

**AN ASSESSMENT OF STUDENTS' PERCEPTION ON ADMISSION PROCESS INTO
MUSIC TEACHERS EDUCATION PROGRAMME IN SELECTED COLLEGES OF
EDUCATION IN SOUTH-WESTERN NIGERIA**

PAULINA OMAGU ADEOLU-ABE

**Department of Music, Federal College of Education, Abeokuta
adeoluabepo@gmail.com**

Abstract

Poor academic performance of music students in Nigeria's colleges of education (COE) in recent years has been a concern for stakeholders. Efforts are made to find answers to this challenge by various researchers who discovered the connection between student's academic performance in higher institution with the mode and entry qualifications through which they were selected for higher learning. Institutional interference on the admission process into music teachers' education (MTE) programme in Colleges of Education (COE) in Nigeria has been perceived by students as a major cause of low academic performance among music students. The study adopts mixed methods research design. Structured questionnaire was used to gather relevant data. The population of the study were eight COEs in South-Western Nigeria offering Music. Purposive sampling technique was used to select a State and Federal COEs from the population of study. Primary data were sourced from 60 students of the selected institutions, while secondary data were sourced from related literature, journals, books, thesis, and periodicals. Statistical analytical tools adopted in analysing the data were simple percentile, Mean (\bar{x}) and Standard deviation (SD). Based on the outcome of the findings, it was discovered that many candidates admitted into the department of music were not auditioned, students perceived their admission as institutional interference.

Key words: Admission process, Music Teachers' Education, students' perception

Introduction

The training and preparation of would-be teacher, for effective function particularly but not exclusively in primary and post primary levels of schooling, is the concern of teacher Education globally. Agada, in Babalola (2019) states that:

the Nigeria certificate in education (NCE) programme is meant to basically equip potential teachers with the right knowledge, attitudes as well as pedagogical skills for guiding student in learning process within the formal school system. To acquire these set goals of government as a teacher, requires a process of getting admitted into a teacher-training programme of any institution especially COE, having satisfied the necessary entry conditions.

One of the most significant development in the teacher education sub-sector was the setting up of National Commission for Colleges of Education (NCCE) under decree number 3 (section 5b & c) of 1989 (Onimisi, 2015). This was in line with the policy decision to make the Colleges of Education autonomous in order to enhance their efficiency. The NCCE thus became a parastatal charged with the primary responsibility of making recommendations on the National Policy necessary for the full development of teacher education and professional preparation of teachers. The enabling decree mandates the commission to, among other functions, harmonize entry requirements and lay down minimum standards for all programmes of teacher education (Onimisi, 2015).

Prior to the establishment of the NCCE in 1989 by the Federal Government of Nigeria, there was no common quality assurance mechanism for the colleges. Each college was affiliated to one university or another and with the aid of the affiliate university, each college had to set up its own academic standard, determined the admission and graduation requirements, and formulated its own policies regarding the monitoring and supervision of academic standards (Babalola, 2019). The admission process into colleges of education in Nigeria and the requirement for gaining admission were decided by the college-affiliate institutions.

In recent times, potential student’s application for admission is mostly during the last year of their secondary school, indicating their preferred choice of course and institution. These prospective candidates according to the NCCE minimum standard for Colleges of Education in Nigeria document, must possess at least four credits in the Senior School Certificate Examination (SSCE) which includes the subjects of study, meet the cut off mark which was formally minimum of 160, nosedived to 140, 120, 100 and currently eighty marks for college of Education in the Unified Tertiary Matriculation Examination (UTME) for entrance conducted by the Joint Admission and Matriculation Board (JAMB) for the allocation of students’ placement. After this, each institution conducts another screening examination with the cumulative grade points from senior secondary certificate examination (SSCE) results and the average of the three scores becomes the final score of the candidate. It is based on this final score that the candidates are admitted based on their relative score for the course of their choice, quota for the programme, and the institution/departments carrying capacity. Employing the entry quotas for certain institutions and disciplines, as stipulated

either by government, or individual institution.

The department of music is no exemption in the admission process applicable for entrance into colleges of education in Nigeria. The 2007 and 2012 editions of the minimum requirement has it that to be admitted to study Music in a College of Education, candidates should possess; Senior Secondary Certificate in either West African Examination Council (WAEC), General Council Examination (GCE), National Examination Council (NECO) etc., at ordinary level with a minimum of five credits including English Language and Mathematics at a maximum of two sittings. Candidates without credit pass in music should be subjected to aptitude test by the department, and that all candidates irrespective of their S.S.C.E qualification should pass an audition to be conducted by the admitting department.

To study music in a Nigeria COE involves admitting qualified students who have satisfied the necessary entry requirements, therefore, candidates to be admitted for music programme are required to be interested and inclined to the study of music by their sense of rhythm and pitch.

Admission of students into higher educational institutions is one of the controversial issues in Nigeria today. It has been discovered that many of the students admitted into the teacher education programme of COEs are over qualified considering their SSCE result(s) yet are willing to settle for the NCE programme. Extant records have it that it is out of frustration of not securing admission into the University to pursue a degree in education if indeed they have passion for teaching that made many prospective candidates seek admission to colleges of education. Ironically, despite this very good SSCE result(s) many of these students are poor at

their academics while in the college. It is then of concern to observe students with very good grades at the SSCE ending up as drop outs, some with extension of academic years and others with poor CGPA at graduation or out-right fail out.

The causes of these failures are identified by scholars like Akinbode (2005), Aremu & Sokan (2003), Bakare (2004), Faseun (2011), Olayiwola (2013) Olusoji (2013) as lack of interest, laziness, examination phobia, many activities in the department, teachers' competence, depression, lack of financial support, single major programme, learning disabilities, unconducive learning environment, lack of teaching and learning facilities, Poor study habit, adjustment issues, low retention, wrong peer pressure and misconception of music study in school. Olusoji (2013) confirms that "this category of students choose music out of frustration of not making the required grades for their first-choice courses and their attempt at getting admitted to the University in any other available course with lower requirement"Pg.5

In a survey on the effect of single major on students' performance Ogunlade (2013) states that:

accepting music as a course of study was out of no choice, having stayed home for three or more years without getting admitted into a higher institution especially the university and since the single major programme is available many saw coming to the college as a means of getting teaching jobs that will later pay for the study of their choice careers at degree level.

Lending credence to this, Soretire (2015) observes that:

many graduates of music from COEs do hide their

identities as music scholars in the society and prefer to teach other subjects as they seek Government employment as Social Studies or Yoruba teachers among others, depending on the course combined.

Ogunlade (2013) urges that admission seekers who sought admission at all cost should not be given music as a consolation course to study while Akintola (2019) suggests that students interest should be considered before admitting them into the departments of music. It is pathetic to note that in spite of the above, candidates who fall into these categories are obviously admitted to study music in COEs. The question then is, how do such candidates get admitted into the departments of music in COEs? Are the departments aware or involved in the selection of these candidates? Are the institutions aware of the peculiarity of music study and the NCCE stated criteria for students admission into music study? How has these institutions facilitated the admission of candidates into music study?

The aim of this study is to investigate student's perception on the admission process into music teachers’ education programme in Colleges of Education in South-Western Nigeria. The specific objectives of this study are to; Ascertain the level of institutional interference on the admission process, Identify the causes of institutional interference on the admission process and examine the strategies employed by institutions to interfere in the admission process into music teachers’ education in South-Western Nigeria' COEs.

This study is guided by the following formulated research questions:

- I. What is the level of institutional interference on the admission process into

music teachers’ education programme in COEs in Nigeria?

- II. Why do institutions interfere in the admission process into music teachers' education programme COEs?
- III. What are the strategies employed by institutions to interfere in the admission process into music teacher education in South-Western Nigeria' COEs

Institutional interference in admission is the attempt by the management of institutions to deliberately admit students against the dictates of the provision of admission guidelines stipulated by the regulatory body. More specifically, institutional interference implies the following; Institutional insistence on admitting candidates without consideration for their areas of interest of study, suppression of core consideration for admission into peculiar departments and politically motivated decisions on the admission and process of admission of students into an institution of higher learning. Despite the roles played by education, many developing countries’ educational systems are being threatened by political interference of various sorts. For this reason, Nwafor & Joseph. (2021) affirms that "no agreed definition of what precisely political interference is. However, the general agreement that Political interference is linked to any behaviour, action, or idea which prevents or alters provision of public services". It can also be seen as any form of involvement, interest and political decisions in the administration of guidelines.

Admission Quota System

The issue of quota system or such other cognate policies like federal character or catchment area has been a very strongly contested one and it is still so, when it is discussed. A lot of consensuses and divergent

views are held by Nigerians concerning this. The debate on the policy has since assumed national, state and local government dimensions in all aspect of Nigeria life viz-a-viz political social economics and educational spheres. Also, in the Armed forces and the police, a situation a writer aptly described as unequally yoked, while another described it has equity formula-another name for resource control (Yoloye 1989).

However, from whichever dimension one views the policy, two words ring a bell-inequality and equity or equality. The social consequence the policy produced includes consensus or unconscious rejection of specific social groups which are the results of decision as to what opportunities are to be offered by society, to whom they are to be offered, who is elected to fill them, and who does the selections. Hence, the opportunity for interference.

In the 1960s, the issue of distribution of national resources was between the regions-North, East, West and later Mid-West. They were at daggers drawn with each other as to who should get what, and how much a situation that can be best described as political triangulation and fragmentation (Anikweze, 2009). Today the issue that magnified and amplified the political issues behind the quota system are exploitation or tribalism, ethnicity and nepotism.

A true and functional quota system when put into practice can be said to be equalitarianism, which is an advantage that accrues from this system. It is an open system, which makes education a social good by making the educational system in the words of Bowles (1974), "Broad and flexible, open to ideas and students regardless of their

conformity to past patterns", he implication of this is that selection by exclusion must be changed to free and open opportunity while the purposes are enlarged.

Methodology

The study adopts mixed methods research design. Structured questionnaire and interview were used to gather relevant data for the study. Multistage sampling technique was used to select the eight COEs in the study area offering Music. From the eight colleges, purposive sampling technique was then used to select a State and Federal COEs from the population of study namely; Federal College of Education, Abeokuta Ogun state and Adeniran Ogunsanya College of Education, Otto, Ijanikin Lagos. The samples for the study consist of 60 students. The number was drawn from the two colleges across the three levels of classes. Random sampling technique was use to draw 10 students from the classes. Two sitting heads of departments and two admission officers who have served in their units for a minimum of three years were purposively selected. The reliability of the instruments was subjected to content and face validity test by two experts; one from the Department of Music, University of Nigeria, Nsukka and the other from Measurement and Evaluation unit, School of Education, Federal College of Education Abeokuta. The research data were collected by the researchers with the aid of a research assistant who visited Adeniran Ogunsanya College of Education, Otto Ijanikin Lagos. Inferential and descriptive statistical tools used to analyze the data. The questions were answered using simple percentile, mean (\bar{x}) and standard deviation (SD).

Results and Findings

Research Question One: What are the patterns and modes of admission for music study in Nigerias' colleges of education?

Table 1: Descriptive Analysis of JAMB requirement for a student to gain admission into music department

S/N	ITEM	SA	A	D	SD		SD
1	The college management admit student without sitting for jamb examination?	6 (10%)	3 (5%)	30 (50%)	21 (35%)	1.95	1.961
2	The cut-off point of jamb for admission of student are strictly adhered to in the college	25 (25%)	17 (28.3%)	15 (25%)	3 (5.0%)	3.27	.877
3	To be admitted for music candidates must take art subjects Jamb	10 (17%)	12 (20%)	20 (33.3%)	18 (30%)	2.93	1.078
4	Jamb cut-off point is used for selecting and admitting students in the college.	24 (40%)	18 (30%)	7 (12%)	11 (18.3%)	2.85	1.042
5	Jamb cut-off point is the only requirement used to admit student to music department.	28 (47%)	10 (17%)	9 (15%)	13 (22%)	2.39	1.095
6	Those with low or poor Jamb result are the ones admitted into music department	15 (25%)	6 (10%)	28 (46.7%)	11 (18.3%)	2.22	1.430
Weighted Mean = 2.602							

The results in table 1 revealed respondents on the descriptive analysis of jamb requirement for a student to gain admission into music department of COEs. it is observed that items with the mean value of = 3.27, 2.93 and 2.85 which is above the criterion mean value of 2.50 which indicates that the respondents accepted the statements. However, mean value of 1.95 was observed in items one

which is below the criterion mean value, this implies that the respondents disagree with the statement. Furthermore, 65% of the respondents strongly disagree that those with low or poor Jamb result are the ones admitted into music department while 35% had contrary view of the statements. This implies that many students admitted for music have more than the required SSCE criteria.

Research Question Two: what is the extent of institution (COEs) interference in the admission process into music teachers’ education in Colleges of Education?

Table 3: Analysis of means of getting students admitted to study music in South-Western Nigeria’s COEs

	Statement	SA	A	D	SD		SD
1	To be admitted into the department of music candidates go through audition	7 (11.6%)	19 (31.7%)	27 (45%)	10 (16.7%)	2.45	1.053
2	To study music candidates must offer music in SSCE	13 (21.67%)	2 (3.33%)	14 (11.67%)	35 (58.33%)	2.12	1.509
3	Five O’level credits in WAEC/NECO is sufficient for admission into the college.	26 (43.3%)	24 (40%)	6 (10%)	4 (7%)	3.33	.748
4	Most students admitted in the music department have five credits in WAEC/NECO and meet up with JAMB requirements.	14 (23.3%)	24 (40%)	8 (13.3%)	4 (6.7%)	2.97	0.59
5	Post Jamb screening result determines the student admitted into department of music.	12 (20.0%)	11 (18.3%)	21 (35%)	16 (26.7%)	2.31	1.075
6.	The combination of music with other courses is the reason for student admission into the department of music.	15 (25%)	17 (28.3)	25 (42%)	3 (2.8)	3.12	.870
7.	Going through Pre-NCE programmes should be a bait for admission into music department.	12 (20%)	18 (30%)	24 (40%)	6 (10%)	3.11	.854
8	Having basic skills on an instrument qualifies	3 (5%)	2 (3.33%)	14 (23.3%)	41 (68.33%)	1.72	1.859

	candidates for admission into music department.						
9	Credits in English language and music are compulsory for student admission into Music department	17 (28.3%)	13 (22%)	23 (38.3%)	7 (11.6%)	3.01	.856
10	The department of Music have other means of getting students into the department aside from JAMB	12 (20%)	21 (35%)	19 (32%)	8 (13.3%)	2.55	.931
11	Candidates that are admitted into the department of music must have basic knowledge of music to qualify for admission	25 (41.6%)	10 (16.7%)	19 (31.67%)	6 (10%)	2.53	.932
Weighted Mean = 2.771							

The findings in the above table reveals the means of getting students admitted to study music by COEs. The responses to the items show that there are various means of getting admitted to study music in the colleges of education. The respondents' opinion on items 2, 3, and 4 with mean value of 2.45, 3.33 and 2.97 respectively. This mean of 2.97 indicates that most students admitted in the music department have five credits in WAEC/NECO and meet up with JAMB requirements. However, the respondents disagreed with the statement that to be admitted into the department of music candidates go through audition. The mean of 2.45, indicating the rejection of the statement

suffices that many of the admitted students had their audition waived. Also, the respondents further disagree with the statement that Post Jamb screening result determines the student admitted into department of music with a mean of 2.31. Moreover, the respondent's agreed that the combination of music with other courses is the reason many students got admission into the department of music with a mean of 3.12. Based on the result and the weighted mean value of 2.77, it can be inferred that there are other means of getting students admitted to study music in the Colleges of Education these are the interference mechanisms and strategies employed.

Research Question Three: what are the strategies employed by institutions to get students admitted into music teachers' education in Colleges of Education?

Table 3: Descriptive analysis of the strategies employed by COEs to get and admit students into music teachers 'education?

	Statement	SA	A	D	SD		SD
1	The college get student into music department by changing their course of study.	26 (43.3%)	14 (23.3%)	12 (20.0%)	8 (13.3%)	3.37	.916
2	Some students agreed to study music after seeing the list of courses that are available	32 (53.3%)	10 (16.7%)	12 (20.0%)	6 (10.0%)	3.53	1.011
3	Availability of music as second subject is a reason for some students accepting to study the course	20 (33.3%)	16 (26.0%)	20 (33.3%)	4 (6.6%)	3.37	.879
4	The Admission officers in the college counsel (cajole) student to accepting music during admission process	18 (56.7%)	14 (10.0%)	16 (26.6%)	12 (20.0%)	3.03	1.229
5	The college imposes music on candidates seeking admission	26 (43.3%)	20 (33.3%)	8 (13.3%)	6 (10.0%)	2.39	1.095
6.	Students are admitted into the department of music to salvage the department from collapsing/folding up	16 (26.6%)	26 (43.3%)	8 (13.3%)	10 (16.7%)	3.40	.920
7.	Some student originally chooses music as a course of study.	17 (28.3%)	17 (28.3%)	14 (23.3%)	12 (20.0%)	2.80	.894
Weighted Mean = 3.058							

The table above shows the descriptive analysis of how department of music OEs get students who did not originally apply for music. From the table, it was observed that the respondents strongly agree with items in the table above. It is shown that COEs get students into music department by changing their course of study and majority of the respondents states that availability of music as second subject is a reason for some students accepting to study the course with the mean of 3.37. The result shows that COEs does not impose music on candidates seeking

admission having mean of 2.39. Also, the result further revealed the degree of the agreement on the items, with mean value of 3.37, 3.53, 3.37, 3.03, 2.39, 3.40, and indicates that the respondents’ views on the way department of music COEs get students who did not apply for music were statistically significant since the weighted mean value of all the items are above the criterion mean value of 2.50. This implies that the Institutions are strategic about their interference on student's admission.

Table 4: Descriptive analysis of how students who did not apply for music accepted to study music?

	Statement	SA	A	D	SD		SD
1	Student can agree easily to study music because of the stressful process of change of course.	16 (26.6%)	20 (33.3%)	20 (33.3%)	4 (6.6%)	2.80	1.227
2	Many students accepted Music with the determination to get good grades for direct entry in their choice course	32 (53.3%)	18 (30%)	0 (0%)	10 (16.7%)	3.40	.920
3	Wrong perception of music as a course of study is the reason for accepting music during admission process	28 (46.7%)	10 (16.6%)	18 (30%)	4 (6.6%)	2.93	.932
4	Some student agreed to study music because their hobby is listening to music and singing to avoid combining with unfamiliar subject area	29 (48.3%)	19 (31.6%)	8 (13.3%)	4 (6.6%)	3.43	.719
5	Most student agree to study music so as not to waste that academic year and opportunity	26 (43.3%)	15 (25%)	16 (26.7%)	3 (5.0%)	3.13	1.061
6.	Some students agreed to study music just to acquire the NCE certificate	22 (36.7%)	17 (28.3%)	13 (21.7%)	8 (13.3%)	3.09	.889
		Weighted Mean = 3.13					

The table 4 above, described ways by which COEs get students who did not choose to study music to ordinarily agreed to study music. From the above it is observed that student easily agree to study music having mean of 2.80. At the same time many students accepted to study Music with the assurance of getting good grades in the college required for direct entry into their choice course at the University. On the other hand, it was also agreed by majority of the respondents that some student agreed to study music because their hobby is listening to music and singing. It was also stated by the respondents that student agree to study music so as not to waste that academic year and opportunity. Some students agreed to study music just to acquire the certificate. The conclusion from the table based on the weighted mean (3.13) of all the items which is above the criterion mean value of 2.5 by implication, all the items in the above table are valid factors on which the COEs strategies of admitting students into music departments hinges.

Discussion

The findings from the study reveals that institution interference occurs in colleges of education in South-Western Nigeria This interference are discovered to be motivated by factors such as; pressure of meeting with government's students' admission quota and carrying capacity of the institutions, protection of staff jobs and prevention of closure of departments. As a way of salvaging these situations, candidates who have stayed without admission for more than two years, having more than the required SSCE criteria for NCE programme, accepted to study music with the assurance of getting

good grades in the college to pursue admission requirements for direct entry into their choice course at the University. The Institutions are strategic about their interference on student's admission by employing various mechanisms and strategies such as waiver of audition. This implies that there are general admission process guidelines and procedures for students to secure admission into a College of Education which most COEs in South-Western Nigeria interfere in, to meet up admission quota from the government. This interference is discovered to have implications tolling on the development of the teaching and learning of music at all levels of education in the nation. COEs are discovered not to be producing sufficient man-power required in music for the basic level of the nation's education system. Non music graduate music teachers are lacking in schools causing discontinuity of music studies in secondary and tertiary institutions.

Conclusion

The study examined the perception of students on the admission procedure into the departments of music in Colleges of Education in South-Western Nigeria. Findings from this study revealed that there has been an institutional interference in the admission process of students into the departments of music. The identified causes are factors ranging from the quest to meet the carrying capacity and yearly admission quota for the colleges by the government. Thereby, turning departments of music into dumping ground for desperate admission seekers. To promote quality and standard in music education at the basic level, there is the need to ensure the quality of students to be

References

- Adamu, A.U. (2004). Reform and Adaptation in Nigeria University curriculum,1960-1992: Living on a credit line. Lewinston, NewYork: The Edwin Mellen press.1994. Africa studies series volume 33
- Akinyemi, S. T. (1999). "The Impending Demise of the College of Education in Nigeria: suggested cures" in Onifade and Akinpelu (ED) trends in Nigerian educational development. . Pp.1-13. Lagos: zigzag educational publishers
- Alaba, L. A . (2014) Entry criteria as predictor of performance in an undergraduate nursing degree /pubmed /program,www.nibi.NM.nih.gov16624454
- Babalola, M.O. (2019). A Critical Examination of the admission of Students into the Department of Music in Federal College of Education, Abeokuta. An Unpublished Research Project Submitted to the Department of music F.C.E Abeokut in Partial Fulfillment of the Requirements for the Award of Nigeria Certificate in Education (N.C.E.) Pp. 1-41.
- Ibrahim U. Z, Talatu Y. G, Baba Y. I. and Abdullahi H. (2020). Educational Administrators' Perception on the Impact of Political Interference on Educational Development of Tertiary Institutions in Bauchi State, Nigeria JOURNAL OF SCIENCE TECHNOLOGY AND EDUCATION 8(2), JUNE, 2020 ISSN: 2277-0011; Journal homepage: www.atbuftejoste.com. Accessed on 12/12/2021
- National Commission for colleges of education (2007). Guidelines on academic programme. Kaduna: Author
- National Commission for Colleges of Education (2012). Minimum standards for NCE teachers' education. Abuja: NCCE.
- Nwafor N. H.A & Joseph, S. O. (2021). Implications Of Political Interference In The Development Of Tertiary Institutions In Nigeria: A Critical Appraisal in International Journal of Innovative Development and Policy Studies 9(2):19-25, April-June, 2021 © SEAH PUBLICATIONS, 2021 www.seahipaj.org ISSN: 2467- 8465 accessed on 17/11/2021
- Nwegu, C. (2012). An investigation of a decade of correlation study between the entry qualification grade and NCE final examination. The Nigerian Teachers today 10(1);88-95
- Soretire, E. A (2015). Attitude and Predictors of Music Students' Achievement in Colleges of Education in South-Western Nigeria. A thesis Submitted to the Postgraduate School University of Nigeria Nsukka, in Partial Fulfillment of the Requirements for the Award of the Masters of Arts in Music Education. Pp 1-81
- The Joint Admission and Matriculation Board Act (2004). Cap J1, section 5. Laws of the Federation of Nigeria.Abuja: FGN.
- Ogunlade, T.O. (2013). Effect of single major on students' academic performance in the department of music Federal College of Education, Abeokuta. An Unpublished Research Project Submitted to the Department of music F.C.E Abeokuta, in Partial Fulfillment of the Requirements for the Award of Nigeria Certificate in Education (N.C.E.) Pp. 1-46.
- Olusoji, S. (2013). The Relevance of Music Education to the Nigerian Educational System. African Journal of Teacher Education, 3.
- Onimisi, P.R. (2015). Evaluation of the Implementation of admission Policies in Colleges of Education in Nigeria (2004-2013). A Thesis Submitted to the Postgraduate School Ahmadu Bello University Zaria, in Partial Fulfillment of the Requirements for the

Award of the Doctor of Philosophy (Ph.D) in Educational Administration and Planning.Pp.1-207.

Yoloye, A. E. (1989). Federal character and institutions of higher learning in P.P. Eke and E. O, Eghosa (Eds). Federal character and federalism in Nigeria. Ibadan: Heinemann Educational book (Nig.) Ltd.

Kaipayi, Joseph (2008) an Essay on ontology by Karunkan Books, Kochi, India pg. 63