

QUALITY ASSURANCE INPUTS AND GOAL ACHIEVEMENT IN PUBLIC COLLEGES OF EDUCATION IN SOUTH-WEST, NIGERIA

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Abstract

Basic schools' teachers competency has been put to test as a result of the quality of inputs made available within the system. Hence, this study examined quality assurance inputs and goal achievement in public Colleges of Education in South-west, Nigeria. The study adopted a descriptive research design of correlational type. Multi-stage sampling technique was used for the study; random sampling technique was used to select four states out of the six in the Zone while purposive sampling technique was used to select five out of eight public Colleges of Education in South-west, Nigeria. Proportional sampling technique was used to select 302 lecturers and 20 principal officers from selected Colleges of Education via the use of Krejcie and Morgan (1970) table for sample size determination. Two self-designed questionnaires tagged "Quality Assurance Inputs Questionnaire" (QAIQ) and (GAQ) were used to collect data for the study. Descriptive statistics of mean and standard deviation were used to answer all the three research questions; Inferential statistics of Multiple Regression was used to test the hypothesis. The findings of the study revealed that, there was significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria. Based on the findings, the study, it was recommended among others that public Colleges of Education should prioritise and invest in quality assurance inputs in order to ensure the delivery of high quality education and attainment of goals of Colleges of Education.

Keywords: Quality Assurance Inputs; Goal achievement; Quality Facilities; Quality of Recruitment Process; Relevant Curriculum

Introduction

Teacher education in Nigeria centres around the quality of education imparted to the citizenry and its relevance to individual in particular and the country at large. This is why attention is increasingly focused on the quality of existing teachers while emphasis is also laid on potential teachers. This is so because nothing can be as important to learning as the quality of inputs provided by the government and other stakeholders. The importance of Colleges of Education (formerly known as Advanced Teachers' Training College) in nation building cannot be over-emphasised due to the fact that these institutions are saddled with the responsibility of producing qualified and competent teachers for basic schools in Nigeria. The achievement of goals in Colleges of Education heavily relies on the provision of high-quality inputs. These inputs encompass various aspects such as facilities, recruitment of lecturers, students' admission and curriculum development etc. By ensuring that these inputs are of highest quality, Colleges of Education can effectively facilitate the actualisation of their goals which primarily revolve around producing competent and well-prepared graduates. Hence, the quality of graduates in Nigerian tertiary institutions especially Colleges of Education depends solely on the quality of inputs provided by the government or the management teams of the institutions.

Quality of education has become one of the central issues accorded priority in the Nigerian educational reforms especially when considering the over-declining standard of education in the country, a negative development which poses a serious challenge to the development of the nation. The quantity and quality of inputs (facilities, recruitment of lecturers, students' admission and curriculum development) available to support teaching and learning and the way they are being managed are very important in the process of ensuring quality education. In Nigeria today, improving the quality of education is undoubtedly one of the most important tasks facing the administrators of any programme in our higher institutions of learning, especially Colleges of Education because the quality of inputs were adequately provided. Consequently, quality assurance has become a major concern to stakeholders in the educational enterprise. The concept of quality, according to Amaechi and Odaudu (2017), is the level of achievement of standard against which we judge others. Quality is concerned with how good or bad a product is. It is about the standard of something when compared with other things. It therefore presupposes that there is a standard set against which the outcome is compared.

Quality assurance in education is very important because it is a process through which goals could be achieved in the education system, irrespective of the level concerned. As a way of maintaining quality assurance in public Colleges of Education, it is very pertinent to ensure that there is quality in the inputs provided by the government or the management of such institutions. The importance of quality inputs to the realisation of the college goals, irrespective of the level, cannot be over-emphasised. Basically, it can be asserted that inadequate quality of inputs could be one of the factors responsible for the inability of the Nigerian Colleges of Education to effectively actualise their goals (Enefu et al., 2022). Quality inputs sustained by a good management (strong leadership, safe environment and good community relations) are intrinsically inter-related to teaching and learning process. According to Ikehukwu and Okoro (2023), "an input is a resource that makes it easier to implement a curriculum in a way that is both high-quality and effective". Although high-quality inputs are essential to quality assurance, there is ample evidence that both their quantity and quality are still deficient as observed by the researcher.

Quality assurance inputs are one of the areas of concern for Colleges of Education goal achievement in Nigeria. There was a need for a systematic evaluation of educational programmes to ensure that acceptable standard of education is maintained in Nigerian Colleges of Education. The quality of facilities, lecturers' recruitment, students' admissions and curriculum need to be examined in order to ascertain their impact on Colleges of Education goal achievement in South-West, Nigeria. Stakeholders (parents, students, government etc), are showing great concern and interest in the quality of education offered in Nigerian Colleges of Education. The concern of these stakeholders is to see that the input, process and output of these Colleges of Education meant the expected standard and this relate to maintaining and enhancing quality of the programmes run by the institutions (Akpan & Etor, 2019).

Quality of facilities used in imparting knowledge is an important determinant of effective educational system. Researcher observation shows that facilities seems inadequate in Nigerian Colleges of Education. This include some essential facilities such as conducive classrooms, libraries, laboratories and the internet which seem either inadequate or not available in some of the Colleges of Education in South-west, Nigeria. Other facility issues include crowded classrooms, dilapidated structures and abandoned projects in some of the Colleges and this seem to be affecting the level of College of Education goal achievement in Nigeria. According to Eniola-Arigbe (2022), facilities in most of the Colleges of Education

were not adequately provided for learning to take place thereby having negative impact on the goal achievement of the College”.

Quality of lecturer recruitment is another input that may determine high standard in the educational sector. Academic staff is of paramount importance to the progress of an institution. The great concern here is the assessment of academic staff qualification and following proper procedure of recruitment which seems to have been neglected in most Colleges of Education in South-west, Nigeria. According to World Bank Report (2018), teachers recruited into teaching position in Colleges of Education do not meet the required quality for effective teaching. Since, it is evidenced in existing literature that many of these teachers are lacking in good quality which can enhance meaningful teaching, the quality of teaching to be given by these category of teachers is likely to be low and this will have adverse effects on the learners and the quality of graduates produced.

Students' intake is germane to quality assurance in Nigerian Colleges of Education. While agitation for increase in students' enrolment, maintaining a qualitative admission process should be the watchword in the institutions and entry requirement should be subjected to periodic review. Enrolment of students in Colleges of Education is a crucial aspect of the academic institution's operations. The process involves in attracting, admitting and registering individuals who are interested in pursuing a career in the field of education should be of quality and standard thereby making the intake to meet the stated goal of the College. Once students are admitted into Colleges of Education, they undergo orientation programme to familiarise themselves with the institution's policies, procedures and resources which is in line with the College goals (Ehinder, 2019). In certain educational institutions, the problem of student withdrawal appears to be widespread since some that were admitted among them did not meet the minimal standards for admission (Etim et al., 2019).

Curriculum is an input that is very important to quality assurance in Nigerian Colleges of Education. The quality of curriculum and academic programmes in the educational system should be made to meet the needs of the society that consumes its product. The quality of curriculum in Colleges of Education is of utmost importance as it directly impacts the effectiveness of teacher training programmes. Aside from the contents of the curriculum, most lecturers seem to still rely on outdated and inefficient teaching strategies, thereby failing to provide students with the knowledge and skills necessary to compete in today's increasing complex and automated labour market (Manafa, 2020). Dare (2021) added “that while the methods framework currently employed during instruction provides convenient and comfortable ways to disseminate information, ever evolving students' population demand more. Hence, there needs to re-evaluate the content of Nigeria Certificate on Education (NCE) curriculum to meet the demands in today's work place”

Goal achievement is the most essential pursuit of every viable organisation. In fact, educational institutions especially Colleges of Education in South-west, Nigeria are not exempted from this goal attainment venture. It suffices to say that goal achievement is the basis of all productive activities in viable institutions. This can be achieved by taking into consideration the goals of Colleges of Education which is to produce Nigeria Certificate in Education graduates with dedication, discipline, knowledge and skill. Teachers are solely saddled with the responsibility of translating educational policies and principles into actions based on the established standard during interaction with the learners. The crucial role of imparting knowledge or facilitating learning, among other activities carried out by teachers in schools, account for the reason they cannot be underrated in the attainment of the goals of Colleges of Education. However, for teachers to actively discharge their duties in a way that

would help learners to successfully acquire knowledge, they need to be highly disciplined and dedicated to their job; and to adequately possess knowledge and skills.

Implicit in the foregoing is the notion that the quality of input evidently influences the quality of the output. This presupposes that Colleges of Education in South-west, Nigeria where potential teachers are trained must be adequately staffed and be well equipped with quality facilities as prerequisite for the implementation of Colleges of Education programmes to meet set standards stipulated by the National Commission for Colleges of Education (NCCE). The essential requirements for achieving quality in teaching and learning include quality inputs in the form of facilities, recruitment of lecturers, students admission and curriculum, all of which must be of high-quality. Unfortunately, the inputs that go into the Colleges of Education seem not to meet the minimum standard as specified by National Commission for Colleges of Education (2012). As a result, Colleges of Education in South-west, Nigeria seems to have continued to turn out graduates who are not disciplined, dedicated, skilled and knowledgeable enough (Kinyita & Hannah, 2015). It is based on this background that this study established the significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria.

Statement of the Problem

Teachers across basic schools, particularly holders of Nigeria Certificate in Education (NCE), are expected to possess the required skills and knowledge, discipline and as well be dedicated to work in order to deliver on their responsibilities which in turn will lead to goal attainment of teacher education at Colleges of Education. However, occurrences in some public basic schools in South-west, Nigeria have put one in doubt as to whether these goals are being achieved or not. For instance, dedication, discipline, knowledge and skills of some teachers in basic schools in South-west, Nigeria seem not good enough to enable them effectively discharge their duties in the way that would enhance attainment of overall goals. This was based on the personal interaction of the researcher coupled with information gathered from some principals, vice principals, head teachers, assistant head teachers and teachers in public basic schools in South-west, Nigeria.

Some teachers in these schools do not have in-depth knowledge of the subject matter; in fact, many of them lack classroom management skills and usage of suitable methodology to convey information to the learners during the process of teaching and learning. Some teachers, due to the low level of their skills, find it difficult to communicate effectively to the learners, assess learners strengths and weaknesses in learning, manage the allotted time for lessons effectively and utilise or improvise suitable instructional materials when the need arises. The problems of some teachers include poor record keeping, failure to wholeheartedly teach learners and total abandoning of lesson plans preparation due to their poor dedication. Furthermore, there is a high level of indiscipline among some teachers which is exhibited through lateness to schools to deliver the lesson and extortion of learners. All these result in ineffective job performance consequently lead poor quality of the basic education in South-west, Nigeria (Sulyman, 2020).

Many scholars have carried out studies on areas which are related to Quality Assurance Inputs, Process and Goal Achievement. For instance, Makiya et al (2023) examined School Quality Assurance Criteria for Enhancing Learning Achievements in Public Primary Schools in Arusha Region, Tanzania. Ikechukwu and Okoro (2023) investigated Assessment of Quality Assurance Inputs for the Teaching of Business Teacher Education in selected Colleges of Education in South-south, Nigeria. Eniola-Arigbe (2022) conducted a study on Quality Assurance Practices and Goal Achievement of Public Universities in South-west,

Nigeria. Enefu et al (2022) researched on Quality Assurance Process for Attainment of Educational Objectives in Kogi State universities. Sulyman et al (2020) investigated the Input Quality as a Quality Assurance Process in Enhancing Effectiveness of Public Secondary Schools in Ilorin West Local Government Area, Kwara State. Considering the variables and contents of the mentioned studies and to the best of researcher knowledge, none of them has combined the three variables this study examined. None of the afore-mentioned scholars examined Quality Assurance Inputs and Goal Achievement in public Colleges of Education in South-west, Nigeria. This is the gap the study filled.

Purpose of the Study

The main purpose of the study was to examine the significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria. Specifically, the study:

- i. examined the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria; and
- ii. determined the level of goal achievement in public Colleges of Education in South-west, Nigeria.

Research Questions

The following research questions were raised to guide the conduct of the study:

- i. What is the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria?
- ii. What is the level of goal achievement in public Colleges of Education in South-west, Nigeria?

Research Hypothesis

The following hypothesis was formulated to guide the conduct of the study:

- Ho:** There is no significant prediction of quality assurance inputs to goal achievement in Federal Colleges of Education in South-west, Nigeria.

Methodology

The study adopted the descriptive research design of correlational type to obtain the relevant and needed data. The population of the study comprised 1,533 lecturers and 32 principal officers in the entire eight public Colleges of Education in South-west, Nigeria as at February, 2024. Hence, the target population of the study comprised 1,320 lecturers and 20 principal officers from five public Colleges of Education in South-west, Nigeria. Simple random sampling technique was used to select four out of the six states in South-west, Nigeria while Purposive sampling technique was used to select five public Colleges of Education in these states based on their years of establishment. Proportional sampling technique was used to select the respondents using Krejcie and Morgan (1970) table for determining sample size was used to select 322 respondents made of 302 lecturers and 20 principal officers. Questionnaires titled: "Quality Assurance Inputs Questionnaire" (QAIQ) and Goal Achievement Questionnaire (GAQ) were used for the study. The instrument was validated and subjected to reliability using Cronbach's Alpha reliability given reliability coefficients of .81 and .80 for quality assurance inputs and goal achievement respectively. Descriptive statistics of mean and standard deviation was used to answer the two research

questions raised while inferential statistics of Multiple Regression was used to test all the hypotheses at 0.05 level of significance as a standard region of decision of the hypotheses.

Results

Research Question 1: What is the level of quality assurance inputs in public Colleges of Education of Education in South-west, Nigeria?

Table 1

Mean and Standard Deviation on the Level of Quality Assurance Inputs

S/N	Variables	X	SD	Decision
1	Quality of Facilities	2.55	1.05	High
2	Quality of Recruitment of Lecturers	2.06	1.12	Low
3	Quality of Students' Admissions	2.57	1.16	High
4	Quality of Curriculum	2.61	1.18	High
	Grand Mean	2.45	1.13	Low

Note: Mean value range from 1-1.75 = Very Low, 1.76-2.50 = Low, 2.51-3.25 = High, 3.26-4.00 = Very High.

Table 1 shows the mean and standard deviation of the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria where the mean scores of quality of facilities, quality of students' admission and quality of curriculum were found to be 2.55, 2.57 and 2.61 respectively and as such considered to be high while quality of recruitment of lecturers was found to be low with a mean score of 2.06. Therefore, the grand mean of 2.45 revealed that the level of quality assurance inputs in public Colleges of Education of Education in South-west, Nigeria was low.

Research Question 2: What is the level of goal achievement in public Colleges of Education of Education in South-west, Nigeria?

Table 2

Mean and Standard Deviation on the level of Goal Achievement

S/N	Variables	\bar{X}	SD	Decision
1	Discipline	1.97	1.13	Low
2	Dedication	2.72	1.15	High
3	Knowledge	2.67	1.19	High
4	Skills	2.64	1.12	High
	Grand Mean	2.50	1.15	Low

Note: Mean value range from 1-1.75 = Very Low, 1.76-2.50 = Low, 2.51-3.25 = High, 3.26-4.00 = Very High.

Table 2 shows the mean and standard deviation of the level of goal achievement in public Colleges of Education of Education in South-west, Nigeria where the mean scores of dedication, knowledge and skills were found to be 2.72, 2.67 and 2.64 respectively and as such considered to be high while discipline was found to be of low extent. Hence, the grand mean of 2.50 revealed that the level of goal achievement in public Colleges of Education of Education in South-west, Nigeria was low.

Ho: There is no significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria.

Table 3

Results of Multiple Regression of Quality Assurance Inputs and Goal Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821 ^a	.659	.658	.18333

Table 3 presented the model summary of the regression analysis with R square value of .659. This indicated that, the predictive variables (quality assurance inputs) explained at least 65.9% of the total variability of the criterion variable (goal achievement). The high percentage of explained variability is an indication of model adequacy. This implies that quality assurance inputs predict goal achievement in public Colleges of Education in South-west, Nigeria. Implicit in this result is the fact that the predictor variable accounted for 65.9% variation in goal achievement. Further verification on the significant prediction of the predictor variable and goal achievement is p value of 0.00 < 0.05.

Since p value of 0.00 is lesser than 0.05 significance level, the hypothesis is rejected. This means that, there was significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria.

Table 4

Regression Analysis of Quality Assurance Inputs and Goal Achievement

Model	Sum of Square	df	Mean Square	F	Sig
1 Regression	54.559	2	27.280	811.632	.00 ^b
Residual	9.724	286	.034		
Total	64.283	288			

The result in Table 4 indicated that, the calculated F-value is 811.632 with a degree of freedom of 2/286 that is significant at 0.00. Since p value of 0.00 was lesser than 0.05 significance level, the hypothesis was rejected. The implication of this is that there was significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria.

Table 5

Model Coefficients of Quality Assurance Inputs and Goal Achievement

Model	B (Coefficient)	Std. Error	Beta	T	Sig
Constant	4.667	1.168		3.997	.00
Quality of Facilities	-.360	.090	-.113	-4.000	.00
Quality of Recruitment of Lecturer	.969	.089	.283	10.862	.00
Quality of Students' Admission	.857	.141	.343	6.091	.00
Quality of Curriculum	.958	.123	.425	7.762	.00

Table 5 showed the predictive contribution of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria. The result revealed that quality of facilities ($\beta = -.113$, $t = -4.000$, $p > 0.05$), quality of recruitment of lecturers ($\beta = .283$, $t = 10.862$, $p > 0.05$), quality of students' admission ($\beta = .384$, $t = 6.091$, $p > 0.05$) and quality of curriculum ($\beta = .425$, $t = 7.762$, $p > 0.05$) were independent predictor of goal achievement. This implies that quality of facilities has a negative contribution with goal achievement but significant. This further can be deduced that quality of curriculum contributed more, follow by quality of students' admission while quality of recruitment of lecturers contributed less to goal achievement in public Colleges of Education in South-west, Nigeria.

Discussion of Findings

The findings on the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria as indicated on Table 1 showed that the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria was low with a grand mean score of 2.44. This indicated that the quality assurance inputs provided in these institutions have not been encouraging enough which might effectively affect the goals for which they are established. These institutions exhibited a deficiency in the level of quality assurance inputs provided. This deficiency was observed to be prevalent across various aspects of the educational system within these institutions. This finding corroborates the work of Eniola-Arigbe (2022) who discovered that the inadequacy of quality assurance inputs was found to have significant impact on the overall standard of education and the learning experience of students.

Findings on the level of goal achievement in public Colleges of Education in South-west, Nigeria has indicated that the level of goal achievement in public Colleges of Education in South-west, Nigeria was low with a grand mean score of 2.50. This implies that the goal of the public Colleges of Education in South-west, Nigeria in terms of the production of teachers with high personal and professional discipline, dedication, knowledge and skills has not been adequately realised. As the extent of the goal achievement of these institutions was found to be at low level. The level of attainment of goals in public Colleges of Education in

South-west, Nigeria is currently subpar. This is a cause for concern as it indicates that these institutions are not meeting the expected standards in terms of achieving their goals. This finding agreed with the view of Eitim, et al (2019) that the inability of many graduates of Nigerian Colleges of Education to effectively impart knowledge to learners is due to inadequate possession of teaching skills and knowledge, acquired during their days in these institutions.

Furthermore, this study found out that there was no significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria was rejected. This implies that quality assurance inputs have significantly contributed to goal achievement in public Colleges of Education in South-west, Nigeria. The finding aligns with that of Abdulkarim et al. (2021) who discovered that the allocation of inputs towards quality assurance initiatives significantly influenced the overall educational experience for students and staff. This emphasises the need for continuous improvement and investment in quality assurance to enhance the educational outcomes within these institutions.

Conclusion

Based on the findings which stemmed from the data collected and analyzed with the results obtained, it could be concluded that, the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria was low; the level of goal achievement in public Colleges of Education in South-west, Nigeria was low and there was significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria.

Recommendations

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

1. Public Colleges of Education should prioritise and invest in quality assurance inputs in order to ensure the delivery of high quality education and attainment of goals of Colleges of Education;
2. Colleges of Education Management create a more conducive learning environment that fosters academic success and encourages students to strive for higher achievement; and
3. Government through Tertiary Education Trust Fund (TETFund) should place high priority in both selection of quality inputs and refinement of their process that would create a cohesive framework that supports the attainment of goals of Colleges of Education.

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