

Quality Assurance Strategies as Predictors of Colleges of Education Effectiveness in North-central, Nigeria

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Abstract

High-quality Education is essential for the effective development of any country. It plays a crucial role at both national and global levels by empowering individuals with knowledge, skills, and critical thinking abilities. The aim of the study was to examine the quality assurance strategies as predictors of colleges of education effectiveness in north-central, Nigeria. The correctional research design was used for this study. The population of the study was 2,347 Lecturers of the colleges of education, while the sample was 467 Lecturers drawn from the population using multistage sampling techniques. Quality Assurance Strategies Questionnaire (QASQ) and College of Education Effectiveness Questionnaire (CEEQ) were used for data collection, the instruments were adapted and validated by three experts of educational management and of one of measurement of evaluation. The reliability indices were established at 0.931 and 0.926 for QASQ and COEQ respectively. Data collected was analyzed using Multiple Regression Analysis at 0.05 significance level. The results of the findings revealed that QAS predict CEE at 58.2% variability. The study was hereby concluded that QAS predict CEE. It was therefore, recommended that the government and college management should establish a robust system for continuous supervision, periodic evaluation and maintenance of infrastructure and provide more opportunities for Professional development programmes and necessary measures should be taken to handle the problems associated with learning environment.

Keywords: Quality Assurance, Strategies, Effectiveness, Predictors

Introduction

High-quality education is a cornerstone of sustainable development in any nation. It plays a pivotal role both locally and globally by equipping individuals with knowledge, practical skills, and critical thinking abilities. These attributes empower citizens to participate meaningfully in economic activities, make informed decisions, and contribute productively to society.

Moreover, education fosters the transmission of knowledge and promotes mutual understanding among individuals, families, communities, and nations (Team Leverage Edu, 2023). Recognizing its importance, the United Nations Convention on the Rights of the Child identifies education as a fundamental right of every child (Abulencia, 2023). Quality education contributes significantly to socio-economic development by improving employment opportunities, reducing crime rates, and enhancing social cohesion. These outcomes, in turn, support the development of prosperous and resilient societies (Smith, 2023).

In Nigeria, Colleges of Education were established to train professional teachers, particularly for the basic education sector. These institutions form a crucial part of the nation's tertiary education system, offering non-degree yet professional teaching qualifications. They are the primary source of trained educators for pre-primary, primary, and junior secondary schools and are, therefore, instrumental in determining teaching and learning quality across these levels. The origin of colleges of education in Nigeria can be traced to the 1959 Ashby Commission Report, which sought to address the acute shortage of qualified teaching personnel in the country (Olafero, Lawrence, & Fakorede, 2017; ClassNotes.ng, 2023; Myschoolgist, 2024). To ensure these institutions meet their mandates, robust quality assurance mechanisms must be implemented. Quality assurance in education refers to systematic processes and strategies designed to maintain and improve educational standards. These measures may be internal conducted by the institutions themselves or external, carried out by regulatory agencies responsible for overseeing educational quality (Mukta, 2022).

Despite their importance, empirical evidence reveals that many Colleges of Education in Nigeria face numerous challenges. These include brain drain, insufficient in-service training, ineffective monitoring systems, inadequate infrastructure, lack of motivation among lecturers, and generally poor learning environments (Adeniyi & Olowoyeye, 2014; Ademola et al., 2018; Martina & Ogunode, 2020; Jibrin & Faruk, 2021). Additionally, the National Universities Commission (NUC) Accreditation Reports (2023) highlight deficiencies such as the shortage of qualified lecturers, which compromises the quality of teacher training. Many graduates of the Nigeria Certificate in Education (NCE) programmes reportedly lack the skills required for entrepreneurship training centers (Oviawe, 2021). Consequently, private schools often favor

degree holders over NCE graduates, perceiving the latter as less competent (Eze et al., 2022).

These issues have contributed to the perceived decline in educational standards in Nigeria. Several reports have highlighted this downward trend. For instance, Nigeria was excluded from the list of the top ten African countries with the best education systems (The Sun, 2022). The World Economic Forum (2017/2018) ranked Nigeria 120th out of 137 countries for primary education quality and 117th for tertiary education. Furthermore, UNESCO (2021) and the National Senior Secondary Education Commission (NSSEC, 2022) estimate that the country requires over 277,000 additional teachers to meet the minimum teacher-pupil ratio.

In light of these challenges, this study investigates the predictive role of quality assurance strategies on the effectiveness of colleges of education in Nigeria. Specifically, it examines key quality assurance indicators in colleges of education within North-Central Nigeria. These indicators include: (a) the monitoring and evaluation of instructional delivery such as regular classroom observations and assessments; (b) inspection of college facilities including routine maintenance of infrastructure and teaching tools; (c) professional development programmes for lecturers including workshops, conferences, and in-service training; and (d) supervision of the teaching-learning environment including classroom conditions, student engagement, and the availability of instructional materials.

Objectives

To examine the Quality Assurance Strategies (monitoring of instructional activities, professional development programme, inspection of college facilities and teaching and learning environment supervision) as predictors of Colleges of Education Effectiveness in North-central, Nigeria

Research Hypotheses

H₀: Quality Assurance strategies (Monitoring of instructional activities, Professional development programme, College facilities inspection and teaching and learning-environment supervision) do not significantly predict the Colleges of Education Effectiveness in North-central, Nigeria

Methodology

This study focused on public Colleges of Education in the North-Central geopolitical zone of Nigeria. To ensure fairness, equity, and balanced representation, one College of Education was selected from each of the six states in the zone, and Federal Capital Territory (FCT), resulting in a total of seven participating institutions. The population comprised all lecturers in these Colleges, totaling 2,347. The sample size 467 lecturers was determined through multistage sampling techniques. The purposive sampling was used to select lecturers from the seven Colleges of Education. Proportionate stratified sampling ensured balanced representation based on the size of each College, while simple random sampling was used to objectively select respondents (Lecturers) (Hibberts, Johnson, & Hudson, 2012). Data collected using two structured instruments: the Quality Assurance Indicators Questionnaire (QASQ) and the College of Education Effectiveness Questionnaire (CEEQ). To establish the validity, the instruments were reviewed by 3 experts in Educational Management and 1 of Measurement and Evaluation. The reliability coefficients obtained were 0.931 for the QASQ and 0.926 for the CEEQ, indicating high internal consistency. The study's hypotheses were tested using Multiple Regression Analysis at the 0.005 level of significance.

Results

The results of data analysis and discussion of the findings on Quality Assurance Strategies for prediction of Effectiveness of Colleges of Education in North-central, Nigeria. Hypothesis was tested using inferential statistics of Multiple Regression at 0.05 level of significance. Therefore, the QAS and ECE have five scales.

Ho: Quality Assurance strategies (Monitoring of instructional activities, Professional development programme, College facilities inspection and teaching and learning-environment supervision) do not significantly predict the Colleges of Education Effectiveness in North-central, Nigeria

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.763 ^a	.582	.577	.42555

Predictors:(Constant),Teaching learning environment, Monitoring of Lecturers' instructional activities, Professional Development Program, College Facility Inspection

Table 1 reveals 0.763 and 0.582 as the Coefficient of Multiple Regression and Coefficient of Determination (R-square) respectively. The R square value of (0.582) implying that the independent variables Quality Assurance Strategies (Teaching learning environment supervision, Monitoring of Lecturers’ instructional activities, Professional Development Programme and College of education facilities), jointly explained the total variability of the dependent variable which is the effectiveness of colleges of education in the north-central, Nigeria. The high percentage of variability (58.2%) is an indication of model adequacy.

Table 2: Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	P-value.
1 Regression	86.862	4	21.715	119.916	.000 ^b
Residual	62.476	345	.181		
Total	149.338	349			

In the Table 2 the result of the ANOVA table indicates an F-value of 119.92 which is significant with p-value of .000 which is less than 0.05. Hence, the null hypothesis which stated that there is no significant prediction of Quality Assurance Strategies on the Effectiveness of colleges of education is rejected. Thus, there is significant prediction of Quality Assurance Strategies on the Effectiveness of colleges of education in the North-central Nigeria.

Table 3: Relative contribution of each strategy of the independent variable (Quality Assurance Strategies)

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
1 (Constant)	.980	.119		8.225	.000
Monitoring of inst. Activities	.406	.040	.493	10.069	.000
College Facility Inspection	.250	.045	.331	5.563	.000
Professional Dev. Program	.179	.041	.214	4.339	.000
Teaching-learning environmet.	-.126	.054	-.160	-2.339	.020

To determine the relative contribution of each independent variable, standardized Beta weights were calculated, and the results are presented in Table 3. The table shows the contributions of the quality assurance strategies namely, monitoring of instructional activities recorded the highest positive contribution with a Beta weight (β) = 0.493, $t = 10.07$, $p < 0.05$. Inspection of college facilities also made a substantial positive contribution ($\beta = 0.330$, $t = 5.56$, $p < 0.05$), while professional development programmes showed a

moderate positive contribution ($\beta = 0.214$, $t = 4.34$, $p < 0.05$). However, supervision of the teaching-learning environment recorded a negative contribution ($\beta = -0.160$, $t = -2.34$, $p < 0.05$).

Discussion of findings

The findings of this study demonstrate a nuanced understanding of the contributions of Quality Assurance Strategies to institutional effectiveness in Colleges of Education in North-central, Nigeria. Notably, monitoring of instructional activities emerged as the most influential factor, followed by inspection of college facilities and professional development programmes, while supervision of the teaching-learning environment contributed negatively. These findings align with, contradict, or extend existing literature in various ways.

The strong positive contribution of monitoring of instructional activities ($\beta = 0.493$) in this study supports earlier research emphasizing its pivotal role in ensuring educational quality. For instance, Chika and Ojorka (2020) highlighted that consistent monitoring enhances content delivery and supports improved pedagogical practices. Similarly, Yusuf et al. (2022) documented that classroom observations, lesson plan reviews, and performance appraisals significantly bolster teaching quality. This study reinforces those conclusions and affirms that monitoring is not only a best practice but a critical component of institutional effectiveness. It also corroborates Makiya et al. (2023) who emphasized the importance of feedback and professional support provided during monitoring, which helps improve instructional delivery.

The second strongest predictor, inspection of college facilities ($\beta = 0.330$), aligns well with several studies that have linked infrastructure quality with learning outcomes. Owolabi and Okebukola (2018) found that schools with structured inspection systems had better-maintained facilities and improved student achievement. Adepoju and Akinola (2017) also emphasized that regular inspection facilitates early detection of infrastructure decay, supporting continuous learning. This study's findings confirm that the physical environment, when systematically managed, contributes positively to institutional performance. Moreover, Ajayi et al. (2016) concluded that periodic facility assessments lead to better use and maintenance, aligning directly with this study's emphasis on the strategic role of infrastructure oversight in enhancing educational outcomes. Professional development programmes ($\beta = 0.214$) showed a moderate but significant positive influence.

This is consistent with prior studies, such as those by Omosidi et al. (2020) and Akinsola and Sa'idu (2023), who identified teacher training and continuous learning as key drivers of school improvement. Bua et al. (2019) similarly reported that structured professional development enhances teacher capacity and academic staff performance. However, the relatively lower Beta weight in this study suggests that while professional development is important, its impact may be contingent upon the quality, frequency, or relevance of the programmes implemented. It may also reflect challenges in translating training into practice without adequate support structures a concern echoed by Ugolo and Onukwu (2019).

The negative contribution of the supervision of the teaching-learning environment ($\beta = -0.160$) is striking and diverges from several studies that reported positive outcomes. For instance, Ihekoronye (2020) noted that conducive and well-supervised environments enhance learning, while Adekoya et al. (2020) and Heikkilä et al. (2018) emphasized the role of structured, supportive environments in fostering academic success. This contradictory finding suggests potential issues in how supervision is being implemented in the study context. It may indicate superficial, punitive, or misaligned supervisory practices, rather than developmental and supportive ones. Alternatively, the negative contribution could reflect inadequate physical learning conditions or poor administrative structures that undermine supervision's intent, an observation somewhat supported by Olugbenga (2019), who found that substandard facilities negatively affect both teaching and learning.

The study confirms existing literature in terms of the importance of monitoring and infrastructure oversight, yet challenges assumptions regarding the universal effectiveness of supervision and professional development. For instance, while Kihara (2021) and Makiya et al. (2023) emphasize the empowering role of supervision, the findings here suggest that its implementation may lack coherence or support. The contradiction with studies such as Akinsola and Sa'idu (2023) regarding the teaching-learning environment may also highlight contextual factors unique to North-Central Nigeria such as overcrowded classrooms, outdated facilities, or ineffective supervisory personnel that dampen the intended benefits of supervision. This study's findings enrich the discourse on quality assurance by confirming the centrality of monitoring and infrastructure management in enhancing institutional effectiveness. However, it also raises critical questions about the

implementation fidelity and contextual realities surrounding supervision and professional development. The negative impact of environment supervision suggests the need for a qualitative approaches.

Conclusion

This study found out that quality assurance predicts the effectiveness of colleges of education in the North-Central, Nigeria by jointly predicted the 58.2% which is a high variability. Quality assurance strategies such as monitoring instructional activities, inspection of facilities, and lecturers' professional development programs were identified as positive contributors to the effectiveness of colleges. However, challenges in the teaching-learning environment, such as inadequate infrastructure and resources, negatively influenced institutional effectiveness. The findings underscore the importance of integrating quality assurance practices to achieve improved outcomes in colleges of education.

Recommendation

1. The government and college management should establish a robust system for continuous supervision, regular classroom observations, peer reviews, and student feedback mechanisms should be implemented to improve instructional quality.
2. There should be periodic evaluation and maintenance of infrastructure, including classrooms, laboratories, libraries, and ICT resources, to provide a conducive learning environment.
3. Lecturers should be provided with more opportunities for capacity-building workshops, seminars, and advanced training in pedagogical skills, research methodologies, and technological integration in teaching.
4. To address negative impact of teaching-learning environment as revealed by the current study, the stakeholders should invest in modern classroom facilities, adequate instructional materials and well-equipped libraries to create an engaging and conducive learning environment.

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