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INTERNAL QUALITY ASSURANCE STRATEGIES AND THE REALIZATION OF EFFECTIVE TEACHER EDUCATION CURRICULUM BY COLLEGES OF EDUCATION IN SOUTH-SOUTH NIGERIA

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ABSTRACT

The study examined internal quality assurance implementation strategies and the realization of effective teacher education curriculum by colleges of education in south south Nigeria. The study adopted descriptive survey research design. Two research questions and one hypothesis were formulated to guide the study. The population of the study consisted of all the one thousand, one hundred and ninety eight lecturers from the nine colleges of Education in south south Nigeria. A simple random sampling technique was used in selecting three hundred lecturers the study. The instrument used for the study was a structured questionnaire titled; Internal Quality Assurance Strategies Implementation and Realization of Effective Teacher Education Programmes by Colleges of Education Questionnaire (IQASIRETEPCEQ)]. The instrument was validated by three experts. cronbach alpha reliability test was done to ascertain the reliability of the instrument. The data collected was analysed using mean and standard deviation for research questions while ANOVA was used to analyse the hypothesis. The result shows that Colleges of Education in south south Nigeria had specific admission policy, screened certificates according to admission criteria and also recruited qualified academic staff among others, the study also reveals that political interest, inadequate financial resources as well as inadequate infrastructure were some of the challenges of Colleges of Education in south south Nigeria. Finally, the the hypothesis reveal that there is no significant difference in the mean ratings of the respondents in the three Colleges of Education on the level of implementing internal quality assurance strategy.

Based on the findings of the study, the following recommendations were made; government should adequately fund Colleges of Education also, Colleges of Education should be encouraged to generate funds internally, among others.

KEYWORD: Internal quality assurance, teacher education, curriculum.

INTRODUCTION

The quality of education given to the citizens of a nation determines their level of participation in that development of the nation. It is therefore important that teacher education be taken seriously since no education system can rise above the quality of its teachers (National Policy on Education, 2013). Kanu (2014), defined teacher education as the education and training in specialized area of knowledge known as education which include philosophy of education, sociology of education, history of education, psychology of education, educational management among other which are aimed at building the knowledge base of the teacher so as to have the capacity to effectively help other people to learn. Despite the huge financial investment that has been made in teacher education programmes in the country by the government, Ukpong (2014) observes that there are still teachers that lack the competency to effectively teach and this has led to students in primary and secondary school having low grades in national and international examination like the National Examination Council (NECO) and the West African Senior School Certificate Examination (WASSCE). This therefore questions the quality of teacher education programmes in the country.

The National Commission for Colleges of Education (2020) opines that the teacher is the king-pin of quality education since education has become the primary tool for the overall development of the society. Therefore, teacher education has to occupy a position of pre-eminence in the planning and organization of the modern society. This in turn demands that the Nigerian people and government must make teaching and teacher education a very attractive professional pursuit. The National policy on Education (2013) in recognition of the vital role of teacher education in development identified the following as the goals of teacher education;

1. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system.
2. To encourage further the spirit of enquiry and creativity in teachers.

3. To help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals.
4. To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to challenging situations.
5. To enhance teachers commitment to the teaching profession.

Bearing the above in mind, there is need to improve teacher education through ensuring internal quality assurance because teacher education has the potential of improving the educational sector generally because high quality teachers will contribute significantly to high quality educational system. Commenting further on teacher education, the national Policy on Education (2013) states that teacher education programmes shall be structural to quip teachers for the effective performance of their duties, and that the following institutions among others shall give the required professional training provided they continuously meet the required minimum standards;

- (a) Colleges of Education
- (b) Faculties of Education
- (c) Institutes of Education
- (d) National teachers institute
- (e) Schools of Education in Polytechnics
- (f) National Institute for Nigeria Languages (NINLAN)
- (g) National Mathematical Centre

From the above, it could be seen that Colleges of Education were identified as among.

The various educational institutions through which the nation hopes to achieve its development goals (National Policy of Education, 2013). Colleges of Education are institutions where prospective teachers are trained. The National Commission for Colleges of Education (NCCE) Curriculum Implementation framework for NCE (2020) affirmed that the mandate of the teacher training programme at the NCE level, which is the recognized minimum teaching qualification in Nigeria, is to produce quality teachers for Basic Educational Sub-Sector. The Basic Education Sub-sector encompasses the following categories of education.

- i. Pre-primary Education or Early Childhood care and Education.
- ii. Primary Education
- iii. Junior Secondary Education

- iv. Adult and Non-financial Education
- v. Special Needs Education

However, some questions have been raised concerning the quality of the teacher education programme in Colleges of Education, this is as a result of the fact that in recent years, huge financial investment has been made by the government to improve the teacher education programme at the NCE level in the country. Yet the basic education system seems not to produce quality graduates. Hence, the need for quality assurance in Nigeria Certificate in Education Programme. The purpose for quality assurance in teacher education is to produce confidence that the standard at which a College of Education is operating conforms with the policy expectation or minimum standard for Nigeria Certificate in Education.

Quality assurance in education according to the National Education Quality Assurance Policy (2014) is the process of monitoring, assessing, evaluating and quality controlling (remediation, counselling, supervision and maintenance of resources). It also involves accreditation of the education system and communication of judgments obtained to all concerned in order to ensure quality with integrity, public accountability and consistent improvement. It involves systematic monitoring, evaluation, regulating and reporting of educational programmes and practices to ensure that acceptable standards are attained and maintained. It is a dynamic process that provides the needed guidance and support to schools for improved learning outcomes for learners. To Online School Education (2019) Quality assurance in education involves the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. It is important for accountability as well as to support ongoing development of schools as well as teaching and learning. According to the Federal Ministry of Education (2017) Quality assurance in education is a process of monitoring, assessing, evaluating and reporting objectively based on agreed quality standards, all aspects of life to ensure that acceptable standards are attained, maintained and improved upon continually. Moreover, Ehindero (2014) cited in Adegbesan (2011) agrees that quality assurance focuses on:

1. Learners entry behavior, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning.
2. The teacher entry qualification, values pedagogic stalls, professional preparedness, subject background, philosophical orientation etc.

3. The teaching/learning process including the structure of the curriculum and learning environment;
4. That outcomes, which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant instruments to assess these objectives.

Accordingly, the Universal Basic Education Commission (2012) states that quality standard in education include appropriate and adequate infrastructure, consistent high learners achievement, effective teaching and learning, purposeful and inclusive management and leadership, satisfactory care, as well as ample support and sufficient guidance, therefore, education standards cover all aspects of the education enterprise, such as inputs, processes and outputs/outcomes.

Quality assurance can be external or internal. To Uzodinma (2018) internal quality assurance mechanism involves Intra-Institution activities or practice for maintaining and improving quality of programmes. It measures learners' achievement, assessors' judgment, assessors' knowledge and the standard of the processes and procedures within an institution (Online, 2020). This is in order to ensure that learners can achieve qualifications, assessors are making the correct assessments and an institution a high quality service. Internal quality assurance measures are those strategies generated internally by institutions themselves to ensure academic quality as opposed to strategies imposed on them by legislation from external controlling bodies (external quality assurance). It is aimed at assuring quality in staff, students, academic programmes, teaching and learning. If Colleges of Education must achieve their goals and missions, they must put in place internal quality assurance strategies that will ensure the production of quality teachers. Some of the internal quality assurance strategies include; recruitment of qualified staff, use of quality course materials, adequate funding, review of programme, effective monitoring and evaluation, entry requirement for quality intakes, effective assessment and staff development (Nwizu, 2011). In order to match the growing need of effective teaching in Nigeria with what is obtainable in teacher training institutes overseas, there is need for Colleges of Education running Nigeria Certificate in Education (NCE) programmes in Nigeria to strictly implement their certified internal quality assurance strategic for success. In as much as there is poor enrolment into Colleges of Education in Nigeria, the issue of quality should not compromised;. It is needless producing teachers who cannot effectively teach in our schools especially at the basic

education level. Colleges of Education running Nigeria certificates in Education programmes therefore require internal quality assurance strategies that will be effectively implemented to produce quality teachers.

Statement of the Problem

The background of the study shows the strategic role of teacher education in the educational process. As such, the Nigerian government in recent years have invested financially to an extent and has also monitored the activities of Colleges of Education in Nigeria. In fact, the government has also gone a step further by establishing more Colleges of Education for the purpose of training teachers for the country. However, teacher training programmes of Colleges of Education has been criticized on the grounds that it compromises standard during admission as a result of poor enrollment of students and so produces low quality teachers. Furthermore, the performance of pupils and students especially at the basic education level has further deepened the criticism leveled against NCE programmes. It is against this backdrop that the researchers sought to investigate internal quality assurance strategies implemented by Colleges of Education in order to produce quality teachers. The problem of this study put in question form; what internal quality assurance strategies are implemented by Colleges of Education in order to produce quality teachers in South-South Nigeria?

Objectives of the Study

This study sought to investigate the extent to which internal quality assurance strategies are implemented for the realization of effective teacher education curriculum by Colleges of Education in South-South Nigeria. Specifically the purpose of the study include:

1. To examine the internal quality assurance strategies implemented by Colleges of Education for the realization of effective teacher education curriculum in Nigeria.
2. To investigate the challenges to the effective implementation of internal quality assurance strategies by Colleges of Education for the realization of effective teacher education curriculum in South-South Nigeria.

Research Questions

The following research questions guided the study

1. What internal quality assurance strategies are implemented by Colleges of education for the realization of effective teacher education curriculum in South-South Nigeria?

2. What are the challenges to the effective implementation of internal quality assurance strategies by Colleges of Education for the realization of effective teacher education curriculum in South-South Nigeria?

Hypothesis

The following hypothesis was formulated to guide the study;

Ho₁ There is no significant difference in the mean ratings of respondents in the Colleges of Education on which internal quality assurance strategies are being implemented for the realization of effective teacher education curriculum in South-South Nigeria.

METHODOLOGY

The research design used for the study was a descriptive survey research design. The design involves a data collection strategy based on interrogation or questioning of respondents using such techniques as questionnaires, interviews, standardized test of intelligence, aptitude, achievement or performance (Nkemakolam, 2012). The study covers all the Colleges of Education within the South-South geo-political zone of Nigeria. The South-South geopolitical zone include the following states; Akwa Ibom, Bayelsa, Cross River, Delta, Edo and River State. The population of the study consisted of all the one thousand one hundred and ninety eight (1,198) lecturers from the nine Colleges of Education in the South-South region. A simple random sampling technique was used in selecting three hundred (300) lecturers from three (3) Colleges of Education. This means that fifty (5) lecturers were selected from each of the three (3) government owned Colleges of Education in the South-South region. The instrument used for the study was a structured questionnaire titled; Internal Quality Assurance Strategies Implementation and Realization of Effective Teacher Education Programmes by Colleges of Education Questionnaire (IQASIRETEPCEQ). The instrument was validated by three experts in measurement and evaluation in the Department of Education Foundations, College of Education, Afaha Nsit. To ensure the reliability of the instrument, 20 copies of the instrument were administered to lecturers in Abia State College of Education (Technical). A reliability coefficient of 0.73 was obtained using Cronbach Alpha Statistics. Hence the instrument was reliable. The researchers distributed the instruments to three hundred and fourty lecturers with the help of the three research assistants. Out of the three hundred and fourty questionnaires distributed, nine were wrongly filled and so were discarded while thirty one were never returned.

However, three hundred were correctly filled and returned and were used for the study. The data collected was analyzed using weighted mean for research questions while independent t-test was used in analyzing the hypothesis. In interpreting the response, the real limit of numbers was adopted as follows: 1.00 – 1.49 as very Low Extent, 1.50 – 2.49 as Low Extent, 2.50 – 3.49 as High Extent and 3.50 – 4.00 as Very High Extent.

RESULTS

Research Question 1: What internal quality assurance strategies are implemented by Colleges of Education for the realization of effective teacher educational curriculum in South South Nigeria?.

Table 1: Mean responses of lecturers on the extent to which internal quality assurance strategies are implemented by Colleges of Education for the realization of effective teacher education curriculum in South South Nigeria.

S/N	ITEM	COE AFAHA NSIT			COE AKAMKPA			COE AGBOR		
		X	SD	DEC	X	SD	DEC	X	SD	DEC
1.	Having specific admission policy	3.91	3.10	VHE	3.91	2.89	VHE	4.00	3.86	VHE
2.	Screening of certificate according to admission criteria	3.91	4.71	VHE	3.86	2.91	VHE	3.96	3.91	VHE
3.	Recruitment of qualified academic staff	3.52	3.22	VHE	3.73	3.68	VHE	3.81	3.81	VHE
4.	Provision of staff development programme	3.93	3.71	VHE	3.95	3.73	VHE	3.86	3.66	VHE
5.	Use of expert in the design of course materials	3.68	3.12	VHE	3.76	3.64	VHE	3.71	3.68	VHE
6.	Current and adequate library materials in the college	3.41	3.21	HE	3.35	3.11	HE	3.21	3.10	HE
7.	Well equip laboratories on the college	2.18	3.03	HE	2.01	2.86	HE	2.16	2.11	HE
8.	Periodic review of the programme	3.52	3.41	VHE	3.51	3.41	VHE	3.68	3.25	VHE
9.	Provision of immediate feedback	2.76	2.51	HE	2.68	2.50	HE	2.41	2.26	HE
10.	Use of interactive ICT	2.31	2.11	LE	2.16	2.11	LE	2.36	2.11	LE
11.	Effective supervision of lecturers in the College	3.72	3.51	VHE	3.55	3.41	VHE	3.81	3.59	VHE
12.	Effective monitoring during examination	3.81	3.62	VHE	3.89	3.81	VHE	3.79	3.68	VHE
13.	Selection of appropriate method and materials for teaching	3.91	3.71	VHE	3.88	3.79	VHE	3.68	3.51	VHE
14.	Orientation for newly recruited lecturers	3.61	3.41	VHE	3.67	3.56	VHE	3.81	3.61	VHE
15.	Effective programme monitoring and evaluation	3.01	2.81	HE	3.42	3.39	HE	3.44	3.38	VHE
Grand Mean		3.41	3.27	HE	3.42	3.2	HE	3.44	3.30	HE

Table 1 above indicates that all the Colleges of Education implement item 1, 2, 3, 4, 5, 8, 11, 12, 13 14 and 15 as internal quality implemented to a very high extent these have their mean ranging from 3.52 to 4.00. For item 6 and 7 all the Colleges were implemented to a high extent. While item 10 was implemented to a low extent. On the average, a mean score of 3.12 for COE Afaha Nsit, 3.12 for COE Akamkpa and 3.22 for COE Agbor This shows that the Colleges are committed to ensuring that quality assurance strategies are implemented to a high extent.

Research Question 2: What are the challenges to the effective implementation of internal quality assurance strategies by Colleges of Education for the realization of effective teacher education curriculum in South South Nigeria?

Table 2: Mean responses of lecturer on the challenges to the effective implementation of internal quality assurance strategies by Colleges of Education for the realization of effective teacher education curriculum in South South Nigeria.

S/N	ITEM	COE AFAHA NSIT			COE AKAMKPA			COE AGBOR		
		\bar{X}	SD	DEC	\bar{X}	SD	DEC	\bar{X}	SD	DEC
1.	Poor implementation quality assurance policy	1.01	0.98	VLE	1.11	1.10	VLE	1.62	1.51	VLE
2.	Political interest	3.96	3.69	VHE	3.66	3.50	VHE	3.81	3.76	VHE
3.	Poor documentation of assessment grades	3.01	2.95	HE	3.11	2.98	HE	3.21	3.11	HE
4.	Inadequate financial resources	3.98	3.81	VHE	3.88	3.71	VHE	3.79	3.65	VHE
5.	Examination malpractice	3.02	2.93	HE	3.11	2.91	HE	2.96	2.83	HE
6.	Poor infrastructural and learning facilities	3.76	3.61	VHE	3.85	3.75	VHE	3.93	3.84	VHE
Grand Mean		3.12	2.99	HE	3.12	2.99	HE	3.22	3.11	HE

Table 2 above indicates that the challenges encountered by all the Colleges of Education include; political interest, inadequate financial resources and poor infrastructural and learning facilities. These challenges are experienced to a very large extent and they have their mean ranging from 3.76 to 3.98. Similarly, poor documentation of assessment grades and unclear delegation of responsibilities were experienced to a high extent and they has their mean ranging from 3.01 and 3.02. However, poor implementation of quality assurance policy was not challenge, hence was experienced to a very low extent. Grand mean of 3.12, 3.12 and 3. 22 indicates that these Items are challenges to a high extent.

Hypothesis

Ho: There is no significant difference in the mean ratings of respondents in the Colleges of Education on which internal quality assurance strategies are being implemented for the realization of effective teacher education curriculum in South South Nigeria.

Table 3: ANOVA table on the difference in the mean ratings of respondents in the College of Education on which internal quality assurance strategies.

Variables	Source of variation	Sum of Squares	Degree of freedom	Mean Sum of Squares	F-ratio	Crit-t	Decision
Quality assurance strategy	Between group	18.461	2	9.23	0.17	2.02	
	Within group	102.732	298	1.48			Accepted
Total		121	300				

Since the F-Cal of 0.17 is less than the F-Crit of 2.02. The hypothesis is no significant difference in the mean ratings of the respondents in the three Colleges of Education on the level of implementation of internal quality assurance strategies is accepted at 0.05 level of significance. This implies that the opinions of the respondents in the three Colleges of Education programmes are similar.

DISCUSSION

The findings of the study show that Colleges of Education are committed to the implementation of internal quality assurance strategies to a high extent. This is an important finding because public opinion on Colleges of Education programmes are quite negative in terms of quality, it is believed that due to poor enrollment of students in NCE programmes, Colleges of Education no longer place premium priority on quality. This has been proved wrong by this study. This findings is not surprising because Colleges of Education have a regulatory body, the National Commission for Colleges of Education (NCCE) who set minimum standard and monitor their activities. The findings show that Colleges of education have their specific admission policies and criteria that are used in screening students for eligibility into specific courses. Fadipe in Nwizu (2011) explains that through the screening exercise, students with false certificates and admission are identified and expelled, thus ensuring quality in the admission process. The study

also showed that all the Colleges to a very high extent employed only qualified lecturers to teach and they also provided staff development through the Tertiary Education Fund (TETFund) were lecturers are sponsored for masters and Ph.D programmes in recognized universities in Nigeria and Abroad. The study also reveal that the Colleges had relevant books and resources in the library courtesy of TETFund (NCCE, 2012). The study also revealed that Colleges of Education do not have adequate equipment in science laboratory, and there is lack of ICT facilities, this is in agreement with Ebisine (2013) who stated that laboratory equipment are some of the challenges facing Colleges of Education in Nigeria. The findings also shows that there is effective programme monitoring and evaluation as well as periodic review of programme. This is in consonance with the NCCE report (NCCE, 2012). Moreso, the study also showed that there is adequate supervision of lecturers, selection of appropriate method and material for teaching, immediate feedback for students as well as effective monitoring of students during examination, this resonates with Adegbesan (2011) who said that there was lecturers monitoring by the quality assurance unit as well as monitoring of students during examination to avoid examination malpractice.

On the challenges to the effective implementation of quality assurance strategies in Colleges, the following were observed. There was political interest in terms of appointment of provost, poor documentation of assessment, grades by lecturers, inadequate financial resources, examination malpractice as well as poor infrastructural and learning facilities.

This is in agreement with Awodun and Boris (2020) who submitted that the above factors posed a serious challenge in the implementation of quality assurance strategies in Colleges of Education. Consequently, the grand mean for the implementation of quality assurance strategies showed that at the Colleges implemented their internal quality assurance strategies to a high extent. Also for the challenges faced by Colleges in the implementation of internal quality assurance strategies, all the Colleges had a mean score of high extent as well.

Findings of the hypothesis show that there is no significant difference in the mean score of the respondents in the three Colleges of Education on the extent of implementation of internal quality assurance strategies. This means that the respondents in the various colleges share the same opinion on the extent of implementation of the internal quality assurance strategies.

CONCLUSION

The major finding of this study is that colleges of education in Nigeria are conscious of the quality of their programmes and graduates. Hence, they implement internal quality assurance strategies in their institutions. The implication is that government as well as owners of private primary and nursery schools should be assured that NCE has quality. The study therefore certifies the credibility of certificates acquired in Colleges of Education.

Recommendation

Based on the above findings, the following recommendations were made;

1. Management of Colleges of education and government should create awareness on the credibility of NCE
2. Government should adequately fund NCE programmes in Nigeria to enable colleges put more structure in place for better internal quality assurance.
3. Colleges of education should also source for internally generated funds to enable them improve on the quality of their programme.
4. Government should help provide ICT facilities for colleges of education to enable them become globally competitive like other teacher training institutes in other countries.

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