COMPARATIVE APPRAISAL OF THE INTERNAL QUALITY ASSURANCE PRACTICES IN HOME ECONOMICS PROGRAMME AT COLLEGES OF EDUCATION IN THE NORTH-WEST GEO-POLITICAL ZONE, NIGERIA.

BY

MARIAM ABDULKADIR KHALEEL,
NCE, B.Ed, M.Ed (A.B.U., Zaria)
Ph.D/EDUC/11824/2007-2008

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

NOVEMBER, 2012

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MARIAM ABDULKADIR KHALEEL
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A Dissertation Submitted To The Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, Nigeria.
In Partial Fulfilment of the Requirements for the Award of Doctorate Degree in Home Economics.

NOVEMBER, 2012

DECLARATION

I hereby declare that the work in this dissertation titled "Comparative Appraisal of The Internal Quality Assurance Practices of Home Economics Programme at Colleges of Education in the North-West Geo-Political Zone, Nigeria" was written by me in the Department of Vocational and Technical Education, under the supervision of Prof. (Mrs.) A.Z. Mohammed, Prof. (Mrs.) T.O Ojo and Prof. (Mrs.) E. Ike. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma at any institution.

_____	_____	_____
Name of Student	Signature	Date

CERTIFICATION

This Dissertation titled "Comparative Appraisal of The Internal Quality Assurance Practices of Home Economics Programme at Colleges of Education in the North-West Geo-Political Zone, Nigeria" meets the regulations governing the award of degree of Doctor of Philosophy of Home Economics of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Prof. (Mrs.) A. Z. Mohammed ***Date***
Chairman, Supervisory Committee

_____ _____

Prof. (Mrs) T. O. Ojo ***Date***
Member, Supervisory Committee

_____ _____

Prof. (Mrs.) E. Ike ***Date***
Member, Supervisory Committee

_____ _____

Dr I. M. Haruna ***Date***
Head of Department, Vocational
And Technical Education,
Ahmadu Bello University, Zaria

_____ _____

Prof A. A. Joshua **Date**
Dean, School of Postgraduate Studies
Ahmadu Bello University, Zaria

DEDICATION

This research work is dedicated to my father Alhaji Ahmed Abubakar and to the memory of my late mother Hajiya Amina Abubakar. It is also dedicated to AbdulRahman, Amina, Khaleel, Hafsat and Rahma and to every teacher who is committed to promoting quality education.

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ABSTRACT

This study appraised the Internal Quality Assurance Practices of Home Economics Programme at Colleges of Education in the North-West Geo-political zone in Nigeria. In line with this, seven specific objectives, seven research questions and seven null hypotheses were raised for the study. Related literatures on quality assurance were reviewed. The study adopted the descriptive survey research design for data collection. A total of nine Colleges (five Federal and four State owned Colleges of Education) were involved in the study. The total population for the study was 598 comprised of 97 academic staff and 501 students all from Home Economics Departments. The 97 academic staffs were all used as the study sample because the number was considered small; while a sample of 216 NCE three students were drawn from the students' population using proportional sampling technique. The instruments for data collection were two sets of questionnaire (one for staff and the other for students) and a guide for document analysis. Data collected were analysed using descriptive statistics of frequency, mean, standard deviation and standard error. The independent t-test statistics was used to test the seven null hypotheses at 0.05 level of significance. Six out of the seven null hypotheses set for the study were retained, while one was rejected. Findings revealed among others that there was no significant difference between Federal and State Colleges of Education in the quality status of Home Economics Programme. The study also revealed that, there was no significant difference between Federal and State Colleges of Education in students' satisfaction with Home Economics Programme and that, there was no significant difference between Federal and State Colleges of Education in the implementation of internal quality assurance practices of Home Economics Programme. The study concluded that there were internal quality assurance practices embedded into the Home Economics Programme, but their implementation were a little weak and the results of internal quality assurance practices were not adequately used to foster programme improvement. The study amongst others recommended the establishment of Departmental Quality Assurance Committee (DQAC) and a module was developed to guide enhanced implementation of internal quality assurance practices of Home Economics programme at Colleges of Education.

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LIST OF ABBREVIATIONS

CHEA	-	Council for Higher Education Accreditation
COE	-	College of Education
COL	-	Commonwealth of Learning
DLS	-	Distant Learning System
EDB	-	Education Bureau
ENQA	-	European Network of Quality Assurance
EQA	-	External Quality Assurance
ETS	-	Education Testing Service
EUA	-	European University Association
FCE	-	Federal College of Education
FME	-	Federal Ministry of Education
FRN	-	Federal Republic of Nigeria
HE	-	Higher Education
HEIs	-	Higher Education Institutions
HOD	-	Head of Department
IQA	-	Internal Quality Assurance
NAAC	-	National Assessment and Accreditation Commission
NACTE	-	National Accreditation Council for Teacher Education
NCCE	-	National Commission for Colleges of Education
NCE	-	Nigeria Certificate in Education
NCHE	-	National Commission for Higher Education
NTI	-	National Teachers' Institute
QA	-	Quality Assurance
QAA	-	Quality Assurance Agency
OECD	-	Organisation for Economic Co-operation and Development
TQM	-	Total Quality Management

OPERATIONAL DEFINITIONS OF TERMS

Assessment: Mechanism for measuring performance.

Bottom Top Approach: Is an approach to quality assurance in which the focus on quality assurance emanates from the lower level of the organisation and works through to the top.

Continuous Assessment Records: Documents/records that shows the result of students' academic performance over duration of time.

Document Analysis: An observational technique used to study/observe the document of an organisation to measure the occurrences of specific events or practices.

Examination Records: Documents kept by the Department that reveal the performances of students on examinations.

External Moderator: The external examiner to the institution who vets questions, marking schemes and result to ensure they meet up with required standards and scope.

External Quality Assurance: Refers to the activities of anybody (agency) outside the institution aimed at promoting quality.

Feedback Mechanism: The process through which the programme and students are made aware of their performance.

Internal Quality Assurance: Refers to all the activities engaged in by the institution or department so as to maintain and improve quality standards.

Practices: Are the activities regularly performed.

Quality Assurance: All activities either internal or external to the institution or programme engaged in to improve the quality of offerings.

Top-Down Approach: Is an approach to quality assurance in which the focus of quality assurance emanates from the top to the lower level of the organisation.

CHAPTER ONE
INTRODUCTION

1.1 Background Information to the Study

The issue of Quality Assurance (QA) in teacher education has become central in educational discourse. According to Fadokun (2011) ‘‘the development and utilisation of effective mechanisms for quality assurance and improvement are critical to successful higher education everywhere.’’ Quality Assurance and quality enhancement in higher education have been a major focus of attention for many governments (El – Khawas, 1998). It is at the heart of efforts to provide a coherent, compatible and attractive quality education (Commission of the European Communities, 2009). Indeed, providing quality education necessitates the establishment and enforcement of appropriate quality assurance practices as it is a pre-requisite for enhancing the relevance and functionality of education. Quality assurance is interpreted as seeking to achieve high quality education through a commitment that aspires to the highest possible standards in response to expectations and within existing resource constraints, while striving continuously for improvement in response to changing circumstances (Kingston University, 2001). Harvey (2004) defined QA in higher education as a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirement.

According to Dill (2007) QA is increasingly being used to denote the practice whereby the level of academic achievements (academic standards) attained by institutions are improved and maintained. Ajayi and Ekundayo (2009) viewed QA in education as simply aimed at preventing quality problems and ensuring that the products of the system conform to the expected standards. In essence, quality assurance in education may be viewed as a self regulatory process which covers all the activities and processes undertaken that may be external or internal to the institution which are aimed at monitoring and enhancing its performance. Wahab (2009) emphasised that the purpose of implementing QA in teacher education institutions is to improve national competitiveness, autonomy and organisational health.

In order to achieve the above mentioned purpose, QA in teacher education adopts two distinct approaches; the first is the top – down approach which emphasises the establishment of QA agencies with the purpose of monitoring and standardisation of national procedures for QA. The second approach, the bottom – up approach emphasises institutional quality culture in which internal quality management systems are established by the individual institutions (Domovic and Vidovic, 2009). However, it has been observed that the external QA can at best be periodical and therefore cannot eliminate a certain extent of ‘’made up’’ element for the sake of external accreditation. It does not ensure a continued concern for QA as an integral part of everything the institution does (Lakshmi and Rama, 2007). Therefore, the dominant trend today is a move away from external quality control to internal QA (www.colfinder.net, n.d.). Internal quality assurance refers to the institutional or programme level activities and mechanisms put in place to ensure quality enhancement. According to www.colfinder.net (n.d) and Domovic and Vidovic, (2009) the internal quality assurance help institutions to effectively approach external procedures for QA. Experts opined that all two approaches must be employed at programme and institutional level (European Network on Quality Assurance (ENQA), 2006 and Wahab, 2009), in addition to administering study programme evaluation through self assessment (Wahab, 2009). These Procedures if appropriately established will help each programme identify its strengths and weaknesses, thus, steering efforts toward improvement.

Quality Assurance (QA) in teacher education is a prerequisite for the provision of highly competent teachers who are capable of providing qualitative instruction. High quality instruction is a key component of quality education. This realisation has necessitated the increased demand for QA in teacher education. Accordingly, a rise in the quality of teacher education vis – a – viz teachers will lead to substantial gains in students’ performance, hence, leading to high quality graduates. Certainly, the efficiency of the teacher training programme has a strong bearing on the capability and competence of teachers which invariably is a main determining factor in the success or failure of education in fostering the development of any nation (Tahir, 2000; Neimi, 2006 and Imogie 2010) In essence, the higher the quality of the teacher,

the higher the quality of education and the more successful education would be in fostering personal and national development. Such quality education holds the key to personal, social, economic and sustainable development (Ukeje, 2000; Okebukola; 2002; Kolo, 2005; Neimi, 2006; Telxeira, 2010; and Imogie, 2010). Besides, such quality education will promote job creation and competitiveness in a global world, hence lowering unemployment rates.

The Thematic Network in Teacher Education in Europe (TNTEE) (2000) reasoned that high quality teachers and teacher education are central components, within a heterogeneous pool of measures necessary to make high quality education and training a reality. In other words, an effective teacher can make all the difference even in the face of inadequate facilities. No wonder the universal saying that "No nation can rise above the quality of its teachers. Ukeje (2000) summed up that "the effectiveness, capability and the possibilities of the entire educational system and enterprise in fulfilling this role depends upon the number, education, training and quality, devotion to duty, effectiveness and efficiency, the competence and productivity of the teacher and by extension, the teacher training programme''. Indeed, the general goal of teacher education in Nigeria and elsewhere is the production of adequate quality and quantity of teachers. Such quality teachers are described as having some combinations of the following attributes; Pedagogical knowledge, subject area content knowledge, strong understanding of human growth and child development, effective communication skills, strong sense of ethics and capacity for renewal and an on-going learning (Cobb, Darling- Hammond and Murangi, 1995).

Unfortunately, the above identified attributes being necessary conditions under which teacher training programmes and teachers can strive to fulfil their roles is presently far from the ideal in the Nigerian situation. Consequently, the purpose for which teacher education was established in Nigerian has not yet been fully achieved (Okoli and Uneze 1996). This is largely attributed to the inadequate teacher training programmes (Okoli and Uneze 1996; Kolo, 2005 and Tah, 2008). The result of which has been unsatisfactory practices in the teaching profession. Thus, it has raised the concern of the general public over the quality of teacher education in Nigeria (Okafor

and Obianyem, 1996; Tahir, 1996; Okebukola, 2000; Ukeje, 2000; Fadokun, 2005; FRN, 2006; Adamu, 2008; Dickson, 2008; FRN, 2009; Aluanga, 2010 and Gift, 2010).

Concerns for quality in teacher education aroused out of factors such as the decline in the quality of students' performance, dilution in quality of graduates, low standard of members of the teaching profession as non – teaching jobs fetch more income (Mohanty, 2009), increased number of student enrolment without corresponding increase in facilities and infrastructure. Most of these concerns and criticisms are aimed sharply at the teacher and the teacher training programmes/institutions (Akinmade, 2000 and Kolo 2005). This affects all areas of specialisation (discipline), Home Economics being no exception.

In Nigeria, teacher training and education is obtainable at three levels – at the College of Education level, which awards the Nigeria Certificate in Education (N.C.E) and at the university level, which awards the Post Graduate Diploma in Education (PGDE) and the Bachelor of Education degree (BA.Ed, Bsc.Ed and B.Ed). This study is concerned with the Home Economics programme at the Colleges of Education. The establishment of these colleges marked the very beginning of Home Economics teacher education programme in Nigeria. Home Economics Education is a vocational programme. Its area of activity is the development, use and management of human and material resources, for the greater welfare of individuals, families and human society in its entirety (Anyakoha, 2001). Fulfilling this responsibility, calls for high quality teachers, who are capable of impacting in their learners the necessary knowledge, attitudes, understanding, skills and competences for steering critical thinking for the benefit of humanity.

The Home Economics Programme at the Colleges of Education is considered a double major subject. The objectives of the programme at NCE level are; to

i) ''train Home Economics teachers with a sound basis for professional growth and personal development in Home Economics Education who will;

   a) exhibit thorough knowledge of job skills and career opportunities in Home Economics.

b) equip students with entrepreneur skills for self employment and self reliance.

c) demonstrate positive human relationship and ability to work with people from diverse socio-cultural background.

ii) prepare teachers to qualify them for a post-NCE degree programme in Home Economics'' (NCCE Minimum Standards,2008).

These objectives, for which the Home Economics programme at Colleges of Education is designed, must be considered in the light of the general objectives of teacher or tertiary education. Only then will these objectives make significant impact on teacher education and national development in general (Khaleel, 2009). In order to guarantee programme quality, the NCCE, established the minimum standards to guide the smooth running of the programme. The minimum standard document outlined the philosophy and objectives of the programme, admission and graduation requirements, personnel requirement and their qualifications, facilities and infrastructural requirement, and the requirement for equipment. It clearly states that both practical and theoretical methods should be used along with various other techniques in the teaching of Home Economics.

A Cursory look at these laudable objectives and minimum requirements, gives an impression of a comprehensive package, well designed to produce quality teachers. But more important, individual colleges are expected to define their mission more clearly within this context and pursue it consistently. These in itself creates diversity, as the level of commitment and implementation of these minimum requirement will differ from one institution to another thus, creating quality problems. Consequently

institutions must balance their response to these objectives through excellence in teaching/learning and research, if they must produce the right caliber of teachers capable of coping with the teaching process in an ever challenging world (Telxeira 2010). Ochuba (2009) and ugc.edu.hk (2010) advocated the need for checks and balances if this function of producing quality teachers must be a reality. This being the case, it behooves teacher educators to always examine the educational process to ascertain every step of the way whether it is on the right path and whether the destination is still in sight. Thus, the following pertinent questions arise;

i. Are the teacher education institutions producing the caliber of teachers required?
ii. If yes, how can their efforts be improved and sustained?
iii. If no, why not? And how can it be turned around to produce quality teachers?

These questions must continuously be answered by teacher educators, teacher education institutions and all stakeholders in the teacher education programme. It therefore demands that teacher education institutions and their programmes periodically assess the quality of their offerings, its strengths and weaknesses and make effort to improve. Wahab (2009) declared that producing quality teachers requires that the quality of the processes in all aspects of the teaching continuum be assured. This is the most crucial challenge facing any educational administration and institution (Adesina, 1981 and Akhter, 2008). McKenzie, Nims and Bernneth, (2003) claimed that governments at the Federal, State and Local levels mandate it, accreditation agencies require it, the general public expect it and Faculty need it, to support their actions.

It was in view of the foregoing that this study investigated the internal quality assurance practices of the Home Economics Programme at Federal and State Colleges

of Education in the North-west Geo-political zone of Nigeria. The North-west Geo-political zone consists of the following states: Jigawa, Kaduna, Katsina, Kano, Kebbi, Sokoto and Zamfara States. The study was geared towards assessing the quality status of the NCE Home Economics Programme, examining the implementation of internal quality assurance practices and identifying the challenges of QA, while exploring strategies for improvement. This study cannot be more appropriate than at a time like this when the Federal Government of Nigeria identified standards and quality assurance as one of its four (4) priority areas in a bid to reposition the Nigerian education sector in line with achieving the 7 - point agenda of the present political dispensation (FRN, 2009).

1.2 Statement of the Problem

Never before has the need for quality assurance in teacher education been more necessitated than in the last decade when there has been a mounting public outcry over the decline in the quality of education at all levels of the Nigeria educational system. Fadokun (2005) declared that education in Nigeria is in crisis as the majority of those that are "Lucky" to enter schools are given sub-standard education. The FRN (2009) in describing the current state of tertiary education in Nigeria claimed that graduate quality is low. A study of the labour market revealed that graduates of these institutions are poorly trained and unproductive on the job . . . and that their shortcomings are particularly severe in oral and written communication skills and in applied technical skills (Dabalen, Oni and Adekola, 2000 and Ijaiya, 2001).

The decline in the quality of teacher education can further be observed in the rampant cases of examination malpractices, low graduation rates manifested in the teeming number of students who carry over courses and even spill over when due for graduation as well as the increased rate of teacher graduate unemployment even in the face of teacher shortages in schools. This decline in the quality of teacher education has affected the quality of education at all levels. The decline in the quality of the Nigerian educational system has resulted in lack of correct and competent manpower (Dickson, 2008).

The researcher was particularly steered into this study by a recent development in Niger State of Nigeria, whereby graduates from various institutions were recruited and re-trained by the state government before deploying (posting) them to teach in schools (Niger State Government, 2008). Indeed, these are all pointers that the quality of teachers and indeed teaching is becoming endangered. These observations transcend disciplinary boundaries, Home Economics inclusive. Anyakoha (2009) viewed that the quality and quantity of manpower in Home Economics poses special challenges. Further clarifying this statement, Anyakoha observed that many stakeholders in Home Economics including policy makers, curriculum planners, teachers, students and others have limited perspectives of the vision, mission, objectives and scope of Home Economics. These shortcomings have negative impact on quality and quality assurance in Home Economics, since a clear understanding of

the vision; mission; objectives and scope of Home Economics are a precondition for shaping quality improvements in institutions.

Quality problems specifically connected to NCE Home Economics programme are manifested in the poor attitude of staff and students to teaching/learning and other academic activities and the poor performance of students at examinations. Others include poor manifestation of knowledge, skills, understanding and attitudes desired in the programme. This can be observed in students' attitude towards assignments, test, projects, and examinations. Ipaye (1996) noted that these inadequacies were manifested in their written examination scripts. Likewise, this poor attitude is reflected during teaching practice, where student teachers exhibited low motivational skills in teaching, poor curriculum interpretation, thus, poor presentation of content matter and an inability to use a variety of teaching methods and instructional materials. Consequently, this has jeopardised the production of quality teachers. Molokwu (2010) affirmed that lack of qualified teachers and poor quality programme are major problems militating against Home Economics in Nigeria.

Despite these shortcomings, the situation can be salvaged. Kolo (2005), concurred that given what the educational sector had become in Nigeria at the end of 2005, every educationist do agree that a revamping indeed was required. Besides, if any educational institution must satisfy all stakeholders – students, parents, teachers and industry, the quality of its products must meet the expectation of such stakeholders. Fagbamiye (1987) and Reddy (2006) suggested that such a task requires the establishment of a quality assurance system. In response to this need, the Federal Government of Nigeria established the National Commission for Colleges of Education (NCCE) in 1989 with the statutory right to assure the quality of inputs, processes and output at the Colleges of Education (Okebukola, 2010). Toward achieving this goal, the NCCE set the minimum standard guideline for the operation of these colleges and carried out periodic accreditation to ensure compliance.

Unfortunately, this effort is yet to yield the desired result. The NCCE (2010) acknowledged this itself, when it stated that there is an overwhelming public outcry over the poor quality of the Nigeria Certificate in Education (NCE) graduates, especially in their ability to effectively deliver instruction. From the foregoing, it is

quite obvious that there are quality problems in the Colleges of Education. While not questioning the performance of the NCCE; it may be argued that the quality problems are the results of several factors. First, that the minimum standard represents the lower limit below which no College of Education should be allowed to operate. This implies that the colleges are allowed to strive for the highest possible quality based on their own initiatives. Unfortunately, most colleges assume the minimum to be the best quality attainable. This has hindered any innovations in terms of quality performance from the colleges. Supporting the above assertion, Fadokun (2011) argued that the external quality assurance reinforce the view that quality assurance is about compliance and accountability and has therefore contributed little to any effective transformation on student learning experiences. Secondly, the minimum standard document is subject to diverse institutional interpretation and application. This diversity in itself is likely to lead to quality problems.

Thirdly, the periodic accreditation exercise has been shrouded by a lot of ''window dressing'', with colleges believing that what is of utmost importance is to pass the accreditation exercise and nothing more. If these issues must be appropriately addressed, Colleges of Education must imbibe a culture of quality. By implication, the colleges must develop their own QA systems which must be enshrined into the daily routine of colleges and their various programmes and efforts must be in place to continuously monitor and enhance them. This requires teacher education institutions (TEIs) and their various programmes to; Plan for quality; manage quality; attain defined, appropriate quality standards; assure and control quality; support quality; and ensure quality enhancement (Kingston University, 2001).

Indeed, teacher quality matters, as they are central to education and unless the right qualities of teachers are available in our schools, the Education for All (EFA) target of making quality education available to all by the year 2015 will be unrealistic. Besides, the various education reforms may not succeed and development may remain elusive… if teachers remain poorly skilled (Ijaiya, Alabi and Fasasi, 2010). In view of the foregoing, the problem for this study was to identify the strengths and weaknesses of the existing internal quality assurance practices in Home Economics programme at Colleges of Education in the North-West Geo-Political Zone in Nigeria. This was

geared towards identifying existing challenges, while exploring strategies for improvement.

1.3 Objectives of the Study

The general objective of the study was to appraise the internal quality assurance practices of the Home Economics Programme at Federal and State Colleges of Education in the North-West Geo-Political zone of Nigeria, with a view to exploring strategies for improving existing practices. In line with the above, the specific objectives of the study were to:

1. assess the quality status of Home Economics Programme at the Federal and State Colleges of Education;
2. determine the extent of students' satisfaction with the Home Economics Programme at Federal and State Colleges of Education;
3. examine the extent to which internal quality assurance practices are implemented in the Home Economics Programme at Federal and State Colleges of Education;
4. determine the scope of internal quality assurance practices of the Home Economics Programme at Federal and State Colleges of Education;
5. assess the utilisation of results for internal quality assurance practices in Home Economics Programme at Federal and State Colleges of Education;
6. identify challenges of internal quality assurance in Home Economics Programme at Federal and State Colleges of Education; and
7. explore strategies that can be used to improve the internal quality assurance practices of Home Economics Programme at Federal and State Colleges of Education.

1.4 Research Questions.

In line with the specific objectives of the study, the following research questions were postulated:

1. What are the differences between Federal and State Colleges of Education in the quality status of Home Economics Programme?
2. What are the differences between students' of Federal and State Colleges of Education in their satisfaction with the Home Economics Programme?
3. To what extent are the Federal and State Colleges of Education different in the implementation of internal quality assurance practices in Home Economics programme?
4. What are the differences between Federal and State Colleges of Education in the scope of internal quality assurance practices of Home Economics Programme?
5. What are the differences between Federal and State Colleges of Education in the utilisation of result of internal quality assurance practices of Home Economics Programme?
6. In what ways are the Federal and State Colleges of Education different in the challenges of internal quality assurance faced by Home Economics Programme?
7. In what ways are the Federal and State Colleges of Education different in the strategies that can be explored to improve the internal quality assurance practices of Home Economics Programme?

1.5 Research Hypotheses

The study in line with the specific objectives and research questions postulated, tested the following seven null hypotheses all at 0.05 level of significance:

Ho_1. There is no significant difference in the quality status of Home Economics Programme at Federal and State Colleges of Education.

Ho_2. There is no significant difference in students' satisfaction with the Home Economics Programme at Federal and State Colleges of Education.

Ho_3. There is no significant difference in the implementation of internal quality assurance practices of the Home Economics Programme at Federal and State Colleges of Education.

Ho_4. There is no significant difference in the scope of internal quality assurance practices of Home Economics Programme at Federal and State Colleges of Education.

Ho_5. There is no significant difference in the utilisation of result of internal quality assurance practices of Home Economics Programme at Federal and State Colleges of Education.

Ho_6. There is no significant difference in the challenges of internal quality assurance of Home Economics Programme at Federal and State Colleges of Education.

Ho_7. There is no significant difference in the strategies that can be explored to improve internal quality assurance practices of Home Economics Programme at Federal and State Colleges of Education.

1.6 Significance of the Study

This research specifically focused on the internal quality assurance practices of the Home Economics programme of Federal and State Colleges of Education. It was based on the premise that internal quality assurance practices at Home Economics programme level are weak and ineffective. The direct beneficiaries of the result of this study are the accreditation agency – NCCE, college and programme management, academic staff, students and employers of labour. It is hoped that the result of this study will highlight existing practices; therefore the results obtained will enable key-

stakeholders in teacher education to reflect on the present delivery system and make a range of decisions, necessary for improvement. Such an activity will promote re-adjustment and ultimate changes in the internal workings of the programme, thus, facilitate improvement of the programme quality and its products.

Accordingly, an increased focus on teacher education and quality assurance particularly in the Home Economics programme will contribute to strengthening the link between Home Economics teacher education and the needs of the labour market. This study will provide insights into the challenges of internal quality assurance in the Home Economics programme at Federal and State Colleges of Education. Consequently, the results will provide inputs that will assist quality assurance (accreditation) agencies to set up appropriate machinery to address the challenges of quality assurance at programme level.

The result of this study will clarify understanding and create awareness among institutions/programmes on issues of internal quality assurance practices. It is expected that the study will be of benefit particularly to the NCE Home Economics programme and the Colleges of Education in general who will be more enlightened about IQA practices. It will also serve as a guidance document for self-assessment and quality planning for Home Economics programme in particular and teacher education institutions generally. It will serve as a systematic framework upon which institutions, particularly the Home Economics programme continuously monitor and improve their quality as well as energize and sustain the institutions' quality enhancement efforts. Thus, students and graduates of this programme and colleges will begin to enjoy better qualitative education once recommendations are implemented. The employers of labour and the general public will benefit through the provision of better qualified teachers who are capable of providing qualitative instruction. The nation will benefit from graduates more capable of contributing to national development.

1.7 Assumptions of the Study

The study was based on the following assumptions; that

1. quality matters in education;

2. teachers differ in their quality of teaching, but quality can be improved through training and education;
3. Home Economics programme offered at colleges differ in their quality;
4. students are generally dissatisfied with the Home Economics programme of these colleges;
5. improving the quality of teacher education vis-a-viz the Home Economics programme requires the establishment of appropriate internal quality assurance systems;
6. Colleges of Education and specifically the Home Economics programme have in place some mechanisms and practices to assure quality but are unfortunately weak and ineffective in their implementation; and
7. results of evaluation are not being used to improve the quality of Home Economics programme.

1.8 Delimitation of the Study

This study essentially covered programme level internal quality assurance practices and more specifically to NCE Home Economics teacher education. This was because the research was based on the assumption that the best approach and the responsibility for quality assurance lies generally with the institutions and more importantly at the individual programme level.

It was further delimited to only Federal and State Colleges of Education located in the North-West Geo-Political zone in Nigeria. The delimitation to the North-West zone was simply aimed at ensuring similar environmental conditions and ensuring a level playing ground for the participants. The criterion for selecting the colleges was simply the availability of the Home Economics programme. Therefore, of the twelve colleges in the zone, the study was delimited to the nine of them offering the Home Economics programme. They were;

- Federal College of Education (Technical), Bichi.
- Federal College of Education (Technical), Gusau.
- Federal College of Education, Kano.
- Federal College of Education, Katsina.
- Federal College of Education, Zaria.
- Isa Kaita College of Education, Dustinma.
- Kaduna State College of Education, Gidan Waya.
- Sa'adatu Rimi College of Education, Kumbotso, Kano.
- Shehu Shagari College of Education, Sokoto.

Furthermore, the respondents to this study were specifically Deans, school of Vocational Studies of the institutions and all academic staff of Home Economics Department. This was because they were the ones directly responsible for assuring quality at the programme level. The research also covered students of Home Economics Department of the institutions involved in the study since they are the direct consumers of the programme. However, only the NCE three students were used for the study. This was based on the assumption that they were almost completing the programme and therefore in a better position to assess the quality of programme offering.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This study investigated the internal quality assurance practices at Federal and State Colleges of Education in the North-West Geo-Political Zone of Nigeria. Its primary focus was the Home Economics Programme. The overall purpose of the study was to expand on the concept of internal quality assurance and its associated implementation strategies and their impact on stakeholders' satisfaction. For the purpose of this study, literatures were reviewed under the following sub- headings:

2.1 Theoretical framework.
2.2 Conceptualisation of quality assurance.
2.3 Quality assessment.
2.4 Internal quality assurance practices.
2.5 The scope of internal quality assurance.
2.6 Utilization of results of internal quality assurance.
2.7 Challenges of internal quality assurance.
2.8 Strategies for improving internal quality assurance practices.
2.9 Empirical studies.
2.10 Summary of reviewed literature.

2.1 Theoretical Framework

The quality of teacher education and the development of quality assurance systems for teacher education is an essential feature for promoting quality education. In most countries in the world, such QA systems are externally driven through the accreditation exercise by an external agency, Nigeria being no exception. However, the recognised responsibilities of the higher education institutions (HEIs) towards providing quality programmes cannot be overemphasised. This emphasis is continuously driving the demand for new and better approaches to QA. The present study is a response to such a demand. This study is premised on the work of W. Edwards Deming's theory of management and J. M. Juran's theory of quality improvement. They believed that manufacturing would be improved through a focus on identifying and correcting problems during the manufacturing process, contrary to

the usual practice of correcting product defects. This led to the idea of ‘‘Total Quality Control.’’

Although HEIs are not manufacturing outlets, the tasks of the HEIs are similar to those of the manufacturing outlets. They are involved with the use of human and material resources through established processes that yield outcomes often referred to as products of the system. Kelso (2008) agreed that HEIs shared similar characteristics with other service businesses. Deming's theory of management is viewed as the system of profound knowledge that promotes joy in work through the acquisition of process knowledge (learning) gained from experiences and coordinated by theory (Gitlow, Oppenheim, Oppenheim and Levine, 2005). Deming's theory of management is based on four paradigms which create the environment required to promote joy in work. They are:

1. *People are best inspired by a mix of intrinsic and extrinsic motivation, not only by extrinsic motivation. He believed that it is the responsibility of management to create an atmosphere that foster intrinsic motivation. Such intrinsic motivation comes from the sheer joy of performing an act. It releases human energy that can be focused on improvement and innovation of a system.*
2. *Manage using both a process and results orientation, not only results orientation. According to Deming, management's responsibility is to improve and innovate the processes that create results not just to manage the results.*
3. *Management's function is to organise the entire system so that everyone wins, not to optimize only one component of the system. Managers must understand that individuals, organisations and systems of the organisation*

are interdependent. Therefore, optimization of one component may cause sub-optimization of another component.

4. *Cooperation works better than competition. In a cooperative environment, everybody wins, while in a competitive environment most people lose (Deming, 1993).*

Deming's four paradigm stressed the need to improve management, rather than improving quality citing that ''the problem is at the top; management is the problem''. The focus is that quality must be actively managed and such responsibility lies with management, while at the same time ensuring that every member and unit of the organisation is an active participant in the process. Deming believed that if leaders practiced this paradigm shift they will reap enormous benefits. This gives backing to the communiqué of the 2003 Bologna Process Conference in which the European Ministers of Education stated that the primary responsibility for QA lies with the institution; they therefore, emphasised the consideration of the existence and the effectiveness of IQA mechanisms and practices as a cornerstone of any external QA procedure.

Deming (1993) in an attempt to clarify his thinking identified four basic components of his theory of management:

1. ***Appreciation of a System****: A system is a collection of components that interact and have a common purpose or aim. It is the job of top management to optimize the entire system towards its aim.*
2. ***Theory of Variation****: Variation is inherent in all processes. These variations may be external (special) or internal (common) to the system due to inherent design and structure of the system. The internal variation defines the system. It is essential for management to resolve the external variation and isolate and reduce internal variation. A system that does not*

exhibit external causes of variation is stable; that is, it is a predictable system of variation.

3. ***Theory of Knowledge****: Deming believed that information no matter how speedy or complete is not knowledge. Knowledge is indicated by the ability to predict future events with quantifiable risk of being wrong and the ability to explain past events without fail. Knowledge is developed by stating a theory, using the theory to predict a future outcome, comparing the observed outcome with the predicted outcome and supporting, revising or even abandoning the theory. Experience is of no value without the aid of theory.*
4. ***Psychology****: This helps managers to understand people, the interactions between people and the interactions between people and the system of which they are part. Managers must understand that people are different, they learn in different ways and at different speeds. A manager must use these differences to optimize the system of interdependent stakeholders of an organisation (Deming, 1993).*

All four components are interdependent and will not stand alone. By implication, Deming's theory of management stressed the need for management to create an environment conducive for working, where every member of the organisation is motivated to work. Such a motivation steers commitment and innovation necessary for quality performance. He believed that organisations must be process and result oriented, and promote team work. The application of Deming's theory of management to HEIs requires institutions to provide a mix of motivation (intrinsic and extrinsic), be visionary and focus on both, process and result, while encouraging team work. That is, carrying every stakeholder along. Such an approach

to management provides room for greater understanding of roles and responsibilities of stakeholders, promote both integration and differentiation of all stakeholders and units and above all steers innovation and continuous improvement in quality. According to Gryna (2001), the system of profound knowledge allows leadership to change and to develop a new basis for understanding the interrelationships between themselves and their environment. The environment includes people, systems and organisations (NAAC - Col, 2006).

Deming's theory of quality management is encapsulated into 14 points for ready reference:

1. *Create constancy of purpose for improvement of product and service, with the aim to become competitive and to stay in business and to provide jobs.*
2. *Adopt the new philosophy. Organisation can no longer compete if they continue in the old way of accepting delays, mistakes and defects. They have to make the required shift and adopt new ways of working.*
3. *Cease dependence on mass inspection to achieve quality. Instead of inspection at the end, staff should be trained to monitor and develop their own quality.*
4. *End the practice of awarding business on the basis of price tag alone.*
5. *Improve constantly and forever the system of production and service, to improve quality and productivity and thus to constantly decrease costs.*
6. *Institute training on the job. Failure to use the available talent in the organisation is a greater waste. Training is a powerful tool to improve quality.*
7. *Institute leadership. Management must lead by example and not just supervise. Leadership should help people to do a job better.*

8. *Drive out fear, so that everyone may work effectively for the company.*
9. *Breakdown the barriers between departments.*
10. *Eliminate slogans, exhortations and targets, asking for new levels of productivity without providing the workforce with the methods to do the job better.*
11. *Eliminate work standards that prescribe numerical quotes.*
12. *Remove the barriers that rob people of their right to pride of workmanship. This is to remove the appraisal system that encourages competition among staff.*
13. *Institute a vigorous programme for education and self-improvement.*
14. *Put everyone in the company to work to accomplish the transformation (Deming, 1993).*

The central message of Deming's theory is that management is responsible for the quality of production. Thus, management must provide the enabling environment and visionary leadership which is capable of steering staff commitment to continuously improve quality performance. In addition, Deming's theory stressed the need for team work and staff development to improve job skills. He emphasised prevention rather than cure as the key to quality (NAAC - Col, 2006). Gryna (2001) observed that the theory is founded on a holistic and comprehensive system of management.

Another theory that clarifies the basis of this study is that of Joseph Juran who viewed quality as "fitness for purpose". According to him, a product or service can meet its specification and yet not be fit for its purpose. This probably describes the present state of the NCE teacher education programme, where the NCCE accredit the institutions and their programmes as meeting its specifications (minimum standards requirement), yet the general public continuously express dissatisfaction with the

product of the system. Juran viewed that in such a situation the specification may be faulty, thus, emphasized the need for the specification to meet customer needs. He identified three steps to quality improvement:

1. Structural annual improvement plans,
2. Training for the whole organisation; and
3. Quality directed leadership (Juran, 1989 in NAAC - COL, 2006).

According to Juran poor quality is the result of the failure of the management. He viewed that 85% of the problems in an organisation is due to systems failure and the remaining 15% due to individuals (Juran, 1989 in NAAC - Col, 2006). Juran identified ten (10) steps to quality improvement which are:

1. *Create awareness of the need and opportunity for improvement.*
2. *Set explicit goals for improvement.*
3. *Create an organisational structure to drive the improvement process.*
4. *Provide appropriate training.*
5. *Adopt a proper approach to problem solving.*
6. *Identify and report progress.*
7. *Recognise and reinforce success.*
8. *Communicate results.*
9. *Keep records of changes.*
10. *Build an annual improvement cycle into all company process.*

According to Juran (1989) team work is the secret of quality management. The implications of Juran and Deming's theory for the management of HEIs are:

1. *Leadership and commitment of top management plays a significant role in quality improvement.*

2. *Creating an environment for learning and staff development is crucial to doing tasks right every time.*
3. *Adopt new philosophies and technologies that can improve the quality.*
4. *Encourage teamwork and participatory management.*
5. *Develop a communication strategy to report progress and result.*
6. *Recognise the efforts of staff without creating a competitive environment.*
7. *Put appropriate systems and processes in place as per the needs of the stakeholders.*
8. *Encourage quality circles and a culture of quality (NAAC - Col, 2006).*

Drawing lessons from Deming and Juran's theories to quality assurance demands the application of the "Total Quality Management" (TQM) system. TQM is a management philosophy that supports organisational practices aimed at harnessing the human and maternal resources of an organisation in the most effective way to achieve the objectives of the organisation (Borahan and Ziarati, 2002). It focuses relentlessly on the needs of the customers both internal and external (students and employers), realigns the organisation from detection to prevention and aims to improve continuously via the use of statistical monitoring (Brockman, 1992). TQM is a way of managing an organisation so that every job, every process, is carried out right, the first time and every time and it involves every member of the organisation. Such an approach is aimed at effective leadership, quality control and customer satisfaction. TQM promotes continuous improvement as suggested by Deming and Juran's theories and views quality as concerned with both the process and the product. The application of TQM to teacher education institutions will ensure better performance from both staff (academic and non-academic) and students.

The successful application of these theories and management principles requires the understanding and commitment of the management team at HEIs. The issue of management at HEIs should be viewed from two levels: top institutional management

team and departmental or programme level management. While the top management is responsible for providing the enabling environment and envisioning the goals and mission of the institution, management at unit and programme level is crucial to successful implementation and goal attainment. Every department, office and individual member of the organisation plays vital roles in assuring quality in the organisation. For example, top management supplies the departments and offices, the HOD supplies staffs, and staffs supplies student. Those at the receiving end are automatically the customers. The reality is that each individual in the chain is a supplier and a customer.

In a more specific way, Amourgis (2009) viewed that the departments are the main providers of educational services, thus a good performance of all departments would benefit the institution as a whole. Accordingly, many researchers advocated that QA should concentrate on the departments and their programmes, being the best approach towards addressing quality issues (Kis, 2005; Tuitoek, 2006; African Union 2007; Amourgis, 2009; Wahab, 2009 and Lechleiter, 2008). Further, explaining the importance of QA at departmental level, Tuitoek (2006) in a review of good practices on QA, stated that the responsibility for quality actually lies with the individual schools of courses and programmes (disciplines within a school or department) and the heads of such programmes have the responsibility for quality assurance and enhancement. They are therefore viewed as the chairperson and chief examiner for the programme.

The department/programme based QA, consist of evaluating or accrediting the quality of programmes offered by educational institutions as part of the normal routine of the programme. Fadokun (2011) proposed the adoption of the TQM system supported by a comprehensive set of processes and tools aimed at achieving a culture of continuous improvements. This approach allows the content and process of programmes, which are the core business of institutions of higher education, to be thoroughly examined and improved. According to ENQA (2009) the positive aspects of this approach encompasses the possibility to make transversal comparison between subjects, its outcome orientation and better information about programmes offered. Lechleiter (2010) viewed that diversity is a natural and important feature of

institutions. One of the most obvious and often overlooked is that of the individuality of each member of the institution, (both staff and student) in their approach to academic work and in the individual programmes and departments such as their specific aims, curriculum standards and target students. This individuality will certainly make a difference on the way academic activities are handled. Thus, QA of the individual programmes rather than a group of programmes makes more sense (African Union, 2007).

A typical example of the application of IQA at department/programme level is the case of Ireland, where most quality reviews are departmentally based. In Nigeria, the accreditation system which is used as the sole QA system is a form of EQA, even though it reviews quality at both institutional and programme level, the individual programmes are not given detailed scrutiny that will steer continuous quality improvement. The need for an internally operated quality assurance system cannot be more necessitated than now, when there is continuous general outcry over the quality of education. This is a pointer that more needs to be done than just accredit the institutions and their programmes, which clearly is a periodical activity that happens every five or three years, hence, create a gap in the practice of quality assurance. The IQA fills this gap by promoting a quality culture that strives beyond accreditation, thus, leading to a more robust quality programme.

This study is not aimed at replacing the existing system, rather it suggest the need for a more comprehensive approach which promotes continuous quality control and improvement at programme level. Lakshmi and Rama (2007) concurred that while external QA through accreditation is relevant and even necessary, it will not suffice; hence the need to generate processes within the TEIs that will continuously have regard for the quality aspect in everything that the TEI pursues. African Union (2007) also proposed the adoption of a QA approach that allows for integrating the "fitness for purpose" and "excellence" approaches. Accordingly, African Union asserted that the EQA process supported by internal self-reflection is best. Moreover, the present approach of assessing the quality of teacher education institutions based on educational processes, which focus on facilities, quality of research and teaching staff, volumes in the library, the preparation and quality of incoming students is no longer

sufficient for ensuring quality, especially in an environment that demands institutional accountability for what students learn rather than what institutions teach (Mariasingham and Hanna, 2006). This assertion further necessitates this study, particularly at a point in time when the quality of teacher education vis-a-viz education is being seriously challenged by clients (customers).

On the whole, all the theories so far discussed overlap one another. They stress the role of management in creating an enabling working environment which strives for quality in everything they do. Notwithstanding the diversity of principles presented by the different theorist, all have contributed to clarifying the issue of quality management, thus paving the way for all-round understanding of quality assurance. In view of the foregoing this study is basically anchored on the theory of ‘‘Total Quality Management’’ as a necessary prelude for improving the quality of Home Economics programme at Colleges of Education.

2.2 Conceptualisations of Quality Assurance

Quality Assurance (QA) in short is a generic term that can mean different things to different people and groups. To the layman, QA relates to the way goods are produced and services rendered to ensure that goods and services delivered are perfect with little or no faults and at very high standard that meets customers' satisfaction (Quality Digest, 2001). In addition, to its being cost efficient. Similarly, Kingston University (2001) believed QA is seeking to achieve high quality activity through a commitment that aspires to the highest possible standard in response to expectations and within resource constraints while shriving continuously for improvement in response to changing circumstances. These definitions relate QA to any activity and not just goods and services only.

To an educationist however, QA means more than mere perfection of goods and services to satisfy customer needs at barest minimum cost. It is defined as a

systematic management and assessment procedure adopted by institutions in order to monitor performance against objectives and to ensure achievement of quality outputs and quality improvements (Harman, 1998). Supporting the above opinion, many other writers have described QA as covering all practices and procedures that ensure academic standards are maintained and improved (Fadokum, 2005; Cardriff University, 2007; Dill, 2007; Rami and Lalor, 2008; Olubor and Ogonor, 2008 and Anumudu, 2010). According to Harvey (2008) QA in education refers to the mechanism for ensuring an appropriate learning process; be it a degree of control over what is permitted as educational experience, ensuring that institutions comply with basic requirements and are accountable to stakeholders. This definition narrows down QA in education as concerned with only the inputs based upon specific standards and guidelines as agreed upon by stakeholders. Thus, giving the impression that QA is a terminal affair that occurs only once at the beginning of a programme rather than a continuous process.

Harvey's definition is not much different from that of Venkaiah (1995) who considered QA as a philosophy and process in which all the functions and activities of an institution are systematically and scientifically treated equally, planned, controlled and implemented. Venkaiah (1995) further explained that it is philosophical because it is subject to institutional interpretation. It is a process because it is a continuous and dynamic thing and the process and strategies adopted change with time. It is systematic and scientific because it operates on a framework. Other educationist viewed QA beyond the input and process dimension. Such writers have added the third dimension of QA which is the output/product dimension. The input, process and

output dimension perceive QA as concerned with the provision and utilization of resources (human and material) and their impact on the final product (graduates) their employability and ability to contribute to individual and societal growth (Fadokun, 2005; Fasasi, 2006; Okebukola, 2010). Emphasizing this definition, Ehindero (2004) opined that QA focus on the following;

1. learners entry behaviors, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning;
2. teachers entry qualifications, values, pedagogic stalls, professional preparedness, subject background, philosophical orientation etc,
3. teaching/learning processes including the structure of curriculum and learning environment; and
4. outcomes which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant instruments to assess these objectives.

National Assessment and Accreditation Council (NAAC) and Commonwealth of Learning (COL) (2007b) clarified further, that QA in its broadest term covers all the policies, structures, processes and activities put in place to define, assure and enhance quality in the academic programme. Such quality practices are basically aimed at capacity building within an institution for pursuing quality improvement leading to stakeholders' satisfaction. Accordingly, Frazer (1992) identified four basic components of QA thus;

1. everyone in the enterprise has a responsibility for enhancing the quality of the product or service;

2. everyone in the enterprise has a responsibility for maintaining the quality of the product or service;
3. everyone in the enterprise understands, uses and feels ownership of the systems which are in place for maintaining and enhancing quality;
4. management regularly checks the validity of the system for checking quality.

Indeed, if these assertions must be applicable to education, the word 'enterprise' should be replaced by the word 'institution'. Thus, the above components as specified by Frazer (1992) posited QA as a value system that must be appreciated and defined by all stakeholders and as a shared responsibility by every member of the academic community - administrators, teachers, students including supportive staff are committed to while periodically monitoring and evaluating progress. As if summing up the above definitions Adeogun and Osifila (2010) described QA as;

> *'A management function which deals with setting policies and running an administrative system of management controls that cover planning, implementation and review of data collection activities and the use of data in decision-making. It is a process-driven approach with specific steps to help define and attain goals.*

Inferring from all the foregoing discussion, QA in education can be described as a regulatory programme to guarantee, maintain and continuously improve the quality of academic performance based on specific guidelines and constant assessment of the whole system. Such a task can be perceived as a pro-active plan that strives for excellence in education. It emphasizes consistency in standards and a commitment to shared responsibility that leads to effective and efficient goal attainment. An activity that in turn determines the value placed on the products of an institution. Such a pro-

active plan usually covers series of activities – Quality planning, quality control, quality audit, quality management, quality enhancement, quality assessment, total quality management and quality culture (Frazer, 1992; Mochal, 2005 and UNESCO, 2007).

a. **Quality Planning:** quality planning in education entails putting into perspectives what standards are to be attained and how such standards shall be measured, in addition to the strategy to be employed to attain such standards. UNESCO, (2007) identified quality planning as basically consisting of two things;

   i) Product Planning: identification, classification and determination of the importance of the features referring to quality as well as to the establishment of the objectives, the conditions referring to quality and its restraints.

   ii) Managerial and Operational Planning (including its organization and programming) which involves an elaboration of quality plans and the provision of quality improvement measures.

b. **Quality Control:** this refers to the aggregate of actions and measures taken regularly to assure the quality of higher education products, services and processes with an emphasis on the assurance that a prescribed threshold of quality is met. It aims both at monitoring the process and at eliminating certain causes which might generate an unsatisfactory functioning (Frazer, 1992; Gryna 2001, and UNESCO, 2007).

c. **Quality Audit:** Is the scrutiny by a group external to the institution to check that the quality assurance and quality control processes are appropriate and working properly. Quality audit looks at the system for achieving good quality and not at the quality itself. Quality audits are undertaken to meet internal goals (internal audits) or external goals (external audits). The results of the audit must be documented (audit report) Frazer, 1992; Gryna 2001; and UNESCO, 2007).

d. **Quality Management:** This refers to the aggregate of measures taken regularly at system or institutional level in order to assure the quality of higher education, with an emphasis on improving quality as a whole. It covers all the activities that ensure fulfillment of the quality policy, quality objectives and responsibilities while implementing them through quality planning, quality control, quality assurance and quality improvement mechanisms (UNESCO, 2007).

e. **Quality Enhancement:** Is a dynamic process that involves the exploration of new ideas and the pursuit of excellence and the encouragement of creativity, enshrined into the quality culture. It is aimed at constantly improving quality to meet expectations of clients and beyond.

f. **Quality Assessment:** Also referred to as quality evaluation. It is a very desirable part of an institution's quality assurance activity. It is a scheme put in place to monitor and review the operation of an institution or study programme (tuning. unidevsto.org, UD) to determine and document the effectiveness of the programme activities and services (Gajda and Jewiss, 2004). European

Network of Quality Assurance (ENQA) (2001, 2003) viewed that such evaluations are intended to examine the quality of all the activities within an institution or programme, i.e. its organization, financial matters, management, facilities, teaching and research. Such an activity is based on specific criteria which provide clues about the strength and weaknesses of the programme or institution. Telxeira (2010) argued that quality assessment should not only focus on standardized institutions and programmes within a standardized and externally defined framework, but also assess the capacity of institutions and programmes to standout through innovation and individual and institutional capacity. Such an assessment is considered an obligation of the institutions that are held responsible for the quality of their activities (ENQA, 2001).

g. **Total Quality Management (TQM):** Is a management philosophy devised by an American (W. Edwards Deming) but was first embraced by the Japanese. It is a philosophy that focuses relentlessly on the needs of the customer, both internal and external. Ijaiya (2001) described TQM as an internal arrangement by each school to prevent wastage rather than rectify it. The philosophy behind it is to develop a culture of collaborative efforts for the satisfaction of customers' (students, parents, teachers and community) needs. It realigns the organization from detection to prevention and aims to improve continuously via the use of statistical monitoring (Brockman, 1992).

h. **Quality Culture:** It is a team - working approach that demands the participation of everyone in the organization towards the effort to improve and maintain quality.

European University Association (EUA) (2006) defined quality culture as an organizational culture that intends to enhance quality permanently and is characterized by two distinct elements: on the one hand, a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and, on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts. In other words quality culture consist of all those values, principles and practices that stimulate people's behaviors and are directed toward the achievement of organizational goals. In education, it reveals the role of leadership (personal example and the upper Management's engagement) in creating the culture based on the constant need for improvement, team work, participation of all in the process, decision-making, individual responsibility etc (EUA, 2007). UNESCO (2007) added that an awareness of and commitment to the quality of higher education in conjunction with a solid culture of evidence and with the efficient management of this quality (through quality assurance procedures) are the ingredients of a quality culture.

Frazer (1992) insisted that all these aspects of an institution's activities contribute to its overall quality. Frazer (1992) further suggested that no institution should therefore employ groups of controllers or inspectors to examine each of these aspects in isolation. On the whole, these various activities-quality planning, quality control, quality management, quality audit are all inextricably interwoven and contribute to the process of quality assurance. They guarantee for the educational programme better integrity, recognition and competition in the midst of others. This is

particularly essential to Home Economics, especially because of it poor - image in the society. However, these activities are guided by specific principles.

2.2.1 Basic Principles of Quality Assurance

According to ENQA (2005), QA is based on certain basic principles both internal and external to higher education. These include amongst others the following:

1. *providers of higher education have the primary responsibility for the quality of their provision and its assurance;*
2. *the interest of society in quality and standard of higher education needs to be safe guarded;*
3. *the quality of academic programmes needs to be developed and improved for students and other beneficiaries of higher education;*
4. *there is the need for an efficient and effective organizational structure within which academic programmes can be provided and supported;*
5. *transparency and the use of external expertise in quality assurance processes are important;*
6. *there is a need to encourage a culture of quality within higher education institutions;*
7. *processes should be developed through which higher education institutions can demonstrate their accountability, including accountability for the investment of public and private money;*
8. *quality assurance for accountability is compatible with quality assurance for enhancement purposes;*

9. *institutions should be able to demonstrate their quality at home and internationally;*
10. *processes used should not stifle diversity and innovation.*

Suffice it to say, that these principles serve as a guide to establishing good quality assurance practices which are essential to running successful education programmes but it demands commitment on the part of everyone involved if success must be achieve

2.2.2 Importance of Quality Assurance

UNESCO (2005) identified the following as the importance of quality assurance. Quality assurance in education helps to ensure;

1. *the value and success of educational programmes.*
2. *higher status and improved attractiveness is guaranteed for the educational programme.*
3. *a strong link between the curricular and the needs of the labour market are established through close interaction; with the results that graduates are most likely to find suitable employment.*
4. *the educational system is developed in ways that allow enough flexibility for the individual to move from one educational strand to another (articulation).*
5. *standards are set in order to guarantee a minimum quality for every aspect of the educational programme.*

6. *the learner benefits from sufficient practical and theoretical elements through the training.*
7. *teaching and training staff are well qualified, knowledgeable about the world of work and available in sufficient numbers.*
8. *facilities correspond with latest requirements and technologies available in sufficient numbers and well-maintained.*
9. *the delivery methods allow for a maximum learning effect.*
10. *vocational guidance is available from the beginning of the learner's training (the right choice of programme) during the training (learning matters, personal problems, financial difficulties etc) and at the end of the training finding employment.*

Indeed these are issues that challenge the quality of teacher education vis – a – viz the education system in Nigeria today and thus demands the attention of stakeholders. This is particularly essential for Home Economics, especially because of its low-image amongst the society. By implication, engaging appropriate QA practices in the Nigerian teacher education system will definitely help to address its current challenges as well as that of the education system in general, in addition to addressing the developmental problems of the nation. But more importantly, it will make education more relevant to the needs of the labour market and thus, lower unemployment rate. Lim (2001) pointed out that QA in higher education can only be successful if an instrumental approach is adopted under a number of conditions. These conditions are, that:

1. academic staff members are qualified and research and teaching standard is up to an acceptable level. The relationship between these two components can only be achieved when basic knowledge of the subject and the methodologies for research and teaching are present. The absence of the above would lead to poorly formulated and executed research, teaching that is lacking in breath, depth and effectiveness, thus, the introduction of QA will not do much to increase standards to the desired level.
2. academics need only to be employed in only one full-time job, in one institution at a time. However, they can earn extra income through short term consultancy work for industry, government or international organizations as part of their direct community service function. This will ensure full commitment to their primary assignment.
3. adequate physical, electronic and administrative support services, such as well-equipped laboratories and libraries that are adequately stocked with up-to-date textbooks, research monographs and journals are available.
4. there must be the presence of efficient administrative support, with general staff who are professional in their work and data system that provides reliable data for the calculation of performance indicators used in the management plans.
5. appointment and promotion is based on academic merit and not on political or social connections.

6. the system must permit a fair degree of academic freedom where constructive criticism of the institution or government is encouraged or at least tolerated (Lim, 2001).

These conditions are a pre-requisite for guaranteed QA in education. There is no doubt that the absence of such conditions will interfere with all efforts to establish quality systems. Be that as it may, often these conditions seem to be absent in most cases.

2.2.3 Approaches to Quality Assurance

Okebukola (2010) noted that quality assurance has two components internal and external to the institution. Thus, the implementation of quality assurance is viewed from two major perspectives;

I) External Quality Assurance (EQA); this is often referred to as the 'top – down 'approach'. This approach emphasizes the establishment of quality assurance agencies who are charged with the responsibility of monitoring and standardization of national procedures for quality assurance (Domovic and Vidovic, 2009). External quality assurance is defined as the complete range of quality monitoring and quality assurance procedures that are undertaken by bodies outside the academic institution (African Union, 2007; UNESCO, 2007; Commission of the European Communities, 2009 and Domovic and Vidovic, 2009). Okebukola (2010) viewed that such an activity is necessary so as to norm that institution with other institutions who share similar vision and mission. This approach is usually based on pre-determined quality standards and guidelines referred to as minimum standards. The external quality assurance may consist of;

a) evaluating ("auditing") the quality of a given institution, its programmes or units;
b) comparing quality at different higher education institutions in a given area of discipline ("benchmarking")
c) guaranteeing that certain pre-defined "standards" of quality are met ("accreditation"); and
d) awarding various quality seals usually designed to signal high quality or excellence ("ranking") (Materu, 2007; Commission of the European Communities, 2009 and Okebukola, 2010).

Such an approach is geared toward examining the effectiveness and efficiency of the input, process and output elements of the teaching, learning, and research in addition to the service activities of a higher education institution (De Jager, 2006 and Okebukola, 2010). QA as it applies to higher education in Nigeria generally and particularly to the Colleges of Education is chiefly dominated by the external quality assurance system through accreditation. This function as it applies to Colleges of Education and other NCE awarding institutions in Nigeria is directly the mandate of the National Commission for Colleges of Education (NCCE). Accreditation is a process by which institutions are evaluated and monitored by an external body or agency base on certain pre-determined quality standards (Arockiasamy and Prasad, 2005; Schray, 2006 and Okebukola, 2010).

Arockiasamy and Prasad (2005) noted that the accreditation exercise ensures that educational institutions are adhering to the plan of academic programmes set out, promote accountability and provide proper infrastructural facilities and faculty.

NAAC - COL (2007a) maintained that in practice, the accreditation exercise leads to continuous improvement, mark of excellence and the recognition of all efforts of the academics by their peer. Consequently, this reassures external stakeholders – employers, professional bodies and the general public about the legitimate quality of a higher education institution.

In spite of the above, many researchers have criticized the accreditation process as an invasion on the 'autonomy' and academic freedom of educational institutions (Kis, 2005; Macukow, 2000; NAAC - COL, 2006; Brennan, 2007; Hodgson, 2009 and Hassan, 2010). Reju and Olakulehin (2008) asserted that the accreditation exercise has led to an over-reliance on external quality criteria for defining the value of offerings being made to clients (learners) of an institution. Besides, it does not take into account the changing institutional context (Anamuah Mensah, 2007). Thus it is difficult to compare the products (graduates) of the various colleges, since individual institutions have complete discretion over the vigor of their processes (Kemp, 1999). Schray (2006) argued that the quality standards used in accreditation are out of date and do not reflect leading quality practices at leading higher education institutions. For instance Mohanty (2010) observed that the existing QA agencies assess teachers on the basis of qualifications and publications and not based on their teaching skills. Cashmore (2009) added that despite the vital role that teaching plays in a student's experience in higher education, research performance remains more central in most higher education promotion policies for academics. In the same vein, Harvey (2002) observed that external quality assurance;

i. leads to bureaucratization and inflexibility;

ii. is incapable of asking the right questions and that 'visits' are amateurish and fail to observe what really goes on in higher education;

iii. leads to 'game playing' and 'performance';

iv. has no real impact especially on student learning;

v. leads to short term response, not permanent cultural changes;

vi. has superficial impact on standards;

vii. is obsessed with accountability but should encourage internal quality improvement and external 'useful' information.

Indeed, external quality assurance through, accreditation in Nigeria is often characterized by 'window-dressing: Observations have shown that institutions go out of their way to make last minute purchases of equipment / materials and the provision of 'emergency' infrastructure just to meet up with accreditation standards, which often are dismantled as soon as the exercise is over. Worst of all is that some institutions which borrowed equipment and materials returned them soon as the accreditation exercise was over. This is to the disadvantage of the students. In addition is the interplay of bias on the part of some members of the accreditation panel members which hinders fair assessment or judgment. These criticisms do not encourage meaningful quality enhancement (Anamuah – Mensah in African Union, 2007). Accordingly, it has compromised the credibility of the whole accreditation process in assuring quality.

For this reasons, Mariasingham and Hanna (2006) contended that the present approach of assuring quality based on guidelines that have focused primarily on evaluating inputs into the education process – facilities, quality of teachers and

research, volumes in the library etc can no longer be sufficient in an environment that demands institutional accountability for what students learn rather than what institutions offer (teach). Obviously, this limitations and weaknesses of the existing accreditation system, is not aimed at completely discrediting the existing accreditation system rather it is a pointer towards the need to develop a more practical approach that will address most of the criticisms raised. Many researchers have proposed the need to adopt internal quality assurance practices, if institutions must achieve quality control and improvements (Weusthrof, 1995; African Union, 2007; Dill, 2007; NAAC - COL, 2007a; ENQA 2009 and Domovic and Vidovic, 2009)

II) **Internal Quality Assurance (IQA):** IQA also referred to as the 'bottom-up' approach. It is viewed as all the policies and practices through which academic institutions monitor and improve the quality of their educational provisions (African Union, 2007; Dill, 2007; NCHE, 2007 and Umar, 2007). Mohan (2007) explained that IQA relates to the set of activities that an institution undertakes to ensure that standards are specified and measures are taken to avoid faults. Okebukola (2010) concurred that IQA covers activities such as the use of external examiner system and internal academic and management audit. Internal quality assurance is anchored on the belief that institutions have the responsibility for the quality of their academic programmes and services. Lemaitre (2009) posited, ''quality can only be assured from within and that work done *with* TEIs, rather than *to* TEIs, is what in the end will be most conducive to quality and, most importantly, to its continuous improvement''.

IQA helps institutions ensure the fitness of their academic curricula, instructors, facilities and resources for the purpose of delivering a programme and

running their institutional operation as a whole to guarantee the quality of its offerings to the public (NCHE, 2007) and to manage and control their quality related core activities (Salleh, 2003; Mochal, 2005 and ENQA, 2009). Furthermore, IQA enables institutions organize their planning, processes, documentations and resources in such a way that will meet the institutions quality objectives. Stroupe (2010) viewed that it promotes visibility and marketability. In other words, IQA practices ensure accountability and transparency to stakeholders on the part of the institutions, while at the same time allowing its products and services to compete favourably for customers' attention in a highly competitive and saturated market. Such a competition is driven by information based on quality assurance practices which enable customers to exercise the power of choice, thus driving up standards (Pollard, 2005). On the whole, IQA promotes the self-image of the institution. However, if the above must be successfully achieved, IQA must be nurtured at all levels - institutional, departmental, programme and sub-units and must be accomplished through various means at the same time (EUA, 2008 and Hec.gov.pk, 2010). This conveys a connotation of quality as a shared value and a collective responsibility for all members of the institution - students, academic and administrative staff (Domovic and Vidovic, 2009).

By extrapolation, if quality must be guaranteed, programme level QA system is a necessity, and must not be replaced with institutional level or external QA processes, as standards vary amongst various academic programmes even within the same institution (Hec.gov.pk, 2010). In addition, its basic principles must be largely accepted by all concerned and all stakeholders must share collective responsibility for its implementation. ENQA (2006) concurred that a combination of both institutional

and programme level QA, will make it possible for institutions to include in their design the element of control and improvement. Weusthof (1995) believed that such a practice would help realize both the intentions of the national government – an increase in institutional autonomy, as well as the principal function of self evolutional quality.

ENQA (2009) asserted that IQA at programme level allows the content of programmes, which are the core business of higher education institutions to be thoroughly examined. Furthermore, it fosters transversal comparison between subjects, their outcome orientation and better information about programmes offered. EUA (2009) maintained that programme level QA cover duties such as making sure that programme or course specifications are complete, up-to-date and fit for-purpose. It also promotes communication with other programmes or departments to share best practices in quality assurance, while at the same time liaising with external bodies related to quality assurance, for validation and accreditation. Furthermore, the needs of the department and the diverse requirements of students are taken into account proactively while adhering to the overall institution-wide and nation-wide guidelines. EUA (2009) advocated the involvement of students in IQA, for instance in decision-making through committee focus group work. All these can only be effective if the process is closely connected with the daily activities of staff and if it mainly consists of activities with partially immediate results.

Conversely, ENQA (2009) cautioned that some people may express reservations due, for example, to the high cost it entails. Although this limitation may be true, particularly when the cost is considered in the light of available funding, the

advantages far out weigh its weaknesses. Above all, programme level IQA is the sure strategy to identifying the strengths and weaknesses of a programme and the only sure strategy for improving it. Whichever be the case, it is obvious that internal quality assurance is a pre-requisite for guaranteeing educational quality. However, it must be noted, that internal quality assurance alone is not sufficient to promote, maintain and enhance quality of education. No wonder, Harvey (2007) argued that EQA procedures are a necessary precursor to building a system of IQA. Harvey (2007) further viewed that there needs to be a symbiotic relationship between internal and external quality procedures mediated by institutional quality culture. Admittedly, external quality assurance can enforce the delivery of education that conforms to minimum standards but the quality of the process and output can only best be guaranteed through IQA. It is inline with the above arguments that this study is geared towards investigating the internal quality assurance practices of Home Economics programmes in Federal and State Colleges of Education in the North-West Geo-Political Zone of Nigeria.

2.3. Quality Assessment

The growing concern for quality in education is a global phenomenon. This quality concern goes beyond technical accuracy and consistent effort to carry out tasks. It is about ascertaining the true spirit and purpose behind each task in addition to an attempt to enhance its meaningfulness (NAAC - COL 2006 & 2007a). If such a concern becomes an integral part of HEIs, it will surely promote meaningful and holistic educational experiences resulting in quality education.

Quality is one concept cherished by all individuals, groups and organisations and applies to all areas of life; food, water, healthcare, industry, commerce and even education. Be that as it may, quality is one fundamental construct, easy to recognise,

yet difficult to define. No wonder, many authors have viewed quality as a multi-dimensional, multi-level and dynamic concept that is context bound (Obanya, 2002, Aelterman, 2006 and UNESCO, 2007). The difficulty in defining quality emanates from the fact that quality takes meaning based upon the situation, location, product/service and individual perception. Hence, quality is viewed as subjective in measurement and expressed in relative terms – excellent, good, poor or bad. Accordingly, quality in terms of goods and services is interpreted variously to mean "the degree to which a product or service satisfy customer needs and expectations", "is reliable", ''conforms to standards'' and/or is ''free of defects".

Obviously, the concept of quality is not new to education; it has always been part of the academic tradition. What probably is new is the present focus on assuring quality. Quality to the educationist means much more than mere ''customer satisfaction" indeed, UNESCO (2007), conjured that quality in education may take different and sometimes conflicting meanings depending on;

i. understanding of various interests of different constituencies or stakeholders in higher education e.g. students; institution; disciplines; the labour market; society and government;
ii. its references; inputs, processes, outputs, mission, objectives etc.; and
iii. the attributes and characteristics of the academic world worth evaluating; and the historical period in the development of higher education.

It is in view of these intricacies that several researchers have attempted a definition of quality in education. Thus, quality in education may be perceived in terms of;

i. **Cost-effectiveness:-** which views quality as education for large numbers at minimum cost. This is primarily of interest to government and funding agencies who are concerned with providing quality education to all, at bearest minimum of cost and demand accountability of how public money is spent.

ii. **Academic standards**: – This deals with students learning experiences and the extent to which the field of study ensures adequate standards in the education of students and the image and reputations of such a programme or institution. This is the perspective of the academic community and educational administrators.

iii. **Social usefulness**:- This implies the relevance and functionality of the programme delivery to the social life of its clients.It is about the learner and community satisfaction with the programme. This is the perspective of parents, students and employers (Macukow, 2000 and Natarajan, 2000).

Indeed, for education to be of quality, it must possess all three characteristics. It must be cost effective to make it affordable for funding agencies, government and student sponsors, otherwise it becomes too difficult to maintain and accomplish. It must attain specified academic standards to measure up to expectations of education any where in the world and steer comparability and competition. It must also be relevant so as to fulfil the needs of the learner and society and promote employability. Thus, to accord with the complexity and the different purposes and perspectives of quality for different people, for many institutions quality translates into;

i. **Fitness of purpose** – The relevance and suitability of the aims and objectives (the defined Mission and objectives) of the institution; and

ii. **Fitness for purpose** – The extent to which academic strategies are suitable for achieving the declared aims of a program or institution (Materu, 2007; Sanyal and Martin, 2007 and Tuning, 2010).

This is partially accepted by Sahlberg (2000) who posited that quality in education refers to the degree to which the education system is efficient, effective and economical. Sahlberg further elaborated that education is effective when facilities

produced by the system contribute to both qualitative and quantitative mental growth of an individual and to the development of society, culture and working life. It is efficient when the functioning, flexibility and timing of the education system, educational administration and teaching arrangements are as appropriate as possible and it is economical when the resources of education in relation to educational objectives have been allocated in an optimal way. Fadokun (2005) agreed with the efficiency and effectiveness interplay but added "it means something more'' that is the exploration of new ideas, the pursuit of excellence and encouragement of creativity. In essence, quality in education goes beyond mere satisfaction of stakeholders' needs and being free from defects. It is about keeping abreast with the dynamic nature of knowledge and being innovative.

In the same vein, Reddy (2006) specifically defined quality in technical education as "the result of an intensive investment of human resources and their effectiveness, infrastructure and the vision and mission of the management. Salawu and Adeoye (2008) however, differed in their opinion. They viewed quality in education as the characteristics of the graduates it produces and the learning experiences it provides. A definition that is implicitly associated with product making. Macukow (2000) strongly opposes the idea that quality in education is about product making. Macukow believes that the student is not only the product but rather a participant (most active component) in the process that makes him the product. Similarly, Arocklasamy and Prasad (2005) viewed quality from the perspective of;

> **Intrinsic quality:** This refers to the basic value and ideals that form the very heart of higher education. It focuses on the knowledge creating processes and student learning. This represents the core of academic quality. The academic community is the custodian of intrinsic quality. This is what others have referred to as academic standard.
>
> **Extrinsic quality:** is the capacity of HEIs to respond to the needs of the society with whom they interact. It concerns the demand that society directs towards higher education. This is about functionality. Arockiasamy and Prasad's description is not different from the other definitions except the choice

of words. In essence, this definition can be summed up as ‘‘fitness of purpose’’ and ‘‘fitness for purpose’’.

As if summing up the above various definitions, NAAC - COL (2006 & 2007a) submitted that quality in education revolves around a few central ideas;

- Quality as absolute – considered in terms of the highest possible standard.
- Quality as relative – implies product/service quality measured in terms of certain specifications and in relative terms.
- Quality as a process – suggest that quality is the outcome of systems and procedures laid down for the purpose.
- Quality as culture – recognises the importance of organisational view of quality as a process of transformation, where each entity is concerned and acknowledges the importance of quality.

A cursory look at all the definitions of quality so far discussed reveals each one as relevant to education. In essence, quality in education implies the total effectiveness, efficiency and dynamism of the inputs, processes and output of education in meeting the demands of various stakeholders. It requires maximizing the interaction between inputs, processes and outputs with a view to ensuring that students achieve their goals, thus satisfying stakeholders' needs and contributing to societal and national development. Accordingly, Aelterman (2006) identified four components of quality in education;

i. Guaranteed achievement of basic standards:
ii. Capacity to determine objectives in a differentiated context and to achieve them by means of input and process variables;
iii. Ability to meet the requirements and expectations of stakeholders; and
iv. Striving for excellence in functioning. The interaction of these components is influenced by the times and society.

This assertion presents quality as dynamic. It is dynamic because it must withstand the challenges of knowledge expulsion, it must remain relevant and contribute to human and national development. From whatever perspective quality is viewed, it will make little or no sense unless standards are attached and defined. Standards serve as the bases for judging and measuring quality (Khaleel, 2009). According to Ashcrot and Foreman-Peck (1996) standards are formally documented requirements and specifications against which performance can be assessed. They indicate the presence or absence of quality. Setting standards involves establishing all policies, measures, processes and actions necessary for ensuring that quality is developed and maintained.

Newton (2007) noted that standards in education relates to three areas of activity;

a. **Academic Standards:** Measures the specified level of academic attainment;
b. **Service Standard:** Assesses the services provided; and
c. **Quality Standards:** Is described as the norms or expectations expressed in formal statements about desired practices for instance the NCCE minimum standards and guidelines which spell out the basic requirements needed to guarantee quality in education.

Nevertheless guaranteeing quality demands more than setting standards. It requires extra efforts put in place to ascertain the extent to which these standards are achieved. This necessitates regular quality assessment/evaluation a task that stipulates the extent to which Standards are met and quality guaranteed. Lakshmi and Rama (2007) declared quality assessment as the ‘‘how’’ of QA. Fadokun (2005) observed that there has been a growth of interest in modes of assessment that promotes as well as measure standards and quality. This demands that institutions should mount transparent quality assessment procedures to evaluate the quality of their provisions (ENQA, 2003; Pollard, 2005; African Union 2007 and Chapman, 2010).

Quality assessment and quality evaluation are analogous. While the former can be attributed to the process, the later refers to the end product. When both assessment

and evaluation are used, it is referred to as quality audit (NAAC - COL, 2006 & 2007a). Assessment according to NAAC - COL is "a process of evaluating the performance of an institution of higher learning or its units based on certain established criteria. Hence, quality assessment in education set out to 'measure' the level of quality of inputs, processes and sometimes outputs. It is the overall judgement of the quality of an institution or programme or of specified component elements (Harvey, 2004). To the CHEA (2002) quality assessment is a diagnostic form of quality review and evaluation of teaching, learning and programme based on a detailed examination of curricula, structure, and effectiveness of the institution, its internal review and quality control mechanisms. Sanyal and Martin (2007) concluded that quality assessment involves evaluating (reviewing, measuring and judging) the quality of higher education processes, practices, programmes and services using appropriate techniques, mechanisms and activities. In essence, quality assessment is a strategy aimed at gauging the quality of programmes and services offered to clients in an educational institution. Such a strategy is viewed as a mechanism for measuring and assuring the quality of education. Gajda and Jewiss (2004) viewed that quality measures determine and document the effectiveness of the programme's activities and services. Gryna (2001) maintained that;

> *Quality measurement is basic to the operational quality processes and strategic management; for quality control, measurement provides feedback and early warnings of problems; for operational quality planning, measurement quantifies customer needs and product and process capabilities; for quality improvement, measurement can motivate people, prioritize improvement opportunities and help in diagnosing causes; for strategic quality management, measurement provides input for setting goals and later supplies the data for performance review (P 19).*

By implication, quality assessment has become increasingly very important in the educational cycle. It helps institutions and programmes to identify and address challenges while improving on their strengths. According to OECD (2004), the quality of a country's higher education sector and its definition, assessment and monitoring, is

key not only to its social and economic well-being but also a determining factor in the status of that higher education system at the international level. This underlies the need to assess quality in education.

2.3.1 The Need To Assess Quality

Several factors have been identified as promoting the need for quality assessment. They include:

i. **Competition:** Education has become highly competitive as institutions compete for students and fund. Therefore, if institutions must survive this competition and survive well, they must worry about their quality. They therefore need to assess their quality to guarantee stakeholders of their capabilities.

ii. **Customer Satisfaction:** Students, parents and sponsoring agencies as customers of the educational institutions all demand value for their money and time spent. They therefore, demand good quality teaching and employable skills that are relevant to the needs of the labour market. If these demands must be satisfied, institutions must constantly evaluate their quality to ensure customer satisfaction.

iii. **Maintaining Standards:** Standards are crucial to educational institutions; this warrants that programmes and institutions meet certain threshold levels. UNESCO (2010) viewed that "conformity to standards may result in approval status or funding depending on the context". Achieving such standards requires monitoring and assessment to improve the quality of educational transactions, educational provisions and facilities (NAAC & COL, 2006).

iv. **Improve Employee Morale and Motivation:** An institution's concern for quality goes a long way to improve the morale and motivations of staff in performing their duties and responsibilities. According to Brennan (2007), "the threats and rewards inherent in quality assessment provide motivation for all, individually and collectively, to do better". Brennan further explains that without monitoring some academics will do little research and/or care little about their teaching.

v. **Credibility, Prestige and Status:** The result of quality assessment directly impacts on the credibility, prestige and status of an institution. It determines the value placed on the institution and its programmes as well as its graduates. Such credibility and prestige affects the institutions capacity to attract better stakeholder support such as getting merited students from far and near, increased donations and grants from philanthropists/funding agencies and higher employer interest for easy placement of graduates (NAAC, 2006).

vi. **Information:** Quality assessment can serve as a means for identifying and disseminating information on good practice: The opportunity for academics to serve as peer view panellist offers them the privilege to identify "good practices" in other institutions, and to take back such information to their 'mother institutions' and build them into their own practices. In addition, the publication of reports after quality assessment as practiced by several quality agencies as well as through conferences and seminar is a means of providing information about quality of institutions and good practices (Brennan, 2007).

vii. **Better Collaboration:** Quality assessments can lead to improved relationships and more and better collaboration between academic staff (Brennan, 2007). This is largely achieved through the process of self – assessment which offers opportunity for sharing of knowledge of the interests and experiences of colleagues. This may stimulate collaboration and team work among colleagues (Brennan, 2007). It is a well known fact that people achieve more when working together, as it is said 'two heads are better than one'.

viii. **Change and Innovation:** Quality assessment can result into change and innovation. The act of quality assessment often identifies weaknesses and strengths of programmes and institutions. This leads to further actions for improvement of quality; such an action often leads to change and innovation. Brennan (2007), viewed that the act of questioning an institution/programme's existing ways of doing things can be an opportunity for managers to pursue their own agendas for change, although the extent to which such change agendas are genuine 'improvements' to the quality of anything is likely to be a matter of judgement and values.

Although, quality assessment plays great role in the improvement of programmes and institutions and in the satisfaction of stakeholders' interest, most academicians are often sceptical about the practice. The measuring of quality was often viewed by many academic staff as holding back improvement. Many saw the approach as emphasizing only good results, thus making it difficult for assessment to bring about real improvements (Hodgson, 2009). Macukow, (2000), alleged that such scepticisms regarding quality assessment usually emanates from the conviction within the academic community that such an assessment system is linked to fault finding and funding. Some sceptics would also argue that time devoted to such quality assessment

is at the expense of time dedicated to teaching itself (Kis, 2005 and Brennan, 2007). Hassan (2010) agreed that academic staff consider such quality assurance processes and procedure as overly onerous and detrimental to their work of quality in teaching and learning. As if clarifying Hassan's assertion, Brennan (2007) added that quality assessment systems often reward the wrong things (the quantifiable and the procedural) and have the effect of distorting academic work away from its intrinsic qualities.

Nevertheless, academicians are very crucial to the success or otherwise of quality assessment. Accordingly, administrators must appreciate this role of academicians and make every effort to make them realize that quality assessment is not about looking for 'scape goats'. Rather they must be convinced that the sole purpose of quality assessment is to improve the quality of educational offerings and that academicians have a great role to play in achieving such a purpose. Besides, quality assessment is not new to education and the academic community. What is probably new is the context in which it now operates. According to Pollard (2005) institutions today may differ in the way they approach quality assessment, the prominence and value attached to it, the purpose for which it is intended, the methods adopted and the use made of data collected as well as its impact on the institution. There is no doubt that this difference in approach to quality assessment results in the difference in quality of the various institutions.

2.3.2 Approaches to Quality Assessment

Benneth (2001) considered six approaches to quality assessment used in the US;

1. **Value Added Approach:** This approach is concerned with what has improved about students' capabilities or knowledge as a direct result of their education at a particular institution. The approach requires the use of students' assessment in terms of development and attainment as they begin the college and the assessment of the same students after they have had the full benefit of their

education in the college. Therefore, the value added is the difference between their attainments when they started the programme and their attainment when they completed the programme. Benneth (2001) referred to this approach as the only valid measure.

The American Association of State Colleges and Universities (2006) recommend that such a model must focus primarily on general intellectual skills (e.g. communication, reasoning/analysis, literacy) in addition to employing a multi-faceted approach based on representative samples of students. The American Association of State Colleges and Universities (2006), therefore identified three general process of estimating the 'value added';

a) **Direct Value – added Assessment:** This method simply estimates the impact of the institution or programme on student learning by measuring and comparing what students already know and can do at the point of entry and what they know and can do at the point of completing College. In essence it adopts the use of formative and summative evaluation. The difference reflects the 'value added'.

b) **Indirect Measures of Value-added:** Instead of comparing results of formative and summative evaluation, this approach measures the student behaviours and institutional actions that are known to correlate with student learning and success in college. These measures of "good practice" are treated as proxies for student learning. The extents to which they are in place determine the extent of student learning (American Association of State Colleges and Universities, 2006). This approach relies on the establishment and application of good practice in an institution or programme as an indicator of quality. This is the most common approach.

c) **Applied Value-added Models:** This approach relates to the assessment of alumni on the field to determine the extent to which their education prepared them for their jobs and on the other hand assess employers to ascertain the extent to which their employees have the necessary knowledge and skills for the job.

Whichever process is adopted for carrying out the value added assessment, it is obvious that no one method will truly represent the quality of an institution. Simply because valued added to a learner is the result of an interplay of several intervening factors, which cannot be clearly separated from the true value added by the institution. Realizing these limitations, Benneth (2001) was quick to observe that the value added approach to quality assessment was difficult to implement. Benneth attributed such difficulty to the following reasons;

i. Value is a relative term with many dimensions which may be difficult to identify and measure. Institutions differ in their mission and aspirations and therefore do not all seek to add the same kind of value to students' development. This has made it difficult to develop reliable measures of the most important dimensions of value, thus, making it difficult to assess colleges based on value added.

ii. **Effects Unfold:** Values acquired take time to manifest. While some may be exhibited instantly, others might manifest over a long period of time. Consequently, some values might not be exhibited in graduating students, until long after they have left college. This may result in bias and error in measurement.

iii. **Complexity and Cost:** Measuring value-added is a complex task. In fact developing benchmarks for measuring value-added and models that fit institutional types, is by itself a complex task, not to talk of the cost involved. The America Association of State Colleges and Universities (2006), also pointed out that the direct approach does not point to specific directions for institutional improvement and it does not measure how college learning relates to real-world performance. It cannot capture the full impact of the college experience that continues to unfold as graduates gain maturity and experience.

Surely, each of the three methods applied to assessing value-added has its strengths and weaknesses; each is suppose to complement the weakness of the other. This suggests that the use of only the method of assessing value-added does not truly reveal the value-added. Therefore, the need arises to develop a more comprehensive approach that combines the three methods of assessing 'value-added' all-in-one.

2. **Assessing Outcome: -** This approach simply measures the outcomes of a college education. It measures the skills and capabilities acquired by students as they graduate from a college. Hassan (2010) stated that this is achieved through the use of academic results to determine achievement of outcomes obtainable through the use of written and practical examinations. Other means of assessing outcomes include measuring the percentage of students who go on to graduate studies or to look at the honours won by graduates. Observably, this approach evaluates only the quality of an institution's best graduates not the attainment of its entire graduates. The fact that this approach uses only the

best graduates to assess outcomes, makes it certainly not a true reflection of the quality of an institution. This is because the performance of only the best graduates of a programme or an institution may be the direct result of several other intervening factors, such as intelligence, family background, experience etc.

Today, the most commonly used indicator in measuring outcomes is the measurement of retention rates. This is derived by considering the percentage of those admitted into a programme that continue with the programme to the end and finally earn a degree. This show the percentages of students satisfied with a programme and continue to the end, therefore receiving the full benefit of a programme. The draw back to this approach is the fact that it fails to realize that both retention and dropout rates are influenced by several other factors that may not be related to the institution or programme quality such as peer influence, migration, family support, health etc. In addition, this process is weakened by the fact that retention rates are not truly a measure of skills and knowledge acquired through the programme. Therefore, this measure cannot be a very good measure of the quality of a programme, but rather, may serve as a good indicator of the influence of the programme and its environment in promoting retention of students.

3. **Inputs and Reputation:** This strategy to quality assessment is the one adopted by the U.S. News and World Report (USNWR) for assessing quality in higher education. The approach is a kind of ranking that considers the use of data about the inputs, outcomes and reputation. The input variable is concerned with the availability and adequacy of the following resources: facilities and provisions, financial resources, - the amount spent per student on instruction (tuition rate and/or endowment rates), faculty resources – their quantity and qualifications, percentage with higher degrees in their field, overall

student/faculty ratio and class size. As part of the input concern, is students' selectivity: that is the quality of student selected into the programme; their capabilities and preparedness usually based on students' entry test scores and the percentage of students in the top 10% of their class. Outcome variable consist of the movements and performance of students and graduates. This is determined by the percentage of first year students who continue into the second year and the percentage of students who eventually graduate within the stipulated time frame.

The third component of the USNWR approach is the reputation, which is concerned with the rating of institutions and their programmes based on a survey of experts (provosts and deans etc) to rank institutions of similar types on a five-point scale - from distinguished to marginal. In addition, it considers the ratio of students admitted compared to those who apply and the ratio of students who enrol compared to all those admitted. This indicator is assumed to show the extent to which students desire to attend a particular institution and its programme. It is anchored on the belief that the more students want to attend a particular institution or programme, the higher it's standing on quality ranking.

A critical analysis of the USNWR's Input and Reputation approach to quality assessment reveal to some extent its similarity with the assessing outcome approach, and also reveals a drawback to its use. For instance, the survey of the so called experts may be biased due to the fact that these experts may not be very conversant with the various institutions and their operations and since there are no site visitation. Hence, such expert judgement may just be based on assumptions, (Benneth, 2001), a situation that makes the process invalid. Likewise, the issue of reputation as indicated by students' desire for a particular programme or institution may not always be a pointer to quality.

These days, desirability for specific programmes and institutions may be attributed to several factors e.g. the cost, ease of getting a job after graduation, the ‘‘get rich quick job syndrome’’, location due to parental or peer influence and the duration of the programme. In the same view the graduation and retention rates are affected by the interplay of several other factors previously mentioned.

4. **Expert Assessment:** The Templeton Guide: This approach is an alternative to the inputs and reputation approach. The approach relies on expert assessment to identify colleges whose programmes encourage character development based on specific criteria. It measures attributes such as academic honesty, spiritual growth and civic education as promoted by the programmes.

   The drawback to this approach is the fact that an assessment of the extent to which a programme or an institution fosters character development is not a true measure of the student’s knowledge and capabilities, therefore does not reflect the quality of the academic programme. More so, institutions and their programmes differ in their vision and mission, and so this measure may not apply to all institutions and programmes.

5. **Self Reports - The College Results Instruments (CRI):** The CRI approach assesses quality through a survey of students or alumni to determine the extent to which they (student/alumni) have benefitted from a college. The CRI approach yields a profile of a college’s alumni – their values, abilities and attained skills on several different dimensions of quality. Benneth (2001) believed that the self-report (CRI) have greater validity when rather than measuring overall satisfaction; they measure whether students or alumni believe their college education significantly improved their skills with regards to a particular capability e.g. writing or critical thinking.

Although this approach cannot be used to rank institutions due to the fact that it does not measure the other variables (input and process) that contribute to quality, the approach helps prospective students make more informed choices among an array of colleges to which they may apply. In addition, it offers insights into strengths and weaknesses of an institution, thus, giving institutions an opportunity for improvement. Such an approach promotes quality enhancement.

6. **Processes and Participation Approach: -** This approach to assessing quality in higher education is concerned with measuring what students actually do while at the College. In essence, the approach is more concerned with the processes and the rate at which students are involved with such processes. For example it seeks to know how many seminar papers students write each semester, how much time they spend on academic work each week, the extent and frequency of interaction between students and teachers/professors outside class contact, student's engagement in extra – curricular activities such as athletics, music etc. Such an approach is intended to measure the extent to which students are educated through processes that have been proven by research to add value to students' attainment (Benneth, 2001).

A critical look at all six approaches reveal the strengths and weaknesses of each approach in totally assessing quality of higher education. Basically, approaches such as the value-added, Assessing Outcomes, the Inputs and Reputation, Self-Reports and Processes and Participation rates are all significantly useful in measuring various aspects of academic quality and are applicable only at various stages of the academic process. Secondly, the above mentioned approaches are more generally applicable to most educational institutions and programmes, while approaches such as the Expert assessment/Templeton Guide are only applicable to specific programmes and institutions.

Thirdly, approaches such as the processes and Participation Rates, Self-Reports and Assessing outcomes are geared towards Institutional and Programme improvements. While Value-added, and inputs and Reputations are more appropriate for informing policy makers and the general public about the quality of offerings in an institution. On the other hand, the Expert Assessment/Templeton Guide can not be a valid approach in measuring academic performance, since it does not really measure skills, knowledge and abilities attained by students; rather it focuses on character development. Thus, this approach has restricted use to specific institutions and programmes, which probably target religious education and/or moral development.

Evidently, no one single approach can completely measure all dimensions of academic quality. In essence, there is the need to develop a more comprehensive approach that combines the strength of all six approaches into one, to arrive at a more accurate approach to quality assessment. Pursuing such a complementary approach provides a more comprehensive assessment and allow for the strengths of one mechanism to compensate for the weaknesses of another (American Association of State Colleges and Universities, 2006). Fish and Gore in Bornman (2004) admitted that the use of diverse approaches can have useful effects.

2.3.3 Areas of Quality Assessment

The key areas that determine the quality of an educational programme/institution may differ from one programme/institution to another. The difference is usually influenced by the mission, goals, the nature/structure of the programme and institution, modes of delivery, student target groups etc. Despite these differences, most institutions and QAAs are identical on the areas covered by assessment. Hence, they look at basically the same things but may differ in terms of emphasis (UNESCO, 2010). For instance, in August 2002, the UNESCO Asia-Pacific Regional Bureau of Education, Bangkok Sponsored an experts meeting on ‘‘Indicators of Quality and Facilitating Academic Mobility through Quality Assurance Agencies for the Asia-Pacific Region’’. The participants at the meeting identified the following ten areas as key to quality: integrity and mission; governance and management; human resources; learning resources and infrastructure; financial management; student

profile and support services; curricular aspects; teaching – learning and evaluation; research, consultancy and extension; and quality assurance (UNESCO, 2010).

Similarly, NAAC - COL (2007a) &(2007b) through national consultations and consensus identified seven key areas as basic to quality assessment; governance and management, human resources, learning resources and infrastructure, student profile and support services, curricular aspects, teaching/learning and evaluation, and research, consultation and extension. NAAC - COL (2007a) & (2007b) was however silent on issues of Integrity and mission, Financial management and quality assurance. This difference may not really matter, what is important is that all members of the institution must be clear about what is being assessed (Lakshmi and Rama, 2007).

Although these areas might appear too many, they allow for in-depth quality assessment and have a significant bearing on the quality of institutions and their programmes. Hay and Strydom (2000) suggested that higher education institutions could use these key areas as points of reference to compare actual status of their institutions and their programmes at the time of assessment. They further explained that each criterion is designed to orient the assessment process and help the institution reflect critically on the status of their programmes. However, all areas may not necessarily be assessed at same time. The choice of which areas need to be assessed depends on the purpose of the assessment and the nature of the programme or institution. In view of the above, Hay and Strydom (2000) identified six areas essential to programme quality assessment. These areas include:

1. **The Quality of Programme Management:** Management mechanisms and procedures adopted greatly impact on the success or failure of programmes and are therefore crucial in giving direction to the quality of programmes. For this reason, it is essential for management to adopt mechanisms and procedures which help formulate, plan, offer and evaluate teaching and learning in keeping with the programme of study as a whole. According to Hay and Strydom (2000), it is expected that management should;
    a. establish mechanisms and procedures that ameliorate communication processes and foster proper programme functioning;

b. put in place clear procedures for identifying the strengths and weaknesses of its programmes and learning activities based on reliable quantitative and qualitative data.
c. distribute and explain to both staff and students the programmes description.

2. **Sufficient financial, administrative and physical resources**: The significance of adequate quality and quantity of human, physical and financial resources to the quality of a programme cannot be over emphasized. Thus, in assessing quality, they suggested that consideration must be given to the:

i. Number and quality of lecturers/facilitators/tutors their adequacy, and spread of expertise.

ii. Development and maintenance of motivation and competence of lecturers through well- defined evaluation procedures and professional development activities.

iii. Sufficiency and availability of existing professional and support staff (librarians, academic staff developers and technicians, maintenance personnel etc).

iv. Status of professional contacts between lecturers and their colleagues from other milieus.

v. Availability of staff appraisal system with incentives for quality in teaching.

vi. The state of various material resources assigned to the programme (classrooms, laboratories, technical and computer equipment, libraries etc) in terms of quantity, quality, accessibility, upkeep and renewal and availability of sufficient financial resources, which will ensure that the programme functions properly and that the programmes' essential needs are met.

3. **Programme Relevance:** This criterion links programme outcomes with educational/socio-economic demands. It seeks to examine the extent to which educational process (content, methodology and outcomes) matches the needs, expectations and standards of the society, higher education community, labour market and students. Hay and Strydom (2000) suggested that in reflecting on these criteria, higher education institutions should provide verification of the following;
    i. Ways of determining the needs, expectations and standards required from labour markets and all other relevant stakeholders;
    ii. Reports of the institution's success rate of the programme graduates over the past 3 years;
    iii. Reports of the employment rate of graduates in programme – related jobs over the past 3 years;
    iv. Sensitivity with regards to the communities' overall expectations and standards as they relate to their graduates;
    v. Confirmation that the institution has helped to develop knowledge and skills that are enabling graduates to assume their role in community (for example, the shaping of critical minds, social skills, communication skills, openness to diversity and the ability to adapt).
    vi. Evidence that the higher education institution evaluate student achievement in relation to already mentioned and other generic skill of the National Qualifications Framework; and
    vii. Steps taken by the institution to meet the specific needs and expectations of non traditional students, for example, those whose language is not English or whose educational background is lacking in certain areas.

4. **Programme Coherence**: Programme coherence refers to the extent to which the educational plan of a programme is interrelated – the objectives, the content and learning activities. The implications of programme coherence as an important criterion relate to programme outcomes (objectives) and content that is clear, explicit and unambiguous so as to prevent errors in interpretation. This requires efforts to ensure that learning activities are logically ordered and sequenced to facilitate progressively more complicated and detailed study and integration of various aspects of programme content. In addition, the specific requirements for each learning activity (courses or modules, laboratories, individual projects) should be defined realistically, and clearly, accurately reflected in programme or module outline and the weighting and calculations of credits.
5. **The value of teaching methods and student supervision:** The teaching methods and strategies adopted in any educational programme significantly impacts on the attainment of outcomes. Thus, it is important that methods selected correspond with programme objectives, are compatible with the characteristics marking the student population and require qualified staff. This is critical to programme quality (Hay and Strydom, 2000). While supervision of students refers to special assistance provided to help students meet programme objectives over and above regular classroom teaching duties. This requires institutions (management and staff) to put in place structures for providing individual assistance to students. Such structures should be designed to detect learning problems and provide guidance, support and follow-up-to enhance student success. This will make great difference between success and failure, and will impact greatly on the quality of the programme.
6. **Programme Effectiveness:** The effectiveness of a programme of study is judged by the extent to which programme objectives are met. By implication, it is a measure of the extent to which students have achieved the skill level targeted by the programme.

This criterion is affected by several other variables such as the staff and student recruitment, selection and integration processes of the institution and its programmes. This determines the possibility of successfully implementing and completing a programme. The criterion also relates to the methods and techniques used to assess student learning. It reveals how effectively programme and learning activity, content and processes have been met. Such an assessment must show the success rate of the programme when compared with that of similar programmes of study at other institutions. The assessment must consider admission policies, students' orientation, and reception and integration practices for new students, treatment given to high-risk students, methods and techniques of instruction, evaluation processes, duration of programme completion, and standards of achievement. In addition, it must consider efforts put in place at programme and institution level for the improvement of such measures. In addition, Lakshmi and Rama (2007) argued that successful QA through the assessment of these areas depends on two over riding issues; Institution wide thinking and involvement of all the staff (teaching and administrative) in both assessment and improvement. This connotes quality assessment must be a collective effort of members and areas to be assessed must be commonly agreed upon. On the whole quality assessment is a very important task in any educational endeavour if quality must be guaranteed. Obviously, the result of such a practice will enhance and sustain quality education, as it keeps the programme/institution alert to its weaknesses and strengths as well as its needs and demands.

2.4 Internal Quality Assurance Practices

Since QA is a continuous process, it is essential for institutions and their units/programmes to put in place mechanisms and practices for their continuous maintenance and improvement. This is every essential as human nature and weaknesses may sometimes interfere with even the major task of curriculum delivery, resulting into haphazard implementation of the curriculum and in turn lowered quality. Thus, it necessitates the adoption of strategies which will enforce commitment to

qualitative implementation and its enhancement. These mechanisms are aimed at conscious, consistent and catalytic improvement in the performance of institutions and programmes. To this end, institutions have established certain mechanisms and practices governing effective and efficient performance of their core activities. Such mechanisms and practices are well stipulated in the statutes of the colleges as well as in the minimum standards guidelines issued by the external quality assurance agency (Umar, 2007). A number of such mechanisms and practices have been adopted in various Colleges to assure the quality of their programmes. These have been attested to by various authors (Umar, 2007; Materu, 2007; NAAC – COL, 2009 and Okebukola, 2010). Such mechanisms and practices include:

2.4.1 Admission Policy

This describes the admission requirements for entry into the institution/programme. In Nigerian Colleges of Education, this policy is envisaged through: clearly defined entry qualifications, use of cut-off points obtained through JAMB Scores (a nationally standardized examination to determine candidates qualified for entry into tertiary institutions every year), use of catchment areas in selection, screening of candidates before registration, and the involvement of Deans and HODs in the Selection exercise.

Indeed, these practices ensure transparency in selection, wide-spread representation of candidates from across the nation and even beyond and guarantees that only qualified candidates are admitted. In Umar's (2007) words, ''these nationally prescribed requirements ensure parity and uniformity in the quality of students admitted into and the final output from all teacher-training colleges in the

country''. Tabotndip (2005) however, pointed out the derailment in these policies due to some defective provisions such as the use of educationally backward areas, quota system, staff kids among others. This has created loop holes for the admission of poor quality candidates, which in turn has contributed to the quality problems faced by the institutions.

2.4.2 Course Approval and Review

This deals with the procedure for initiating, designing, approving and reviewing courses and programmes mounted by institutions. At the Colleges of Education in Nigeria, approval of programmes involves a series of stages, starting with the governing council and culminating with an approval by the NCCE. The procedure is clearly stated in the NCCE Guidelines on Academic programmes 2003. Such an approach ensures that unnecessary and sub-standard programmes are not mounted just for the sake of generating income, thus, trading quality for money.

2.4.3 Assessment Regulations and Mechanisms

A well established quality measure is testing and examinations. Generally, this procedure at the Colleges of Education in Nigeria consists of two basic components;

i) Continuous assessment (CA) and;

ii) Examinations conducted at the end of each semester (Umar, 2007).

The NCCE (2003) Guidelines on Academic Programmes stipulates that Continuous Assessment shall account for 40% of a student's overall score/assessment for any course examined, while the end of semester examination constitutes the

remaining 60%. In addition, the guideline also specified the number of questions to be designed based on the nature of questions (objectives or essay) and the number of credit unit per course. The conditions under which such assessments (tests and examinations) should be conducted and the personnel responsible for the smooth conduct of the assessments are all spelt out in the document. Other important practices include the use of marking schemes to ensure fairness in scoring and the appointment of qualified external examiner/moderator charged with the responsibility of scrutinizing questions and marking schemes to ensure they are up to standard and guarantee that students' examination scripts are marked without bias. This practice helps to ensure that the programmes being offered are equivalent to those of other institutions and that the standards being applied are consistent with national and international practice (Materu, 2007).

To further re-enforce the quality practices in terms of assessment and evaluation, procedures are laid down for the collation, treatment and approval of results. It is expected that individual internal examiners mark and compute their results and forward same for consideration at the departmental level before it is presented to the Academic Board of the College for consideration and ramification. In addition, all results for NCE II and III must be externally moderated before final approval (NCCE, 2003). This practice eliminates bias and promotes transparency in the assessment procedure. Other issues raised by the NCCE (2010) include the need to keep samples of CA questions/tests that must be made available for monitoring purposes and student teachers must be given results of each CA within two weeks and final examination results within six weeks. An analysis and action based on

comprehensive reports from external examiners must be carried out by the department. In addition, it is recommended to ensure the use of appropriate examination questions in terms of the teacher standards and the coverage of content, while maintaining an examination system that provides for adequate redress in case of alleged irregularities. Furthermore, the entire assessment procedure for a course must be investigated by the IQA unit where the CA results differ significantly from the overall results; and that CA results must be submitted and captured by the IQA unit before the examination of that course takes place (NCCE, 2010). For some Colleges, these practices and the many more rules and regulations governing the conduct of examinations and examination malpractices are documented as a handbook and made available to both staff and students. The availability of such a document will clarify to all parties involved in assessment, their roles and responsibility for quality assurance in the area of assessment. A critical analysis of the above policies reveal well laid out strategies for assuring quality in examination and assessment.

2.4.4 Monitoring and Feedback Mechanisms

This is a pre-requisite for quality control. It demands keeping a watchful eye and constantly appraising the activities of key actors - management, teachers, students and other non-academic staff as well as the entire academic environment to ensure that things are going according to plan, based on pre-determined standards. Such a practice provides formative and summative data that are used for improving course design and content and provide evidence for determining the extent to which goals and objectives are being met (Umar, 2007). Monitoring may be accomplished internally and/or externally based on specific guidelines (Mak and Reid, 1992).

Internal monitoring is that conducted at the institutional and programme level. Such internal monitoring is more useful as it provides immediate feedback to those who are being monitored so that they can improve their performance. Sources of data for internal monitoring may include the use of teacher's self evaluation, students' course and teacher evaluation, employer survey, teaching materials and students' work. On the other hand, the external monitoring is usually through large-scale surveys and visits by an external body as in the case of accreditation. It is aimed at making sure that internal workings are fair and accurate. Loukkola and Zhang (2010) observed that most institutions seem to conduct a variety of monitoring processes in a variety of combinations. Umar (2007) admitted that at NTI Kaduna, Nigeria, monitoring activities are internally conducted and this may comprise of subject monitoring, administrative monitoring, teaching practice monitoring and examination monitoring. One major form of monitoring for all Colleges of Education in Nigeria is that conducted by the NCCE through accreditation. These suggest that a combination of more than one approach is used by the colleges.

2.4.5 Staff selection and development

This practice deals with policies and mechanisms put into place to guarantee the selection, recruitment and retention of qualified staff. ENQA (2005) suggested institutions should have ways of satisfying themselves that staffs engaged with the teaching of students are qualified and competent to do so. In addition, that teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills. Thus, institutions should provide poor teachers with opportunities to improve their skills to an acceptable level, and where

they continue to be ineffective, there must be a means of exempting them from teaching (ENQA, 2005).

Indeed, selection, recruitment and promotion of staff at Colleges of Education in Nigeria are based on specific criteria as defined in the statues/decrees establishing the institutions, in addition to the guidelines issued by NCCE. These criteria are enforced by the governing council of the colleges. The NCCE (2003) stated that the minimum qualification for teachers at NCE level is a good first degree in the relevant discipline, in addition to a teaching qualification. However, to further authenticate the quality of staff the various colleges conduct selection interviews (Oral and/or written). Efforts are also in place to continuously up-dated initial qualifications through staff training and development. According to Umar (2007), staff development in Teacher Training Colleges is approached from two perspectives:

i) That which enable staff to acquire additional postgraduate qualifications (e.g. PGDE, M. Ed and Ph. D); and

ii) That which takes the form of conferences, workshops and seminars aimed at disseminating new knowledge and skills for improving on-the-job performance.

Colleges are expected to provide financial support to staff to facilitate their attendance at such in –service training opportunities. Worthy of mention is the fact that colleges receive support from various funding agencies to support staff development activities and other capacity-building programmes. Ezeh (2005) suggested that teachers should be provided periodic and regular in-service training both at local and international level. This will expose them to current trends in the

profession and improve their professional practice. Furthermore, progress from one grade level to another through promotion is based on minimum scores for teaching and research (Okebukola, 2010).

2.4.6 Staff Appraisal

This is yet another mechanism for QA. At the Colleges of Education, this practice requires all permanent staff to fill an Annual Performance Evaluation Report (APER) form at the end of every year and forward same to their Heads of Department who assess the submissions made by the staff and make their recommendation to the management for further action. The APER form rate staff on variables such as productivity and output, personality, physical and emotional stability, moral uprightness and relationship with colleagues. Generally, the forms used by the Colleges of Education are similar to those used in the public service (Umar, 2007).

A critical look at the APER form in use at these colleges revealed that such a document is insufficient in appraising the task of a teacher educator at NCE level. This is because the task of the NCE teacher educator is quite different from the nature of task performed by those in the public sector. More so, the goals and objectives of the colleges differ greatly from that of the public service. Rasheed, Aslam, Yousaf and Noor (2011) considered this form of appraisal system inadequate for teacher performance evaluation and argued that teacher performance appraisal should be primarily based on teaching. There is no doubt, that good performance appraisal is vital to an organization's ability to achieve its objectives, but equally more important is the need to adopt an effective instrument, and procedure, as well as doing it right.

Reardon (2007) held that staff appraisal if conducted effectively and as part of an ongoing feedback system, can motivate and enhance staff performance as well as form the basis of staff training and development. Conversely conducted ineffectively, the performance appraisal can be damaging to staff morale and consequently staff performance. Rasheed et al (2011) added that appropriate appraisal systems can help in clarifying job duties and responsibilities of teachers, thus, increase teacher performance. Similarly, when teachers perform well students are likely to be high achievers. It therefore becomes necessary to adopt the use of an appraisal instrument that is linked to the goals and objectives of the organization and in line with work schedule of the staff. Only then will performance appraisal make meaningful impact on the staff and the organization.

2.4.7 Student Feedback Mechanism

This is a more recent practice. The practice is based on the perception that students are clients of their institutions as well as partners in the educational process. Therefore, understanding student needs and assessing how well they have been served will increasingly be an essential element to be taken into account in reviewing the performance of an institution/programme both internally and for external purpose. Feedback from students is first captured through the use of assessment results. Chapman (2010) noted that student assessment provides practical data that can be used immediately to improve student learning. Secondly, some institutions around the world have recently engaged the use of a course/programme experience questionnaire as performance indicator and the use of student satisfaction survey to determine their satisfaction with the programme and institutional services. This mechanism allows the

institution/ programme to track student satisfaction and study its impact on learning, thus, providing continuous feedback for prompt decision making to improve quality of educational offerings. Pennington (1992) concurred that the use of such instruments are of great importance in gaining objective evidence of the quality of services offered to the learners and it will go a long way to greatly change the culture of many programmes/institutions for the better.

2.4.8 Student Handbook

The handbook is an authoritative guide to the institution's quality procedures used to safeguard learning opportunities it offers to students. The handbook addresses the quality of teaching and learning; it clearly states a programme's practices and procedures for admission, induction, course design, approval and review, conduct of examinations, student feedback and student complaints and appeals (Tuitoek, 2006). Such a device leaves the student in no doubt as to the direction in which he is expected to steer his academic pursuit.

On the whole, Kristensen (2008) summarized some of the best examples of quality assurance mechanisms and practices to include among others:

1. Good involvement of stakeholders – students, alumni and employers of labour;
2. Effective use of results from quality reviews and processes for the dual purposes of quality improvement and organizational learning;
3. A strong focus on student outcomes;

4. Effective feedback loops through excellent response rate to student course evaluation and the transparent manner in which the results of feedback are publicly made available.
5. Use of the above (no. 4) for opening up a high level of dialogue between staff and between staff and students.

Although all the above identified practices and mechanisms are credible, used in their light or as a combination, they are not without limitations. Of utmost importance are the issues of interpretation and commitment. By implication the gap in the definition and application of these mechanisms probably underlies the malpractices that shroud their implementation in our colleges today. These gaps can be observed in staff recruitment and promotion, admission criteria and student evaluation that are sometimes watered down for personal interest. Materu (2007) confirmed that the implementation of some these processes are weak. This has raised some pertinent questions as to whether staff are compelled to strictly comply with these processes in specific context in which they are defined or whether they have autonomy to adapt these processes to suit their own context and definition of standards.

Needless to say, the success of the quality initiatives of an institution or programme depends mainly on the commitment of every stakeholder – students, staff, and leadership/management. Such commitment to quality performance demands institutions and departments to identify benchmarks, promote good practices and scale

them up across programmes and think of effective support that meets staff and student expectations (OECD, n.d).

2.5 Scope of Internal Quality Assurance

The scope of IQA may encompass a wide array of issues. Generally, these issues are broadly categorized into six key areas: Curriculum Design and Planning, Curriculum Transaction and Evaluation, Research Development and Extension, Infrastructure and Learning Resources, Student Support and Progression, and Organization and Management (Arockiasamy and Prasad, 2005; Eurydice, 2006; African Union, 2007; NAAC - COL, 2007b; Amourgis, 2009 and COL, 2009). These six key areas constitute the salient elements of IQA. Each of these six key areas is further expanded to cover specific quality aspects that represent distinct features of good quality practice (COL, 2009).

Eurydice (2006) observed that institutions may differ in their scope of coverage; while some may cover all (or almost all) areas, others may choose to cover just some of the key issues mentioned. The choice of the extent of coverage is determined by whether it is made compulsory, recommended or optional by the QA Policies especially as mandated by the External Quality Assurance Agency (Eurydice, 2006) while Vlasceanu, Grunberg and Parlea (2004) noted that the scope is determined by the shape and size of the higher education institution. By implication, this relates to the nature and structure of programmes as well as the size of the institution. For clarity, a brief description of the key areas is attempted below;

2.5.1 Key Area 1 - Curriculum Design and Planning:

This key area is concerned with the process of curriculum design and development, curriculum content and revision. It should be based on clearly formulated realistic institutional mission, vision and objectives known to all constituents of the institution. It is described as the macro unit that specifies details of what should be taught (syllabus) and how, including assessment procedures (NAAC - COL, 2007b). This key area captures the extent to which the curriculum is in conformity to institution's goals and objectives; initiation, review and redesign of programmes; programme options; feedback mechanism on programme quality; interaction with employers and academic peers; demand for various course combinations (UNESCO, 2010). Such a document must be innovative, rich in the educational experiences provided and reflect advancement in the field of knowledge and technological breakthrough (NAAC - COL, 2007b; NACTE, 2009 and UNESCO, 2010), while meeting the needs of students and society (Indabawa, 2003; Ndagi, 2003 and Ene-Obong, 2009). Above all, it must measure-up to standards anywhere in the world.

Designing such a document is the responsibility of the teachers involved in consultation with peers and clients (Frazer, 1992). Aleyideino (1996) claimed that in Nigeria, all teacher education programmes are prescribed on nationwide bases. Thus, the planning and design of the curriculum document for all NCE programmes in Nigeria, is the mandate of the NCCE. This is achieved through wide consultation with representatives of teachers from the various colleges. Therefore, all Colleges of Education in Nigeria operate based on the same curriculum document, with variance only in terms of actual implementation.

2.5.2 Key Area II: Curriculum Transaction and Evaluation

This is an institution specific related function. It involves the delivery of the already planned curriculum document. It is basically concerned with the teaching and learning process, the assessment of students' learning, mechanisms of feedback and the utilisation of results to enrich curricular inputs. The basic concern of this key area include issues such as teaching innovations; use of new media and methods; co-

curricular activities' skill and competence development; projects and other avenues of learning. Others are linkage with institutions, industries and commerce for teaching; linkage for field training; monitoring student progress; continuous internal assessment; use of external examiner; examination schedules; holding of examinations, evaluation, declaration of results; remedial and enrichment programmes(UNESCO, 2010).

The success of this key area is largely dependent upon the teacher, student interest and motivation, coordination between and among the various units of the institution and the meaningful interconnections between theory and practical activities on the one hand and the institutional and field based activities on the other hand (NAAC - COL, 2007a). This determines the uniqueness and the variation of quality amongst the various colleges and in addition determines the extent to which the individual colleges produce nationally relevant and globally competitive graduates.

2.5.3 Key Area III: Research Development and Extension:

Every institution of HE has research as a basic component of its existence (NAAC - COL, 2007a). The concept of research as it applies to HEIs refers to the systematic procedure of investigating and finding solutions to problems. Institutions differ in their approach, and the degree of seriousness attached to this key area. While some institutions view it as problem solving based on the needs of society, others simply see it as a review of educational phenomena. This key area examines institutional support for research; staff active in research; research students by field of study; number of PhDs awarded per academic staff (in the case of universities); number of research projects per academic staff; research projects sponsored by industry; public sector research funding; ratios of research expenditure and income; research assistantships and fellowships. Other areas of consideration are existing research equipment; usefulness of research results for education; social merits of research; interdisciplinary research; student involvement in faculty research; research quality – citation of publications; impact factors; patents and licenses; benefits of consultancy to industry and the public; community-oriented activities (NAAC - COL, 2007b & UNESCO, 2010). On the whole, knowledge gained through research

directly impacts on the quality of teaching/learning and the general richness of the academic programme. They facilitate the adoption of innovative approaches that enrich knowledge and disciplinary discourse as well as solve real life problems of society.

2.5.4 Key Area IV – Infrastructure and Learning Resources:

A very crucial input to the success of any organisation is resource availability, adequacy and utilisation. These resources and infrastructure as it relates to teacher education institutions and their various programmes can be categorised into three. The first category is concerned with human resources such as teachers, administrative and support staff, their adequacy, qualification and competence. The second category relates to the non-human resources such as infrastructure e.g. classrooms, laboratories, staff offices, library and information technology facilities; with adequate and relevant volumes of books, journals and other learning materials and technologies; library spending per student; student hostels; healthcare facilities; sports and physical education; campus maintenance; their optimal usage; community use of institutional facilities; commercial use of institutional facilities. The third aspect of this key area is concerned with finances. It examines funding sources, ownership of resources; sustainability of funding, resource mobilization; resource allocation; accountability; Liquidity; budget for academic and developmental plans; unit cost of education; strategic assets and management (UNESCO, 2010). The demand for and availability of these resources varies with the nature of programme and availability of funding. But it does to a large extent impacts greatly on academic sustenance and quality. Tabotndip (2005) emphasized the need for adequate provision of appropriate learning resources and infrastructure which are indispensable assets necessary for achieving efficiency, effectiveness and hence quality productivity in every organisation. Unfortunately, the provision of adequate learning resources and infrastructure has always been a challenge to most institutions. Various researchers have stressed the

inadequate provision of learning resources and infrastructure in our tertiary institutions and claimed that all was not well, as most of them were at the brink of total decay with little or no replacement (Kolo, 2005; Tabotndip, 2005; Ibidapo-Obe, 2007; Okebukola, 2010 and Imogie, 2010).

2.5.5 Key Area V- Student Support and Progression:

This key area is concerned with all efforts by the institution to ensure students' comfort and facilitate social interaction that promotes holistic development. Such support services deals with admission procedures; student profile – gender, age, social strata, geographical distribution, foreign students, enrolment by levels of study, age ratio, staff/student ratio. In addition to out-of-state enrolment, distribution of entry grade; programme placement and as well as mechanisms to facilitate students' progression from one level to another successfully and towards gainful employment and further studies. Others are dropout and success rate; student achievement; student satisfaction; personal and academic counselling; participation of staff in advising students; merit-based scholarships; other scholarships and fellowships. It also captures informal and formal mechanisms for student complaints and academic appeals; student mobility; recreational activities for students; placement rates of graduates; employer satisfaction with graduates; graduate earning by field of study, alumni association profile (NAAC - COL 2007a & UNESCO, 2010). Needless to say, that the availability of these support services promote peace and security on campus and are crucial to the stability of the learner and the motivation to learn. This will steer optimum academic and personal development.

2.5.6 Key Area V1- Organization and Management:

This key area is concerned with the autonomy of governance; organisational structure; institutional effectiveness; strategic plan; documentation and modernisation of administration, planning and monitoring (UNESCO, 2010), staff recruitment procedure; leadership and motivation; transparency, decentralization and delegation of duties etc (Reddy, 2006). Other areas of concern are staff retention; staff development; recognition and reward; staff workloads; welfare schemes and grievance redress.

Obanya (2002) argued that, "the bottom – line in ensuring greater returns to society from investments in education is management''. Hence, good leadership and effective resource management (human and material) is the focus of this key area. Such good organisation and effective management practices are essential to promoting quality in any educational institution. It is a pre-requisite for coordinating the affairs of the institution and its various programmes, as well as for promoting team/cooperative work which is essential to goal attainment. Okebukola (2010) noted that, institutions must be proactive in dealing with academic and managerial matters.

Although, these six key areas have been discussed from the point of view of institutional level QA, they find application at programme level. Hence, a critical analysis of their application at institutional and programme level will reveal an over-lap with only slight difference. The difference will only manifest in the depth and breath of coverage, the degree of authority and control over the key areas and the perspective from which they are viewed or handled. Accordingly, African Union (2007) maintained that the programme level QA will be more concerned with programme planning and management, curriculum development (course design and development), teaching and learning, assessment and programme results. Loukkola and Zhang (2010) maintained that institutions varied in the scope covered by internal quality assurance practices. Loukkola and Zhang further observed that IQA processes mostly covered only teaching and learning activities in most institutions, however other institutions may include areas such as student support services, artistic activities, equal opportunity policies and governance and administration of the institution.

From the foregoing, it can be concluded that although institutions vary in the scope of QA, most institutions are concerned with curriculum development, teaching / learning and assessment. Thus, this study shall consider those areas as identified by African Union (2007).

2.6 Utilization of Results of Internal Quality Assurance Practices

QA is a cycle, not just an event. Therefore, the results obtained from the previous cycle should to a large extent determine what happens in the next cycle.

Loukkola and Zhang (2010) pointed out that simply collecting data is not sufficient; what happens as a result of the data collected is more crucial. In essence, data gathered will be irrelevant if not used to foster continuous improvement and strategic planning. It is therefore important that data collected as a result of the implementation of QA practices must be interpreted and used for future improvement. Eurydice (2006) stated that the outcome of quality assurance may be used in different ways, which may have direct or indirect repercussion for the programme and the institution in general. Accordingly, Kristensen (2008) suggested that a structure must be put in place to adequately define how the outcomes of the quality assurance mechanisms will be utilised, identify actions to be taken and report back resultant changes to stakeholders. This completes the quality action cycle. Tavenas, (2004); Kis, (2005) and Eurydice, (2006) all differently identified several ways in which outcomes of QA mechanisms can be utilized. They include;

1. **Performance Reporting:** Results obtained from quality assurance processes should be documented as a report. The report may be published or not. However, the report should be clearly written in a style that highlights the major strengths and weaknesses of the programme or institution. Any decisions, commendations and recommendations made must be clearly reported. Such a report may be supported by empirical evidence for management's consumption and action or forwarded to a regulatory body or authority.
2. **Improving Programme and Institutional Practices:** Outcomes of quality assurance mechanisms are mostly used for developing future plans that will

improve current programme/institutional practices. Gray areas are identified which requires programmes and institutions to produce action plans that seeks to enhance the quality and relevance of its provisions.

3. **Follow-up procedures:** Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently (ENQA, 2005). The absence of such a procedure will make the whole essence of the quality assurance exercise a waste. Kis (2005) argued that it is important for the institutions to be committed to follow-up these improvements.
4. **Linking QA Processes to Funding:** The outcome of quality assurance reviews is sometimes tied to the allocation of funds to HEIs and their programmes. This practice is common in countries such as Australia, England, and Scotland where marginal funding is linked to results of quality reviews (Kis, 2005).
5. **Providing Information:** Outcomes of QA processes might serve as a source of information to the general public. Such information could be used by the public to judge the quality of an institution and its programme, thus facilitating clients' decisions in choice of institutions and programme.

2.7 Challenges of Internal Quality Assurance

There are numerous factors that hinder the success of QA processes at both institutional and programme level. They include;

1 **Funding:** - mounting and sustaining an effective QA system is capital intensive. Generous funding is needed for providing the basic inputs – infrastructure, equipment, conducting self- assessment, peer review, monitoring and other logistics. Unfortunately, such funding is lacking in the

Nigerian educational system at all levels and particularly at the Colleges of Education; worst hit is the Home Economics Programme. Many authors have attested to the poor state of funding in the education sector (Kolo, 2005, Fasasi, 2006, Anumudu, 2010; Imogie, 2010; Nwakwo, Obunadike and Ughmadu; 2010 and Okebukolo, 2010). Telexeira (2010) concurred that this poor funding has further been compounded by the financial crisis that has dogged the public sector in the last two decades. This includes diversion of funds, the invasion of donor support for attending to even the basic needs and the now infamous "bribe for budget" syndrome (Kolo, 2005). Anumudu (2010) claimed that this poor funding has led many colleges to borrow materials during accreditation exercises, thereby fooling the assessors. Obviously, these all impede on the successful implementation of the minimum standards in our Colleges of Education and indeed on the quality assurance system.

2 **Learning Resources and Infrastructure**: The inadequate funding is evidenced in the depleted infrastructure, obsolete and/or near absence of essential equipment, libraries filled with out- dated books and journals, poor welfare for students (Kolo, 2005, Ibidapo-Obe, 2007 Okebukola, 2010). Tabotndip (2005) stressed the need for appropriate and adequate learning resources and infrastructural facilities for achieving efficiency, effectiveness and hence quality productivity in any organisation. Indeed for a programme like Home Economics learning resources and infrastructure play vital roles in the quality of the teaching / learning process. It is not only important that

these facilities must be in the desired quality and quantity sufficient for student numbers; they must also function at peak efficiency and yet be accessible to all the students who need them otherwise quality is compromised.

3 **Lack of skilled personnel:** the lack of skilled personnel conversant with the system of QA has affected the successful implementation of QA systems in various institutions. Getting the right calibre of personnel in sufficient quantity and quality who have the capacity for analysing the higher education system and conceptualizing appropriate QA systems, translating them into methodologies and procedures and then understanding how and where to start the implementation, in most cases are lacking (Materu, 2007). This has hindered the development of appropriate polices and mechanisms for monitoring quality in most institutions.

4 **Lack of QA units/ committees:** it is obvious that most institutions appreciate the need to assure quality, but most of them lack any established structure either a unit or committee that is directly charged with the responsibility for quality assurance, thus making it difficult for institutions to judge or make quality decisions (Teshome and Kebede, 2009). The inability to establish one is often attributed to lack of funds. The few institutions who have established one are still in their infancy stage and are just beginning to become functional. Therefore, they are faced with a number of toothing problems (Materu, 2007, and Teshome and Kebede, 2009). This lack of formal structures for QA has resulted into a lack of clearly formulated polices and strategies for assurance.

In addition to lack of appropriate mechanisms for the systematic collection and analysis of data that informs decision on quality (Teshome and Kebede, 2009).

5 **Lack of commitment:** implementing quality decision requires high integrity, dedication and commitment on the part of stakeholders (administrators, teachers, student and other support staff, parent and government) to their professional duties, obligation and responsibilities. Ukeje (1996) elaborating the need for commitment by stakeholders, stated that;

> *Teacher educators must be committed to the production of good teachers; and teacher's education Institutions must also be committed to the production of good teachers. There must also be a commitment on the part of the learners to learning rather than cheating, there must be the commitment of parent to the role of education in community development and nation building; and there must be the commitment of all agencies for education, the educational and political leaders and government of the day to the efficacy of education, and in particular teacher education, in national development and survival (p16).*

Tuitoek (2006) admitted that it takes only the commitment of the HODs and the academic boards of the Colleges to continuously guarantee strict compliance in the execution and review of such IQA practices and mechanisms. OECD (n.d) confirmed that the success of quality initiatives supported by the institutions depends mainly on the commitment of the HODs who promote the quality teaching spirit and allow operational implementation. Often, such commitments are lacking. This lack of commitment is reflected in the lackadaisical attitude of the various stakeholders in the handling of duties and responsibilities and in the - none compliance with rules and

regulation that affect quality matters. This has led to increased examination malpractices such as smuggled answers, influenced result, leakage of examination question papers and the manner in which such cases are handled. Where commitment is exhibited, it is often not encouraged. Staffs that are totally committed to the strict implementation of these processes are blacklisted as 'wicked', while those who cut corners are often the good, preferred staff (Okebukola, 2010). This has serious implications for quality assurance. In reality, it has tempered with the true performance of both the learner and the teacher. Hence, it has watered down the quality of our educational system.

6 **Poor evaluation and utilisation of result: -** Evaluation is a crucial aspect of quality assurance. It is through evaluation that the quality of students' performance is determined and the strength and weaknesses of a programme identified. Yet, be that as it may, evaluation in most colleges is handled with a lackadaisical attitude. The various colleges are more often than not only concerned about measuring students' performance and approving results. Concerns about quality of assessment and the interpretation of results of assessment as well as programme evaluation are given little or no attention. Therefore, results are never considered for quality planning or quality improvement in teaching and learning. Similarly, teachers do not really interpret evaluation results with a view to analysing the teaching/learning process in other ascertain the quality of their teaching. Consequently, the

results of assessment do not make any impact on future quality planning and improvement in teaching and learning.

7 **Poor communication:** - effective communication is essential for proper development and implementation of QA systems. Thus, effective QA systems rely on adequate and appropriate consultation with stakeholders on preparation of policies and standards. It is equally essential to provide feedback to stakeholders on quality issues. Materu (2007) claimed that an effective communication strategy to educate students, parents, employers and the general public on external quality assurance agency and the institutional quality unit and their functioning is important, if the credibility of the QA processes must be maintained; and if the process must be effective. It is also essential for the public to understand the process and know how to access information about institution/ programme and their standing on matters of quality. This is important to the public if they must be able to make appropriate educational decisions and be protected from fraud.

8 **Leadership:** - the success of any organisation in achieving its goals is to a large extent dependent on the leadership of the organisation and its ability to steer followership to perform. Accordingly, the success or effectiveness of QA at institution and programme level is dependent upon leadership at all levels to influence followers to believe in QA and be committed to the implementation of QA policies and the attainment of its goals. Such leadership must steer the group to continuously initiate new structures and procedures that promote excellence in academic achievements. Shroupe

(2010) viewed that educational leaders play a key role in this process. OECD (n.d) viewed that in large multidisciplinary institutions that have shifted to highly decentralised systems, departments have ownership of their activities. Therefore, a high level of accountability, impetus and co-ordination of the HODs by institutional leaders through appropriate facilities and platforms for discussion are crucial to quality management. Leadership at institutional, programme and QA committee level must posses the necessary skills required to effectively deliver QA.

Materu (2007) stated that the skills required have to do with the capacity for analysing the higher education context and conceptualizing appropriate QA system, translating those into methodologies and procedures and understanding how and where to start the implementation. In most cases, leadership lacks these skills. Bryman (2009) held that one of the three top qualities of successful leaders in education is the ability to promote excellence in teaching and learning in a department or programme. The lack of appropriate leadership has led to inappropriate implementation of QA systems and a reduction in the development of innovative practices in the delivery of educational services (Stroupe, 2010).

9 **Resistance to QA;** - the establishment and implementation of QA systems are often met with a strong resistance from institutions and the academia who often view the system as a threat to academic autonomy. According to Wahab (2009) such resistance usually persist due to faculty members' believe that QA is something that should come from within and does not need to be imposed by anyone else from outside. Secondly, some faculty members also believe that what they are doing runs well and have produced good quality graduates and so why must they be bothered with quality assurance.

2.8. Strategies for Improving Internal Quality Assurance

Several strategies have been proposed by educationist as a means of addressing the challenges of QA. Appropriately addressing the challenges must begin with a clear understanding of the situation, its causes and the institutional context under which it occurs. Shroupe (2010) viewed that each educational context is unique and each institution faces complex and varying internal and external challenges. Therefore, a clear perspective of the situation on ground is the starting point for improvement. However, some of the strategies proposed are:

1. **Funding**: institutions and their various programmes require adequate funding if they must be able to establish QA systems, sustain them and continuously improve them by embarking on the QA activities. Since such funding is presently not available to our institutions, extra effort must be pulled to generate financial support. To begin with, government must be committed to improving the quality of education through improved financial support to the educational system by increasing its budgetary allocation to education. Secondly, institutions must look for alternative sources of financial support. Avenue for financial support may include aids from the alumni, private sector contribution, support from non-governmental organisations, and the engagement of institutions in some income generating activities such as investment in agriculture and other business ventures, (Idialu, 2007 and Adeogun and Osifila, 2010).

Thirdly, leadership at all levels must be committed to appropriate allocation of fund based on a kind of sharing formula and its utilisation. Shroupe (2010) believed that, it is not possible nor is it wise for institutions to address quality issues in all areas at once. Therefore institution must identify areas where the need is greatest, where changes are feasible and where the most

benefit can be realized and can be prioritized. Such practices will to a large extent address the provision of effective teaching and learning requirement. This will promote academic excellence. However, it must be noted that such a strategy might lead to the neglect of other areas, since the process of prioritizing needs might sometimes be subjective.

2. **Establish QA unit or committee**: - the establishment of such a unit or committee will provide a central focus and contact point for pursuing quality matters. It will also provide the data base required for quality enhancement. Such a unit or committee will facilitate staff and peer review, co-ordinate implementation of recommended quality improvement measures and can help foster a 'culture of quality' on campuses (Materu, 2007). Shroupe (2010) observed that not establishing QA unit is the only wrong decision.
3. **Encourage self – assessment**; if quality must be assured, a critical self examination is important. Therefore, institutions and their individual programmes must regularly conduct in depth analysis and assessment of the quality and relevance of their academic offering and the teaching and learning environment. It should involve the assessment of the appropriateness and effectiveness of their internal quality practices/mechanisms, and systems of accountability. Such an assessment will reveal the strengths and weaknesses of the institution and its programme and determine the status of the institution/programme in terms of quality (Teshome and Kebede, 2009). Consequently, it offers the institution the opportunity to quietly rectify problems and deficiencies identified, thus raising quality levels. It is an excellent way to foster a 'culture of quality' and help institutions upgrade their

academic offering at all levels without public embracement through mediocre accreditation results (Materu, 2007).

4. **Capacity building**: - there is a need for institutions to engage in human capacity building in the area of quality assurance. Such capacity building could be in the form of workshops, seminars and training on the processes of QA. The capacity building should focus on demonstrating the methods and utility of academic programme self-assessment, funding, preparing polices and guidelines for assessment, teaching/ learning, research and outreach activities (Materu, 2007 and Teshemo and Kebede, 2009). This activity should involve both leadership and other staff of the organisation. If such an activity is adequately implemented, it will go a long way to foster commitment to QA on the part of staff and in addressing many of the challenges of quality assurance. Capacity building in any endeavour is a tool for steering progress in any programme and enhancing skill acquisition.
5. **Provide incentives and sanctions** – good practice and efforts in quality assurance should be commended through the use of incentive; such incentive may include resource allocation based on quality performance, giving awards to best quality practice (Materu, 2007). It is essential for colleges to reward quality performance at institutional and programme level as well as teacher and student performance. While rewards will serve as a source of motivation for improved performance, sanctions will serve as a deterrent for poor performance.

2.9 Empirical Studies

Several empirical studies have been conducted both locally here in Nigeria and at the international level on various aspects of quality assurance. This section presents a review of empirical studies. In a comprehensive study, the Higher Education Funding Council of England (HEFCE) (1994) conducted a research on the quality of education provided at the School of Environment Studies of Bath College of Higher Education. The programme assessed was the B.Sc (Hons) in Human Ecology (Home Economics).

The objectives of the study were to examine;

i. the aims and objectives of the programme;
ii students' learning experiences; and
iii students' achievement.

Data were collected based on assessment visit and an analysis of the self-assessment, in addition to the use of statistical indicators. Results of the study showed that the degree programme in Human Ecology;

1. Based on the first objective of the study, it was observed that the objectives matched the college's mission statement well, particularly with regard to the development of students' transferrable skills, notably skills of problem solving, communication and creative independent thinking. Observations further revealed that those objectives were largely met through the design of the curriculum and its assessment, with strong emphasis being placed on directed study, independent work and research. It noted that good opportunities were provided for group work and oral presentation.
2. Developed from a degree in Home Economics. In moving from the Home Economics base to a wider human ecology perspective, the course team showed that it was at the leading edge in the evolution of the discipline by adopting an approach based on conservation rather than consumption, thus

widening the opportunities open to graduates. Therefore, supporting the college's claim that the course had an innovative curricular design based on a sound philosophical underpinning.

3. Has curriculum that is divided into a central management theme, supported by themes related to food, materials and energy.
4. Have particular strengths of the management component in the area of policy, change management and marketing.

With regards to the second objective which was concerned with student learning experience, the study indicated that;

1. Of the classes observed, 58 percent were judged to be excellent, while the rest were considered satisfactory. The good features of the course with regards to students learning experiences included sound planning, clear setting of objectives, the use of examples and applications related to the course theme, the positive impact of the staff's consultancy and industrial links and the good attention given to the provision of references and the setting of appropriate task for independent work. Lectures were delivered at an appropriate pace and aroused student's interest.
2. An appropriate range of assessment methods well related to the aim of the course were used. Marking procedures were thorough, with detailed written comment provided, to give excellent feedback to students and guidance to external examiners and evidence was seen of effective internal moderation.
3. There was excellent academic and pastoral support for students. Students testified strongly to the effectiveness of induction programme, the personal

tutor system, the official staff open door policy and excellent rapport with staff.

4. Accommodation provided for theoretical and practical work was good overall, the accommodation was welcoming, well cared for and the standards of hygiene and housekeeping was very high.
5. Provision of equipment and consumable was good; the library held an appropriate stock of textbooks and journals. IT resources were available, good and support was provided to users.
6. The number, expertise and experience of the staff were appropriately matched to the breath of the course. Staff development policy was in line with best practice, with appraisal playing a major role. Appropriate support and guidance was provided to newly recruit teaching staff. Administrative support was satisfactory and that provided by the well-qualified and experienced technical staff was excellent. Good support was provided for conference and course attendance and this extended to non teaching staff. However, research activity was relatively low.
7. The college had appropriate and detailed quality assurance policy and procedures covering course development and approval, annual monitoring and assessment guidelines. These operated effectively in the faculty, with the result that human ecology degree was well managed. There were effective procedures for input from students, both by the use of module and course questionnaire and by representation on committees. The activities of committees were well documented; annual course monitoring was sufficiently

detailed and led to the production of action plans, the execution of which was followed up. There was good evidence that students concerns were addressed.

With respect to the third objective which sought to examine students' achievement, the result showed that;

1. Despite a 40% rise in application compared to the previous year, the course failed to meet the intake target set by the college for the current year.
2. Retention and completion rates were satisfactory and reasons for withdrawal were closely monitored. However, full data on this, was not readily available.
3. Relative to their entry qualifications, the levels of acknowledgment of students were good or better. Final year project reports were sound and the best were excellent. The laboratory skills of first year student were good, given the mix of prior experience. It was observed that, by the final year, oral, written and research skills of students had developed well and seminar presentation were well researched, organised and presented; the use of sources was effective and students willingly entered into purposeful discussions. Overall, the employment record of graduates was considered satisfactory given the current graduate employment market.
4. Students and graduates were very positive about the experience provided by the course employers. Commended most highly were the transferable skills acquired by the students, including their research, analytic interpretation and time management skills. Also commended were the self-sufficiency, confidence, open - mindedness, critical abilities and appreciation of ethical issues shown by the students. A range of

professional bodies recognised the degree as providing exception from all or part of their examination.

The HEFCE (1994) study did not provide a description of the methodology used for the study neither did it state the sampling procedure or sample size and statistical technique used. However the study was a very comprehensive one which evaluated the quality and quality assurance practices of the Human Ecology programme of Bath College. The similarity between the present study and that conducted by HEFCE lies in the programme; both studies evaluated the quality of the Home Economics programme and its quality assurance practices. Although this present study differed in its objectives and was not as broad in scope as that undertaken by HEFCE, some of the areas focused on by HEFCE, such as student support services, staff development, student retention and graduation rates were considered in the present study. The result of HEFCE's study at Bath College was useful in discussing the present study.

Yeung (2002) conducted a study titled "Toward an Effective Quality Assurance Model of Web-Based Learning; the Perspective of Academic Staff". The aim of the study was to identify the commonly agreed factors or elements that contribute and ensure quality in the Web-based learning environment and the availability/presence of such elements in the institution.

The study adopted the use of a descriptive survey design. The study postulated four research questions which guided the research. A 25 item questionnaire based on a 5-point Likert scale was developed and used to measure academic staff's perception of quality assurance in Web-based learning. The sample size for the study comprised of 50 academic staff sampled from eight tertiary institutions in Hong Kong. The return rate of the questionnaire was put at 68%. Data generated was presented using descriptive statistics of frequencies and percentages. Data presentation was organised around seven categories of benchmarks: Institutional Support, course development, teaching/learning process, course structure, student support, faculty support and evaluation and assessment. Results of the study revealed that;

1. All benchmarks identified for institutional support-documented technology plan, centralised support system and technology delivery system were considered important to ensure quality for web-based learning; thus they all received high rating. They were also rated high in terms of their presence in the institutions.

2. The three benchmarks relating to course development received a mixed reaction from respondents. The benchmark addressing the guideline for minimum standards received average rating (50.2%) with regards to importance and high rating (70.6%) with regards to presence at the institutions. Instructional materials were highly rated in terms of importance (94.1%) but scored only (58.8%) on presence at the institutions. Course design was highly rated in terms of importance (94.1%) but scored (58.8%) on presence at the institutions.

3. On the teaching and learning process, the two benchmarks interactivity and pedagogy were considered highly important and present at the institutions.

4. The benchmarks on course structure received modest rating in terms of importance. The benchmark addressing student advising scored high (79.4%) on importance but scored low (44.1%) on presence at the institution. This indicated that the institutions needed to put in more effort in terms of student advising. The benchmark on library resource scored 67.6% on importance, but was poorly scored (47.1%) on presence at the institutions. All four benchmarks relating to faculty support received modest rating on importance and low rating on presence at the institutions.

5. All four benchmarks relating to student support received mixed reaction from the respondents. Respondents appeared to agree that except for the benchmark addressing information for students which was scored high (85.3%) on both importance and presence at the institutions, the other three benchmarks concerning training from students, technical assistance and complaint system received high rating on importance but low rating on presence.
6. All four benchmarks relating to faculty support received modest rating on importance and low rating on presence at the institutions.
7. Three benchmarks relating to evaluation and assessment – evaluation process, programme effectiveness and learning outcomes all received high rating on importance and modest to low rating on presence at the institutions.

Yeung concluded that the study showed that the benchmarks for quality assurance of web-based learning were considered important and in general the participated institutions strove to incorporate them into their policies, practices and procedures.

The study by Yeung (2002) focused on the first objective of this present study. The two studies adopted the same research design. However, the sample size for Yeung's study (34) was too small to facilitate any conclusive generalizations on the quality of the institutions. In addition, the numbers of benchmarks considered under each variable were too few (inadequate), thus making it difficult to take any decisive stands on the quality of any given programme. Yeung's study focused on the web-based learning, this present study is focused on conventional teacher training programme. All the same, the results of Yeung's study were relevant in discussing the findings of this present study.

Khoo and Idrus (2004) investigated the quality assurance practices of the school of Distance Education, University of Saints, Malaysia (USM). The study was concerned with nine dimensions that were important to quality management in distance education. The dimensions were staff development, Planning, Work process, Team work, Prioritize customers performance appraisal, system for sending of learning materials, systems for receiving of assignments from students and management of students' records. The survey design was adopted for the study. The population of the study comprised of the lecturers, resident tutors and support staff of School of Distance Education, USM. The sample size was made up of fifty (50) lecturers, seventeen (17) resident tutors and forty-six (46) support staff, making a total of 113 respondents.

Results indicated that the mean value of all the dimensions of quality recorded high values of more than 3.0. This showed that the quality assurance practices in the school of Distance Education at USM were high. The dimension work process recorded the highest overall mean of 4.00. ''Prioritise customers'' recorded an overall mean of 3.89, followed by ''system of sending learning material'' with an overall mean of 3.72. This revealed that these three dimensions were important and were being prioritized by the respondents. Khoo and Idrus, also conducted a profile analysis to ascertain if the responses from the three groups of respondent i.e. lecturers, resident tutors and support staff were parallel. Findings revealed that the quality assurance practice of two groups that is, lecturers and support staff were parallel (P = .1475) towards the nine (9) dimensions of quality assurance practices in the study. The practice of the support staff were much higher in 8 dimensions compared to the lecturers' group except for the dimension on staff development.

The study by Khoo and Idrus covered a wide range of quality assurance practices as it considered different dimensions of quality assurance when compared to the other studies that were concerned with only one area of quality assurance. Khoo and Idrus did not however examine how the results of these practices were utilised. In addition, the study did not give consideration to the student dimension which is crucial to the success of quality assurance and therefore the students were not even involved in the study. This present study differed from Khoo and Idrus' study because it

considered some of the dimension of quality not considered by Khoo and Idrus, such as student satisfaction and the utilisation of results of quality assurance practices. However, the result of Khoo and Idrus' study was considered in discussing this study. Umar (2007) reported a study conducted by a team of consultants at NTI Kaduna, Nigeria in the year 2003. The study was aimed at a comprehensive evaluation of the NCE programme at NTI, Kaduna, Nigeria. The specific objectives of the study were, to;

i. assess the teaching effectiveness of the graduate of the NTI NCE by distance learning system (DLS) in the classroom.
ii. examine the status of the learning environment of the study centres with emphasis on the physical and infrastructural facilities.
iii. examine student's academic and professional performance across cycles.
iv. examine the professional profile of the course tutor and supervisors in terms of their qualifications, experience and eligibility to teach and supervise the course assigned to them.
v. examine the existing learner's support system.
vi. determine whether or not and to what extent the state coordinators involve relevant stakeholders, especially the Local Education Authorities and the State Primary Education Boards, in the implementation of reforms and polices related to the NTI NCE DLS programme.
vii. assess the general status of the NCE DLS programmes in the light of the above and make appropriate recommendations necessary to improve the quality and standards of the programme and to move it forward.

The results of the study revealed that:

i. the graduates of the NCE, DLS were effective in their classroom teaching and their performances were good. They were found to perform well in relation to abilities, skills, and knowledge in the following aspects of classroom teaching: lesson preparation, communicating in English and the mother tongue, motivating and sustaining learners' interests and record keeping.

ii. the printed self - instructional modules were rated very highly by the students and the stakeholders (i.e. the Ministry of Education and the State Primary Education Boards that ultimately employed the NTI graduates).

iii. the result of the comparison of NTI's NCE (by DLS) graduates with those of conventional Colleges of Education showed no significant difference in their classroom performance.

iv. although the course tutors had the requisite qualifications prescribed by the accreditation body and the institute's governing council, most of them needed training on the methods and techniques of open and distance learning.

v. the attempt to use audio materials to enrich students' learning recorded only limited success and most students relied exclusively on the print-based self-instructional modules.

Although Umar (2007) did not report the methodology adopted for the study, Umar's (2007) report shared some similarities with the present study in terms of the specific objectives of the study, for instance both studies were primarily concerned with the NCE programme, even though Umar's (2007) report focused on DLS and the NTI as an institution at large, this present study was concerned with the conventional NCE awarding institutions (Colleges of Education) and in particular the Home Economics programme. Umar's (2007) report assessed the status of quality of the NCE (DLS) programme at NTI; this present study also assessed the status of quality

as it applied to the NCE Home Economics programme of the conventional NCE awarding institutions (Colleges of Education) in the North-west Geo-political zone of Nigeria. But this present study differed in terms of other variables studied such as student satisfaction, utilization of results of quality assurance practices and challenges faced. Umar's report did not provide qualitative analysis of the study which would have made the report more comprehensive and interesting. However, the results of the study were relevant in supporting the discussion of this present study.

Likewise, Reusser, Butler, Symonds, Vetter and Wall (2007) conducted a research titled "An Assessment System for Teacher Education Programme Quality Improvement." The purpose of the study was to describe how institutions implemented quality principles based on the value added premises in a teacher preparation programme that yielded accountability, teacher education standard attainment and ultimately improvement of teacher candidates and overall programmes. The research was a case study of one programme at the U.S. Midwestern University. The study provided examples of how management of accountability and standards attainment led to administrative, curricular, candidate and overall programme improvement.

Data pertinent to students were collected in a systematic way as they declared a certification area. Data collected were used to identify students who needed tutorial support and class advice to assure successful matriculation, programme completion and success on identified critical assessments. The two assessments identified were; i) Teacher work sample (TWS) and ii) The national physical education certification examination (Praxis II), meaning proactive advisement. The primary approaches used to improve teacher candidate competencies were data sharing and tutorial testing assistance programme. Findings revealed that;

i. specific course modifications and curricular redesign resulted in positive results on the TWS and Praxis II assessments.

ii. the practice led to improved teacher candidate performance on knowledge, skills and disposition measures.

iii. due to data sharing, a cultural shift occurred in the programme. Faculty members became accountable to teacher candidate competency attainment and teacher candidates became more attuned to becoming effective prospective teachers.

Reusser et al's (2007) study did not specifically describe the research design, sample size and sampling technique. The study, focused only on one institution as against the present study which covered nine institutions. In addition Reusser et al's study focused only on one variable, that is student support for learning (Mechanisms put in place to improve students competencies and performance) which is only an aspect of the internal quality assurance system usually adopted at programme level. The variable was also covered by this study. Both studies were concerned with teacher education programmes. Therefore, findings of Reusser et al's study were considered in discussing the present study.

Similarly, Adegbile and Adeyemi (2008) conducted a research on "Enhancing Quality Assurance through Teachers' Effectiveness". The aim of the study was to examine the behavioural variable that could enhance quality of education. To achieve the purpose, two research hypotheses were set; a total number of one hundred (100) primary school teachers were randomly selected using purposive sampling in the East and Ife Central Local Government Areas of Osun State in Nigeria. Observational technique was used for data collection. The instrument used was tagged "Classroom Interaction Sheet" (CIS) which consisted of seven categories (A-G). The researcher personally observed each teacher in their classrooms for 30 minutes. The two research hypotheses postulated were tested using t-test and ANOVA statistical analyses. Adegbile and Adeyemi's study revealed that;

1. There was no significant relationship between the male and female teachers' effectiveness in each category of the observed traits as a yardstick of enhancing quality assurance.

2. There was no significant relationship between the teachers teaching experience and their effectiveness based on each category of the observed traits as a means of enhancing quality assurance. Adegbile and Adeyemi's (2008) study shared two things in common with the present study, the focus on quality assurance of the teaching process and the use of the descriptive survey design. However, Adegbile and Adeyemi's study differed from the present study in terms of the instrument used for data collection. While Adegbile and Adeyemi used the observational technique, the present study used the questionnaire. However, some findings of their study were useful to the present study.

Akhter (2008) investigated the present status of quality of SSC and HSC programmes at the Bangladesh Open University (BOU). The study was aimed at;

i. assessing the present status of quality of the programmes.
ii. identifying the challenges of quality assurance in secondary education in BOU.
iii. exploring the areas of improvement to meet the challenges of quality assurance.

The study adopted a quantitative and qualitative methodology. The methodology covered the use of;

i. documentary analysis;
ii. record observation; and
iii. collection of information through structured questionnaire.

The sample for the study consisted of 12 teachers, 15 tutors and 50 students. Findings of the study revealed that;

a. On the effectiveness (quality) of the programme which was measured from the questionnaire and documentary analysis, results indicated that most respondents judged the quality of the programme satisfactory, but that it could have better impact if wider aspects of the studies were taken into consideration.
b. The major challenges identified included the quality of textbooks/instructional materials produced, the system of lecture delivery and the level of interaction between tutors and students and the area of student support services. In addition, the results indicated a general dissatisfaction with the performance of the examination division over exam related issues, especially in the timely presentation of results.

Akhter's study and this present study are to some extent similar; since all three objectives of Akhter's study form part of the objectives of this present study except that the coverage of this present study was wider. However, the two studies differed in terms of the educational level focused on. While Akhter's study was concerned with secondary education, this present study was concerned with the Home Economics programme at NCE level, which is the teacher education programme. Furthermore, the geographical location also differed. Nevertheless, some of the instruments used by Akhter were adopted for the present study. The results of Akhter's study were also relevant in discussing findings of this present study.

Kelso (2008) conducted a research to measure undergraduate student perception of service quality in higher education. The purpose of the study was to examine undergraduate student satisfaction with college services and environment at a large South-Eastern Doctoral/Research Extensive University, with long-term intent of minimising detractors to provide exceptional service quality, positively influencing customer satisfaction and building loyalty intentions among students. Three research questions guided the study;

1. What is the general level of satisfaction with college services and environment among undergraduate students at a large South-eastern doctoral/research extensive university as measured by the student opinion survey (ACT, Inc)?
2. What is the level of satisfaction with the college services and environment among undergraduate students at a large doctoral/research extensive university in relation to students at similar institutions nationwide?
3. What is the relationship between personal characteristics of undergraduate students and student satisfaction with college services and environment derived from comparisons of subgroups?

The ACT student opinion survey was used for data collection. A stratified random sample of 468 undergraduate students responded to the survey. Two tailed t-test and one-way ANOVA was used to test the hypotheses. Results of the study showed that;

1. There were significant differences in the mean satisfaction scores of the Target University and ACT national norms.
2. There were significant differences based on students' age, gender and ethnicity.
3. Results indicated that students were satisfied with the library but dissatisfied with parking and course availability at the target university.
4. Students were significantly less satisfied with one-fifth of all support services and all the environmental categories, but significantly more satisfied with their library than those in the ACT national norm.
5. A relatively small number of significant differences existed in student satisfaction with the college services and environment based on a student's age, gender or ethnicity.

6. Of the nearly 200 ANOVA analysis conducted to explore the research question, only eleven showed significant differences and in almost every case, the differences were small. Specific student comments regarding campus parking, advising, class availability, facilities and department were provided.

Kelso's study covers the second objective of this study, which was to measure students' satisfaction with the Home Economics programme at the Colleges of Education. However, Kelso's study differed from this present study due to the consideration of other intervening variables such as age, gender and ethnicity which were not considered by this present study. While Kelso (2008) used two tailed t-test and one-way ANOVA analysis, this present study used only the two tailed t-test to test all the null hypotheses raised in the study. Nevertheless, this present study adopted some part of the instrument used by Kelso in measuring student satisfaction. The results of Kelso's study were also relevant in discussing some of the findings of this present study.

Another related study was that conducted by Arubayi (2009a). The study investigated Lecturer Quality, Quantity and Gender in Colleges of Education in Nigeria during the 2002/2003 session. Fifty-six (56) Federal and State Colleges of Education were used for the study. Ex-post-facto research design which is basically descriptive in nature was used for the study. Data for the study were generated from the statistical digest of Colleges of Education in Nigeria. Descriptive Statistics of frequencies, percentages and means were used to analyse data.

Arubayi's study (2009a) showed that;

1. In terms of quality most lecturers (50%) in the Colleges of Education were first degree holders; (34%) at the State Colleges of Education compared to 16% at the Federal Colleges of Education.
2. On the issue of professional and non-professional academic staff qualification, the studies revealed that majority (67%) of lecturers were professionally qualified. Results further indicated that there were more

qualified professional lecturers at the State Colleges of Education (65%) than 35% reported for Federal Colleges of Education.

3. In respect of gender, only 12% of lecturers were reported to be females. This revealed a wide gender gap.
4. The quantity variable of the study was captured in terms of lecturer/student ratio.

The study showed an average ratio of 1:28 for both Federal and State Colleges of Education. This was considered high by Arubayi.

Arubayi's study (2009a) focused on lecturer quality, quantity and gender which are all indices of quality assurance. Nevertheless, these variables alone are insufficient to assure educational quality, therefore this study covered other indicators such as curricular aspects, evaluation/ assessment, teaching /learning and other mechanisms and practices employed to assure quality. Hence, the present study was more comprehensive when compared to Arubayi's study. Incidentally, both studies shared the same premises – the use of both Federal and State Colleges of Education. This provided strong bases for the comparison of findings.

In another research Arubayi (2009b) compared student's enrolment and graduate output in Home Economics with other vocational subjects in Colleges of Education in Nigeria. The population of the study consisted of twenty (20) Federal and twenty-seven (27) State Colleges of Education offering eight (8) vocational and technical disciplines during the 2001/2002 and 2002/2003 academic sessions. Two research questions were postulated to guide the study. The design of the study was ex-post-facto and descriptive in nature. The instrument for data collection was the statistical digest on Colleges of Education in Nigeria for 2001/2002 and 2002/2003 academic sessions. Data was analysed using frequencies, percentages and mean.

Findings of Arubayi's study revealed;

i. An increase in students' enrolment in eight vocational subjects (from 39,426 to 43,168) for the years reviewed. Majority of the students (55.9%) were females.

ii. Business education, agricultural education and home economics ranked first, second and third respectively, while woodwork ranked last, metal work, electric electronic, secretarial studies and technical education in that order.

iii. An increase of 14% NCE graduates was recorded during the period investigated.

iv. The study revealed a 96% female graduate output in home economics in the two years reviewed, followed by 76% for secretarial studies, while the least was metal work with an average graduate output of 09%.

Although Arubayi's study shared similar premise with the present study, which was the use of Federal and State Colleges of Education, the study's scope of quality assurance was too narrow. It was concerned with only one index of quality assurance which was student enrolment and graduate output. This index measures only an area of the quality of an educational programme, thus, it is insufficient in determining the quality of a programme. However, Arubayi's study was useful in comparing the pattern of responses of the present study.

Dimelu (2010) conducted a study which focused on the Quality Assurance of Instructors in Polytechnics in preparing students for Employment in Laundry Occupation in the south Eastern States of Nigeria. The objectives of the study were to determine;

a. Competences in teaching students the use of laundry materials;

b. Competences in teaching students the process in laundry; and

c. Competences in teaching students' dry cleaning and storage of laundered fabrics.

The study was guided by three research questions in line with the objectives of the study. Survey research design was adopted for the study. The population of the study which was eventually used as the sample because of its small size was made-up of fifty-eight (58) instructors from polytechnics in the South-Eastern States teaching laundry work. The instrument for the study was a self-designed questionnaire made-up of forty (40) structured items validated by three experts. Split half technique and Cronbach alpha reliability method were used in determining the internal consistency of the instrument. A reliability co-efficient of 0.89 was obtained. The data collected was analysed using the mean and improvement required index to determine the quality assurance of the instructors.

Results of Dimelu's study revealed that; instructors

a. possessed low (1.71) to average (0.03) **(sic)** quality assurance on competencies in teaching students the use of laundry materials. Therefore they required improvement.
b. competencies for teaching students the process of laundry ranged between low (1.52) to average (0.15) **(sic)** quality assurance, therefore they require improvement.
c. competencies in teaching students dry cleaning and storage of laundered fabrics in the Polytechnics ranged between low (1.84) to average (0.56) **(sic)** quality assurance, therefore they required improvement.

Dimelu's study was only concerned with one variable (indicator) of quality assurance out of several. The difference between this present study and that of Dimelu was the fact that the present study was more comprehensive, considering the fact that several benchmarks of quality assurance were measured. In addition while

the setting for Dimelu's study was the polytechnics in Nigeria, the present study was concerned with Colleges of Education in Nigeria. Although Dimelu's study focused on laundry which is a subject area of Home Economics, the present study focused on the whole Home Economics programme.

2.10 Summary of the Reviewed Literature

Summarily, this chapter started by clarifying the theoretical framework upon which this study was based. This study was anchored on Juran's (1989) theory of quality improvement and Deming's (1993) theory of management and adopted the principle of "Total Quality Management (TQM)''. Both theories emphasized the role of management in steering continuous quality performance. The study therefore emphasised the need for the establishment of internal quality assurance systems particularly at programme/departmental level for proper quality management. Accordingly, the chapter reviewed literature on the concept of quality assurance, its importance and basic principles upon which it is built. It critically examined the different approaches to quality assurance: both external and internal to the institution and posited that both approaches were relevant if quality must be enhanced and sustained. This was followed by a discussion on quality assessment, the identification of some internal quality assurance practices and a discussion on the scope of internal quality assurance. Literatures were also reviewed on the utilisation of results of internal quality assurance, the challenges of quality assurance and strategies for improving quality assurance practices.

More importantly, a number of empirical studies related to quality assurance conducted widely inside and outside Nigeria were reviewed. Most of the empirical studies conducted in Nigeria, that were reviewed focused on only one or two specific indices of quality assurance, thus, narrowing the scope while this present study was more comprehensive. The studies by HEFCE (1994); Yeung (2002); Khoo and Idrus (2004) and Akhter (2008) conducted outside Nigeria were however comprehensive in coverage. Worthy of note is the fact all the empirical studies reviewed gave little or no specific attention to the Home Economics NCE (teacher education) programme. This study was intended to fill such gap. Furthermore, the other studies were more

concerned with top-down quality assurance practice; this particular study was more concerned with the bottom-top approach (programme level) to quality assurance. Consequently, this study was intended to provide a comprehensive understanding of the internal quality assurance practices of Home Economics Programme at the Colleges of Education in the North-West Geo-Political zone in Nigeria.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

This chapter described the design and procedures used for the study. The discussions were presented based on the following sub-headings;

3.1 Research Design;
3.2 Population for the Study;
3.3 Sampling and Sampling Procedure;
3.4 Instrument for Data Collection;
3.4.1 Validation of Instrument;
3.4.2 Pilot Study;
3.4.3 Reliability of Instrument;
3.5 Procedure for Data Collection;
3.6 Procedure for Data Analysis.

3.1. Research Design

This study appraised the internal quality assurance practices of Home Economics Programme at Colleges of Education. The study adopted the use of a descriptive survey research design. Such a design involves the collection of data through self-reported answers about situations, attitudes, opinions and behaviours from a particular population on specific issues or variables (Ary, Jacobs and Razavieh, 2002; Gravetter and Forzano, 2006). Such an approach is aimed at measuring the variables of the study as they naturally exist without any attempt to manipulate or control them (Asika, 1991; Gravetter and Forzano, 2006). The goal of the survey technique is to obtain accurate picture of the situation being studied. The technique is an efficient means of gathering large amounts of information with its real strength being its flexibility (Gravetter and Forzano, 2006).

Human perceptions constitute the focus of this study and it is believed that active participation is essential to knowing. Thus, data for this study heavily depended on the perceptions and views of Home Economist, hence the use of the descriptive survey design. The data generated were used to test the null hypotheses and answer the research questions.

3.2 Population for the Study

Population as applied to this study refers to the entire group of people to whom the findings of this study applied. The target population for this study was made up of all academic staff and students of the Home Economics Department and the Deans of the Schools of Vocational Education at Federal and State Colleges of Education in the North-west Geo-political zone in Nigeria. This is because they are directly responsible for quality assurance at programme level. Nine Colleges of Education (five Federal and four State Colleges) were involved in the study. The total population for the study was 598 categorised into two groups. The first group comprised of the academic staff in the Home Economics Department who were eighty – eight (88) in number in addition to the Deans of Schools of Vocational Studies to which the Department of Home Economics belongs, who were nine (9), which totalled up to ninety – seven (97) academic staff. The second group was made up of all NCE three students of Home Economics Department with a total population of five hundred and one (501).

Table 3.1 showed details of the population for the study.

Table 3.1: Population for the Study

Colleges of Education	Number of Academic Staff	Number of Deans	Number of Students	Grand Total
F.C.E (T) Bichi	12	1	40	53
F.C.E (T) Gusau	9	1	27	37
F.C.E Kano	8	1	26	35
F.C.E Katsina	8	1	24	33
F.C.E Zaria	20	1	187	208
Isa Kaita COE, Dustinma	5	1	35	41
Kaduna State COE, Gidan Waya	7	1	52	60
Sa'adatu Rimi COE, Kumbotso, Kano	10	1	86	97
Shehu Shagari COE, Sokoto	9	1	24	34
Total	**88**	**9**	**501**	**598**

Source: - Departmental Records of Home Economics at the Colleges, (2011).

3.3 Sample Size and Sampling Procedure

According to Kelso (2008) the sample size for a study is influenced by a number of factors including the population size, the risk of selecting an unsuitable sample and allowable margin of error. The Research Advisors (2006) added that the number of sub-groups involved in the study was another consideration in the determination of a sample size. Accordingly, for the purpose of this study the sample size was drawn from the two groups involved in the study. A total of 313 samples were used for the study. The samples were drawn from the two groups involved in the study. For the first group, the academic staff population of ninety – seven (97), (made up of all lecturers in the Home Economic Department and the Deans of School of Vocational Studies) were considered small and therefore were used as part of the sample. This was in line with Anikweze (1995) who viewed that if the population number is small and manageable, it becomes synonymous with the sample. In addition, Verna and Burnett (1996); Asika (1991); Ary et al (2002) and Gravetter and Forzano (2006) all individually asserted that the most important issue in deciding the sample is not the size but the extent to which the sample is truly representative of the

characteristics of the population. By extrapolation, a small unbiased sample is better than a large biased sample. Thus, no sampling was required for the staff population.

For the second group, which comprised of the students, this study relied on published Tables which provided sample sizes based on different population figures. Thus, the sample size for the students was based on The Research Advisors (2006) who proposed two hundred and seventeen (217) for a population of five hundred (500) at 5.0% margin of error and 95% confidence level. Proportionate sampling technique was then used to select the samples. This was to ensure fair representation of each stratum based on its frequency in the population (Walonick, 1997). That is, the samples were selected based on the different population in each college involved in the study. Due to the division and the resulting fractions however, the sample size was rounded off to 216. Simple random sampling technique through balloting was further used to determine the respondents. This was to ensure that every member of the population had a chance of participating in the study and to eliminate researcher bias in sampling. Table 3.2 showed the details of the samples for the study.

Table 3.2: Sample Size for the Study

Colleges of Education	Number of Academic Staff	Number of Deans	Number of Students
F.C.E (T) Bichi	12	1	17
F.C.E (T) Gusau	9	1	12
F.C.E Kano	8	1	11
F.C.E Katsina	8	1	10
F.C.E Zaria	20	1	81
Isa Kaita COE, Dustinma	5	1	15
Kaduna State COE, Gidan Waya	7	1	23
Sa'adatu Rimi COE, Kumbotso, Kano	10	1	37
Shehu Shagari COE, Sokoto	9	1	10
Total	**88**	**9**	**216**

Source: - Researcher's survey, (2011).

3.4 Instruments for Data Collection

The major instruments used for this study were;

a) Questionnaire and

b) Document analysis.

Two sets of self-designed questionnaires tagged ''Teacher Education Quality Assurance Questionnaire'' (TEQAQ) for students and staff respectively served as the major instrument for data collection. The questionnaires were developed based on the objectives of the study, the research questions and null hypotheses and in line with the information gained from the literature reviewed.

Ary et al, (2002) suggested that it was better to construct a new questionnaire to suit the particular study than to use an inappropriate standardized one, just because it was available. The advantage of a researcher-made test is that it can be tailored to the specified research questions (Gravetter and Forzano, 2006). The staff questionnaire had a total number of ninety - three (93) items, divided into seven sections:-

Section A: focused on the background information of respondents.

Section B: focused on the benchmarks for quality assessment of the Home Economics programme. The section was further sub-divided into six areas (B1-B6), all measuring the various attributes of quality in the Home Economics Programme. This section answered research question one of the study.

Section C: was concerned with the nature of internal practices and mechanisms engaged in by the departments. This section answered research question three of the study.

Section D: focused on the scope of internal quality assurance practices covered by the department. It was used to answer research question four of the study.

Section E: was concerned with the utilisation of results of quality assurance. The aim of this section was to determine how the various Home Economics Departments used the results of the internal quality assurance practices. It was used to answer research question five of the study.

Section F: was about the challenges of quality assurance encountered in the Home Economics Programme of the various colleges. It answered research question six of the study.

Section G: centred on the strategies for addressing the challenges of quality assurance. This answered research question seven of the study. Each sub-section of the questionnaire had eight items except for section A and D, which had six and seven items respectively. See Appendix I.

The student questionnaire was aimed at determining student satisfaction with the Home Economics Programme at the various colleges, therefore, it answered research question two of the study. It was made up of fifty - seven (57) items sub-divided into eight sections.

Section A: focused on the background information of the respondents.

Section B: was on curricular issues.

Section C: focused on teaching and learning.

Section D: was about assessment matters.

Section E: focused on student support and progression.

Section F: was on learning resources and infrastructure.

Section G: was concerned with admission, registration, college rules and policies.

Section H: focused on general campus activities.

Each section contained eight items except section A, which had four items and section H which had five items. See Appendix II.

Both questionnaires were based on a modified four point Likert scale. The scale was modified in order to avoid the use of the middle scale which is a neutral position. According to Obeka (2011) ‘‘the neutral or undecided position creates problem in research as the position or stand of the respondents on the issue is not clear’’. Obeka therefore suggested that researchers should avoid using it. The staff questionnaire was based on the scale ‘Always’, ‘Sometimes’, ‘Rarely’ and ‘Never’ as well as ‘Strongly Agreed’, ‘Agreed’, ‘Disagree’ and ‘Strongly Disagree’. The student questionnaire was based the scale ‘Very Satisfied’, ‘Satisfied’, ‘Dissatisfied’ and ‘Very Dissatisfied’. All scales were assigned numerical values of 4, 3, 2 and 1 respectively. Therefore, to score the scale, the response categories were weighted, the sum of the weight of all the items checked by the subjects represented the total score. The total scores were divided by the number of respondents to arrive at the mean, while the standard mean was calculated as the sum of the weight divided by the number (4+3+2+1=10/4=2.50). Thus, all items with mean rating of 2.50 and above were accepted, while items with a mean rating of less than 2.50 were rejected.

In addition the researcher conducted document analysis in the various Departments. According to Ary et al (2002), document analysis is a systematic examination of documents to investigate specific issues or practices. The essence of the document analysis was to provide triangulation for the study. Triangulation is simply a way of verifying data using multiple data-gathering procedures or sources of data; used especially in qualitative research (Ary, et al, 2002). Documents analysed included Continuous Assessment records, Examination records, Moderator’s reports, Examination question papers and Staff workload. This was in an attempt to get a comprehensive picture of the practices on ground. The document analysis (see Appendix III) was described based on the information and evidence provided with the following descriptors:

Available and adequate = Satisfactory

Available but not adequate = Not satisfactory.

Not available = Poor

The scale was used to describe the extent to which the quality assurance practices were enshrined into the activities of the Departments using frequencies and percentages. The findings were discussed a long with those of the questionnaire.

3.4.1 Validity of Instruments

The issue of validity relates to whether the instruments are really measuring what they are supposing to measure. The most obvious type of scientific validity evidence is based on the content. According to Asika (1999) and Ary et al (2002) content validity can be established by having a competent team who are familiar with the purpose of the survey to vet the items on the questionnaire in order to judge whether they are appropriate for measuring what they are suppose to measure and whether they are a representative sample of the behaviour domain under investigation.

Thus, the two sets of questionnaires were vetted by the researcher's three supervisors, who are experts in Home Economics and three other Professors in the Faculty of Education, A.B.U. Zaria, who are experts in Measurement and Evaluation. In line with their suggestions, amendments were made to improve the clarity and relevance of the measuring instruments.

3.4.2 Pilot Study

Further validation of the instruments was established through a pilot study. The pilot study was conducted at the Home Economics Department of the College of Education, Zuba, FCT Abuja, in addition to the Federal College of Education, Kontagora and Niger state College of Education, Minna. The choice of these Colleges of Education was basically due to the fact that they were not within the geo-political zone covered by the study and that they shared similar characteristics with that of the study area. A total number of 25 copies of the questionnaire were administered to the academic staff of the three institutions (10 in Zuba,10 in Minna and 5 in Kontogora) based on staff strength of the Departments as at the time of the study, while 30 questionnaires were administered to the students (10 in each of the Colleges) . This

was based on Isaac and Michael, (1995) who recommended the use of a sample size within the range of 10 – 30 for a pilot study. The aim of the pilot study was to pre-test the instrument for its appropriateness and clarity for the study and to identify logistical problems which might occur using the proposed methods. According to Ary, et al (2002), the pilot study provides an opportunity to assess the appropriateness and practicality of the research instrument and methodology and it permits a preliminary testing of the null hypotheses. It provides some indications of its tenability and suggests whether further refinement is needed.

3.4.3 Reliability of The Instruments

According to Ary et al (2002) for a survey data to be used, it must be reliable. Reliability is concerned with the extent to which an instrument yield consistent (same or similar) results each time it is used (Gravetter and Forzano, 2006). Data generated from the two sets of questionnaires were subjected to a reliability test using the Statistical Package for Social Sciences (SPSS) version based on coefficient alpha also referred to as cronbach's alpha test. The choice of this test was based on Ary e t al, (2002) that identified the use of the cronbach's alpha as the best index of reliability for an attitude scale.

Results of the test revealed that the staff questionnaire had a significant reliability coefficient of 0.97, while that of the students had reliability coefficient of 0.77. According to Gravetter and Forzano (2006) cronbach's alpha produces values between 0 and 1.00, with a higher value indicating a higher degree of reliability. Therefore, the two questionnaire were interpreted as reliable since they showed high correlation, thus, validating the scaled items.

3.5 Procedures for Data Collection

In order to facilitate the smooth administration of the questionnaire, a letter from the Head of Department, Vocational and Technical Education, Ahmadu Bello University, Zaria, introducing the researcher and seeking approval to conduct the study was sent to the Provost of each of the institutions involved in the study two weeks before the conduct of the study. The letter explicitly explained the purpose of the study and nature of assistance required. While awaiting the approval from the

colleges, a research assistant was trained in each of the institutions by the researcher on how to conduct the survey. The training covered issues such as the distribution and collection of the questionnaires, the instruction for completing the questionnaire, the procedure for brainstorming with the students and the condition under which the students should complete the questionnaire.

Attached to each of the questionnaire was a letter explaining the purpose of the study and instructions for completing the questionnaire (see Appendix I and II). In addition a biro with the slogan ‘‘Promote Quality Teacher Education: Stop the Cheating’’ was attached to each set of the questionnaire. The essence of the biro was to send a message across to the participants, that there was a need to improve teacher education quality and facilitate immediate completing of the questionnaire. The roles of the research assistants were to help the Researcher with distribution and collection of the questionnaires. The research assistants were also expected to serve as guide to students where their assistance was needed. Data collection commenced on the 18th of January and lasted till 5th of March, 2012.

The distribution of the questionnaire was in two phases. First, the researcher and research assistants liaised with the Heads of Home Economics Department to distribute the questionnaire to the academic staff that were then given a week within which to return them to the Heads of Department. In all, ninety-seven copies of staff questionnaire were distributed. Thereafter, the research assistants retrieved the completed questionnaire from the HODs. The short duration given to participants for completing the questionnaire was to facilitate high rate of return. The second phase covered the distribution of the student questionnaire. The student respondents were first gathered in a class and simple random sampling through balloting was used to select the respondents at the different colleges. Respondents were then given a copy of the questionnaire and a biro each. They were then asked to read the slogan on the biro and a brainstorming session was held for 10minutes. Thereafter, the students were informed of the main thrust of the research. The respondents were then briefed on the instruction for completing the questionnaire and then asked to complete the questionnaire as honestly as possible. The completed questionnaires were instantly

retrieved. Finally, the researcher personally visited each of these Departments for document analysis. The analysis lasted three days in each of the Departments.

3.6 Procedure for Data Analysis

This section was concerned with the analysis of data generated from the research. For easy understanding and manageability, data generated were coded, edited and fed into the computer using the Statistical Package for Social Sciences (SPSS). Data were summarised and organised using descriptive statistics (mean, standard deviation and standard error) based on the research questions of the study. The seven null hypotheses of the study were tested using inferential statistics (independent t- test) at 0.05 level of significance. The choice of the independent t-test was based on the assumption that the variables in the null hypotheses were normally distributed and the data collected were on a ratio scale. In addition there were only two groups in each of these null hypotheses. Decision making in the test of null hypotheses was based on the degree of difference between t-calculated and t-critical at 0.05 level of significance. Thus, where t-calculated was less than t-critical, the null hypothesis was retained and where t-calculated was equal or greater than t-critical the null hypothesis was rejected.

Section A of the study which covered the background information of the respondents were presented using pie charts and Tables, while section B of the questionnaire were presented in Tables based on the research questions. The results of document analysis were analysed using descriptive statistic of frequency distribution and percentages to describe the prevailing practices and were discussed alongside the other data collected from the questionnaire.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONAND DISCUSSION OF RESULTS

4.0 Introduction

The objective of this research work was to investigate the internal quality assurance practices of Home Economics programme in Colleges of Education in the North -West Geo-Political Zone in Nigeria. The study sampled 216 students and 97 academic staff of the Home Economics discipline. However, only 190 (88%) students

and 90(93%) academic staff duly completed and returned their questionnaire. This indicated a high rate of return. Thus, the analysis was based on the above number of duly completed and returned questionnaire.

Result; The first section of the analysis presented the frequencies and percentages of the demographic variables of the staff and student respondents. The data were presented in Tables and pie-charts. The second section was presented based on the seven research questions raised in chapter one of the study, and analysed through the use of descriptive statistics (mean, standard deviation and standard error). All computations were based on the modified Likert scale of 'Strongly Agree', 'Agree', 'Disagree' and 'Strongly Disagree' as well as 'Always', 'Sometimes', 'Rarely' and 'Never'' for the staff questionnaire. For the student questionnaire, the scale was based on Very Satisfied, Satisfied, Dissatisfied and Very Dissatisfied. All the scales were weighted 4, 3, 2, and 1 respectively. The baseline for accepting the mean response of any item was put at 2.50. The seven null hypotheses were tested through the use of inferential statistics (independent t-test) to find the presence or absence of any significant differences between the Federal and State Colleges of Education respondents in each case. All the null hypotheses were tested at 0.05 level of alpha tolerance (95% level of confidence). The document analysis undertaken in the nine colleges were analysed using descriptive statistics of frequencies and percentages. The results were simply discussed along with the findings of the study. The summary of findings concluded the chapter.

4.1 Analysis of Demographic Variables of Respondents

Table 4.1: Distribution of Staff Respondents by Institution

Name of the Institutions	Frequency	Percentage

FCE, Zaria.	21	23
FCE (T), Bichi.	12	13
FCE, Kano.	8	9
FCE (T), Gusau.	8	9
Sa'adatu Rimi COE, Kumbotso, Kano.	8	9
Kaduna State COE, Gidan Waya.	8	9
Shehu Shagari COE, Sokoto.	10	11
FCE Katsina.	9	10
Isah Kaita COE, Dutsin-ma.	6	7
Total	**90**	**100%**

Table 4.1 showed the distribution of the academic staff respondents according to the names of the institutions. FCE, Zaria had 21(23%) academic staff respondents, while FCE (T), Bichi had 12(13%). Shehu Shagari COE Sokoto had 10(11%) respondents, while FCE Katsina had 9(10%). FCE Kano, FCE (T), Gusau, Sa'adatu Rimi COE, Kumbotso, Kano and COE, Gidan-Waya each had 8(9%) respondents. The rest 6 (7%) staff were from Isah Kaita COE, Dutsin-ma.

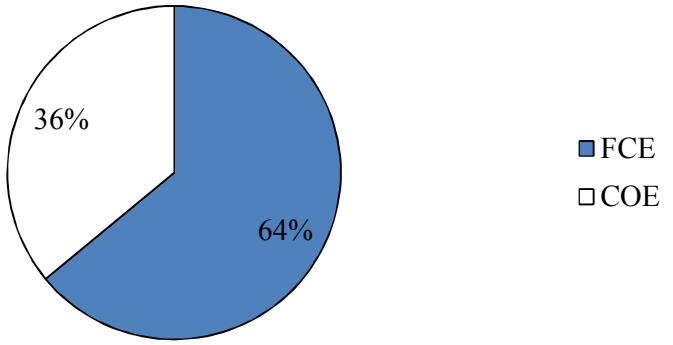


Figure 4.1: Distribution of Staff Respondents by Ownership of the Institution

Figure 4.1 revealed that 58(64%) of the academic staff involved in this study were from Federal Government owned Colleges of Education, while the rest 32(36%) were from the State Government owned Colleges of Education.

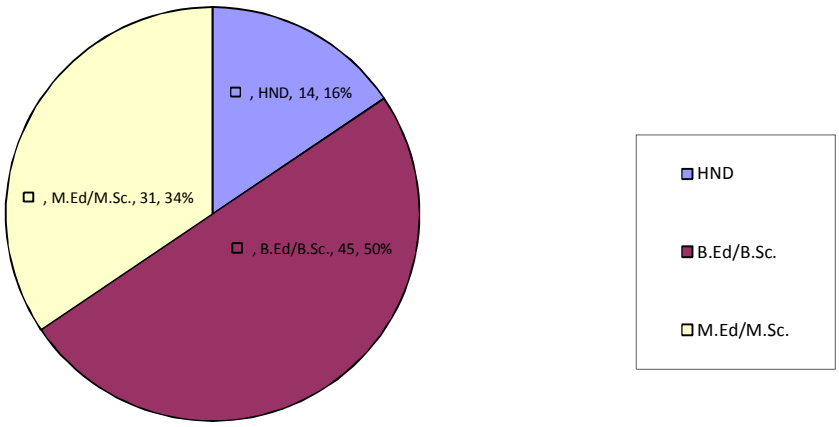


Figure 4.2: Distribution of Staff Respondents by Highest Educational Qualification

Figure 4.2 showed the highest educational qualification of the academic staff respondents. Results showed that 45(50%) held B.Ed/B.Sc. certificates, 31 respondents representing 34% held M.Ed/M.Sc certificates and the rest of the respondents 14(16%) had HND. These results were in line with Arubayi (2009a) whose findings revealed that most lecturers at the Colleges of Education were first degree holders. Evidence from document analysis also corroborated this finding, except that it further revealed that 25% of those without the post graduate degree were currently enrolled for Master's programme. Although the NCCE (2008) guideline allowed the recruitment of second class first degree holders on training position, the minimum requirement stipulated was the Master degree. This implied that a large percentage of academic staff at the Colleges were yet to meet the minimum required qualification, this may impact on the quality of the teaching/learning process.

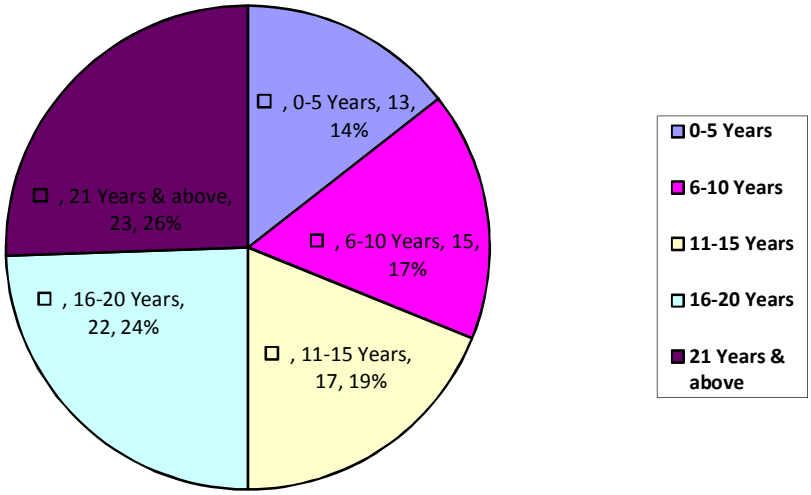


Figure 4.3: Distribution of Staff Respondents by Years of Teaching Experience

Figure 4.3 showed the distribution of respondents by number of years of teaching experience. The Figure revealed that 23(26%) of the staff had teaching experience of 21 years and above, 22(24%) of the staff had between 16-20 years of teaching experience, while 17(19%) of the staff had between 11-15 years of teaching experience. In addition 15(17%) of the staff had between 6-10 years of teaching experience, while the remaining 13(14%) had between 0-5 years of teaching experience. In essence, most of respondents had over ten years of teaching experiences. It is expected that the longer the years of experience the better the individual's performance on the job. Thus, it is hoped that the long years of experience will positively impact on the teaching process.

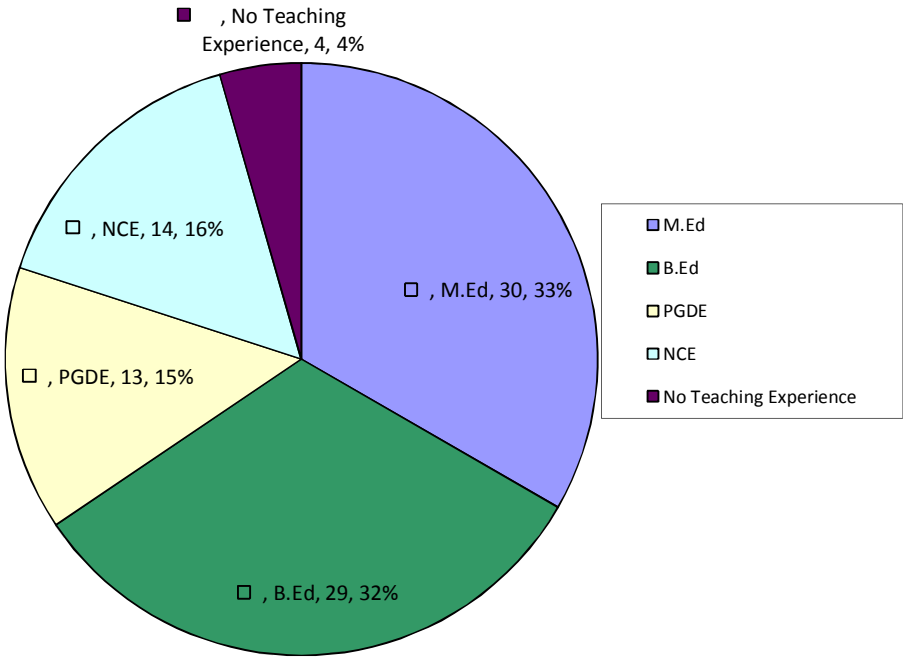


Figure 4.4: Distribution of Staff Respondents by Teaching Qualifications

Figure 4.4 showed that majority, 30(34%) of the respondents had an M.Ed degree, 29(32%) had B.Ed, 14(16%) had NCE, while13 (14%) had PGDE as the teaching qualification obtained. The remaining 4(4%) did not have any teaching qualification. This corroborated Arubayi's (2009a) claim that majority of the lecturers at the Colleges of Education were professionally qualified. The percentage of academics without teaching qualification might appear insignificant, however, it is still large enough to affect the quality of lecture delivery vis –a -viz student achievement.

Table 4.2: Distribution of Student Respondents by Institution

Names of Institutions	Frequency	Percentage

FCE, Zaria.	67	35.3
FCE (T), Bichi.	14	7.4
FCE, Kano.	9	4.7
FCE (T) Gusau.	10	5.3
FCE Katsina.	9	4.7
Sa'adatu Rimi COE, Kumbotso, Kano.	36	18.9
Kaduna State COE, Gidan Waya.	21	11.0
Shehu Shagari COE, Sokoto.	10	5.3
Isah Kaita COE, Dutsin-ma.	14	7.4
Total	**190**	**100%**

Table 4.2 showed the distribution of student respondents by institution. FCE, Zaria had 67 (35.35%) respondents, Sa'adatu Rimi COE Kumbotso, Kano, had 36 (18.9) respondents, while Kaduna State COE, Gidan Waya, had 21(11.0%). FCE (T) Bichi and Isah Kaita COE, Dutsin-ma had 14 (7.4%) respondents each. FCE (T) Gusau and Shehu Shagari COE, Sokoto had 10 (5.3%) respondents each. Also, FCE Kano and FCE Katsina had 9(4.7) respondents each.

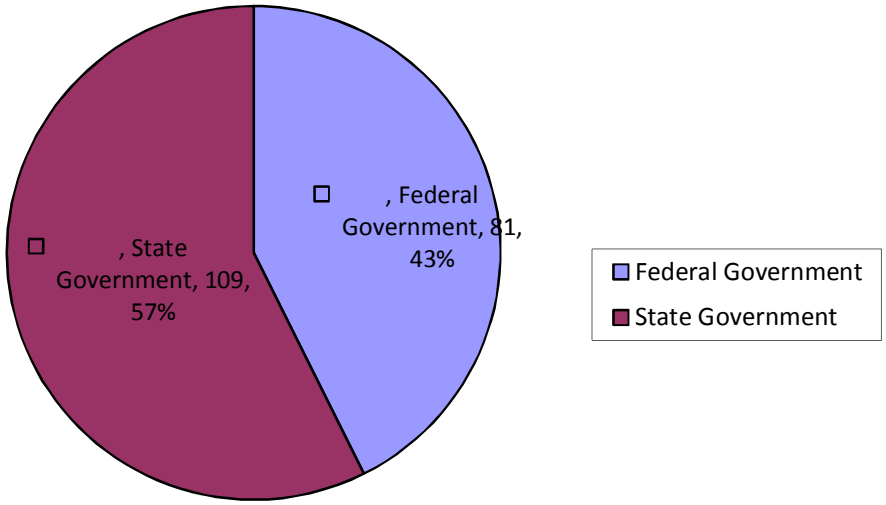


Figure 4.5: Distribution of Student Respondents by Ownership of Institution

The Figure 4.5 showed that 109(57.4%) of the student respondents were from Federal Government owned Colleges of Education, while 81(42.6%) were from State Government owned Colleges of Education.

Table 4.3: Distribution of Student Respondents Based on Reasons for Choosing Home Economics

Reasons for choosing Home Economics	Frequency	Percentage
To acquire skills for self employment.	164	86.4
I was forced to take the course.	1	0.5
To prepare me for a teaching job.	8	4.2
To obtain a certificate for entry into any job, but not teaching.	9	4.7
Because of the programme's quality and reputation.	7	3.7
No specific reason.	1	0.5
Total	**190**	**100%**

Table 4.3 presented students' reasons for choosing Home Economics programme. The Table revealed that 164(86.4%) of the respondents chose Home Economics for the purpose of acquiring skills for self employment, 9(4.7%) opted for Home Economics just to enable them obtain a certificate for entry into any job, but not teaching, 8(4.2%) chose Home Economics in preparation for a teaching job, while 7 (3.7%) chose the programme because of its quality and reputation and 1(0.5%)

respondent each chose Home Economics because they were forced to and for no specific reason respectively. This is an indication that most of the student respondents chose the programme for reasons other than teaching. In essence, not all will turn out to be teachers, therefore resulting into shortages of Home Economics teachers in schools. In addition, some of the respondents who opted for Home Economics for various reasons other than teaching may still find their ways into the classroom as teachers; this will affect their attitude to work and the quality of their performance on the job.

4.2 Answers to Research Questions

Research Question One: What are the Differences between Federal and State Colleges of Education in the Quality Status Of Home Economics Programme?

Research question one sought to assess the difference in the quality status of Home Economics programme at Colleges of Education in the North-West Geo-Political zone. The assessment focused on six sub-variables; curricular aspects, teaching and learning, assessment, student support and progression, learning resources and infrastructure and staff development. Each sub-variable was presented as a sub-table (4.4a, b, c, d, e and f) and each sub-variable considered the opinion of staff on eight (8) benchmarks. Thus, the table has a total number of 48 items. Fifty-eight (58) of the respondents were from the Federal Colleges, while thirty-two (32) were from the State Colleges of Education.

Table 4.4a: Distribution of Staff of Federal and State Colleges of Education by Quality Status of Home Economics Programme.

	Quality Status of Home Economics Programme; Sub-variable Curricular Aspects	Ownership of Institution	Response Category SA	A	D	SD	Mean ($\overline{X}$)	SD	SE
1	Curriculum design reflects current development and knowledge in the field of Home Economics.	Federal	80	105	4	1	3.2759	0.61539	0.0808
		State	40	66	0	0	3.3125	0.47093	0.8325
2	Courses are based on the needs of prospective learners and employers.	Federal	40	117	18	0	3.0172	0.57709	0.0758
		State	16	81	1	0	3.0938	0.39015	0.0690
3	Department Systematically and periodically reviews learning activities and intended outcomes in line with national objectives and expectations.	Federal	60	75	30	3	2.8966	0.85203	0.1119
		State	36	39	20	0	2.9688	0.78224	0.1383
4	Staff roles and responsibility for quality assurance in course materials design and development are emphasized.	Federal	36	93	26	5	2.7586	0.82314	0.1081
		State	12	60	18	0	2.8125	0.59229	0.1047
5	Programme curriculum includes appropriate balance of theoretical, practiced and experiential knowledge and skills.	Federal	76	105	8	0	3.2586	0.57918	0.0761
		State	40	63	2	0	3.2813	0.52267	0.0924
6	School based experiences of students are comprehensive to expose them to their instructional roles and other school roles.	Federal	44	72	44	1	2.7759	0.77331	0.1015
		State	2O	72	6	0	3.0625	0.50402	0.0891
7	Lecturers obtain regular feedback from students on the user friendliness, appropriateness and effectiveness of course materials and lectures.	Federal	28	75	42	5	2.5862	0.81724	0.1073
		State	16	54	16	2	2.7500	0.76200	0.1347
8	Feedback from students is utilized in improving the course material and assuring their quality.	Federal	24	66	46	7	2.4655	0.84221	0.1106
		State	20	39	22	3	2.6250	0.87067	0.1539
	Grand Mean = Federal = 2.8718 State = 2.9883								

Source: Researcher's 2012 field survey.

Table 4.4a presented the opinion of staff from Federal and State Government owned Colleges of Education on the quality status of Home Economics programme. The first sub-variable which dealt with curricular aspects revealed that staff of both Federal and State Colleges of Education rated seven out of the eight items above 2.50, which is the baseline score for accepting or rejecting any item. This implied that all the seven benchmarks (1, 2, 3, 4, 5, 6 and 7) were accepted as being present in the Home Economics Programme of the colleges. Item one (1) which stated that curriculum reflects current development and knowledge in the field of Home Economics recorded the highest mean rating of 3.2759 and 3.3125 as rated by Federal and State Colleges of Education, respectively. Although the eighth item on the table had the lowest mean rating from both Federal and State Colleges of Education, they deferred in their rating of the item. While the Federal Colleges of Education rated item eight (8) 2.4055 (i.e. below the baseline of 2.50), the State Colleges of Education rated it 2.6250 (above the baseline of 2.50).

The grand mean for both Federal and State Colleges of Education on curricular aspect showed 2.8718 and 2.9883, respectively. There were no statistical difference between respondents from Federal and State Colleges of Education in the rating of the curricular aspects. This is an indication that the curricular aspects were accepted by both institutions as generally being of quality. The findings were in line with the quality assurance benchmarks for curricular aspects as identified by NAAC-COL (2007b). Several authors equally stressed the need for a curriculum document to reflect advancement in the field of knowledge and technological breakthrough, while meeting the needs of students and the society (Indabawa, 2003; Ndagi, 2003 and Ene-Obong, 2009).

An analysis of the Minimum Standard document which doubles up as the curriculum guide, revealed a very comprehensive document with laid down regulations and guidelines. The document clearly showed the philosophy, objectives of the programme, the structure and content of courses. It also stated the admission requirements as well as alternative requirements for admission and requirement for examination and graduation. The requirements for facilities and other resources for teaching and learning are identified including staff requirement in terms of numbers

and qualifications. Elements of innovation were also exhibited through the inclusion of courses such as Hotel and Tourism, and Entrepreneurship Education. These were all attempts at making the programme more attractive to learners and maximising student career path ways. The availability of such a guide provided an overall framework for equality and quality in programme offering across board. According to Okebukola (2005) such a document ensured the implementation of basic minimum curricular by every institution irrespective of its ownership, therefore guarantees the quality of education offered. Further examination revealed regular revision of the document, with the latest edition being 2008. African Union (2007) considered such regular updating of the curriculum an attribute of quality.

Table 4.4b: Distribution By Quality Status (Continued . . .)

S/N	Quality Status of Home Economics programme. Sub-variable: Teaching & Learning	Ownership of Institution	Response Category				Mean ($\overline{X}$)	SD	SE
			SA	A	D	SD			
9	Teaching & learning is of good quality.	Federal	32	141	6	0	3.0862	0.4306	0.5654
		State	32	60	8	0	3.1250	0.60907	0.1077
10	Teaching/learning materials are purposeful using language that is clear and sample to students.	Federal	44	108	22	0	3.0000	0.62126	0.0816
		State	32	66	4	0	3.1875	0.53506	0.0946
11	Teaching/learning methods are consciously planned and monitored keeping in view different learner abilities and needs.	Federal	36	87	40	0	2.8103	0.68715	0.0902
		State	40	48	12	0	3.1250	0.70711	0.125
12	References are provided for students' extra reading.	Federal	20	81	46	3	2.5862	0.72631	0.0954
		State	16	66	12	0	2.9375	0.56440	0.0998
13	Attendances are monitored and absences followed-up on occasion to ensure compliance with minimum level.	Federal	36	84	36	3	2.7414	0.78495	0.1031
		State	48	39	14	0	3.1563	0.76662	0.1355
14	Students have sufficient opportunity to engage with teaching staff individually and in small groups.	Federal	60	105	16	0	3.1207	0.62345	0.0819
		State	32	60	8	0	3.1250	0.60907	0.1077
15	Lectures are based on sound planning clear setting of objectives, use of examples and application related to course theme and content.	Federal	76	99	12	0	3.2241	0.62248	0.0817
		State	36	57	8	0	3.1563	0.62782	0.1110
16	Good use of instructional materials (teaching aids) is reflected.	Federal	36	93	30	0	2.8909	0.76683	0.1007
		State	32	60	8	0	3.1250	0.60907	0.1077
	Grand Mean: Federal = 2.9203 State = 3.1172								

Source: Researcher's 2012 field survey.

Table 4.4b dealt with the sub-variable teaching and learning. All the items on the Table recorded acceptable mean values above 2.50. This indicated that the quality assurance benchmarks in the area of teaching and learning were present in the programme of Federal and State Colleges of Education. Item 15 which stated that lectures were based on sound planning, clear setting of objectives, use of examples and applications related to the course theme and content, recorded the highest mean response of 3.2241 and 3.1563 for Federal and State Colleges of Education, respectively. Conversely, item 12 which had the lowest mean rating of 2.5862 and 2.9750 respectively was equally highly rated (above 2.50). The grand mean revealed 2.9203 and 3.1172 for Federal and State Colleges of Education respectively. This was an indication that teaching and learning were accepted by both institutions as generally being of quality. These findings were consistent with those of a similar study by HEFCE (1994) who identified the presence of these quality benchmarks in the human ecology programme at Bath College in the UK and Chapman (2010) who also ascertained the presence of these benchmarks in the online business education programme. It was also in line with African Union (2007); NACTE (2009) who separately identified the good features of a programme with regards to teaching / learning experiences to include sound planning, clear setting of objectives, use of examples and applications related to course theme and content, in addition to giving good attention to the provision of references. There was no statistical difference between the mean ratings of Federal and State Colleges of Education on the quality assurance of teaching and learning.

Table 4.4c: Distribution By Quality Status (Continued. . .)

	Quality Status of Home Economics Programme. Sub-variable: Assessment	Ownership of Institution	Response Category				Mean ($\overline{X}$)	SD	SE
			SA	A	D	SD			
17	Standard and quality of assessments are rigorously monitored by the department.	Federal	56	111	14	0	3.1207	0.59464	0.0781
		State	28	63	8	0	3.0938	0.58802	0.1040
18	A variety of assessment methods (essay, objectives, practical) are used in the programme.	Federal	112	81	6	0	3.4300	0.59566	0.0782
		State	76	33	4	0	3.5313	0.62136	0.1098
19	Marking procedures are thorough with detailed written comments to provide excellent feedback.	Federal	100	78	14	0	3.3103	0.68073	0.0894
		State	48	48	8	0	3.2500	0.67202	0.1188
20	Procedures are in place to ensure that examiners apply the marking scheme in a consistent manner.	Federal	72	81	24	1	3.0690	0.76919	0.1010
		State	48	51	4	1	3.2500	0.71842	0.1270
21	There is clearly stated disciplinary procedure for handling malpractices for staff and students.	Federal	112	63	18	0	3.3276	0.73480	0.0965
		State	88	27	2	0	3.6563	0.54532	0.0964
22	Department adheres to disciplinary procedure and ensures timely and justifiable disciplinary action irrespective of the one involved.	Federal	64	93	20	1	3.0690	0.72213	0.0948
		State	52	33	14	1	3.1250	0.87067	0.1539
23	Assessment outcomes are used to inform teaching methods and improve the curriculum.	Federal	36	108	18	4	2.8621	0.75969	0.0993
		State	4	21	40	4	2.1563	0.67725	0.1197
24	There is transparency, fairness and consistency in assessment system.	Federal	56	90	20	4	2.9310	0.83481	0.1096
		State	36	57	8	0	3.1563	0.62782	0.1110
	Grand Mean: Federal = 3.2435 State = 3.0860								

Source: Researcher's 2012 field survey.

Table 4.4c was concerned with the sub-variable assessment procedures. The Table showed that item numbers 17 – 22 and 24 were all highly rated above 2.50 by staff of Federal and State Colleges of Education, while item number 23 recorded mixed rating from Federal and State Colleges of Education. The Table4-4c revealed that staff of Federal and State Colleges of Education differed on the items with the highest and lowest mean ratings. While the Federal Colleges of Education rated item number 18 the highest with a mean rating of 3.4310, the State Colleges of Education rated item number 21 the highest with a mean rating of 3.6563. For the Federal Colleges of Education, the lowest mean of 2.8621 was recorded by item number 23, while for the State Colleges of Education item 24 recorded the lowest mean of 2.1563. This implied that the respondents from Federal Colleges of Education felt strongly that benchmark no. 23 ‘‘assessment outcomes are used to inform teaching methods and to improve the curriculum’ was present in their programme, while the State Colleges felt it was absent in their programme. Overall, the grand mean for this column was 3.2435 and 3.0860 for Federal and State Colleges of Education, respectively. This grand mean was believed to be high thus, depicting high quality benchmarks in assessment procedures. Contrary to the results of Akhter (2008) which showed general dissatisfaction of respondents with quality assurance practices in examination matters, the results of this study supported those of similar studies by HEFCE (1994); Yeung, (2002) and Loukkola and Zhang (2010). They showed the presence of high quality benchmarks in the area of assessment. The results showed no statistical difference in the mean ratings of Federal and State Colleges of Education on assessment matters.

Document analysis revealed that assessment covered both continuous assessment and examinations as stipulated by NCCE. Assessments were based on both theory and practical and were regular. Evidence presented showed that most colleges did not comply with NCCE guideline to keep up-dated records of their continuous assessment (CA) questions and marking scheme. Only 70% had files containing sample CA questions and results, out of which only 33% were up to date and satisfactory. The majority submitted their CA scores computed along with exam

results, with no documented evidence of how they were conducted. This is contrary to the NCCE (2008) guidelines which specified that CA results be submitted before the commencement of examinations. Some of these results showed inconsistencies between students' scores in CA and scores in exams. This might raise suspicion as to the genuineness of some of these results. All colleges (Federal & State) had up to date evidence of examination records. On looking through the exam records, evidence revealed up - to – date samples of exam questions and marking schemes. Questions showed good spread across content area. Questions were mostly essay type and there was evidence of practical examinations which were of good quality. Nonetheless, there were few cases of non-compliance with NCCE guidelines on the stipulated number of questions to be set and answered depending on the course credit unit.

Document analysis also showed that feedback to students was often placed on notice boards in 78% of the institutions, while only 22% claimed they provided students with result slip. One basic observation, in 33% of the colleges, was that the Departments had no evidence of the final results. This they claimed was because results were compiled and kept by the central examination office. This may be unsafe. The Departments must at least show evidence of their students' performance.

Table 4.4d: Distribution By Quality Status (Continued. . .)

S/N	Quality Status of Home Economics programme. Sub-variable: Student support and Progression	Ownership of Institution	Response Category				Mean ($\overline{X}$)	SD	SE
			SA	A	D	SD			
25	Student progress is regularly monitored and used to inform programme improvement.	Federal	52	93	18	5	2.8966	0.85210	0.1178
		State	32	45	18	0	2.9688	0.73985	0.1308
26	Academic and personal counselling services are provided to learners.	Federal	92	72	14	4	3.1379	0.89210	0.1135
		State	36	39	20	0	2.9688	0.78224	0.1383
27	The Department assigns students to course advisors who readily offer academic advice to students.	Federal	16	18	56	20	1.8966	0.85203	0.1119
		State	0	21	32	9	1.9375	0.71561	0.1265
28	There is an effective orientation programme for students.	Federal	72	84	12	6	3.0000	0.91766	0.1205
		State	32	36	16	4	2.7500	0.98374	0.1739
29	Students complete their programme within specified time period.	Federal	24	15	70	12	2.0862	0.84364	0.1108
		State	8	3	44	7	1.9375	0.71561	0.1265
30	A programme is in place to provide extra support for learners at risk of failing.	Federal	16	21	78	8	2.1207	0.72735	0.0966
		State	12	12	46	2	2.2500	0.71842	0.1270
31	There are specified channels for expressing student complaint.	Federal	40	90	30	3	2.8103	0.78264	0.1028
		State	20	63	12	0	2.9688	0.59484	0.1052
32	Students' concerns are promptly addressed.	Federal	36	99	24	4	2.8103	0.78264	0.1028
		State	20	69	8	0	3.0313	0.53788	0.0951
	Grand Mean: Federal= 2.5699								
	State = 2.6015								

Source: Researcher's 2012 field survey.

Table 4.4d focused on students' support and progression. Items number 25, 26, 28, 31 and 32 all had average ratings as indicated on Table 4.4d. The highest rating for Federal Colleges of Education was 3.1379, recorded by item number 26 which stated that academic and personal counselling services were provided to learners. For the State Colleges of Education, the highest rating was recorded by item number 32 with a mean rating of 3.0313 attributed to the statement "students concerns were promptly addressed. The lowest rating for Federal Colleges of Education was recorded by item number 27 which viewed that the department assigned students to course advisors who readily offered academic advice to students with a mean of 1.8966. As for the State Colleges of Education two items, number 27 and 29 which both recorded the lowest mean of 1.9375. Item number 27 stated that the department assigns students to course advisors who readily offered academic advice to students. While item 29 viewed that students complete their programme within specified time period. Observably, both groups of respondents shared similar perceptions on the rating of item no. 27, 29 and 30, as they were all poorly rated. By implication the low ratings of these items were indications that the quality assurance with regards to these items was not satisfactory. It also meant that colleges did not comply with the NCCE guideline which stipulated that students should be assigned course advisors (NCCE, 2008). This implied that students were not being appropriately advised. However, the grand mean for the column revealed 2.5699 and 2.6015 for Federal and State Colleges of Education, respectively, an indication that the overall quality rating of this sub-variable was only slightly above average, thus fair. There was also no statistical difference in the mean ratings between Federal and State Colleges of Education on the quality assurance as regards students' support and progression. These results concurred with those of Yeung (2002) and Akhter (2008) in which students' support services recorded mixed reactions from respondents, but was contrary to the findings of HEFCE (1994) which reported excellent student support services. Besides, the results implied that although student support and progression was quality assured, there was need for improvement.

Table 4.4e: Distribution By Quality Status (Continued. . .)

S/N	Quality Status of Home Economics programme. Sub-variable: Learning Resources and Infrastructure	Owner of Institution	Response Categories				Mean ($\overline{X}$)	SD	SE
			SA	A	D	SD			
33	Staffs are competent and diversified in their areas of specialisation.	Federal	96	84	12	0	3.3103	0.65446	0.08593
		State	48	42	12	0	3.1875	0.73780	0.73780
34	Classrooms are adequate in size, number and standard.	Federal	56	60	40	4	2.7586	0.90438	0.11875
		State	20	33	30	1	2.6250	0.79312	0.14020
35	Laboratories are adequate in size, number and standard.	Federal	40	54	52	4	2.5862	0.85910	0.11281
		State	20	48	14	4	2.6875	0.89578	0.15835
36	Classrooms and laboratories are comfortable and well-cared for.	Federal	40	57	48	5	2.5862	0.87928	0.11546
		State	20	33	32	0	2.6563	0.74528	0.13175
37	Staff office accommodations are of standard and sufficient for staff numbers.	Federal	20	45	66	5	2.3448	0.76208	0.10007
		State	24	24	34	1	2.5938	0.83702	0.14797
38	Provision of equipment and consumables are good.	Federal	32	84	34	5	2.6724	0.82479	0.10830
		State	16	60	14	1	2.8438	0.67725	0.11972
39	Provision of light and water is constant and adequate.	Federal	12	81	46	5	2.4828	0.73129	0.09602
		State	8	72	12	0	2.8750	0.49187	0.08695
40	Department has adequate provision for managing and maintain utilities and ensuring that appropriate safety measures are in place.	Federal	36	93	22	7	2.7241	0.87445	0.11482
		State	20	54	16	1	2.8438	0.72320	0.12787
	Grand Mean: Federal = 2.6832 State = 2.7890								

Source: Researcher's 2012 field survey.

Table 4.4e which was concerned with learning resources and infrastructure recorded mixed rating by Federal and State Colleges of Education. While the Federal Colleges of Education rated only six of the eight items (33, 34, 35, 36, 38 and 40) above the acceptable mean of 2.50; the State Colleges of Education rated all items in the column above minimum acceptable mean of 2.50. Accordingly, item 37 which stated that staff office accommodation were of standard and sufficient for staff numbers was rated the lowest with mean rating of 2.3448 and 2.5938 by Federal and State Colleges of Education, respectively. The Table further revealed a grand mean of 2.6832 and 2.7890, respectively, for Federal and State Colleges of Education. By implication, the study showed that both groups of respondents agreed that staffs were competent and diversified in their areas of specialisation, but were only partially satisfied with the provision of other learning resources and infrastructure and expressed dissatisfaction with the provision of staff office accommodation, light and water. This partially supported several literature that claimed poor provision of learning resources and infrastructure in schools (Ekundayo and Ajayi, 2009; Udida et al, 2009 and Imogie, 2010). Generally, the results showed no statistical difference in the mean ratings between Federal and State Colleges of Education on issues of learning resources and infrastructure.

Table 4.4f: Distribution By Quality Status (Continued . . .)

S/N	Quality Status of Home Economics programme. Sub-variable: Staff Development	Ownership of Institution	Response Category				Mean ($\overline{X}$)	SD	SE
			SA	A	D	SD			
41	Staff recruitment is based on specified criteria.	Federal	84	54	34	2	3.0000	0.89834	0.11796
		State	28	33	28	0	2.7813	0.79248	0.14009
42	There is provision for induction and orientation of new staff.	Federal	72	63	32	3	2.9310	0.89564	0.11760
		State	24	48	16	2	2.8125	0.82060	0.14506
43	Staff promotion is regular as at when due and based on specified criteria.	Federal	136	60	8	0	3.5172	0.62804	0.08247
		State	44	33	20	0	3.0313	0.82244	0.14539
44	Sponsorship to local workshops and conferences are adequate and regular based on specified guidelines.	Federal	64	81	28	1	3.0000	0.77233	0.10141
		State	40	42	16	0	3.0625	0.75935	0.13424
45	Staff workload is adequate (not overloaded).	Federal	80	72	28	0	3.1034	0.76525	0.10048
		State	40	51	10	0	3.1563	0.67725	0.11972
46	There is financial support for research and publications.	Federal	36	72	38	6	2.6207	0.87515	0.11491
		State	12	45	14	7	2.4375	0.94826	0.16763
47	Staff welfare is adequately catered for in terms of salary, health and security.	Federal	44	69	40	4	2.7069	0.11274	0.85857
		State	12	48	14	6	2.5000	0.91581	0.16189
48	Staffs are rewarded for quality performance.	Federal	20	27	58	15	2.0690	0.87580	0.11500
		State	4	15	28	12	1.8438	0.80760	0.14276
	Grand Mean: Federal = 2.8685 State = 2.7032								

Source: Researcher's 2012 field survey

Table 4.4f focused on staff development. The Table showed that almost all items had mean values above 2.50 except for item number 46 ‘‘There is financial support for research and publications’’ as indicated by State Colleges of Education alone and item number 48 ‘‘ Staff are rewarded for quality performance’’ for both Federal and State Colleges of Education were rated below baseline mean. On the part of the Federal Colleges of Education, item number 43, which stated that staff promotion was regular as at when due and based on specified criteria, rated highest with 3.5172 while for the State Colleges of Education item 45 which viewed that staff workload is adequate doubled up with the highest mean of 3.1563. The overall grand mean for this sub-variable was 2.8685 and 2.7032 for Federal and State Colleges of Education, thus, depicting no statistical difference between both colleges on their meaning ratings with respect to staff development. Although the results showed a fair attempt at staff development, more needs to be done to facilitate continuous professional development. The results partially supported the findings by Khoo and Idrus (2004) which showed that the quality assurance practices in the area of staff development at the school of Distance Education, University of Saints, Malaysia, was good. According to Education Testing Service (ETS), (2004), continuous professional development is critical to developing and maintaining high quality teachers.

On the whole, the study revealed that there were no significant differences between Federal and State Colleges of Education in the quality status of the Home Economics programme. Both Colleges also agreed on the presence of most these quality benchmarks in the Home Economics programme, thus depicting an average quality status. Generally, the results supported similar studies byYeung, (2002) and Chapman, (2010) which revealed the presence of these quality benchmarks in the educational programmes studied.

Research Question Two: What are the Differences Between Students of Federal and State Colleges of Education in their Satisfaction with the Home Economics Programme?

Student satisfaction was measured under seven sub-themes; curricular aspects, teaching and learning, assessment, student support and progression, learning resources and infrastructure, admission, registration, college rules and policies and

general campus activities. A total number of 190 students (109 from Federal Colleges and 81 from State Colleges of Education) responded. Students expressed opinion was considered on a four point modified Likert scale of 'very satisfied', 'satisfied', 'dissatisfied' and 'very dissatisfied'. All responses were weighted 4, 3, 2 and 1 respectively to calculate the mean, Standard Deviation and Standard Error. Details of the results are found on Table 4.5 which is sub-divided into seven (4a, b, c, d, e, f and g,).

Table 4.5a: Distribution of Federal and State Colleges of Education By Students' Satisfaction with the Home Economics Programme

S/N	Students' Satisfaction with Home Economics Programme Sub-variable: Curricular aspects	Ownership Of Institution	Response Category VS	S	D	VD	$\overline{X}$	SD	SE
1	Extent to which the curriculum content reflects national and global trends.	Federal	300	87	6	2	3.6239	0.63522	0.60684
		State	244	48	4	2	3.6790	0.64860	0.07207
2	Relevance of course curriculum and content to students' needs and expectations.	Federal	328	69	8	0	3.7156	0.52866	0.05064
		State	248	51	4	0	3.7407	0.49441	0.05493
3	Balance of curriculum content in terms of theoretical, practical and experiential knowledge and skills.	Federal	348	60	4	0	3.7798	0.45862	0.04393
		State	252	54	0	0	3.7778	0.41833	0.04648
4	Extent to which topics listed on the curriculum is covered.	Federal	252	102	24	0	3.4679	0.68811	0.06591
		State	208	60	18	0	3.5309	0.69077	0.07675
5	Extent to which curriculum content adequately prepares me for my future role as a teacher.	Federal	324	75	6	0	3.7156	0.51084	0.04893
		State	224	66	6	0	3.6543	0.55137	0.06126
6	Knowledge and skills acquired on the programme.	Federal	344	60	6	0	3.7615	0.48875	0.04681
		State	260	42	4	0	3.7778	0.47434	0.05278
7	Roles and responsibilities for quality assurance in academic performance is clearly specified and emphasized.	Federal	288	93	6	3	3.5780	0.68440	0.06555
		State	236	51	10	0	3.6667	0.59161	0.65730
8	Department organised tutorial classes.	Federal	56	27	106	33	2.0367	0.95187	0.09117
		State	20	51	80	19	2.0988	0.83070	0.09370
	Grand mean: Federal = 3.4599 State = 3.4908								

Source: Researcher's 2012 field survey.

Table 4.5a which measured students' satisfaction with curricular aspects, revealed that all items had high mean values except item number 8. Item number 3 which sought to measure balance of curriculum content in terms of theoretical, practical and experiential knowledge and skills had the highest mean rating of 3.7798 and 3.7778 as expressed by students of Federal and State Colleges of Education, respectively. In addition students of the State Colleges of Education also rated item number six that is knowledge and skills acquired on the programme of equal high mean value of 3.7778 with item number 3. Both Federal and State Colleges of Education however, rated item number 8. which measured satisfaction with departmental organised tutorial classes lowest with a mean rating of 2.0367 and 2.0988, respectively.

These results showed that students shared similar opinions in their scoring of the items. The results further revealed that while students were satisfied with other benchmarks on curricular aspects, they expressed dissatisfaction with department organised tutorial classes. Nevertheless, the grand mean for curricular aspects was 3.4599 and 3.4908 respectively, for students of Federal and State Colleges of Education. This translates into a general satisfaction with the curricular aspects. Furthermore, the results revealed no significant statistical difference in the students' level of satisfaction with curricular aspects.

Table 4.5b: Distribution By Students' Satisfaction (Continued . . .)

S/N	Students' Satisfaction with Home Economic Programme Sub-variable: Teaching & Learning	Ownership Of Institution	Response Category VS	S	D	VD	Mean	SD	SE
9	Quality of teaching and learning.	Federal	324	78	4	0	3.7248	0.56606	0.05422
		State	260	42	4	0	3.7778	0.58161	0.06462
10	Method of teaching (variety and simplicity).	Federal	324	72	6	0	3.7222	0.56935	0.05453
		State	272	33	4	0	3.8148	0.45031	0.05003
11	Quality of lecture notes and materials.	Federal	296	90	10	0	3.6330	0.57188	0.05478
		State	232	69	0	0	3.7160	0.45372	0.05041
12	Variety of learning experiences (activities) offered by the various courses.	Federal	308	81	10	0	3.6606	0.56471	0.05409
		State	260	48	0	0	3.8025	0.40062	0.04451
13	Use of instructional materials (teaching aids).	Federal	220	120	18	5	3.3303	0.81712	0.07827
		State	212	63	10	2	3.5432	0.72542	0.08060
14	Attitude of lecturers towards students.	Federal	256	108	12	3	3.4771	0.72771	0.06970
		State	240	63	0	0	3.7407	0.44096	0.04900
15	Out of class contact with my lecturer.	Federal	224	111	14	9	3.2844	0.91380	0.08753
		State	224	66	2	2	3.6296	0.64118	0.07124
16	Class interaction with colleagues and lecturers.	Federal	272	96	14	2	3.5229	0.70180	0.06722
		State	224	72	2	0	3.6790	0.49566	0.05507
	Grand mean: Federal = 3.5390 State = 3.7099								

Source: Researcher's 2012 field survey.

Table 4.5b showed the level of students' satisfaction with teaching and learning. Students from Federal and State Colleges of Education differed in their hierarchical rating of the various aspects of teaching and learning. For the Federal Colleges of Education item number 9 which was concerned with quality of teaching and learning was rated highest with a mean rating of 3.7064 while for State Colleges of Education item number 10, method of teaching (variety and simplicity) recorded the highest mean score of 3.8148. For the Federal Colleges of Education the lowest mean rating was recorded by item number 15 which focused on out of class contact with lecturers. This had a mean rating of 3.2844, while for the State Colleges of Education, item number 13 concerned with use of instructional materials (teaching aids) rated lowest with a mean of 3.5432. Generally, all items on this Table were rated above 3 points (above the acceptable mean of 2.50). This implied a general satisfaction with the teaching / learning process, which showed a grand mean of 3.5390 and 3.7099 for Federal and State Colleges of Education, respectively. This finding concurred with the results of Kelso (2008) who reported student satisfaction with instruction.

Table 4.5c: Distribution By Students'Satisfaction (Continued . . .)

S/N	Students' Satisfaction with Home Economics Programme Sub-variable: Assessment	Ownership Of Institution	Response Category VS	S	D	VD	Mean	SD	SE
17	Nature and combination of assessment (assignments, tests and examinations).	Federal	308	93	2	0	3.6972	0.52170	0.04997
		State	184	102	2	0	3.5556	0.52440	0.05827
18	Level of difficulty of assessments.	Federal	176	159	12	6	3.2385	0.79231	0.07589
		State	140	117	2	6	3.2716	0.82177	0.09131
19	Spread of curriculum topics covered by examination questions.	Federal	320	81	4	0	3.7156	0.49238	0.04716
		State	264	42	2	0	3.8025	0.43069	0.04785
20	Implementation and use of continuous assessment (CA) results.	Federal	332	75	2	0	3.7523	0.45452	0.04354
		State	228	72	0	0	3.7037	0.45947	0.05105
21	Testing and examination environment.	Federal	292	90	10	1	3.6055	0.62388	0.05976
		State	216	63	12	0	3.5926	0.62805	0.06978
22	Procedures for marking assignments.	Federal	252	108	8	6	3.4312	0.80929	0.07752
		State	216	51	8	6	3.4691	0.89563	0.09951
23	Timing for the release of results.	Federal	200	108	44	1	3.2385	0.80391	0.07700
		State	148	87	30	0	3.2716	0.75849	0.08428
24	Disciplinary procedures for handling examination malpractices.	Federal	308	72	10	3	3.6055	0.70735	0.06775
		State	224	60	6	2	3.6049	0.68336	0.07593
	Grand mean: Federal Colleges = 3.5344 State Colleges = 3.5340								

Source: Researcher's 2012 field survey.

Table 4.5c was concerned with students' satisfaction with matters related to assessment. It revealed a preponderance of consensus among respondents from both Federal and State Colleges of Education that were satisfied with assessment matters. This was evidenced in the rating of all the items above 3 points by both groups of respondents. For the Federal Colleges of Education the highest mean score of 3.7523 was attributed to item 20, as for the State Colleges of Education item 19 with a mean score of 3.8025 recorded the highest mean value. The two items were concerned with implementation and use of continuous assessment results and the spread of curriculum topics covered by examination questions. Item 18 and 23 doubled up with the lowest mean scores of 3.2385 and 3.2716 for both Federal and State Colleges of Education respectively. The grand mean for the sub-variable (assessment) was put at 3.5344 for Federal Colleges of Education and 3.5340 for State Colleges of Education. This rating implied that most students were generally satisfied with the area of assessment. This supports the findings of Kelso (2008) in which students expressed satisfaction with testing and grading systems.

Table 4.5d: Distribution By Student Satisfaction (Continued . . .)

S/N	Students' Satisfaction with Home Economics Programme Sub-variable: Student Support and Progression	Ownership Of Institution	Response Category VS	S	D	VD	Mean	SD	SE
25	Department's concern for students' progress.	Federal	316	72	2	5	3.6239	0.73016	0.06994
		State	240	57	4	0	3.7160	0.60502	0.06722
26	Student's course advisor.	Federal	177	126	12	2	3.4495	0.68700	0.06580
		State	196	81	10	0	3.5432	0.61338	0.06815
27	Value of advice provided by course advisor.	Federal	256	108	12	3	3.4771	0.72771	0.06970
		State	108	72	6	2	3.5556	0.68920	0.07658
28	Approachability of the course advisor.	Federal	216	141	14	1	3.4128	0.65562	0.06280
		State	184	87	12	0	3.4938	0.63489	0.07054
29	Manner in which students' problems are addressed.	Federal	300	87	6	2	3.6239	0.63522	0.06084
		State	248	48	4	1	3.7160	0.57521	0.06391
30	Lecturer's attitude towards correction of students' work.	Federal	280	105	6	1	3.5963	0.59503	0.05699
		State	204	81	6	0	3.5926	0.56519	0.06280
31	Period of time within which students complete their programme.	Federal	16	24	118	38	1.7982	0.73004	0.06993
		State	32	24	68	31	1.9136	0.93805	0.10423
32	Channel for expressing students' complaints.	Federal	240	105	18	5	3.3761	0.82540	0.07906
		State	160	99	4	6	3.3210	0.84893	0.09433
	Grand mean: Federal Colleges = 3.2947 State Colleges = 3.3534								

Source: Researcher's 2012 field survey.

As regards the issue of student support and progression, Table 4.5d indicated high mean scores for all items, except for item number 31 that was lowly rated by both groups of respondents. While the respondents from the Federal Colleges of Education rated items number 25 and 29 highest mean score of 3.6239 for both items that is "department's concern for students' progress" and "manner in which students' problems were addressed". For the respondents from State Colleges of Education only item 29 which stated that "manner in which students problems were addressed" had the highest mean score of 3.7160. Both Federal and State Colleges of Education respondents however, scored item 31 "period of time within which students complete their programme" the lowest mean score of 1.7982 and 1.9136 respectively. By extrapolation, the respondents were satisfied with all the items listed on the Table except the time within which they completed their programme. This problem was further observed in the document analysis which showed that only an average of about 60% completed their programme within the stipulated 3 years period in all the Colleges while the remaining 40% dragged on with the programme. The Grand mean for the sub-variable student support and progression revealed 3.2947 and 3.3534 respectively. This indicates general satisfaction with students' support and progression.

Table 4.5e: Distribution By Students' Satisfaction (Continued . . .)

S/N	Students' Satisfaction with the Home Economics programme Sub-variable: Learning Resources and Infrastructure	Ownership Of Institution	Response Category VS	S	D	VD	Mean	SD	SE
33	Competency and Specialisation of lecturers.	Federal	312	87	4	0	3.6972	0.50008	0.04790
		State	260	48	0	0	3.8025	0.40062	0.04451
34	Staff student ratio.	Federal	260	102	16	2	3.4862	0.71511	0.06850
		State	236	54	8	0	3.6790	0.56629	0.06292
35	Library facilities with an appropriate stock of textbooks and journals.	Federal	260	87	8	11	3.3578	0.95765	0.09173
		State	220	57	2	6	3.5185	0.85310	0.09479
36	Provision of equipment and consumables.	Federal	264	105	14	1	3.5229	0.66104	0.06332
		State	232	48	14	0	3.6296	0.64118	0.07124
37	Classroom facilities (number, size and comfort).	Federal	248	99	20	4	3.4037	0.80645	0.07724
		State	216	54	18	0	3.5556	0.68920	0.07658
38	Laboratory facilities (adequacy in terms of size, standard and comfort).	Federal	244	106	22	1	3.4404	0.71273	0.06827
		State	204	84	4	0	3.6049	0.54035	0.06004
39	Hostel accommodation (size, standard and comfort).	Federal	236	96	18	9	3.2936	0.93594	0.08965
		State	176	54	10	14	3.8765	1.13747	0.12639
40	Provision of light and water.	Federal	244	87	10	14	3.2569	1.03103	0.09876
		State	188	75	6	6	3.3951	0.87577	0.09731
	Grand Mean; Federal Colleges = 3.4323 State Colleges = 3.5401								

Source: Researcher's 2012 field survey.

In the area of learning resources and infrastructures, Table 4.5e indicated that both groups of respondents were generally satisfied with the availability of learning resources and infrastructures. This was portrayed in the systematic scoring of the items on the Table 4.5e the mean score of 2.50. Item number 33 relating to the competency and specialisation of lecturers had the highest mean score of 3.6972 and 3.8025 for respondents from Federal and State Colleges of Education, respectively.

However, both groups of respondents deferred on the item with the lowest mean score. For the respondents from Federal Colleges of Education, item number 40 "provision of light and water had the lowest mean score of 3.2569, while for the respondents from State Colleges of Education item number 35 "Library facilities with an appropriate stock textbooks and journals'' had the lowest score of 3.5185. The Grand mean for this sub-variable was 3.4323 and 3.5401 for Federal and State Colleges of Education respectively. This indicated a general satisfaction with the availability of learning resources and infrastructures at the colleges. The results agreed with similar reports by Kelso (2008) in which students expressed satisfaction with resources and facilities.

Table 4.5f: Distribution By Students' Satisfaction (Continued . . .)

S/N	Students' Satisfaction with Home Economics Programme Sub-variable: Admission, Registration, College Rules and Policies	Ownership Of Institution	Response Category VS	S	D	VD	Mean	SD	SE
41	General effectiveness of admission procedures.	Federal	220	108	14	11	3.2385	0.96128	0.09207
		State	168	54	22	10	3.1358	1.06950	0.11830
42	General effectiveness of registration procedures.	Federal	200	105	26	11	3.1376	0.98571	0.94410
		State	156	60	24	10	3.0864	1.06299	0.11811
43	Tuition fees and payment procedures.	Federal	228	96	30	5	3.2936	0.87457	0.08377
		State	168	57	30	5	3.2099	0.95807	0.10645
44	Purpose for which students' activities fee is used.	Federal	208	99	40	4	3.2202	0.87515	0.08382
		State	120	81	42	3	3.0370	0.88663	0.09851
45	Rules governing students' conduct on campus.	Federal	252	102	10	7	3.4037	0.85114	0.08152
		State	188	72	12	4	3.4074	0.83333	0.09259
46	Rules and regulations guiding hostel accommodation.	Federal	264	78	20	7	3.3853	0.90173	0.0.8637
		State	156	69	18	10	3.1235	1.04143	0.11571
47	Academic calendar of the college.	Federal	224	111	24	4	3.3303	0.81712	0.07827
		State	140	75	32	5	3.1111	0.93541	0.10393
48	Fairness of student disciplinary procedures.	Federal	240	105	20	4	3.3853	0.80402	0.07701
		State	228	54	8	2	3.6049	0.70141	0.07793
	Grand mean: Federal Colleges = 3.2993 State Colleges = 3.2145								

Source: Researcher's 2012 field survey.

On the issue of admission, registration, college rules and policies, all statements on Table 4.5f recorded high mean values of 3 points and above. Table showed that respondents from Federal Colleges of Education rated item number 45 "Rules governing students' conduct on campus" the highest mean score of 3.4037 and item 42 "General effectiveness of registration procedures" the lowest mean score of 3.1376. As for the State Colleges of Education the highest mean score of 3.6049 was accorded item number 48 "Fairness of student disciplinary procedures" and the lowest mean score of 3.0370 was accorded item number 44 "purpose for which students' activity fee is used''. The grand mean indicated 3.2993 and 3.2145 for Federal and State Colleges of Education respectively. In essence, Table 4.5 revealed a general students' satisfaction with admission, registration, college rules and policies.

Table 4.5g: Distribution By Students' Satisfaction (Continued . . .)

S/N	Students' Satisfaction with the Home Economics Programme Sub-variable: General Campus Activities	Ownership Of Institution	Response Category VS	S	D	VD	Mean	SD	SE
49	General level of academic excellence of the department.	Federal	272	114	2	2	3.5780	0.61303	0.05872
		State	200	84	6	0	3.5802	0.69010	0.07668
50	Students level of academic performance.	Federal	272	117	4	0	3.6055	0.52737	0.05051
		State	208	87	0	0	3.6420	0.48241	0.05360
51	Student satisfaction with the Home Economics programme.	Federal	304	87	6	1	3.6514	0.58335	0.05587
		State	256	51	0	0	3.7901	0.40976	0.04553
52	General conditions of buildings and facilities.	Federal	200	126	8	13	3.1835	0.97340	0.09323
		State	200	66	18	0	3.5062	0.95759	0.10640
53	General campus climate.	Federal	184	126	8	17	3.0734	1.04267	0.09987
		State	184	66	2	12	3.2593	1.05804	0.11756
	Grand Mean: Federal Colleges = 3.4184 State Colleges = 3.5260								

Source: Researcher's 2012 field survey

The computation on Table 4.5g revealed students' satisfaction with general campus activities. Respondents from both Federal and State Colleges of Education systematically rated item number 51 "students' satisfaction with the Home Economics programme" the highest mean value of 3.6514 and 3.7901, respectively, while item number 53 "General campus climate" the lowest mean value of 3.0734 and 3.2593 for Federal and State Colleges of Education, respectively. The Grand mean also revealed 3.4184 and 3.526 for Federal and State Colleges of Education. This depicted a general satisfaction with campus activities. On the whole, the findings on student satisfaction concurred with similar findings from other studies conducted by Kara and De Shields, Jr. (2004) in which the two groups studied expressed identical ratings of faculty, advising staff, college experience and satisfaction. It is also in line with Rector (2002) and Kelso (2008) who variously reported student satisfaction with academics, course content, instruction, testing and grading, general admission, registration, college rules, facilities and infrastructure. An overview of the results of this study showed general students' satisfaction with various aspects of the Home Economics programme and a general satisfaction with the Home Economics programme the study also revealed no significant statistical difference between Federal and State Colleges of Education students' satisfaction with the Home Economics programme.

Research Question Three: To What Extent Do Federal and State Colleges of Education Differ In the Implementation of Internal Quality Assurance Practice?

This research question examined the implementation of internal quality assurance practices the colleges. It was judged based on the expressed opinions of staff respondents who were58 from Federal Colleges and 32 from State Colleges of Education respectively.

Table 4.6: Distribution of Staff of Federal and State Colleges of Education by their Expressed Opinion on the Implementation of Internal Assurance Practices

S/No.	Internal Quality Assurance Practices	Ownership of Institution	Response Category A	S	R	N	$\overline{X}$	SD	SE
1	Use of external examiner/moderator.	Federal	144	66	0	0	3.6207	0.48945	0.64270
		State	76	39	0	0	3.5938	0.49899	0.88210
2	Self-study to determine programme strengths, weaknesses and needs for improvement.	Federal	20	15	52	22	1.8793	0.89986	0.11816
		State	4	21	34	7	2.0625	0.75935	0.13424
3	Use of strict admission policies such as entry requirements and cut-off points.	Federal	76	84	14	4	3.0690	0.85556	0.11234
		State	48	48	6	1	3.2188	0.75067	0.13424
4	Assessing teaching quality of individual staff.	Federal	84	75	18	3	3.1034	0.85203	0.11188
		State	48	42	12	0	3.1875	0.73780	0.13043
5	Internal moderation of assessments at programme level.	Federal	52	75	28	6	2.7759	0.91849	0.12060
		State	32	36	22	1	2.8438	0.84660	1.49660
6	Survey of students' satisfaction with the programme.	Federal	20	24	70	10	2.1379	0.84550	0.10564
		State	12	15	30	9	2.0625	0.91361	0.16151
7	Survey and implementation of best practices from similar programme of other institutions.	Federal	24	18	72	10	2.1379	0.82607	0.10847
		State	0	24	40	4	2.1250	0.60907	0.10767
8	Monitoring teaching / learning activities to ensure compliance with predetermined standards.	Federal	100	60	8	9	3.0517	1.06660	0.14005
		State	24	66	8	0	3.0625	0.56440	0.09977
	Grand mean: Federal Colleges = 2.7220 State Colleges = 2.7696								

Source: Researcher's 2012 field survey.

Table 4.6 sought to examine the implementation of internal quality assurance practices of Home Economics Programme. Results revealed that respondents from Federal and State Colleges of Education agreed that items number 1, 3, 4, 5 and 8 were practiced in the programme. These items were 'use of external examiners / moderators rated 3.6207 and 3.5938, respectively. Item 3 'use strict admission policies' rated 3.0690 and 3.2188, item number 4 'assessing teaching quality of individual staff' rated 3.1034 and 3.1875; item number 5 'internal moderation of assessments at programme level' rated 2.7759 and 2.8438; and item number 8 'monitoring teaching / learning activities to ensure compliance with predetermined standards rated 3.0517 and 3.0625 by Federal and State Colleges of Education, respectively. The two groups however, disagreed that they practiced item number 2 that is, 'self study to determine programme strengths, weaknesses and needs for improvement' rated 1.8793 and 2.0625; and number 6 'survey of students' satisfaction with the programme' rated 2.1379 and 2.0625; and item number 7 'survey and implementation of best practices from similar programmes of other institutions' rated 2.1379 and 2.1250 by Federal and State Colleges of Education, respectively. By implication, not all the items listed are practiced by the colleges. Finally, the grand mean for this section showed 2.7220 and 2.7696 for Federal and State Colleges of Education, respectively.

Similarly, the document analysis also revealed the use of external examiners and their appointments were based on the recommendation by NCCE (2003) guideline in all 9 (100%) Colleges involved in the study. There were also evidence of external examiner's report in all 9 (100%) of the Colleges. Nevertheless, the reports left much to be desired as they did not provide detailed comments on the quality of questions, marking scheme and marked scripts. The comments were based on simple ratings such as ''satisfactory'', ''good 'and ''content well covered'' among others. One expects that the external examiner's comments should provide details of the areas of strengths and weaknesses of the moderated questions, marking scheme, and scripts. As it were, such comments cannot fulfil the purpose the report should serve and sometimes serve as cover up even when the quality of work is poor. Okebukola (2010) argued that the poor practice of the external examiner system will only paper over

quality cracks in the curriculum delivery and evaluation processes, which if not checked will lead to severe compromise of quality. There was also evidence of internal moderation of assessments at programme level in all the Colleges of Education, both Federal and State owned. The internal moderation was geared towards checking the quality of question papers, marking scheme and students performance before sending them for external moderation. There was however, no evidence to show the basis upon which the questions and marking schemes were moderated or even how the results of the internal moderations were used to improve existing practices.

On the use of strict admission policies, document analysis revealed high rate of compliance with some cases of non-compliance. The non-compliance was observed in the concession given to some candidates in terms of meeting certain basic requirement such as credit in English, mathematics, any of the sciences and sometimes even in the core Home Economics subject area. This non-compliance has resulted into large numbers of students being admitted, beyond the capacity of the programme. This was very obvious in some of the colleges. Interaction with the HODs however, revealed that the non-compliance had been brought to the minimum since the intervention of JAMB in the admission process as at the time of this study. Okebukola (2010) stressed the need for quality and quantity of students' intake to match minimum standards for the courses to which admission is made. Tavenas (2003) admitted that the use of strict admission policies impacts on the quality of the system and promotes transparency.

Although the expressed opinions of staff respondents showed that the teaching quality of individual staff was monitored, there was no evidence to support the assertion. In addition, the monitoring of teaching/learning activities was solely done by the HODs as a form of supervision through verbal interaction with the students, but there was no documented evidence. Tavenas (2003) contented that the best approach was the use of students to evaluate class provision and teachers. This enables the programme track down teachers whose performance calls for improvement. Document analysis also revealed that all (100%) the department had no formal structure or guide for evaluating the quality of their programme neither had they any formal structure for obtaining feedback from employers or the students except through verbal interaction.

This meant that the feelings and problems of the clients were not being captured by the programme. This was contrary to the suggestion by Hay and Strydom (2000) who stressed the need for institutions and their programmes to develop ways for verifying the needs, expectations and standards required by the labour market and other relevant stakeholders.

Document analysis also showed that the only evidence of the evaluation of lecturers was through the use of the APER forms. A critical analysis of the form showed that the form was the same one used in the civil service by those in the non-teaching professions. The forms revealed a concentration of assessment on the personality of the lecturer rather than on job performance, except in one college, were some elements of teacher/course evaluation was added. Although, the HODs all claimed they used the results of the evaluation for improving programme quality, there were no evidence supporting such.

Research Question Four: What are the Differences Between Federal and State Colleges of Education in the Scope of Internal Quality Assurance?

This question was addressed based on the expressed opinion of the staff respondents (58 from Federal Colleges and 32 from the State Colleges of Education, respectively). All computations were based on a modified Likert scale of Always, Sometimes, Rarely and Never (keyed: A, S, R and N). The scale was weighted 4, 3, 2 and 1 respectively

Table 4.7: Distribution of Respondents of Federal and State Colleges of Education by Expressed Opinion of the Scope of Internal Quality Assurance

S/N	Scope of Internal Quality Assurance practices of Home Economics programme	Ownership of Institution	Response Category				Mean ($\overline{X}$)	SD	SE
			A	S	R	N			
1	Designing and planning curriculum content and revision.	Federal	132	45	18	1	3.3793	0.81278	0.1067
		State	52	24	20	1	3.0313	0.93272	0.1649
2	Implementation of already planned curriculum document which covers teaching, learning and assessment.	Federal	132	54	14	0	3.4483	0.70518	0.9259
		State	72	21	14	0	3.3438	0.82733	0.1463
3	Research publications.	Federal	132	66	4	1	3.5000	0.65561	0.0861
		State	88	24	0	2	3.5625	0.80071	0.1416
4	Staff development.	Federal	108	81	8	0	3.3966	0.61955	0.0814
		State	76	33	4	0	3.5313	0.62136	0.1098
5	Provision of learning resources and infrastructure.	Federal	116	60	16	1	3.3276	0.78109	0.1026
		State	40	54	8	0	3.1875	0.64446	0.1139
6	Provision of student support services such as advisement and guidance counselling.	Federal	116	66	12	1	3.3621	0.74217	0.0975
		State	76	36	2	0	3.5625	0.56440	0.0998
7	Leadership and management at departmental level.	Federal	112	75	6	2	3.3621	0.74217	0.0975
		State	40	39	10	4	2.9063	0.99545	0.1760
	Grand Mean: Federal College = 3.3966 State Colleges = 3.3036								

Source: Researcher's 2012 field survey.

Table 4.7 showed the distribution of respondents by the scope of internal quality assurance. Seven benchmarks were used in rating the scope of quality assurance. All the items on the Table had mean ratings above the baseline mean of 2.5. The highest mean rating was recorded by item number 3 "research and publications" with 3.5000 and 3.5625 for Federal and State Colleges of Education respectively. Item number six ''provision of student support services'' also doubled up with highest mean score of 3.5625 for the State Colleges of Education. The lowest rated item for Federal Colleges was number 5 "provision of learning resources and infrastructure" with mean rating of 3.3276, while for the State Colleges of Education, item number 7 "recorded the lowest mean value of 2.9063. The grand mean for Federal Colleges of Education revealed a rating of 3.3966 and that of state Colleges of Education recorded 3.3036. By implication all seven areas of quality assurance listed on the table are believed to be covered by the quality assurance practices of both Federal and State Colleges of Education. Thus, one can conclude that the scope of quality assurance of Home Economics Programme at Colleges of Education covers the seven areas identified on the Table. These findings relate well with the six key areas identified as the scope for quality assurance by Arockiasamy and Prasad, 2005; Eurydice 2006; African Union, 2007; NAAC – COL, 2007b; Amourgis, 2009; and UNESCO, 2010. The results also agreed with that of a similar study by Loukkola and Zhang (2010) who reported that IQA in most institutions covered teaching and learning, assessment, student support and administration and management.

Research Question Five: What are the Differences Between Federal and State Colleges of Education in the Utilisation of Results of Internal Quality Assurance Practices?

This question focused on how results generated from internal quality assurance practices were utilised at the various Colleges. Eight items were used to assess how the results were utilised. The answers were derived from the expressed opinion of staff respondents.

Table 4.8: Distribution of Respondents by Expressed Opinion on the Utilisation of Results of Internal Quality Assurance Practices in Home Economics programme

S/No.	Utilisation of Results of Internal Quality Assurance practices	Ownership of Institution	Response Category A	S	R	N	$\overline{X}$	SD	SE
1	Compared with previous results to rate performance.	Federal	68	69	28	4	2.9138	0.90388	0.11869
		State	20	42	26	0	2.7500	0.71842	0.12700
2	Used to promote transparency and accountability.	Federal	60	54	36	7	2.7069	0.99134	0.13017
		State	44	24	16	5	2.7813	1.09939	0.19435
3	Used to provide the public (clients) with information.	Federal	56	72	32	4	2.8276	0.88135	0.11573
		State	12	54	14	4	2.6250	0.83280	0.14722
4	Used for programme improvement in academic processes.	Federal	104	33	32	5	3.0000	1.04294	0.13694
		State	48	30	20	0	3.0625	0.84003	0.14850
5	Determine future course of action (follow-up procedures).	Federal	76	48	30	8	2.7931	1.05562	0.13861
		State	40	39	18	0	3.0313	0.78224	0.13828
6	Tied to the allocation of funding.	Federal	0	27	76	11	1.9655	0.59133	0.07765
		State	0	0	46	9	1.7188	0.45680	0.08075
7	For monitoring programme implementation.	Federal	64	72	20	8	2.8276	0.99363	0.13047
		State	28	48	16	1	2.9063	0.77707	0.13737
8	To facilitate curriculum discussion and improvement.	Federal	100	66	14	4	3.1724	0.90103	0.11831
		State	32	45	18	0	2.9688	0.73985	0.13079
	Grand mean: Federal Colleges = 2.7759 State Colleges = 2.7305								

Source: Researcher's 2012 field survey.

Of all the items on Table 4.8, item number 8. 'to facilitate curriculum discussion and improvement was the most highly rated by respondents from the Federal Colleges of Education with a mean score of 3.1724. For the State Colleges of Education, item number 4. 'used for programme improvement in academic processes' was the most highly rated with a mean score of 3.0625. All the other items (number 1, 2, 3, 5 and 6) were rated averagely above acceptable mean value of 2.50 by respondents from both Federal and State Colleges of Education, respectively. However, item number 6 'tied to the allocation of funding recorded the lowest mean value of 1.9655 and 1.7188 for Federal and State Colleges of Education, respectively. This meant that all respondents agreed that results of internal quality assurance were used for the various purposes identified by the study, but did not agree that results were tied to funding of the programme. Overall, the grand mean revealed 2.7756 and 2.7305 for Federal and State Colleges of Education, respectively. This is in consonance with literatures reviewed on the utilisation of results of quality assurance. Tavenas, 2003; Kis, 2005; and Eurydice, 2006 all variously suggested that the results of quality assurance could be used for performance reporting, improving programme and institutional practices, follow-up procedures and providing information.

Even though the use of results to rate performance did not record the highest mean value based on respondents expressed opinions, document analysis revealed that this was the most obvious use. This was particularly observed in the use of assessment results, where percentage pass and failure rates were calculated in all the Colleges of Education and the results presented during academic board meetings. All HODs consented that this was done in order to decide whether there was an improvement in performance or not. The document analysis also showed that assessment results were to some extent used to promote transparency and provide public information, as results were usually moderated and placed on the notice board for general consumption. In addition, students were usually given result sheets to inform them of their performances. However, there was no documented evidence to show how the results were used to inform programme improvement. Consequently, based on the findings of this study, it may be safe to conclude that the situation now seems to show that results were generated due to every day quality practices, but they

were not often used to foster continuous improvement of programme quality. Loukkola and Zhang (2010) stressed the need to utilize the result of quality assurance for improvement.

Research Question Six: In What Ways Are The Federal And State Colleges of Education Different In The Challenges of Internal Quality Assurance Faced By The Home Economics Programme?

This question sought to identify the challenges faced by the Home Economics Programme of Federal and State Colleges of Education in facilitating quality assurance. Answers to this question were based on the expressed opinion of the staff respondents from both Colleges.

Table 4.9: Distribution of Respondents by Expressed Opinion of the Challenges of Internal Quality Assurance faced by Home Economics Programme

S/N	Challenges of Internal Quality Assurance in Home Economics Programme	Ownership of Institution	Response Category					SD	SE
			SA	A	D	SD	Mean ($\bar{X}$)		
1	Establishment of quality assurance unit/committee.	Federal	104	72	16	0	3.3103	0.70604	0.0927
		State	28	42	18	2	2.8125	0.85901	0.1519
2	Establishment of quality assurance policies.	Federal	88	90	12	0	3.2759	0.64327	0.0845
		State	24	39	24	2	2.7188	0.85135	0.1505
3	Provision of learning resources and infrastructure.	Federal	92	96	2	2	3.3103	0.68073	0.0894
		State	44	51	8	0	3.2188	0.65915	0.1165
4	Availability of skilled personnel (teaching, guidance & counselling etc.).	Federal	96	63	18	4	3.1207	0.91915	0.1207
		State	16	54	12	4	2.6875	0.85901	0.1519
5	Availability of adequate funding.	Federal	84	72	22	2	3.1034	0.83118	0.1091
		State	44	45	8	2	3.0938	0.85607	0.1513
6	Evaluation and utilisation of results of quality assurance.	Federal	104	87	6	0	3.3966	0.59056	0.0775
		State	36	54	6	2	3.0625	0.80071	0.1416
7	Leadership.	Federal	112	57	16	3	3.2414	0.88477	0.1162
		State	40	51	8	1	3.125	0.75134	0.1328
8	Resistance from both staff and students to quality assurance practices and mechanism.	Federal	100	72	8	5	3.1897	0.90722	0.1191
		State	52	39	10	1	3.1875	0.82060	0.1451
	Grand Mean: Federal Colleges: = 3.2435 State Colleges = 2.9883								

Source: Researcher's 2012 field survey.

The data presented on Table 4.9 revealed that all factors listed had mean values ranging between 2.6875 to 3.3966. This showed that all the mean scores were above the cut-off point of 2.50. By extrapolation, all the factors listed on the Table were considered by respondents as challenges to internal quality assurance in the Home Economics programme. Details of the data, indicated that item number 6 "Evaluation and utilisation of results of quality assurance" posed the greatest challenge to Federal Colleges of Education, as it had the highest mean score of 3.3966. For the State Colleges of Education, item number 3 "provision of learning resources and infrastructure" seemed to pose the greatest challenge as it had the highest mean rating of 3.2188. Conversely, the item with the least rating for Federal Colleges of Education was item number 5 "availability of adequate funding" which recorded a mean value of 3.1034. Similarly, for the State Colleges of Education, the item with the least rating was item number 3 "availability of skilled personnel" which recorded a mean value of 2.67875. Generally, the grand mean for this section indicated 3.2435 for Federal Colleges of Education and 2.9883 for State Colleges of Education. The results are consistent with similar observations variously raised by Materu, (2007); Ekundayo and Ajayi, (2009); Teshome and Kebede, (2009); Udida et al, (2009); Loukkola and Zhang, (2010) and Okebukola, (2010) that funding, lack of quality assurance units, lack of skilled personnel, lack of performance linked incentives, poor infrastructural facilities and poor evaluation and utilization of results were some of the challenges of quality assurance.

Research Question Seven: In Which Areas Are The Federal And State Colleges of Education Different In The Strategies That Can Be Explored to Improve Internal Quality Assurance of Home Economics Programme?

The study explored possible strategies for improving the internal quality assurance practices of Home Economics programme at Federal and State Colleges of Education as opined by staff.

Table 4.10: Distribution of Respondents By Expressed Opinion On Strategies to Improve Internal Quality Assurance of Home Economics Programme

S/No	Strategies to improve Internal Quality Assurance Practices	Ownership of Institution	Response Category				Mean		
			SA	A	D	SD	($\overline{X}$)	SD	SE
1	Provide adequate financial resources.	Federal	136	60	8	0	3.5172	0.62804	0.0825
		State	76	27	8	0	3.4688	0.71772	0.1269
2	Establish quality assurance unit/committee to monitor the implementation of quality assurance processes.	Federal	164	51	0	0	3.7069	0.45916	0.0603
		State	76	39	0	0	3.5938	0.56707	0.1003
3	Establish and implement quality assurance policies.	Federal	160	42	8	0	3.6207	0.61637	0.0809
		State	64	36	8	0	3.375	0.70711	0.125
4	Encourage regular self-study (programme assessment).	Federal	156	51	4	0	3.6379	0.52245	0.0725
		State	64	45	2	0	3.4688	0.49899	0.0882
5	Provide capacity building on quality assurance to leadership, staff and students.	Federal	160	45	4	1	3.6207	0.64421	0.0846
		State	80	21	10	0	3.4688	0.76134	0.1346
6	Provide incentives (reward) for good quality performance to staff and programme.	Federal	172	39	2	1	3.6897	0.59845	0.0786
		State	76	30	6	0	3.5000	0.67202	0.1188
7	Results of quality reviews and assessments must be tied to quality improvement.	Federal	140	39	20	0	3.4310	0.77487	0.1018
		State	68	33	8	0	3.4063	0.71208	0.1259
8	Link programme funding to quality assurance.	Federal	112	57	18	2	3.2586	0.84936	0.1153
		State	68	30	10	0	3.375	0.75134	0.1328
	Grand Mean: Federal Colleges = 3.5603 State Colleges = 3.4571								

Source: Researcher's 2012 field survey.

Data presented on Table 4.10 indicated that all the items presented to respondents were accepted as measures for improving quality assurance practices in Home Economics Programme. All the items were rated above 3 points. The highest mean rating was recorded by item number 2 "Establish quality assurance unit/committee to monitor the implementation of quality assurance processes" which recorded a mean value of 3.7069 as rated by respondents from Federal Colleges of Education. For the State Colleges of Education, the highest mean score was recorded by item number 4 "Encourage regular self-study (programme assessment)" with a mean value of 3.5938. While the lowest rated item was number 8 "Link programme funding to quality assurance" with a mean value of 3.2586 and 3.3750 for Federal and State Colleges of Education, respectively. The grand mean for this section revealed 3.5603 for Federal Colleges of Education and 3.4571 for State Colleges of Education. This implied that all the items identified on the table as strategies for improving quality assurance were accepted. These were in consonance with similar ideas differently put forward by various authors (Materu,(2007); Udida et al, (2009); Loukkola and Zhang,(2010) and Okebukola,(2010) that improved funding, capacity building, self-assessment, establishment of quality assurance units and the rewarding of quality performance are some of the strategies that can be adopted to improve quality assurance.

4.3 Test of Null Hypotheses

A total of seven null hypotheses were raised as noted in 1.5 of this study. They were aimed at proffering solutions to the objectives and research questions raised within the study. All seven null hypotheses were tested with independent t-test statistics at P=0.05 level of significance. The choice of the t-test (independent) was because of the two groups of respondents (Federal and State) Colleges of Education. Furthermore, it was based on the assumption that the variables in the hypotheses were normally distributed and the data collected were on a ratio scale.

Null Hypothesis 1: This null hypothesis stated that there was no significant difference in the quality status of Home Economics Programme of Federal and State Colleges of Education.

Table 4.11: Independent t-test Statistic Difference Between Federal and State Colleges of Education in the Quality Status of Home Economics Programme

Ownership	Number	Mean	S.D	S.E	Df	t calc.	t. critical	P	Remark
Federal	58	139.172	20.511	2.693	88	0.991	1.96	0.324	Not significant
State	32	143.312	15.732	2.781					

Calculated t < 1.96, Calculated sig. > 0.05

The outcome of the independent t-test statistic on Table 4.11 revealed no significant difference between Federal and State COE in the quality status of the Home Economics Programme. This was because the calculated P value of 0.324 was greater than the 0.05 level of significance, while calculated t-value of 0.991 was less than the 1.96 critical t-values at df 88. Therefore, the null hypothesis which stated that there was no significant difference in the quality status of Home Economics Programme of Federal and State Colleges of Education was accepted. This implied that staff at Federal and State Colleges of Education did not differ in their mean rating of the quality status of the Home Economics programme. By implication, both Federal and State Colleges of Education did not differ in the quality status of the Home Economics programme.

Null Hypothesis 2: The null hypothesis stated that there was no significant difference in students' satisfaction with Home Economics programme at Federal and State Colleges of Education.

Table 4.12: The Independent t-test of Difference Between Federal and State Colleges of Education on Students' Level of Satisfaction with Home Economics Programme

School Ownership	Number	Mean	S.D	S.E	Df	t calc.	t. critical	P	Remark
Federal	109	184.327	16.401	1.570	188	1.083	1.96	0.280	Not significant
State	81	186.827	14.884	1.653					

(Sig) P>0.05 Calculated t<1.96

According to the outcome of the independent t-test statistic on Table 4.12, there was no significant difference between students of Federal and State owned Colleges of Education in their level of satisfaction with the Home Economics Programme. This is because the significance (P) value of 0.280 was greater than the 0.05 alpha level of tolerance while the t-calculated value of 1.083 was less than the 1.96 t-critical value at df 188. Hence, the null hypothesis that stated that there was no significant difference in the level of students' satisfaction with Home Economics Programme in the Federal and State owned Colleges of Education was accepted. It meant that students from Federal and State Colleges of Education did not differ in their mean rating of their satisfaction with the Home Economics programme. The study therefore concluded that students at Federal and State Colleges of Education did not differ in their level of satisfaction with the Home Economics programme.

Null Hypothesis 3: Null hypothesis 3, states that there is no significant difference in the implementation of internal quality assurance practices of Home Economics Programme at Federal and State Colleges of Education.

Table 4.13: Independent t-test of Difference Between Federal and State Colleges of Education on The Implementation of Internal Quality Assurance Practices of Home Economics Programme

School Ownership	N	Mean	S.D	S.E	Df	t calc.	t. critical	P	Remark
Federal	58	24.0172	4.989	.655	88	0.725	1.96	0.470	Not significant
State	32	24.750	3.741	.661					

(Sig) P>0.05 Calculated t<1.96

An understanding of the above independent t-test statistic analysis showed that there was no significant difference between Federal and State Colleges of Education in the implementation of internal quality assurance practices of Home Economics Programme. Results on the table showed that the calculated significance (P) value of 0.470 was greater than the 0.05 alpha level of significance while the t-calculated value of 0.725 was less than the t-critical value of 1.96 at df 88 confirming that there was no significant difference between Federal and State owned Colleges of Education. Consequently, the null hypothesis which stated that there was no significant difference between Federal and State Colleges of Education in the implementation of internal quality practices of Home Economics Programme was accepted. This meant that the Federal and State Colleges of Education did not differ much in the mean rating of staff on implementation of internal quality assurance practices of Home Economics programme. By implication, both Federal and State Colleges of Education did not differ much in their implementation of internal quality assurance of Home Economics programme.

Null Hypothesis 4: This null hypothesis stated that there was no significant difference in the scope of internal quality assurance practices of the Home Economics Programme at Federal and State Colleges of Education.

Table 4.14: Independent t-test of Difference Between Federal and State Colleges of Education In The Scope of Internal Quality Assurance Practices of Home Economics Programme

School Ownership	N	Mean	S.D	S.E	Df	t calc.	t. critical	P	Remark
Federal	58	23.775	3.145	.413	88	0.946	1.96	0.347	Not significant
State	32	23.125	3.087	.545					

(Sig) P>0.05 Calculated t<1.96

Details on Table 4.14 showed that there was no significant difference between Federal and State Colleges of Education in the scope of internal quality assurance practices of the Home Economics Programme. Reasons being that the independent t-test statistic calculated P value of 0.347 was greater than the 0.05 level of tolerance and the calculated t-value of 0.946 was less than the 1.96 t-critical values at df 88. Therefore, the null hypothesis which stated that there was no significant difference in the scope of internal assurance practices of Home Economics Programme between Federal and State owned Colleges of Education was accepted. This meant that there was no significant difference in the mean rating of staff from Federal and State Colleges of Education on the scope of internal quality assurance of Home Economics programme. Thus, the study concluded that scope of internal quality assurance of Home Economics programme at Federal and State Colleges of Education were the same.

Null Hypothesis 5: The null hypothesis stated that there was no significant difference in the utilisation of result of internal quality assurance practices of Home Economics Programme at Federal and State Colleges of Education.

Table 4.15: Independent t-test Statistic Difference Between Federal and State Colleges of Education In The Utilisation of Results of Internal Quality Assurance

School Ownership	N	Mean	S.D	S.E	Df	t calc.	t. critical	P	Remark
Federal	58	22.844	5.775	.758	88	.103	1.96	.919	Not significant
State	32	22.968	4.915	.868					

P>0.05 Calculated t<1.96

According to the results obtained from the independent t-test statistic on Table 4.15, there was no significant difference between Federal and State Colleges of Education in the utilisation of results of internal quality assurance of Home Economics Programme. The Table revealed that the calculated significance (P) value of 0.919 was greater than the 0.05 level of tolerance and the t-calculated values of 0.103 was less than the 1.96 t-critical values at degree of freedom (df) 88. Hence, the null hypothesis which stated that there was no significant difference between Federal and State Colleges of Education in the utilisation of results of internal quality assurance of Home Economics Programme was accepted. This implied that there was no significant difference between Federal and State Colleges of Education in the mean response of staff on the utilisation of results of internal quality assurance of Home Economics programme. Thus, the study concluded that both groups did not differ on the utilisation of the results of internal quality assurance of Home Economics programme.

Null Hypothesis 6: The null hypothesis stated that there was no significant difference between Federal and State Colleges of Education in the challenges of internal quality assurance of Home Economics Programme.

Table 4.16: Independent t-test Statistic Difference Between Federal and State Colleges of Education In The Challenges of Internal Quality Assurance of Home Economics Programme

School Ownership	N	Mean	S.D	S.E	Df	t calc.	t. critical	P	Remark
Federal	58	25.948	3.580	.470	88	2.465	1.96	.016	Significant
State	32	23.906	4.074	.720					

(Sig) P>0.05 Calculated t<1.96

Table 4.16 revealed that significant differences existed between Federal and State owned Colleges of Education in the challenges facing internal quality assurance practices of Home Economics Programme. This is because the results of the independent t-test statistic on Table 4.16 showed that the calculated significance (P) value of 0.016 was less than the 0.05 level of tolerance and the calculated t-value of 2.465 was greater than the critical t-value of 1.96 at df 88. Consequently, the null hypothesis which stated that there was no significant difference between Federal and State Colleges of Education in the challenges of internal quality assurance of Home Economics Programme was rejected. This meant that there was significant difference in the challenges of internal quality assurance faced by the Home Economics programme of Federal and State Colleges of Education. In other words, the colleges were at variance on the challenges faced by internal quality assurance of the Home Economics programme.

Null Hypothesis 7: The null hypothesis stated that there was no significant difference between Federal and State Colleges of Education in the strategies to be explored in improving internal quality assurance practices of Home Economics.

Table 4.17: Independent t-test Statistic Difference Between Federal and State Colleges of Education In The Strategies To Be Explored To Improve Internal Quality Assurance Practices of Home Economics Programme.

School Ownership	N	Mean	S.D	S.E	Df	t calc.	t. critical	P	Remark
Federal	58	28.482	3.419	0.449	88	1.00	1.96	0.320	Not significant
State	32	27.656	4.300	0.760					

P>0.05, Calculated t<1.96

The outcome of the independent t-test statistic on Table 4.17 showed that there was no significant difference between Federal and State owned Colleges of Education in the strategies to be explored for the improvement of internal quality assurance of Home Economics programme. This is because the calculated P value of 0.320 was greater than the 0.05 level of tolerance and the calculated t value of 1.00 was less than the 1.96 critical t-values at df 88. This meant that the null hypothesis which stated that there was no significant difference between Federal and State Colleges of Education on the strategies to be explored to improve internal quality assurance practices of Home Economics Programme was accepted. This implied that there was no significant difference in the responses of staff from Federal and State Colleges of Education on the strategies to explore in improving the internal quality assurance practices of the Home Economics Programme.

4.4 Discussion of Findings

This study was specifically designed to investigate the internal quality assurance practices of Home Economics Programme at Federal and State Colleges of Education. In line with the above, data collected and analysed provided answers to the seven research questions of the study raised in 1.4 through descriptive statistics (mean and standard deviation), as presented in Tables 4.4 – 4.10. The seven null hypotheses raised in the study (see 1.5) were tested using independent t-test. The

results were presented in Table 4.11 – 4.17. This section presented the discussion of findings based on the seven null hypotheses of the study.

4.4.1 Null Hypothesis One

There is no significant difference between Federal and State Colleges of Education in the Quality Status of Home Economics Programme.

In the test of hypothesis one, it was observed that the difference between Federal and State Colleges of Education in the quality status of the Home Economics programme was not significant. Therefore the study concluded that the ownership of the institution had no bearing on the quality of the programme. Accordingly, the null hypothesis was retained. This meant that no statistically significant differences existed between Federal and State Colleges of Education in the quality status of the Home Economics programme.

Data from Tables 4.4a, b, c, d, e and f, showed that most of the benchmarks measured scored high mean values of above 2.50 baseline. This implied that respondents agreed with the presence of these benchmarks in the Home Economics programme. The variables assessed under the quality status included curricular aspects, teaching and learning, assessment, student support and progression, learning resources and infrastructure and staff development. Findings showed above average mean rating of these sub-variables (see grand mean of all sub-variables on Tables 4.4 a, b, c, d, e, and f). Thus, it supported the results of similar studies by HEFCE, (1994); Yeung, (2002); Akhter, (2008) and EDB, (2008) whose studies revealed the presence of these quality benchmarks in similar studies conducted. It also supported the assertion by Indabawa (2003); Ndagi (2003) and Ene-Obong (2009) who variously stressed the need for curricular to be relevant and respond to the realities and peculiar aspirations of the students.

Interestingly, the most highly rated sub-variable was assessment. This sub-variable recorded the highest grand mean of 3.2435 and 3.0860 by Federal and State Colleges of Education respectively. This meant that both group of respondents agreed that quality assurance benchmarks were highly present in the area of assessment and that assessment was given special attention at both Federal and State Colleges of

Education. The findings confirmed reports by Huet et al (2010) and Loukkola and Zhang (2010) that most institutions had a combination of several characteristics of good quality assessment. The results were also in line with Loukkola and Zhang (2010) who advocated the need to assess students based on published criteria, regulations and procedures which are applied consistently. It further supports Forbes (2003) who opined that it is important that institutions ensure that assessment and evaluation of students' learning experience are managed and measured with the same rigor that applies to the curriculum. This emphasized the fact that assessment is fundamental to the design of any programme.

However, details of the results showed mixed rating of the benchmark which viewed that feedback from students was utilized in improving course material and assuring quality. This implied that respondents from the Federal Colleges of Education partially disagreed on the presence of this benchmark in the programme quality assurance processes. The absence of such a practice simply meant that students' concerns were not actually considered in course material development and improvement. Therefore, those students with problems were not being given appropriate support to improve. This underrated the EDB (2008) assertion that teachers need a better grasp of students' learning styles and what students considered the difficulties of the subject matter, so that they can design more appropriate content and flexibly adjust the teaching strategies and pace to align with students' learning progress and response. Furthermore, the study revealed the absence of benchmarks such as i) the department assigning students to course advisors who readily offer academic advice to students. ii) a programme was in place to provide extra support for students at risk of failing. iii) Students' completed the programme within specified time period. These findings illustrated slight difference in level of expressed presence of the quality benchmarks when compared to similar studies conducted by HEFCE (1994), Akhter 2008 and Loukkola and Zhang (2010), which revealed excellent ratings of the benchmarks under student support and progression but supported findings of Yeung (2002) which revealed mixed ratings of the sub-variable .

However, respondents disagreed over the provision of staff office accommodation and light and water. These items were poorly rated by the staff respondents from the Federal Colleges of Education. This is an indication that although learning resources and infrastructure were provided, the extent of satisfaction with the provision differed. The mixed and barely average rating of this sub-variable confirmed that all was not well with these institutions in terms of the learning resources and infrastructural facilities available for their satisfactory operation. A possible explanation for this mixed rating might be connected to the quality and quantity of the learning resources and infrastructural facilities and the condition under which they are available, as some of them are obsolete and dilapidated when compared to the demand for them. It may also be attributed to the extent to which the administrators of these colleges are committed to the provision and maintenance of learning resources and infrastructure. Many researchers have shown that learning resources and infrastructure are grossly inadequate in these institutions in addition to the ability of institutions to expand, improve and maintain them (Indabawa, 2003; Ndagi, 2003 and Tabotndip, 2005; Ekundayo and Ajayi,2009; Udida et al, 2009 and Imogie, 2010). Be that as it may, there is the need to continuously evaluate the availability of learning resources and infrastructure to meet student population and needs and to match technological advancement in the field. The inability to meet this demand may render the programme offerings sub-standard.

However, the two groups of respondents differed on the issue of financial support for research and publications. While the Federal Colleges of Education, rated the item above acceptable mean value, the State's Colleges of Education rated it below the acceptable mean average. This difference may be in terms of the frequency and level of funding. A possible explanation for the difference may be attributed to institutional ownership and its means and availability of funding which to a great extent will determine the institution's commitment to funding of research. Thus, the Federal Colleges may provide more funding to support research when compared to the State Colleges.

Summarily, data revealed no significant difference, between Federal and State Colleges of Education in the six sub-variables considered under quality status. The grand mean for all sub-variables measured under quality status showed mean ratings above the baseline mean of 2.50 for both Federal and State Colleges of Education. By implication, these results depict an average rating of the Home Economics programme and similar quality status of the programme at Federal and State Colleges of Education. The similarity in the quality status of Home Economics Programme at Federal and State Colleges of Education may not be unconnected to the role of the NCCE in assuring quality of programmes in these Colleges. This is obvious through the development of a common minimum standard document and the enforcement of it through the accreditation exercise.

In essence such quality should be capable of developing the trainee teachers' potentials to the fullest. Unfortunately, the general outcry over the performance of NCE graduates implies that their full potentials are yet to be developed. This may not be unconnected to the poor background of students admitted into the programme, coupled with their lack of interest in the teaching profession. Khaleel (2009) argued that this has contributed to the poor attitude of students towards the whole programme and has in turn affected any effort put in place to produce high quality teachers. Perhaps, these points to the need for improvement on their performance on the quality benchmarks. It also becomes imperative to investigate the influence of other variables such as the level of students' effort and engagement, the level of students' motivation, the environment and other factors which make an impact on the success or otherwise of the whole educational process and the level of students' performance which was not covered by this study.

4.4.2 Null Hypothesis Two

There is no significant difference between students' of Federal and State Colleges of Education in the level of satisfaction with the Home Economics programme.

On the test of hypothesis two, the null hypothesis was retained. This was because the independent t-test revealed $P > 0.05$ level of significance. Thus the study concluded that there was no significant difference between students of Federal and

State Colleges of Education in the level of satisfaction with the Home Economics programme. It thus, implied that ownership of institution had no significant impact on the students' level of satisfaction with the Home Economics programme. It also implied that students from Federal and State Colleges of Education did not differ in their level of satisfaction with the Home Economics programme.

In determining students' satisfaction, seven sub-variables were considered: curricular aspects, teaching and learning, assessment, students support and progression, learning resources and infrastructure, admission, registration, college rules and policies and general college matters. Observably, students positive rating of the above mentioned sub-variables all above baseline mean of 2.50, portends nothing short of satisfaction with all the sub-variables measuring student satisfaction and a general satisfaction with the Home Economics programme. Students however expressed dissatisfaction with Department organised tutorial classes. The dissatisfaction expressed with the area of departmentally organised tutorial classes showed that this service did not meet students' expectations. Students also expressed dissatisfaction with the period of time within which students complete their programme. This concurred with the staff respondents' negative rating of the same benchmark. By extra polation, there was a kind of consensus between staff and student respondents on the issue of the period of time within which students graduate. The NCE programme in Nigeria is a three year programme. According to Okebukola (2010) at least 95% of a cohort of students should graduate within the duration of their course of study. Evidence from document analysis revealed that only about 55% to 65% of NCE students graduate within the required duration of three years. The graduation rate is used to measure the ''productivity'' of an institution. A modest graduation rate points to a mismatch between programme requirements and student expectations, to a certain misuse of public resources and above all a misuse of human capital (Tavenas, 2003). This is a pointer that students need to be helped to complete their programme within the specified period. An effective and comprehensive student support and progression programme should identify students at risk of failing in good time and help them to overcome their problems.

Generally, results of the study revealed students' satisfaction with all the seven sub-variables measured in this study. This implied that both groups of respondents were satisfied with the Home Economics programme irrespective of the ownership of the institutions, but with some expressed dissatisfaction with the department organised tutorial classes and period of time within which students complete their programme. Document analysis did not however show any evidence of departmentally organised tutorial classes. In order to help students complete their programme within the required time, there is the need to organise such programmes. The results contradicts Rector (2002) which reported significant differences in student satisfaction levels for both within and between groups comparisons on college environment, academics, admission, rules and policies, facilities and registration. However, the findings are consistent with that of Kelso (2008) which revealed student satisfaction with course content, instruction, testing and grading, general admission, facilities and infrastructures and the college in general but with some expressed dissatisfaction with registration procedures and some support services.

4.4.3 Null Hypothesis Three

There is no significant difference between Federal and State Colleges of Education in the implementation of internal quality assurance practices in Home Economics programme.

On the test of null hypothesis three, the outcome of the independent t-test showed that the calculated P value was greater than the 0.05 alpha level of significance while the t-calculated was less than the t-critical at 88 df. This confirmed that there was no significant difference between Federal and State Colleges of Education in the implementation of internal quality assurance practices. Therefore the null hypothesis was retained. By extrapolation, both colleges did not differ in the implementation of the internal quality assurance practices.

However, data pertinent to this study (see Table 4.6) did show that "internal moderation of assessment at programme level" was averagely rated. This barely average rating may suggest that although it is a practice engaged in, its implementation is a little weak at both Federal and State Colleges of Education. This may be attributed to the poor knowledge of staff on the demands of internal

moderation. However, the study revealed that the following were rated low (below the baseline mean of 2.5), that is, (1) self-study to determine program strengths, weaknesses and needs for quality improvement, (2) survey of students' satisfaction with the programme, and (3) survey and implementation of best practices from similar programmes of other institutions. The low rating also suggest the absence of these benchmarks in the Home Economics programme at these Colleges of Education. It therefore means that the Home Economics programme did not engage in these practices. This may also be attributed to lack of staff awareness of these practices. Obviously, improving the quality of any service begins with an identification of the quality problem. Non-engagement in these practices will make it difficult for the Home Economics programme to identify its weaknesses and adequately plan for improvement. The findings of these study run contrary to that of Loukkola and Zhang (2010) who reported that 71.8% of institutions conducted student surveys. Generally the grand mean for the sub-variable internal quality assurance practices revealed 2.7220 and 2.7696 with a grand mean difference of 0.048. The barely average grand mean implied that both Federal and State Colleges of Education performed averagely in the implementation of internal quality assurance practices, with the detailed analysis revealing areas of weaknesses. By implication, such a performance required improvement.

4.4.4 Null Hypothesis Four

There is no significant difference between Federal and State Colleges of Education in the scope of internal quality assurance practices of Home Economics programme.

In the test of null hypothesis four, the result of independent t-test analysis showed that there was no significant difference between Federal and State Colleges of Education in the scope of internal quality assurance practices of the Home Economics programme. Therefore the null hypothesis was retained. By implication, both Federal and State Colleges of Education did differ in the scope covered by the quality assurance practices. This may be attributed to the minimum standard guidelines from the NCCE which stipulates the minimum requirement and quality assurance practices for the programme implementation.

The results of this study indicated that all variables listed on Table 4.7 were covered by the quality assurance practices of the Home Economics programme. This was due to the high rating scored each of the statement, by respondents from both Colleges of Education. The study concluded that the scope of internal quality assurance practices of Home Economics programme at Federal and State Colleges of Education covered: (1) designing and planning curriculum content and revision, (2) implementation of already planned curriculum document, which covers teaching, learning and assessment, (3) research and publications, (4) staff development, (5) provision of learning resources (6) provision of student support services, and (7) leadership and management at departmental level. This result was in consonance with that of the study conducted by Loukkola and Zhang (2010) in 222 institutions, which identified teaching and learning, research, student support services and governance and administration as the scope of activities mostly covered by the quality assurance processes. The result also ascertained the benchmark identified by Frazer (1992); Eurydice (2006) and UNESCO (2010).

4.4.5 Null Hypothesis Five

There is no significant difference between Federal and State Colleges of Education in the utilisation of results of internal quality assurance practices of Home Economic programme.

The result obtained from the independent t-test statistic on null hypothesis five, showed that there was no significant difference between Federal and State Colleges of Education in the utilisation of results of internal quality assurance practices of Home Economics programmes. This study therefore concluded that institutional ownership had no significant impact on how results of internal quality assurance were utilised. It also meant that the Federal and State Colleges of Education did not differ on how results generated from internal quality assurance practices were utilized

Data pertinent to this study as shown on Table 4.8 revealed that "facilitating curriculum discussion and improvement" and "used for programme improvement in academic processes" were the most common uses as judged by the respondents. Thus, respondents agreed with the use of the results for the purposes mentioned except that they were never linked to funding. This result confirmed the suggestion by Eurydice

(2006) that the result of quality evaluation may be used in different ways. However, document analysis revealed that the most obvious use of results was to rate performance as there was no evidence to show how the results were used for other purposes. By implication, this study was able to establish that results were generated due to every day quality practices, but were not adequately used to foster continuous improvement of the programme. Consequently, this negates the need for continuous quality planning and improved quality performance.

4.4.6 Null Hypothesis Six

There is no significant difference between Federal and State Colleges of Education in the challenges of internal assurance faced by the Home Economics programme.

The outcome of the test of null hypothesis six on Table 4.16 showed that the calculated significance (P) value of 0.016 was less than the 0.05 level of tolerance. Also, the calculated t value of 2.465 was greater than the critical t value of 1.96 at df 88. In view of the above, the study concluded that there was significant difference between Federal and State Colleges of Education in the challenges of internal quality assurance faced by the Home Economics Programme. In essence, the study revealed that there was significant difference in the challenges faced by Federal and State Colleges of Education in respect of internal quality assurance practices.

Detailed analysis of respondents' opinion on Table 4.9 revealed that all the items listed on the table were considered to be challenges to both Colleges of Education. However, the greatest challenge for respondents from Federal Colleges of Education was in the evaluation and utilisation of results of quality assurance, while for the State Colleges of Education, the greatest challenge was posed by provision of learning resources and infrastructure. The study therefore concluded that both colleges were challenged by all the factors identified, but the greatest challenge was in the evaluation and utilisation of results of quality assurance and in the provision of learning resources and infrastructure for Federal and State Colleges of Education respectively. These corroborate the reviews by Ekundayo and Ajayi (2009) and Udida et al (2009) who believed that funding and infrastructural facilities were major challenges in education. Such a situation impedes on quality improvement.

A possible explanation for this difference may be attributed to the difference in ownership of the institutions. This assumption is in accord with Ukpore (2011) who argued that in Nigeria, the Federal institutions are directly funded by the Federal Ministry of Education, while the state institutions only receive subventions from the Federal Government. A situation she claimed led to inadequate funding and non-uniformity of policy implementation. She further added that the heads of these institutions even at that had difficulty in appropriating money to vocational and technical subjects because they considered them expensive. This might explain the challenge experienced by the State Colleges of Education in the provision of learning resources and infrastructure. Furthermore, it is in line with the opinions of Kolo, (2005); Ibidapo-Obe, (2007) and Okebukola, (2010) who variously linked poor funding of institutions to the poor state of learning resources and infrastructure in higher education institutions.

4.4.7 Null Hypothesis Seven

There is no significant Difference between Federal and State Colleges of Education in the Strategies that can be explored to improve the Internal Quality Assurance Practices of Home Economics Programme.

In the test of null hypothesis seven, the outcome of the t-test statistic showed that the calculated P value of 0.320 was greater than 0.05 level of tolerance and the calculated t-value of 1.000 was less than the 1.96 critical t-value at df 88. Consequently, the null hypothesis was retained. This implied that there was no significant difference between Federal and State Colleges of Education in the strategies to be explored to improve internal quality assurance of Home Economics programme. The study therefore concluded that both Federal and State Colleges of Education did not differ in their opinions on the strategies to adopt in addressing the challenges of internal quality assurance of Home Economics programme at Federal and State Colleges of Education.

The results concurred with the opinions of Materu, (2007); Teshemo and Kebede, (2009) and Stroupe, (2010) who various suggested these strategies as a means of improving quality assurance practices. The issue of quality is a dynamic one that changes with time and needs. Hence, if quality must improve there is the need for

institutions and programmes to continuously explore better strategies for improvement.

4.4.8 Summary of Major Findings

The study was able to establish the following based on data analysed.

1. There was no significant difference between Federal and State Colleges of Education in the quality status of the Home Economics Programme. In addition quality status of the Home Economics programme was judged to be average. The study further revealed that all the benchmarks identified under the six sub-variables measured were present in the Home Economics Programme but partially disagreed that feedback from students was used in improving course material and assuring their quality. The study also revealed that assessment outcomes were not used to inform teaching methods and improve curriculum
2. The staffs expressed dissatisfaction with the provision of learning resources and infrastructure, but students expressed satisfaction with them.
3. Both staff and students expressed dissatisfaction with the period of time within which students complete the programme.
4. Staff development was generally of good quality, but there was an expressed disagreement over the rewarding of staff for quality performance.
5. The majority of students (91%) admitted into the programme, were there to acquire skills for other forms of employment, rather than teaching.
6. There was no significant difference between Federal and State Colleges of Education students in the satisfaction with the Home Economics

Programme. Both groups of students generally expressed satisfaction with the Home Economics Programme.

7. A number of internal quality assurance practices were embedded into the Home Economics programme at Federal and State Colleges of Education, though others such as self study to determine programme strength, weaknesses and needs for improvement, survey of students satisfaction with the programme and the survey and implementation of best practices from similar programmes of other institutions were not in use. These are practices that impact greatly on programme improvement and quality. The study also revealed that both Federal and State Colleges of Education did not differ in the implementation of these practices. But importantly, the study revealed that the implementation of some of these practices were a little weak.
8. The internal quality assurance of Home Economics programme covered curriculum planning and implementation, teaching, learning and assessment, research and publication, staff development and provision of learning resources. Others were provision of student support services and leadership and management at departmental level. Both Federal and State Colleges of Education did not differ in the scope of internal quality assurance.
9. Results were generated due to every day quality assurance practices but were not adequately utilised for continuous programme improvement.

However, both colleges did not differ in the utilisation of results of quality assurance.

10. Internal quality assurance of Home Economics programme was challenged by a number of factors. However, the biggest challenges laid in the evaluation and utilisation of results of quality assurance and in the provision of learning resources and infrastructure for Federal and State Colleges of Education, respectively.
11. Respondents believed that several strategies could be explored to improve the existing internal quality assurance practices. The most prominent were the need to establish quality assurance committee and encourage regular self study (programme assessment).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 This chapter presented the summary of the entire work and drew conclusions based on findings of the study and proffered recommendations in line with the conclusions**.**

5.1 Summary

This study was undertaken to investigate the internal quality assurance practices of Home Economics programme in Colleges of Education in the North-West geo-political zone of Nigeria. In line with the above the study had seven specific objectives: amongst which were to;

1. assess the quality status of Home Economics Programme at Federal and State Colleges of Education;
2. determine students' satisfaction with the Home Economics Programme at Federal and State Colleges of Education;
3. examine the nature of internal quality assurance practices implemented in the Home Economics Programme at Federal and State Colleges of Education;

Accordingly, seven research questions and seven null hypotheses were raised. Literatures pertinent to the research area were reviewed in other to provide readers with a succinct view of the concept of quality assurance. The review highlighted the need to shift emphasis from external quality assurance to internal quality assurance especially at programme level. Empirical studies were also reviewed to provide research evidence on the use of quality assurance.

The study adopted the descriptive survey design. The population for the study as made up of two groups: (a) staff population of 97 and (b) students population comprised of 501. The random sampling technique was adopted. The sample size was made up of all the 97 academic staff and 216 NCE III students. Proportional sampling

was used to select the desired sample size from each college, while random sampling technique was used to determine the respondents. However, 90 academic staff and 190 students duly completed and returned the questionnaire. Thus, the total respondents (280) for this study were the 90 academic staff and the 190 NCE III students. The two different sets questionnaire designed, one for academic staff and the other for students as well as document analysis were used for data collection. The study was conducted in all the nine Federal and State Colleges of Education offering Home Economics in the North-West Geo-Political Zone. The questionnaires were administered by the Research Assistants in the various colleges and the Researcher in collaboration with the HODs of the various Departments, while the document analysis was conducted personally by the Researcher at all the colleges.

The analysis tested the seven null hypotheses raised in the study using independent sample's t-test statistic all at 0.05 level of tolerance. The study revealed that there was no significant difference between Federal and State Colleges of Education in the quality status of the Home Economics programme, in students' satisfaction with the Home Economics programme and in the implementation of internal quality assurance practices of Home Economics programme. Furthermore, the study revealed that there was no significant difference between Federal and State Colleges of Education in the scope of internal quality assurance practices covered by the Home Economics programme, the utilisation of results of internal quality assurance and the strategies to explore in improving internal quality assurance practices. However, the study revealed significant difference between Federal and State Colleges of Education in the challenges of internal quality assurance faced by the Home Economics programme.

5.1.1 Summary of Test of Null Hypotheses

S/No	Statement of Hypotheses	Remark
$H0_1$	There is no significant difference between Federal and State Colleges of Education in quality status of Home Economics Programme.	Accepted

$H0_2$	There is no significant difference between Federal and State Colleges of Education in students' satisfaction with the Home Economics Programme.	Accepted
$H0_3$	There is no significant difference between Federal and State Colleges of Education in the implementation of internal quality assurance practices of Home Economics Programme.	Accepted
$H0_4$	There is no significant difference between Federal and State Colleges of Education in the scope of internal quality assurance practices of Home Economics Programme.	Accepted
$H0_5$	There is no significant difference between Federal and State Colleges of Education in the utilization of result of internal quality assurance practices of Home Economics Programme.	Accepted
$H0_6$	There is no significant difference between Federal and State Colleges of Education in the challenges of internal quality assurance faced by Home Economics Programme.	Rejected
$H0_7$	There is no significant difference between Federal and State Colleges of Education in the strategies to explore in improving internal quality assurance practices of Home Economics Programme.	Accepted

5.2 Conclusion

Based on the findings and within the constraints of the study, the following conclusions were drawn.

1. There was no significant difference in the quality status of the Home Economics programme at Federal and State Colleges of Education. However, the study revealed that some benchmarks were absent in the programme, such as the use of assessment outcomes to inform teaching methods and improve curriculum and the survey of stakeholders to improve programme offering.

2. The study also deduced that majority of Home Economics students were generally satisfied with the quality of programme offering, but dissatisfied with the programme completion rate.
3. The Home Economics Programme at both Federal and State Colleges of Education had in place internal quality assurances, but the implementation of these practices were a little weak. Furthermore, both Federal and State Colleges of Education studied did not differ in the implementation of internal quality assurance practices.
4. The results of the internal quality assurance practices were not being adequately used to foster programme improvement. In addition, the roles and responsibility for programme level quality assurance were not adequately spelt out; this had created loopholes for inadequate quality assurance measures. This may be attributed to poor knowledge of the need and application of quality assurance.
5. Both Federal and State Colleges of Education were challenged by a number of factors in assuring the quality of Home Economics programme. The biggest challenge to those in the Federal Colleges of Education laid in the evaluation and utilization of results of internal quality assurance while for those in the State Colleges of Education the biggest challenge was in the provision of learning resources and infrastructure.
6. On whole, it was observed that there were no innovative practices in the implementation of internal quality assurance. It must be noted that quality assurance is a dynamic and continuous process; therefore, the end of one cycle

marks the beginning of the next. Its effectiveness and efficiency in fostering improvement all depends on continuous monitoring and the development of innovative practices aimed at addressing weaknesses and striving for the best.

5.3 Recommendations

In view of the research results and the conclusions drawn, the following recommendations were made to improve the general quality assurance practices of Home Economics Programme at Colleges of Education.

1. Home Economics professional associations must develop guidelines for good practice among members and indentify quality benchmarks for delivery of Home Economics teacher education and ensure compliance with same.
2. The Home Economics quality assurance system should put into cognisance the capability of the individual learners and rate of achievement and put in place supportive programmes that will help students at risk of failing and improve student performance. This will help improve programme completion rates.
3. All Home Economics Programme at Federal and State Colleges Education should establish quality assurance committee at the departmental level. This will promote more effective monitoring and control of quality; thus, enhance compliance with policies and practices.
4. The Quality Assurance Agency in charge of Colleges (NCCE) should provide capacity building through workshops, seminars and conferences on quality assurance. This will create awareness among staff and promote

dialogue between management, staff and quality assurance agencies for improved quality performance.

5. Institutions (management) should provide adequate rewards and inducement to individual staff, students and programmes for quality performance and innovations. This will go a long way to steer competition amongst programmes and promote quality performance.
6. Federal and State Governments should provide adequate financial and infrastructural facilities needed to support quality programme implementation. Home Economics is a skill oriented field with many opportunities for income generation. The Head of Departments should invest in these skill areas to generate additional income needed for successful programme implementation.
7. Government and Quality Assurance Agencies must establish enabling policies to protect the interest of every programme. Typically, a policy enforcing administrators to give equal consideration to all programmes in the provision of funds and infrastructure must be put in place.
8. The Home Economics programme of Colleges of Education must develop strategies that facilitate innovations and continuous improvement. Accordingly, Colleges of Education should continuously assess, monitor and improve the quality of their services.
9. As a way of improving the present quality assurance practices of Home Economics programme in Federal and State Colleges of Education, a

module on programme level quality is hereby designed and presented by the researcher (see Appendix V).

5.4 Implications of the Study

The findings of this study have great implications for the practice of programme level quality assurance in Colleges of Education and vis-a-viz among Home Economics educators. Essentially, quality assurance is aimed at preventing defects in the educational services provided. This can only be achieved if the strength and weaknesses of the programme are identified early enough and intervention efforts put in place. This study has highlighted some of these strengths and weaknesses. Therefore, it becomes imperative for the Quality Assurance Agencies and the management of these colleges to make a range of decisions necessary for improvement, otherwise quality problems will continue to manifest. Consequently, products of the system will be substandard.

The quality of any product or service is to a large extent determined by clients' satisfaction and the functionality of the product or service. Satisfaction is based on need fulfilment and these needs changes with time. Therefore, institutions and their programmes that understand consumer oriented principles stand the chance of satisfying the needs and wants of their students better and more effectively. This will motivate students for improved performance.

Conversely, the goal of any educational institution and programme is to produce the calibre of graduate that are capable of meeting employers' needs. The needs of employers can only be determined through employers' survey. Therefore if such needs are left unassessed the result is that the programme will continuously fail to meet employer needs, thus, resulting into massive unemployment. Assessing such needs offers Home Economics Professionals an opportunity to develop quality benchmarks that support the demand of the labour market. Such a practice will ensure the responsiveness of the programme to stakeholders' needs and increase the employability of the graduates of these colleges.

Furthermore, findings based on document analysis, revealed that some of the practices were merely implemented to fulfil righteousness. Thus, the approach does

not give room for improvement of quality. A typical example lies in the use of external examiners and moderators. In most cases, comments by the examiners do not give room for actual improvement. Such comments are general such as "good", "satisfactory", etc, even when the act leaves much to be desired. If these practices must make an impact on the quality of the programme, then practitioners must critically examine their roles. This is a clear appeal to Home Economics professional to be committed to their teaching roles and other roles directly connected to the quality of the programme.

Document analysis revealed unimpressive rates of graduation and students' performance. This implied that a large number of students are unable to graduate within the time limit of the programme and the majority of those who graduate, do so with unimpressive results. By implication many are not performing and many are at risk of not completing the programme. The result is poor competitativeness of graduates and shortage of teacher supply. However, those students who eventually find their ways into the classrooms as teachers will provide sub-standard services. The will lead to further decline in the quality of the programme and education in general.

5.5 Limitations of the Study

First and foremost, one basic limitation of this study was the poor communication skills of the students. Some of them could hardly interpret the questionnaire. Therefore the researcher and research assistants had to read and explain what the questionnaire sought to investigate.

Secondly, observations showed that most respondents had reservation towards responding to the questionnaire. In addition, some of the Departments also expressed reservations in allowing the Researcher access to some documents. This was attributed to the fact that most respondents viewed the exercise as an attempt to expose their weaknesses or as a fault finding mission. Although the Researcher and Research Assistants attempted to develop their confidence by explaining the aim of the whole exercise and assuring them of the confidentiality of information provided it might have still inhibited their honest reaction to survey items. Therefore, the results of this study should be viewed in the light of these constraints.

Thirdly, the findings of this study were limited to Colleges Of Education in the North-West Geo–Political Zone in Nigeria and therefore are not necessarily generalizable to similar institutions in the other zones in the country.

5.6 Suggestions for Further Studies

In view of the findings of this study, it is recommended that further studies should be considered in the following areas:

1. A replication of this study in the other geo-political zones of Nigeria. This will serve as a basis for the comparison of findings of the study.
2. A replication of this study using an entirely different research design.
3. A replication of this study at University level.
4. An assessment of the quality of students' achievement in Home Economics programme at Colleges of Education.
5. A follow up study on the performance of NCE graduates on the field.

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APPENDIX I
TEACHER EDUCATION QUALITY ASSURANCE QUESTIONNAIRE FOR STAFF
(TEQAQ)

Department of Vocational
And Technical Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

11th January, 2012.

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a Postgraduate Student of the above named institute, conducting a research on "Quality Assurance Practices of Home Economics Programme at N.C.E. Level." This questionnaire is therefore designed to generate data with respect to the research topic. It is purely an academic exercise. Your acceptance to respond to this questionnaire is highly appreciated, as it will go a long way to highlight existing practices.

There is no right or wrong answer, so, please feel free to express your opinion sincerely. The opinions expressed here shall be kept in strict confidence.

Yours faithfully,

M.A. Khaleel.

SECTION A: BACKGROUND INFORMATION.

1. Name of Institution: _____
   _____
2. Department/Programme: _____
3. Ownership of Institution: Federal Government. [ ] State Government. [ ]
4. Highest Educational Qualification: HND [ ] B. Ed / B.sc [ ]
   M. Ed / M.sc [ ] PhD [ ]
5. Years of teaching experience: 0 – 5 [ ] 6 – 10 [ ]
   11 – 15 [ ] 16 – 20 [ ]
   21 and above [ ]
6. Indicate any teaching qualification obtained: NCE [ ] B.Ed [ ] M.Ed [ ]
   PGDE [ ] None of the above [ ]

Instruction: Below are statements relating to quality assurance practices. Please read and understand them before responding. Please make a tick [✔] in the column that best express your opinion about the statements using the following keys below;

Keys:

A – **Always done.**

S – **Done only Some times.**

R – **Rarely done**.

N – **Never done.**

SA- **Strongly agrees** with the statement.

A- **Agree** with the statement.

D- **Disagre**e with the statement.

SD- S**trongly disagrees** with the statement.

S/N	**Section B: Quality Assessment.** **B1: Curricular Aspects.**	**SA**	**A**	**D**	**SD**
7.	Curriculum design reflects current development and knowledge in the field of Home Economics.				

8.	Courses are based on the needs of prospective learners and employers.				
9.	The department systematically and periodically review learning activities and intended outcomes in line with national objectives to meet students' needs and employers' expectations.				
10.	Staff roles and responsibilities for quality assurance in course material design, development and delivery are clearly specified and emphasized.				
11.	The programme curriculum includes an appropriate balance of theoretical, practical and experiential knowledge and skills (where applicable).				
12.	School based experiences of students are comprehensive enough to expose them to their instructional roles as teachers, in addition to other school roles.				
13.	Lecturers obtain regular feedback from students on the user friendliness, appropriateness and effectiveness of course materials and lectures.				
14.	The feedback from students is utilized in improving the course material and assuring their quality.				
	B2: Teaching and Learning	**SA**	**A**	**D**	**SD**
15.	Teaching and learning is of good quality.				
16.	Teaching/learning materials are presented using language that is clear and simple to students.				
17.	Teaching/learning methods are consciously planned and monitored keeping in view different learner abilities and needs.				
18.	References are provided for students' extra reading.				
19.	Attendance is monitored and absences follow-up on occasion to ensure compliance with minimum level.				
20.	Students have sufficient opportunity to engage with teaching staff				

	individually and in small groups.				
21.	Lectures are based on sound planning, clear setting of objectives, use of examples and applications related to course theme/content.				
22.	Good use of instructional materials (teaching aids) is reflected.				
	B3: Assessment.	**SA**	**A**	**D**	**SD**
23.	Standards and quality of assessment are rigorously monitored by the department.				
24.	A variety of assessment methods (essay, objectives, practical) are used in the programme.				
25.	Marking procedures are thorough (based on marking schemes) with detailed written comments to provide excellent feedback to students and guidance to external examiners.				
26.	Procedures are in place to ensure that examiners apply the marking scheme in a consistent manner.				
27.	There is clearly stated disciplinary procedure for handling malpractices such as cheating, copying and alteration of scores for staff and students.				
28.	Department adheres to disciplinary procedure and ensures timely and justifiable disciplinary action irrespective of the one involved.				
29.	Assessment outcomes are used to inform teaching methods and improve the curriculum.				
30.	There is transparency, fairness and consistency in assessment system.				
S/N	**B4: Student Support and progression.**	**SA**	**A**	**D**	**SD**
31.	Students' progress is regularly monitored and used to inform programme improvement.				
32.	Academic and personal counseling services are provided to the learners.				
33.	The department assigns students to course advisors who readily offer academic advice to students.				

34.	There is an effective orientation programme for students.				
35.	Students complete their programme within specified time period.				
36.	A programme is in place to provide extra support for learners at risk of failing.				
37.	There are specified channels for expressing student compliant.				
38.	Students' concerns are promptly addressed.				
	B5: Learning Resources and infrastructure	**SA**	**A**	**D**	**SD**
39.	Staffs are competent and diversified in their areas of specialization (expertise).				
40.	Classrooms are adequate in size, number and standard.				
41.	Laboratories are adequate in size, number and standard.				
42.	Classrooms and laboratories are comfortable and well- cared for				
43.	Staff office accommodation is of standard and sufficient for staff members.				
44.	Provision of equipment and consumables is good.				
45.	Provision of light and water is constant and adequate.				
46.	Department has adequate provision for managing and maintaining utilities and ensuring that appropriate safety measures are place.				
	B6: Staff Development.	**SA**	**A**	**D**	**SD**
47.	Staff recruitment is based on specified criteria.				
48.	There is provision for induction/orientation of new staff.				
49.	Promotion of Staff is regular as at when due and based on specified criteria.				
50.	Sponsorship to local workshops and conferences are adequate and regular, based on specified guidelines.				
51.	Staff workload is adequate (not overloaded).				
52.	There is financial support for research and publications.				
53.	Staff welfare is adequately catered for in terms of salary, health and security.				
54.	Staff is rewarded for quality performance.				

	Section C: Internal Quality Practices the Department engages in.	**A**	**S**	**R**	**N**
55.	Use of external examiners/moderators.				
56.	Self Study to determine programme strengths, weaknesses and needs for improvement.				
57.	Use of strict admission policies e.g. entry requirements and cut-off points.				
58.	Assessing teaching quality of individual staff.				
59.	Internal moderation of assessment at programme level.				
60.	Survey of student's satisfaction with the programme.				
61.	Survey and implementation of best practices from similar programmes of other institutions.				
62.	Monitoring teaching/learning activities to ensure compliance with pre – determined standards.				
	Section D: Scope of Internal Quality Practices The Department Engages in;	**A**	**S**	**R**	**N**
63.	Designing and planning curriculum content and revision.				
64.	Implementation of already planned curriculum document which covers teaching, learning and assessment.				
65.	Research and publications.				
66.	Staff development.				
67.	Provision of learning resources and infrastructure.				
68.	Provision of student support services e.g. advisement and guidance counseling.				
69.	Leadership and management at departmental level.				
	Section E: Utilization of QA Results. **The Results of QA practices are:**	**A**	**S**	**R**	**N**
70.	Compared with previous results to rate performance.				
71.	Used to promote transparency and accountability.				
72.	Used to provide the public (clients) with information.				
73.	Used for programme improvement in academic processes.				

74.	Determine future course of action (follow-up procedures).				
75.	Tied to the allocation of funding.				
76.	For monitoring programme implementation.				
77.	To facilitate curriculum discussion and improvement.				
	Section F; Factors Challenging quality assurance;	**SA**	**A**	**D**	**SD**
78.	Establishment of quality assurance units/committees.				
79.	Establishment of quality assurance policies.				
80.	Provision of learning resources and infrastructure.				
81.	Availability of skilled personnel (teaching, guidance and counseling etc).				
82.	Availability of adequate funding.				
83.	Evaluation and utilization of results of quality assurance.				
84.	Leadership.				
85.	Resistance from both Staff and Students to quality assurance practices and mechanisms.				
	Section G: Strategies for Improvement.	**SA**	**A**	**D**	**SD**
86.	Provide adequate financial resources.				
87.	Establish quality assurance units/committees to monitor the implementation of quality assurance processes,				
88.	Establish and implement quality assurance policies.				
89.	Encourage regular self study (programme assessment).				
90.	Provide capacity building on quality assurance to leadership, staff and students.				
91.	Provide incentives (reward) for good quality performance to Staff and programme.				
92.	Results of quality reviews and assessment must be tied to quality improvement.				
93.	Link programme funding to quality assurance.				

Thank you.

APPENDIX II

TEACHER EDUCATION QUALITY ASSURANCE QUESTIONNAIRE FOR STUDENTS

Department of Vocational
And Technical Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

11th January, 2012.

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a Postgraduate Student of the above named address, conducting a research on "Quality Assurance Practices of Home Economics Programme at N.C.E. Level." This questionnaire is therefore designed to generate data with respect to the research topic. It is purely an academic exercise. Your acceptance to respond to this questionnaire is highly appreciated, as it will go along way to highlight existing practices.

There is no right or wrong answer, so, please feel free to express your opinion. The opinions expressed here shall be kept in strict confidence.

Yours faithfully,

M.A. Khaleel.

SECTION A: BACKGROUND INFORMATION.

1. Name of Institution: _____

   _____

2. Department/Programme: _____

3. Ownership of Institution: Federal Government. [ ] State Government. [ ]

4. Reason for choosing Home Economics:

   a) To acquire skills for self – employment. [ ]

   b) I was forced to take the course. [ ]

   c) To prepare me for teaching job [ ]

   d) To obtain a certificate for entering into any job but not teaching. [ ]

   e) Because of the programme quality and reputation. [ ]

   f) No specific reason. [ ]

Instruction: Below are statements indicating quality assurance practices. Please read and understand them before responding. Please make a tick [✔] in the column that best express your opinion the statements as they relate to your department.

Keys:

VS- V**ery satisfied** with the service / programme.

S - P**artially satisfied** with the service / programme.

D - P**artially dissatisfied** with the service / programme.

VD - V**ery dissatisfied** with the service / programme.

	C: Curricular Issues	**VS**	**S**	**D**	**VD**
5.	Extent to which curriculum content reflects national and global trends.				
6.	Relevance of course curriculum and content to students' needs and expectations.				
7.	Balance of curriculum content in terms of theoretical, practical and experiential knowledge and skills.				

8.	Extent to which topics listed on the curriculum is covered.				
9.	Extent to which curriculum content adequately prepares me for my future role as a teacher.				
10.	Knowledge and skills acquired on the programme.				
11.	Roles and responsibilities for quality assurance in academic performance is clearly specified and emphasized.				
12.	Department organized tutorial classes.				
	D:Teaching And Learning	**VS**	**S**	**D**	**VD**
13.	Quality of teaching and learning.				
14.	Method of teaching (variety and simplicity).				
15.	Quality of lecture notes and materials.				
16.	Variety of learning experiences (activities) offered by the various courses.				
17.	Use of instructional materials (teaching aids).				
18.	Attitude of lecturers towards students.				
19.	Out of class contact with my lecturer.				
20.	Class interaction with colleagues and lecturer.				
	E: Assessment.	**VS**	**S**	**D**	**VD**
21.	Nature and combination of assessment (assignments, test and examination).				
22.	Level of difficulty of assessments.				
23.	Spread of curriculum topics covered by examination questions.				
24.	Implementation and use of continuous assessment (CA) result.				
25.	Testing and examination environment.				
26.	Procedures for marking of assignments, test and examinations.				

27.	Timing for the release of results.				
28.	Disciplinary procedures for handling examination malpractices.				
	F: Student Support and progression.	**VS**	**S**	**D**	**VD**
29.	Department's concern for students' progress.				
30.	Student course advisor.				
31.	Value of advice provided by course advisor.				
32.	Approachability of the course advisor.				
33.	Manner in which students' problems are addressed				
34.	Lecturers' attitude towards correction of students' work.				
35.	Period of time within which students complete their programme.				
36.	Channels for expressing student complaints.				
	G: Learning Resources and infrastructure	**VS**	**S**	**D**	**VD**
37.	Competency and specialization of lecturers.				
38.	Staff/student ratio.				
39.	Library facilities with an appropriate stock of textbooks and journal.				
40.	Provision of equipment and consumables.				
41.	Classrooms facilities (number, size and comfort).				
42.	Laboratory facilities (adequacy in terms size, standard and comfort).				
43.	Hostel accommodation (size, standard and comfort).				
44.	Provisions of light and water.				
	Section H: Admission, Registration, College Rules and Policies.	**VS**	**S**	**D**	**VD**
45.	General effectiveness of the admission procedures.				
46.	General effectiveness of registration procedures.				
47.	Tuition fee and payment procedures.				
48.	Purpose for which students' activity fee is used.				

49.	Rules governing student conduct on campus.				
50	Rules and regulations guiding hostel accommodation.				
51.	Academic calendar of the college.				
52.	Fairness of student disciplinary procedure.				
	Section I: General	**VS**	**S**	**D**	**VD**
53.	General level of academic excellence of the department.				
54.	Students level of academic performance.				
55.	Student satisfaction with the Home Economics programme.				
56.	General conditions of buildings and facilities.				
57.	General campus climate.				

Thank you.

APPENDIX III

GUIDE FOR DOCUMENT ANALYSIS

This instrument will be used to guide the document analysis. It is aimed at ensuring a careful and objective document analysis based on existing evidence. Documents will be rated on a 3 point scale in which each level is given a descriptor:

2 = Good (document is available and adequately meets criterion)

1 = Average (document is available, but does not adequately meet criterion)

0 = Poor (document not available)

	Quality Issue	**Performance Indicator**	**2**	**1**	**0**	**Remark**
1.	Curriculum Issues.	a. Curriculum document in conformity with minimum standards. b. Evaluation Records i. Continuous Assessment Records ii. Examination Records iii. Marking scheme iv. Feedback methods (students access to results) v. Moderator's Report c. Project i. Availability of departmental approved format. ii. Evidence of external assessment of project				
2.	Academic Staff.	a. Staff recruitment based on criteria b. Induction/orientation of new staff c. Staff/student ratio as in minimum standards d. Teaching qualification of academic staff (% of staff with teaching qualification 75% = Good; 50% = Average; Below 50% = Poor).				

		e. Staff workload				
3.	Student performance	% of students completing programme within specified period of time. Student progress rate (% passed subject load). Programme completion rate. Proportion of students who continue year 1 to year 2 (Cohort retention rate).				
4.	Student matters.	i. Compliance with admission policy. ii. Compliance with probation policy. iii. Compliance with progression policy. iv. Compliance with graduation policy. v. Compliance with withdrawal policy				
5.	Programme evaluation.	i. Have in place formal structure for evaluating programme. ii. Programme evaluation and monitoring undertaken at regular intervals. iii. Students' evaluation of teaching (% of students satisfied with teaching process). iv. There is a formal structure for obtaining feedback from employers regularly. v. Monitoring of teachers' performance (evidence of mechanisms for assessing teachers' teaching quality). vi. Outcomes of evaluation are used to make necessary corrections.				

APPENDIX IV

MA'AB's MODULE FOR HOME ECONOMICS

PROGRAMME QUALITY ASSURANCE

1.0 Introduction

The focus of this module is to provide a broad overall framework upon which quality assurance of Home Economics programme of Colleges of Education will be based. The aim is to develop a strong quality culture that strives for the continuous improvement of Home Economics programme. Thus, the specific objectives of the module are to;

1. Create conditions conducive for continuous quality improvement in Home Economics programmes.
2. Raise the standards of education, particularly Home Economics in Nigeria, to meet regional and international standards.
3. Promote graduate employability.

1.1 In order to achieve these Specific Objectives

The Home Economics programme of the various institutions through their Heads of Department shall adopt two basic strategies;

1. Establish a departmental/programme level Quality Assurance Committee (DQAC).
2. Develop and implement an appropriate quality assurance system.

Step 1: Departmental Quality Assurance Committee (DQAC)

The department or programme through its Head of Department shall inaugurate the quality assurance committee. The committee shall comprise of 5-7 members. The composition of the committee shall include;

i. A renowned professional (representative of a professional Home Economics organisation).

ii. Two members of peer academic staff from two different programmes.

iii. One senior academic staff of the department.

iv. One student representative of the Home Economics programme.

v. A representative of labour market (industry).

vi. An evaluation expert, who shall give methodological/technical support.

The committee shall be chaired by the representative of the Home Economics professional organization, while the secretary shall be nominated from among the other members. Membership to the committee must strictly be based on personal integrity and professional ethics. The tenureship for the committee members shall be one term of two years, renewable for a second term. Any appointed member who due to any reason has personal, professional, academic or business interest that will hinder transparent performance of the committee roles and responsibilities for quality, must declare such and he/she should be replaced.

The terms of reference for the committee shall include;

1. Promote and support continuous quality improvement and standards of provision for Home Economics programme.

2. Manage the programme quality through the implementation of a programme quality assurance system.

3. Apply international best standards in quality management and evaluation.

4. Promote strong teaching and learning cultures that enhances graduate employability.
5. Ensure that clear, accurate and relevant information concerning quality and standards of Home Economics programme is obtained and made available to the appropriate course planners, teaching staff and other relevant stakeholders.

Step 2: Develop and Implement an Appropriate Quality Assurance System

The committee is expected to develop and implement appropriate quality assurance system. Such a system will be based on the following strategies;

a. Plan for quality;
b. Organize for action and implement appropriate quality assurance framework;
c. Perform quality control activities;
d. Evaluate and report performance;
e. Develop and implement corrective actions;

These strategies should form the quality circle for continuous quality improvement. They should be encompassed into the routine activities of the programme. The quality circle is presented in the model below; this model is derived from the management processes in Home Economics.

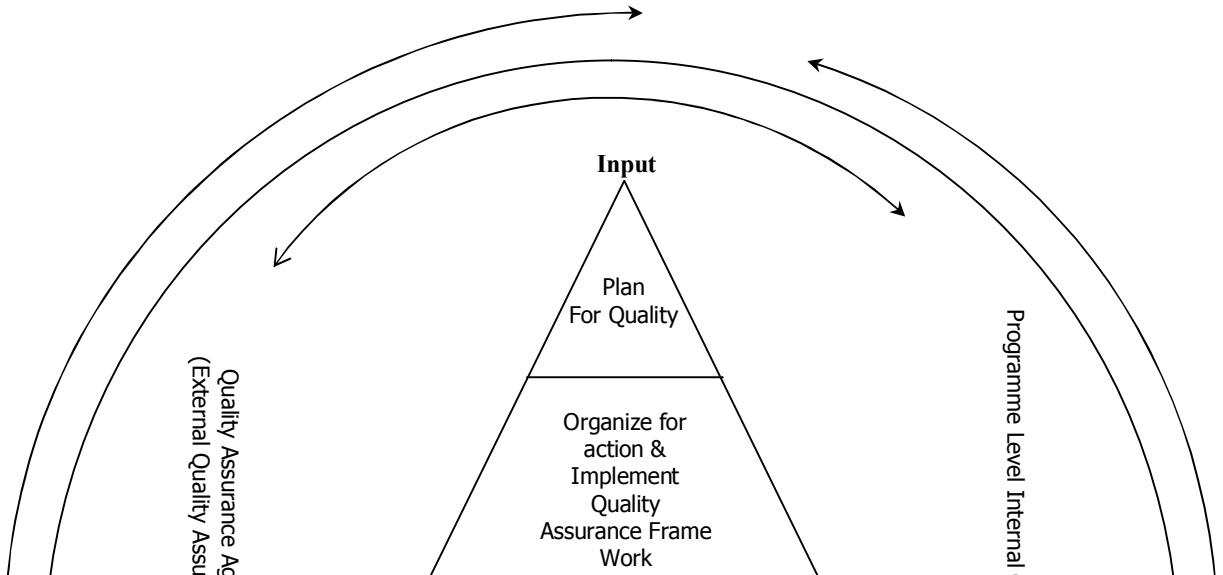


Figure 5.1: MA'AB Quality Assurance System

2.0 The Quality Assurance System

2.1 Plan for Quality

Good planning and management are essential ingredients for the promotion of quality culture in educational institutions. It is important to develop plans to provide long term support for quality assurance. The purpose of the quality assurance plan is to provide a broad overall framework for implementing quality programme management and graduate output. Thus, prior to the commencement of the academic session (at least 2 weeks before resumption of students), the Quality Assurance Committee should map out the quality goals of the programme to be achieved during the academic session. The goals must be clearly stated in specific terms and should include both long and short term goals with a time frame attached to each goal. The goals may be derived from the results of previous programme self assessment or from a recap of programme's activities. To do so successfully, the following questions may serve as a guide:

1. What was the programme's quality of academic performance the previous session?
2. What areas need improvement?
3. What basic teacher skills do we need to work on for improvement?
4. What facilities essential for quality performance are presently lacking or need improvement?
5. What quality problems were encountered during the period under review?
6. How can learner performance be improved?
7. How are the graduates of the programme fairing in the labour market and areas need improvement?

The response to some of these questions may actually require the committee to conduct a survey of stakeholders – students, teachers and employers of labour.

2.2 Organize for Action and Implement the Quality Assurance Framework

Develop appropriate strategies, methodologies and standards of performance to be achieved in response to the goals mapped out. Provide guidelines for implementation and a time frame. This involves using your decision and problem solving skills to determine what must be done to achieve the already identified goals. The steps to be taken, the resources (human, material and community resources) required and how and when to proceed with the plan. Such a framework should be based within the context of the vision and mission of the institution, the programme philosophy and objectives. The procedure must also be effective for correcting deficiencies and making improvements. Implement the framework by putting into action. For the implementation to be successful, every stakeholder must be carried along. Their roles and responsibilities for quality assurance must be spelt out. They must be enlightened about the system and trained on its use. Details of the framework should be documented and circulated among staff and students. Note however, that successful implementation and goal attainment is dependent upon the level of commitment of the parties involved with the implementation. Therefore all members of the committee must be committed to the success of the committee in achieving its goals.

2.3 Perform Quality Control Activities

This involves checking the progress of your plan at all stages as you execute it and making modifications or adjustments where necessary. Thus, the committee shall ensure that quality is measured, monitored and the defects identified intermittently. This helps to prevent further defects and increase client confidence and satisfaction. Such activities shall cover;

a. Programme self evaluation (See Appendix IVa).

b. Measuring students' programme satisfaction (See Appendix II, TEQAQ for students).

c. Conduct student course and teacher evaluation (See Appendix IVb).

d. Conduct internal appraisal of evaluation systems (questions, marking schemes and results) (See Appendix IVc).

e. Monthly general counselling sessions (IVe).

f. Periodically conduct employers' survey on satisfaction with products (graduates of the programme).

These activities shall solely be the responsibility of the Departmental Quality Assurance Committee (DQAC). The committee shall determine;

i. who will be responsible for the assessment;

ii. frequency and timing for data collection;

iii. types of data to be collected;

iv. nature of analysis to be applied; and

v. time at which analysis will be undertaken.

As part of the areas to be assessed, the committee may wish to consider the content of teacher education curriculum provided, teaching methods and coverage of content. Assessment practices, students' performance etc.

2.4 Evaluate and Report Performance

Based on the data generated from 2.3 above, the committee shall review its performance in quality improvement. The committee must identify areas of strength and weaknesses and the issues involved in each case. To successfully accomplish this task, the committee must establish appropriate baseline for measuring achievement. The committee should document the reports and present it to the Head of Department who shall in turn present it, at the Academic Boarding Meeting of the institution. This should be an annual report. The report shall contain the following information;

i. an introduction;

ii. a review of previous year's plan and achievement;

iii. the planned improvement goals of the quality assurance system for period reported;

iv. procedure for data collection and analysis;

v. results of research –strengths and weakness identified, and the issues involved (Use checklist Appedix IVd to summarize strengths and weaknesses);

vi. Assessed needs and priorities for future development;

vii. improvement plans for the future; and

viii. level of present achievement.

All these must be backed by evidence from the data collected.

2.5 Develop and Implement Corrective Actions

On the bases of the quality review and evidence generated, the committee shall plan and implement corrective actions. This marks the end of one cycle and the beginning of the next cycle. This shall be done giving consideration to national and international best practices in the field of Home Economics and education and training.

APPENDIX IVa

Programme Evaluation Form

Department: ……..

Institution: ……

Chairperson/H.O.D: …….

DQAC Representative: ……

No. of Permanent Academic Staff: ……

No. of Part-time Academic Staff: …….

No of Permanent Support Staff: ……

No. of Students: ……

Note: Rating should strictly capture observed strengths and Weaknesses. Just tick (✔) if confirmed and comment on the strengths and weaknesses of each key area. Limit comments to at most three major ones for each.

S/N	Performance Indicator	Tick if Confirmed	Comment
	Curricular Aspects		
1	Formal document of the programme is available to all lecturers and students.		
2	Feedback on curriculum obtained from stakeholders (lecturers, students and employers).		
3	Curriculum is revised on the basis of feedback.		
4	Standard procedures for analysing and incorporating feedback.		
5	Evidence of individual lecturers' periodical review of their instructional materials to ensure they meet programme standards.		

	Teacher Quality		
6	Adequacy of teachers (Teacher/Student Ratio).		
7	Qualifications of teachers (Based on NCCE guideline).		
8	Spread of staff area of specialisation across the subject areas of Home Economics.		
9	Staff engagement in meaningful scholarly activity that enhances the quality of learning (conferences, workshops and research).		
	Teaching and Learning		
10	Lecturers use a variety of teaching methods and resources, which model good practice and secure the active engagement of the students.		
11	Students have sufficient time to engage with teaching staff individually and collectively (in and outside the class).		
12	References are provided for students' extra reading.		
13	Programme use of field trips, resource persons, research/term papers and seminar presentations, etc. to broaden and enrich students' experience.		
14	Students are instructed on the proper methods of effective research, including the assessment of validity of resources.		

	Assessment		
15	A variety of assessment methods (essay, objectives, practical) are used in the programme.		
16	The level of difficulty of assessment is appropriate to the specific programme and students.		
17	Marking procedures are thorough (based on marking schemes) with detailed constructive comments to guide students.		
18	Department regularly review the examining processes to ensure examination policies are implemented.		
19	Department regularly reviews the balance of assessment methods used within the courses for which it is wholly or jointly responsible.		
20	Evidence of analysis of data collected based on students' assessment.		
21	Evidence that assessment data is used systematically and regularly to improve students' performance, programme effectiveness and institutional development.		
22	Feedback is timely provided to learners.		
	Infrastructure and Learning Resources		
23	All staff and students have access to appropriate		

	equipment and learning resources that match the demands of their teaching/ learning.		
24	Department has adequate number/size of classrooms and all the essential laboratories for the courses it runs.		
25	Classrooms and laboratories provide safe and suitable settings for good teaching, learning and support for all lecturers and students.		
26	Institution allots maintenance grants.		
27	Maintenance work is regularly carried out.		
28	Both staff and students have access to relevant and sufficient library sources (current books, journals, virtual library, e.t.c.) to support teaching and learning.		
29	Staff and students participate in determining resource needs.		
30	List of additional resource needs.		
	Student Support		
31	Department operates an effective student advisor programme.		
32	The procedure for meeting students' pastoral and academic needs is clearly spelt out and effectively implemented.		

33	Additional support is provided to students with special needs or at risk of failing.		
34	There are effective procedures for the protection of students and for dealing with appeals and complaints.		
35	Duration of students' programme completion (% of students completing programme within specified minimum time period).		
36	Dropout rate of students (% of students who drop out of the programme).		
	Governance and Leadership		
37	The Department is operating with a specific vision statement of providing quality teacher education.		
38	Department operates on democratic and participatory leadership.		
39	Clear guidelines and policies are in place for the delegation duties.		
40	Department operates on committees.		
41	Departmental committees are active in planning for the year at the commencement of the session.		
42	Department has in place mechanism for future planning and development.		
43	Department arrange for invited lectures and		

	seminars to address teaching problems of staff.		
44	Clear evidence of transparency and accountability in financial resource utilization and management.		
	Stakeholders' Relationships		
45	Department Maintains active reciprocal interaction with alumni and student employers/practicing schools for the enhancement of quality teacher education.		
46	Stakeholders are actively consulted regularly on the quality of students' job performance.		
47	Stakeholders contribute fully to the evaluation of programme quality.		
	Overall Achievement		
48	Students show the capacity to handle the range of responsibilities associated with teaching in the classroom and as part of the wider school community.		
49	Students demonstrate the capacity to contribute to the development of current educational priorities.		
50	Students show evidence of ability to contribute to their own learning.		
51	Students take increasing control of and responsibility of their own profession development.		

52	Student teachers demonstrate high levels of knowledge, understanding and skills necessary to promote quality education.		
53	Student teachers posses the ability to critique their own teaching effectively and use the outcomes to plan for improvement.		
54	Department enjoys good image and support of the society.		
55	Degree of student satisfaction with the programme.		

Note: Information on all these issues should be derived from evidence found in minutes of meetings, other departmental records, feedback from employers and external examiners, survey of students and teachers, teaching practice assessment etc.

APPENDIX IVb

Students' Course Evaluation Form

Department

Location: ……..

Date of Exercise: ……

Name of Lecturer: …….

Course Code and Title: …….

Academic Semester and Session

Note to Students

This questionnaire is designed to assess the quality of teaching received by students. The aim is to improve teaching quality in the department. You are therefore requested to be objective and honest in your response. Your candid opinion will help to promote good quality teaching. Be assured that all information provided will be treated confidentially. Therefore, **Do Not** write you names or numbers on the questionnaire.

Carefully read every statement on the questionnaire and respond to each based on the key provided below. Choose the option that best describes your opinion about the lecturer's performance.

Key

1 – Poor (if attribute is never displayed).

2 – Fair (If attribute is rarely displayed).

3 – Satisfactory (if attribute is often displayed).

4 – Good (if attribute is always displayed).

5 – Excellent (the best display of the attribute).

Performance Indicator

S/N	Course Content and Organization	1	2	3	4	5
1	Course outline was clearly identified for the learners.					
2	Course outline was well organised and delivered.					

3	Course outline was fully covered.					
4	Course materials were well prepared and carefully explained.					
5	Course material was adequate and simple to understand.					
	Lecturer's Ability and Skills					
6	Lecturer showed good knowledge and mastery of subject matter.					
7	Lecturer was patient with students.					
8	Lecturer was friendly and showed genuine interest in his/her students.					
9	Lecturer provides good examples and explanations that clarify the concept for students.					
10	Has the ability to express points clearly and concisely.					
11	Was enthusiastic about the course.					
12	Demonstrate respect, empathy, fairness and firmness in handling student problems.					
13	Creates a classroom climate conducive for effective teaching and learning.					
	Teaching Methods and Techniques					
14	Used a variety of teaching methods and techniques.					
15	Used teaching aids when and where necessary.					
16	Adjust pace of teaching to the level of the learners.					
17	Encouraged students to participate in class.					
18	Responds to students' questions satisfactorily.					

19	Maintains very high standard of teaching.					
20	Checks for students understanding throughout the lesson through a variety of questions.					
	Assessment					
21	Assessments were varied and regularly conducted.					
22	Assessment covered wide area of course outline.					
23	Assessments were marked and returned to students in good time with constructive comments.					
24	Level of difficulty of assessment was appropriate.					
	Insist on appropriate quality and quantity in students' work.					
25	Marking procedures were fair (no bias).					
26	Information gained from students' assessment is used to guide future teaching.					
	Class Attendance					
27	Lecturer was regular in class attendance					
28	Lecturer was always punctual to class					
29	Lecturer registered students' attendance to lectures.					
	General Course Assessment					
30	Feel generally satisfied with what was learned in this course.					
31	Overall the course was interesting and educative.					
32	Course content is relevant to future career.					
33	Course content is relevant to personal development.					

APPENDIX IVc

Guide for Internal Appraisal of Evaluation Systems / External Examiner's Guide for Rating Questions and Marking Scheme.

Key

1 – Poor

2 – Average

3 – Good

S/N		1	2	3
1	Questions adequately cover the prescribed course outline.			
2	Questions reliably test candidates' knowledge, skills and understanding across the domains.			
3	Levels of difficulty of questions are fair.			

4	Questions are well phrased so that students understand what is expected of them.			
5	Questions demand analytical/critical thinking and problems solving skills.			
6	Examiner uses a stimulating variety of questions which are discerning and worded unambiguously.			
7	Questions can be marked reliably and consistently by any member of the marking team.			
8	Questions discriminate between the ranges of abilities present in class.			
9	Questions emphasize the attainment of course objectives.			
10	Adequacy of timing (not too short or too much).			
11	Questions indicate limitations for discussion.			
12	Numbers of questions are appropriate for course weightage.			
13	Specific scores are attached to each question.			
14	Fair distribution of scores based on the demand of questions.			
15	Students' performance shows normal distribution of grades.			

APPENDIX IVd

CHECKLIST OF PROGRAMME STRENGHTS AND WEAKNESS

S/No	Indicator	Highly Active	Moderately Active	Not Active	Comments
1.	Curricular Aspects.				
2.	Teacher Quality.				
3.	Teaching & Learning processes				
4.	Assessment Matters.				
5.	Infrastructure.				
6.	Learning Resources.				
7.	Student Support.				
8.	Student Performance.				
9.	Student Satisfaction.				
10.	Employer's rating of graduate performance.				
11.	Teachers teaching quality.				
12.	External Examiner's rating.				
13.	General Counselling.				
14.	Graduation rate of students.				
15.	Tools and Equipment.				

APPENDIX IVe

General Counselling

The general counselling session should involve the use of resource persons from in and outside the institution to address general student's academic and social problems such as;

1. Quality academic performance – Nature and quality of work associated with different categories of grading; A, B, C, etc.
2. Assessment and Examination rules and regulations.
3. Guide to answering examination questions.
4. Dress code.
5. Professional ethics in teaching (Home Economics).
6. Daily etiquette.
7. Drug abuse.
8. STDs etc.
9. Communication skills.
10. Life skills.
11. Examination ethics.