

Appraisal of Students Admission on Service Delivery in the Directorate of Undergraduate Studies (DUS) Federal College of Education (FCE), Yola

Hasan M. Mubi¹, Chinyere Ogochukwu Dike^{2*}, Haruna Bello Maigari³, Yahaya Abdurashheed⁴ and Lami Dahiru¹

¹Department of Primary Education, Federal College of Education P.M.B 2042, Yola; ²Department of Mathematics, Federal College of Education P.M.B 2042, Yola; ³Department of Nomadic Education Studies, Federal College of Education P.M.B 2042, Yola;

⁴Department of Early Childhood Care and Education, Federal College of Education P.M.B 2042, Yola.

*Corresponding Author: Chinyere Ogochukwu Dike²

Abstract:- Establishment of relationship between policy issues and service delivery in tertiary institution of learning requires to encourage policy implementations to relate to policy formulation that would address rather than dismal service delivery in tertiary educational institutions across the country. Precisely the research intends to establish if policy issues on students' admission affect service delivery in DUS FCE, Yola. The main instruments used for data collection were the Questionnaires, Focus Group Discussion (FGD), observation check list and Semi Structured Interview (SSI) formats. This paper proposes Analysis of Variance (ANOVA) test statistic as a measurement tool for the study. The findings show that consideration of only first choice for JAMB Admission affect students intake in DUS and cut off marks for admission into DUS poses a threat to intake in some programmes. Post JAMB screening of applicants ensures selection of better candidates. Also, clearly stated memorandum of understanding (MoU) with portal managers and memorandum of understanding (MoU) with ICT facility managers would enhance service delivery in DUS. The study recommends that admission guidelines/policies of regulatory bodies like JAMB and affiliate institution need to be carefully studied and regularly incorporated in the students' guide book.

Keywords:- Appraisal, Students, Admission, Service Delivery, Directorate of Undergraduate Studies.

I. INTRODUCTION

The aim of this study is to appraise students' admission on service delivery in the Directorate of Undergraduate Studies (DUS) Federal College of Education (FCE) Yola. DUS is a unit of the College that coordinates degree programmes in affiliation with University of Maiduguri. The Undergraduate studies programme of the College came into being after the final assessment visit carried out by a panel of experts from the National Universities Commission (NUC) and University of Maiduguri. Subsequently, the programme took-off during the 2014/2015 academic session with nine courses of study that is

B.A. (Ed) and B.Sc. (Ed) in the following subject areas namely Agriculture, Arabic, Biology, Chemistry, English, Health Education, Islamic Studies, Mathematics and Physical Education. DUS FCE Yola having operated for ten years and graduated five sets of students: 2017/2018; 2018/2019; 2019/2020; 2020/21 and 2021/22 respectively the researchers felt the need to assess the unit policy issues in terms of its service delivery.

Policy issues here refer to strategic principles or actions adopted or proposed by an organization to achieve its objectives or carry out its statutory mandate (Okpa, 2019). It could also be the laws or regulations guiding and giving credence to administrative actions (Olaopa, 2008; Sawaneh, Fadera and Adesopo, 2022). In tertiary educational institution it could relate to guidelines on students' admission, welfare, and operations in and around the campus from admission to graduation. There are equally policy issues on staffing, facilities and finances, but this paper is concentrating on admission. Policy plays a vital motivational role in influencing the performances of any organization (Charo and Wainaina, 2019; Aaker, 2012; Andson and Rust, 2013). It is one kind of thought and existence that individuals in an organization have which express their behaviors. It is that tool credence factor that formally affects the potential eagerness and strengthens performance within an individual to do better. One assured way of motivating employee is the blending of organizational and individual satisfaction of his/her needs. Hence, policy plays strong motivational force that provide quick job satisfaction in an organization. This study seeks to stimulate policy formulation towards better service delivery by appraising policy issues in the Directorate of Undergraduate Studies (DUS), Federal College of Education (FCE) Yola.

II. RELATED LITERATURE

Admission to a place such as a University or school are the people who are allowed to enter or join it. Each school sets its own admission policy (Collins, 2024). Procedure for the Admission-Exercise (Recommendations and Approval): institutions are to recommend candidates for admission after having presented to the Board the following information through CAPS (JAMB-Joint Admission and Matriculation Board, 2020). The approved general quota for each institution and the distribution to the various programmes; minimum UTME-Unified Tertiary Matriculation Examination score for each programme; minimum DE-Direct Entry qualification grades for Direct Entry Candidates; components of cut-off marks and the allotted score for each component; the cut-off date for the 1st and 2nd choice admissions after which no result upload nor change of institution as 1st choice would be allowed; and supplementary admission can be allowed but fresh candidates cannot have right to being on merit list but through other criteria to fill existing vacancies; and

Step by Step in the Admission Process: For a candidate to be registered in an institution Admissions Exercise, he or she must have: been recommended by the institution; been approved and admitted by JAMB; accepted the offer online on JAMB's website at no cost; printed both Result Slip and Admission Letter directly from JAMB's website; presented the two (2) documents in above to the institution; and been screened and must have presented acceptable credentials including those above.

UTME/DE Score for the Admission-Exercise are as follows: every institution is at liberty to determine the UTME score acceptable to it for admission. Similarly for DE, each institution will determine the number of point required by it for Direct Entry admission. Nevertheless, No institution can recommend or admit any candidate with less than 2 points for direct entry; no institution will be allowed to recommend or admit any candidate whose UTME score is below the following threshold: Degree-160. Institutions cannot reduce their submitted minimum UTME score on the basis of National minimum score above. Only institutions with minimum UTME score lower than the National minimum UTME score are obliged to upgrade to meet or surpass the National Minimum score. In the same vein, no institution can graduate a candidate who has not been a full time student of that institution for at least 2 consecutive years. Affiliated institutions are to adopt the same minimum UTME scores as the mother institutions.

Admissions would be determined by the following criteria: UTME score/DE Grades (within their respective threshold); institutional Screening scores (if applicable); Grading of Senior School Certificate (SSCE) Grades (if applicable); interview/practical scores (if applicable) and the percentage (%) allotted to UTME score should range from 50% to 100%. No candidate can be considered for admission if he/she does not meet the prescribed requirements by the

institution provided such requirement has been approved and published by JAMB. No institution can impose on a candidate a requirement that had not been previously published by JAMB. Institutions are to adhere to institutional/programme standard and comply with entry requirement as documented in the Board's Brochure (JAMB, 2020).

However there are observed distress on students' admissions. It seems there is also dissatisfaction and open grumble amongst students, staff and many service providers to the DUS. It is observed that these discontents could affect their loyalty and commitment to the service. There are reports of delays in students' admission, graduation and mobilization to National Service.

III. METHODOLOGY

A. Research Design

The survey research design was adopted because according to Sambo (2015) it has the strength as a method of gathering information from a sample of individuals through, telephone and in-person interviews, discussions, questionnaires and participant observation. This research is therefore, a survey because it explores the views of the respondents on the relationship between policy issues and service delivery. To facilitate this, as is common with survey researches, structured questionnaire, participant observations check-list, review of existing policy documents and facilities are utilized to obtain the necessary relevant data.

B. Population of the Study

Population here refers to the totality of persons, events, organizational units, and so on that the research problem is focused on. Therefore, the population of this study is made up all students, lecturers, service providers and facilities of the Directorate of Undergraduate Studies of Federal College of Education Yola. The estimated population is over three thousand.

C. Sample and Sampling Techniques

The study adopted stratified random sampling technique to take care of the different strata in the population. The technique of stratification is often employed in-the preparation of sample designs because it generally provides increased accuracy in dealing with different segments of the population and increase efficiency of representation. Stratification requires that the population be divided into sub-populations called strata from which samples are extracted independently within each stratum. In this study, stratification was used because the sub-populations defined by the strata designated as students, lecturers and service providers. Hence, the stratified sampling gave each character in the population a fair possibility of representation. Sambo (2015) defined sample as a sub-set of a population from which data for a study is collected. Therefore, the researchers used stratified random sampling where the population is divided into sub-groups according to strata and randomly selected the sample of 100 personnel.

D. Research Instruments

Research Instrument or technique for data collection is often based on the research design employed. There are various research tools and techniques obtainable in data collection. However, for the purpose of this study, three sets of Questionnaires were used in generating data for the study namely: i) Questionnaire for students; ii) Questionnaire for lecturers and iii) Questionnaire for service providers. The researchers also used the Focus Group Discussions (FGD) and the Semi Structured Interview (SSI). The entire instruments were designed by the researchers. Five point Likert scale was used for the design. The responses were rated 5-1: based on degree of agreement.

5 for Strongly (SA); 4 for Agree (A); 3 for Undecided (U); 2 for Disagree (D) and 1 for Strongly Disagree (SD).

E. Validity of the Instruments

To determine the content validity of the instruments, the principal investigator and other professionals in the College

scrutinized the contents of the instrument. The contents were further modified after the scrutiny.

F. Reliability of the Instrument

The reliability of the instruments was determined using a pilot-test method. The pilot study was conducted in the College with the NCE students. The pilot study was carried out mainly to test the reliability of the instruments. The pilot study was conducted by the co-researchers on face to face basis. The reliability index of the Questionnaires yielded a Cronbach alpha coefficient of 0.75. This indicates there is a high internal consistency of the instruments (Kubai, 2019).

G. Method of Data Collection

The main instruments used for data collection were the Questionnaires. Focus Group Discussion (FGD), observation check list and Semi Structured Interview formats. A total of 100 numbers of the questionnaires were distributed, returned and analyzed as shown in the table below.

Table 1: Numbers of Questionnaire Distributed Returned and Percentage of Returned

S/N	Strata	No. Distributed	No. Returned	% Returned
1	Students	50	50	100
2	Lecturers	30	30	100
3	Services Providers	20	20	100
	Total	100	100	100

The team used research assistants to facilitate collection of data. The Questionnaire-Structured Interview questions were administered to all categories of lecturers, senior non-academic staff and affiliate personnel. The perception of students, staff members and service providers were obtained using interviews with the help of SSI and FGD guides. This approach gives the researches the opportunity to probe and triangulate the responses to ensure correctness of information. The procedure used in data collection differed from one group of respondents to the other (students, lectures, service providers). A total of four Research Assistants employed for the data collection. The researchers then solicited for the cooperation of the respondents.

During the familiarization visits, the instruments were discussed by the participants: lecturers, administrative staff, service providers and students. Also, tentative arrangements were made on the date of actual data collection. The respondents were assured that the data collected would be used for the purposes of research only. Equally the researcher ensured that adequate numbers of all instruments and other gadgets required for the data collection were supplied to the Research Assistant. Questionnaires were interpreted to the respondents by the Research Assistants. Their responses were ticked by the research assistants.

H. Method of Data Analysis

The analysis of data varied from one instrument to the other and from one research question to another depending on the data obtained and the evaluation question to be answered. The Likert-type scale was adopted to ascertain the degree of perception of each item on the questionnaire as perceived by respondents. This study employed Questionnaire that generated data that was analyzed using percentage mean scores to answer the research questions while the null hypothesis was tested by the use of ANOVA.

IV. ANOVA TECHNIQUES FOR THE APPRAISAL OF STUDENTS ADMISSION ON SERVICE DELIVERY

➤ **Research Question:** *To what extent do policy issues on students’ Admission affects service delivery in DUS FCE, Yola?*

This Research Question is answered by analyzing items 1,2,3,4 and 5 of the questionnaire. The items investigated if policy issues on students’ admission affect service delivery in DUS FCE, Yola. A summary of the analysis is presented in Tables 2 below:

Table 2: Effects of Policy Issues on Students’ Admission

Items	Responses	SA (5)	A (4)	U (3)	D (2)	SD (1)	Total	Mean	%
1	Consideration of only first choice for JAMB Admission affect students intake in DUS	200	152	24	20	4	400	4.0	80.0
2	Cut Off marks for admission into DUS poses a threat to intake in some programmes	110	200	0	48	4	362	3.62	72.4
3	Post JAMB screening of applicants ensures selection of better candidates	250	120	12	16	8	406	4.06	81.2
4	Clearly stated memorandum of understanding (MoU) with portal managers would enhance service delivery in DUS.	160	224	18	4	4	410	4.10	82.0
5	Clearly stated memorandum of understanding (MoU) with ICT facility managers would enhance service delivery in DUS.	270	136	24	4	2	436	4.36	87.2
GT		990	832	78	92	22	2014	4.03	80.6

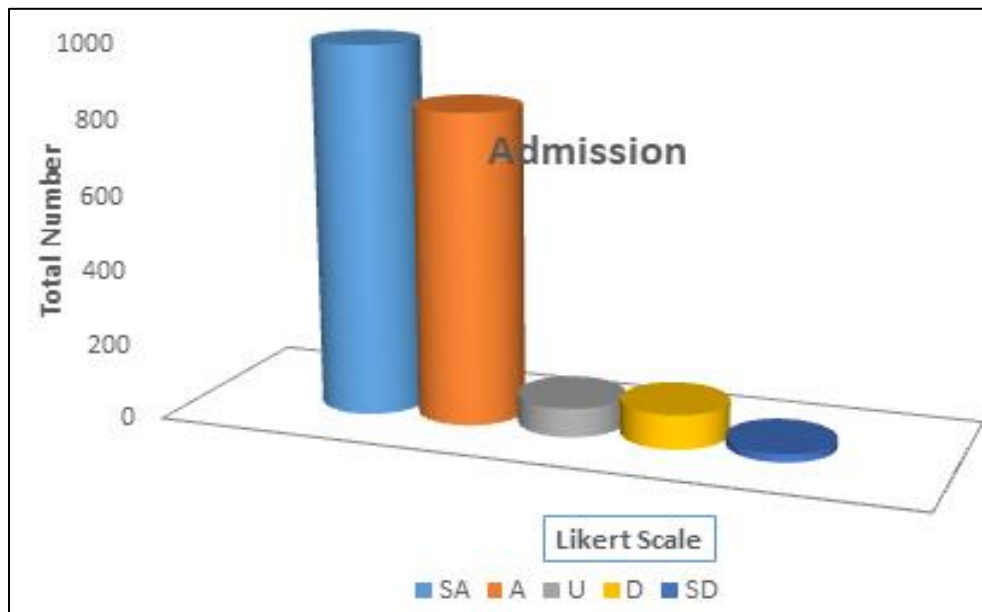


Fig 1. Data on Admission

➤ **Hypothesis Testing**

Null hypothesis: There is no significant relationship between policy issues on admission and service delivery in the Directorate of Undergraduate Studies (DUS) Federal College of

Education (FCE) Yola. This hypothesis is tested using the Analysis of Variance (ANOVA) with issues raised as Admission. The result is presented below:

Table 3: Policy Issues on Students’ Admission/ANOVA

Items	Responses	SA	A	U	D	SD
1	Consideration of only first choice for JAMB Admission affect students intake in DUS	200	152	24	20	4
2	Cut Off marks for admission into DUS poses a threat to intake in some programmes	110	200	0	48	4
3	Post JAMB screening of applicants ensures selection of better candidates	250	120	12	16	8
4	Clearly stated memorandum of understanding (MoU) with portal managers would enhance service delivery in DUS.	160	224	18	4	4
5	Clearly stated memorandum of understanding (MoU) with ICT facility managers would enhance service delivery in DUS.	270	136	24	4	2
	Total Mean GT	990 198 2014	832 166.4	78 15.6	92 18.4	22 4.4

ANOVA

Source of Variation	SS	DF	MS	F
Column Means	173608.16	4	43402.04	32.72
Error	26532.80	20	1326.64	
Total	200140.96	24		

Computed F = 9.71
Level of Significance (0.05)

V. RESULTS AND DISCUSSION

From Table 2 above, the mean value is 4.03, this translates to 80.6% of the responses that policy issues on students’ admission affect service delivery in DUS FCE, Yola. Particularly it has been found out that admission policies such as JAMB cut off points, post JAMB screening, and Memorandum of Understanding with ICT and Portal managers affect admissions process and consequently affect service delivery in DUS FCE, Yola.

Figure 1, which is a pictorial representation of Table 2, show clearly the effects of admission policies on service delivery. The figure revealed “Strongly Agreed” and “Agreed” levels accounting for over 80% of the responses. Hence consideration of only first choice for JAMB Admission coupled with JAMB cut off points, post JAMB screening affect students intake particularly in some programmes like Mathematics, Agriculture and Physical Education. Equally disturbing is the processes of admission involving ICT and gateway management. Table 2 further observed that clearly stated memorandum of understanding (MoU) with ICT facility managers would enhance service delivery in DUS.

Since the computed value = 32.72 is greater than the critical = 9.71. The null hypothesis is hereby rejected. This shows that there is a significant relationship between policy issues on admission and service delivery in the Directorate of Undergraduate Studies (DUS) of Federal College of Education

(FCE) Yola. Specifically policy issues such as admission affect service delivery in the directorate.

A. Discussions of Qualitative Results Based on Data from FGD, SSI and Observer Check List

➤ **Research Question:** To what extent do policy issues on students’ admission affect service delivery in DUS?

Thematic approach of the qualitative data analysis was adopted to present the findings from the field notes, video and audio recorder used for the documentation of policy issues on students’ admission and how it affects service delivery in DUS. The information gathered through Focus Group Discussions records revealed some major interesting themes. It reveals that policy issues on student’s admission affect services delivery in DUS. It surfaces as well during the SSI discussion that admission policy meetings used to be conducted by JAMB and the provost of the College used to attend, this give room for all issues relating to admission to be furnished.

This section categorizes policy issues on students’ admission into three themes namely: JAMB cut-off points and O’level requirement, affiliate university requirement, admission size and time factor.

- *Theme 1: JAMB Cut-off Points and O'level Requirement*

Staff and students of DUS, during the focus group discussion and the Semi-Structure Interview, acknowledged that one of the major policy issues they encountered during admission process was “JAMB cut-off point’s requirement”. It was reported that policies on admission are not followed strictly, many a times, admission is based on interest and this resulted from fluctuation in cut-off point from JAMB and allowing and O’Level requirement. Below are the responses from DUS students and staff

“I sat for several JAMB examination seeking for admission into the universities, but I couldn’t get admission because I don’t know anybody in the institutions of my choice, I applied to Bayero University with 200 JAMB score and 7 credits in my O’Level including Mathematics and English but could not get admission but when I came to FCE’s DUS, I applied on-line, came for physical verification I was told I have the requirement and I was given admission.”

When I compared the admission process in FCE DUS and other universities that I sought admission from, admission in DUS was excellent because I applied on-line, I was called for physical verification, I was found meeting the requirement for admission. I came through JAMB, the process of admission was interesting, it was not base on whom you know

With my experience in DUS, there are problems with admission due to policy issues, JAMB gave their cut off point as 140 but later, Maiduguri gave 160; in this situation, applicants have to strategize to bring up cut-off point of 160. When FCE requested that the high cut-off point should be reduced, it further posted challenges in service delivery in the processes involve to get that done. So, the only solution to this is; if FCE can be allowed to give admission without interference by University of Maiduguri and directives should be central.

Admission policy document was inherited from university of Maiduguri and it is majorly on credit units; with my experience when we started DUS programme newly, we don’t encounter any conflict because policy on admission was adopted as it comes. I must tell you that it was not too easy, admission quota system was too strict and some candidates of stakeholders were denied due to standard which was the focus of university of Maiduguri.

- *Theme 2: Affiliate University Requirement*

Admission generally is the responsibility of JAMB, so any admission in DUS is regulated by JAMB. Staff service in admitting students is purely on-line and central with JAMB. Policy issue on admission affects service delivery when there are wrong spellings in the candidate’s name and use of

abbreviation, this usually creates lots of issues during mobilization for NYSC. Another issue with admission that affects services delivery in DUS is navigating between Maiduguri and JAMB to tackle problems of change of course. Below are the comments made by three of the stakeholders in DUS during the SSI and Focus Group Discussion.

Some of the challenges we faced during admission is pressure, many candidates that are qualified, selection of qualify from the qualified, the only ways we go about solving this is when we take decision based on the college carrying capacity, availability of lecturers and facilities.

To improve service delivery in DUS, the best policy is Dual mandate because with affiliation, staff that are doing much work are paid less, the college is working and University of Maiduguri is receiving huge part of the income, the best is no affiliation.

Talking about agreement in the different policies, University of Maiduguri approves cutoff point which FCE cannot go against, except when the cutoff mark is higher that will prevent FCE from getting students, there may be conflict and this has happened once in DUS during 2021/2022 session. The low admission rate was caused by policy on cutoff point, additional of new courses, convenience in meeting the demand of NUC and JAMB, compulsory English and Mathematics, logistic problems such as distance and insurgency and issue of finance.

- *Theme 3: Admission Size and Time Factor*

The DUS staff also submitted that “carrying capacity and release of candidates’ admission” used to be serious issue in DUS and it affects service delivery. They stated that some candidates will be given admission by JAMB but the time to notify them to accept the offer as well as completing the carrying capacity earmarked used to be a complicated issue in processing students’ admission and this eventually result in poor service delivery to the students of DUS. Some of the staff reports are as stated below”

The classes majorly dedicated for degree programme are four (4) in number and cannot serve the number of students admitted. The key performance indicator in DUS is output where the admission rate will be compared with the graduation rate, qualify teachers, coordination of activities, cordial relationship; all these are issues that deals with admission and service delivery in DUS, they are much related to carrying capacity and size of students to be managed during service delivery.

This study investigated and appraised 'Policy Issues on Service Delivery in the Directorate of Undergraduate Studies, Federal College of Education. The major findings of study emanating from the analysis of the data based on the research questions and hypothesis revealed that there is a significant relationship between Policy Issues and service delivery. Hence policies influence service delivery in DUS. The major issues identified are the Effects of Students' Admission Policy Issues on Service Delivery.

VI. CONCLUSION

The study investigated the relationship between policy issues and service delivery in the Directorate of Undergraduate Studies, Federal College of Education Yola. The study revealed that policy issues on admission affect service delivery.

RECOMMENDATIONS

Based on the findings of this study, the under listed recommendations are made:

- One important byproduct of this investigation is that policy issues affect service delivery in DUS. Consequently, deliberate and conserved strategies should be put in place to ensure that policies are formulated and implemented based on service efficiency. Specifically admission guidelines/policies of regulatory bodies like JAMB and affiliate institution need to be carefully studied and regularly incorporated in the students' guide book.
- DUS policy formulators/decision makers need to take into consideration the mind-set of the stakeholders particularly students, lecturers and other service providers in the design and plan implementation of some of the policies. This could enhance acceptability of such decisions and enhancement of service delivery.
- Generally there is the need to review the MoU between the college and the affiliate university to include supervisory roles of each organ. The program may wish to explore alternative of running the program.
- Participating staff would need periodic retreat to discuss and map out strategies of addressing issues that will deter service delivery.
- Attending Joint Consultative meetings with Parent University and other affiliate institutions to share experiences and develop strategies of unified policy implementation.

ACKNOWLEDGEMENTS

The authors would like to thank the Tertiary Education Trust Fund (TETFund) for their financial funding through Institution Based Research (IBR) and the Federal College of Education, Yola through which the sponsorship was received.

REFERENCES

- [1]. Aaker, D. A. (2012). The Value of Remuneration. *Journal of Business Strategies*. 13(4).
- [2]. Anderson, E. W and Rust, R. T. (2013). Customer Motivation and Renumeration: Dictation between Goods and Service. *Marketing Science*. 16 (2): 129-145.
- [3]. Charo, F. H. and Wainaina, L. (2019). Effects of Policy Reforms on Service Delivery in the Ministry of Lands-Mombasa County, Kenya. *International Journals of Academics & Research (IJARKE Business & Management Journal)*. ISSN: 2617-4138. DOI: 10.32898/ibmj.01/2.1article15.
- [4]. Collins (2023). www.collinsdictionary.com. Retrieved 2nd September, 2023.
- [5]. JAMB (2020). https://www.jamb.gov.ng/pdfs/2020_Guidelines_on_Adm_issions.pdf. Retrieved 2nd September, 2023.
- [6]. Kubai E. (2019). Reliability and Validity of Research Instruments. ResearchGate. www.researchgate.net. Retrieved 2nd September, 2023.
- [7]. Olaopa, T. (2008). Theory and Practice of Public Administration and Civil Service Reforms in Nigeria, Ibadan: Bookcraft.
- [8]. Okpa, O.E. (2019). Quality Service Delivery and Students' Satisfaction in Public Universities in South Eastern Nigeria. *International Journal of Engineering Applied Sciences and Technology*. 4 (5): 100-107.
- [9]. Sambo (2015). Facility Utilization and Employability Skills of. www.nigbed.com.ng > article. Retrieved 2nd September, 2023.
- [10]. Sawaneh, B., Fadera, A. and Adesopo, A. (2022). Civil Service Reforms: A Case Study of Gambian Civil Service. ResearchGate. www.researchgate.net. Retrieved 2nd September, 2023. 121(24): 87-97.
- [11]. Sylqa, D. and Neziraj, E. (2022). Effects of Performance Appraisal on Remuneration Practices and its Impact on Motivation of Employees in Public and Private Sector Companies in Kosovo. *Journal of Education Culture and Society*. (2): 341.