

Educational Qualification of Academic Heads of Departments: A Tool for Quality Assurance in Colleges of Education in Nigeria.

Dr Evelyn Adesuwa Ogieva

National Teachers' Institute,
Karu Nasarawa State.
07033436348.

adesuwa_evelyn2012@yahoo.com

Prof. Gbari Usman Sylvester

&

Dodo Timothy Maigona

Department of Educational Foundations,
Faculty of Education
Nasarawa State University

Abstract

This study was undertaken to examine the place of Educational Qualification of academic heads of departments in Quality Assurance in colleges of education in north central geo-political zone of Nigeria. A research question was raised to guide the study while a null hypothesis was formulated and tested. Descriptive survey research design was employed. The population of the study comprised all the lecturers in all academic departments in both public and private colleges of education in the north central geo-political zone of Nigeria. The population was drawn from 26 Colleges of Education. A sample of 521 subjects was selected using stratified random sampling technique from 3 strata: private, state and federal colleges of education. Structured Questionnaire on administrative effectiveness of heads of department was used for data collection. Its logical validity index was 0.73. the reliability index obtained was 0.67. Descriptive statistics were used to analyze the data to answer the research question. The Hypothesis was tested at 0.05 level of significance using Analysis of Variance (ANOVA) in order to determine the level of influence of the variable (Educational Qualification). The hypothesis was rejected and not retained. The findings revealed that academic qualification was found to have significant impact on the administrative effectiveness of heads of academic departments viz-a-viz Quality assurance. Based on the finding, recommendations made include Heads of Departments should, on appointment, be exposed to managerial skills to enhance their job effectiveness; the heads of departments should upgrade themselves academically.; the National Commission for Colleges of Education (NCCE) need to develop monitoring team with high integrity to access the administrative effectiveness of heads of departments and ensure that only heads of department who are qualified be appointed as heads of department in Colleges of Education; academic qualification should be considered in appointing heads of departments and NCCE should adequately carry out their supervisory roles and ensure that any staff who do not have the requirement to be in the College of Education should not be allowed into the system and the Provost of any school found wanting should be sanctioned.

Keywords: Educational Qualification, Heads of Academic Departments. Quality Assurance

Introduction

Teacher Education is worth little or nothing without quality assurance.. The enabling laws of National Commission for Colleges of Education (NCCE) mandated the body to assure Quality in Colleges of Education. Colleges of Education were established to train and equip teachers for their esteemed functions. The National Policy on Education highlights the goals of teacher education which among others include producing highly motivated, conscientious and efficient classroom teachers for all levels of our educational system. (FRN, 2013).

In realizing these goals the government, in the policy gave, recognition to Colleges of Education as one of the professional teacher training institutions. The training institutions are expected to produce for the nation, quality teachers who will give the learners quality education since there is no alternative substitute for teachers whether in public or private schools. Oni, 2006, asserted that although educational institutions are regarded as formal organizations, their management, especially in tertiary institutions, differs slightly from other organizations. This is partly because specialists found in various departments who may be professionally higher in rank than their departmental heads; but to whom work may have to be assigned and tasks delegated. This complexity requires tact by the Heads of Department who are expected to show respect for superiors and demonstrate appropriate managerial skills for them to create an environment in which academic staff and other subordinates can best perform.. In the same vein, Heads of Departments according to Omidiran (2002) are required by the authority to demonstrate effective communication skills by sharing information with academic staff, use appropriate decision-making techniques and problem solving skills to resolve disagreement, resistance and opposition of staff in such institutions. They are also required to effectively use motivational skills to encourage academic staff to perform other complementary tasks of: collation of results, registration of students and to regularly attend departmental meetings in the bid to accomplish stated educational goals. The mandate of the Colleges of Education can also be achieved through the effective performance of the functions by the heads of departments.

Concepts of Administrative Effectiveness and Quality Assurance

On the concept of Administration, Peretomode (2003) views administration as concerned with the performance of executive duties, the carrying out of policies and decisions to fulfill a purpose, and the controlling of the day-today running of an organization. The team of administrators found in Colleges of Education includes the Provost, Deputy Provost, Registrar, Deans of Schools, Heads of Departments etc.as shown in figure 1

below. The structure shown is not different from what is obtainable in other Colleges of Education in north-central zone of Nigeria.

Climate encourages people to work in cordial relationship with subordinates' and superiors. The effective Heads of Departments sees his work as being a call to duty, a duty he is not coerced to perform and so he tackles his scheduled time to ensures completion even ahead of scheduled time.

Quality Assurance is the systematic activities implemented in a system so that Quality requirements for a service and products are met. This therefore implies that if quality assurance is to be sure that the right things are done the right way and at the right time. (Emenalo, Obizue and Okwa, 2017). Quality Assurance therefore is the strategy of an organization or a body in accomplishing the goals for which it was set up and also maintaining standards (Mbakwe & Okeke in Ogieva, 2019). An indicator to this strategy is effectiveness, being the ability to produce desired result. Oyebode (2002) in her work on effectiveness stated that an person concentrates on doing the right thing irrespective of other wrong things which he can do right. Administrative effectiveness therefore is the ability to rightly perform administrative duties in order to achieve the predetermined goals/objectives. (Ogieva, 2016). In this vein, this paper posits administrative effectiveness synonymous with Quality Assurance in Teacher Education programmes.. Teacher Education must produce the desired results through Quality Assurance

Ocadiz (2002) established the determinants of administrative effectiveness; these include accountability, performance, improvement monitoring and evaluation. A head of department who works collaboratively with the lecturers to make decision that affect the instructional activities and learning outcomes is in a position to improve the lecturers satisfaction which in turn impact positively upon the student performance and the achievement of the school goals.

The other indicators of administrative effectiveness as observed by Ocadiz (2002), include academic leadership, acceptability, reputation; maintaining a strong positive culture and tradition are all evidence of administrative effectiveness. Therefore, using these indicators, the researcher designed questionnaire based on four dimensions which constitute the administrative effectiveness indices of HODs. These include interaction of HODs with staff, Administrative skills of HODs, Administrative qualities exhibited by HODs, Performance of Administrative duties HODs.

The Problem: Heads of Departments in Colleges of Education have some specific administrative functions to perform which sometimes are not effectively carried out. Their failure to effectively carryout their duties may have negative effects on the quality of products of such colleges of Education. One of the major causes of such Heads of

Departments ineffectiveness in their administrative duties might be due to low qualifications. A newly appointed head of department may not have any managerial qualification, prior administrative training or experience. Sometimes, he may find it stressful addressing administrative issues as ensuring quality assurance, enhancing lecturing schedule, dealing with conflict, discipline, financial management etc. In some cases, the first few years of such Heads of Departments may be years of making repeated mistakes, putting blames on the previous Heads of Departments.

In view of the above, what then is the place of Educational Qualification of academic Heads of Departments in Quality Assurance in Colleges of Education? An attempt to answer this question form the major thrust of this study.

Purpose: The main purpose of the study is to examine the influence of Educational qualification of Academic Heads of Departments in Quality Assurance in Colleges of Education in North- Geo-Political Zone of Nigeria. In specific terms, the study is intended to find out whether academic qualification of academic Heads of Departments has any influence on their administrative effectiveness in Colleges of Education. In order to guide the study, the following research question was framed: “Does academic qualification influence the administrative effectiveness of Heads of Departments in Colleges of Education?”

Hypothesis: The hypothesis below was formulated and tested at 0.05 level of significance:

“There is no significant relationship between the academic qualifications of academic Heads of Departments and their administrative effectiveness in North central geopolitical zone?”

Methodology

The Research based on ex-post-facto research design since the researcher does not have direct control of the independent variables because their manifestations have already occurred. The independent variables are the influence of, qualification and years of experience while the dependent variable is the administrative effectiveness of academic HODs in Colleges of Education.

The target population of this study consists of all the lecturers and heads of departments in all academic departments in public and private Colleges of Education in the North Central Geo-Political Zone. The sample for the investigation consisted of five hundred and twenty one (521) lecturers and one-hundred and twenty-eight HODs. Proportionate sampling technique was employed to select lecturers from each College of Education. A 50% ratio was employed to

arrive at the sample of 521 subjects. Three strata were considered; federal, state and private institutions.

Instrumentation

One instrument was used for data collection. This is Heads of Department and Lecturers' Questionnaire on Administrative Effectiveness of HOD in Colleges of Education in North-Central zone of Nigeria (HODLQAE). The HODLQAE was designed by the researcher. Logical validity of the instrument (HODLQAE) was sought by subjecting it to critical appraisal of experts. The ratings from the experts enabled the researcher to obtain logical validity of 0.7 for the study. A pilot study was carried out to pretest the research instrument and this led a reliability coefficient of 0.67 using test-re-test method and Spearman Correlation formula.

Analysis: Descriptive statistics was used to analyze the data on research questions while the hypothesis was tested using the Analysis of Variance (ANOVA) at 0.05 level of significance in order to determine the level of influence of academic qualifications on administrative effectiveness of heads of departments.

Research Question: Does academic qualification influence the administrative effectiveness of Heads of Departments in Colleges of Education?

Table 1: Administrative effectiveness of heads of department by qualification.

S/N	Academic Qualification	N	Mean	Variance	Std
1	Ph,D	13	1.75	146	1.94
2	M.Sc, M.Ed, MA	263	7.45	3.36	1.83
3	BA, BSc, ED	245	3.45	153	1.75
4.	PGDE	-	-	-	-
	TOTAL	521	12.85		5.21

Table 1 shows the analysis of the influence of academic qualification of the heads of departments on their administrative effectiveness in colleges of education. The result shows that heads of department with academic qualification of Ph.D have a mean of 1.75 with a standard deviation of 1.94. while that of Masters (M.Sc, M.Ed and MA) have a mean of 7.45 with a standard deviation of 1.83. Also, heads of department with qualification of first degrees (BA, B.Sc, ED) have a mean of 3.45 and a standard deviation of 1.75. There is no head of department with an academic qualification of PGDE. The result shows that heads of departments with Ph.D are more effective administratively. This is followed by heads of departments with Masters (MSc, M.Ed and MA) degree while heads of departments with degrees are least. Thus, academic qualification has a positive influence on the administrative effectiveness of heads of

Hypothesis

There is no significant relationship between the academic qualifications of heads of departments and their administrative effectiveness in North central geopolitical zone.

Table 2: Analysis of Variance (ANOVA) on Administrative effectiveness heads of departments in colleges of education according to qualification.

Sources of Variation	Sum of squares	Df	mean square	F	Sig.
Between Qualification	35.95	100	0.3595	6.986	.001
Within Qualification	895.891	420	2.1331		
Total	931.841	520			

The result in table 2 shows that the f calculated value of 6.986 is greater than the critical value of 3.65 at df 100,420. With this we reject the null hypothesis and accept the alternative hypothesis this implies that there is significant relationship between the academic qualification of heads of departments and their administrative effectiveness

Finding; the major finding is; there is a significant difference between the academic qualification of heads of departments and their administrative effectiveness.

Conclusions; Based on the finding, it was concluded that the Academic Qualifications of heads of departments influenced their administrative effectiveness and hence it influence Quality Assurance

Recommendations; Based on the finding, recommendations made include

- Heads of Departments should, on appointment, be exposed to managerial skills to enhance their job effectiveness;
- the heads of departments should upgrade themselves academically.
- the National Commission for Colleges of Education (NCCE) need to develop a monitoring team with high level of integrity to access the administrative effectiveness of heads of departments and ensure that only those who are qualified academically are appointed as heads of academic department in Colleges of Education. Hence, academic qualification should be considered in appointing Heads of academic Departments.
- The basis for appointment of heads of department in colleges of education in Nigeria should take cognizance of academic qualification of academic staff.
- NCCE should adequately carry out their supervisory roles and ensure that any staff who do not have the requirement to be in the College of Education should not be allowed into the system and the Provost of any school found wanting should be sanctioned.

References

- Adepoju, T. L. (2008). *Fundamentals of School Administration Planning and Supervision in Nigeria*. Ibadan: Alafas Nig. Ltd.
- Afe, J.O. (2002). *Reflections on Becoming a Teacher and the Challenges of Teacher Education*. Inaugural.64, University of Benin, Benin City.
- Babajide, C.O. (2010). *School Effectiveness*. Ibadan: Soji Publishers

- Emetarom, M.G. (2007). Students evaluation of teaching. An administrative strategy in Nigeria. In J.B. Babalola, G.O. Akpa, A.O. Ayeni and S.O. Adedeji.. *Access. Equity and Quality in higher education. NAEAP Publication.*
- Mbakwe, E.J. & Okeke, F.N. (2007). Enhancing internal quality assurance mechanism in Nigeria universities through ICT compliance in Nigeria. In J.B. Babalola, G.O. Akpa, A.O. Ayeni & S.O. Adedeji.. *Access. Equity and Quality in higher education. NAEAP Publication.*
- Federal Republic of Nigeria. (2006). *National Commission for Colleges of Education Brochure (6th Edition).* Abuja, N.C.C.E. Publication.
- Federal Republic of Nigeria. (2013). *National Policy on Education.* (sixth edition) Lagos: Nigerian Educational Research and Development Council Press.
- Nwaokeocha S. (2013). *Nigeria: Managing Teacher Education and Practice in Era of Transformation.* South Africa, AFTRA.
- Olurode, A. A. (2001). Assessing institutional performance in Higher Education: A managerial perspective. *Higher Education 10* (76-78).
- Ogieva, A. E. (2016). *Influence of leadership variables on administrative effectiveness of academic heads of departments in colleges of education in north-central zone, Nigeria.* Unpublished Doctoral Thesis.
- Oyebode C. H. (2002). *Introduction to Educational Administration in Nigeria,* Ibadan: Graphics (Nig) Ltd.
- Peremode, V.F. (2003). *Educational Administration: Applied Concepts and Theoretical Perspectives.* Lagos: Joja Educational Publishers.