

## ADEQUACY OF EDUCATION RESOURCES FOR QUALITY TEACHER PRODUCTION IN NIGERIAN COLLEGES OF EDUCATION

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### **Abstract**

Higher education is central to economic and political development and vital to competitiveness in an increasing globalizing society. Quality assurance in Colleges of Education is at the heart of effort to produce highly skilled and informed teacher that is in line with the philosophy and national objective of teacher education in Nigeria. This paper examines the current quality assurance practices in the Colleges of Education as it affects teacher production. In recognition of the importance quality assurance plays in the production of teachers, special attention was paid to adequacy of resources such as human, financial and physical. The study adopted a survey research type. An instrument titled "Assessment of the Adequacy of Educational Resources in Colleges of Education Questionnaire" (AAERCEQ) was used to collect data for the study. The coefficient of reliability of the instrument was found to be .60. Stratified sampling technique was used to select ten academic departments in each of the Colleges of Education selected. The study found that educational resources were short in supply both in private and public Colleges of Education. It was on this premise that recommendations were made on the need for stakeholders to collaborate with colleges in the provision of educational resources.

### **Introduction**

Today, more than ever before, education is recognized as a means by which human resources of nations are developed for cultural, economic, political and social development. Education produces the scientists who do basic research and generate new things. Education produces scientist who adopt and appropriate technologies; education produces the



diplomats, the envoys and the ministers who represent nations at international fora. Business at such fora, definitely are governed by certain laws, rules, regulations, conventions and etiquettes which all participants acquired through education. Above all, education produces teachers and educational managers who contribute to quality human resource development at all levels. Therefore, for education to fulfil these fundamental roles there is need for quality assurance measures at different stages of education. Without effective quality assurance measures in the system of education, the expected end result of educational programmes will not materialize. These are some of the factors that motivated the researchers to carry out this study.

### Quality Assurance

Quality assurance refers to planned and systematic production process that provides confidence in product stability for its intended purpose. It is a set of activities intended to ensure that product satisfy customer's requirement in a systematic reliable fashion. Quality assurance is based on two principles, that is, the principle of free for purpose, this means that the product should be suitable for the intended purpose, and the principle of right first time; meaning mistake should be eliminated in the production process. It also includes the regulation of the quality of raw materials assembly for the intended users, products, components and services related to the production and management, production and inspection processes. It is important to realise that quality is determined by the intended users, clients or customers. Adeogun and Osifila (2007) defined quality assurance in the school system as are all activities that are conducted in order to achieve or maintain a certain quality level in every participant. It is an avoidance of defect in the education process. Cole (1996) opines that quality assurance in any educational institution indicates that students' learning is well supported with adequate resources and that those actively involved both in school administration and teaching have clear job.

The term 'quality assurance' refers to "systematic, structured and continuous attention to quality in terms of quality maintenance and improvement" (Vroeijensdijn, 1995). As cited in Warty (2003), a further review of the literature on quality assurance reveals two schools of thought: The first attaches quality to a context and as a consequence quality becomes meaningful. For example, references to the quality of assessment, student intake, academic programmes, teaching and learning, the student experience and programme designs are not uncommon. Any attempt to

define or attach meaning to the term is largely ignored and one is left to assume that it is 'high quality that is being referred to as opposed to 'good' or 'poor' quality. A second way of thinking about quality relates to a stakeholder-specific meaning. Here quality is considered, having regard to a variety of stakeholders with an interest in higher education, each having the potential to think about quality in different ways. In particular, the early works of Vroeijensdijn (1992), Middlehurst (1992) and Harvey and Green (1993) highlight the importance and value of considering quality from a variety of stakeholder perspectives. Harvey and Green (1993) identify five categories or ways of thinking about quality. As cited in Warty (2003), key aspects of each of these categories can be summarised as follows:

- i. Exception: distinctive, embodies in excellence, passing a minimum set of standards.
- ii. Perfection: zero defects, getting things right the first time (focus on process as opposed to inputs and outputs).
- iii. Fitness for purpose: relates quality to a purpose, defined by the provider.
- iv. Value for money: a focus on efficiency and effectiveness, measuring outputs against inputs. A populist notion of quality (government).
- v. Transformation: a qualitative change; education is about doing something to the student as opposed to something for the consumer. Includes concepts of enhancing and empowering: democratisation of the process, not just outcomes. Warty (2003) suggests that the dimension of quality as perfection can be removed, since fitness for purpose and transformation seem to be the two most appropriate definitions of quality, according to small-scale research with a sample of senior managers in higher education institutions.

Quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. A tertiary institution is only as good as the quality of its teaching staff—they are the heart of the institution who produce its graduates, its research products, and its service to the institution, community, and nation (World Bank, 2007). This is why quality assurance is seen by Babalola (2004) as the proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and

school environment before things get out of hands. Thus, an education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of quality assurance (Fasasi, 2006).

### Teacher Production

Teacher Production is the process of making teachers available to the end users. The end user in this case is the educational system. Adenigbagbe (2000) described teacher production as a means of preparing and producing trained teachers for all levels of our educational system. Hence according to Adenigbagbe, it becomes an integral and corporate service attached to institution of higher learning such as universities, colleges of education, polytechnics and teacher training institutions. The production of high quality teachers will go a long way in assisting the school to achieve the stated objectives. The importance of teachers and the role they play in the process of education is of great importance to any educational system. This is why Balogun (1998), observed that in more advanced countries, there may be close substitute for teacher roles in the form of teaching machines with programmed instruction but in the third world countries such as Nigeria, teacher undoubtedly remain the managers of knowledge. Based on this premise, teacher education in Nigeria should be the basis for the production of high quality teachers which will improve the quality of Educational system as a whole. This is because it is stated in the National Policy on Education (2004) that no education system can rise above the quality of its teachers. In the same vein, the summit of nine high population developing countries held at New Delhi, India in December 1993 reiterated the relevance of qualitative teacher production to the quest for improved basic education for all (UNESCO, 1998). Also, the report of the Federal Ministry of Education 2004 noted that "nearly all issues whether related to the goals, learning achievement, organisation of programmes or performance of education system involves an analysis of the roles of teachers in terms of their behaviour, performance, remuneration, incentives, skills and how they are used by the system. In view of this, the ways and manners teachers are produced and made available to the educational system is an integral part of National Development and must be based on sound philosophy which must be relevant to the needs and aspiration of the society. This is why Harris

(1993) opined that teacher production should be based on sound philosophy and on such rationale that should guarantee the acquisition of necessary knowledge components and professional skills which will enable pre-service teachers to both school and educate the pupils. Any teacher production programme that will serve the need of educational system would take into consideration the quantity and quality of teachers at a particular point in time. This is because for the educational system to fully achieve its goals and objectives teachers must be available in the right quality and quantity.

In the opinion of Ali (2001), the annual production of teachers for primary, secondary and tertiary levels, schools must take into cognizance and address those issues which have direct bearing on the quality, quantity and the variety of available pre-service and in-service teacher education programme in-so far as they relate to planning for their production, providing necessary and proper framework and enabling facilities for training them, monitoring and evaluation of their training ensuring a sustained new teachers employability capacity, by controlling the number and variety of teachers produced, ensuring stability in their turnover rate as well as providing necessary research based facilities for producing dependable empirical evidence necessary and useful for improving teacher education programme in Nigeria.

### Teacher Production and Quality Assurance

Quality assurance in teacher production involves the setting of standards for the various processes and activities that lead to the production of teachers by the training institutions. The basic principles underlying quality assurance in the production of teachers is the fact that the teachers produced must be fit for the education sector and that any form of mistake must be eliminated in the production process, so that highly qualified teachers are produced and employed to teach in our various schools. This involves planned and systematic production process that provides confidence in the suitability of the teachers produced for its intended purpose. Quality assurance in the production of teachers entails a set of activities intended to ensure that the teachers produced satisfy the requirements of the education system. The set of activities that ensure quality in the production of teachers are highlighted by Okebukola (2005) as follow:

- i. requirements for entry into teacher education programme
- ii. programme duration

- iii. course content i.e total number and nature of subjects/topics, relative weighing of subjects etc
- iv. practicum during programme
- v. quality of teacher trainers
- vi. standard of instructional infrastructure and facilities
- vii. the school environment from holistic perspective
- viii. actual delivery strategies, time tabling, extent of the syllabus actually covered, teaching methodologies and application of relevant instructional aids.
- ix. quality and quantity of co-curricular activities to students teachers
- xi. examination i.e quality of examination items, examination supervision, moderation of results, grading system etc
- xii. internship prior to professional registration licensing

He further noted that quality assurance entails handling these and other various elements of teacher education in such a way that the goals of teacher education as enumerated in the National Policy on Education (2004) are effectively accomplished

The philosophy of teacher production in Nigeria is anchored on five-value-objectives of teacher education as enumerated in the National Policy on Education (2004). The goals, among others, are at the end of an appropriate teacher education programme, teacher should:

- i. be highly motivated, conscientious and efficient in the classroom;
  - ii. possess the spirit of enquiry and creativity;
  - iii. fit into the social life of the community and the society at large and be committed to national goals;
  - iv. acquire the intellectual and professional background adequate for their assignment and be adaptable to the changing situations;
  - v. be committed to the teaching profession.
- Translated into the perception of teacher producing centres, these national objectives could be reduced to three major thrust to be achieved in the making of effective teachers. (UNESCO, 1998). These are:
- i. the possession of a body of knowledge and understanding;

- iii. the possession of a professional skill and techniques;
- iii. the possession of certain positive personal qualities;

These three attributes are interrelated.

Ensuring quality in the production of teachers involves three stages. The first stage is to ensure that high quality' applicants are selected for the production process. These applicants are the students who enrolled in the teacher education programme. They constitute the most important inputs in the production of teachers and they must be of high quality. In other words, high standard must be set by the teacher training institutions for the admission of students and this must be in form of high entry requirement into teacher education programme. This is based on the fact that the quality of inputs will determine the quality of outputs.

The second stage involves the processing or transformation stage. This stage involves imparting the values and norms of the teaching into the would-be teachers. This involves professional teacher preparation, general education and content preparation. This programme must be carried out with high quality personnel, equipment and facilities to ensure that teachers of high quality are produced.

The third stage which is the last stage in teacher production has to do with internalising of the would-be teachers to the teaching profession by undergoing a period of internship to prepare them for the real business of teaching.

### Statement of the problem

Colleges of education are very strategic to the education industry as they provide the middle level manpower needed to drive the sector. In order to ensure the quality of the manpower produced, the resources needed for the survival of the system must be available in the right quantity and quality. This study will beam its search light on the level of availability of educational resources in these institutions. This is to examine the extent to which resources are available in the colleges for the teacher education programme.

### Purpose of the Study

This study was designed to examine the adequacy of educational resources for quality teacher production in colleges of education. It was also designed to examine the level of adequacy of educational resources in both private and public colleges in the state.

## Research Questions

In order to address the problem identified in this study, the following research questions were raised:

1. What is the level of educational adequacy in the colleges of education?
2. What is the level of adequacy of educational resources in the public colleges of education?
3. What is the level adequacy of educational resources in each of the colleges of education?
4. What is the level of adequacy of educational resources in the private colleges of education?

## Research Methods

Survey research design was adopted for this study. This is to assess the opinions of the respondents on adequacy of educational resources in the colleges of education. There are five colleges of education in Kwara State. These comprise of three public and two private colleges of education. Four colleges comprising of 80 departments were selected for the study. Random sampling technique was used to select 43 academic departments for the study. An instrument titled "Adequacy of Educational Resources Questionnaire" (AERQ) was used. A number of steps were taken to ensure the reliability of instrument and the coefficient of reliability was found to be 0.65. The instrument was validated by two experts in the field of Educational Management and Measurement and Evaluation. These sub-instrument contains 43 items divided into seven sub-variables. These sub-variables are staffing, teaching facilities, teaching equipments, microteaching laboratory, library services, staff development programme and funding. Each head of department was asked to state the level of adequacy of these resources in a four point Likert Scale of most adequate, adequate, fairly adequate and not adequate. The computed scores were converted to mean level of adequacy of educational resources. Therefore the mean ranges from 1.00-2.54 = low; 2.55-3.54 = average, 3.55-4.54 = high, 4.55-5.00 = very high.

## Presentation of Results

RQ 1: What is the level of adequacy in the colleges of education?

Table 1: Adequacy of Educational Resources in the Colleges of Education

| SN | Variables                   | N  | Mean | Standard Deviation | Level of Adequacy |
|----|-----------------------------|----|------|--------------------|-------------------|
| 1  | Staffing                    | 43 | 2.45 | 0.49               | Low               |
| 2  | Staff Development Programme | 43 | 1.85 | 0.63               | Low               |
| 3  | Teaching Facilities         | 43 | 2.19 | 0.61               | Low               |
| 4  | Teaching Equipment          | 43 | 1.67 | 0.71               | Low               |
| 5  | Micro Teaching Laboratory   | 43 | 1.73 | 0.70               | Low               |
| 6  | Library Services            | 22 | 1.95 | 0.56               | Low               |
| 7  | Funding                     | 22 | 1.41 | 0.73               | Low               |

Table 1 describes the adequacy of educational resources in colleges of education in Kwara State. The table reveals that educational resources were found to be low in terms of level of adequacy. Despite this, there was increase in the provision of staff (academic and non-academic) and teaching facilities as the mean scores were 2.45 and 2.19 respectively. Hence, the results indicated generally that resources required for producing teachers in terms of quality and quantity are inadequately provided. This implies that there would be low professional competency in the production of teachers in colleges of education. Ottan (2010) posited that the professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he or she likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. Professional and academic freedom for teachers is also of crucial importance in achieving teaching that is independent of any political, economic, ideological or religious influence, in order to preserve young people's right to, and democratic exercise of critical creativity. There has to be a general thrust in the creativity of the teacher. This general thrust depends on the level of learning opportunity a teacher is exposed to in the training through adequate provision of resources required to produce a qualified teacher.

RQ 2: What is the level of adequacy of educational resources in public colleges of education?

Table 2: Adequacy of Educational Resources in the Public Colleges of Education in Kwara State

| S/N | Variables                   | N  | Mean | Standard Deviation | Level of Adequacy |
|-----|-----------------------------|----|------|--------------------|-------------------|
| 1   | Staffing                    | 22 | 2.49 | 0.94               | Low               |
| 2   | Staff Development Programme | 22 | 1.90 | 0.85               | Low               |
| 3   | Teaching Facilities         | 22 | 1.98 | 0.76               | Low               |
| 4   | Teaching Equipment          | 22 | 1.98 | 0.69               | Low               |
| 5   | Micro-teaching Laboratory   | 22 | 1.63 | 0.77               | Low               |
| 6   | Library Services            | 22 | 1.95 | 0.32               | Low               |
| 7   | Funding                     | 22 | 1.39 | 0.91               | Low               |

In Table 2, public or government owned colleges of education in Kwara State were described with regard to adequacy of educational resources. It was shown in the Table that all the resources were found to be low; that is low level of adequacy. The mean scores for staffing (2.49) were the highest scores in the Table. This means that priority is given or placed on provision of staff (academic and non-academic) and little effort was given to staff development programme, teaching facilities, teaching equipment, micro-teaching, library services and funding.

**RQ 3:** What is the level of educational resources in the private colleges of education?

Table 3: Adequacy of Educational Resources in Private Colleges of Education

| S/N | Variables                   | N  | Mean | Standard Deviation | Level of Adequacy |
|-----|-----------------------------|----|------|--------------------|-------------------|
| 1   | Staffing                    | 21 | 2.41 | 0.99               | Low               |
| 2   | Staff Development Programme | 21 | 1.79 | 0.99               | Low               |
| 3   | Teaching Facilities         | 21 | 2.40 | 0.70               | Low               |
| 4   | Teaching Equipment          | 21 | 1.40 | 0.99               | Low               |
| 5   | Micro-teaching Laboratory   | 21 | 1.86 | 0.87               | Low               |
| 6   | Library Services            | 21 | 1.94 | 0.87               | Low               |
| 7   | Funding                     | 21 | 1.38 | 0.88               | Low               |

Table 3 shows the level of adequacy of educational resources in private colleges of education in Kwara State. The Table revealed that the levels of adequacy of resources were low as regard staffing, staff development programme, teaching facilities, teaching equipment, micro-teaching

laboratory, library services and funding. The Table also showed that staffing and teaching facilities were given more attention as the mean scores were 2.41 and 2.40 respectively.

**RQ 4:** What is the level of adequacy of educational resources in each of the colleges of education?

Table 4: Adequacy of Educational Resources in Kwara State College Of Education, Ilorin

| S/N | Variables                   | N  | Mean | Standard Deviation | Level of Adequacy |
|-----|-----------------------------|----|------|--------------------|-------------------|
| 1   | Staffing                    | 12 | 2.64 | 0.93               | Average           |
| 2   | Staff Development Programme | 12 | 1.94 | 0.78               | Low               |
| 3   | Teaching Facilities         | 12 | 1.97 | 0.89               | Low               |
| 4   | Teaching Equipment          | 12 | 1.38 | 0.66               | Low               |
| 5   | Micro Teaching Laboratory   | 12 | 1.67 | 0.82               | Low               |
| 6   | Library Services            | 12 | 2.46 | 0.83               | Low               |

The level of adequacy of educational resources in Mulhydeen College of Education is presented in Table 6. All the resources were found to be low except the teaching facilities (2.58) which were found on average level of adequacy but there was improved effort for the provision of staff, teaching equipment and library services as the mean scores were 2.24, 2.13 and 2.15 respectively.

Table 7: Adequacy of Educational Resources in Illemona College of Education, Kwara State

| S/N | Variables                   | N  | Mean | Standard Deviation | Level of Adequacy |
|-----|-----------------------------|----|------|--------------------|-------------------|
| 1   | Staffing                    | 12 | 2.24 | 1.11               | Low               |
| 2   | Staff Development Programme | 12 | 1.53 | 1.15               | Low               |
| 3   | Teaching Facilities         | 12 | 2.58 | 0.71               | Low               |
| 4   | Teaching Equipment          | 12 | 2.13 | 1.15               | Low               |
| 5   | Micro-Teaching Laboratory   | 12 | 1.88 | 1.00               | Low               |
| 6   | Library Services            | 12 | 2.15 | 0.95               | Low               |
| 7   | Funding                     | 12 | 1.57 | 0.85               | Low               |

Table 7 presents the adequacy of educational resources in Ilemona College of Education, Kwara State. The level of adequacy of all resources were found to be low as regard the staffing, staff development programme, teaching facility, teaching equipment, micro-teaching laboratory, library services and funding. However, the table showed increased effort in the provision of staff, teaching facilities, teaching equipment and library services.

### Discussion of Findings

The finding of this study showed that educational resources in the colleges were inadequate. The study revealed that the level of adequacy of educational resources in the colleges was low. (Adegun and Osifila, 2009). For example, the study indicated that in all the institutions examined the staffing condition was also low except in College of Education, Ilorin where the staffing condition was on the average (table 4). In a situation where the staffing condition is low, this will affect the quality of teachers produced would be adversely affected. This is because no education system can rise above the quality of its teachers. Lecturers need to be exposed to various programmes relating to their professional development, such as conferences, workshops, seminars etc for, this is another factor that can improve the quality of would-be teachers. Where this is lacking it means they would not be exposed to these programmes and this would affect their exposure to new trends in teacher education programme which invariably will affect their quality of instruction.

The inadequacy of teaching facilities and equipment with which lecturers can work effectively is a reflection of quality of teachers produced in the selected colleges. This is because the available resources in the colleges would be overstressed. In this situation, there will be rationalisation of these facilities in teaching students which eventually will influence the quality of the students produced.

### Conclusion

Educational resources are vital to the survival of the school system. This is because no meaningful instruction can take place where education resources are inadequate. In this study, it was found that resources in the colleges of education examined were said to be inadequate.

This will lead to over-working of these resources by both academic staff and the students. Furthermore; there would be rationalisation of educational resources which also influence the quality of the teacher

produced. These situations will greatly influence the achievement of the objective for which the colleges of education were established.

### Recommendations

Based on the findings, the following recommendations were made:

1. Government and other stakeholders should collectively devote more resources to ensure that resources needed in colleges of education are provided toward effective utilization.
2. Staff development programme that would provide such staff current (up-to-date) knowledge and ideas for improvement on the job should be made mandatory.
3. Evidence of staff personal development programme should be used as part of prerequisite for promotion of staff on the job.
4. The college provosts should rationally source for money and materials through sales, donations and exhibitions so as to assist in the provision of educational resources.
5. The host communities and other stakeholders should assist the colleges in the provision of educational resources.

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