

# Levels of Implementation of Quality Assurance in Colleges of Education in South-South Region of Nigeria

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**Abstract** - Colleges of Education in Nigeria are established with the sole mandate to train competent, knowledgeable, resourceful, conscientious, and highly motivated teachers for the Basic Education level. Therefore, there is need for appropriate mechanism to be put in place for the actualization of the Institution's mandate. In order to achieve the objectives of establishing Colleges of Education, quality assurance is mandatorily required. This research work centered on the level of implementation of quality assurance in Colleges of Education in South-South Region of Nigeria. Five research questions and five hypotheses were formulated to guide the study. A descriptive survey design was adopted and a research instrument titled: 'Level of Implementation of Quality Assurance Mechanism in Colleges of Education (LIQAMCE) was used to generate data for the study. The population comprised of all the Colleges of Education and staff in the South- South Region of Nigeria. A purposeful sample of six Colleges was selected and one hundred (100) respondents comprising teaching and non-teaching staff were selected from each of the six colleges. The total respondents sample was 600. The main thrust of the study was to determine the level of implementation of quality assurance in Colleges of Education in relation to; its existence of directorate/units, appropriateness in composition of membership committee, compliance to guiding principles and roles of quality assurance, lecturer's/students ratio and accreditation/ re-accreditation status. A descriptive analysis technique and Analysis of Variance (ANOVA) were used to test the research questions and hypotheses respectively. The results showed a very high percentage that there are existence of quality assurance directorates/units in Colleges, high percentage in disagreement with the appropriate composition of membership, high percentage revealed compliance to the guiding principles and roles, lecturers/students ratio and accreditation/re-accreditation status respectively. The findings using the Analysis of Variance (ANOVA) statistics revealed significant in the existence of quality assurance directorates/units, membership composition, compliance to guiding principles and roles, lecturers'/students ratio and accreditation/re-accreditation status. This means that all the variables under study influence or enhances Colleges of Education

in Nigeria. The paper therefore, recommends, among others, that the National Commission for Colleges of Education should strictly supervise, monitor and evaluate Colleges regularly to ensure that they complied with policies in relation to quality assurance geared towards producing quality teachers for Basic Education.

**Keywords:** Quality assurance, Colleges of Education, Implementation, Compliance and Accreditation.

## 1. Introduction

Quality Assurance is any systematic process of determining whether a product or service meets specified requirements. [12], described quality assurance as systematic, structured and continuous attention to quality in terms of quality maintenance and improvement. Quality assurance plays an integral role in the effective functioning and delivery of quality teacher education, [12]. Quality assurance in higher Education such as Colleges of Education includes all policies, measures, planned processes and actions through which the quality of higher education is maintained and developed. Quality assurance can also be seen as a set of activities that are carried out to monitor and improve performance so that services provided will be effective and goal oriented. [4], opines that quality assurance in education is the efficient management, monitoring, evaluation and review of resources inputs and transformation process (teaching and learning) to produce a quality out-put (learners) that meets set standards and expectations of the society.

Quality in Nigerian educational system especially at the Colleges of Education level is a multidimensional concepts which should embrace all its functions and activities, administration, teaching, and academic programmes, research and scholarship, staff, buildings, facilities, equipment, services to the community and the academic environment,[9].

Quality assurance establishes and maintains set requirements for developing or manufacturing reliable products. It is a system meant to increase output and credibility. Quality assurance system also helps in improving work processes and efficiency in order to achieve the set objectives of the institution. Quality assurance in higher education such as Colleges of Education can also be described

as the degree to which education meets the client's needs and demand. Quality assurance in Colleges of Education is achieved through periodic accreditation of programmes, self-evaluation and re-accreditation of programmes. Quality assurance in Education system is therefore an umbrella for lots of activities that are designed to improve the process, inputs and outputs of education [3].

Quality assurance in education also involves the process of monitoring, assessing, evaluating all aspects of education activities and communicating the outcome to all concerned with a view of improving the Education system [6]. [1], viewed quality assurance as all efforts for improving internal working system and processes, such that effectiveness of teaching and learning can be ensured to students. The need for quality assurance in Nigerian schools cannot be over emphasized. Thus, [10], advanced the following as major needs for quality assurance in higher education of learning in Nigeria;

- a) To serve as indispensable component of quality control strategy in education;
- b) To ensure and maintain high standard of education at all levels;
- c) To assist in monitoring and supervision of education;
- d) To determine quality of teacher input;
- e) To determine numbers of classrooms needed based on average class size and ensure quality control of education;
- f) To determine level of teaching and learning facilities available in schools; and
- g) Ensuring how financial resources available could be prudently and judiciously utilized.

In line with the above needs, [2], contended that quality assurance is related to accountability both of which are concerned with maximizing effectiveness and efficiency of educational services in relation to the stated mission, vision and core values of establishing educational institutions.

In a similar development, [7], outlined the following strategies to be adopted by regulatory bodies of Tertiary Education for quality assurance implementation;

- a) Laying down and reviewing minimum standards for all Nigerian Tertiary Educational Institutions;
- b) Periodic accreditation of academic programmes in Tertiary Educational Institution in Nigeria to ensure quality and parity in all the programmes offered in the various Tertiary Institutions, in accordance with set standards;
- c) Specifying guidance for establishing and maintaining new programmes in the Institutions;

- d) Periodic guidelines of academic programmes and infrastructure facilities, to ensure that the guidelines specified in their minimum standard documents are strictly adhered to;
- e) Encouraging external moderation system so as to ensure quality control and parity in educational programmes of the Nigerian tertiary educational institutions.

Colleges of Education in Nigeria are established with the core mandate to train highly competent, knowledgeable, dedicated, efficient, conscientious and resourceful teachers that will teach at the basic education levels in Nigeria. As reflected in [5], National Policy on Education, Colleges of Education are among teacher education Institutions required to give professional training for the production of highly motivated, conscientious and efficient classroom teachers for the basic education levels of Nigerian educational system. Colleges of Education award the 'Nigerian Certificate in Education' and are governed, regulated and monitored by the National Commission of Colleges of Education (NCCE).

To achieve the objectives of producing highly motivated, conscientious and efficient classroom teachers, Colleges of Education need to be effectively managed by highly qualified educational administrators and through quality assurance mechanism system. The effective management of these Institutions therefore, depends to a large extent on the level of quality assurance system implementation and the levels of competencies possessed by the educational administrators of the institutions.

The researchers observed that in most Colleges of Education in the study area that there is no existence of quality assurance Directorates/Units. In some Colleges where they exist, it lacked its basic structure in terms of appropriate and qualified appointments of heads of the directorate, membership composition and the administrative structure of the directorate. It is also observed that some Colleges merely labelled a room in the College campus as 'Quality Assurance Unit/Directorate without personnel and implementation of quality assurance instrument. The researchers also noted with dismay as observed by [11], that most Colleges of Education do not comply with the quality assurance instrument in relation to regular re-accreditation of academic programmes as at when due, engagement of external moderators for examination and results, provision of required teaching and learning facilities and infrastructures, insufficient lecturers to match Lecturer/Student ratio, academic programmes self-assessment among other factors concerned. This is in affirmation with [8], when he stated that the reason for weak graduands from Institutions of higher learning in Nigeria is because institutions do not adhere to quality assurance guidelines as it relates to; quality indicators for teacher

education, institutional self-assessment and statement of facts form, and external assessors' documentation.

[11], outlined the following general principles guiding the operations of the Quality Assurance unit in Colleges of Education;

- a) Collective responsibility involving all staff and management of the College,
- b) Regular liaison with the heads of the various schools and Departments in a collegial, non-authoritarian, non-punitive manner without compromising the standards prescribed by the National Commission for Colleges of Education (NCCE),
- c) Collaboration with Dean of schools and Heads of Department in an atmosphere that is devoid of rancour, to enhance the quality of the management and delivery of the Institution's programmes, and
- d) Promote and sustained the culture of quality in all aspects of the institution's operations.

#### **Roles of Quality Assurance in Colleges of Education**

The roles of quality assurance Units/Directorates in Colleges of Education as identified by TDP include the following;

- Develop, apply and periodically review the quality benchmarks/parameters for various academic and administrative activities of the Institution,
- Facilitate the creation of a learner-centred environment conducive to quality education and academic staff professional growth;
- Provide feedback mechanism for students, parents, and other stakeholders on quality-related issues;
- Disseminate information on various quality parameters of teacher education;
- Organize inter and intra Institutional workshops, seminars on quality related themes;
- Document the various programmes/activities leading to quality improvement;
- Act as a modal unit of the institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- Work closely with academic Departments and the Institution's Management Information System (MIS) for the purpose of maintaining/enhancing the Institutional quality;
- Promote and help sustain the culture of quality in the Institution;
- Lead the internal self-assessment process and prepare and submit the report to the management of the College and the National Commission for Colleges of Education (NCCE) annually; and

- Coordinate logistics during external accreditation/assessment.

[5], outlined the following goals of quality assurance;

- a) Set, maintain and improve standard in all aspect of the school system;
- b) Ensure minimum standards and quality assurance of institutional activities in schools through regular inspection and continuous supervision;
- c) Disseminate on a regular basis, information on problems and difficulties of teachers and institutions and offer practical solutions;
- d) Encourage dissemination of information on innovative and progressive educational principles and practices in the schools system through publications, workshops, meetings, seminars, conferences, and so on.

Therefore, the task of quality assurance officer or director as the case may be are numerous and tedious. Such task includes;

- a) Undertake regular inspection visits;
- b) Disseminate information about instructional materials and test effective teaching methods and good practices;
- c) Obtain information in respect of challenges experienced by the teachers in schools and institutions as well as provide advisory solutions, through appropriate authorities;
- d) Monitor, document and publish the overall quality of education in schools and proffer practical and positive advice; and
- e) Organize meetings with and, workshops for teachers when necessary with a view to improve their professional competence, [5].

The main thrust of this study is to determine the level of implementation of quality assurance mechanism in relation to its existence, qualified composition of its membership and extent of compliance of quality assurance roles or instrument. The study will be of immense benefits to National Commission for Colleges of Education in Nigeria which is the supervisory organ to ensure that the existing Colleges of education complied with the laid down policies and procedures of operating a College of Education in Nigeria, in order to meet with the global best practices in the training and re-training of competent teachers for the Basic Education System. College Provosts and Management of the Colleges will also benefit because the study will reveal the need for creation of quality assurance units in their colleges and gain awareness of quality assurance department for effective and efficient management of colleges of education to achieve its mandate in the training of highly motivated, conscientious and competent teachers. The findings from the study will equally

be of great benefit to teacher education system because the study will expose the guiding principles and roles in the operation of quality assurance for a harmonious work environment, quality service delivery and quality graduate teachers for school system.

### **1.1 Statement of the problem**

Colleges of Education in Nigeria are established with the core mandate to train highly competent, knowledgeable, dedicated, diligent, efficient, conscientious and resourceful teachers that will teach at the basic education levels in Nigeria. Quality Assurance is the systematic process of determining whether services meets specified requirements. Quality assurance in Colleges of Education is those policies, measures, planned processes and actions through which the quality of higher education is maintained and developed.

The researchers observed that in most Colleges of Education especially where this study is casted has no functional quality assurance directorate. Where they exist, it lacks its basic structure in terms of appropriate and qualified appointments of heads of the directorate, membership composition and the administrative structure of the directorate. In some, rooms are merely labelled as quality assurance directorate without personnel and implementation of quality assurance instrument. [11], stated that most Colleges of Education in Nigeria do not comply with the quality assurance instrument in relation to regular re-accreditation of academic programmes as at when due, engagement of external moderators for examination and results, provision of required teaching and learning facilities and infrastructures, insufficient lecturers to match lecturer/student ratio, academic programme self-assessment, among other factors concerned.

This is in affirmation with [8], when he stated that the reason for weak graduands from Institutions is because most Institutions do not adhered to quality assurance guidelines as it relate to; quality indicators for teachers education, Institutional self-assessment, statement of facts form, and external assessors' documentation. It is based on these that this research work is designed to determine the levels of quality assurance implementation in Colleges of Education in South-South region of Nigeria, in relation to functional quality assurance directorates in Colleges of Education, membership composition, adherence to quality assurance guidelines, accreditation and re-accreditation of academic programmes, lecturers/students ratio, among others factors.

### **1.2 Purpose of the Study**

The purpose of this study is to determine the levels of implementation of quality assurance mechanism in Colleges of

Education in South-South Region of Nigeria; and with the following specific objectives:

- 1) To determine the extent of existence of quality assurance Directorates.
- 2) To determine the appropriateness and composition of its membership.
- 3) To determine the level of compliance to quality assurance guiding principles and roles.
- 4) Determine lecturers/students ratio.
- 5) Determine accreditation and re-accreditation of academic programmes.

### **1.3 Scope of the Study**

This study is delimited to levels of implementation of quality assurance in colleges of education in south- south region of Nigeria in relation to existence of quality assurance mechanisms in colleges, appropriateness in its composition of membership, compliance with the guiding principles, lecturers/ students' ratio and status of accreditation and re-accreditation. The south –south region comprised of six states namely, Akwa Ibom State, Bayelsa State, Cross River State, Delta state, Edo State and Rivers State with a population of nine (9) Colleges, both Federal and State owned.

### **1.4 Research Question**

- 1) What is the existence level of quality assurance Directorate or units in Colleges of Education?
- 2) What is the membership composition of quality assurance Directorate/Unit in Colleges of Education like?
- 3) What is the level of compliance of quality assurance guiding principles and roles in Colleges of Education?
- 4) What is lecturers/students ratio in Colleges of Education?
- 5) What is the accreditation and re-accreditation status of academic programmes in Colleges of Education?

### **1.5 Research Hypotheses**

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

- 1) The existence of Quality Assurance Directorate/Unit does not significantly enhance Colleges of Education in South-South Region of Nigeria.
- 2) The appropriateness of membership composition of Quality Assurance Directorate/Unit does not significantly enhance Colleges of Education in South-South Region of Nigeria.
- 3) The levels of compliance to Quality Assurance guiding principles and roles does not significantly enhance Colleges of Education in South –South Region Nigeria.

- 4) Lecturer/students ratio does not significantly enhance Colleges of Education in South –South Region Nigeria.
- 5) Accreditation and re-accreditation of academic programmes does not significantly enhance Colleges of Education in South-South Region of Nigeria.

## 2. Methods

A descriptive survey research design was adopted in the study. The study population comprised of all the nine (9) colleges of education in the South-South region of Nigeria. Also, all the teaching and non-teaching staff in all the Colleges constitutes the population for the study. A purposeful sampling technique was used to select one College each from all the States in the region. Also, a random sampling method was used to select 60 teaching staff between the ranks of Senior lecturers to Chief lecturers and 40 non-teaching staff between the ranks of Principal Registrars to Registrars. That is, a total sample of 100 samples was selected from each College of Education and total samples of 600 respondents were used for the study 360 teaching staff and 240 non-teaching staff.

**Table 1: Sampled distribution by colleges and state**

Name of College	Number of		Total
	Teaching Staff	Non-Teaching Staff	
Federal College Education, Omoku, Rivers state	60	40	100
Federal College of Education, Obudu, Cross River State	60	40	100
Federal College of Education, Asaba, Delta State	60	40	100
College of Education, Afaha Nsit, Akwa Ibom State	60	40	100
Isaac Jasper Boro, College of Education, Bayelsa state	60	40	100
Federal College of Education, Elkhadolo, Edo State	60	40	100
<b>Total</b>	<b>360</b>	<b>240</b>	<b>600</b>

Based on the variables under study. A four point-likert rating scale was adopted. That is, Strongly agreed (SA) 4 points, Agreed (A) 3 points, Disagreed (D) 2 points and Strongly Disagreed (SD) 1 point. A reverse of the rating was done on the negative items. The questionnaire items were face-validated by experts in educational administration and planning and educational test and measurement from University of Calabar and University of Cross River State, Nigeria respectively. The observations made by the experts formed the basis for modification of the questionnaire items. The instrument was administered to both teaching and non-teaching staff in all the six sampled colleges of education in the region. Simple percentage, bar graph and One-way Analysis of variance was used in analysing the data generated from research questions.

## 3. Results

### 3.1 Results Presentation and Interpretation

Two techniques: Descriptive statistical analysis technique (simple percentages and group bar charts) and analysis of variance (ANOVA) were employed to test the research questions and hypotheses of the entire work. The results and interpretation are as presented below.

#### Research question one

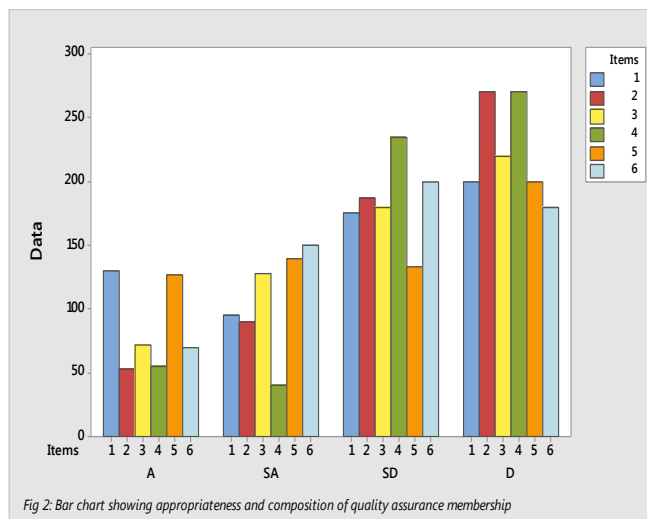
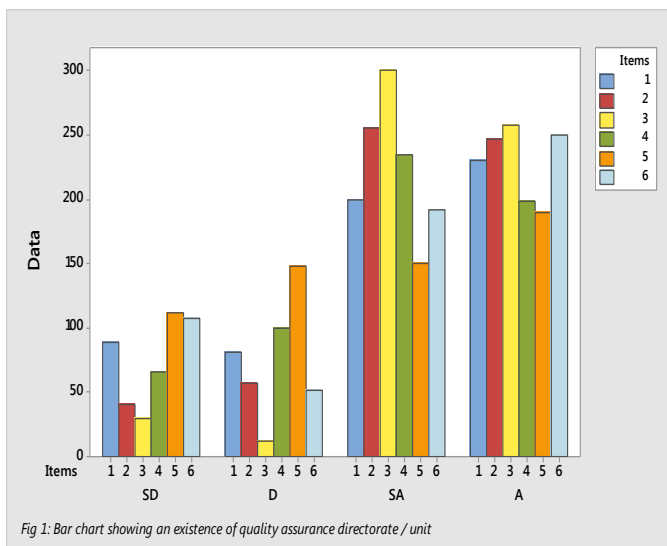
What is the existence level of Quality Assurance Directorate/Units in Colleges of Education in South –South Region of Nigeria?

This question was answered using simple percentages and group bar chart. The result is shown in Table 2.

**Table 2: Simple percentage analysis for existence of quality assurance directorate/unit**

S/N:	Items	SA	A	D	SD
1	There is Directorate/Unit of quality Assurance in the College?	200 (33.3%)	230 (38.3%)	81 (13.5%)	89 (14.8%)
2	There is no special office block for Quality Assurance in my College?	255 (42.5%)	247 (41.2%)	57 (9.5%)	41 (6.8%)
3	There is Director or a Coordinator of Quality Assurance Directorate/Unit in my College?	300 (50.0%)	258 (43.0%)	12 (2.0%)	30 (5.0%)
4	Examination questions of the College are externally moderated?	235 (39.2%)	199 (33.2%)	100 (16.7%)	66 (11.0%)
5	Students Unions are represented in Quality Assurance Committee?	150 (25.0%)	190 (31.7%)	148 (24.7%)	112 (18.7%)
6	Director of Quality Assurance in my College is an Academic Staff and Chief Lecturer?	192 (32.0%)	250 (41.7%)	51 (8.5%)	107 (17.8%)
	<b>Average percentages</b>	<b>37%</b>	<b>38.18%</b>	<b>12.48%</b>	<b>12.34%</b>

The result in Table 2 showed average percentages of respondents responses on SA, A, D, SD as to the existence level of Quality Assurance Directorate/Unit in Colleges of Education in South –South Region of Nigeria, to be **37%**, **38.18%**, **12.48%**, and **12.34%** respectively. The result in table 2 revealed that existence level of quality assurance Directorate/Unit is considerable low in the Colleges of Education in South –South region of Nigeria. This inferences were drawn from questionnaire items 1, 2, 3, 4, 5, and 6, and for further elucidation, the data was diagrammatically presented via group bar charts as seen in figure 1.



### Research question two

What is the level of appropriateness of membership composition of Quality Assurance in Colleges of Education in South –South region of Nigeria?

This question was answered using simple percentages and group bar chart. The result is shown in Table 3.

**Table 3: Simple percentage analysis of level of appropriateness of membership composition of quality assurance**

S/N:	Items	SA	A	D	SD
7	Membership of Quality Assurance is composed of representatives from various Schools and Departments?	95 (15.8%)	130 (21.7%)	200 (33.3%)	175 (29.2%)
8	Representatives of Registry Department are in Quality Assurance Committee?	90 (15.0%)	53 (8.8%)	270 (45.0%)	187 (31.2%)
9	Bursary Department representatives are included in Quality Assurance Committee?	128 (21.3%)	72 (12.0%)	220 (36.7%)	180 (30.0%)
10	Staff from Works and Services Department are represented in Quality of Assurance Committee?	40 (6.7%)	55 (9.2%)	270 (45.0%)	235 (39.2%)
11	Representatives of Student Affairs Department are in Quality Assurance Committee?	140 (23.3%)	127 (21.2%)	200 (33.3%)	133 (22.2%)
12	Composition of Quality Assurance Committee takes gender inclusiveness into consideration?	150 (25.0%)	70 (11.7%)	180 (30.0%)	200 (33.3%)
<b>Average percentages</b>		<b>17.87%</b>	<b>14.1%</b>	<b>37.21%</b>	<b>30.85%</b>

The result in Table 3 showed average percentages of respondents responses on SA, A, D and SD on the level of appropriateness of membership composition of Quality Assurance in Colleges of Education in South –South Region of Nigeria, to be **17.87%**, **14.1%**, **37.21%** and **30.85%** respectively. The result in table 3 revealed that majority of the respondents Disagreed (D) and Strongly Disagreed (SD) to any form of inclusiveness and equitable distribution in membership composition of Quality Assurance Committee in the research area. This decision was arrived at following questionnaire items 7, 8, 9, 10, 11, and 12. The result was also illustrated diagrammatically using group bar charts and presented in figure 2.

### Research question three

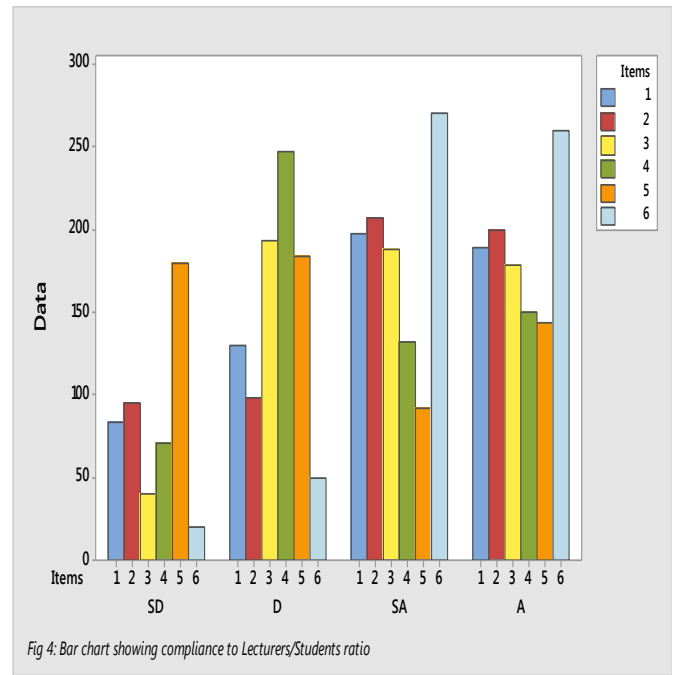
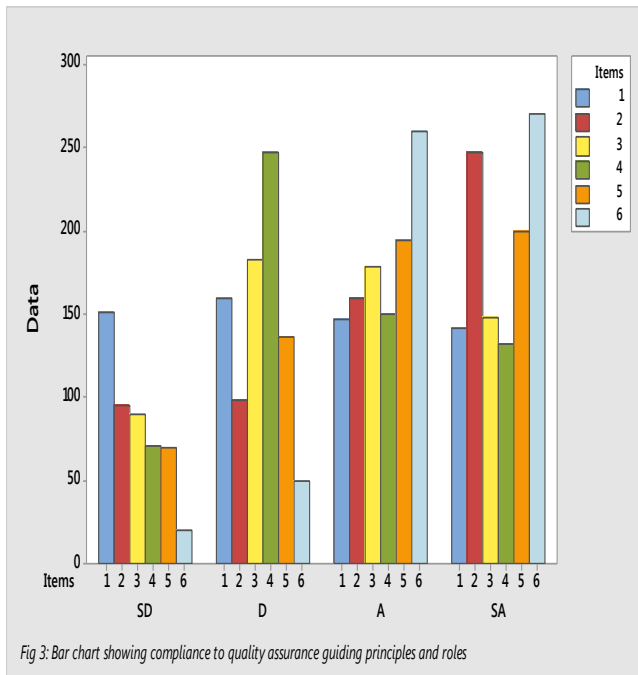
What is the level of compliance to Quality Assurance guiding principles in Colleges of Education in South –South region of Nigeria?

Again, this question was answered using simple percentages and group bar chart. The result is shown in Table 4.

**Table 4: Simple percentage analysis of compliance to quality assurance guiding principles and roles**

S/N:	Items	SA	A	D	SD
13	The Director of Quality Assurance Committee in my College is an expert in Educational Measurement and Evaluation?	142 (23.7%)	147 (24.5%)	160 (26.7%)	151 (25.2%)
14	My College comply strictly to the Principles/roles of Quality Assurance?	247 (41.2%)	160 (26.7%)	98 (16.3%)	95 (15.8%)
15	Workshops are regularly organized for Quality Assurance Committee members?	148 (24.7%)	179 (29.8%)	183 (30.5%)	90 (15.0%)
16	Examination results are internally moderated?	132 (22.0%)	150 (25.0%)	247 (41.2%)	71 (11.8%)
17	There is presence of Quality Assurance Examination monitoring/supervision team?	200 (33.3%)	194 (32.3%)	136 (22.7%)	70 (11.7%)
18	All semester examination are moderated always?	270 (45.0%)	260 (43.3%)	50 (8.3%)	20 (3.3%)
<b>Average percentages</b>		<b>31.63%</b>	<b>30.36%</b>	<b>24.28%</b>	<b>13.8%</b>

Again, this question was answered using simple percentages and group bar chart. The result is shown in Table 4 showed that **31%** of the responses of the respondent when collapsed into Acceptance (Agreed (A), Strongly Agreed (SA)) indicated that appreciable level of compliance to quality assurance guiding principles and roles in Colleges of Education in South –South region of Nigeria, while **19.04%** of the responses of the respondent when collapsed into Rejection (Disagreed (D), Strongly Disagreed (SD)) indicated that there is low compliance to the research question three in the research area. This generalization was made from questionnaire items 13, 14, 15, 16, 17, and 18 and the result is diagrammatically presented on a group bar chart as can be envisaged in Figure 3.



**Research question four**

What is the level of Lecturers/Students ratio influence Colleges of Education in South –South region of Nigeria? This question was answered using simple percentages and a bar chart.

The result is shown in Table 5 showed that **30.68%** of the responses of the respondent when collapsed into acceptance and revealed a fairly existence of lecturers/students ratio in the Colleges of Education in South –South Region of Nigeria, while **19.33%** of the responses of the respondent when collapsed into rejection indicated that the Lecturers/Students ratio in the Colleges of Education is low. This inferences were drawn from questionnaire items 19, 20, 21, 22, 23, and 24, and for further elucidation, the data was diagrammatically presented via group bar charts as seen in figure 4.

**Table 5: Simple percentage analysis of compliance to Lecturers/students ratio**

S/N:	Items	SA	A	D	SD
19	My College Lecture room is always overcrowded?	198 (33.0%)	189 (31.5%)	130 (21.7%)	83 (13.8%)
20	The number of students I teach are over 300 per class?	207 (34.5%)	200 (33.3%)	98 (16.3%)	95 (15.8%)
21	I lecture less than 50 students per class?	188 (31.3%)	179 (29.8%)	193 (32.2%)	40 (6.9%)
22	Lecturers and students ratio is appropriate?	132 (22.0%)	150 (25.0%)	247 (41.2%)	71 (11.8%)
23	My College comply strictly to the minimum requirement of Lecturers/Students ratio?	92 (15.3%)	144 (24.0%)	184 (30.7%)	180 (30.0%)
24	There is adequate number of lecturers to engage the students at any given time?	270 (45.0%)	260 (43.3%)	50 (8.3%)	20 (3.3%)
<b>Average Percentages</b>		<b>30.18%</b>	<b>31.18%</b>	<b>25.06%</b>	<b>13.6%</b>

**Research question five**

What is the accreditation and re-accreditation status of academic programmes in Colleges of Education in South – South region of Nigeria?

**Table 6: Simple percentage analysis of accreditation and re-accreditation of academic programmes**

S/N:	Items	SA	A	D	SD
25	Academic programmes in my College are not regularly assessed by Directorate of Quality Assurance?	240 (40.0%)	163 (27.2%)	84 (14.0%)	113 (18.8%)
26	My College Management provides adequate teaching and learning facilities to enhance teaching and learning?	247 (41.2%)	160 (26.7%)	90 (15.0%)	103 (17.2%)
27	My College has full accreditation of all the academic programmes?	183 (30.5%)	179 (29.8%)	148 (24.7%)	90 (15.0%)
28	Academic programmes are promptly presented for accreditation as at when due?	300 (50.0%)	150 (25.0%)	50 (8.3%)	100 (16.7%)
29	There is presence of Quality Assurance Examination monitoring/supervision team?	70 (11.7%)	130 (21.7%)	200 (33.3%)	200 (33.3%)
30	Funds are not always available to present programmes due for accreditation on time??	310 (51.7%)	200 (33.3%)	40 (6.7%)	50 (8.3%)
<b>Average Percentages</b>		<b>37.52%</b>	<b>27.24%</b>	<b>17.0%</b>	<b>18.23%</b>

The result in Table 6 showed average percentages of respondents responses on **SA, A, D, SD** regarding the accreditation and re-accreditation status of academic programmes Colleges of Education in South –South region of Nigeria, as **37.52%, 27.24%, 17.0%** and **18.23%** respectively. The result in table 5 revealed that majority of the Colleges and programmes has full accreditation and that fund are not always available to present programmes due for accreditation as at when due. This inferences were drawn from questionnaire items 25, 26, 27, 28, 28, and 30, and for further elucidation, the data was diagrammatically presented via group bar charts as seen in figure 5.

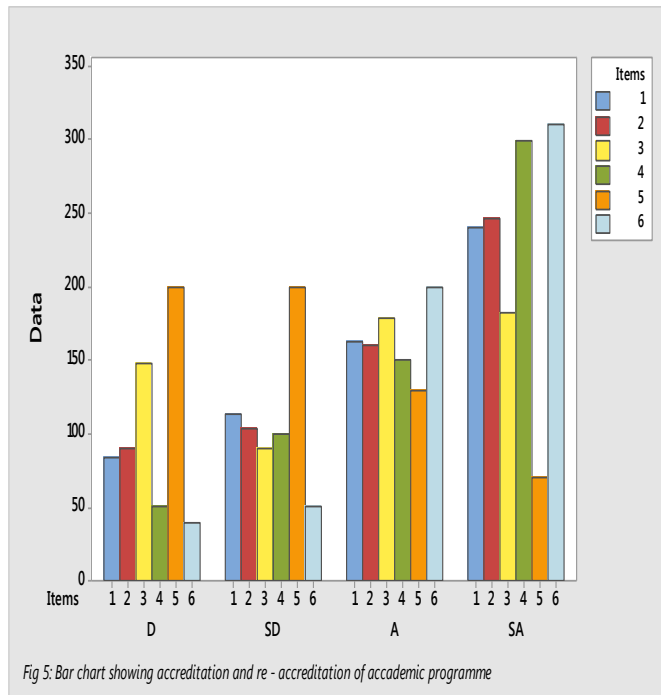


Table 7: ANOVA result of membership composition of quality assurance

Sources of variation	D.F	SS	MS	F-ratio	P-value
Factor	3	76366	25455	18.65	0.000
Error	20	27298	1365		
Total	23	103664			

One-way analysis of variance (ANOVA) technique was employed in testing the hypothesis and the result which is presented in Table 7 showed that ( $F= 18.65, p < 0.05$ ). Since  $p(0.000)$  is less than  $p(0.05)$ , which is significant. This means that membership composition of quality assurance significantly enhance Colleges of Education in South-South Region Nigeria.

### Hypothesis three

The levels of compliance to quality assurance guiding principles and roles does not significantly enhance Colleges of Education in South –South Region of Nigeria.

Table 8: ANOVA result of compliance to quality assurance guiding principles and roles

Sources of variation	D.F	SS	MS	F-ratio	P-value
Factor	3	42718	14239	4.86	0.011
Error	20	58634	2932		
Total	23	101352			

One-way analysis of variance (ANOVA) technique was employed in testing the hypothesis and the result is presented in Table 8 showed that ( $F= 4.86, p < 0.05$ ). Since  $p(0.011)$  is less than  $p(0.05)$ , which is significant. This mean that the level of compliance to quality assurance guiding principles and roles significantly enhance Colleges of Education in South –South Region of Nigeria.

### Hypothesis four

The compliance to Lecturer/students ratio does not significantly influence Colleges of Education in South –South Region of Nigeria.

Table 9: ANOVA result of compliance to Lecturer/students ratio

Sources of variation	D.F	SS	MS	F-ratio	P-value
Factor	3	42196	14065	4.07	0.021
Error	20	69060	3453		
Total	23	111256			

## Research hypotheses

### Hypothesis One

The existence of quality assurance directorate/units does not significantly enhance Colleges of Education in South –South region.

Table 6: ANOVA result on the existence of quality assurance directorate/unit

Sources of variation	D.F	SS	MS	F-ratio	P-value
Factor	3	136954	45651	26.35	0.000
Error	20	34644	1732		
Total	23	171598			

One-way analysis of variance (ANOVA) technique was employed in testing the hypothesis and the result which is presented in Table 7 showed that ( $F= 26.35, p < 0.05$ ). Since  $p(0.000)$  is less than  $p(0.05)$ , which is significant. This mean that the existence of Quality Assurance Directorate/Unit significantly enhance Colleges of Education in South –South Region of Nigeria.

### Hypothesis two

The membership composition of quality assurance does not significantly enhance Colleges of Education in South -South region.

One-way analysis of variance (ANOVA) technique was employed in testing the hypothesis and the result which is presented in Table 9 showed that ( $F= 4.07, p < 0.05$ ). Since  $p (0.021)$  is less than  $p (0.05)$ , which is significant. This mean that the compliance to Lecturer/students ratio significantly enhances Colleges of Education in South –South Region of Nigeria.

### Hypothesis five

The accreditation and re - accreditation of academic programmes does not significantly enhance Colleges of Education in South - South Region of Nigeria.

**Table 10: ANOVA result of accreditation and re-accreditation of academic programmes**

Sources of variation	D.F	SS	MS	F-ratio	P-value
Factor	3	58617	19539	5.34	0.007
Error	20	73229	3661		
Total	23	131846			

One-way analysis of variance (ANOVA) technique was employed in testing the hypothesis and the result which is presented in Table 10 showed that ( $F= 5.34, p < 0.05$ ). Since  $p (0.007)$  is less than  $p (0.05)$ , which is significant. This means that the accreditation and re - accreditation of academic programmes significantly influence Colleges of Education.

### 3.2 Discussion

The findings from the study revealed that the existence of levels of quality assurance Directorates/Units in the region is considerably low. This inference was drawn from questionnaire items 1, 2, 3, 4, 5, and 6. The Analysis of Variance statistics results on the existence of quality assurance Directorates was significant with  $F=26.35, p < 0.05$  and a p-value of 0.000. This means that the existence of quality assurance Directorates significantly enhance Colleges of Education in South- South Region of Nigeria. On the level of appropriateness of membership composition, the results on table 3 revealed that membership composition is not appropriate in most Colleges of Education. A further test using Analysis of Variance technique showed  $F=18.65, p < 0.05$  and P-value of 0.000. This means that membership composition of quality assurance significantly enhance Colleges of Education in South-South Region of Nigeria.

On the level of compliance to quality assurance guidelines principles and roles, the findings revealed low level of to quality assurance guiding principles and roles in Colleges of Education in the study area, when tested using ANOVA technique, the results showed= $4.86, P < 0.05$  at p- value of 0.000. This also means that the level of compliance to quality

assurance guiding principles and roles significantly enhance Colleges of Education in the region. On Lecturer-Students ratio, the percentage responses revealed a fairly existence of lecturer/students ratio. A test with ANOVA technique also showed significant with  $F=5.34, p < 0.05$  at p-value of 0.0021. This means that the compliance to lecturer/students ratio significantly enhance Colleges of Education in the region. A simple percentage on accreditation and re- accreditation status of academic programmes in Colleges of Education in the region revealed a very high percentage in agreement that accreditation and re-accreditation of academic programmes are not regularly and promptly presented for accreditation as at when due as a result of inadequate funding by proprietors of the Institutions. A one way analysis of variance(ANOVA) technique was also employed in testing the hypothesis and the result which is presented on table 10 showed that  $F=5.34, P < 0.05$ . Since  $p(0.000)$  is less than  $p(0.05)$ , which is significant. This means that the accreditation and re-accreditation of academic programmes significantly influence Colleges of Education.

The findings generally are in conformity with [11], which found out that that most colleges of education do not comply with the quality assurance instrument in relation to regular accreditation and re-accreditation of Institution’s academic programmes. The finding is also in agreement with [8], who stated that most colleges of education in Nigeria do not adheres to quality assurance guidelines as it relates to; quality indicators for teacher education, Institutional self-assessment and external assessors’ documentation. The findings also revealed that in most colleges, quality assurance committees are not appropriately constituted with right membership, especially chairman of the committee.

### 3.3 Implication of the Research Findings

The significant findings of this study is that the level of implementation of quality assurance system in Colleges of Education in South-South region of Nigeria. It was found that all Colleges of Education have quality Directorates/Units, but some not adequately established with qualified membership and facilities. Another finding of the study showed that most Colleges complied with the guidelines principles and roles of quality assurance in relation to teacher education, while some do not comply as a result of inadequate funding of the Institutions. The findings equally revealed that most Colleges have an appropriate quality assurance committee and some do not have.

Finally, the finding equally showed that most Colleges do not present their academic programmes for accreditation and re- accreditation as at when due as a resulting non-funding by the proprietors.

### 3.4 Recommendations

- 1) The regulatory agency for Colleges of Education in Nigeria should ensure that all Colleges of Education approved complied with guidelines principles and roles of quality assurance.
- 2) Colleges of Education should promptly and regularly present their academic programmes for accreditation when such programmes are due.
- 3) College management should ensure that the right personnel are appointed into quality assurance committee.
- 4) Proprietors of Colleges of Education should adequately fund their respective Colleges to meet with the global best practices.

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