



Determinants Of Students' Enrolment Into Undergraduate Education Degree Programmes Of Some Tertiary Institutions In Selected States Of Nigeria

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ABSTRACT

This study examined the determinants of students' enrolment into undergraduate education degree programmes of some tertiary institutions in Selected States of Nigeria. Some variables such as; counseling services, societal value of the school, admission criteria/standard, peer group interactions and students interest and choice on professions were identified as the determining factors. Five research questions were used to guide the study together with five null hypotheses. The study adopted a descriptive survey design with the total population of one thousand, two hundred students from the four selected tertiary institution. The sample size of one hundred and eighty (180) students each from both colleges of education and the universities were used for the study respectively. (180 students for Colleges of Education and 180 students for the Universities). The sample size for the study was selected using stratified random sampling techniques. A self structured questionnaire instruments titled , Determinants of Students Enrolment Questionnaire (DOSEQ) was constructed and used for the collection of data. The instrument was face-validated by other experts from the field of Measurement and Evaluation in the Faculty of Educations, The Instrument was tested and retested using forty students (ten each) from the four selected tertiary institutions to ascertain the reliability of the instrument which contained five items each on the five variables. The reliability coefficient value calculated was 0.78. The response to the research questions were collected and analyzed using the mean scores and standard deviation. The hypotheses were tested at 0.05 level of significance using the Z-test formula to calculate the result. The result findings revealed that, all the variables investigated influences the student's enrolment into undergraduate Education Degree Programme in the Selected Tertiary Institution positively. Based on the result findings. Some recommendations were made that; counseling services should be emphasized and properly implemented in schools at all levels etc. Suggestions were also made for further research to be carried out by proposed researchers to find out the effects of the various variables on the enrolment of students and their academic performances.

Keywords: Determinants, Students enrolment, Undergraduate, Degree programme, Tertiary Institutions, College of Education, Universities.

INTRODUCTION

Colleges of Education and Universities are institutions of higher learning that is classified under tertiary institutions in Nigeria. It is a level of Education that students attend after successful completion of secondary education. They are designed to train and prepare graduates to become professionals in Education and other fields or disciplines of life. Hence, the study had selected some colleges of education and universities in Akwa Ibom and Cross River States of Nigeria as the tertiary institutions that were considered, examined and were used as the area and geographical scope for the study. The Federal Republic of Nigeria FRN, (2004) through the National Policy on Education recognizes the importance of tertiary education as a means of providing the much needed knowledge, skills and technologies required to be acquired by the graduates at all level of educational training to handle the complexities of modern trends and technologies in Organizations, industries, commercial, religious, political, Educational as well

as all other facets of life in the society. It is designed to provide for its graduates developing proficiency with principles, and applications essential to effective participation in economic systems, socio-political and other facets of life. The tertiary institutions are also designed for the students, to understand the various curriculum development and their teaching and learning methods in the various educational programmes and in the different field of studies. The education in the tertiary level equips students with the required knowledge, skills, attitude, technology and methodology necessary for the graduates to become professionals and also gain employment and similarly, becomes employer of labour entrepreneurs, managers, inventors and be successful in all aspect of life that will in turn transform the people and enhance societal development. The goals of tertiary institution as designed by the Federal Government of Nigeria through the National policy on Education FRN,(2014) are to:

1. Contribute to national development through high level relevant manpower training.
2. Develop and inculcate proper values for the survival of the individual and society.
3. Develop the intellectual capability of individuals to understand and appreciate their local and external environments.
4. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
5. Promote and encourage scholarship and community service.
6. Forge and cement national unity and,
7. Promote national and international understanding and interaction.

The above stated goals can be achieved by the tertiary educational institutions through; Quality Teaching, Research and Development, High standard in the quality of facilities services and resources, Staff development programmes, Provision of a more practical based curriculum relevant to the needs of the labour market, Generation and dissemination of knowledge, skills and competencies which enable students to succeed in a knowledge —based economy, A variety of modes of programs including full-time, part- time, block-release, day-release, sandwich, etc; Access to training funds such as those provided by the industrial training fund (ITF), Students industrial work experience scheme (SIWES). Maintenance of minimum educational standard through appropriate agencies, Supporting affordable, equitable access to tertiary education through scholarships and students loans; Inter-institutional co-operation and linkages, and; Dedicated services to the community through extra-moral and extension services National Policy on Education, (FRN 2008).

In consonance to this goal, the university education is basically designed to make optimum contribution to national development by; (a) Intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation; b) Making professional courses contents reflects our national requirements; (c) Making all students parts of general programme of all round improvement in University education to offer general study courses such as history of ideas, philosophy of knowledge and nationalism, (d) making entrepreneurial skills acquisition a requirement for all Nigerian Universities. National Policy on Education (FRN, 2008).

Considering the necessity of qualified teachers in schools, The colleges of education were established in Nigeria as a result of the needs to train highly qualified teachers superior to the teachers training college (T.T.C) level, that could teach in schools and be able to handle the complexities resulting from the increase on school enrolment based on the Federal Government universal basic scheme in 1974. Therefore, the colleges of education and the universities in Nigeria are categorized under the tertiary institution of higher learning and it is organized and developed with a broad and comprehensive curriculum for the proper instructions to be given and received without any harassment or undue interference of the external forces. It focuses on teaching, learning and research findings and thus, equipped her products with adequate skills, knowledge and information to become professionals in their various fields of studies. Their outputs are critical factors for the maintenance and adaptive structures of the society as such; its products play vital roles in the society that cannot be ignored.

It is therefore pertinent to note that for the students to be admitted into this various institutions, their enrolment is pre-determined by various factors and this factors serves as the determinants of students enrolment.

The determinants of student enrolment can be considered as the factors that controls and influence, conditioned or determines the outcome of the students enrolment into the school. Hence, the enrolment of students into these tertiary institutions entails the act of official joining of the students into the school system and the official arrangement for their admission as students. It has to do with the admission of students into the higher institutions to study in different fields or discipline in the school.

This enrolment of students into colleges of education and universities may be influenced by certain factors and socialization agents as determinants to the enrolments of the students. This can be as a result of the early interaction a child has with these agents and the significant influence these factors have with them. The choice the student makes at the secondary school level forms the bedrock of future work role and quality of life. The jobs they choose to do in the future determine the course they prefer to do. And the courses which involves particular curriculum of studies can equally determine the choice of school they go, or intends to attend. These determinant factors include; (i) Career/guidance counseling (ii) societal value of the school (iii) Admission criteria or standard (iv) Peer interactions/relationships (v) Students' choice, interest, ambition for professionalization.

The Carrier/Guidance counseling services is considered as a determinant of student enrolment into college of education and universities because, it assists the students to solve their learning problems and as well guide them to make vocational plans, and also be able to make proper choice for their study with regards to their choice of schools and the course they intends to study; it is obvious that where there is no proper guidance/counseling for the students, the students ends up making wrong choice which in turn affects or influence their enrolment into schools. Therefore career guidance and counseling services is necessary hence, it serves as a determinant for students enrolment.

The societal value of the schools can also determine the enrolment of students into college of education and universities. This is because the level of values of any system to the society determines the level of value the society placed on such organization. Some people in the society believes and values either the universities or the college of education more than each other with regards to their various consideration and as such, their believes and values for the school in turned, influence the students interest for enrolment into such schools.

The admission criteria/standard is also considered as the determinant of students enrolment into college of education and universities because, students enrolment into tertiary institution in Nigeria are based on various criteria and standards as admission criteria. These include; quota systems, Jamb admission criteria, post UME-examination, catchment areas, etc. hence the states are being categorized under education advantaged and education disadvantaged states.

Peer group interaction and relationship is also considered as a determinant for students enrolment into schools hence, most students choice of schools are influence by the choice of their friends/peers for the schools which they select as their choice. The students choice, interest and ambition on a profession is also considered as a determinant of students enrolment into colleges of education and the universities, hence most students choose the schools because of their personal interests on a particular profession with regards to their ambitions.

In consideration of the above factors which serves as the determinants of students enrolments into universities and colleges of education, the researcher found out from the review that, literature has revealed much on education generally, but carefully looking at the study, it shows that, not much study has been done on the area of the determinants of students' enrolment into this universities and colleges of educations as tertiary institutions. Most students in the Universities and colleges of education fail in their carrier pursuits because, they do not seem to be definite on what they want to study, where to study it rightly and what to become. Some students who are admitted into some departments or faculties such as Education, management science, sciences, whose desire and interest were in Law, medicine and Engineering only exhibits nothing but divided loyalty right from the first day they enter the institution. They always have one of their eyes on the desired departments, faculty or school and this will leads to outright failure and lack of interest. It is at this stage that a young person is required to clearly decide on his or herself concept. It is in view of this background, that this study seeks to explore further, on the factors that can determine the students' enrolment into the Universities and colleges of Education in

Akwa Ibom and Cross River State of Nigeria. Hence, the study identified Career/guidance counseling, societal value of the school, Admission criteria or standard, Peer interactions/relationships, Students' interest and choice of professions as the determinants of students enrolment into colleges of education and universities in Akwa Ibom and Cross River State.

Statement of the Problem

The enrolment of students into colleges of Education and the Universities seems to be persistently declining in the higher institution of learning in Akwa Ibom and Cross River States based on certain reasons. It is becoming more glaring that the reduction and lack of interest of some students to be enrolled into the colleges of Education and Universities undergraduate degree Programme is generating interested criticism and controversy in higher institution of learning in Akwa Ibom and Cross River State. The problem of access and equity in educational enrollment also extends to the tertiary level. This is as a result of their extremely low carrying capacity due to inadequate infrastructural provisions. The students' intake is limited to only about 10% to 20% of the prospective students who apply for admission on a sessional basis. Besides, the increasing demand for education has forced educational institutions to adopt policies of selective admissions, based on different criteria such as; quota system, catchment area, UME examination, including Post UME etc. And the inequality on the Joint Admission and Matriculation Board (Jamb) Examination cut-off points or minimum marks as standard required for admission into the Universities and College of Education in Nigeria which is regionalized on the basis of various categorization with regards to Educational advantaged states and educational disadvantaged states is also a concern and this has distorted many students in the area of Akwa Ibom State from gaining admission into the schools in the area, even when the candidate scores higher as compared to other candidates in the less advantaged states like the Northern states in Nigeria. This has been an issue in the state, hence this challenge has to be surmountable to achieve success in actualizing the transformation agenda of millennium development, goals and vision 20,2020. Therefore it is imperative that the following turnaround strategies, specific activities, achievable deliverables and time lines be implemented in order to give the future generations of Nigeria children the deserved access to quality Education.

Purpose of the Study

The purpose of this study was to investigate the variables that determine student's enrolment into undergraduates education degree programme in Colleges of Education and Universities in Akwa Ibom and Cross River States. Specifically, the study seeks to achieve the following objectives; to,

- i. Identify the extent to which guidance counseling received by students influence their enrolment into undergraduate education degree programs in Colleges of Education and the Universities in Akwa Ibom and Cross River States.
- ii. Determine the extent to which societal value of the school can influence students' enrolment into undergraduate education degree programmes in Colleges of Education and the Universities in Akwa Ibom and Cross River States.
- iii. Verify the extent to which admission criteria or standard can influence students' enrolment into undergraduate education degree programmes in Colleges of Education and the Universities in Akwa Ibom and Cross River States.
- iv. Find out the extent to which peer interactions influence students' enrolment into undergraduate education degree programmes in Colleges of Education and the Universities in Akwa Ibom and Cross River States.
- v. Investigate the extent to which students' interest and choice of profession can influence the enrolment of students into undergraduate education degree programmes in Colleges of Education and the Universities in Akwa Ibom and Cross River States.

Research Questions

The following research questions are used to guide the study.

- i. To what extent does counseling services influence student's enrolment into undergraduates education degree programmes in Colleges of Education and Universities in Akwa Ibom and Cross River States?

- ii. To what extent does societal value of the school influence student's enrolment into undergraduates education degree programmes in Colleges of Education and Universities in Akwa Ibom and Cross River States?
- iii. To what extent do admission criteria or standard influence student's enrolment into undergraduates education degree programmes in Colleges of Education and Universities in Akwa Ibom and Cross River States?
- iv. To what extent does peer group relationships or interaction influence students enrolment into undergraduate education degree programmes in Colleges of Education and Universities in Akwa Ibom and Cross River States?
- v. To what extent does the student's interest and choice of professions influences their enrolment into undergraduate education degree programmes in Colleges of Education and Universities in Akwa Ibom and Cross River States?

Hypotheses

The following null hypothesis was formulated and tested at 0.05 level of significance.

Ho₁: There is no significant difference on the influence of counseling services between the opinion of the students in college of education and the universities on the enrolment of students into undergraduate education degree programmes in Colleges of Education and Universities in Akwa Ibom and Cross River States.

Ho₂: There is no significant difference on the influence of the societal value of the school between the opinion of students in colleges of education and the universities on the enrolment of students into undergraduate degree programmes in Colleges of Education and the Universities in Akwa Ibom and Cross River States

Ho₃: There is no significant difference on the influence of admission criteria between the opinion of students in colleges of education and the universities on student's enrolment into undergraduate education degree programmes in Colleges of Education and Universities in Akwa Ibom and Cross River States.

Ho₄: There's no significant difference on the influence of peer group interaction between the opinion of students in colleges of education and universities on student's enrolment into undergraduate education degree programmes in Colleges of Education and Universities in Akwa Ibom and Cross River States.

Ho₅: There is no significant difference on the influence of student's interest and choice of professions between the opinion of students in colleges of education and universities on the enrolment of students into undergraduate education degree programmes in Colleges of Education and Universities in Akwa Ibom and Cross River States.

METHODOLOGY

This study adopted a descriptive survey design. The population of the study consists of 560 students. The sample size consists of the entire population. The research instrument used was titled, Student's Enrolment Questionnaire (SEQ). The coefficient of the responses was computed using Crombach Alpha. The reliability of the five (5) research questions found was calculated respectively with the reliability coefficient value of 0.78. 560 copies of questionnaire were administered to the respondents and 360 retrieved for the analysis of the research questions and hypotheses. The data collected was analyzed based on each item respectively. Mean scores and Standard deviations were computed and used to answer the five (5) research questions. The five (5) hypotheses for this study were tested using Z- Test statistics at a significant level of $P < 0.05$. This statistical tool was used because it is the most appropriate tools suitable for this study.

RESULTS

Research Question 1: *To what extent do counseling services influence students' enrolment into undergraduate education degree programmes in Colleges of Education and universities in Akwa Ibom and Cross Rivers States?*

Table 4.1: Mean Score and Standard Deviation Presentation on the influence of Counseling Services between the opinion of Colleges of Education Students and the Universities Student on the enrolment of Students into undergraduate education degree programs in Colleges of Education and Universities

S/N	Items	Colleges Of Education Respondents (Students) N=180			Universities Respondents (Students) N= 180		
		Mean (\bar{X})	Std	Remark	Mean (\bar{X})	Std	Remark
1.	School counselors are very essential with regards to further studies.	3.39	0.68	VHE	3.11	0.62	VHE
2.	The role of counselors can guide the students correctly	3.14	0.63	VHE	3.03	0.61	VHE
3.	Students get proper orientation by the help of the counsellors.	3.11	0.62	VHE	3.14	0.63	VHE
4.	Adequate counseling received by students leads them astray.	2.03	0.41	VLE	1.86	0.37	VLE
5.	Lack of counseling services in school contribute to student ignorance and wrong choice.	3.19	0.64	VHE	3.39	0.69	VHE
	Total Mean	14.86	2.98		14.58	2.91	

Source: Field Survey (2018)

$$G\bar{X} = \frac{14.86}{5} = 2.97 \text{ Astd} = \frac{2.98}{5} = 0.59 \quad G\bar{X} = \frac{14.58}{5} = 2.92 \text{ Astd} = \frac{2.91}{5} = 0.58$$

∴, Grand Mean (GM \bar{X}) = 2.97 A Std= 0.59 Grand Mean (GM \bar{X}) = 2.92 A Std= 0.58(Accepted)

Positive Influence (High Extent- HE) (Accepted) Positive Influence (High Extent- HE)

Table 4.1 shows that the school counselors are very essentials with regards to further studies into Colleges of Education and Universities. The mean and standard deviation for the Universities ($\bar{X} = 3.11$, SD=0.62), while the mean score and standard deviation for the College of Education is ($\bar{X} = 3.39$, SD=0.68). The response of the universities students also shows that, the role of counselors can guide the students correctly to gain admission and be enrolled into schools ($\bar{X} = 3.03$, SD = 0.61), while that of the Colleges of Education shows as follows($\bar{X} = 3.14$, SD = 0.63), And that, the students get proper orientations by the help of the counselors with the mean and standard deviation for the universities students ($\bar{X} = 3.14$, SD = 0.63) while that of the College of Education was, ($\bar{X} = 3.11$, SD = 0.62), The responds from the students also shows that, lack of counseling services in schools contributes to the students ignorance and wrong choice of schools with the response of the Universities students, ($\bar{X} = 1.86$, SD = 0.37), while that of the Colleges of Education are ($\bar{X} = 3.19$, SD = 0.64). Although some respondents also attested that, adequate counseling services received by the students leads them astray. This was revealed in their response as it is computed on the item four (4) of table 4.1 for the Universities ($\bar{X} = 1.86$, SD = 0.37) while that of the Colleges of Education is ($\bar{X} = 2.03$, SD = 0.41). Nevertheless,

this assertion does not constitute the determinants of students' enrolment into the Colleges of Education and the Universities in Akwa Ibom and Cross River State of Nigeria, since the computed mean scores is less than the average point of 2.5. And the table indicates that, the computed grand mean ($G\bar{X}$) from the respondents in both Universities and the Colleges of Education with regards to the extent of counseling services on students enrolment into College of Education and University in Akwa Ibom and Cross River State is 2.92 and 2.97 which is higher than the 2.5. Therefore this shows that counseling service has positive influence on the enrolment of students to a High Extent.

Research Question 2: *To what extent does societal value influences the enrolment of students into the undergraduate education degree programs in Colleges of Education in Akwa Ibom and Cross River States?*

Table 4.2: Mean Score and Standard Deviation Presentation on the influence of societal value of the school between the opinion of Colleges of Education Students and the Universities on the enrolment of Students into undergraduate education degree programs in Colleges of Education and Universities.

S/N	Items	Colleges Of Education Respondents (Students) N=180			Universities Respondents (Students) N= 180		
		Mean (\bar{X})	Std	Remark	Mean (\bar{X})	Std	Remark
6.	The university graduates are more valued in the society than the College of Education graduates	2.94	0.59	HE	3.03	0.61	VHE
7.	The College of Education graduates are more valued in the society than the university graduates.	2.36	0.49	LE	2.42	0.48	LE
8.	The University Decree graduate are placed on a high salary grade more than College of Education graduates.	2.86	0.57	HE	2.83	0.57	HE
9.	The Colleges of Education graduate occupies more higher degree position than the universities graduates.	2.42	0.48	LE	2.31	0.46	LE
10.	Students in the universities assumes to be more highly educated with a higher self-esteem than the students from Colleges of Education	3.03	0.61	VHE	2.97	0.59	HE
	Total Mean	13.61	2.72		13.56	2.71	

Source: Field Survey (2018)

$$G\bar{X} = \frac{13.61}{5} = 2.72 \quad Astd = \frac{2.72}{5} = 0.54 \quad G\bar{X} = \frac{13.56}{5} = 2.71 \quad Astd = \frac{2.71}{5} = 0.54$$

∴, Grand Mean ($GM\bar{X}$) = **2.72** A Std= **0.54** Grand Mean ($GM\bar{X}$) = **2.71** A Std= **0.54**(Accepted)

Positive Influence (High Extent- HE) (Accepted) Positive Influence (High Extent- HE)

The response from the respondents on table 4.2 shows that the University graduates are more valued in the society than the College of Education graduates. This can be seen in the computed scores of mean and standard deviation of the Universities students; ($\bar{X} = 3.03$, $SD = 0.61$), while that of the Colleges of Education are: ($\bar{X} = 2.94$, $SD = 0.59$). The results also revealed that, the Universities degree graduates are placed on a high salary grade level than the Colleges of education degree holders with the response of the Universities students; ($\bar{X} = 2.83$, $SD = 0.48$) while that of the College of education Students are ($\bar{X} = 2.36$, $SD = 0.47$). It was also revealed that, the students in the Universities assumes to be more highly educated with a higher self esteem than the students from Colleges of Education. This was shown as follows: ($\bar{X} = 2.83$, $SD = 0.57$) for the Universities Students, while that of the Colleges of education are, ($\bar{X} = 2.86$, $SD = 0.57$). Some of the respondents attested that, the College of education graduates are more valued in the society than the Universities graduates with the Universities Students' response of ($\bar{X} = 2.83$, $SD = 0.57$) while that of the Colleges of Education are; ($\bar{X} = 2.86$, $SD = 0.57$). And that the Colleges of Education graduates occupy more highly ranking positions than the University graduates. The response of the Universities students was ($\bar{X} = 2.31$, $SD = 0.46$) while that of the Colleges of Education were, ($\bar{X} = 2.42$, $SD = 0.48$). and the response of item 7 and 9 of table 4.2 shows negatively with regards to the extent of the societal value of the school and their students enrolment for both Universities and the Colleges of education. Hence, the computed mean scores are less than the average point of 2.5. From the table, it indicated that, the grand mean ($G\bar{X}$) from the respondents with regards to the influence of societal value of the schools on students enrolment is ($G\bar{X} = 2.71$) for the Universities students while that of the Colleges of education students is ($G\bar{X} = 2.72$) which is higher than the average point of 2.5. Therefore, the result from both respondents shows that, the societal values of the school can influence the students' enrolment positively in the Universities and the Colleges of Educations in Akwa Ibom and Cross River State respectively. Hence, the response on this is to a High Extent with 2.71 as the Grand Mean of the Universities respondents and 2.72 as the Grand mean of the Colleges of Education respondents.

Research Question 3: *To what extent does the admission criteria/standard influences student's enrolment into undergraduate education degree programs in Colleges of Education and the Universities in Akwa Ibom and Cross River States?*

Table 4.3: Mean Score and Standard Deviation Presentation on the influence of Admission Criteria/Standard between the opinion of Colleges of Education Students and the Universities on the enrolment of Students into undergraduate education degree programs in Colleges of Education and Universities.

Colleges Of Education Respondents (Students) N=180					Universities Respondents (Students) N= 180		
S/N	Items	Mean (\bar{X})	Std	Remark	Mean (\bar{X})	Std	Remark
11.	Most of the students attended the Colleges of Education as a result of not meeting up with that admission criteria standard of the universities.	2.94	0.59	HE	2.89	0.58	HE
12.	Majority of the Jamb candidates selects the Universities as their first choices while making the College of Education the second choice	3.22	0.64	VHE	3.11	0.62	VHE
13.	The categorization of some states in Nigeria as education advanced seems to affects candidates from gaining admission into schools in those states due to high level of cut off point.	2.89	0.58	HE	3.06	0.61	VHE
14.	Some youths prefers to migrate to the North to school because of the consideration of less cut-off mark as standard in the Northern State of Nigeria.	3.06	0.61	VHE	2.94	0.59	HE
15.	Majority of the youths who could not gain admission into tertiary institution engage themselves in dubious and fraudulent activities.	3.06	0.61	VHE	3.22	0.64	VHE
	Total Mean	15.17	3.03		15.22	3.04	

Source: Field Survey (2018)

$$G\bar{X} = \frac{15.17}{5} = 3.03 \quad Astd = \frac{3.03}{5} = 0.61 \quad G\bar{X} = \frac{15.22}{5} = 3.04 \quad Astd = \frac{3.04}{5} = 0.61$$

∴, Grand Mean (GM \bar{X}) = 3.03 A Std= 0.61 Grand Mean (GM \bar{X}) = 3.04 A Std= 0.61 (Accepted)

Positive Influence (High Extent- HE) (Accepted) Positive Influence (High Extent- HE)

The response from respondents in table 4.3 shows that, most of the students attended the colleges of Education as a result of not meeting up with the admission criteria and standard of the University. This was revealed in their computed scores as it is calculated in their mean score and standard deviation of the Universities students, ($\bar{X} = 2.89$, SD = 0.58) while that of the Colleges of Education were ($\bar{X} = 2.94$; SD

= 0.59). It was also agreed that majority of the Jamb candidates selects the universities as their first choices while making the Colleges of Education as their second choice. This was shown in the response of the Universities students; (\bar{X} =3.11, SD = 0.62) while that of the Colleges of education were (\bar{X} =3.22, SD=0.64). the results of findings also reveals that, the categorization of some states in Nigeria as educational advantaged states and educational disadvantaged states affects the candidates from gaining admission in their states, due to high level of cut-off point as the standard of admission. This was seen in the universities students response with the mean and standard deviation of (\bar{X} = 3.06, SD= 0.61), while the responses of the colleges of education were; (\bar{X} =2.89, SD = 0.58). The result also shows that some youths prefer to migrate to the North to school because of the consideration of less cut-off mark as standard of admission in the Northern States of Nigeria. This was shown in the responses of the Universities students with (\bar{X} =2.94, SD=0.59) while that of the Colleges of Education were; (\bar{X} =3.06, SD=0.61). And that, majority of the youths who could not gain admissions into the tertiary institutions mostly engaged themselves into fraudulent act of dubious activities. This can be seen in their computed scores of the Universities students; (\bar{X} =3.22, SD = 0.64). While that of the Colleges of Education were (\bar{X} =3.06, SD = 0.61). From the table, the grand mean of the scores in table 4.3 is 3.04, for the universities students while the grand mean of the Students in Colleges of Education is (\bar{X} =3.03) which is above the average point of 2.5.

Therefore, from the response of both respondents in all the items on table 4.3 with regards to the influence of the admission criteria /standard on students enrollment into Colleges of Educations and the Universities in Akwa Ibom and Cross Rivers State. it is therefore obvious that the admission criteria/standard of the school had a positive influence on students enrolment into the universities and colleges of Education in AkwaIbom and Cross River States, it is therefore obvious that, the admission criteria/standard of the school had a positive influence on students enrolment into the Colleges of education and the Universities in AkwaIbom and Cross Rivers State. Hence, their responses are above the average point of 2.5, which agreed to a Very High Extent.

Research Question 4: *To what extent does peer group relationship influences the student's enrolment into undergraduate education degree programs in Colleges of Education and Universities in Akwa Ibom and Cross River States of Nigeria?*

Table 4.4: Mean and Standard Deviation presentation on the influence of peer group interaction between the opinion of the students in Colleges of Education and the Universities on the enrolment of students into undergraduate education degree programs in Colleges of education and the Universities in Akwa Ibom and Cross River States of Nigeria

S/N	Items	Colleges Of Education Respondents (Students) N=180			Universities Respondents (Students) N= 180		
		Mean (\bar{X})	Std	Remark	Mean (\bar{X})	Std	Remark
16.	Most of students are influenced by friends on the choice of school	3.22	0.64	VHE	2.92	0.56	HE
17.	Majority of the student in the Universities just follow their class_____	3.17	0.63	VHE	2.75	0.55	HE
18.	Most drop out from school is caused by the negative influence of friends.	2.86	0.57	HE	3.03	0.61	VHE
19.	Peer group relationship can influence the students academic positively or negatively.	2.92	0.58	HE	3.08	0.61	VHE
20.	Majority of fresh student initiated were influenced by their friends.	3.06	0.61	VHE	3.28	0.61	VHE
	Total Mean	15.23	3.03		15.06	3.01	

Source: Field Survey (2018)

$$G\bar{X} = \frac{15.23}{5} = 3.05 \quad Astd = \frac{3.03}{5} = 0.61 \quad G\bar{X} = \frac{15.06}{5} = 3.01 \quad Astd = \frac{3.01}{5} = 0.60$$

∴, Grand Mean (GM \bar{X}) = **3.05** A Std= 0.61 Grand Mean (GM \bar{X}) = **3.01** A Std= 0.60(Accepted)

Positive Influence (High Extent- HE) (Accepted) Positive Influence (High Extent- HE)

The responses from the respondents in table 4.4 show that most students are influenced by friends on the choice of school that they make. The mean and standard deviation calculated for the Universities students is shown as follows; ($\bar{X} = 2.92, SD = 0.56$) while that of the Colleges of education were; ($\bar{X} = 3.22, SD = 0.64$). The result also revealed that, majority of the students in the Universities just followed their classmates in secondary schools to select the course and the school they choose to attend. This can be seen in the responses of the Universities students; ($\bar{X} = 2.75, SD = 0.55$), while that of the Colleges of education were ($\bar{X} = 3.17, SD = 0.63$). From the investigations, the findings also revealed that, most drop-out from schools are caused by the negative influence of their friends. This was shown in the responses of the Universities students; ($\bar{X} = 3.03, SD = 0.61$), while that of the Colleges of Education students were; ($\bar{X} = 2.86, SD = 0.57$). Further response agreed that, peer group relationship can influence the students' academic performance positively or negatively. This was shown as thus, in the response of the Universities students; ($\bar{X} = 3.08, SD = 0.61$), while that of the Colleges of education students were; ($\bar{X} = 2.92, SD = 0.58$). The result of findings also showed that majority of the fresh students that are initiated into cultism in the schools, were influenced by their friends. Hence, the mean and standard deviation of their response is shown as follows; ($\bar{X} = 3.28, SD = 0.61$), for the

Universities students, while that of the Colleges of Education students were; ($\bar{x} = 3.06, SD = 0.61$). From the Grand total of the mean in table 4.4 which is ($G\bar{X} = 3.01$.) for the Universities and ($G\bar{X} = 3.05$) for the Colleges of education. The results from table 4.4 in all the items postulated, agreed that, peer group relationships influences the students' enrolment into the Colleges of Educations and the Universities extensively. Hence, the Grand mean is above the average point of 2.5. And the response here is agreed to a Very High Extent (VHE).

Research Question 5: *To what extent does the student's interest and choice of professions influence their enrolment into undergraduate education degree programs in Colleges of Education and Universities in Akwa Ibom and Cross River States of Nigeria?*

Table 4.5: Mean and Standard Deviation presented on the influence of student's interest and choice of professions between the opinion of students in Colleges of education and the Universities on the enrolment of students into undergraduate education degree programs in Colleges of Education and the Universities.

S/N	Items	Colleges Of Education Respondents			Universities Respondents			
		(Students)	N=180 Mean (\bar{X})	Std	Remark	(Students)	N= 180 Mean (\bar{X})	Std Remark
21.	Majority of the students choose to go to universities because of their preferred profession.		2.83	0.57	HE	3.25	0.65	VHE
22.	Most of the students in Colleges of Education choose to go because of their interest in the teaching profession.		2.97	0.59	HE	3.25	0.65	VHE
23.	Most youths in Nigeria society likes big titles like doctors, barristers and engineer etc		3.19	0.64	VHE	3.08	0.62	VHE
24.	The education students who had their background in Colleges of Education are more grounded than the educations student from the universities.		3.19	0.64	VHE	3.83	0.57	VHE
25.	Students who are admitted into schools to study a course other than their choice interest or ambition on such schools or course of study doesn't perform well.		3.14	0.63	VHE	3.03	0.61	VHE
	Total Mean		15.32	3.07		15.44	3.1	

Source: Field Survey (2018)

$$G\bar{X} = \frac{15.33}{5} = 3.06 \quad Astd = \frac{3.07}{5} = 0.61 \quad G\bar{X} = \frac{15.44}{5} = 3.09 \quad Astd = \frac{3.1}{5} = 0.62$$

∴, Grand Mean (GM \bar{X}) = 3.06 A Std= 0.61 Grand Mean (GM \bar{X}) = 3.09 A Std= 0.62 (Accepted)

Positive Influence (Very High Extent- VHE) (Accepted) Positive Influence (Very High Extent-VHE)

The result findings on table 4.5 shows that majority of the students chooses to go to the universities because of their preferred professions. The computed scores of mean and standard deviation showed as follows for the Universities students; ($\bar{x}=3.25, SD=0.65$), while that of the Colleges of Education were; ($\bar{x}=2.83, SD = 0.57$). The respondents also agreed that, most of the students in Colleges of education chooses to go because of their interest on teaching profession. The scores is shown as follows; ($\bar{x}=3.25, SD = 0.65$) while that of the Colleges of Education were; ($\bar{x}=2.97, SD = 0.59$). Further result also revealed that, most of the youth in Nigeria society likes big titles like doctors, barristers, engineering etc. Hence, this tends to influence their choice of school they attends. This is proven with the scores below;

(\bar{x} =3.08, SD = 0.62) while that of Colleges of Education students were; (\bar{x} =3.19,, SD = 0.64). Some of the respondents also agreed that the educations students who had their background in Colleges of Educations are more grounded in the field of education than the educations students from the universities. The mean and standard deviation on the response showed as follows for the Universities students; (\bar{x} =3.83, SD = 0.57) while that of the Colleges of Education were; (\bar{x} =3.19, SD = 0.64). Finally the result of the findings also revealed that the students who are admitted into schools to study any course rather than their personal choice of the course and the school of their choice ends up not performing well academically. This was proven in their responses as follows; (\bar{x} =3.03, SD =0.61) for the Universities students, while that of the Colleges of Education were; (\bar{x} =3.14, SD = 0.63). From the Grand mean on table 4.5, which is ($G\bar{x}$ =3.09) for the Universities Students and, ($G\bar{x}$ =3.06) for the Colleges of education. The findings on all the items on table 4.5 show that, students' choice and interest on professions highly influences the students' enrolment into Colleges of Educations and the Universities positively. Hence, the calculated mean scores are higher than the average point of 2.5. Therefore the responses from the respondents on this variable are to a Very High Extent (VHE) with the Grand mean of ($G\bar{x}$ =3.09) for the Universities and ($G\bar{x}$ =3.06) for the Colleges of education respondents.

Hypothesis 1 : There is no significant difference on the influence of counseling services between the opinion of the students in Colleges of Education and the Universities on the enrolment of students into undergraduates education degree programme colleges of education and the universities in Akwa Ibom and Cross River State of Nigeria.

Table 4.6: Z-test analysis on the difference between the opinion of College of Education students and the Universities on the influence of Counseling services on the enrolment of students into undergraduate education degree programs in Colleges of Education and Universities in Akwa Ibom and Cross Rivers States of Nigeria.

Respondents	N	\bar{x}	SD	DF	Z-Crit	Z-Cal	L.S	Decision
Colleges of Education Students	180	2.97	0.59	358	± 1.96	0.81	0.05	Accepted
Universities Students	180	2.92	0.58					

Source: Field Survey (2019)

The standard deviation of Colleges of education is 0.59 and that of the Universities is 0.58 calculated at 0.05 level of significance. Therefore, the null hypothesis is accepted as the Z-calculated (0.81) is less than the Z-critical of (± 1.96) value.

Hypothesis 2: There is no significant difference on the influence of Societal Value of the School between the opinion of the students in Colleges of Education and the Universities on the enrolment of students into undergraduate education degree programs in colleges of education and the universities in Akwa Ibom and Cross River States of Nigeria.

Table 4.7: Z-test analysis on the difference between the opinion of Colleges of education students and the Universities students on the influence of societal value of the school on students' enrolment into undergraduate education degree programs in Colleges of Education and Universities in Akwa Ibom and Cross River States

Respondents	N	\bar{x}	SD	DF	Z-Crit	Z-Cal	L.S	Decision
College of Education Student	180	2.72	0.54	358	± 1.96	0.18	0.05	Accepted
Universities students	180	2.71	0.54					

Source: Field Survey (2019)

The standard deviation of the Colleges of education is 0.54 while that of the Universities is also 0.54, calculated at 0.05 level of significance. Therefore, the null hypothesis is accepted; hence, the Z-calculated value of (0.18) is less than the Z-critical value of (± 1.96).

Hypothesis 3: There is no significant difference on the influence of admission Criteria/standard between the opinion of the students in Colleges of Education and the Universities on the enrolment of students into undergraduate education degree programs in colleges of education and the universities in Akwa Ibom and Cross River States of Nigeria.

Table 4.8: Z-test analysis on the difference between the opinion of Colleges of Education students and the Universities students on the influence of admission criteria/standard on student's enrolment into undergraduate education degree programs in Colleges of Education and Universities in Akwa Ibom and Cross River States of Nigeria

Respondents	N	\bar{x}	SD	DF	Z-Crit	Z-Cal	L.S	Decision
College of Education Student	180	3.03	0.61	358	± 1.96	0.16	0.05	Accepted
Universities students	180	3.04	0.61					

Source: Field Survey (2019)

The standard deviation for both the Universities and Colleges of education is 0.54 respectively (i.e.) (0.54) for the Universities and (0.54) for the Colleges of education calculated at 0.05 level of significance. The null hypothesis was accepted. Hence, the Z-calculated value of (0.16) is less than the Z-critical value of (± 1.96).

Hypothesis 4 (Ho₄): There is no significant difference on the influence of Peer Group interaction between the opinion of the students in Colleges of Education and the Universities on the enrolment of students into undergraduate education degree programs in colleges of education and the Universities in Akwa Ibom and Cross River States of Nigeria.

Table 4.9: Z-test analysis on the difference between the opinion of Colleges of Education students and the Universities students on the influence of peer group interaction on the enrolment of students into undergraduate education degree programs in Colleges of Education and Universities in Akwa Ibom and Cross River States of Nigeria

Respondents	N	\bar{x}	SD	DF	Z-Crit	Z-Cal	L.S	Decision
College of Education Students	180	3.05	0.61	358	± 1.96	0.63	0.05	Accepted
Universities students	180	3.01	0.60					

Source: Field Survey (2019)

The grand mean for both respondents is highly greater than the average mean of 2.5. The standard deviation for the Universities is 0.60 while that of the Colleges of education respondents is 0.61. Calculated at 0.05 level of significance. The null hypothesis was accepted. Hence, the z-calculated value of (0.63) is less than the Z-critical value of (± 1.96).

Hypothesis 5: There is no significant difference on the influence of student's interest and choice of professions between the opinion of the students in Colleges of Education and the Universities on the enrolment of students into undergraduate education degree programs in colleges of education and the Universities in Akwa Ibom and Cross River States of Nigeria..

Table 4.10: Z-test analysis on the difference between the opinion of Colleges of education students and the Universities on the influence of student's interest and choice of professions and their enrolment into undergraduate education degree programs in colleges of education and universities in Akwa Ibom and Cross River States of Nigeria

Respondents	N	\bar{x}	SD	DF	Z-Crit	Z-Cal	L.S	Decision
College of Education Student	180	3.06	0.61	358	± 1.96	0.46	0.05	Accepted
Universities students	180	3.09	0.62					

Source: Field Survey (2019)

The standard deviation of the Colleges of Education students response is (0.61) while that of the Universities is (0.62) calculated at 0.05 level of significance. From the result findings the null hypothesis is accepted, hence, the Z-calculated value (0.46) is less than the Z-critical value of (± 1.96).

DISCUSSION OF FINDINGS

The findings for research question one shown that the counseling services has a greater influence on the students enrolment into undergraduate education degree programs in Colleges of Education and Universities in Akwa Ibom and Cross River States of Nigeria. Hence, the grand mean of the response on table 4.1 with regards to counseling services influence on students enrolment is to a High Extent (HE) with ($G\bar{X} - = 2.92$) for the Universities and ($G\bar{X} - = 2.97$) for Colleges of Education which is higher than the 2.50 average level of significance. And the result for the hypothesis one (1) shows that the Z-calculated (0.81) is lower than the Z-critical (± 1.96). Hence, the hypothesis was accepted. This agrees with the review of Ogungenu (2003) on his study of vocational and socio-personal problems who was of the view that, Counselling services serves a function which cannot be provided objectively by the child's parent, family, peers and teachers. American School Counselor Association (2012) cited in Akinade (2012).

The result from the respondents on societal value influence on student's enrolment into undergraduates education degree program in Colleges of Education and universities in Akwa Ibom and Cross River State with regards to research question 2, the result shows that the societal value influences the students enrolment to a High Extent (HE) with the Grand Mean of 2.71 for the Universities students and 2.72 for the Colleges of Education which is higher than the 2.50 average level of significance. And the result from the hypothesis two (2) shows that, the Z-calculated value (0.18) is lower than the Z-critical (± 1.96). Hence, the hypothesis was accepted. The result was in consonant to the view of; Abang, J. S. (2011), Fulfilling my Destiny which stated that, in the Nigeria Society, youths likes prestigious/ big titles with highly respected professions such as, Lawyers, Doctors, Engineers etc. Hence, this shows that, societal value influences the student's enrolment into various kinds of schools for the students to further their education on any course of study.

The result of research question three shows that, Admission criteria/standard influences the students enrolment to a Very High Extent (VHE), With the Grand Mean of 3.04 for the Universities students and ($G\bar{X} - = 3.03$) for the Colleges of Education which is highly greater than the 2.50 average level of significance. The result of the hypothesis three that was tested also shows that, the Z-calculated (0.16) is lower than the Z-critical (± 1.96). Hence, the hypothesis was accepted. The decision ruled was also in line with the standardized criteria for the admission of students into tertiary institutions by the Joint Admission Matriculation Board (JAMB 2017/2018) E-brochure & Syllabus. Hence, it shows that, admission criteria/standard has a greater influence on the student's enrolment into their various school of studies in higher institutions.

The findings on research question four showed that peer group relationship influences the enrolment of students into Colleges of Education and the universities to a Very High Extent (VHE) with the grand mean of ($G\bar{X} - = 3.01$) for the Universities student and ($G\bar{X} - = 3.05$) for the Colleges of Education which are both higher than 2.50 average level point of significance. The result of the hypothesis 4 also indicated that, the Z-calculated value (0.63) is lower than the Z-critical value (± 1.96). Hence the hypothesis was accepted. This also agrees with the view of Ubulom (2004), who stated in his review that peer group relationship is important in determining students ultimate achievement and that the various study programmes of students do not stop only in the classroom. Hence, their activities also extent to hall of residence, school assembly, library and the playground for their relationship to this aspects of school environment and the people also influences the courses and vocation they choose.

The findings to research question five indicated that, the students' interest and choice of professions also influences their enrolment into undergraduate education degree programs in Colleges of Education and the Universities in Akwa Ibom and Cross River States greatly to a Very High Extent (VHE) with the Grand Mean of $(\bar{GX} = 3.09)$ for the Universities students and $(\bar{GX} = 3.06)$ for the Colleges of Education which is highly greater than the average level of 2.50. The hypothesis tested in (H_{05}) also shows that the Z-calculated value (0.46) is lower than the Z-critical value of (± 1.96) . Hence, the hypothesis was accepted. This also agrees with the review of Mudhovozi and Chireshe (2012) which was of the view that, students choice and interest influences their career choice, and course of study with their various schools of choice. This was found on their result of the study of Socio-Demographic factors that anchors on carrier choice among psychology students in South Africa (cited in Osolia and Ogedu, 2013).

CONCLUSION

Based on the result and findings of the study, the researcher discovered that the counseling services for the students in the tertiary institutions of the two states are not properly functional; and as such, the students' ability to make the right choice of schools with regards to their furtherance in education becomes difficult. The study identified that the societal value of the Colleges of Education in the two states is low while there is a high level of societal value for the universities. It was also discovered from the study that, the admission criteria/standard of both universities and Colleges of Education in Akwa Ibom State is high based on the categorization of the various states into education advantaged states and education disadvantaged states. The study also revealed that the peer group relationship of the student highly influences the student's enrolment into the four selected tertiary institutions in the two states. Lastly, the study concludes that, the student's interest and choice of professions were not highly regarded and respected. Hence their enrolments into the various school to study in their respective area of interest and choice of professions becomes low.

RECOMMENDATIONS

1. That counseling services should be made available in all the schools as a compulsory service unit to the students at all level in other to guide the student's right with regards to the choice of the courses and schools to enhance their furtherance academically and thus enable them to be successfully enrolled into the schools.
2. Awareness should be made available for the entire society, enlightening them on the needs and importance of various educational schools, such as the goals and contributions that could be achieved from the university education and that of the Colleges of Educations. This can be done through seminars, media publication etc.
3. The Admission criteria/standard in Nigeria should be made equal in all the state of the federation to enhance equity and justice in the educational system in Nigeria rather than categorizing the states into educational advantaged states and educational disadvantaged states. Hence, the Joint Admission and Matriculation Board (Jamb) should be notified by the various educational stakeholders to make the necessary adjustments in this regards.
4. Seminars and orientation should be specifically organized to the students themselves to enable them know their purpose of life in other to fulfill their destinies, knowing what to study, where to study rightly, how to study and when to study. Hence, this could aids them to preplan their educational pursuit.
5. The Federal Government through the Ministry of Education should ensure that the necessary admissions opportunities is been made available with possible accessibility for the average Nigerian child to be able to gain access into the schools of their choice, respecting the individual area of choice, interest and ambition on professions in other to enhance the actualization of the nation's Vision 20:20;20 as purposed by the Federal Government of Nigeria through the National policy on education (FGN, 2008), and was revised in 2014 edition of the National Policy on Education.(FGN,2014).

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