A SURVEY ON STUDENTS' ENROLMENT AND THE QUALITY OF EDUCATION IN ISLAMIC STUDIES DEPARTMENT, FEDERAL COLLEGE OF EDUCATION, PANKSHIN, PLATEAU STATE.



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Abstract

Increment in student's enrolment has been considered as partly responsible for the perceived decline in the quality of education in Nigerian tertiary institutions. This research which followed the survey design discovered that increase in enrolment of students in Islamic Studies Department, Federal College of Education, Pankshin, devoid of corresponding increase in teachers, funding, facilities and infrastructure results in decline of quality education in specifically Nigerian Colleges of Education. This study therefore concluded that lecturers, classroom and instructional materials should be considered before any thought is given to increase student's enrolment.

Introduction

The rapid acceleration in student's enrolment affects all levels of education. The effect of speedy increase in student's population in Nigeria since the last few decades has remained a thing of concern to the government, the authorities of various institutions of higher learning and a sizeable number of Nigerian citizens. One of

the effects of the rapid growth in population is seen in the explosion of those seeking admission in tertiary institutions and the subsequent increase in enrolment which is not matched with proportionate funding and facilities (Isyaku, 1999).

Statement of the Problem

There appears to be lack of consciousness or deliberate neglect of the relationship between enrolment and quality of education in tertiary institutions in Nigeria. This has led to a situation whereby institutions of learning increase enrolment without reference to available facilities. This leads to congestion in lecture halls and halls of residence. Quality of education becomes the causality in this situation. This study therefore is designed to find out if there is a relationship between increase in enrolment and quality of education specifically in Islamic Studies Department of the Federal College of Education, Pankshin, Plateau State.

Research Questions

The following research questions will serve as a guide to this research.

(i) How does increase in students' enrolment affect the performance of lecturers in Islamic Studies Department FCE Pankshin?

(ii) Does increase in students' enrolment affect classroom accommodation in Islamic Studies Department FCE Pankshin?

(iii) In what ways does increase in students' enrolment affect access to instructional materials in Islamic Studies Department FCE Pankshin?

(iv) Will increase in students' enrolment affect evaluation in Islamic Studies Department FCE Pankshin?

(v) Does increase in students' enrolment affect quality of education in Islamic Studies Department FCE Pankshin?

Hypotheses

The following null hypotheses are stated for this study:

(i) There is no significant relationship between increase in students' enrolment and performance of lecturers in Islamic Studies Department FCE Pankshin.

(ii) Students' enrolment does not affect classroom accommodation Islamic Studies Department FCE Pankshin.

(iii) There is no significant difference between increase in students' enrolment and access to instructional materials Islamic Studies Department FCE Pankshin.

(iv) Increase in students' enrolment does not affect evaluation in Islamic Studies Department FCE Pankshin.

(v) There is no significant relationship between increase in students' enrolment and quality of education in Islamic Studies Department FCE Pankshin.

Scope/Limitation of the Study

This study covers Islamic Studies Department FCE Pankshin, in Plateau State. It is limited to the (5) lecturers in the Department and sixty (60) selected students. It only investigated the effects of the increase in the enrolment of students on the quality of education in Islamic Studies Department FCE Pankshin.

Since this study is limited to only lecturers and students in Islamic Studies Department FCE Pankshin, therefore generalizations emerging from it have to be applied with caution.

Significance of the Study

This study is significant since it will generate empirical evidence to confirm the position of the school of thought that holds that increase in the enrolment of students without backing it up with adequate funding, facilities and infrastructures affects quality education. Findings from this study therefore, would help stakeholders (the Federal Government, State Government, National Commission for Colleges of Education, College Authorities and Lecturers of the Islamic Studies Department FCE Pankshin) appreciate the consequence of increase in student's enrolment without a commensurate increase in funding and facilities. NCCE would further appreciate the need to continue to prevail on the Government to fund academic programmes well and also intensify monitoring of their expenditure as well as ensure that quality is always maintained. The College authority would ensure that admission in Departments is tie to personnel and facilities at all times. Consequently, all those concerned are expected to be gingered into taking appropriate action(s). Finally, this study will provide further research on this same subject on the same scale or larger scale as the debate on the quality of education and factors that affect it appears endless.

Methodology and Procedure

Design

The design for this study is survey. Survey was used because of the size of the population of this study. This is because survey

design is amenable to data collection from a population within a short period.

Population and Sample

The population of this study was lecturers and students of the Islamic Studies Department FCE Pankshin. As a result of the number of lecturers and students in the Islamic Studies Department FCE Pankshin, selection was done randomly. Questionnaires were given to the five lecturers of the department. For the students, sixty (60) were selected, twenty (20) (for each level NCE I, NCE II, and NCE III), were randomly selected and questionnaires were administered on them.

Instruments

Questionnaires, interview and documentary sources were used in collecting data for this research. As regards questionnaire, two sets were used – one for lecturers and the other for students. Each of the two sets of questionnaires given had twenty items. The items of the questionnaires were drawn in a manner that they were able to provide answers to the research questions. Questionnaires had to be used because they were suitable for collecting data from a literate population just like the one under study. It also gave the respondents the opportunity to provide data freely. Interview (unscheduled and unfocused) was used in collecting data from Library staff of the College on the number of books in the University Library and the available space for readers. The same instrument was also used in collecting data from the College Registry about students' enrolment and cases of examination malpractice in the College. Documentary sources were used to collect data for the review of related literature and enrolment of students in the College as published by the Information and Protocol Unit of the College.

Method of Data Analysis

The t-text was used in analyzing the data for this study. Consequently, tables featured prominently. Discussion and description were also used to support the data presented on tables.

Results

The research questions and the hypotheses determined the items of the questionnaires and also the statistical method used in analyzing the data. These same questions and hypotheses were used in presenting the results of the findings. The t-text of significance was used to analyze the data as follows:-

Table 1: Summary of Responses of the students' and lecturers' questionnaires showing only strong agreement (SA).

Items	Responses	Students	Lecturers	Remarks
1 – 4	SA	58(96.66%)	05 (100%)	Negative
5 – 7	SA	52 (86.66)	05 (100%)	Negative
8 – 10	SA	59 (98.33%)	05 (100%)	Negative
11 – 14	SA	51 (85%)	05 (100%)	Negative
15 – 20	SA	53 (83.33%)	05 (100%)	Negative

Source : Personal Field Work

Age	No	%
16-20 years	36	26.28%
21-25 years	69	50.36%
26- above years	32	23.36%
Total	137	100%

Hoi: There is no significant relationship between increase in students' enrolment and lecturers' performance.

Responses to items 1 to 4 of both questionnaires of lecturers and students provided answers to this hypothesis. The calculated t-text value of table 1 above is 2.90 at 0.5 level of significance. As this is greater than 1.96 critical value of the t-test table, Hoi is rejected and the response to the first research question is negative. This means that students' enrolment has effect on the performance f lecturers.

Hoii: Students' enrolment does not affect classroom accommodation.

The answer to this hypothesis was provided in responses to items 5 to 7 of lecturers' and students' questionnaires. The calculated t-test value as presented in Table 1 is 2.96 at, 05 level of significance which is more than the critical table value of 1.96. Therefore, Hoii is rejected and the response to the second response to the second research question is negative. This implies that the enrolment of students affects classroom accommodation.

Hoiii: There is significant difference between increase in students' enrolment and access to instructional materials.

Items 8 to 10 of the lecturers' and students' questionnaires attempted to provide answers to this hypothesis. The calculated t-test value for table 1 was 7.75 at .05 level of significance which is greater than the critical value of 1.96, so Hoiii is rejected and the response to the third research question is negative. This translates to the fact that students' enrolment affects access to instructional materials.

Hoiv: Increase in students' enrolment does not affect evaluation.

Items 11 to 14 of the lecturers' and students' questionnaires provided answers to this hypothesis. From table 1, the calculated t-test value is 7.75 at 05 level of significance which is more than 1.96 table value. As a result, Hoiv is rejected and response to the fourth

research question is negative. This means that the enrolment of students affects evaluation.

Hov: There is no significant relationship between increase in the enrolment of students and quality of education.

Items 15 to 20 of the lecturers' and students' questionnaires tried to provide answer to the fifth hypothesis.

Table 1 shows a calculated t-test value of 34.88 at 05 level of significance. This is greater than 1.96 critical table value, so Hov is rejected and the response to the fifth research question is negative. This implies that the enrolment of students affects the quality of education.

Discussion of Findings

The basic concern of this study was to find out if the increase in the enrolment of students affects the quality of education in Islamic Studies Department FCE Pankshin. The finding presented above, shows that increase in the enrolment of students affects the performance of lecturers. This is in line with the finding of Johnson (1996) that the quality of the learning environment of which students' enrolment is an integral part affects the behaviour of teachers and the attitude of teachers to remain in the profession (cited in Lackney, 1999).

Table 1 shows that increase in the enrolment of students affects classroom accommodation. This also agrees with the observation by Udoada (2000) that as a result of increase in enrolment in teacher education in the country, there are gross inadequacies in classrooms facilities among others.

The finding that increase in students' enrolment affects access to instructional materials, concurs with the assertion by Bajah (1999) and Uno (1989) and the finding of the study by Barker and

Gump (1964) that increase in the enrolment of students reduces access to instructional materials (see Lackney, 1999). This also agrees with the observation by Isyaku (2003) that as a result of increase in enrolment in institutions of learning in Nigeria, there is shortage in the supply of instructional materials.

This study also found out that increase in students' enrolment affects evaluation. This finding is in consonance with the report of Fajemirokun (1990) and the studies of Alausa (1988), Osuocha (1988), Adeyebge (1993) and Emeka (1996) (all in Udumosu and Maliki, 2001) that evaluation was haphazardly done because of the increase in the enrolment of students.

The last finding is that increase in the enrolment of students affects the quality of education. This does not differ from Bajah (1989) and Dike (2004) who attributed the decline in the quality of education in Nigeria partly to the increase in enrolment in the oil boom era.

Summary of Findings

From this study, the following findings emerged. Increase in the enrolment of students affects the performance of lecturers, classroom accommodation, access to instructional materials, evaluation and quality of education in Islamic Studies Department FCE Pankshin.

Educational Implications of the Findings

This study revealed the following:

1. That when there is increase in enrolment of students without taking the student/teacher ratio into consideration, the performance of lecturers is affected and the quality of the education becomes the causality.

2. That when there is increase in the enrolment of students without concern for the available lecture halls, there will be congestion, stress and aggression, all of which may lead to distraction and invariably affect quality of education generally.
3. That when there is increase in the enrolment of students in Islamic Studies Department and the supply of instructional materials remain the same, access to them will be reduced and this is bound to affect quality of education.
4. That increase in the enrolment of students in Islamic Studies Department when all other inputs remain the same impacts negatively on evaluation.
5. That increase in the enrolment of students generally leads to decline in quality of education in Islamic Studies Department FCE Pankshin.

Recommendations

Based on the findings of this research, increase in the enrolment of students in Islamic Studies Department FCE Pankshin should always be matched by increase in lecturers and lecture halls. Enrolment of students in Islamic Studies Department should always go hand in hand with increase in lecturers, funding and facilities.

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