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Promoting Quality Assurance in Teacher Preparations in Physical Health Education and Educational Psychology in Colleges of Education in Nigeria

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A b s t r a c t

The main purpose of the authors in this paper is to examine how to promote quality assurance in preparations of teachers in Physical and Health Education (PHE) and Educational Psychology in Colleges of Education in Nigeria. To this effect, 910 copies of structure questionnaire were administered to a corresponding number of respondents in the Colleges of Education in the country. Other things, that performing statutory functions such as Accreditation, Producing and Reviewing NCE Minimum Standards significantly promoted Teacher Preparations. It is recommended, among other things, that In-House or Internal Mock Accreditation should precede the actual Accreditation Exercise by NCCE.

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Background to the Study

Education is a vital instrument for growth and national development this is because education, no doubt is indeed an investment, and investment in human capital development plays a crucial role in productivity and institutional development (Dauda, 2010). It is a means through which students, lecturers, institutional heads, administrators, policy makers, scholars and the general public gain knowledge, skills and values to address the environmental and social challenge of the present and coming decades. It is one of the most important factors in Nigeria's quest to become one of the largest economies and the strongest weapon against poverty (World Bank, 2003). Quality assurance therefore, is defined as a way of preventing mistakes (Okebukola, 2004) or defects in manufactured products and avoiding problems when delivering solutions or services to customers..

Here, quality is seen as a degree of excellence while quality assurance is seen as a system of assuring that the quality of output meets the required standard at all times. The concern for quality has been at the core of the motivating forces for reforms in education. Ajayi and Adegbesan (2007) defined quality as the total of the features of a process, product or service on its performance, in "customers" or "clients". The objectives of establishing quality assurance in schools is clearly stated as: To serve as indispensable component of quality control strategy in education, to ensure and maintain high standard of education at all levels, to assist in monitoring and supervision of education, to determine the quality of the teacher input, to determine the number of classrooms needed based on the average class size to ensure quality control of education, to determine the level of adequacy of the facilities available for quality control, it would ensure how the financial resources available could be prudently and judiciously utilized (Obanya, 2002). If all these factors mentioned are met, the organization will be highly productive.

With regards to education, Arikewuyo (2004) views quality in education to be judged by both its ability to enable the students perform well in standard examinations and relevance to the needs of the students, community, and the society as a whole. However, quality assurance is related to quality control, but it functions in a rather proactive manner in the sense that quality control serves as series of operational techniques and activities used to ensure that what is required are met in the institutions.

Obanya, (2002) emphasized on learners' entry behaviours, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning, the teacher entry qualification, values, pedagogies, professional preparedness, subject background and philosophical orientation; the teaching learning processes including the structure of the curriculum and learning environment; the outcomes, which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant instruments to assess these objectives. To promote and maintain quality in Teacher Preparations is a desired noble objective the world over. To pursue and achieve this objective Teacher Regulatory Bodies are set up at national, continental and world levels. Examples of such Bodies are:

1.   Teachers' Registration Council of Nigeria (TRCN).
2.   South Africa Council of Educators (SACE).
3.   International Forum of Teaching Regulatory Authorities (AFTRA)
4.   International Forum of Teaching Regulatory Authorities (IFTRA) i.e. World Body of Teaching Councils.

These quality assurance measures were subjected to opinion rating by respondents in later part of this paper. This is to generate quantitative data to test the hypotheses.

Null Hypotheses

Three Null Hypotheses, based on three Teacher preparatory functions, were formulated and tested. They are:

1.   Performing those Statutory Functions does not significantly promote Quality Assurance in Teacher Preparations in the Colleges of Education in Nigeria.
2.   Performing the In-service Functions does not significantly promote Quality Assurance in Teacher Preparations in the Colleges of Education in Nigeria.
3.   Performing the Miscellaneous Functions does not significantly promote Quality Assurance in Teacher Preparations in the Colleges of Education in Nigeria.

Methods

Population and Sample

The Colleges of Education in Nigeria are scattered across the six Geo-Political Zones of the country. There are a total of 95 tertiary institutions in the country that award Nigeria Certificate in Education (NCE) as at the time of carrying out the study in 2013. They are Federal, State and Private-owned in nature. Table 1 gives the details.

Table 1: Summary of the Institutions and Teaching Staff Population

S/N	Ownership	No of Colleges	No of Staff
1.	Federal (FCE)	21	5,727
2.	State (COE)	44	10,447
3.	Private (COE)	19	1,071
4.	Others (NCE Awarding)	11	9,215
Total		**95**	**26,460**

Source: TRCN (2011)

Table 2: The Six Geo-Political Zones and their States

S/N	Geo-Political Zones	FCT and the States
1.	North-Central Zone	FCT Abuja, Benue, Kogi, Kwara Nasarawa, Niger and Plateau.
2.	North-East Zone	Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe.
3.	North-West Zone	Jigawa, Kaduna, Kano, Katsina Kebbi, Sokoto and Zamfara.
4.	South-East	Abia, Anambra, Ebonyi, Enugu and Imo
5.	South-South	Akwa-Ibom, Bayelsa, Cross-River, Delta, Edo and Rivers.
6.	South-West	Ekiti, Lagos, Ogun, Ondo, Osun and Oyo.

Source: TRCN (2011)

Material Samples

Of the 6 Geo-Political Zones, 4 were randomly sampled, 2 each from the North and South. Simple random sampling method without replacement was used in selecting the sample.

The sampled Zones are as follows:

1. North-Central
2. North-West
3. South-East and
4. South-South

Two (2) States were randomly sampled from each Zone thus:

1. North-Central: Benue and Kogi States
2. North-West: Kaduna and Kano States
3. South-East: Abia and Enugu States
4. South-South: Delta and Cross-River States

From each State, 2 Colleges were randomly sampled:

1. Benue State: COE Oju and COE Katsina – Ala
2. Kogi State: FCE Okene and COE Ankpa
3. Kaduna State: FCE Zaria and COE Gidan Wiya
4. Kano State: FCE Kano and COE Kumboso
5. Abia State: COE Arochukwu and Redemption COE Aba
6. Enugu State: FCE Eha-Amufu and COE Osisa Tech Enugu
7. Delta State: COE Agbor and FCE Asaba
8. Cross-River State: FCE Obudu and COE Calabar

Human Sample
From each of the 16 Colleges, 30 Teachers and 30 students were randomly sampled as respondents. Simple random sampling method without replacement was used. Also used was stratified sampling method to give gender a fair representation. On the whole, 960 respondents were sampled and the instrument for data collection was administered on this number.

Instrument for Data Collection
A structured (check-list) questionnaire comprising four sections and 19 items was designed by the authors and used in data collection. The details are as follows:
Section a: Bio-data of respondents
Section b: Statutory functions in teacher preparations
Section c: in-service functions in teacher preparations
Section d: Miscellaneous functions in teacher preparations.

Validation: The instrument was validated by experts in measurement and evaluation in the Departments of Psychology in FCE Zaria and ABU Zaria. Using split-half method, a reliability co-efficient of 0.89 (r=0.89) was established.

Administration: The copies were administered directly by the Researchers and their 8 Research Assistants, one from each State. The exercise lasted for three weeks.

Procedures for Statistical Analyses
Both Descriptive and Inferential Statistical tools were used in data analyses. The descriptive tools are frequency (f), percentage (%) and mean (X).
The inferential statistical tool used is Chi-Square to test for significance in the null hypotheses. The r value of 0.89 is considered very high enough to confer validity on the instrument (Popham, 2000 and Agbo, 2006). The details of the analyses are as shown in the results.

Results
Of the 960 copies of Questionnaires administered, 910 copies were correctly filed, returned, and used in data analyses. This represents 94.8% return rate. Using a tabular format, the tallied copies are presented in Tables 3.

Table 3: Performing Statutory Functions as a Way of Promoting Teacher Preparations (n-910

S/N	Statutory Functions Promoting Quality Assurance in Teacher Prep	R E S P O N S E					$\bar{X}$	Rmk	X^2
		QAVHP	QAHP	QAMP	QAPP	QAVPP			
		5	4	3	2	1			
1.	Accreditation Exercise	520	209	101	50	30	4.3	QAHP	890.449
		57%	23%	11%	5%	4%			
2.	Producing and Reviewing NCE Minimum Standards.	540	230	106	20	14	4.4	QAHP	947.868
		59%	25%	12%	2%	2%			
10.	Registration of Teachers	492	261	100	40	17	4.3	QAHP	859.637
		54%	29%	11%	4%	2%			
11.	Renewal of Registration of Teachers.	530	200	100	60	20	4.3	QAHP	930.110
		58%	22%	11%	7%	2%			

Source: Researchers' Survey (2013). Critical X^2 Value=9.488, df=4; P=0.05

Keys: QAVHP=Quality Assurance Very Highly Promoted; QAHP=Quality Assurance Highly Promoted; QAMP=Quality Assurance Moderately Promoted; QAPP=QA Poorly Promoted; QAVPP=Quality Assurance Very Poorly Promoted

The major highlights of Table 3 are as follows:

In all the four-variable cases, the face value of the responses shows that Quality Assurance in Teacher Preparations was very highly promoted. However, the mean responses show that it is highly promoted in the colleges. This is most evident in Producing and Reviewing the NCE Minimum Standards with a mean response of 4.4. The Table also shows that in all the four cases, the obtained X^2 values are by far greater than the critical value of 9.488 at 4 degrees of freedom and alpha level of 0.05 one tail. Therefore, null hypothesis one (H_o^1) is rejected. The alternative is accepted. This implies that performing those statutory functions significantly promoted Quality Assurance in Teacher Preparations in the Colleges.

Table 4: In-service Functions as a Way of Promoting Teacher Preparations (n=910)

S/N	In-Service Functions Promoting Quality Assurance in Teacher Prep	R E S P O N S E S					$\bar{X}$	Rmk	X^2
		QAVHP	QAHP	QAMP	QAPP	QAVPP			
		5	4	3	2	1			
12.	Conducting Micro-Teaching Exercises.	606	201	60	60	30	4.5	QAHP	955.418
		58%	22%	11%	7%	2%			
13.	Conducting Teaching Practice Exercises	588	253	30	20	19	4.5	QAHP	950.517
		58%	22%	11%	7%	2%			
14.	Organizing Seminars and Workshops.	583	248	49	20	10	4.5	QAHP	131.139
		64%	27%	5%	2%	1%			
15.	Organizing National Conferences	590	200	80	28	12	4.5	QAHP	439.507
		58%	22%	11%	7%	2%			

Source: Researchers' Survey (2013). Critical X^2 Value=9.488, df=4; P=0.05

Keys: QAVHP=Quality Assurance very Highly Promoted; QAHP=Quality Assurance Highly Promoted; QAMP=Quality Assurance Moderately Promoted;

QAPP=QA Poorly Promoted; QAVPP=Quality Assurance Very Poorly Promoted; X=Mean; Rmk=Remark and X^2=Chi-Square

Table 4 reveals as follows: There are very High Promotions of Quality Assurance in Teacher Preparations in the four variable cases. A mean response of 4.5 each shows High Promotion of Quality Assurance in Teacher Preparations in the Colleges. The Table also shows that the obtained X^2 values are very much greater than the critical value of 9.488 at 4 degrees of freedom and alpha level of 0.05 one tail. Consequently, null hypothesis two (H_o^2) is equally rejected. The alternative is accepted. This implies that performing those in-service functions significantly promoted Quality Assurance in Teacher Preparations in the Colleges.

Table 5: Miscellaneous Functions as a Way of Promoting Teacher Preparations (n=910)

S/N	Miscellaneous Functions Promoting Quality Assurance in Teacher Prep	R E S P O N S E S					X	Rmk	$\overline{X^2}$
		QAVHP 5	QAHP 4	QAMP 3	QAPP 2	QAVPP 1			
16.	Running PGDE Programme for non-trained Teachers.	532	201	102	55	204.3		QAHP	900.046
17.	Fresh Graduate Induction Courses for Fresh Graduates Teachers'.	542	236	100	18	144.4		QAHP	967.914
18.	Conducting Competency-based Tests/Exams for Serving Teachers.	490	263	103	37	174.3		QAHP	857.301
19.	Issuing Certificates of Registration or Qualifications to Teachers.	521	200	101	52	284.2		QAHP	622.101

Source: The Researchers' Survey (2013); Critical X2 Value=9.488; df=4; Alpha level=0.05

In Table 5, the major highlights are as follows: In all the four variable statements the face value of the responses shows that Quality Assurance was very High Promoted in Teacher Preparations. The Table also shows that conducting Induction Courses for fresh graduate Teachers was accorded the highest promotion with a mean response of 4.4. The Table further shows that all the obtained X^2 values are very much greater than the critical value of 9.488 at 4 degrees of freedom and alpha level of 0.05. Therefore, null hypothesis three (H_o^3) is also rejected. The alternative is upheld. This implies that performing these Miscellaneous Functions significantly promoted Quality Assurance in Teacher Preparations in the Colleges.

Discussions
Teacher preparations for Teacher Education have come of age in Nigeria. The early Missionaries who came to teach the Three Rs – Reading, Writing and Religion prior to the country's Independence attested to this. It is emphasizing the obvious that National

Commission for Colleges of Education (NCCE) conducts Accreditation Exercise every 5 years to determine the level of currency of the Academic Programmes in terms of Material and Human Resources. This is particularly true in Practical-Oriented courses such as Physical and Health Education (PHE) and Educational Psychology that are capital intensive. That performing the statutory functions significantly promoted quality assurance in Teacher Preparations could be attributed to uncompromising stands of the Regulatory Bodies (NCCE, 2012; TRCN, 2011).

Implications to PHE and Psychology
Teachers employed to teacher PHE should be versed in the Practical's of Sports and Athletics so as to be able to produce NCE graduands who will be very useful, efficient and promote quality assurance in teaching at primary school level. Such teachers should explore and employ different teaching methods, especially Demonstration in imparting skills and knowledge into the students/pupils. Direct labour should be applied in sports equipment purchases and construction of courts, pitches and other facilities to promote quality assurance.

In the field of Educational Psychology, individualized attention should be paid to students to detect those who have learning difficulties and deviant behaviours for early corrections. There is the need for a well-equipped Laboratory to detect deformities such as hearing, sight impairments in students. These measures will, no doubt, help in promoting Quality Assurance in Teacher Preparations in PHE and Human Psychology.

Conclusions and Recommendations
In this paper, the authors set out to examine how to promote Quality Assurance in Teacher Preparations in PHE and Educational Psychology in Colleges of Education in Nigeria Statistical, computations and data analyses of the structured questionnaire show that statutory functions of the Teacher Education Regulatory Bodies such as NCCE and TRCN; performing In-service Functions and other Miscellaneous Functions significantly promoted Quality Assurances in Teacher Preparations in the Colleges of Education in Nigeria. Consequently, it is recommended as follows:

In-House or Internal Mock Accreditation Exercise by the Colleges should precede the real Accreditation by National Commission for Colleges, Teacher' of Education (NCCE) to promote and guarantee quality assurances, to make the impact of Teacher Professionalization felt more in the Colleges Teachers Registration Council of Nigeria should do more than organizing Annual Conferences. Regular Seminars and Workshops should be organized to sensitize the Colleges and Nigeria populace in this regard. Public-Private Partnership should take up the issue of adequate funding of Teacher Education in the country.

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