

ACADEMIC QUALITY ASSURANCE AS A PREDICTOR OF TEACHERS EFFECTIVENESS IN COLLEGE OF EDUCATION IN ENUGU STATE, NIGERIA

¹Ekwe, Gabriel Michael, ²Mbah, Christiana Nonyelum & ³Agbo, Joy Udoka

¹Department of Educational Foundations, Enugu State College of Education Technical (ESCET),
ekwemic@gmail.com, 08030409137, 09057747217

²Department of Agricultural Education, Enugu State College of Education Technical (ESCET)

Abstract

The study centered on the academic quality assurance as a predictor of teachers' effectiveness in College of Education in Enugu State, Nigeria. Three research questions and three hypotheses were formulated for the study. The population for the study was 1344 consisting of 704 male lecturers and 640 female lecturers. Questionnaire as instrument for data collection was designed by the researcher to elicit appropriate information from the respondents. The reliability co-efficient of the instrument was calculated using Cronbach alpha method. Alpha value was found to be 0.83 indicating high reliability of the instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance. Some of the major findings of the study indicated that there is great extent availability of infrastructural facilities enhance teachers' effectiveness in Colleges of Education. It also revealed that effective policy implementation enhances teachers' effectiveness in Colleges of Education in Enugu State. Based on the findings, it was recommended that agencies responsible for policy implementation should put more effort in having more educational policy implemented.

Keywords: Academic, Teachers, Quality, Assurance, Indicators, Colleges

Introduction

Quality assurance is the process of ensuring that good standard is upheld. Mbaji, Ebirim and Akwali (2012) maintain that quality assurance is the establishment of standard in various processes and activities that lead to the attainment of quality result. Quality assurance is an organized way of encouraging the achievement of good and high standard.

Nwite (2012) maintained that quality assurance involves a systematic management, monitoring, and evaluation of procedures adopted to measure the performance of students to ensure that best practices in instructional input and output are maintained in schools. Quality assurance involves processes of monitoring, assessing and evaluating according to agreed standard, and communicating judgment obtained to all concerned in order to ensure quality with integrity, public accountability and consistent improvement. There are several dimensions of educational standards such as infrastructural facilities, curriculum or content standards, teaching and learning standards, quality including management and leadership standards, care, guidance support standards and professional standards. All these dimensions of standards are the concern of quality assurance. The rationale for quality assurance is to ensure that stated or pre-determined goals or targets are achieved

optimally. Quality assurance ensures that programme strategies are aligned with programme goals and objectives thereby assuring the quality of the outcomes. Among the indicators of quality assurance are infrastructural facilities, policy implementation, leadership standards, staff development, and curriculum and content standards among others.

In specific terms, Ehiamezor (2011) described infrastructure as the operational inputs of every instructional programme and constitutes elements that are necessary for teaching and learning. Such include buildings, laboratories, machinery, furniture and electrical fixtures. These must be functional in relation to other aspects of the community, such as health centres, libraries, and good roads and must be large enough to allow for expansion as enrolments expand. In the same vein, Ajayi (2012) opined that infrastructure represents the aesthetic picture of the school conveyed by the position of structures in relation to one another. It also represents the empirical relevance of the totality of the school environment for the realization of the school business (teaching/learning). Obebe (2013), asserted that school plant is made up of landscape, trees, lawns, hedges, and accompanying paths, playgrounds, buildings, security facilities and utilities. However, a well-equipped

and well-maintained physical plant can make learning a more pleasant experience and discourage early drop-outs. It can as well attract better quality teachers. In summary therefore, infrastructure can be viewed as the totality of all that goes into education such as classrooms, lecture theatres, laboratories, libraries, electricity, water, health centre, sports and recreation centres, ICT, machines and furniture put there-in, with the intention of facilitating teaching-learning. These facilities are put in place especially when the educational policy is in their favour and as well implemented.

Policy implementation is a challenge to quality delivery in education. The poor quality academic delivery is responsible for the abysmal low performance of graduates of institutions of higher learning in Nigeria in their world of work and the alarming incidence of examination malpractice. Obebe, (2013) and Anyakoha, (2014) argued that Nigerian policies are written by knowledgeable writers who have foresight and believe strongly in what they write for the future but the problem comes when it comes to translating theory into practice by implementers. However, several factors could be adduced as inhibitors to smooth implementation of educational policies and thereby resulting to poor quality delivery and poor teaching and learning. Such factors as government underfunding of education and injudicious utilization of available funds by implementation agencies Provosts, Deans of Faculties, Heads of Department etc. When funds meant to deliver quality education is misappropriated or embezzled, the quality of education which learners receive becomes adversely affected.

Staff development can be viewed as the activities and programs (formal or informal and on or off campus) that helps staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally and professionally to prepare themselves for advancement in the institution or beyond the campus (Okebukola, 2018). According to Okebukola (2018), most institutions of higher learning in Nigeria lack staff development programmes for training and re-training of staff. Vibrant staff development programmes on a continuous basis will help academics and non-academics to clarify and modify their behaviour, attitude, value, skills, competencies and as well improve on quality of teaching and learning. In this way, they grow and develop in their knowledge and thus become more effective and efficient in the performance of tasks. Staff development is paramount because knowledge of today

is only sufficient for today. In this era of knowledge explosion and emergent knowledge-based economy, staff development should be the priority of any nation. Peretomode, (2018) argued that the weakness of post graduate programmes of some institutions of higher learning in Nigeria require a strong staff development programme especially for teaching staff, this will contribute to the realization of institution goals.

The goals of colleges of education as higher institution are to be pursued through teaching, research and development, virile staff development programmes, generation and dissemination of knowledge, a variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc. Colleges of Education, both conventional and specialized (Colleges of Education, Technical) are among the various categories of tertiary institutions in Nigeria. Essentially, colleges of education are to provide full-time courses in teaching, instruction and training and to conduct courses in education for qualified teachers. Ekong (2016) noted that colleges of education were to produce highly qualified non-graduate professional teachers for the primary and junior secondary level of education in Nigeria. To ensure colleges of education products attain the broad goals of tertiary education, as well as, ensure quality in the preparation of teachers, relevance and professionalism there is need for academic quality assurance. Academic quality assurance implies that the products of colleges of education are of high quality and ensure the right person is awarded the right grade at the successful completion of a programme. The point being made here is that the issue of academic quality assurance to ensure credibility of certification is essential in teacher production. Thus, where a deviation occurs, quality required will no longer be assured. Furthermore, the higher the quality of teachers churned out by the colleges of education, the faster the rate of growth and development and achievement of the Universal Basic Education (UBE), Millennium Development Goals (MDGs) as well as sustainable development goals (SDG) in Nigeria.

Ajayi (2012) lamented that colleges in Nigeria are riddled with crises of various dimensions and magnitude such as overcrowding, lack of staff development programmes and insufficient infrastructural facilities, all of which combine to suggest that the system is at crossroad. This being the case, one may ask whether the expectations and objectives of colleges of education in Nigeria are guided by unskilled staff. These abnormalities therefore, aroused the interest of the researcher to examine academic quality

assurance as a predictor of teachers' effectiveness in college of education in Enugu State, Nigeria.

Statement of the Problem

The ability of any tertiary institution to produce quality output depends to a larger extent on the productivity of the teaching staff. This is because; they are in the centre position of implementing the policies and programmes designed by the management to inculcate knowledge and skills to the learners. Unfortunately, it has been observed that tertiary institutions especially Colleges of Education in Nigeria and in Enugu State in particular are unable to produce acceptable number and qualified teachers in recent times. Most of the teachers produced in Colleges of Education are not good enough to deliver instruction to the pupils of primary schools. Observation has shown that half of teacher's population in most schools is incompetent to teach, because some are half baked and ignorant of teaching ethics. Colleges of Education which has the mandate of producing teachers for primary and post primary schools are characterized with problems such as insufficient infrastructure facilities, poor student's administration, poor assessment and evaluation of students, ineffective teaching and learning process, poor presentation of instruction, poor record keeping and overcrowding and indiscipline among students. Hence, the worry of the researcher to embark on this study to examine academic quality assurance as a predictor of teachers' effectiveness in college of education in Enugu State, Nigeria. However, no work has been carried out on academic quality assurance as a predictor of teachers' effectiveness in college of education in Enugu State, Nigeria and this is the gap the study intends to fill.

Purpose of the Study

The main purpose of this study was to examine the academic quality assurance as a predictor of teachers' effectiveness in College of Education in Enugu State, Nigeria. Specifically, the study sought to ascertain how:

1. availability of infrastructural facilities to enhance teachers' effectiveness in Colleges of Education in Enugu State.
2. policy implementation to enhance teachers' effectiveness in Colleges of Education in Enugu State.
3. staff development programmes enhance teachers' effectiveness in Colleges of Education in Enugu State.

Research Questions

The following research questions guided this study:

1. How would availability of infrastructural facilities enhance teachers' effectiveness in colleges of education in Enugu State?
2. How would policy implementation enhance teachers' effectiveness in colleges of education in Enugu State?
3. How would staff development programmes enhance teachers' effectiveness in colleges of education in Enugu State?

Hypotheses

The following null hypotheses which were tested at 0.05 level of significance guided the study.

HO₁: There is no significant difference in the mean ratings of male and female lecturers on how availability of infrastructural facilities enhances teachers' effectiveness in colleges of education in Enugu State.

HO₂: There is no significant difference in the mean ratings of male and female lecturers on how policy implementation enhances teachers' effectiveness in colleges of education in Enugu State.

HO₃: There is no significance difference in the mean ratings of male and female lecturers on how staff development programmes enhance teachers' effectiveness in colleges of education in Enugu State.

Research Method

The design of this study was descriptive survey design. Descriptive survey design, according to Nworgu (2006) is the design which aims at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population. Hence, the researcher deems it necessary to use this design because a representative sample of the entire population was used for the study. The study was carried out in Enugu State. Enugu State is made up of 17 local government areas. The state also has six education zones namely; Agbani, Awgu, Enugu, Nsukka, Obolla- Afor and Udi zone. Each zone has unique and homogenous characteristics (politically, socially and culturally) that influence their behavior and life style. The people of Enugu State are predominately farmers and Civil servants. The population for this study comprised of 1,344 academic staff in the public colleges of educations in Enugu State. Available data show that there are 704 male lecturers and 640 female lecturers in the public colleges of educations in Enugu State. The sample for this study comprised 135 respondents (71

male lectures and 64 female lecturers). Simple random sampling technique was used to sample respondents from public colleges of educations in the State. Proportionate random sampling technique was use to sample 10% of male and female lecturers from the entire population. This gave a sample of 71 male lecturers and 64 female lecturers. The sample size of the study was therefore, 135 respondents. While the instrument for data collection was a structured questionnaire titled "Academic Quality Assurance as a Predictor of Teachers Effectiveness (AQAPTE) Questionnaire. The instrument was developed by the researcher and it has two sections, A and B. Section A deals with the bio-data of the respondents while section B deals with information on academic quality assurance as a predictor of teachers' effectiveness in college of

education in Enugu State, Nigeria. The instrument was faced validated while the reliability co-efficient of the instrument was calculated using Cronbach alpha method. Alpha value was found to be 0.82, indicating high reliability of the entire instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance.

Results

The results are presented in tables according to research questions.

Research Question 1

How would availability of infrastructural facilities enhance teachers' effectiveness in colleges of education in Enugu State?

Table 1: Mean rating score of male and female lecturers on how availability of infrastructural facilities enhances teachers' effectiveness in colleges of education in Enugu State?

S/N	How infrastructural facilities enhance teachers' effectiveness	71 Male lecturers			64 Female lecturers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	There are sufficient buildings for lecture halls.	2.56	0.98	GE	2.62	0.97	GE
2	There are sufficient student's hostels for accommodation.	2.87	0.92	GE	2.93	0.87	GE
3	There is sufficient of science laboratory.	2.49	1.05	LE	2.43	1.03	LE
4	There is available of equip for different workshop in the institution.	2.99	0.87	GE	3.02	0.69	GE
5	There is availability of furniture's for lecturers' offices.	3.05	0.66	GE	2.83	0.86	GE
6	There is availability of lecture theatres hall.	2.67	0.90	GE	2.77	0.94	GE
7	There is availability of health centre for students and lecturers.	3.11	0.65	GE	3.14	0.65	GE
8	There is adequate provision of toilet facilities.	3.08	0.66	GE	2.73	0.94	GE
9	There is availability of sports and recreation centre.	2.57	0.99	GE	2.88	0.92	GE
10.	There is availability of water supply in the institution.	3.09	0.65	GE	3.06	0.68	GE
	Cluster Mean	2.85	0.83	GE	2.84	0.86	GE

Data presented in Table 1 shows that respondents responded to a great extent in all items. The cluster mean of 2.85 and 2.84 for male and female lecturers respectively and standard deviation of 0.83 and 0.86 for

male and female lecturers respectively implies that availability of infrastructural facilities enhances lecturers' effectiveness in colleges of education to a great extent.

Research Question 2

How would policy implementation enhance teachers' effectiveness in colleges of education in Enugu State?

Table 2: Means rating score of male and female lecturers how policy implementation enhances teachers' effectiveness in colleges of education in Enugu State.

S/N	How policy implementation enhances teachers' effectiveness	71 Male lecturers			64 Female lecturers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
11.	Political classes influence the implementation of educational policy	2.65	0.89	G.E	2.70	0.97	GE
12.	Funds meant for implementation of educational policy are been utilized.	2.53	0.92	GE	2.51	0.96	GE
13.	School management are committed in implementing some policy that involving much funds	3.07	0.65	GE	2.98	0.85	GE
14.	Some school administrators possessed the basic skills and competency required for proper implementation of policy	3.12	0.64	GE	3.17	0.63	GE
15.	Funds are appropriated and manage by implementation agencies	3.10	0.65	GE	3.02	0.69	GE
16.	There is adequate funding of educational policies by government.	2.64	0.89	GE	2.79	0.86	GE
17.	There is judicious utilization of available funds by implementation agencies.	2.83	0.86	GE	2.79	0.85	GE
18.	Resources are well managed by education managers.	2.94	0.80	GE	2.85	0.82	GE
Cluster Means		2.86	0.79	GE	2.85	0.83	GE

The data on Table 2 showed that the two groups of respondents independently rated all the items in this cluster "great extent". In other words, they strongly shared the view that effective policy implementation enhances lecturers' effectiveness in Colleges of

Education in Enugu State. The cluster means are 2.86 (for male lecturers) and 2.85 (for female lecturers) in a four point rating scale with corresponding standard deviation of 0.79 and 0.83 for male and female lecturers respectively.

Research Question 3: How would staff development programmes enhance teachers' effectiveness in Colleges of Education in Enugu State?

Table 3: Means rating score of male and female lecturers on how staff development programmes enhance lecturers' effectiveness in Colleges of Education in Enugu State.

S/N	How staff development programmes enhance teachers' effectiveness	71 Male lecturers			64 Female lecturers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
19.	Lecturers are sponsored to attend staff development programme abroad.	3.07	0.65	GE	2.96	0.70	GE
20.	Lecturers are sent for in service training	2.57	0.89	GE	2.63	0.78	GE
21.	Management always organize workshops for lecturers for professional growth and development	2.64	0.78	GE	2.57	0.89	GE
22.	The colleges of education sponsor lectures financially to attend international conference	2.97	0.70	GE	2.83	0.69	GE
23.	Lecturers are giving research grant to carryout research projects	2.80	0.76	GE	2.97	0.70	GE
24.	Lecturers are giving orientation regarding job and new innovation in the system.	2.55	0.78	GE	2.81	0.69	GE
25.	Lecturers are encouraged to embark on international research projects.	2.73	0.75	GE	3.02	0.65	GE
Cluster Mean		3.22	0.89	GE	3.29	0.85	GE

The data on table 3 showed that the two groups of respondents independently rated all the items in this cluster "great extent". In other words, they strongly share the view that staff development programmes enhance lecturers' effectiveness in Colleges of Education in Enugu State. The cluster means are 3.22 (for male lecturers) and 3.29 (for female

teachers) in a four-point rating scale with corresponding standard deviation of 0.89 and 0.85 for male and female lecturers respectively.

HO₁: There is no significant difference in the mean ratings of male and female lecturers on how infrastructure standard enhances lecturers' effectiveness in colleges of education in Enugu State.

Table 4: t-test of significant difference between the mean ratings of male and female lecturers on how infrastructure standard enhances lecturers' effectiveness in colleges of education in Enugu State.

Group	N	\bar{X}	SD	Df	t-cal	t-critical	Decision
male lecturers	71	2.85	0.83	133	0.19	1.96	Not Significant
Female lecturers	64	2.84	0.86				

Table 4 above shows the independent t-test analysis of the mean difference in the response opinions of male and female lecturers on how infrastructure standard enhances lecturers' effectiveness in colleges of education in Enugu State. The result on Table 4 shows that the calculated t-value (0.19) was less than the

critical value (1.96). The null hypothesis was not rejected. Therefore, there is no significant difference in the mean ratings of male and female lecturers on how availability of infrastructure facilities enhances lecturers' effectiveness in colleges of education in Enugu State. The hypothesis is, therefore not rejected.

HO₂: There is no significant difference in the mean ratings of male and female lecturers on how policy implementation enhances lecturers' effectiveness in colleges of education in Enugu State.

Table 5: t-test of significant difference between the mean ratings of male and female lecturers on how policy implementation enhances lecturers' effectiveness in colleges of education in Enugu State.

Group	N	\bar{X}	SD	Df	t-cal	t-critical	Decision
male lecturers	71	2.86	0.79	133	0.33	1.96	Not Significant
Female lecturers	64	2.85	0.83				

Table 5 above shows the independent t-test analysis of the mean difference in the response opinions of male and female lecturers on how policy implementation enhances lecturers' effectiveness in colleges of education in Enugu State. The results on Table 5 show that the calculated t-value (0.33) was less than the critical value (1.96). The null hypothesis was not rejected. Therefore, there is no significant difference in

the mean rating scores of male and female lecturers on how policy implementation enhances lecturers' effectiveness in colleges of education in Enugu State.

HO₃: There is no significance difference in the mean ratings of male and female lecturers on how staff development programmes enhance lecturers' effectiveness in colleges of education in Enugu State.

Table 6: t-test of significant difference between the mean ratings of male and female lecturers on how staff development programmes enhance lecturers' effectiveness in colleges of education in Enugu State.

Group	N	\bar{X}	SD	Df	t-cal	t-critical	Decision
Male lecturers	71	3.22	0.89	133	0.28	1.96	Not Significant
Female lecturers	64	3.29	0.85				

Table 6 above shows the independent t-test analysis of the mean difference in the response opinions of male and female lecturers on how staff development programmes enhance teachers' effectiveness in colleges of education in Enugu State. The result on Table 6 shows that the calculated t-value (0.28) was less than the critical value (1.96). Thus, the null hypothesis was not rejected. Therefore, there is no significant difference in the mean rating of male and female lecturers on how staff development programmes enhance teachers' effectiveness in colleges of education in Enugu State.

Discussion

Findings from the study shows that the male and female lecturers share the view that availability of infrastructural facilities enhance lecturer's effectiveness. In other words, it shows that lecturers responded to a great extent in relation to how availability of infrastructural facilities enhance lecturer's effectiveness in colleges of education in Enugu state. The finding agreed with Ehiamentalor (2011) who opined that infrastructure as the operational inputs of every instructional programme constitutes elements that are

necessary for teaching and learning. The author further noted that for a meaningful teaching to take place in the classroom, infrastructural is needed. Such include buildings, laboratories, machinery, furniture and electrical fixtures and so on. It was also revealed that there is no significant difference in the mean ratings of male and female lecturers on how availability of infrastructure facilities enhances lecturers effectiveness in colleges of education in Enugu State.

Findings of the study further shows that the male and female lecturers share the view that effective implementation of policy enhances lecturer's effectiveness. In other words, it shows that lecturers responded to a great extent in relation to how policy implementation enhances lecturers effectiveness in colleges of education in Enugu state. The finding agreed with Obebe, (2013), who noted that Nigerian policies are written by knowledgeable writers who have foresight and believe strongly in what they write for the future but the problem comes when it comes to translating theory into practice by implementers. The author further noted that once institutional policy is implemented, effective teaching and learning will take place. It shows that there is no significant difference in the mean rating scores of

male and female lecturers on how policy implementation enhance lecturers effectiveness in colleges of education in Enugu State.

The respondents share the view that regular staff development programmes enhances lecturers effectiveness in colleges of education in Enugu State to a great extent. The findings agreed with Okebukola (2018), who noted that staff development is paramount for effective teaching in classroom because knowledge of today is only sufficient for today. In this era of knowledge explosion and emergent knowledge based economy, staff development should be the priority of any nation. From the findings it shows that there is no significant difference in the mean rating of male and female lecturers on how staff development programmes enhances lecturers effectiveness in colleges of education in Enugu State.

Recommendations

Based on the findings, the following recommendations were proffered.

1. Government and educational agencies should from time to time organized and sponsor lecturers on programmes that will develop them academically and make them conversant with new development and innovation in the system.
2. Agencies responsible for policy implementation should put more effort in having more educational policy implemented.
3. Government should provide colleges with needed infrastructure facilities that will facilitate teaching and learning.

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