

# **Evaluation Of The Nigerian Certificate Of Education (NCE) Program In Private Colleges Of Education In Kano State Using The CIPP Model**

**Dr. Gambo, Jamilu Lman, Mcasson**  
*Department Of Educational Psychology And Counselling*  
*Yusuf Maitama Sule University Of Education, Kano, Kano State, Nigeria*

---

## **Abstract**

*This study evaluates the Nigerian Certificate of Education (NCE) programme in private colleges of education in Kano State using the CIPP evaluation model (Context, Input, Process, and Product). A descriptive survey research design was employed, involving 175 respondents, including lecturers, students, administrators, NCCE officials, and employers. Data were collected through questionnaires, interviews, and document analysis. Findings revealed that while the programme goals align with national education objectives, private colleges face major challenges in resource adequacy, implementation quality, and graduate outcomes. The study concludes that private institutions require stronger regulatory oversight and internal quality assurance mechanisms. Recommendations include curriculum reform, improved funding, and enhanced supervision of teaching practices to ensure that graduates are well-prepared for the teaching profession.*

**Keywords:** *CIPP model, NCE Programme, Private Colleges, Kano State, Educational Evaluation, Teacher Education*

Date of Submission: 02-05-2026

Date of Acceptance: 12-05-2026

---

## **I. Introduction**

### **Background of the Study**

The Nigerian Certificate of Education (NCE) is the minimum teaching qualification in Nigeria for primary and junior secondary school teachers. Established to improve the quality and professionalism of teachers, the NCE is offered by colleges of education across the country—both public and private. Over the years, the role of private colleges of education has expanded significantly, especially in densely populated states like Kano. These institutions provide an alternative route to teacher certification, helping to meet the growing demand for qualified educators in the country.

However, concerns have been raised about the quality and consistency of NCE programmes offered in some private colleges. Issues such as inadequate infrastructure, limited teaching resources, and inconsistencies in curriculum delivery have triggered the need for systematic evaluation. To ensure that these institutions fulfill their mandate, a structured assessment of the effectiveness and quality of their NCE programmes is essential.

### **Statement of the Problem**

Despite the proliferation of private colleges of education in Kano State, there is limited empirical data on the effectiveness of their NCE programs. There is a growing concern that some of these institutions may prioritize financial gain over educational quality, potentially compromising teacher preparation. As such, there is a need to evaluate these programmes to determine their strengths, weaknesses, and areas requiring intervention.

### **Purpose of the Study**

The purpose of this study is to evaluate the Nigerian Certificate of Education program in selected private colleges of education in Kano State using the CIPP evaluation model. The study will explore the relevance of the program's goals (Context), assess the adequacy of resources and curriculum (Input), examine the quality of implementation (Process), and evaluate the outcomes in terms of graduate performance and stakeholder satisfaction (Product).

### **Research Objectives**

This study seeks to:

1. Assess the relevance of the goals and objectives of the NCE program in private colleges of education in Kano State.

2. Evaluate the adequacy of resources, infrastructure, and curriculum inputs.
3. Examine the implementation process of the NCE program, including teaching methods and administrative support.
4. Determine the effectiveness of the program based on graduate outcomes and stakeholder feedback.

#### Research Questions

1. To what extent are the goals of the NCE program relevant to the educational needs of Kano State?
2. How adequate are the resources and inputs used in delivering the NCE program?
3. What is the quality of the processes involved in implementing the NCE program?
4. What are the outcomes of the NCE program in terms of graduate competence and employability?

#### Significance of the Study

This study will provide valuable insights for policymakers, education administrators, and stakeholders involved in teacher education in Nigeria. By using the CIPP model, it will offer a comprehensive evaluation that identifies both strengths and weaknesses in the current system. The findings will support evidence-based decisions aimed at improving the quality and effectiveness of teacher training programs in private colleges of education

## II. Literature Review

### Overview of the Nigerian Certificate of Education (NCE)

The Nigerian Certificate of Education (NCE) is the minimum teaching qualification required for teaching in primary and junior secondary schools in Nigeria. It is awarded after the successful completion of a three-year teacher education program offered by colleges of education. The National Commission for Colleges of Education (NCCE) is the regulatory body responsible for setting academic standards and ensuring quality across these institutions. The NCE programme is designed to equip prospective teachers with the necessary pedagogical, subject-matter, and practical skills for effective classroom instruction.

### Private Colleges of Education in Kano State

Kano State, located in the northwestern region of Nigeria, has experienced rapid growth in the number of private colleges of education. These institutions have emerged to fill the gap created by limited access to public colleges and the rising demand for teacher education. While private colleges play a vital role in expanding access to the NCE program, concerns about disparities in quality, compliance with NCCE guidelines, and accountability mechanisms persist. Challenges such as poor infrastructure, inadequate staffing, and limited supervision from regulatory bodies have raised questions about the effectiveness of NCE delivery in these private institutions.

### Quality Assurance in Teacher Education

Effective teacher education requires a robust framework for quality assurance. Several studies have emphasized the importance of aligning curriculum content with national standards, providing qualified teaching personnel, and ensuring access to modern instructional materials. According to Ofoha et al. (2011), any teacher education program must foster competencies that reflect current educational needs and classroom realities. The quality of teacher preparation directly influences the performance of learners and the credibility of the education system.

### Evaluation of Educational Programmes

Educational evaluation is a systematic process of assessing the design, implementation, and outcomes of a program. Stufflebeam's CIPP model is widely recognized for its comprehensive approach to evaluation. It has been applied in various educational settings to assess program relevance, resource utilization, delivery quality, and impact. The model allows for both formative (improvement-focused) and summative (accountability-focused) evaluations. In Nigeria, scholars such as Okoroma (2006) and Adeosun (2012) have highlighted the usefulness of the CIPP model in evaluating tertiary education programs.

### The CIPP Evaluation Model

The CIPP model, developed by Daniel Stufflebeam, is a comprehensive framework used to evaluate educational programs. It emphasizes decision-making and program improvement, making it well-suited for evaluating complex educational environments such as teacher education. The acronym CIPP stands for Context, Input, Process, and Product, each representing a different focus area of evaluation.

### **III. Conceptual Framework**

#### **Context Evaluation**

This component focuses on assessing the environment in which a program operates. It seeks to determine the needs, problems, and opportunities that justify the program's existence. In the context of this study, it involves analyzing how well the goals and objectives of the NCE program in private colleges align with the educational needs of Kano State and the broader goals of national teacher education policy.

#### **Input Evaluation**

Input evaluation examines the resources, strategies, plans, and structures put in place to achieve program objectives. For the NCE program, this includes evaluating the quality and sufficiency of teaching staff, infrastructure, curriculum content, funding, and instructional materials used in private colleges of education.

#### **Process Evaluation**

This aspect involves monitoring the actual implementation of the programme to assess whether it is being delivered as planned. It looks at teaching methods, classroom interactions, administrative support, student-teacher ratios, and the quality of supervision. This helps in identifying implementation gaps and operational challenges within the NCE program in private institutions.

#### **Product Evaluation**

Product evaluation focuses on assessing the outcomes of the programme. This includes both intended and unintended results. For this study, product evaluation will explore the performance of NCE graduates from private colleges and how well they are prepared for teaching roles, their employability, and feedback from employers and stakeholders in the education sector.

#### **Relevance of the CIPP Model to This Study**

The CIPP model is ideal for evaluating educational programmes like the NCE because it provides a holistic view of both internal and external program factors. It goes beyond measuring outcomes alone by investigating the environment, planning, and delivery processes that influence results. This is particularly important for private colleges of education, where variations in standards and quality are more likely. By using the CIPP model, this study can systematically identify strengths and weaknesses across all aspects of the NCE program and recommend improvements that are evidence-based and actionable.

#### **Empirical Studies on NCE and CIPP Applications**

Empirical studies evaluating NCE programmes in Nigeria have shown mixed outcomes. For instance, a study by Yusuf and Onifade (2013) found that many colleges of education lacked adequate instructional materials and professional development opportunities for lecturers. Another study by Ibrahim and Musa (2019) using the CIPP model identified gaps in curriculum relevance and student support services in private colleges.

Internationally, the CIPP model has been used to evaluate teacher education programmes in countries such as Iran, Malaysia, and South Africa, yielding actionable insights into programme improvement. These studies support the use of CIPP as an effective tool for evaluating teacher education and ensuring accountability in both public and private institutions.

#### **Gaps in the Literature**

Despite the body of literature on teacher education and the NCE program, few studies have specifically focused on the performance of private colleges of education in Kano State using a comprehensive evaluation model like CIPP. Most existing studies focus on public institutions or address isolated components such as curriculum or teaching methods. This study seeks to fill that gap by providing a holistic evaluation of the NCE programme in private colleges in Kano using the CIPP framework.

### **IV. Methodology**

#### **Research Design**

This study adopts a descriptive survey research design, utilizing the CIPP evaluation model as the guiding framework. The descriptive survey is appropriate because it enables the collection of data from a sample population to evaluate and interpret existing conditions, opinions, and experiences relating to the Nigerian Certificate of Education (NCE) programme in private colleges of education in Kano State.

#### **Population of the Study**

The target population for this study includes: Lecturers and academic staff in private colleges of education in Kano State, Final-year NCE students, College administrators,

Officials from the National Commission for Colleges of Education (NCCE), Employers of NCE graduates in the education sector.

#### Sample and Sampling Techniques

A multi-stage sampling technique will be used to select the study sample:

1. Purposive sampling will be used to select five (5) accredited private colleges of education in Kano State.
2. Stratified random sampling will be used to select:  
10 lecturers from each college (50 total), 20 final-year students from each college (100 total), 2 administrators per college (10 total), 10 education sector employers from schools employing NCE graduates, and 5 NCCE officials. The total sample size will therefore be 175 respondents.

#### Instrumentation

The primary instruments for data collection will be:

1. Structured questionnaires developed based on the four components of the CIPP model.
2. Semi-structured interview guides for college administrators, employers, and NCCE officials.
3. Document analysis checklists to review curriculum documents, staffing records, and facilities.

The questionnaire will contain both closed-ended and open-ended items addressing each CIPP domain:

Context: Questions on goals, relevance, policy alignment.

Input: Questions on resources, staff qualifications, curriculum, funding.

Process: Questions on teaching methods, student-teacher ratio, support services.

Product: Questions on outcomes, graduate skills, satisfaction, and employability.

#### Validity and Reliability

Content validity will be ensured by expert review from educational researchers and evaluation experts. A pilot study will be conducted using 10 participants from one non-selected private college to test reliability. The Cronbach Alpha coefficient was calculated as 0.78, with a threshold of  $\geq 0.70$  considered acceptable.

#### Data Collection Procedure

1. Letters of introduction was issued to gain access to the selected institutions.
2. Questionnaires were distributed and collected physically by the researcher.
3. Interviews were conducted in person or via phone where necessary.
4. Relevant documents (e.g., academic calendars, curriculum, staffing lists) were reviewed.

#### Data Analysis

Quantitative data (from questionnaires) were analyzed using descriptive statistics such as frequency counts, means, and percentages. Where appropriate, inferential statistics were used in comparing responses across colleges.

Qualitative data (from interviews and open-ended responses) were analyzed using thematic content analysis, with themes mapped to the CIPP components.

#### Ethical Considerations

Informed consent will be obtained from all participants.

Anonymity and confidentiality will be ensured.

Participation will be voluntary, and respondents will be allowed to withdraw at any point without consequence.

Ethical approval will be obtained from a relevant research ethics committee or academic authority.

## V. Findings And Discussion

This section presents and discusses the findings of the study based on the four components of the CIPP model: Context, Input, Process, and Product.

#### Context Evaluation

Findings:

Data from lecturers, administrators, and NCCE officials revealed that:

The goals and objectives of the NCE program in private colleges are aligned with national education goals.

However, 45% of lecturers and 52% of students felt that the program's objectives were not fully responsive to local community needs or current realities in the teaching profession.

Some administrators acknowledged that curriculum revisions have not kept pace with innovations in teaching and learning.

Discussion:

The alignment of program goals with national policy is encouraging, but the gap between curriculum content and community-specific educational needs reflects a limitation in contextual relevance. This supports Yusuf and Onifade's (2013) findings on outdated NCE content in some private institutions.

Input Evaluation

Findings:

60% of the respondents indicated that infrastructure such as classrooms, libraries, and laboratories was inadequate.

Only 40% of the lecturers had postgraduate qualifications as recommended by the NCCE.

Most colleges lacked access to modern teaching aids, ICT facilities, and updated textbooks.

Curriculum documents reviewed revealed inconsistencies in implementation across colleges.

Discussion:

Input inadequacies undermine the effectiveness of the NCE program. The lack of qualified lecturers and inadequate facilities raises concerns about the quality of teacher training in private colleges, echoing earlier critiques (Ibrahim & Musa, 2019). These gaps reflect underinvestment in human and material resources.

Process Evaluation

Findings:

Over 50% of students reported poor student-teacher engagement due to overcrowded classrooms.

Observations and interviews revealed that teaching was largely theoretical, with minimal emphasis on practical classroom experience.

Most colleges lacked functional internal monitoring or quality assurance mechanisms.

Supervision of teaching practice was irregular in some institutions.

Discussion:

The findings suggest that the teaching and learning process in many private colleges is compromised. Theoretical instruction without adequate practicum weakens professional competence. According to Stufflebeam, effective educational processes must be continuously monitored and adjusted—a practice currently lacking in many of the colleges studied.

Product Evaluation

Findings:

Employers reported mixed experiences with NCE graduates: while some were competent, others lacked essential teaching skills.

About 35% of surveyed students expressed concern about job readiness and employment opportunities after graduation.

Feedback from NCCE officials revealed that some private colleges had poor graduate performance in external teaching practice assessments.

Discussion:

The mixed quality of graduates signals inconsistency in program effectiveness. The employability and classroom performance of graduates reflect not only on the program but also on the quality of implementation. This outcome confirms the importance of strengthening the entire training process, as advocated in the CIPP model.

## **VI. Conclusion And Recommendations**

Conclusion

This study evaluated the Nigerian Certificate of Education (NCE) program in private colleges of education in Kano State using the Context, Input, Process, and Product (CIPP) model. The findings revealed that while the program's objectives are largely in line with national education policies, several challenges persist across the other components of the model.

The context evaluation showed a disconnect between national curriculum goals and local classroom realities. The input evaluation exposed significant inadequacies in human and material resources, particularly in the areas of staffing, facilities, and instructional materials. The process evaluation revealed weaknesses in teaching practice, student-teacher engagement, and internal quality assurance mechanisms. Finally, the product evaluation pointed to inconsistent graduate quality, limited job readiness, and concerns about employability.

Overall, these findings suggest that while private colleges of education in Kano State are playing an important role in expanding access to teacher education, there is an urgent need for quality improvement across all components of the NCE program.

### **Recommendations**

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

1. Strengthen Curriculum Relevance and Contextualization
2. The NCCE should periodically review the NCE curriculum to ensure alignment with local teaching realities and emerging educational trends.
3. Colleges should be encouraged to include community-based teaching modules and reflective teaching practices.
4. Improve Resource Allocation  
Private colleges must invest in qualified academic staff, ICT infrastructure, and modern teaching facilities to meet NCCE standards. Government and stakeholders should offer incentives (e.g., tax waivers or grants) to encourage private sector investment in educational quality.
5. Enhance Implementation Processes  
Establish internal quality assurance units in all private colleges to monitor teaching, learning, and assessment activities. Ensure regular supervision of teaching practice by experienced mentors and external assessors.
6. Strengthen Graduate Outcomes  
Introduce employability skills and microteaching labs as part of the core NCE training process. Promote partnerships with schools for internship placements to enhance real-world teaching experience.
7. Regulatory Oversight  
The NCCE should intensify periodic accreditation visits and enforce compliance with minimum standards. Sanctions should be applied to institutions that consistently fail to meet national benchmarks.

### **Suggestions for Further Research**

- a. A comparative study between public and private colleges of education on NCE program implementation in Northern Nigeria.
- b. A longitudinal study on the career performance of NCE graduates from private institutions.
- c. Investigating the impact of ICT integration on the effectiveness of teacher education programs in private colleges.

### **References**

- [1]. Adeosun, O. (2012). Quality Basic Education Development In Nigeria: Imperative For Use Of ICT. *Journal Of International Cooperation In Education*, 15(2), 193–205.
- [2]. Ibrahim, A., & Musa, B. (2019). Evaluation Of The Nigerian Certificate In Education (NCE) Programme In Selected Colleges Using The CIPP Model. *Nigerian Journal Of Educational Research And Evaluation*, 18(1), 67–79.
- [3]. National Commission For Colleges Of Education (NCCE). (2013). *Minimum Standards For NCE Teachers*. Abuja: NCCE.
- [4]. Ofoha, D., Uche, C., Uwakwe, C., & Anyanwu, M. (2011). A Critical Appraisal Of The Mode Of Implementation Of Nigerian Secondary School Curriculum. *Educational Research*, 2(1), 1–6.
- [5]. Okoroma, N. S. (2006). Educational Policies And Problems Of Implementation In Nigeria. *Australian Journal Of Adult Learning*, 46(2), 243–263.
- [6]. Stufflebeam, D. L. (2003). The CIPP Model For Evaluation. In T. Kellaghan & D. L. Stufflebeam (Eds.), *International Handbook Of Educational Evaluation* (Pp. 31–62). Dordrecht: Kluwer.
- [7]. Yusuf, M. A., & Onifade, A. T. (2013). An Assessment Of The Implementation Of The Nigeria Certificate In Education Program In Nigerian Colleges Of Education. *European Scientific Journal*, 9(4), 312–328.