



Provosts' Quality Assurance Strategies and Lecturers' Job Performance in Colleges of Education in Kwara State, Nigeria

Adeseko Sunday Olaifa^{1*}, Taofeeq Saadu Issa², Ebunlomo Oreoluwa Olaifa³, Johnson Abiodun Medupin⁴, Moses Adeleke Adeoye⁵ 

^{1,2,4,5} Al-hikmah University Ilorin, Nigeria

⁴ University of Ilorin, Nigeria

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ABSTRAK

Penurunan kinerja dosen yang terus-menerus khususnya pada Sekolah Tinggi Pendidikan menimbulkan kekhawatiran besar di kalangan pemangku kepentingan pendidikan. Penelitian ini bertujuan untuk menganalisis hubungan antara strategi penjaminan mutu rektor dan prestasi kerja dosen di perguruan tinggi pendidikan. Penelitian ini menggunakan survei deskriptif dengan tipe korelasional. Sampel penelitian berjumlah 285 dosen. Teknik pengambilan sampel acak proporsional digunakan untuk memilih jumlah responden. Instrumen untuk pengumpulan data berjudul Strategi Penjaminan Mutu Rektor dan Kuesioner Prestasi Kerja Dosen (PQASLJPQ). Kuesioner dibagi menjadi tiga bagian: bagian A untuk pengumpulan data demografi; Bagian B memuat hal-hal mengenai strategi penjaminan mutu rektor; dan Bagian C berisi item mengenai prestasi kerja dosen pada skala pemeringkatan Likert 4 poin yang dimodifikasi. Data yang dikumpulkan dianalisis menggunakan mean rating untuk menjawab pertanyaan penelitian. Korelasi Product Moment Pearson (PPMC) digunakan untuk menguji hipotesis penelitian pada tingkat signifikansi 0,05. Hasil penelitian menunjukkan adanya hubungan yang signifikan antara strategi penjaminan mutu rektor dengan prestasi kerja dosen. Studi ini menunjukkan bahwa supervisi yang efektif, program pengembangan staf, dan manajemen stres dapat meningkatkan kinerja guru dan efektivitas sekolah. Direkomendasikan agar rektor mempertahankan semangat profesional dan standar moral yang tinggi agar dapat menerapkan strategi penjaminan mutu secara efektif dan menjaga kondisi kerja yang positif bagi para dosen.

ABSTRACT

The continuous decline in lecturer performance, especially at Colleges of Education, has raised significant concern among education stakeholders. This research aims to analyze the relationship between the chancellor's quality assurance strategy and the work performance of lecturers in universities of education. This research uses a descriptive survey with a correlational type. The research sample consisted of 285 lecturers. A proportional random sampling technique was used to select the number of respondents. The instrument for data collection is the Chancellor's Quality Assurance Strategy and Lecturer Work Performance Questionnaire (PQASLJPQ). The questionnaire was divided into three sections: section A for demographic data collection; Part B contains matters regarding the chancellor's quality assurance strategy; and Part C has items regarding lecturer work performance on a modified 4-point Likert rating scale. The data collected was analyzed using the mean rating to answer the research questions. Pearson Product Moment Correlation (PPMC) was used to test the research hypothesis at a significance level 0.05. The research results show a significant relationship between the chancellor's quality assurance strategy and lecturers' work performance. This study shows adequate supervision, staff development programs, and stress management can improve teacher performance and school effectiveness. It is recommended that the rector maintain a high professional spirit and moral standards to effectively implement quality assurance strategies and maintain favorable working conditions for lecturers.

1. INTRODUCTION

Education has been recognized as a prerequisite for the sound economic, social, political, and technological development of any nation, and quality education has conventionally been associated with strong teachers having a high degree of direct contact with learners. Education is an essential medium for manpower and national development, and the socio-political, economic, and technological advancement of any nation cannot be actualized without qualitative and functional education (Ardley & Johnson, 2019; Buchanan, 2020; Tampang & Wonggo, 2018). Education is paramount, particularly in a developing country like Nigeria and has increased because of the need to catch up with the advanced world in several

*Corresponding author.

E-mail addresses: asolaifa@alhikmah.edu.ng (Adeseko Sunday Olaifa)

areas, particularly in global competitiveness and best practices (AbdulRaheem et al., 2017; Adebayo & Balogun, 2019). In recognition of the importance of education, the Nigerian government has established a school system of different levels, ranging from primary to tertiary institutions, each with its aims and objectives. All human agencies, especially those engaged in human capital development like colleges of education, need quality assurance because quality assurance is the process of ensuring that the learners are maximally imparted with the skills and knowledge as stated in national educational goals and objectives (Bubou & Job, 2022; Okeke-James et al., 2020). The concern for quality enhancement in education service delivery necessitated the relinquishment of quality assurance in education as a rising policy perspective in the contemporary world, which radiated from the World Conference on Education for All initiated by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (de Bruin, 2019; Wright, 2021). Representatives of the international community agreed that all countries should pay greater attention to improving all aspects of education (quality) and ensuring excellence in all situations, as observed in (Nwite & Nkiru, 2017). In line with this policy, the Federal Republic of Nigeria articulated national educational goals to focus on: the development of the individual into a morally sound, patriotic and effective citizen; the provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system; the inculcation of national consciousness, values and national unity; the development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to society; and the total integration of the individual into the immediate community, the Nigerian society and the world. Quality has been similarly described as a measure of excellence, quality as perfection, quality as value for money, quality as customer satisfaction, quality as fitness for purpose and quality as transformation (Bano et al., 2018; Prosekov et al., 2020; Zafar, 2019). In the educational system, quality is the satisfaction of stakeholders such as parents, students, teachers and the general public that the teaching, training and learning offered, including research work carried out by staff and students, are of the expected standard (Oparaji et al., 2020; Shaeffer, 2019; Timbi-Sisalima et al., 2022). The expansion, changes and innovations in secondary education curriculum alone could not assure Nigerians of the quality education provisions as enshrined in the National Policy on Education, Nigerians and the government of the Federal Republic of Nigeria clamour for quality assurance in the educational system (Teshome, 2014). Quality assurance is the relative measure of inputs, processes, outputs or learning outcomes according to nationally agreed minimum standards (Nwosu, 2013). This means that the notion of quality must suffuse the entire input-process-output chain in the education sector. Where the emphasis is distorted in favour of the other two, the result will remain unbalanced. The quality assurance is the steady maintenance and enhancement of the quality or standard of education in all areas of the school system (Omopariola, 2017). Therefore, the concept of quality assurance in education is to ensure that educational goals and objectives are achieved.

In educational institutions, quality assurance can be categorized into internal and external aspects (Timbi-Sisalima et al., 2022; Widiyanti, 2017). Internal evaluation is the one conducted in school, while external evaluation is the one carried out by accredited external evaluators. These two must harmonize with each other, as internal quality assurance is carried out by the school to ensure high academic standards, while external quality assurance is carried out by external controlling agencies to ensure high academic standards in schools (Enders & Westerheijden, 2017; Sayuti et al., 2020). Thus, quality assurance in colleges of education is operationally defined in this study as the activities performed by educational administrators of colleges of education to ensure that the education provided is of a high academic standard and meets the needs and aspirations of stakeholders because the task of ensuring quality in schools' rests greatly on the provosts.

One of the ways of duly making the Nigerian education system feasible is by constantly edging in and integrating quality assurance strategies into all its inputs or processes, such as physical facilities, instructional resources, human resources, inspection and supervision, selection of school sites, construction of school buildings, provision of instructional resources, recruitment and selection, performance appraisal, motivation, and capacity building of teachers (Ifeoma Obidile, 2018; Sulyman & Adebayo, 2020). Unless adequate attention is persistently given to quality assurance in Nigerian public secondary schools, the hope of realizing qualitative education at this level might continually fail. It is an all-encompassing concept that includes all processes, policies, and actions through which the standard of education is developed, improved and sustained (Egielewa et al., 2022; Yusuf et al., 2020). However, for lecturers in colleges of education in Kwara State to maintain a high level of job performance, there is a need for quality assurance strategies such as supervision strategies, professional developmental strategies and stress management strategies to be put into consideration. Supervisory strategies involve checking lecturers' class attendance and instructional delivery, among others (Ahmad, 2020; U-Sayee & Adomako, 2021). The deficiencies of lecturers observed during supervision could be managed through staff

professional development strategies (Egboka, 2021). Supervision has to do with instructing others (i.e., teachers and lecturers) and assessing their work to make recommendations and provide expert support that can help them improve their way of instructional delivery. Staff development programs for lecturers in Colleges of Education include seminars, workshops, conferences, and skill training, among others. Staff professional development strategies through seminars, in-service training, or workshops offer one of the most promising ways to improve classroom instruction (Abdulrahman, 2015). Effective stress management through workload management, job design, teamwork, relaxation activities, welfare packages, health services, social support, counselling services, and work environments among academic staff seems to be scarce and often not properly deployed where such is available (Ogunrinde, 2020; Untarini et al., 2020). These national goals could be greatly achieved through the implementation of quality assurance strategies in our educational system. Presently, Nigeria operates a 9-3-4 education system with three sub-sectors: Basic education, post-basic education and Tertiary education. The focus of this study is on the tertiary education stage, particularly college education. Colleges of education are saddled with the responsibility of training highly motivated classroom teachers required for basic education in Nigeria through the award of the Nigeria Certificate in Education (NCE). The performance of academic staff plays an important role in the lives of students as it affects the quality of education they receive. Job performance as satisfying an obligation, carrying out one's duties, and accomplishing a specified job or duty (Dike & Erik, 2019; Sofoluwe et al., 2015). Job performance has to do with the outcomes of activities or tasks expected by a person. Job performance is the result of specific functions or activities of workers over a given period (Sofoluwe et al., 2015). The researcher refers to a lecturer's job performance as the extent of accomplishment of the task or responsibilities assigned to a lecturer to perform over time.

The performance of lecturers is a key factor in the success of any higher educational institution, like colleges of education. To buttress this, the job performance of employees of tertiary institutions, especially academic staff. Strong factor in determining the extent to which the goals of teaching, research, and public service are realized, creating an enabling environment such as sustained monetary incentives and the provision of adequate and reliable power supply that will serve as motivational tools for all academic staff is seen as a precondition for productivity enhancement in Nigeria (Agba & Ocheni, 2017; Awodiji et al., 2020). The lecturers' job performance could be determined in several ways. Lecturers' job performance refers to the measure of lecturers' effectiveness in their roles and responsibilities in their workplace (Awodiji et al., 2020). Poor job performance among lecturers at tertiary institutions in Nigeria appears to be a common thing (Onoyase, 2017). Observations and personal experience of the researchers show that the persistent drop in lecturers' job performance with particular reference to Colleges of Education in Kwara State, Nigeria, has continued to raise gross concern among education stakeholders and as a result of this, many graduates of Colleges of Education lack the requisite pedagogical and technical skills to be able to function effectively in society. Visible signs of poor job performance among lecturers include poor preparation of lectures, outdated course materials, an uninteresting mode of delivery of lectures and an unsatisfactory method of evaluation. This situation may be attributed to the poor quality of education in colleges of education in Kwara State, Nigeria. Researchers have been persistent in searching for the reasons behind this ugly menace to alleviate Colleges of Education from the present unpleasant situation. The poor situation could be a result of provosts not paying attention to supervision, managing the stress of the lecturers, continuous neglect of lecturers in performing their duties, incessant industrial actions, increased cases of conflict, poor interpersonal relationships, among others, which could seriously affect the quality of teaching, research and community services that academic staff are expected to carry out as their duties and responsibilities. All these may be connected to lapses in Colleges of Education in Kwara State, Nigeria. Based on this, this research aims to analyze the relationship between the chancellor's quality assurance strategy and the work performance of lecturers in universities of education.

2. METHODS

This study adopted a descriptive survey of the correlational type. The population of the study consisted of all 474 lecturers in the three public colleges of education in Kwara State, Nigeria. A sample of 285 lecturers was used for this study. A proportional random sampling technique was adopted to select an unequal number of respondents from each sampled college of education because of the differences in their staff population. The instrument that was used for data collection in this study was a questionnaire titled Provosts' Quality Assurance Strategies and Lecturers' Job Performance Questionnaire (PQASLJPQ). The questionnaire was divided into three sections: section A was for the collection of demographic data; Section B contained items on provosts' quality assurance strategies; and Section C contained items on

lecturers' job performance for the respondents to choose from a 4-point modified Likert rating scale of (Strongly Agreed (SA) = 4 points; Agreed (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point). The analysis implies that the mean ratings of any item that was greater than 2.50 and above were accepted as the benchmark while any item below 2.50 was rejected for research question one and an average mean of below 2.5 and above 2.5 was used in determining the level of lecturers' job performance for low and high respectively. The instrument was subjected to face and content validity by three experts in the Department of Educational Management and Counselling. A test-retest method was used to determine the reliability of the instrument. Its reliability was ascertained in a pilot study carried out in a college of education other than the sampled schools in the main study using Cronbach's Alpha that yielded 0.72, indicating that the instrument was reliable for data collection. The 285 copies of the questionnaire were administered to the respondents by the researcher and three trained research assistants. The respondents were given just one day to respond to the items, after which the researcher retrieved all completed copies of the questionnaire. All the copies of the questionnaire retrieved were used for data analysis. The information gathered from the field was collated and analyzed using the mean rating to answer the research questions while Pearson's Product Moment Correlation (PPMC) was employed to test the research hypothesis at a 0.05 level of significance.

3. RESULT AND DISCUSSION

Results

The mean rating of quality assurance strategies exhibited by provosts of colleges of education in Kwara State, Nigeria. The analysis implies that the mean ratings of these items are greater than the 2.50 benchmark mean which was all accepted. This, by implication, shows that those items are quality assurance strategies adopted by provosts in colleges of education in Kwara State, Nigeria. Mean and standard deviation showing quality assurance strategies exhibited by provosts in colleges of education in Kwara State, Nigeria, showed in [Table 1](#).

Table 1. Mean and Standard Deviation

S/N	Variables	N	\bar{X}	SD	Decision
1.	Supervision Strategy	285	3.37	0.156	Accepted
2.	Staff Development Strategy	285	3.36	0.067	Accepted
3.	Stress Management Strategy	285	3.00	0.141	Accepted
Average Mean			3.24		

Source: Fieldwork, 2023

The mean ratings on the level of lecturers' job performance in colleges of education in Kwara State, Nigeria. The analysis implies that the average mean indicated that the level of lecturers' job performance in colleges of education in Kwara State, Nigeria was high. Result showing the level of lecturers' job performance in colleges of education in Kwara State, Nigeria, showed in [Table 2](#).

Table 2. Results of Lecturer Performance Levels in Higher Education

S/N	Variables	N	\bar{X}	SD
1.	Teaching	285	3.22	.147
2.	Research and Publications	285	2.96	.157
3.	Community Services	285	2.73	.163
Average Mean			2.97	

The considerable correlation between lecturers' work performance at Kwara State's schools of education and provosts' quality assurance measures is displayed in [Table 3](#) above. The p-value (.001) for the 283 degrees of freedom with a calculated r-value of .985 was less than the significant level of 0.05, as shown in the table above. The null hypothesis which claimed there was no connection between professors' work performance at Kwara State, Nigeria's schools of education and provosts' quality assurance measures was therefore disproved. This implies that there was a strong correlation between professors' job performance in Kwara State, Nigeria's institutions of education and provosts' quality assurance measures. This suggests that the quality assurance techniques used by provosts have a positive effect on academics' job performance. The results showing the relationship between provosts' quality assurance strategies and lecturers' job performance in colleges of education in Kwara State, Nigeria.

Table 3. The Relationship Between Provosts' Quality Assurance Strategies and Lecturers' Job Performance in Colleges of Education

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Provosts' Quality Assurance Strategies	285	48.75	7.025	283	0.985	0.001	Ho Rejected
Lecturers' Job Performance	285	44.52	7.158				

Discussion

The results showed that the average ratings for quality assurance strategy indices were higher than the median of 2.50 which was generally acknowledged. The average means for stress management, staff development and supervisory strategies are 3.37, 3.36 and 3.00, respectively. The findings demonstrate that provosts at colleges of education in Kwara State, Nigeria used all quality assurance measures because the average rating for the three indicators was higher than 2.5. To guarantee that the education offered is of a high academic standard and for the lecturers to maintain a high level of work performance, quality assurance is required in educational institutes (Awodiji et al., 2020; Dukhan et al., 2019; Kowang et al., 2020). It is essential to consider quality assurance measures like those for supervision, professional growth and stress reduction.

The results of research question two showed that teachers in Kwara State, Nigeria, performed at a high level in their jobs, with an average mean of 2.97. The mean values related to the overall evaluation of lecturers' job performance were at a high level, are consistent with this observation (Namutebi, 2019). The key characteristic of job performance is that it must be goal-relevant and must be specifically directed towards organizational goals that are predominant for the job performance standard (Edo & David, 2019). Job performance is a very important criterion that relates to organizational outcomes and success. The findings of the hypothesis revealed that there was a significant relationship between provosts' quality assurance strategies and lecturers' job performance in colleges of education in Kwara State, Nigeria. The statistical analysis of the hypothesis one tested showed that the p-value (.001) is less than the significant level (.05) with the calculated r-value of .985. The implementation of quality assurance strategies by the school administrator would ensure that lecturers perform their duties as expected (Ezeh, 2014; Namutebi, 2019). Based on the conclusion, the following recommendations were made. First, lecturers should ensure that they continue to improve their instructional delivery, research and publications, and community services to improve their job performance. Second, there should be regular supervision of lecturers to be carried out to monitor instructional delivery, regularity in school, and administrative duties assigned to them. Third, the provosts should always encourage the lecturers, especially the junior ones, to participate in workshops, seminars, and conferences for the exchange of ideas and the updating of their knowledge and skills. Fourth, the provosts in the colleges of education should treat lecturers' matters with the utmost importance, and there should be fair treatment of all lecturers irrespective of their social, economic, and political strata.

4. CONCLUSION

Based on the findings, it was thus concluded that provosts' quality assurance strategies had a significant positive relationship with lecturers' job performance in colleges of education in Kwara State, Nigeria. This implies that provosts' quality assurance strategies in terms of supervision strategy, staff development strategy, and stress management strategy will tremendously enhance and improve the level of lecturers' job performance in the areas of teaching, research and publications, as well as community services.

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