

## Assessment of the Roles of National Commission for Colleges of Education in Ensuring Educational Quality in Colleges of Education in Ilorin Metropolis, Kwara State, Nigeria

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### Abstract

*The study examined the roles of NCCE in ensuring educational quality in colleges of education in Ilorin metropolis, Kwara State. The study further examined the role of NCCE on programmes accreditation and quality assurance control in ensuring educational quality in Colleges of Education in Ilorin metropolis, Kwara State. However, two research questions were raised which are in line with the research hypotheses formulated. The population comprised of 1,230 staff of colleges of education in Ilorin metropolis and the sample size of 287 respondents was determined using Research Advisors (2006). The purposive sampling technique was adopted to select the following respondents: Provost; Director, Academic Planning Unit; HODs; Registrar; Dean; Course Coordinators; Admission Officer; Lecturers; and the librarian. Researchers' designed instrument was used for data collection and was validated by two experts. Cronbach Alpha statistics was used to determine the reliability coefficient of the instrument at the value of 0.66, which was considered adequate for the study. The statistics of mean and standard deviation were used to answer the research questions raised in the study, while Pearson Product Moment Correlation (PPMC) statistics was used to test the formulated hypotheses at 0.05 level of significance. The findings of the study revealed that programmes of the colleges of Education in Ilorin metropolis were accredited by NCCE and quality assurance control is strictly monitored. It was therefore, concluded that there was a significant relationship on the roles of NCCE in ensuring educational quality in colleges of education in Ilorin metropolis, Kwara State. It was recommended that NCCE should strengthen its monitoring strategies on Colleges of Education to maintain standards in the system, among others.*

**Keywords:** NCCE, Colleges of Education, College administrators, Ilorin metropolis.

## **Introduction**

Tertiary education is one of the levels of education system in Nigeria that comprises of University education, Polytechnics and Colleges of education. College of Education is, therefore, an aspect of tertiary levels of education giving after the completion of secondary education that is charged with the primary responsibility of producing qualified teachers who teach at the universal basic education level that is, the foundation and pillar for the entire education system and other workforce for all sectors of the country, Nigeria. Also, colleges of education are mandated to produce teachers who at the end of their mandatory three-year intensive training programme be awarded the minimum teaching qualification known as Nigerian Certificate in Education (NCE) and this certificate qualifies the candidate to teach in the basic education system and technical colleges in Nigeria.

According to Federal Government of Nigeria's National Policy on Education (FGN, 2014: Section 8B), setting up of college of education in Nigeria should be based on various goals as follows:

- i. to enhance teachers' commitment to the teaching profession,
- ii. to help produce highly motivated and efficient classroom teachers for all levels of our educational system,
- iii. to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situation,
- iv. to help teachers fit into social life of the community and the society at large and enhance their commitment to national goals,
- v. to encourage further the spirit of enquiry and creativity in teachers.

Moreover, Muyideen College of Education (2023) re-affirmed that colleges of education in Nigeria are established under the following general objectives as mandated by NCCE:

- i. To organize and develop courses for the training of various categories of teachers;
- ii. To promote research and advance knowledge; and
- iii. To offer community services to the people.

However, the existence of colleges of education as one of the branches of higher education in Nigeria is guided and regulated by an established commission under the Federal Ministry of Education. The commission is referred to as National Commission for Colleges of Education (NCCE) with the primary aims of monitoring and coordinating all the academic programmes/activities of colleges of education in the country in accordance with the minimum standards. In addition to this, Alumode and Onuma (2016) confirmed that the NCCE lays down the minimum standards for all teachers' education programmes as well as accredits their certificate and other academic awards as part of the other roles in ensuring educational quality in colleges of education in Nigeria. Consequently, NCCE was established by a decree of 17<sup>th</sup>

January, 1989 (Decree 13 (now Act) by the Federal Government of Nigeria under the Amended Act 12 of 1993. The commission was established purposely to coordinate every activity of the Colleges of Education in Nigeria, to also include, the issuance and withdrawal of operating licenses for both the Federal, State and Private Colleges of Education (NCCE, 2023).

Moreover, the enabling Decree establishing the Commission mandated it to make recommendations on the national policy necessary for the full development of teacher education as a major role to be performed. Other roles of the Commission shall be; to approve guidelines setting out criteria for accreditation of all Colleges of Education in Nigeria; to harmonize entry requirements and duration of courses at the Colleges of Education; to determine the qualified teachers' needs of Nigeria for the purpose of planning facilities and to prepare periodic master plans for the balanced and coordinated development of Colleges of Education; to inquire into and advise the Federal Government on the financial needs of the Colleges to enable them meet the objectives of producing the trained qualified teachers for the country, to act as an agency for channeling all external aids to Colleges of Education in Nigeria; to collate, analyze and publish relevant information relating to teachers' education in Nigeria; to handle curriculum development for teacher education particularly courses offered in Colleges of Education; to handle the accreditation of courses for the award of Nigerian Certificate in Education (NCE); to make recommendations for the entry requirements and duration of courses in colleges of education; to lay down the methods of assessing students for the award of NCE; and to coordinate the activities of library development in the Colleges of Education (NCCE, 2023).

Finally, in view of the significant roles play by NCCE in ensuring educational quality in Colleges of Education in Nigeria and in particular, Ilorin metropolis in the area of accreditation of programmes/courses, compliance with the provision of enabling teaching/learning environment in the colleges and in ensuring quality assurance control in the system, motivated the conduct of this study to examine the roles of NCCE in ensuring educational quality in Colleges of Education in Ilorin metropolis. The available colleges are: Kwara State College of Education, Ilorin; Muyideen College of Education, Sango, Ilorin; Imam Hamzat College of Education, Oko-Olowo, Ilorin; Kinsley College of Education, Ilorin; Nigerian Army College of Education (NACoE) and Nana Aishat Memorial College of Education, Alagbado, Ilorin and because of the available numbers of colleges in Ilorin warrant the scope being limited to Ilorin metropolis.

### **Objectives of the Study**

The main objective of the study was to examine the roles of NCCE in ensuring educational quality in Colleges of Education in Ilorin metropolis, Kwara State. Other specific objectives were to:

- i. examine the roles of NCCE on programmes accreditation in ensuring educational quality in Colleges of Education in Ilorin metropolis, Kwara State.

- ii. examine the roles of NCCE on quality assurance control in ensuring educational quality in Colleges of Education in Ilorin metropolis, Kwara State.

### **Research Questions**

Two research questions were raised to guide this study:

1. What are the roles of NCCE on programmes accreditation in ensuring educational quality in Colleges of Education in Ilorin metropolis, Kwara State?
2. What are the roles of NCCE on quality assurance control in ensuring educational quality in Colleges of Education in Ilorin metropolis, Kwara State?

### **Research Hypotheses**

Two research hypotheses were formulated for the study:

- i. There is no significant relationship between programmes' accreditation and educational quality in Colleges of Education in Ilorin metropolis, Kwara State.
- ii. There is no significant relationship between quality assurance control and educational quality in Colleges of Education in Ilorin metropolis, Kwara State.

### **Literature Review**

#### **Concept of Programme Accreditation**

Programme Accreditation according to Fasasi (2024) is referred to as the process of evaluating quality and finding out the condition of the institutions, be it Colleges of Education, Polytechnics and Universities, in relating to where it is supposed to be. Similarly, programme accreditation is a process that is designed to determine whether the institutions being public or private meet the Minimum Academic Standard (MAS) and whether such institutions achieve its mission and stated objectives in accordance with the standard laid down (Akomolafe & Adesua, 2020). Also, programme accreditation is said to be the systematic review of education programmes in Colleges of Education and other branch of higher education system to ensure that acceptable standards of education, scholarship and infrastructure are maintained within the system (Amugon, 2016). Therefore, in ensuring proper and effective accreditation of programmes in Colleges of Education, NCCE and in particular, its accreditation unit must rise up to the task in ensuring continuous and purposeful accreditation processes in Colleges of Education in Nigeria in order to improve the quality of the education.

## **Concept of Quality Assurance Control**

Quality Assurance Control (QAC) is a type of measure or mechanism put in place to ensure that the institution programmes and activities are in line with the standards set by relevant regulatory agency and NCCE for Colleges of Education. However, in Colleges of Education, the internal quality assurance procedure is determined by the external quality assurance mechanism set by the external agency, that is, NCCE. Conceptually, Quality Assurance Control is a planned and systematic review process of an institution or programme to determine whether or not the acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced. Therefore, QAC enables the institution assess its current position in terms of goal achievement, processes carried out and resources available, to determine where it wants to go, and how it is going to get there (Bosu & Amakyi, 2014). Additionally, Onyesom and Ashibougwu (2013) described quality assurance as the entire process of ensuring maximum effectiveness and efficiency of educational programmes and services in relation to their context, mission and stated objectives. According to Abraham (2019), Quality Assurance in higher institution helps in achieving zero defects, wastage reduction and excellent output, however, all these mechanism put in place within the system are refers to as internal quality assurance measures.

## **Concept of College of Education**

College of Education as fondly refers to as Teacher Education is an institutionalized procedure designed for the professional training of those who engage in the business of teaching. Therefore, the education is a major pillar that supports the growth and development of any society as the quality of the education determines the quality of the teacher and that subsequently give rise to the quality of students (Agwu & Iduma, 2016). Also, College of Education is an education attained after the completion of Basic Education system (primary & Junior Secondary) and Senior Secondary Education. However, Colleges of Education programmes are structured in such a way to equip teachers for effective performance of their duties (FGN, 2014). The programme of Colleges of Education provides teachers' with the intellectual and professional background adequate for their assignment and adjust them (the teachers) to be adaptable to changing situations. Additionally, Colleges of Education offers a minimum entry qualification into teaching profession and thereby, awards a Nigeria Certificate in Education (NCE) after completion of 3 years academic programme.

## **Methodology**

The study adopted a descriptive survey research. The total population of this study consists of all colleges of education in Ilorin metropolis, Kwara State namely: Kwara State College of Education, Ilorin; Muyideen College of Education, Kulende; Kinsley College of Education, Ilorin; Imam Hamzat College of Education, Oko-Olowo, Ilorin; Nigerian Army College of Education (NACoE) and Nana Aishat Memorial College of Education, Alagbado, Ilorin. The total population of respondents was 1,230 staff comprising of all management and staff of the colleges of education. The researchers adopted a Research Advisors (2006) to determine the sample size of 287 respondents for the study. The proportionate sampling technique was use to determine the number of sample per each of the sampled colleges of education and purposive sampling technique was use to determine the sample respondents because of their relevance to the study and the following sample respondents were selected: the Provost; the Directors,

Academic Planning Units; the HODs; the Registrars; the Deans; the Course Coordinators; the Admission Officers; the Senior Lecturers; the Establishment Officers; and the Librarians. The instrument for data collection was a researchers’ designed questionnaire titled “Assessment of the Roles of NCCE in Ensuring Educational Quality in Colleges of Education Questionnaire (ARNCCEEQCEQ)” comprised of 13 items separated into two sections: seven (7) items statement on programmes accreditations and six (6) items statement on quality assurance control structured on a four-point rating scale. The face and content validity of the instrument was validated by two (2) experts in the field of Education Administration and Planning. The reliability co-efficient value of the instrument was obtained at 0.66 using Cronbach Alpha statistics. The instrument was personally administered by the researchers which facilitated prompt response and returns from the respondents. Descriptive statistics of mean and standard deviation were used to analyze and answer the research questions raised based on the data collected. While inferential statistics of Pearson Product Moment Correlation (PPMC) statistical technique was adopted to test the formulated hypotheses at 0.05 level of significance (95% confidence level). The Statistical Package for Social Science (SPSS) version 22.0 was used to code and reviewed the data collected for data analysis.

## Results

### Answering Research Questions

**Research Question 1:** What are the Roles of NCCE on Programmes Accreditation in ensuring Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State?

**Table 1:**

The Roles of NCCE on Programmes Accreditation in ensuring Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State.

S/N	Items	Mean	Standard Deviation
1.	NCCE role is to monitors the accreditation of courses in college of education in Ilorin metropolis	3.46	.501
2.	The last accreditation role performed by NCCE scored the colleges above 70%	3.23	.423
3.	The report of the last accreditation role performed by NCCE to your colleges is interim status	2.58	.843
4.	The college complies with the minimum academic standards as laid down by NCCE	3.49	.745
5.	Some courses in the college were granted a ‘denial status’ in the last NCCE accreditation visitation	2.14	.964
6.	The NCCE’s role on monitoring of college library is strictly complied with.	3.32	.839

7. The Minimum Academic Standards (MAS) regulated by NCCE is strictly followed by the college	3.28	.668
<b>Average Mean Score</b>	<b>3.07</b>	
<b>Minimum Mean Value: 2.50</b>		

In table 1, all the items of roles of NCCE on programmes accreditation were above the minimum mean value of 2.50, which ranges from 2.58 to 3.49 except item 5 (M- 2.14) which fell below the minimum mean value of 2.50. However, with the average means score of 3.07 higher than the minimum mean score of 2.50, the result, shows that the roles of NCCE on programmes accreditation in ensuring educational quality in Colleges of Education in Ilorin metropolis were highly performed.

**Research Question 2:** What are the Roles of NCCE on Quality Assurance Control in ensuring Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State?

**Table 2:**

*The Roles of NCCE on Quality Assurance Control in ensuring Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State.*

S/N	Items	Mean	Standard Deviation
1.	NCCE ensures guidelines on students admission requirements followed.	3.60	.586
2.	NCCE ensures students/teacher ratio standard is complied with by the College.	3.00	.586
3.	NCCE ensures minimum teaching qualification strictly followed	3.55	.657
4.	NCCE ensures provision of adequate lecture/class room in the College is monitored and complied with	3.13	.544
5.	NCCE ensures college provide adequate furniture for students/ staff.	3.24	.754
6.	NCCE ensures provision of teaching and learning facilities in the college are monitored and ensures compliance	3.41	.637
<b>Average Mean Score</b>		<b>3.21</b>	
<b>Minimum mean value: 2.50</b>			

In table 2, all the items of the roles of NCCE on Quality Assurance Control in ensuring Educational Quality were above the minimum mean value of 2.50 that ranges from 3.00 to 3.60. Therefore, since the average mean score of 3.21 is above the minimum mean score of

2.50, it shows that the roles of NCCE on Quality Assurance Control in ensuring Educational Quality in Colleges of Education in Ilorin metropolis were highly performed and monitored.

**Hypotheses 1:** There is no significant relationship between Programmes Accreditation and Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State.

**Table 3:**

*Pearson Correlation Result of Hypothesis 1 Tested*

HO <sub>1</sub>	df	N	MEA N	p. Value	r. Value	Decisio n
Programmes Accreditation =>EducationalQuality	286	287	18.688	.000	.502**	Ho <sub>1</sub>  Rejected

\*\*Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 1 stated that there is no significant relationship between Programmes Accreditation and Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State. In table 3, the result of the relationship between Programme Accreditation and Educational Quality in Colleges of Education in Ilorin metropolis, Kwara state was revealed and the Pearson correlation result shows that the calculated r. value of .502 is greater than the table value of .000 and however, the p-value of .000 is less than the alpha value of 0.05 shows that result is significant, and hence, the hypothesis was rejected. In view of this result, the null hypothesis revealed that there was a significant relationship between Programmes Accreditation and Education Quality in Colleges of Education in Ilorin metropolis, Kwara State.

**Hypothesis 2:** There is no significant relationship between Quality Assurance Control and Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State.

**Table 4: Pearson Correlation Result of Hypothesis 2 Tested**

HO <sub>2</sub>	Df	N	MEA N	p. Value	r. Value	Decisio n
Quality Assurance Control => Education Quality	286	287	17.088	.000	.267**	Ho <sub>2</sub> Rejected

\*\*Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 2 stated that there is no significant relationship between Quality Assurance Control and Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State. From table 4, the result of the relationship between Quality Assurance Control and Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State was revealed. The Pearson correlation result shows that the calculated  $r$  value of .267 is greater than the table value of .000 and however, the  $p$  value of .000 is less than the alpha value of 0.05 level of significance, hence, the hypothesis was rejected. Therefore, the result of the null hypothesis revealed that there was a significant relationship between Quality Assurance Control and Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State.

## **Discussion**

Research question 1 showed that NCCE's role on programmes accreditation were above the minimum mean value of 2.50, which ranges from 2.58 to 3.49 except an item which fell below the minimum mean value at 2.14. This result, therefore, implies that the roles of NCCE on programmes accreditation in ensuring educational quality in colleges of education in Ilorin metropolis were highly performed. Additionally, hypothesis one, which stated that there is no significant relationship between programmes accreditation and educational quality in Colleges of Education in Ilorin metropolis, Kwara State was rejected. Therefore, there was a significant relationship between Programmes Accreditation and Educational Quality in Colleges of Education in Ilorin metropolis. This further implies that NCCE's roles on accreditation of programme at Colleges of Education are strictly carried out in the colleges to ensure all programmes undergo their accreditation procedures and processes. Moreover, the finding shows that majority of the programmes of the Colleges of Education in Ilorin metropolis were accredited by NCCE and full accreditation status were granted, based on last accreditation visitation to the sampled colleges. This finding was supported by Ukoha and Ahia (2004) that, NCCE accreditation exercise involves thorough assessment of the following available facilities; improved laboratory, library and classroom facilities, employment of adequate number of qualified staff; institutional financed staff development programme, and adequate and regular provision of fund in the colleges of education.

Research question 2 revealed that all the items on the roles of NCCE on quality assurance control in ensuring educational quality were above the minimum mean value of 2.50 that ranges from 3.00 to 3.60. The result, however, shows that the roles of NCCE on quality assurance control in ensuring educational quality in Colleges of Education in Ilorin metropolis were highly performed and monitored. Also, hypothesis two stated that there is no significant relationship between Quality Assurance Control and Educational Quality in Colleges of Education in Ilorin metropolis, Kwara State. The hypothesis was however, rejected and hence, there was a significant relationship between Quality Assurance Control in ensuring Educational Quality in Colleges of Education in Ilorin metropolis. The study further revealed that the NCCE do carried out their role on quality assurance control as an external quality assurance agency in the area of monitoring the entry requirement for prospective students of the colleges to ensure strict compliance on general entry requirement as stated in NCCE and JAMB regulations. Moreover, the study revealed that the NCCE regulation on minimum teaching qualification for a prospective staff of the Colleges of Education in Ilorin metropolis was strictly monitored and complied with by the colleges. However, the finding of the study was supported by NCCE (2012) Minimum Standards for General Education which re-affirmed the role of NCCE on

quality assurance control that specified the Quality Assurance Toolkit as a guiding mode and procedure of NCE programmes in the country being fully supervised by Academic Programmes Department of NCCE.

Finally, the main hypothesis which stated that there is no significant relationship between the roles of NCCE in ensuring Educational Quality in Colleges of Education in Ilorin metropolis was rejected and hence, there was a significant relationship between the roles of NCCE and Educational Quality in Ilorin metropolis, Kwara State, Nigeria.

### **Conclusion**

Based on the results and findings of the study, it was concluded that the Colleges of Education in Ilorin metropolis were accredited by NCCE, their programmes/course were subjected to the commission's accreditation panel and regularly ensure quality in their programmes. The NCCE regulation on minimum teaching qualification for a prospective staff of the Colleges of Education in Ilorin metropolis was strictly monitored by NCCE and complied with by the colleges. This implies that NCCE has a significant role on the educational quality of Colleges of Education in Ilorin metropolis, Kwara State, Nigeria. Finally, it was concluded based on the findings of the study that the roles of National Commission for Colleges of Education (NCCE) in ensuring educational quality in Colleges of Education in Ilorin metropolis were highly performed.

### **Recommendations**

Based on the findings and conclusion reached on this study, the following recommendations were made that:

- i. the accreditation team of NCCE should ensure thorough check and inspection of physical facilities and other facilities during accreditation processes in Colleges of Education in Ilorin metropolis;
- ii. NCCE should mount further monitoring strategies on Colleges of Education to ensure expected quality assurance control is maintained on programmes' of the Colleges of Education in Ilorin metropolis and other areas within the Commission coverage;
- iii. NCCE quality assurance toolkit be reviewed to take care of the current development in the Colleges of Education so as to meet up with the set standards in teachers' education in Nigeria and the outside world; and
- iv. More fund should be allocated to NCCE and relevant ministry in order to improve the educational quality delivery in Colleges of Education in Ilorin metropolis and the nation at large.

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