



Quality Assurance Inputs and Goal Achievement in Public Colleges of Education in South-West, Nigeria

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ABSTRACT

The aim of this study was to identify the link between quality assurance inputs and the success in achieving goals within public Colleges of Education, South-west, Nigeria. This investigation focused on the correlation between quality assurance inputs and the achievement of these goals. The participants consisted of 1,320 academic staff and 20 principal officers out of which 302 academic staff and 20 principal officers were sampled. The study concluded that the fallouts indicated that the quality assurance inputs in each institution were not enough, which correspondent with a small level of goal achievement. Results revealed that a substantial association exists of quality assurance inputs on goal achievement in South-west Public Colleges of Education, Nigeria. The study recommended that public Colleges of Instruction should prioritise and invest in quality assurance inputs in order to ensure the delivery of quality education and attainment of goals of Colleges of Education.



Introduction

Quality in Nigeria education was based on teacher education in imparting knowledge to the society and individual at large. This is because it focused on the quality of current teachers while also laid neglected teachers, because learning can only be importance as a result of the quality of inputs provided by the stakeholders. 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 producing qualified and competent tutors for basic schools.

Attainment of goals in Colleges 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.

Excellence via education become one key subjects to educational changes especially when considering the over-declining standard of education in the country, a negative development which postures a serious defy to the progress of the nation. Quantity and quality inputs (facilities, recruiting lecturers, students' admission, 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.

Today in Nigeria, enhancement of worth of education is one of key tasks fronting the managers in institutions of learning, especially Colleges of Education because the quality of inputs were inadequately provided. Consequently, quality assurance has become a major issues to stakeholders in the educational sector. Quality, according to Amaechi and Odaudu (2017), is the extent of accomplishment of quality against which others judge. Quality is focused with good the extent of bad an outcome was. It concerns the quality thing if compared with other elements.

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 CE, it was very pertinent to know that there is quality of inputs provided by the government. 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 is one of elements liable for the failure of the Nigerian Colleges to effectively actualise of its 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 Ikechukwu 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. According to Akpan and Etor (2019), “the quality of facilities, lecturers’ recruitment, students’ admissions and curriculum need to be examined in order to determine their influence on Colleges, stakeholders (parents and government etc), are showing great concern and interest in the quality of education offered in the College”. Akpan and Etor (2019), “concern of stakeholders are 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”.

Quality of facilities used in imparting knowledge is a key yardstick for a good educational system. Researcher reflection shows that facilities seems insufficient in Nigerian Colleges of Education. 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”.

The caliber of lecturer recruitment is key indices that can influence overall value of education within the sector. The academic personnel play key role in the advancement of educational institutions. A significant issue at hand is the evaluation of the qualifications of academic staff and the adherence to appropriate recruitment procedures, which appears to have been overlooked. According to WB Testimony (2018), “educators conscripted into instruction position in Colleges of Education do not meet the required quality for the actual training”. It is evidenced from the current literature that a substantial amount of these educators lack the necessary qualities that contribute to effective teaching. Consequently, the instruction provided by this group of teachers is expected to be subpar, which may negatively impact the student.

Admission of students is crucial for ensuring worth guarantee in Nigerian Colleges. Although, a push of increase student enrollment, it is essential that these institutions prioritise maintaining high standards in their processes. Additionally, the criteria for entry should undergo regular evaluations to ensure they remain relevant and effective. Acceptance of learners in College is an aspect of the academic institution’s operations. The process involves in attracting, admitting and registering individuals who are interested in chasing a profession in the education line 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 (Ehindero, 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).

According to Manafa (2020), “curriculum is an input that is very important aspect of quality guarantee in Nigerian Colleges of Education, the value 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”. Dare (2021) noted that “in addition to the curriculum content, many lecturers continue to depend on outdated and ineffective teaching methods. This reliance results in a failure to equip students with the knowledge and skills required to thrive in ever-evolving and automated labour market of today”. Dare (2021) emphasised that “while the instructional methods framework in use provides a convenient and comfortable way to convey information, the evolving nature of students’ population necessitates additional considerations”. Consequently, there is need to review the Nigeria Certificate in

Education (NCE) to align with the demand of today's workforce.

Quality assurance process is the procedures, methods and mechanisms that ensure consistency and control in producing a product or service. The process of quality assurance involves various activities that are designed to supervise and evaluate effectiveness of the inputs. This includes monitoring of facilities, mentoring of junior lecturers to be able to gain more knowledge and experience and regular valuation of syllabus in ensure its relevance and placement on the educational goals.

Monitoring of facilities is a critical aspect in confirming a advantageous culture setting. It involves monitoring physical infrastructure of the school, including buildings, classrooms, playgrounds and other amenities. This is to ensure that they are well-maintained and free from hazards. This includes overseeing the maintenance and repair buildings, classrooms, laboratories, libraries and other educational space. Monitoring of facilities by the designated officers seems not to be effective and regular which is adversely affecting the quality of the facilities provided by contractors. According to Sanni (2020), opined that "facility monitoring is crucial to the upkeep, assessment, and planning of school facilities so as to enhance instruction and knowledge activities in educational institutions".

Also, mentoring in the professional enlargement of lecturers play a role. The process involves experienced and knowledgeable lecturers guiding and supporting less experienced lecturers in their teaching and research endeavours. Mentoring in school provides guidance and support to lecturers in areas such as curriculum development, classroom management, assessment strategies, and effective teaching techniques. Researcher observation shows that juniors lecturers who are expected to be mentored in the area of securing academic grant to do research seem not being guided. According to Ediger and Rao (2021), posited that "mentors encourage mentees to increase their mental capacity by helping them to think more deeply".

In furtherance, evaluation of curriculum contents in schools is a vital process that ensures the development and delivery of relevant, effective, and engaging educational programme. Evaluation of curriculum of the school is key areas of ensuring the superiority of education provided to future teachers. Evaluating the curriculum involves a comprehensive analysis of the content, structure, and delivery methods employed in schools. Making sure the curriculum keeps up with the times and equips aspiring educators with the skills they need to fulfill the expectations of the teaching profession is crucial as the education sector develops (Odaudu et al., 2021).

Goal achievement is the most essential pursuit of every viable organisation. In fact, educational institutions 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 objectives of NCE which is to harvest alumni through dedication, discipline, knowledge and skill. Teachers bear the exclusive responsibility of implementing educational policies and principles through their interactions with students, adhering to established standards. Their vital role in imparting knowledge and facilitating learning, along with various responsibilities within educational institutions, underscores their significance in achieving the objectives of Colleges of Education. Nevertheless, for teachers to effectively fulfil their roles and enable students to successfully gain knowledge, it is essential they demonstrate a strong smooth of discipline and obligation in their profession, and possess the indispensable acquaintance plus aids.

The prior discussion implies the quality inputs significantly affects the resulting output. This assumption highlights the necessity for Colleges to be sufficiently staffed and equipped with high-quality facilities. Such provisions are essential for the effective execution of educational programmes in these institutions, ensuring they align with the standards established by National Commission for Colleges of Education (NCCE). According to NCCE (2012), it was indicated that "the key requirements for ensuring quality in teaching and learning consist of quality inputs, including facilities, lecturer recruitment, student admission, and curriculum, all of which should be of superior quality. Regrettably, the input utilised in the Colleges of Education appear to fall short of the minimum standards". According to Kinyita and Hannah (2015), posited that "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. It is based on this contextual that this study proven the association between quality assurance and attainment of goal in public South-west Colleges of Education, Nigeria.

Statement of the Problem

Teachers across basic schools, particularly holders of 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. The commitment, discipline, expertise, and abilities of educators in primary schools in the South western region of Nigeria appear insufficient to allow them to fulfill their

responsibilities in a manner that would promotes the achievement of overarching objectives. The findings were derived from the researcher's direct engagement with various educational leaders in the zone.

Some educators in these institutions lack a comprehensive understanding of their subject matter. In fact, many struggle with classroom management and the application of appropriate teaching methodologies to effectively impact knowledge to students. Due to their limited skill set, certain teachers find it challenging to communicate clearly with learners, assess their strengths and weaknesses, manage lesson time efficiently, and utilize or adapt instructional materials as needed. Additionally, issues faced by some teachers include inadequate record-keeping, a lack of commitment to teaching, and neglecting lesson plan training owing to insufficient keenness. Moreover, a notable level of disorderliness midst certain trainers, manifested through tardiness in arriving at school and exploiting students. These factors collectively contribute to subpar job performance, ultimately leading in the standard of fundamental education in the South-western region of Nigeria.

Research Objectives

The objective of the study was to analyse the important connection between quality assurance inputs and the attainment of goals in Public Colleges of Education located in the South-west, Nigeria. Specifically, the study:

- i. Examined the level of quality assurance inputs; and
- ii. Determined the level of goal achievement.

Research Questions

- i. What is the level of quality assurance inputs?
- ii. What is the level of goal achievement?

Research Hypothesis

Ho: There is no significant connection of quality assurance inputs on goal achievement in South-west Public Colleges of Education, Nigeria.

Literature Review

Quality Assurance Inputs

It is essential to conduct a thorough evaluation of educational programs to uphold the standards of education in these institutions. An assessment of various factors, including the quality of facilities, the recruitment of lecturers, the admissions process for students, and the curriculum, is necessary to determine their influence on the achievement of educational objectives in South-West Nigeria. Concerns and interest about the quality of education offered in Nigeria educational institutions are being voiced by a growing number of stakeholders, including parents, student, and government agencies. The stakeholders focused on ensuring that these educational institution's input and output processes meet the required criteria. The issues are closely related to the ongoing efforts to preserve and improve the set of the programmes these institutions offer (Akpan & Etor, 2019).

Educational facilities plays a critical role in the effectiveness of an educational system. Observations by researchers indicate that the facilities in Nigerian Colleges of Education are often insufficient. This inadequacy encompasses vital resources such as suitable classrooms, libraries, laboratories, and internet access, which are either lacking or insufficient in several Colleges located in the South-west region of Nigeria. Additional concerns regarding facilities include overcrowded classrooms, deteriorating buildings, and incomplete projects, all of which appear to hinder the achievement of educational goals within these institutions in Nigeria. According to Eniola-Arigbe (2022), the educational facilities in most Colleges of Education were insufficiently equipped to support effective learning, which consequently stalled the College ability to achieve their goals.

The caliber of lecturer recruitment is a crucial factor that can influence the overall quality of education. The academic personnel play a vital role in the advancement of any educational institution. A significant issue arises regarding the evaluation of the qualifications of academic staff and the adherence to appropriate recruitment procedures, which appears to have been overlooked in the college. According to a 2018 World Bank assessment, teachers hired for teaching roles at educational institutions do not meet the requirements for providing effective instruction. The existing literature indicates that many of these educators are deficient in quality, which is essential for enhancing meaningful standards of instruction provided by this group of educators is expected to be subpar, which could negatively impact the students and the overall quality of graduate produced.

The admission of students is essential for ensuring quality assurance in Nigerian Colleges of Education. It is essential for educational institutions to prioritise a thorough admission process, even as they strive to boost student enrolment. This entails regularly assessing and updating the entry requirements to ensure they remain rigorous and effective. The enrolment procedures in Colleges of Education must reflect

this commitment to maintaining high standard which makes the school to function very well. It is crucial that the methods used to attract, admit, and register prospective educators meet high-quality standards, ensuring that the student intake is consistent with the college's goals. After being accepted into Colleges of Education, students participate in an orientation programme designed to familiarise them with the institution's policies, procedures, and available resources, all of which support the College's mission (Ehindero, 2019). In various educational institutions, the issue of student attrition seems to be prevalent, as some admitted students fail to satisfy the minimum admission criteria (Etim et al., 2019).

Curriculum plays a crucial role in ensuring quality assurance within Nigerian Colleges of Education. It is essential that the quality of the curriculum and academic programs aligns with the societal needs of those who benefit from its graduates. The significance of a well-structured curriculum in Colleges of Education cannot be overstated, as it directly influences the success of teacher training initiatives. However, in addition to the curriculum content, many educators continue to depend on outdated and ineffective teaching methods, which hinders their ability to equip students with the current skills that can meet the job market (Manafa, 2020). Dare (2021) emphasized that although the instructional methods currently in use offer convenient and comfortable means of delivering information, the changing demographics of students necessitate a more comprehensive approach. Therefore, it is essential to reassess the Nigeria Certificate in Education (NCE) curriculum to align it with the requirements of the modern workforce.

Goal Achievement

The objectives of the College of Education represent the aspirations that all participants within the College system actively seek to fulfill. A goal is defined as a long-term aim that an organization intends to accomplish, serving as the foundation for its establishment. No organization can be formed without a clear goal in mind. According to Bello (2020), the pursuit of goals is the primary reason for the creation of any higher education institution, as the absence of defined objectives would render the organization ineffective. Furthermore, Abdulkareem et al. (2015) emphasized that goal achievement reflects the degree to which an organization meets its established objectives. In a structured environment such as a school, the success in achieving these goals can be measured by the academic performance of students or the overall quality of its graduates.

Thomas (2020) emphasized that the success and goal attainment of any College of Education is contingent upon its capacity to attract, retain, and support its staff. In a similar vein, Obwogi (2021) clarified that Colleges must engage in effective manpower planning and development to realize their objectives. Consequently, it is essential for these colleges to prioritize the quality of their resources to achieve significant success.

Research Methodology

Research Design

The study employed a descriptive research framework characterised by its correlational type.

Population, Sample and Sampling Techniques

The population involved in the study was made up of 1,533 lecturers and 32 principal officers across the eight public Colleges of Education in South-western, Nigeria. As a result, the target population for this research included 1,320 lecturers and 20 principal officers. The simple random sampling method was used to select four of the six states in South western, Nigeria, while the purposive sampling method was employed to choose five public Colleges of Education in these states, determined by their years of establishment. Subsequently, a 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, which included 302 lecturers and 20 principal officers.

Instruments and Procedures

Questionnaires titled: "Quality Assurance Inputs Questionnaire" (QAIQ) and Goal Achievement Questionnaire (GAQ) were used for the study. In ensuring the legitimacy of developed instruments, a preliminary version was reviewed by three experts from the University of Ilorin in Nigeria, who assessed the content validity and helped eliminate any irrelevant or unclear items. The final versions of the instruments were refined based on the feedback, corrections, and suggestions provided by these experts. In evaluating the consistency of the instruments, 20 duplicates of each form distributed to respondents that were not part of the study sample. Data collected were analyzed via Cronbach's Alpha estimate, yielding reliability coefficients of .81 for the Quality Assurance Inputs Questionnaire and .80 for the Goal Achievement Questionnaire.

Procedure for Data Collection

The research team, accompanied by five trained assistants, visited the Colleges of Education to administer and collect data. Throughout the process, the investigator together with their subordinates upheld the privacy of the participants, avoiding any disclosure of information that might cause them harm or

embarrassment. Additionally, the questionnaires were designed to exclude any requests for names or identifying details, thereby guaranteeing the anonymity of the respondents.

Method of Data Analysis

Descriptive statistics, including mean and standard deviation, were employed to address the two research questions posed, while inferential statistics utilising PPMC was applied to test the formulated hypothesis, which served as the standard criterion for hypothesis testing. The notes accompanying each table in the results clarify that a mean value ranging from 1 to 1.75 signifies a very low extent, a range of 1.76 to 2.50 indicates a low extent, a mean value between 2.51 and 3.25 reflects a high extent, and a range of 3.26 to 4.0 denotes a very high extent. Out of 322 distributed questionnaires, 310 were returned for analysis, resulting in a retrieval rate of 96.3%.

Results

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

Table 1
Level of Quality Assurance Inputs

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

Table 1 report the average and standard deviation of quality assurance inputs. The mean scores for facilities, student admissions, and curriculum were recorded at 2.55, 2.57, and 2.61, respectively, indicating a high level of quality in these areas. In contrast, the recruitment of lecturers was assessed to be at a low level, with a mean score of 2.06. Consequently, the overall mean score of 2.45 suggests that the overall level of quality assurance inputs in these institutions is relatively low level.

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

Table 2
Level of GA

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

Table 2 shows the mean scores of dedication, knowledge and skills which were found to be 2.72, 2.67 and 2.64 respectively and as such considered to be of high level while discipline was found to be of low level. Hence, the composite mean of 2.50 discovered that the level of goal achievement in South-west Public Colleges of Education, Nigeria was low level

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

Table 3
QAI and GA

Variable	N	\bar{X}	SD	df	Cal value	r-	P-value	Decision
Quality Assurance Inputs	310	63.73	17.62					
				308	.571	.00		Ho Rejected
Goal Achievement	310	21.35	12.07					

Table 3 presents the computed r-value of .571, while the p-value (0.00) is below the significance threshold (0.05). Consequently, the hypothesis asserting that there is no significant relationship between quality assurance inputs and goal achievement in public Colleges of Education in the South western region of Nigeria is rejected. It means that significant association exists between quality assurance inputs and goal achievement in South-west Public Colleges of Education, Nigeria.

Discussion

This section offers an in-depth check of the results obtained from the study. For instance, the findings related to the quality assurance inputs as illustrated above, indicated a concerningly low standard of quality assurance inputs, reflected by a grand mean score of 2.44. This score suggests that the quality assurance input implemented in these institutions are insufficient, potentially hindering the achievement of their foundational objectives. A notable shortfall in the quality assurance inputs was evident across various dimensions of the educational framework within these colleges. This observation aligns with the research conducted by Eniola-Arigbe (2022), which indicated that the lack of adequate quality assurance inputs significantly affects both the overall educational standards and the students' learning experiences.

Research regarding the level of achievement of goals in South-west Public Colleges of Education, Nigeria has revealed that these institutions have only rarely met their objectives, as evidenced by a mean score of 2.55. This suggests that the aim of producing teachers who exhibit strong personal and professional discipline, commitment, knowledge, and skills has not been sufficiently fulfilled. The findings indicate a low level of goal attainment within these colleges, raising concerns about their ability to meet established standards. This situation aligns with the perspective of Eitim et al. (2019), who argue that many graduates from Nigerian Colleges of Education face challenges in making a meaningful impact on knowledge due to deficiencies in the essential teaching skills and knowledge gained during their training.

Furthermore, this study found out that a significant connection exists between quality assurance inputs and goal achievement. 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

The study concluded that: a notable relationship was observed between the inputs of quality assurance and the attainment of goals in public Colleges in South-west, zone; the fallouts indicated that the quality assurance inputs in each institution were not enough, which correspondent with a small level of goal achievement. Colleges of Education would be able to successfully accomplish their objectives by consistently improving the quality of their support services and instruction by methodically ensuring the quality of the inputs they supply.

Recommendations

The study's conclusions led to the following suggestions being made:

1. To guarantee the delivery of high-quality instruction and achievement of Colleges objectives, public colleges of instruction should prioritize and invest in quality assurance inputs;
2. Colleges of Education Management cultivate a supportive learning atmosphere that promotes academic excellence and motivates students to pursue greater achievements; and
3. Government (TETfund), should prioritize a careful selection of high-quality inputs and the enhancement of their processes. This approach will establish a cohesive framework that effectively supports the achievement of the objectives set by Colleges of Education.

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