.96). Therefore, the hypothesis which states that there is no significant difference between the mean ratings of adult educators who have long years of service experience (10 years and above) and those who have fewer years of service experience (9 years and below) on the adequacy of structure requirements was not rejected

## Discussion of Findings

The result of the analysis of data relating to the adequacy of structures in the NCCE 2012 minimum standards indicated that structure requirements in the NCCE 2012 were

adequate as rated by the adult educators. The result attested to the fact that structures are very essential in educational institutions. Adequate provision of structures in schools enhances learning. It is regrettable that teaching and learning are done under mango trees and or in crowded halls in many higher institutions in Nigeria today. The findings of the study are in line with the ideas of Lucy (2018) who hinted that adequate structures help society and organizations to achieve their goals and objectives.

However, eight other items emerged as suggestions proffered by educators to improve structures in the colleges of education in Nigeria. Among the items, the one with the highest frequency is the provision of more academic departments in the structural requirements of the curriculum. These academic departments are – Ecology, Environmental adult education, Poultry, Information and Computer Technology (ICT), and literacy education, among others. These inputs show that schools of adult and non-formal education in the colleges of education in Nigeria are ripe for development and expansion. More teaching courses and department needs to be provided in the structural requirements of the NCCE 2012 will help its recipients acquire skills and knowledge that will make them competitive in the world of work. To Androllo (2017), physical structures provide accommodation to staff, thereby helping them to feel fulfilled in their places of work.

The null hypothesis shows that both adult educators with long years of service experience and those with fewer years of service experience did not differ in their mean ratings in the adequacy of the structure requirements in the NCCE 2012 minimum standards. The alignment and agreement may be a result of a deeper understanding of what is needed in the section of structures in the NCCE 2012 minimum standards.

## Conclusion

Based on the findings of the study, it was concluded that structure requirements in the NCCE 2012 minimum standards are adequate as rated by adult educators. However, this could be improved upon as attested by the adult educators by creating more departments and teaching courses to help make the school of adult and non-formal education more attractive and appealing to the public.

## Recommendations

Based on the findings of the study, the following recommendations were made:

1. To make adult and non-formal education in colleges of education in Nigeria more interesting and appealing to the public, the NCCE 2012 minimum standards should include more departments and teaching courses.
2. The federal government of Nigeria should, as a matter of urgency, embark on massive construction of buildings and structures in the colleges of education in Nigeria so that there will be enough lecture halls and accommodations for students and offices for lecturers. This, the researcher thinks, will promote learning.
3. The federal government should build labs and theaters that are well-equipped so that students can learn practical skills and trades that will help them survive after school.

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