To control and regulate teacher education, training and practice at all levels and sectors of the Nigerian education system in order to match teacher quality, discipline, professionalism, reward and dignity with international standards.

To promote excellence in education through effective registration and licensing of teachers; and to promote professionalism through accreditation, monitoring and supervision of teacher training programmes, mandatory continuing professional development and maintenance of discipline among teachers at all levels of the education system.

Teaching for excellence

Prof. Duro Ajeyalepi; Prof. G.D. Momoh;
Prof. Muhammadu Abdullahi;
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ASSURING QUALITY IN EDUCATION CONTENT DELIVERY FOR SUSTAINABLE DEMOCRACY IN NIGERIA: A FOCUS ON PART-TIME PROGRAMMES

by
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Abstract
The issue of quality management in education starts and ends with the learning content and content delivery. It therefore follows that to sustain democracy in any nation, the quality of teaching/learning must be adequate. The study investigated how quality in education can be assured in Part-time programs. Specifically, the study set out to determine the extent to which these Part-time courses satisfy the educational needs of the country. A descriptive survey design was adopted and the population consisted of teachers and students in tertiary institutions in the South West of Nigeria. The sample comprised 200 teachers and 80 students who were randomly selected. The instrumentation used for data collection were the questionnaire which was validated and the reliability ascertained as well as the interview to corroborate responses.

Simple percentages were used to analyze and the data was presented graphically. Some of the major findings of the study were that curriculum content is often not covered within specified time frame, there is inadequate resources which all have implications for quality assurance. Improvement in resource provision was recommended.

Background
There is no doubt that there is a renewed call today for quality assurance in education as we continue to groom education beneficiaries for a more global market and not only for self or national transformation. Quality assurance can be described as the complete process of ensuring that the nature and quality of services are adequate to secure the institution's aims and objectives.

Odejide (2007) relates it to the capacity to satisfy the national goals in higher education. The Quality of education refers to the worth of education with reference to its input, the teaching/learning process and its output or the outcome of learning. It is usually measured against set standards (quality indicators) which could either be below, exactly or above a given benchmark or standard. It is a proactive and preventive means of ensuring that the quality of inputs into the teaching/learning process, the outcome - the academic achievement of students and the environment are all addressed. Quality assurance therefore helps to provide a constant check on the efficiency and effectiveness of part-time programs and is one of the most effective ways of ensuring the continual improvement of educational provision. It is advocated that institutions involved in part-time programs in
Africa, should introduce total quality management which has two dimensions: quality assurance which anticipates problems that might occur; and quality control which retrospectively checks the work after it is done to ensure compliance with acceptable standards.

Quality management in education deals with the learning content and content delivery in addition to the extent to which learners can justify their inclusion-participation in learning through teaching.

To sustain democracy in any nation, the quality of teaching and learning must be adequate, in terms of satisfying the educational needs of the nation in order to groom the right type of people that will nurture her democratic aspirations.

In Nigeria, there have been many allegations about 'falling standards' of education, especially with regard to part-time programs as offered by institutions of higher learning (Fagbamiye, 2000). Popoola (2004) also alleged that most tertiary institutions fail to engage in thorough groundwork for program definition, focus and review and this has constantly negatively affected the integrity of the educational system. Thus, it seems that the content of learning is only dependent on articulated policy (syllabus) to the detriment of likely operational deficiencies as the Nigerian National Policy on Education (NPE) revised in 2004 still remains the watershed for content articulation.

The issue of content delivery relates to the academic staff service offered in the school system. The NPE stated that Nigeria requires a motivated and conscientious teacher as the most suitable actor in the field of teaching but there is no specific benchmark for such attributes except that schools ought to run optimal resource-loaded institutions and programs. Moreover, most part-time programs in virtually all institutions have been paying teachers a pittance, and using the wrong, low quality, and unqualified teachers for the right jobs. This practice is bound to affect the quality of content delivery and negate the efficient public service practice delivery enunciated and recommended by the Federal Government Service Compact (SERVICOM 2004).

Beside the issue of quality human resource is the need for methodological competence. This sometimes suffers setback due to unavailability or inadequacy of resources. Thus, when teachers are constrained by resource inadequacy, content delivery, as well as their democratic dispensation is eroded or jeopardised. Closely related to methodological competence in content delivery is the critical issue of managing instruction.

Very often, teachers fail to use effective procedures for promoting classroom instruction. Consequently, teaching and classroom leadership skills become dysfunctional. Added to this managerial challenge is the classroom learning climate which is often teacher-centred, while students' critical thinking and independent learning strategies/activities are not stimulated and so remain untapped. Akubue (1991) noted that the lack of familiarity with the basic concepts and principles of classroom management constitutes a major hindrance to level of preparedness, quality of environment, subject organization, and social climate of learning as well as other behavior-related problems surrounding content delivery. Since democratic principles connote equity, justice, and fairness, that are consistent and properly
regulated by the instructional leader, quality assurance indicators should permeate teaching, teacher quality, teacher capacity, classroom communication/interaction, learning environment as well as teaching materials.

The question therefore is to what extent do part-time programs help to groom graduates through quality education to nurture and sustain democratic leadership?

Statement of the problem
Sustainable democracy is conceptualized to revolve around issues of equity and control, meticulous preparation as well as teacher background competence in dealing with learning content. Thus the integrity of learning process and productive life of the teacher would depend on well established work plan, flexible time mechanics that allow individual control among others. However it has been noted that the number of issues for strategic implementation of education content have not been suitably reprogrammed in policy and principle. This affects the practice of content delivery.

In a bid to extend educational opportunities to everyone to satisfy democratic principles, it becomes imperative to ensure that quality is not compromised in Part time programs. The study therefore examined the content delivery of part time programs as a means of assuring quality in education for sustainable democracy in Nigeria.

Purpose
The main purpose of the study was to determine the extent to which part-time courses run by tertiary institutions in Nigeria satisfy her educational needs, as measured by the quality indicators, in order to produce the right caliber of graduates to nurture and drive her democratic aspirations.

The specific objectives were to:
1. assess the quality of curriculum content-subject matter used in the part-time program;
2. determine the quality of teachers that facilitate the programs in terms of teacher’s professional qualification, preparedness, experience, motivation and commitment;
3. assess the level of competence in the delivery methodology of teachers in terms of willingness/capacity to do the job independently with minimal supervision, and manage instruction and the use of ICT in teaching;
4. determine the extent of resource availability;
5. assess the environmental factors that contribute to quality education; and
6. determine whether the services rendered by part time programs meet the standard prescribed by SERVICOM 2004

Research questions:
The following research questions were generated to guide the study
1. How adequate is the course content of the part time program in Nigeria towards achieving the objectives of tertiary education as stipulated by the NPE 2004
2. How competent are the teachers involved in the programs (profession, development, experience). To what extent do they carry out their duties without supervision?
3. What is the level of the teacher’s methodological know-how/competence to achieve the
set objectives (commitment to duty, capacity to manage instruction, incorporation of ICT, capacity to encourage student participation)

4. Do the part time programs have adequate provision of resources (availability) to facilitate teaching/learning?

5. What environmental factors contribute to quality education delivery or otherwise in the programs?

6. Do the services rendered by the part time programs meet the SERVICOM – prescribed standards?

Conceptual Framework
SERVICOM (Service Compact) is the body introduced by the Federal Government for quality assurance in the general service rendered by the public servant. The University as a body that renders public service is therefore expected to have teachers who comply with the laid down rules of teacher qualification, content delivery and quality service with minimal supervision, among others in a bid to ensure democracy. The study borrows from this concept that civil servants ought to deliver the job they are paid for conscientiously

Research methodology
A descriptive survey design was adopted in the study. The justification for this stemmed from the appropriateness of the design to capture diverse variables. The target population consisted of teachers and students. The respondents were selected from 4 institutions that engage in part-time programs in tertiary institutions in the South West of Nigeria. The sample comprised 200 teachers (50 from each of the programs) and 80 part time students (20 from each program) who were randomly selected to participate in the study. This gave a total of 280 respondents. The major instrument for gathering data was a 48 item self-structured questionnaire fashioned to assess the availability, utility and adequacy of content and content delivery indicators. The questionnaire sought to determine the availability and otherwise of the variables under focus. Also interview schedule was an additional instrument to get the opinion of the teacher respondents on the variable under focus. The questionnaire had two sections: Section A contained the bio-data of the respondents. This revealed the characteristics and background of the teachers and students in the program. Section B focused on the content and the content delivery. The section revealed the extent of compliance with the quality indicators of content and its delivery process in order to satisfy the educational needs of the country and subsequently groom the right caliber of Nigerians to drive her democratic aspirations. In addition, two teachers from those that completed the questionnaire were also interviewed in each school to further confirm the written responses. The instruments were validated by three distance/part-time education experts at the University level, to ensure their face and content validity. Test-retest reliability method was used to establish the reliability of the questionnaire using a similar sample population not involved in the study. The test-retest yielded a reliability co-efficient of 0.86 showing that the instrument was adequate for the intended use. Data collected were analyzed using both descriptive statistics and simple percentages. The responses to the interview questions were analyzed qualitatively. The findings are presented graphically.
Findings

The first figure addresses research question one on the adequacy of course content:

Figure 1: This represents the level of adequacy of course content in the part-time programs.

This table shows that 75% of management of the programs provides course content for the use of the teachers and 72% of the teachers adhere strictly to the completion of the course content though 59% of them fail to cover the assigned topics for the semester or update their notes regularly while 56% do not cover the assigned topics for the semester.

Figure 2 answers the second research question on the competency level of the teachers in Part-time programs.

Fig. 2: Competency level of teachers in part-time programs
Figure 2 reveals that 96% teachers in part time programs do not possess the recommended minimum qualification of Ph.D degree as stipulated by the University Commission and prescribed by the service compact. Even though teachers are encouraged to develop themselves through different trainings, conferences and so on, 96% of the management of part time programs do not organize such Workshops or Conferences. 60% of the teachers do not work with minimal supervision and though they attend Lectures regularly, 35% also fail to turn in their grades promptly.

Figure three addresses the research question on the pattern and level of use of teaching methods and teachers methodological competency.

Fig.3: Use of teaching methods in part-time programs

<table>
<thead>
<tr>
<th>Variables</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
<th>120%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time teachers are familiar with different teaching methods</td>
<td>46%</td>
<td>3%</td>
<td>5%</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Teachers apply appropriate method as relevant to the topic</td>
<td>40%</td>
<td>3%</td>
<td>5%</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>They encourage high student participation in class</td>
<td>4%</td>
<td>1%</td>
<td>5%</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Teachers are familiar with and use Information Communication Technology (ICT)</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Teachers use other methods other than Lecture method regularly</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
Figure 3 reveals that 54% of the teachers are familiar with different teaching methods and 57% apply the methods appropriately. 32% of the teachers fail to encourage student participation in class and only 14% of the teachers use other methods than the Lecture. This suggests that even though the respondents feel that teachers apply appropriate teaching methods, it is evident that Lecture is the most common method used and this will not encourage student participation. 77% of the teachers are neither familiar with nor use ICT to teach which means that many are not ICT compliant as is required in quality education nowadays.

This next table addresses the issue of adequacy of provision of resources and answers research question 4.

### Adequacy of Resource Provision

<table>
<thead>
<tr>
<th>Variables</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are enough lecture rooms to accommodate students</td>
<td>60%</td>
</tr>
<tr>
<td>Management of part time programs provide multimedia for teachers</td>
<td>40%</td>
</tr>
<tr>
<td>There is provision of library facilities for general use</td>
<td>20%</td>
</tr>
<tr>
<td>There is adequate seating arrangements for students</td>
<td>20%</td>
</tr>
<tr>
<td>Teachers are promptly and adequately remunerated</td>
<td>0%</td>
</tr>
</tbody>
</table>

Fig 4: Adequacy of provision of resources for teaching

This table shows that 56% of the respondents believe that there aren't enough lecture rooms. 77% of management of part-time programs fail to provide multimedia for the use of the teachers, and 89% see the library facilities as inadequate. Also 79% do not feel that teachers are satisfactorily remunerated and 46% say that the students' seating arrangements are also not adequate in most of the institutions investigated.
The last figure answers research question 5
Fig. 5: This table addresses the effect of environmental factors on quality education delivery

### Adequacy of Resource Provision

<table>
<thead>
<tr>
<th>Variables</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are enough lecture rooms to</td>
<td>90%</td>
</tr>
<tr>
<td>accommodate students</td>
<td></td>
</tr>
<tr>
<td>Management of part time programs</td>
<td>80%</td>
</tr>
<tr>
<td>provide multimedia for teachers</td>
<td></td>
</tr>
<tr>
<td>There is provision of seating</td>
<td>80%</td>
</tr>
<tr>
<td>arrangements for students</td>
<td></td>
</tr>
<tr>
<td>There is adequate library facilities</td>
<td>70%</td>
</tr>
<tr>
<td>for general use</td>
<td></td>
</tr>
<tr>
<td>Teachers are promptly and adequately</td>
<td>60%</td>
</tr>
<tr>
<td>remunerated</td>
<td></td>
</tr>
</tbody>
</table>

Figure 5 reveals that 64% believe that the student to teacher ratio is not conducive to learning. 59% see the lighting and ventilation in the lecture halls as adequate. 68% of the respondents believe that the lecture halls of mini-campuses are not located in areas that are conducive to learning and only 42% of the respondents think that mini campuses are adequately equipped for learning.

**Discussion of findings:**
Many of the negative responses here add up to the revelation that the standard is generally not following the guidelines of the quality assurance principles as laid down by the quality assurance body (SERVICOM). The implication is that if quality is not maintained in part time programs in terms of input, process and output; the output in terms of its graduates will be seriously affected. This will in turn impact on the basic aim of producing quality graduates that will nurture and maintain the democratic aspirations of the nation and also contribute to the Education for all (EFA) and the Millennium Development Goals (MDGs).
Recommendations:
The following recommendations were proffered:
- That there be a more concerted effort to properly oversee the part time programs in order to ensure quality control.
- There must be more focus on the provision of resources to ensure that teachers are adequately equipped to deliver the course content.
- It is necessary for the various University establishments to adhere more strictly to the guidelines of Service Compact (SERVICOM) as a guide to good work ethics and compliance.
- Information Communication Technology (ICT) in terms of multimedia should be provided to cater for the large class sizes in the programs.
- There is also a need to improve most of the Centers in terms of provision of more Lecture halls to accommodate the students.

References

Odejide, A.I. (2007). Quality relevance in University of Ibadan's General Studies Programme: