# COMPARATIVE ANALYSIS OF GRADUATION PATTERNS OF NCE GRADUATES FROM STATE AND FEDERAL COLLEGES OF EDUCATION IN SOUTH-SOUTH ZONE OF NIGERIA BETWEEN 2017-2021

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## Abstract

*This research investigates the comparative patterns of enrolment and graduation patterns between Federal and State Colleges of Education in the South-South zone of Nigeria. Employing a descriptive survey design, the study utilized primary and secondary data sources, including student records and a 25-item Likert scale questionnaire to gather information from a sample of 1,056 students across eight Colleges. Three research hypotheses guided the study, with data analysed using Chi-square, independent t-test, simple percentages, and one-way ANOVA. The first hypothesis, testing the difference between enrolment and graduation pattern, was supported by a Chi-square value of 633.447, surpassing the critical value of 16.919, indicating significant disparities. The second hypothesis, examining differences between Federal and State Colleges, was tested with an independent t-test, revealing a t-value of 4.43 compared to a critical value of 2.776, confirming significant differences in enrolment and graduation patterns between the two types of institutions. The third hypothesis addressed factors influencing enrolment and graduation, with data analysed through one-way ANOVA showing an F-value of 90.45 and a p-value of 0.0013, indicating significant differences in perceptions between lecturers and students. The findings suggest notable disparities in educational outcomes between Federal and State Colleges, and differences in perceptions regarding influencing factors. Recommendations include policy makers addressing these disparities through equitable support and involving both lecturers and students in addressing enrolment and graduation challenges to improve educational outcomes.*

*Keywords: Comparative Analysis, Graduation, Pattern, Colleges of Education, Enrolment, NCE.*

## Introduction

Colleges of education in Nigeria are established with the sole mandate and responsibility of producing quality teachers for the Basic Education level of the Nigerian educational system. The minimum requirement for the teaching profession in Nigeria is the" Nigerian Certificate of Education" (NCE) which is the certificate generally awarded by the Colleges of Education to those who attended and completed their programmes. While stressing the importance of education in the attainment of the 21st century vision20-20-20 of Nigeria, (NEEDS 2004), noted that the goal of wealth creation, employment generation, poverty reduction and value re-orientation can be effectively pursued and sustained through an efficient, relevant and functional educational system. This statement underscores the place and relevance of education in a nation like Nigeria which is the giant of Africa.

Over the years, there has been a general outcry by stakeholders of education on the falling standard of education in Nigeria. Serious concerns have also been expressed about the quality of teachers in our schools since no educational endeavour can rise above the quality of its teachers, ( NPE, 2004).

It is no doubt that the viability and sustainability of any educational system hinges largely on the quality of teachers recruited into it. In consonance with this therefore, the National Policy on Education (2004) unequivocally states that 'teacher education will continue to be given emphasis in all our educational planning'. This therefore, makes the need for quality teacher education in Nigeria more imperative.

To become a professional and competent teacher in Nigeria demands some form of education in a specialized field and in a particular institution. As a profession, teaching requires the prospective teacher to have an equal opportunity to learn and provide within his intellectual horizon selected functional experiences that will enhance his job as a teacher (Usen, 2001).

As a key resource in the entire educational system, the quality of his training must be commensurate with the quality of the teacher education program which should provide him with the necessary competent skills and professional ethics, attitude, abilities and competence to motivate children or learners to learn, help him develop and grow as a person ,as well as help him acquire the right type of attitude, understanding, concepts and values necessary for his survival in the classroom and in a rapidly globally transforming world (Kishanu, 2008).

Early in the developmental strides of Nigeria, it recognised the need to ensure the production of quality trained teachers as a panacea for sustainable development. Over the years, the number of institutions that trained teachers has increased. Recent statistics as revealed by Archibong, Ugbong and Nsor (2023) showed that the number of Private, State and Federal Colleges of Education have changed with corresponding increases in the number of yearly intakes of students. One would have expected that the rapid growth in the number of Colleges of Education and yearly intakes would translate into rapid and increase production in the number and quality of teachers to meet the demands for a very literate society like Nigeria, ( Archibong, Ugbong & Nsor 2023). Unfortunately, basic education schools in Nigeria are still facing gross shortage of qualified teachers to teach in Nigerian schools. More so, evidences have shown that there is a gap between the number of enrolment of students into Colleges and the quantity and quality of graduates from these Colleges and this is what the study typically seeks to examine.

The justification for this study is based on the observation by the researchers on the disparity between yearly enrolment of students into Colleges of Education and the turn out (graduation) of students from the institutions after their full year of studies. This has generated a great worry to the researchers of this study. It has been observed that every year, thousands of students are admitted into Colleges either through UTME or Pre- NCE programmes but only very few graduate at the end.

It is the expectation of all stakeholders that all students who enrol into the Colleges should be able to graduate at the end of their programme. Unfortunately, this has not been the trend in the system. This account the major reason why this study is very apt at this time to find out why this great disparity between enrolment and graduation pattern from Nigerian Colleges of Education. This study therefore, provide empirical data on the patterns of turnout of students from Colleges of Education in South-South zone of Nigeria, the factor that determine the production of qualified teachers and imperatives for achieving higher output of qualitative NCE graduates from Nigerian Colleges of Education.

**Theoretical Framework**

Two theoretical frameworks are relied upon for this study. The objective is premised on the need to

investigate the issue of poor pass as well as dropout rates. The frameworks are Tinto's Model of students' attrition and the goal theory. Tinto's (1975) model of students' attrition is identified by Zulu (2008) as a

framework that could be regarded for many studies using pre-enrolment and post-enrolment factors to predict students' success and failure. This model, in agreement with several other studies hold that many factors influence students' success in higher education. Examples of such factors include learning context, teaching strategies, students' motivation and students' understanding of course requirements. The study also hinges heavily on the 'Goal Theory', which Martin and Dowson (2009) asserts on the meaning students attach to achievement situations and purpose of their actions. The Goal theory thus, suggest that students tend to be in a better position in making sense of engagement at school once they are aware of the varying factor that influence their academic performance.

**An Overview of the Nigeria Certificate of Education (NCE) Programme in Nigeria**

The Nigeria Certificate of Education programme started as a backdrop of the recommendation of the report of the Ashby Commission set up by the Federal Government of Nigeria in 1959. The mandate of the commission was to investigate the nations' need at the tertiary level of education from 1960-1980. The implementation of Ashby report after some amendments led to the establishment of eight Advanced Teachers Colleges (ATCs) in various parts of the country from 1962-1968 (Ocho, 1998). Degree 8 of 1998 of the Federal Government of Nigeria established the National Commission for Colleges of Education (NCCE).

The NCCE changed the Advanced Teachers Colleges to the present Federal and State Colleges of Education in Nigeria. The number of accredited Colleges of Education published by NCCE 2024 showed that there 205 Colleges of Education; 27 Federal, 54 State and 82 private. The broad objectives of teacher education as stipulated in sections 71 a-e of the Nigerian Policy of Education (NEDRC, 2004) are as follows:

• To produce highly motivated, conscientious and effective classroom teachers for all levels of the education system.

• To encourage the spirit of enquiry and creativity in the teachers.

• To help teachers fit into the social life of the country at large and enhance their commitment to national goals.

• Provide teachers with intellectual and professional background adequate for their assignment and make them acceptable to changing situations.

• To enhance teacher commitment to the teaching profession.

To guarantee the realisation of the objectives of teacher education at the Nigerian Certificate of Education (NCE Level), the NCCE mandate include supervision, coordination, monitoring, evaluation and setting minimum standards for general administration leadership, academic programmes, facilities, Teacher qualification, teacher-student ratio, teacher motivation, salary and advancement.

Admission into Colleges of Education (Federal and State) is through competitive examination conducted by Joint Admissions and Matriculation Board (JAMB) or through direct entry after completing one year Pre-NCE course which is aimed at augmenting deficiencies in entry requirements.

The duration of the NCE programme is Three Academic Years minimum with and a minimum of three months Teaching Practice during the first semester of final year.

**Statement of the Problem**

One of the major problems of the current crisis in the Nigerian educational system is the failure of the state to ensure adequate supply of qualified teachers to all publicly owned basic schools in the country. Basic education is the foundation upon which other subsequent levels of educational pursuits is built upon. This level

of education deserves serious attention of educationist, parents, community and all others who desire societal development.

The introduction of universal basic education (UBE) has raised the issues of teacher demand in Nigeria. The current statistics by the Nigerian Education Roadmap are frightening as they are depressing and unacceptable. Going by the present rate of the Colleges of Education current production capacity of sixty-four thousand teachers per annum, it would take Nigeria twenty years and above to turned out the required number of teachers for the basic education programme (Junaid,2013). Junaid ( 2013), revealed that Nigeria needed over 1,431,512 teachers to meet the demand of basic education in Nigeria by year 2025.

The researchers observed with serious concern within the zone where this study is conducted that greater number of candidates who enrolled into Colleges of Education do not graduate as at when it is expected of them. They equally observed inadequate numbers of teachers serving in public basic schools with teacher- pupils ratio of 1:65. Studies also showed that some of the teachers teaching in public schools are not qualified teachers. Given the above projected teacher requirement and the backdrop of the current short fall of teachers in South-south, Nigeria. This research is focused on comparative analysis of graduation pattern of NCE graduates from state and federal Colleges of Education in south –south zone of Nigeria and to examine factors responsible for the rate of graduate turns out with a view of suggesting the way forward.

## Purpose of the Study

The main purpose of the study is to investigate the patterns of turnout of students in federal and state colleges of education in south-south Nigeria between 2017-2021.

## Objectives of the study

The following are the specific objectives formulated to guide the study;

1. To determine the disparity between enrolment and graduation of students from Colleges of Education in south-south Nigeria.

2. To find out if there is any difference in patterns of turnout of students from federal and state Colleges 0f Education.

3. To investigate factors that determine turn-out of students from federal and state Colleges of Education.

4. Recommend ways for improving turn-out rate from Colleges of Education.

## Research Questions

The following research questions will be answered in this study:

1. What is the rate of turn-out of students from Colleges of Education in Nigeria?

2. What is the extent of mismatch between enrolment and turn-out of students from federal and state Colleges of Education?

3. To what extent do federal Colleges of Education differ from state colleges of education in their patterns of turn-out of graduands.

4. What factors determine turn-out of graduates from Colleges of Education?

5. What measures can be adopted to improve student turn-out rate from Colleges of Education?

**Research Hypotheses**

The following null hypothesis were tested in this study:

1.      There is no significant difference between the number of students' enrolment and their graduation pattern from Colleges of Education in South-South Nigeria.

2.      There is no significant difference between enrolment and graduation pattern of students from federal and state Colleges of Education South-South Nigeria.

3.      There is no significant difference between federal and state Colleges of Education in the factors that influence turn out pattern in south-south zone of Nigeria.

**Method**

        A descriptive survey design was adopted for this study. This was because the study involved in collecting and describing data obtained from a sample of a population in order to determine the pattern of graduation of Colleges of Education students. The study area is the south-south zone of Nigeria comprising six states namely; Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States respectively with nine Colleges of Education. Five federal and four state owned. The population of the study comprised of all the Colleges in the zone incuding, teaching and non-teaching staff and the students. A sample of eight (8) Colleges of Education and one thousand and fifty- six (1056) respondents were used as sample for the study. The sample spread included, 8 institution's registrars, 8 deputy registrars, 80 examination officers (10 from each College), 160 senior academic staff (20 from each College), and 800 students (100 from each College). A stratified sampling technique was used to select the Colleges and a purposeful method was used for the selection of 160 senior academic staff, 16 institutions' registrars and their deputies, 80 examination officers and 800 students respectively. The instrument used for data collection was a 30 item questionnaire tagged: Comparative Analysis of Students Turn-out Pattern Determinant Questionnaire (CASTPDQ) developed by the researchers and validated by test and measurement experts. Data was also obtained on the yearly graduation set of each College from the institutions registry and used for the study. The instrument was administered to all the respondents and data collected for the study using t-test statistics for the hypotheses and mean (X) and standard deviation (SD) for the research questions. All the hypotheses were tested at 0.05 level of significance. The results obtained are also presented in graphic pattern.

**Results**

**Research Hypothesis one**

**Ho:** There is no significant difference between the number of students' enrolment and their graduation pattern from Colleges of Education in South-South Zone Nigeria.

**H1:** There is significant difference between the number of students' enrolment and their graduation pattern from Colleges of Education in South-South Zone Nigeria.

Chi-Square analysis statistical method was adopted for analysing the research hypothesis one and the result is as resented table one. The students' enrolment and graduation pattern data is also presented in figure 1.

Table 1: Chi-Square analysis statistical of students' enrolment and graduation pattern data.

$$\sum \frac{(O-E)^2}{E}$$
$$34.40729$$

| Academic Session | Federal COE Enrolment | State COE Enrolment | Federal COE Graduation | State COE Graduation | Column total | |
|---|---|---|---|---|---|---|
| 2016/2017 | 9524 (9137.99) | 6619 (6798.08) | 4619 (4869.68) | 3876 (3832.25) | 24638 | |
| 2017/2018 | 8650 (8196.67) | 5550 (6097.80) | 4216 (4368.04) | 3684 (3437.11) | 22100 | 322.8687 |
| 2018/2019 | 6910 (7534.26) | 5684 (5605.01) | 4553 (4015.04) | 3167 (3159.69) | 20314 | 124.4599 |
| 2019/2020 | 5428 (5643.9) | 4846 (4198.10) | 2872 (3007.23) | 2069 (2366.58) | 15215 | 151.7114 |
| **Row Total** | 30512 | 22699 | 16260 | 12796 | 82267 | |

$\chi^2 = $ **633.447**

**Remark**: The expected frequencies are the values enclosed in braces. NCE Graduation is obtainable at the interval of 3years, therefore the graduation data corresponding to the enrolment of 2016/2017 was that of the year 2020, that of 2017/2018 was in the year 2021, in like manner, the enrolment of 2018/2019 mapped to the graduation data of the year 2022 while the students that were enrolled in 2019/2020 academic session graduated in the year 2023.

Chi-Square Calculated Value $(C.V.)$ $\chi^2 = $ **633.447**

Chi-Square Degree of Freedom D.F = $(C-1)(R-1)$,

D.F= $(4-1)(4-1) = 3 \times 3 = 9$

At 5 % (0.5) significance level and confidence level of 95 % and 9 Degrees of Freedom, the Chi-Square Table Value (T.V.) = 16.919

Decision rule: Since T.V. (16.919) is conspicuously less than C.V. (633.447), we reject the null hypothesis and conclude that the data provided sufficient evidence to adjudge that there is significant difference between the number of students' enrolment and their graduation pattern from Colleges of Education in South-South Zone, Nigeria.



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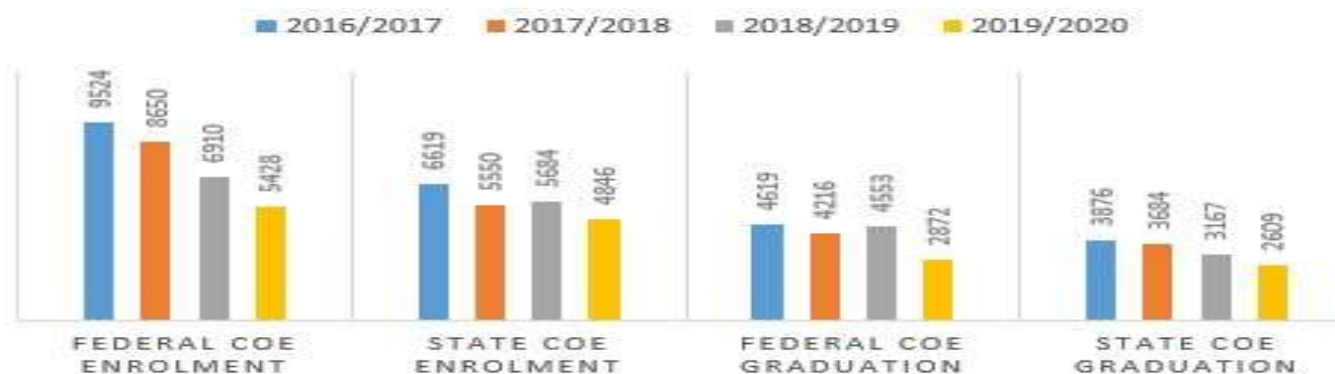
**Research Hypothesis two**

**Ho:** There is no significant difference between enrolment and their graduation pattern of students' in Federal and State Colleges of Education in South-South Zone Nigeria.

**H1:** There is significant difference between enrolment and their graduation pattern of students in Federal and State Colleges of Education in South-South Zone Nigeria

Independent t-test of equal sample size statistical method was adopted for analysing the research hypothesis two and the result is as presented table 2.

**Table 1:** Independent t-test of equal sample size analysis of enrolment and graduation pattern of students in Federal and State Colleges of Education in the research area.

| Academic Session | FCOE Enrol. $F_1$ | SCOE Enrol. $S_1$ | FCOE Grad. $F_2$ | SCOE Grad. $S_2$ | $D_1 = F_1 - F_2$ | $D_2 = S_1 - S_2$ | $SD_1$ | $SD_2$ | $T_{cal.}$ | $T_{tab.}$ |
|---|---|---|---|---|---|---|---|---|---|---|
| 2016/2017 | 9524 | 6619 | 4619 | 3876 | 4905 | 2743 | 1119.63 | 339.80 | 4.43 | 2.776 |
| 2017/2018 | 8650 | 5550 | 4216 | 3684 | 4434 | 1866 | | | | |
| 2018/2019 | 6910 | 5684 | 4553 | 3167 | 2357 | 2517 | | | | |
| 2019/2020 | 5428 | 4846 | 2872 | 2069 | 2556 | 2777 | Degree of Freedom =4.07 Level of significance =0.05 | | | |
| | $n_1 = 4, n_2 = 4$ | | Means of $D_1$ and $D_2$ | | 3563 | 2475.75 | | | | |

**Decision:** Since the t-tabulated value of 2.776 is smaller than the t-calculated value of 4.43, we reject the null hypothesis and conclude that there is significant difference between students' enrolment and their graduation pattern in Federal and State Colleges of Education in South-South Zone Nigeria.

**Research Three**

**H0:** There is no significance difference between factors influencing students' enrolment and graduation turn out in Colleges of Education in South-South Zone, Nigeria.

**H1:** There is significance difference between factors influencing students' enrolment and graduation turn out in Colleges of Education in South-South Zone, Nigeria.

Prior to testing the hypothesis three using one-way Analysis of Variance (ANOVA) the Lecturers and students' perceptions about the factors influencing students' graduation turn out in Colleges of Education in South-South Zone, Nigeria were collected and the simple percentages of their responses were obtained and tabulated in table 3 and table 4. The values of these responses were then subjected to one-(ANOVA) to test the hypothesis three and the results were independently presented in table 5 and table 6.

**Table 3:** Simple percentages of Lecturers responses on Determinant factors that influences enrolment and graduation turn out patterns in Federal and State Colleges of education in the research area. $n = 1056$

| S/N: | Items | SA | A | D | SD |
|---|---|---|---|---|---|
| 1 | Some students admitted into the College do not have the basic entry requirement? | 130 (12.3%) | 140 (13.3%) | 600 (56.8%) | 186 (17.6%) |
| 2 | All students admitted into various programmes of the College have their basic entry qualification? | 300 (28.4%) | 566 (53.6%) | 150 (14.2%) | 40 (3.7%) |
| 3 | Most of the students who do not gain admission into University are those admitted into COEs? | 400 (37.9%) | 358 (33.9%) | 129 (12.2%) | 169 (16.0%) |
| 4 | There are adequate teaching and learning facilities in my College? | 435 (41.2%) | 399 (37.8%) | 200 (18.9%) | 22 (2.0%) |

| S/N | Items | SA | A | D | SD |
|---|---|---|---|---|---|
| 5 | Lectures rooms and halls are spacious enough to accommodate all the students? | 500 (47.3%) | 490 (46.4%) | 30 (2.8%) | 36 (3.4%) |
| 6 | College Library is adequately stocked with relevant textbooks in all the programmes in relation to NCE? | 392 (37.1%) | 350 (33.1%) | 151 (14.2%) | 163 (15.4%) |
| 7. | Most of my students do not attend their lectures? | | | | |
| 8 | Most of the students do not bother about participating in continuous assessment? | 340 (32.2%) | 427 (40.4%) | 156 (14.7%) | 133 (12.6%) |
| 9. | Most of the students do not take their studies seriously? | 242 (22.9%) | 247 (23.4%) | 360 (34.1%) | 207 (19.6%) |
| 10 | Some of the students do not make use of the College Library? | 447 (42.3%) | 260 (24.6%) | 298 (28.2%) | 51 (4.8%) |
| 11. | Most of the students do not bother to acquire study materials? | 348 (32.9%) | 279 (26.4%) | 283 (26.8%) | 146 (13.8%) |
| 12. | The curriculum content of NCE programme is too large for adequate coverage within a semester? | 232 (21.9%) | 250 (23.7%) | 347 (32.9%) | 227 (21.5%) |
| 13. | Course contents are too large for students' coverage? | 250 (23.7%) | 394 (37.3%) | 336 (31.8%) | 76 (7.2%) |
| 14. | Students' credit units are too much for them? | 170 (17.1%) | 116 (10.9%) | 350 (33.1%) | 420 (39.8%) |
| 15. | Students participated fully in their continuous Assessment? | 242 (23.0%) | 200 (18.9%) | 360 (26.7%) | 254 (24.1%) |
| 16. | There is excess work load on the students? | 247 (23.4%) | 160 (15.2%) | 298 (28.2%) | 351 (33.2%) |
| 17. | Study materials for students are adequately provided? | 195 (18.8%) | 230 (21.8%) | 400 (37.9%) | 233 (22.1%) |
| 18 | Students' results are promptly published and made available for their viewing each semester? | 390 (36.9%) | 353 (33.4%) | 270 (25.6%) | 43 (4.1%) |
| 19 | Most students do not have access to their results on time? | 128 (12.2%) | 172 (16.3%) | 320 (30.3%) | 436 (41.3%) |
| 20 | There is a harmonious students and Lecturer relationship? | 440 (41.7%) | 355 (33.6%) | 270 (25.6%) | 189 (17.9%) |
| 21 | Students are more engaged in extracurricular activities that their academic work? | 190 (17.9%) | 227 (21.5%) | 400 (37.9%) | 233 (22.1%) |
| 22 | My lectures time table is overloaded and hinders my effective performance? | 250 (23.7%) | 370 (35.0%) | 236 (22.3%) | 200 (18.9%) |
| 23 | My monthly take home is too meagre and it affects my productivity? | 595 (56.3%) | 430 (21.7%) | 10 (0.9%) | 21 (1.9%) |
| 24 | My College environment enhances academic activities? | 290 (27.5%) | 453 (42.9%) | 130 (12.3%) | 183 (17.3%) |
| 25 | Most of my colleagues are not qualify to teach in College of Education? | 28 (2.7%) | 32 (3.0%) | 520 (49.2%) | 476 (45.1%) |

**Table 4:** Simple percentages of Students responses on Determinant factors that influences enrolment and Graduation turn out patterns in Federal and State Colleges of education in the research area.
$n = 1056$

| S/N: | Items | SA | A | D | SD |
|---|---|---|---|---|---|

| No | Statement | | | | |
|---|---|---|---|---|---|
| 1 | I had my basic qualification before I was admitted into the College? | 348 (32.9%) | 279 (26.4%) | 283 (26.8%) | 146 (13.8%) |
| 2 | Some students admitted into the College do not have the basic entry requirement? | 170 (17.1%) | 116 (10.9%) | 350 (33.1%) | 420 (39.8%) |
| 3 | I was not given admission into the University then I took the College option. | 390 (36.9%) | 353 (33.4%) | 270 (25.6%) | 43 (4.1%) |
| 4 | My Lectures rooms/halls are very comfortable for studying? | 392 (37.1%) | 350 (33.1%) | 151 (14.2%) | 163 (15.4%) |
| 5 | The classroom lecture halls are always overcrowded by students? | 130 (12.3%) | 140 (13.3%) | 600 (56.8%) | 186 (17.6%) |
| 6 | Lecturers in my College are very competent? | 595 (56.3%) | 430 (21.7%) | 10 (0.9%) | 21 (1.9%) |
| 7. | Most of my students do not attend their lectures? | 247 (23.4%) | 160 (15.2%) | 298 (28.2%) | 351 (33.2%) |
| 8 | My lecturers attend to their lectures regularly and on time? | 195 (18.8%) | 230 (21.8%) | 400 (37.9%) | 233 (22.1%) |
| 9. | My College Library environment is very quiet and conducive for studying? | 340 (32.2%) | 427 (40.4%) | 156 (14.7%) | 133 (12.6%) |
| 10 | There is functional Internet facility in the College Library? | 130 (12.3%) | 140 (13.3%) | 600 (56.8%) | 186 (17.6%) |
| 11. | I attend my lectures regularly? | 300 (28.4%) | 566 (53.6%) | 150 (14.2%) | 40 (3.7%) |
| 12. | I sometimes feel discourage to attend lectures? | 190 (17.9%) | 227 (21.5%) | 400 (37.9%) | 233 (22.1%) |
| 13. | I do submit all assignment given to me? | 435 (41.2%) | 399 (37.8%) | 200 (18.9%) | 22 (2.0%) |
| 14. | My courses for each semester are too many for me to take? | 189 (17.9%) | 228 (21.5%) | 400 (37.9%) | 233 (22.1%) |
| 15. | Some of the courses contents are too difficult to understand? | 392 (37.1%) | 350 (33.1%) | 151 (14.2%) | 163 (15.4%) |
| 16. | The NCE Curriculum generally is too large to cover? | 392 (37.1%) | 350 (33.1%) | 151 (14.2%) | 163 (15.4%) |
| 17. | Study materials for my programme are adequately provided? | 242 (22.9%) | 247 (23.4%) | 360 (34.1%) | 207 (19.6%) |
| 18 | My results are released regularly? | 447 (42.3%) | 260 (24.6%) | 298 (28.2%) | 51 (4.8%) |
| 19 | I always observe missing scores on my result when it is released? | 130 (12.3%) | 140 (13.3%) | 600 (56.8%) | 186 (17.6%) |
| 20 | Enough attention is not always given to my complaints of missing scores? | 232 (21.9%) | 250 (23.7%) | 347 (32.9%) | 227 (21.5%) |
| 21 | Some of my Lecturers are not fit to teach? | 28 (2.7%) | 32 (3.0%) | 520 (49.2%) | 476 (45.1%) |
| 22 | My Lecture timetable is too crowded? | 170 (17.1%) | 116 (10.9%) | 350 (33.1%) | 420 (39.8%) |
| 23 | I usually miss some of my lectures because of tight timetable? | 242 (22.9%) | 247 (23.4%) | 360 (34.1%) | 207 (19.6%) |
| 24 | My lecture timetable do not provide space for break? | 247 (23.4%) | 160 (15.2%) | 298 (28.2%) | 351 (33.2%) |
| 25 | I am proud to be a student of my College? | 447 | 260 | 298 | 51 |

(42.3%)   (24.6%)   (28.2%)   (4.8%)

**H0:** There is no significance difference between Lecturers perceptions of factors influencing enrolment and graduation turn out in Colleges of Education in South-South Zone, Nigeria.

**H1:** There is significance difference between Lecturers perceptions of factors influencing students' enrolment and graduation turn out in Colleges of Education in South-South Zone, Nigeria.

Significant level: $\alpha = 0.05$
Equal variances were assumed for the analysis Factor
Information:

| Factors | levels | values |
|---------|--------|--------|
| Factor | 4 | $SA, A, \quad D, SD$ |

**Table 5:** One-way (ANOVA) result of Lecturers perceptions of factors influencing students' enrolment and graduation turn out in Colleges of Education in South-South Zone, Nigeria

| Sources | D.F | Adj. SS | Adj. MS | F-Value | P-value |
|---------|-----|---------|---------|---------|---------|
| Factor | 3 | 148,913.7 | 49.637.9 | 90.45 | 0.0013 |
| Error | 97 | 53,231.1 | 548.77 | | |
| Total | 99 | 202,144.8 | | | |

One–way analysis of variance (ANOVA) technique was used in testing the hypothesis and the result which is as presented in Table 5 showed that (F= 90.45, p < 0.05). Since p (0.0013) is less than p (0.05), which is significant. This mean that there is significance difference between Lecturers perceptions of factors influencing students' enrolment and graduation turn out in Colleges of Education in South-South Zone, Nigeria.

**Part 2**

**H0:** There is no significance difference between students' perceptions of factors influencing their enrolment graduation turn out in Colleges of Education in South-South Zone, Nigeria.

**H1:** There is significance difference between students' perceptions of factors influencing their enrolment and graduation turn out in Colleges of Education in South-South Zone, Nigeria.

Significant level: $\alpha = 0.05$
Equal variances were assumed for the analysis Factor
Information:

| Factors | levels | values Factor | 4 |
|---------|--------|---------------|---|
| | $SA, A, \quad D, S$ | | |

**Table 6:** One-way (ANOVA) result of students' perceptions of factors influencing their enrolment and graduation turn out in Colleges of Education in South-South Zone, Nigeria

| Sources | D.F | Adj. SS | Adj. MS | F-Value | P-value |
|---------|-----|---------|---------|---------|---------|
| Factor | 3 | 139,978.11 | 46,659 | 92.75 | 0.00 |
| Error | 97 | 48,796.13 | 503.05 | | |
| Total | 99 | 188,774.24 | | | |

One–way analysis of variance (ANOVA) technique was employed in testing the hypothesis and the result which is as presented in Table 6 showed that (F= 92.75, p < 0.05). Since p (0.00) is less than p (0.05), which is significant, from where the null hypothesis was rejected leading to the acceptance of the alternative hypothesis. Impliedly, there is significance difference between students' perceptions of factors influencing their enrolment and graduation turn out in Colleges of Education in South-South Zone, Nigeria.

## Discussion of Results

The findings of this study provide insightful revelations about the graduation patterns and factors influencing enrolment in Federal and State Colleges of Education in the South-South Zone of Nigeria.

## Hypothesis One: enrolment vs. Graduation Rates:

The analysis of the first hypothesis revealed a significant difference between student enrolment and graduation rates. The chi-square test produced a calculated value of 633.447, significantly higher than the critical value of 16.919. This result suggests that the variation in graduation rates is not merely a product of random chance but is significantly influenced by factors related to student enrolment. This aligns with previous research such as Ololube (2008), which found that factors such as academic preparedness and institutional resources significantly impact graduation rates. Additionally, studies by Jiboku (2012) observed that disparities in educational outcomes between institutions could be attributed to variations in enrolment practices and institutional support.

## Hypothesis Two: Federal vs. State Colleges:

The second hypothesis was tested using an independent t-test, which revealed a significant difference between the enrolment and graduation patterns of students in Federal and State Colleges. With a calculated t-value of 4.43 compared to a critical value of 2.776, this result indicates that the type of institution (Federal vs. State) significantly affects graduation patterns. This finding supports the research of Akinyemi and Olatunji (2015), who found that Federal institutions in Nigeria often have better resources and support structures compared to State institutions, leading to improved graduation outcomes.

## Hypothesis Three: Perceptions of Factors Influencing Enrolment and Graduation:

The third hypothesis, which examined perceptions of factors influencing enrolment and graduation, demonstrated significant differences in the perceptions of lecturers and students. The One-way ANOVA produced an F-value of 90.45, with a p-value of 0.0013, indicating a strong statistical significance. This result corroborates the findings of Adamu (2019), who noted that differing perspectives between stakeholders, such as lecturers and students, play a crucial role in shaping educational outcomes and enrolment patterns.

## Conclusion

The study concludes that there are significant differences in graduation patterns related to enrolment figures in the South-South Zone of Nigeria. Moreover, Federal Colleges of Education exhibit more favourable graduation patterns compared to their State counterparts. Additionally, differing perceptions among lecturers and students regarding factors influencing enrolment and graduation highlight the complexity of educational outcomes in these institutions.

## Recommendations

1. **Enhancing Institutional Support**: Federal and State Colleges should review and enhance their support structures to improve graduation rates, focusing on resource allocation and student support services.
2. **Addressing Disparities**: Policymakers should address the disparities between Federal and State Colleges by ensuring equitable distribution of resources and support mechanisms to reduce the gap in educational outcomes.
3. **Stakeholder Engagement:** Institutions should actively involve both lecturers and students in discussions about factors affecting enrolment and graduation to align perceptions and implement more effective strategies.
4. **Continuous Monitoring:** Regular monitoring and evaluation of enrolment and graduation patterns should be conducted to identify trends and address emerging challenges promptly.

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