

**A COMPARATIVE STUDY OF ACADEMIC PERFORMANCE OF
STUDENTS ADMITTED THROUGH PRE-NCE & DIRECT ENTRY IN
FINAL NCE EXAMINATION (A CASE STUDY OF ENGLISH
DEPARTMENT FEDERAL COLLEGE OF EDUCATION, YOLA)**

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Abstract

This research is designed to compare the academic performance of students admitted through the Pre-NCE and Direct entry in the NCE final Examination. The purpose of this research works was to ascertain whether the performance of Pre-NCE and Direct entry students in final NCE examination relate to their entry qualifications. A total of 314 students was used as population sample for the study out of 314 students, 150 are students admitted through PRE-NCE while 164 are those admitted through direct entry. A table format was designed to collect data concerning the already graduated students, the two-tailed z-test statistics was used to test the research hypothesis and the findings of the research revealed that students admitted through direct entry performed significantly higher than those admitted through the Pre-NCE in the final NCE Examination.

Keyword: comparative analysis of academic performance of students at the final NCE examination.

INTRODUCTION

Background of the study

In the modern society, education has been identified as the important tool for development and progress as Zainab Umar (2001) expresses, “The growth of any nation is based upon its technological advancement and the sound education of its people”. The attention of everyone is now directed towards acquisition of knowledge by all means possible. Walter Rodney (1972) explains, “Education promotes social change”. Therefore, emphasis on the need for education has been repeatedly made by both individuals and government at all levels. This scenario has given rise to increase in student enrolment at all levels of education and this in turn, has affected the standard of education right from the primary school university level. Therefore, a number of higher institutions evolved remedial studies programme to improve the entry qualification of students in their areas of specialization. The point to be noted here is that, admissions are obtained not only through JAMB, but also through Pre-NCE program. It is in this connection that F.C.E; Yola introduced the Pre-NCE programme to supplement the admission through JAMB Direct entry. However it has been observed that the Pre-NCE students admitted by the college seem to be full of all categories of candidates who affect the academic standard expected of NCE programme.

STATEMENT OF THE PROBLEM

The problem of falling standard of education has become a major concern for both the government and the general public. This manifest in various ways which include poor performance in both schools and external examinations, which exemplified the poor performance of students of FCE, Yola in NCE Examinations. Such factors as student's entry qualification and mode of admission among others have been adduced. Since two different modes of admission of students of non-uniform entry qualification, the present study investigated/compared the performance of the two categories of student (based mode of admission) in the final NCE examination in the institution.

PURPOSE OF THE STUDY

The purpose of the study is to:

1. Collect data relating to the performance of Pre-NCE and Direct entry students in their final examination for the (2006/2007 – 2008/2009) academic sessions.
2. Compare the performance of Pre-NCE and Direct entry students in their final NCE examination.
3. Ascertain whether the performance of Pre-NCE and Direct entry students in final NCE exams relate to their entry qualification.

RESEARCH QUESTIONS

The study was guided by the following research questions:

1. What is the mean performance score of students admitted through Pre-NCE programme in the NCE Final examination?
2. What is the mean performance score of direct entry students in the NCE Final examination?

HYPOTHESIS

The following hypothesis was formulated for the study:-

1. There is no significant difference between the performances of students admitted through Pre-NCE and those admitted through direct entry.

SIGNIFICANCE OF THE STUDY

The findings of this study will provide vital information to the college authority on the need to review the admission policy in the college. The findings of this study would assist the prospective students to have the requisite entry qualification before applying or admission into the college.

The study would assist the college authority in knowing which category of students perform better between those admitted through Pre-NCE and Direct entry in order to plan for improvement in the academic standard.

DELIMITATION OF THE STUDY

The study was delimited to Federal College of Education, Yola and to the performing of English students admitted through Pre-NCE program and those admitted through Direct entry or JAMB in final NCE examination for the period: 2006/2007 – 2008/2009 academic session.

RESEARCH METHOD

In order to find out which category of students based on their entry qualification perform better than the other, a co-relational research was designed in order to compare the performance of the two categories of the students in their final NCE programme examination.

POPULATION

The target population for the study were all the students admitted through the Pre-NCE and direct entry process in the Department of English F.C.E, Yola between 2006/2007 – 2008/2009 academic sessions, which were 314 candidates.

SAMPLE AND SAMPLING TECHNIQUES

There was no sampling since the entire population of 314 students who graduates from the department of English, admitted through Pre-NCE and direct entry for the period 2006/2007 – 2008/2009: academic session was involved in the study this was because the population was not too large to be handled.

INSTRUMENT FOR DATA COLLECTION

Recorded data (document exams results) was the source of data for the study. I mean that no special instrument was used to collect data for the study.

METHOD FOR DATA COLLECTION

The relevant data for this study were collected from NCE results of the two groups students namely those admitted through Pre-NCE and those admitted through direct entry.

METHOD OF DATA ANALYSIS

The two sets of data were analyzed using the two tailed Z-test statistic to test the hypothesis at 0.05 or 5% level of significance. The Z-statics is usually adopted in testing two populations when the sample size is large. Therefore, Z-test statistics a

given by this formula: $\frac{X1-X2}{SDX}$

Thus the data collected from the college academic division were grouped into those admitted through Pre-NCE and Direct entry. This was to enable the researchers to determine which of the two groups of graduates performed significantly higher than the other.

Table I: Final CGPA of graduates for the year 2006/2009 admitted through Pre-NCE.

2.8	2.8	1.1	3.4	1.1	0.0	2.5	0.2	2.5	2.5
4.0	1.7	4.1	1.8	3.3	2.6	1.8	2.1	3.1	1.0
2.8	2.8	1.1	3.4	1.1	0.0	2.5	0.2	2.5	2.5

4.0	1.7	4.1	1.8	3.3	2.6	1.8	2.1	3.1	1.0
1.0	0.5	1.0	1.6	1.9	0.4	0.5	2.2	2.3	3.3
1.7	1.1	2.7	3.1	0.5	3.6	2.6	1.0	1.4	1.0
2.5	0.5	2.1	1.9	0.4	6.1	1.1	1.0	0.5	3.3
1.3	2.3	0.4	1.9	2.9	1.3	3.4	0.0	0.1	0.3
2.3	2.0	0.9	0.7	1.3	1.2	2.0	3.4	2.4	2.5
3.0	2.3	1.3	1.4	1.2	0.9	0.8	2.4	2.5	1.3
3.2	1.7	1.8	1.8	0.0	0.4	0.5	1.9	1.6	1.7
4.0	3.9	3.2	1.4	2.3	2.4	1.7	1.6	1.2	2.0
3.9	1.6	1.7	0.9	0.4	1.0	0.9	1.4	1.3	1.2
2.8	0.6	0.5	1.9	1.5	1.2	0.4	0.5	1.2	1.3
1.9	2.0	2.1	2.0	1.7	0.8	0.7	2.6	2.7	0.2
1.7	0.3	1.3	3.1	2.0	0.9	0.1	0.0	1.1	1.4
0.9	2.0	2.1	2.0	1.7	0.8	0.7	2.6	2.7	0.2
1.7	0.3	1.3	3.1	2.0	0.9	0.1	0.0	1.1	1.4
0.9	0.3	2.3	3.2	1.0	1.1	1.2	0.6	1.3	0.6

N1 = 190

Table 11. Final CGPA of graduates for the year 2006 – 2009 admitted through Pre-NCE.

1.5	1.9	3.4	0.7	3.6	3.5	2.7	1.9	1.6	2.0
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1.5	2.0	1.0	2.4	4.0	3.9	3.2	3.8	2.0	3.6
3.2	1.9	1.2	0.0	2.5	2.8	1.5	1.2	3.5	3.8
2.1	1.9	1.6	3.5	3.3	3.9	1.4	2.8	3.7	3.8
3.0	2.9	1.9	2.6	1.6	2.6	2.4	2.7	2.4	2.1
3.6	3.1	3.2	1.7	2.9	1.9	0.9	1.7	0.7	2.1
4.0	3.1	3.7	4.0	1.8	1.8	2.5	4.1	1.8	1.9
2.9	3.4	3.3	3.5	3.7	3.7	2.8	3.7	1.6	1.8
3.7	0.7	1.7	1.6	3.3	2.9	1.2	1.9	3.5	3.6
1.9	4.5	3.4	4.6	3.2	2.8	3.1	3.4	3.2	2.3
1.5	2.4	1.4	2.6	1.6	3.8	4.0	3.9	1.9	2.9
2.9	4.0	1.6	4.0	2.1	3.1	1.1	1.9	1.8	2.8
2.8	2.4	2.3	2.2	2.9	3.2	3.1	3.2	2.5	1.6
1.6	1.5	1.6	1.9	0.8	3.3	2.1	2.4	2.7	1.9
2.5	3.5	3.1	3.0	1.8	1.5	2.5	0.9	1.4	0.9
1.9	3.2	4.6	2.9	1.4	1.6	3.2	1.6	2.9	1.2
3.9	4.0								

N1 = 162

Hypothesis Testing

Table 3: Below shows the mean and standard deviations of final CGPA for students admitted through Pre-NCE and Direct entry Modes.

	N	X	SD.	Crit.	Zeal
Pre-NCE	150	1.66	0.99	1.96	7.852
Direct Entry	164	2.52	0.97		

The analysis shows that the mean scores of graduate admitted through Pre-NCE is 1.66 with a standard deviation of 0.99 against the means scores of 2.53 obtained by those admitted through Direct Entry with a standard deviation 0.97

Hypothesis. 1

It could be observed from the foregoing that a calculated Z value of 7.852 is obtained against critical value of 1.96 at 5% or 0.05 two tailed level of significant thereby rejection the null hypothesis which states that there is no significant difference between the performance of students admitted through Pre-NCE and those admitted through Direct Entry in English Department Federal College of Education, Yola.

Discussion

As observed from the findings of this research the mean score for graduate admitted through Pre-NCE is 1.66 with standard deviation of 0.99, while the mean score of graduates admitted through the direct entry is 2.53 with a standard deviation 0.07. therefore, the findings of this research shows that the performance of students admitted through the direct entry is greatly higher than those admitted through the

Pre-NCE programme, because in the first place most of those admitted through the Pre-NCE programme lack the minimum entry requirement for Direct admission that was they were offered the Pre-NCE. More over the duration of one academic session is enough to breach the gap existing between those admitted through Pre-NCE and Direct entry graduates.

SUMMARY

Education is considered as one of the most important factors that enhances programme and development in all human societies, therefore, the need for education has been repeatedly emphasized by both individuals and governments at all levels the purpose of the research work was to compare the performance of students admitted through Pre-NCE and Direct entry. In view of this, a correlation research was therefore designed to find out the difference between the two sets of students. In all 314 graduates were used as the total population for the study 150 are those admitted through Pre-NCE and 164 through Direct Entry process, the Cumulative Grade Point Average (CGPA) was the yard stick used for measuring the performance among the two sets of students, and the Z-statistics was used to test the hypothesis. The result shows that, those admitted through direct entry performed significantly higher than those admitted through the Pre-NCE programme in their final NCE Examinations.

RECOMMENDATION

In the light of above findings and conclusion, the following recommendations are proffer to the college authority:

- I. There is need for college authority to be alert, in order to check personal interest in the admission process in the college.
- II. There is need to review the admission guidelines of the college, so as to ensure only qualified candidates are considered for admission into college.(if possible aptitude test should be conducted to the students).
- III. Moreover, the college should re-introduce or maintain the probation system of promotion so that candidates with less than (1.5) CGPA should remain in their classes for a year before promotion. And a new formula of degree in education should be introduced by the government to the colleges of education. Additional two years should be given to students after NCE to enable them acquire Bachelor degree in education. And all federal colleges of education should be converted to federal university of education.

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