

Quality Assurance Practices as Determinants of Academic Staff Effectiveness in South-West Nigerian Polytechnics

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Abstract

Quality assurance practices are input, process and output systems that are put in place by school administrators in order to ensure academic standards. It is on this premise that this study examined quality assurance practices as determinants of academic staff effectiveness. The study population consists of 6,577 academic staff in South-west Nigerian Polytechnics. Stratified and random sampling techniques were used to select 327 academic staff. An adapted instrument titled “Quality Assurance Practices Questionnaire” (QAPQ) and “Academic Staff Effectiveness Questionnaire” (ASEQ) were used to collect relevant data. Data collected were analysed using percentage and correlation methods. Findings indicate several quality assurance practices, which include quality assurance in recruitment of lecturers, staff supervision, capacity building, and library services. Also, the study revealed a significant relationship between quality assurance practices and academic staff effectiveness. Specifically, it was found that ensuring quality assurance in recruitment of lecturers is a determinant of academic staff effectiveness. Similarly, quality assurance in library services is a key determinant of academic staff effectiveness. Based on the findings of the study, it can be said that quality assurance practices had great influence on academic staff effectiveness as revealed in the study and that the predominantly used quality assurance practice among Polytechnics management in South-west Nigerian Polytechnics was library services. The study recommends that management of polytechnics should sustain the optimal utilization of quality assurance practices, to boost institutional effectiveness.

Keywords: Quality assurance, effectiveness, polytechnics, Nigeria.

Introduction

The importance of academic staff to national building cannot be overlooked. It has contributed significantly to the betterment and upliftment of many individuals

globally. Academic staff effectiveness is considered crucial to any educational organization and could be viewed in terms of effective teaching, research and publication as well as community services. Hence, the lecturers occupy significant roles in the development of students and the nation at large. The teaching staffs are the mainstay of any institution and their number and quality affect the teaching-learning process. Lecturers' roles are significant in the transformation of students into graduates and providing students with knowledge and solutions to the societal problems (Adeyemo, 2015; Ajibola, 2016; Akinfolarin & Ehinola, 2014; Akinnubi & Aliyu, 2016).

Aliyu and Kabir (2014) postulated that academic staff is highly experienced and frontline scholars in their diverse disciplines. Academic staff utilise the required vital teaching and learning facilities as well as opportunities for professional and career growth in such system. Academic effectiveness is an important result in education and as well as the extent to which lecturers and students of the institution has achieved their educational goals. The effect of lecturers' teaching effectiveness in the learning outcome of students as judged by students' academic performance has been the subject of several studies. Academic staff plays a very significant roles in achieving Polytechnic's goal through the optimal utilisation of quality assurance practices in the institutions.

Quality is the assurance of perfection or excellence by the lecturers in the schools (Adeoye & Popoola, 2011; Arinde, 2010; Fakokunde, 2014; Federal Republic of Nigeria, 2014; Okebukola, 2012). Yusuf (2011) viewed quality assurance as those systems, processes, procedures, and actions planned to guide the achievement, maintenance, monitoring and attainment of excellence. Also, quality assurance practices refer to a premeditated and systematic review process of an organisation or programme to determine whether acceptable standards of education, scholarship and infrastructure are being met, maintained, and improved. Quality assurance has gained recognition globally particularly in tertiary education and more concentrations are being paid to it than ever before. According to Romanu (2013), the objectives of quality assurance and accreditation in higher education are to guarantee that good quality education is being offered, furnish students to manage their own learning and development throughout their lives, supply students with knowledge and skills that are pertinent to the current job market locally, nationally and internationally, and ensure that internationally recognised academic standards are achieved. Quality assurance practices are the heartbeat of any school organisation in terms of ensuring standard among the academic staff within the institutions. A quality assurance practice in the educational system is an umbrella concept for a lot of activities that are designed to improve the system input, process and output of education.

For many years, the issue of developing and sustaining high quality of education in the entire educational system has come under a very critical focus (Obguanya & Lasis, 2014; Pitman, 2014). Also, quality is planned with the academic process from the beginning to ensure that the product or service meets a predetermined specification (Ofoegbu, 2017; UBE, 2012; Zumo, 2014). A system with quality assurance specifies exactly how production would take place and to what standards. Thus, the advantage of a system with quality assurance is to ensure that quality services are facilitated. One of the factors contributing to the success of an organisation is the quality and strength of its workers. Therefore, this is particularly true of educational institution. No matter how efficient a school administrator is one can hardly achieve success without quality staff (Ayeni, 2010).

Considering the importance of quality assurance practices in education, it is pertinent to carry out a study that would evaluate its usage and effectiveness in Nigerian educational system particularly in polytechnic. Furthermore, previous related studies with respect to quality assurance practices in the Nigerian Polytechnic education failed to consider academic staff effectiveness (Oladimeji, 2017). Thus, the gap identified by the researchers was that none of the earlier researchers focused on quality assurance practices and academic staff effectiveness for relationship test. Hence, this has created a research gap, part of which this study intends to fill.

Literature Review

Existing literature review (e.g., Adeyemo, 2015; Akuegwu, Anijaobi-idem & Berezi, 2012; Nnorom, Gaius & Oke, 2013; Odiba, 2012; Oyedeji, 2012; Paul, 2015) indicates studies on quality assurance in education system. For instance, Odiba (2012) found that quality assurance is the weapon for quality improvement of Nigerian educational systems. Quality assurance entails the ability of the schools to meet the expectations of users of manpower regarding quality of skills acquired by their outputs. The work of Adeoye and Moses (2011) concluded that quality assurance has the propensity to meet criteria relating to academic matters, staff-student ratio, staff mix by rank, staff development and other indicators in school system. Nnorom, Gaius and Oke (2013) established that quality assurance is a predictor of good physical facilities and effective use of library facilities. The study investigated by Singh (2010) affirmed that quality assurance as an approach to organising work that: ensures that institutions mission and aims are clear and known to all; ensures the systems through which work will be done are well thought out, fool proof and communicated to everyone; ensures everyone's responsibilities are clear and understood; defines and documents the institutions' sense of quality; sets

in place systems to check that everything is working to plan; and when things go wrong and they will find a way of putting them right. Adekule (2012) focused on correlation between quality assurance and effective recruitment of lecturers in Nigeria. He described recruitment as the process of employing staff into the school system while qualified lecturers connote eligible or suitable staff with the possession of requisite knowledge. However, recruitment of qualified lecturers can be defined as employment of suitable academic staff with the possession of requisite knowledge such as B.A. (Ed), B.Sc. (Ed), M.A. (Ed), M.Sc. (Ed), and Ph.D. to lecture in the institutions. A qualified teacher is a person with the possession of both professional and academic background to teach a subject. A qualified teacher is an individual who has been successfully trained and educated by a recognised institution on how to systematically present fact, ideas, skills, and techniques to learners and indeed develop the learners' entire personality, both intellectually and morally.

Ofojebe & Ezeugo (2010) opined that the educational qualifications of academic staff are a veritable factor in effective delivery. This justified that the higher the academic/professional qualifications of academic staff, the more likely the quality of service provided. Abijo (2014) concluded that the quality and availability of qualified and committed lecturers are the determinant factors for the achievement of educational programmes. Oduma (2013) noted that quality assurance in education system is a multi-dimensional concept connecting the various functions and activities comprising research, staffing, teaching, students, buildings, facilities and equipment, service to the community and academic setting. Quality assurance is the ability of education system to achieve certain criteria relating to academic matters, particularly higher institution. Therefore, there must be satisfactorily general standard to guide academic affairs. Adegbesan (2011) quality assurance in education includes the quality of teaching staff, quality available instructional/teaching materials, equipment and facilities, school environment and students, including quality of education delivery. Yusuf (2011) articulated that quality education can only be assured through good and competent teachers. Teachers are indispensable in the achievement of goals of the school system. This is because they occupy an important position in terms of implementation of the school system. He further maintained that quality teacher education is basic to the development of any nation. Hence, the quality of teachers will determine the quality of output from the school system that will power a nation's social, political, economic, scientific, and technological development.

For any school organisation to be able to function effectively there is need to ensure quality assurance in the provision of well-equipped library in institutions (Popoola & Haliso, 2009). The work investigated by Ntui and Inyang (2015) on quality assurance in the provision of library service in school concluded that public

institutions should ensure quality collection of information resources and the staff, has a duty of making them accessible to those who require them. Library is an establishment that administers the intellectual products that person can gain access to readily. Library is an integral part of entire school environment designed for an instructional and self-development centre. Library information resources could be defined as those information bearing materials that are in both printed and electronic formats such as journals, magazines and newspapers reports, textbooks, indexes, abstract, CD-ROM data bases, video tapes/cassettes magnetic disk, internet/E-mail, computer, micro forms. These are the resources in the library which make services possible. Oyewusi & Oyeboade (2009) concluded that library resources are the collections of textbooks and bibliographic information sources and information technology such as those that support browsing and authoring and communication like a computer and internet and that quality assurance must be ensured in providing these services.

Romanus (2013) opined that the academic institutions in a developing country like Nigeria are meant for the provision of theoretical and practical training that will lead to skills attainment and intellectual for economic, social and political development of the country. Ayeni (2010) viewed that the academic institutions are expected to be development- oriented, whether in respect of the society or the individual and whether in physical or psychological dimensions. Academic staffs are an intellectual group of people recruited into the academic environment to lecture, pursue community services, and conduct research and publication. Academic staff can be regarded as an individual recruited in academic organisations whose tasks are to lecture and carry out research leading to development in the society. In a similar view, Popoola (2008) regarded academic staff as lecturers in the academic organisations whose responsibilities include to teaching, learning, research and community services. Aliyu and Kabiru (2014) opined that academic staffs are central in the attainment of the statutory goals of higher education. Authors (e.g Akuegwu, Bassey & Udida, 2006; Olorutoba & Ajayi, 2006) have established various dimensions of lecturers' effectiveness that include research and publications and teaching.

Research is one of the crucial points on which higher institutions of learning rests. Others include teaching and community service. It consists of a key criterion for the promotion of academic staff and, as such it is highly regarded; it requires high level of participation and quality work (Akuegwu, Bassey & Udida, 2006). Olorutoba and Ajayi (2006) opined that research achievement is determined by the number of published articles in referred journals and conference proceedings of status. Obanya (2010) established that quality research by academic staff contributes to unquestionable indigenous and sustainable development. They concluded that area

of specialisation of academic staff determines their research productivity. Publication means the quality and quantity of research produced by academic staff. This is the justification in the number of published research in local and international journals, awards obtained by staff among others. Akuegwu, Bassey, Udida & Udey (2007) opined that the articles published in highly regarded journals give an avenue of recognition for many researchers, since the published journal article is the first formal presentation to the scientific community of an innovation or discovery. Also, higher institutions of learning are ranked based on six objectives indicators stated as follows: the number of alumni and staff winning the Nobel prize and medals in specific fields, number of highly cited researchers, number of articles indexed in science citation index, number of articles published in nature and science, number of articles in social science index, per capital performance in reference to the size of the institution.

Acharu (2015) teaching is a dynamic process in which lecturer shares information with learners in order to provide them with the information needed for behaviour changes. Teaching can be said to be effective when an instruction is unambiguously engaging and clear, takes cognizance of individual differences, and eventually leads to the students' success. Oladimeji (2017) concluded that only way to develop learners' outcome is to enhance instruction. Ogunsaju (2012) enumerated three component variables involved in teaching effectiveness, which are the context, the process and the product variables. The context variable means all those characteristics of the context learning activity normally a classroom-based lesson, which may have some bearing on the success of learning activity. The process variable involves all those characteristics of the teacher and the student behaviour in learning performance activities which take place in the classroom, and which may reflect the success of the learning activity. And the product variable means those educational outcomes which are desired by teachers, and which have formed the basis of either the teachers' planning of the learning activities and/or of objectives or criteria which can be used to consider and monitor effectiveness. Ijaiya (2012) had established the commitment to teaching as a predicator of teachers' work performance and turnover.

Aregbeyen (2010) opined that the role of teachers/lecturers in the impartation of knowledge and skills is generally agreed to and recognised. This is because their research is more intimately and directly associated with the students' learning outcome than that of any other division of the society and professional personnel. Hence, the lecturers in performing their roles are always faced with the question: how are lecturers to teach effectively or how are lectures to help students' learning acts? In a related development, Adeyemo (2015) established that the issue of teaching effectiveness of lecturers has always been a side attraction in as much as

teaching effectiveness hinges on effective learning. Sawhney & Kaur (2011) described teaching effectiveness as excellence or the most favourable level of efficiency and productivity on the part of the lecturers. Effective teacher is seemed to be effective with students of all academic levels of diversity in their classroom. Abijo (2014) concluded that if lecturer is ineffective, students under that lecturer's guidance will attain inadequate progress academically regardless of how different or related they are regarding their academic success. Onyeson & Ashibogwu (2013) found that lecturers at the same time pursuit service to the community in terms of delivery of public lectures, involvement in monitory and marking of exams, participation in training, enlightenment/re-orientation programmes and so on. The study observed that quality assurance practices are very crucial in teaching, research and publications, and community service of academic staff.

Research Questions

1. What quality assurance practices are predominantly used in South-west Nigerian Polytechnics?
2. What is the level of academic staff effectiveness in South-west Nigerian Polytechnics?
3. What is the relationship between quality assurance practices and academic staff effectiveness in South-west Nigerian Polytechnics?

Research Hypotheses

Ho: There is no significant relationship between quality assurance practices and academic staff effectiveness in South-west Nigerian Polytechnics.

Ho1: There is no significant relationship between recruitment of qualified lecturers and academic staff effectiveness in South-west Nigerian Polytechnics.

Ho2: There is no significant relationship between library services and academic staff effectiveness in South-west Nigerian Polytechnics.

Research Design/Sampling Techniques

Survey research design of correlation type was adopted for this study. Correlation study was considered appropriate for this work because it enabled the researchers to analyse the relationship between quality assurance practices and academic staff

effectiveness in South-west Nigerian Polytechnics. The population for this study comprised 6577 academic staff in South-west Nigerian public Polytechnics as at the time of study. Also, the target population for this study consisted of 1961 academic staff of public Polytechnics in South-west Nigeria. To determine sample for the study, Krejcie & Morgan (1970) population sample size table was adopted to select the sample proportionally. The sample for this study was 327 academic staff selected through stratified and random sampling techniques across all States in the South-west, Nigeria.

Instrumentation

In this study, two adapted instruments were used. They are “Quality Assurance Practices Questionnaire” (QAPQ) and “Academic Staff Effectiveness Questionnaire” (ASEQ). Quality Assurance Practices Questionnaire (QAPQ) was adapted from Arinde (2010) and Ajibola (2016) to measure the following sub-variables: professionally qualified teacher and library services in South-west Nigerian Polytechnics. The instrument was divided into two sections “A” and “B”. Section A deal with demographic characteristics of respondents, while Section “B” consisted of 20 items relating to quality assurance practices. This was filled by the Deans. The Academic Staff Effectiveness Questionnaire (ASEQ) was adapted from Oladimeji (2017) to measure the sub-variables of teaching, research and publication and community services. This was filled by the Deans, H.O.Ds and Lecturers. In order to ensure the validity of the research instruments, copies of the draft instruments were given to the researcher’s supervisor, lecturers in the Department of Educational Management, and two other experts in the areas of Educational Measurement and Evaluation and Guidance and Counselling in the University of Ilorin for vetting. Based on their comments and corrections, the corrected copy was tested for reliability. Cronbach Alphas method was applied through a trial testing undertaken to ascertain the reliability of the questionnaires. The instruments were administered on 50 lecturers in one public (Kwara) Polytechnic that was excluded from the sampled public Polytechnics within a time interval of three weeks. The data obtained were subjected to Cronbach Alpha method in order to determine the reliability of the instruments. This yielded 0.74 and 0.71 for QAPQ and ASEQ respectively. As a result, the instruments were considered reliable for use in the study.

Procedure for Data Collection and Analysis

As part of data collection procedure, the researchers applied for authorization and permission for data collection from the officials of the targeted polytechnics prior to

the time of data collection through submission of approval letter. The questionnaires were administered by the researchers and five research assistants on the respondents. These research assistants were trained on how to distribute the questionnaires and were also engaged to complement the efforts of the researcher in the sampled institutions. Data collected were screened with the use of SPSS to ascertain their suitability for analysis. After that, the screened data were analysed in tandem with the three research questions that were raised in the study. Research question 1 was answered using mean rating and cumulative mean, research question 2 was answered using percentage. Lastly, research question 3 that had corresponding hypotheses were tested with the use of Pearson Product Moment Correlation.

Results

Research Question 1:

What quality assurance practices are predominantly used in Southwest Nigerian Polytechnics?

In order to answer this research question, participants' responses on the quality assurance practices questionnaire were collated. The data collected from the sampled academic staff were summed and subjected to cumulative mean statistical tool. The summary of the results is as shown in Table 1.

Table 1

Quality Assurance Practices that are Predominantly used in South-west Nigerian Polytechnics

| Quality Assurance Practices | | | |
|------------------------------------|---|--------------|-----------------------|
| S/N | Recruitment of Qualified Lecturers | Mean | Ranking |
| 1. | Lecturers are recruited based on their qualifications. | 3.78 | |
| 2. | Lecturers are recruited based on their teaching experiences. | 3.22 | |
| 3. | Lecturers are recruited based on their co-curricular experiences | 3.18 | |
| 4. | Professionally qualified lecturers are usually given priority in recruitment to the Polytechnics. | 2.97 | |
| 5. | Lecturers are recruited based on the areas needed | 3.42 | |
| | Computation Mean Score | 16.56 | 3rd |
| S/N | Staff Supervision | | |
| 6. | Committees are constituted for the supervision of teaching and learning in the institution. | 3.17 | |

| | | | |
|-----|---|--------------|-----------------------|
| 7. | Lecturers are usually assisted to overcome their teaching challenges. | 3.21 | |
| 8. | Internal supervisors assist in making lecturers punctual to class in this school. | 2.96 | |
| 9. | Senior academic staffs are assigned as mentors to the less-experienced lecturers. | 3.37 | |
| 10. | Supervisors are guided by staff supervision manual in the institution. | 2.42 | |
| | Computation Mean Score | 15.12 | 4th |
| S/N | Capacity Building | | |
| 11. | School administration encourages staff training and development by recommending them for refresher courses. | 3.59 | |
| 12. | Staff development is based on performance appraisal rather than the length of years in the service. | 3.59 | |
| 13. | Workers are motivated to embark on self-sponsored training activities. | 3.38 | |
| 14. | Training of lecturers is given priority in the Polytechnics. | 2.80 | |
| 15. | Capacity building keeps lecturers abreast of new trends in the profession. | 3.42 | |
| | Computation Mean Score | 16.78 | 2nd |
| S/N | Library Services | | |
| 16. | My institution has a functional library | 3.80 | |
| 17. | The institution library is regularly supplied with current reading materials for staff to read in the school. | 3.38 | |
| 18. | Book materials are adequately available in the polytechnic library. | 3.59 | |
| 19. | Lecturers are able to collect relevant information from the institution library to lecture the students | 3.38 | |
| 20. | Books are released to staff on loan bases in adherence to the library procedure. | 2.80 | |
| | Computation Mean Score | 16.95 | 1st |

Table 1 indicates that 320 respondents participated in this study and agreed with the identified quality assurance practices are predominantly used in Polytechnics South-west Nigeria. The predominant quality assurance practice in polytechnics South-west Nigeria was library services which has a mean score of 16.95 (1st), while the next to this is capacity building which has a mean score of 16.78 (2nd), recruitment which has a mean score of 16.56 (3rd), Staff Supervision which has a mean score of 15.12 (4th). This implies that the predominant quality assurance practices in South-west, Nigerian polytechnic was library services with cumulative mean score of 16.95.

Research Question 2:

What is the level of academic staff effectiveness in South-west Nigerian Polytechnics?

In order to answer this research question, participants' responses on the level of academic staff effectiveness questionnaire were collated. The data collected from the sampled academic staff were summed. Scores between 5 – 8.33 was considered as Not effective, scores between 8.34 - 11.66 was considered as fairly effective, while scores between 11.67 – 15 was considered as highly effective. The summary of the results is as shown in Table 2.

Table 2

Level of Academic Staff Effectiveness in South-west Nigerian Polytechnics

| Level of Academic Staff Effectiveness | Frequency | Percentage (%) |
|--|------------------|-----------------------|
| Highly Effective | 125 | 39.1 |
| Fairly Effective | 97 | 30.3 |
| Not Effective | 98 | 30.6 |
| Total | 320 | 100.0 |

Table 2 presents the responses of the participants to items that sought information on the level of academic staff effectiveness in South-west Nigerian Polytechnics. The result on Table 7 indicated that 125 representing (39.1%) of academic staff of in the South-west Nigerian Polytechnics were highly effective, 97 representing (30.3%) of academic staff of in the South-west Nigerian Polytechnics were fairly effective, while 98 representing (30.6%) of academic staff of in the South-west Nigerian Polytechnics were not effective. This implies that the level of academic staff effectiveness in South-west Nigerian Polytechnics was high with 39.1% . of the respondents.

Hypotheses Testing**Main Hypothesis**

Ho: *There is no significant relationship between quality assurance practices and academic staff effectiveness in South-west Nigerian Polytechnics.*

Table 3

Relationship between Quality Assurance Practices and Academic Staff Effectiveness in South-west Nigerian Polytechnics

| Variable | No | Mean | Std | df | Cal.r | Sig.(2-tailed) | Decision |
|---------------------|-----|-------|------|-----|-------|----------------|-----------------------|
| Quality Assurance | 320 | 64.98 | 7.76 | | | | H₀₈ |
| | | | | 318 | 0.15 | 0.01 | Rejected |
| Staff Effectiveness | 320 | 20.28 | 6.35 | | | | |

$\rho < 0.05$

As shown on Table 3, the calculated r-value was 0.15 while its calculated significance value is 0.01 at alpha level of 0.05. On this basis, the null hypothesis eight was therefore rejected. This means that there was a significant relationship between quality assurance practices and academic staff effectiveness in South-west Nigerian Polytechnics. The reason was that the calculated significance value (0.01) was lower than 0.05 alpha level, ($0.01 < 0.05$). This is in favour of quality assurance practices with a mean score of 64.98 greater than the mean score of 20.28 of academic staff effectiveness.

H₀₁: *There is no significant relationship between recruitment of qualified lecturers and academic staff effectiveness in South-west Nigerian Polytechnics.*

In order to test this research hypothesis, respondents' responses to the recruitment of qualified lecturers and academic staff effectiveness were collated. The data collected from the study was analysed as shown in Table 4.

Table 4

Relationship between Recruitment of Qualified Lecturers and Academic Staff Effectiveness in South-west Nigerian Polytechnics

| Variable | No | Mean | Std | Df | Cal.r | Sig.(2-tailed) | Decision |
|------------------------------------|-----|-------|------|-----|-------|----------------|-----------------------|
| Recruitment of Qualified Lecturers | 320 | 64.98 | 7.76 | | | | H₀₄ |
| | | | | 318 | 0.13 | 0.02 | Rejected |
| Academic Staff S Effectiveness | 320 | 10.92 | 1.22 | | | | |

$\rho < 0.05$

As shown on Table 4, the calculated r-value was 0.13 while its calculated significance value is 0.02 at alpha level of 0.05. On this basis, the null hypothesis one was therefore rejected. This means that there was a significant relationship between recruitment of qualified lecturers and academic staff effectiveness in South-west Nigerian Polytechnics. The reason was that the calculated significance value (0.02) was lower than 0.05 alpha level, ($0.02 < 0.05$). This is in favour of recruitment of qualified lecturers with a mean score of 64.98 greater than the mean scores of 10.62 of academic staff effectiveness.

H₀₂: *There is no significant relationship between library services and academic staff effectiveness in South-west Nigerian Polytechnics.*

In order to test this research hypothesis, respondents' responses to the recruitment of qualified lecturers and academic staff effectiveness were collated. The data collected from the study was analysed as shown in Table 5.

Table 5

Relationship between Library Services and Academic Staff Effectiveness in South-west Nigerian Polytechnics

| Variable | No | Mean | Std | Df | Cal.r | Sig.(2-tailed) | Decision |
|------------------------------|-----|-------|------|-----|-------|----------------|------------------------------------|
| Library Services | 320 | 64.98 | 7.76 | 318 | 0.24 | 0.00 | H₀₅ Rejected |
| Academic Staff Effectiveness | 320 | 10.62 | 4.88 | | | | |

$\rho < 0.05$

As shown on Table 5, the calculated r-value was 0.24 while its calculated significance value is 0.00 at alpha level of 0.05. On this basis, the null hypothesis five was therefore rejected. This means that there was a significant relationship between library services and academic staff effectiveness in South-west Nigerian Polytechnics. The reason was that the calculated significance value (0.00) was lower than 0.05 alpha level, ($0.00 < 0.05$). This is in favour of library services with a mean score of 64.98 greater than the mean score of 10.62 of Research Publications.

Discussion

The first research question was based on lecturers' perceived quality assurance practices that were predominantly used in South-west Nigerian Polytechnics.

Finding indicates that the quality assurance practices that were predominant include recruitment of qualified lecturers, staff supervision, capacity building, and library services. Specifically, the finding showed that the predominant quality assurance practice in South-west, Nigerian polytechnic was library services with cumulative mean score of 16.95. This finding is in line with that of Abijo (2014) who reported various quality assurance practices in education system. The practice includes quality in terms of admission, supervision, budgeting, accreditation, teaching etc. The current finding is also in tandem with the study conducted by Adegbesan (2011) who established that several quality assurance practices are needed for the growth of education. The practice includes the quality of teaching staff, quality available instructional/teaching materials, equipment and facilities, school environment and students, including quality of education delivery.

The second research question was based on lecturers' perceived level of academic staff effectiveness in South-west Nigerian Polytechnics. It was discovered that the level of academic staff effectiveness in South-west Nigerian Polytechnics was highly effective with 39.1%. This finding corroborates the findings of Ofoegbu & Alonge (2017) who found that the level of academic staff effectiveness in in Southern Nigerian Universities was high. Odiba (2012) concluded that quality assurance is the weapon for quality improvement of Nigerian educational systems. Similarly, the work of Adeoye & Moses (2011) concluded that high quality assurance education system has the propensity to meet criteria relating to academic matters. The finding is also in sync with the work of Singh (2010) who affirmed that high quality assurance helped in ensuring that institutions' vision and mission statements are clear and unambiguous. The study of Sawhney & Kaur (2011) established that teaching effectiveness as excellence or the most favourable level of efficiency and productivity on the part of the lecturers. Effective teacher is seemed to be effective with students of all academic levels of diversity in their classroom. Ayeni (2010) concluded that academic institutions are expected to be development- oriented, whether in respect of the society or the individual and whether in physical or psychological dimensions. Academic staffs are an intellectual group of people recruited into the academic environment to lecture, pursue community services, and conduct research and publication based on the high quality of resources that are available in the school.

The third research question was based on relationship between quality assurance practices and academic staff effectiveness in South-west Nigerian Polytechnics. In providing answer to the foregoing, three research hypotheses were generated. First, the main hypothesis predicted no significant relationship between quality practices and academic staff effectiveness. The finding showed that there was a significant relationship between quality assurance practices and academic staff effectiveness.

Hypothesis 1 predicted no significant relationship between recruitment of qualified lecturers and academic staff effectiveness. As expected, the finding showed that there was a significant relationship between recruitment of qualified lecturers and academic staff effectiveness in South-west Nigerian Polytechnics. Also, hypothesis 2 predicted no significant relationship between library services and academic staff effectiveness. The finding revealed that there was a significant relationship between library services and academic staff effectiveness. The foregoing findings are in line with the study of Nnorom, Gaius & Oke (2013) who found that quality assurance practices are predictors of staff effectiveness in terms of academic matters. The findings corroborate the work of Adekunle (2012) who established that quality assurance practices are key determinants of school success with reference to quality of manpower recruited to implement the school curriculum programmes. Also, Oyewusi & Oyeboade (2009) found that access to quality library resources have the tendency to improve the performance of teachers in classroom.

Conclusion and Recommendations

Based on the findings of this study, the following conclusions were drawn. First, quality assurance practices had great influence on academic staff effectiveness as revealed in the study. The predominantly used quality assurance practice among Polytechnics management in South-west Nigerian Polytechnics was library services. Also, it was found that there was significant relationship between quality assurance practices and academic staff effectiveness. Specifically, recruitment of qualified staff and library services were found to be key determinants of academic staff effectiveness in South-west Nigerian Polytechnics. Based on the findings of this study, the following recommendations were made:

1. The management of Polytechnics should pay more attention to other quality assurance practices that were less used such as recruitment of qualified lecturers.
2. To have a high level of academic staff effectiveness in polytechnics in South-west, the management should sustain the optimal utilization of quality assurance practices so as to boost institutional' effectiveness.
3. Recruitment of qualified lecturers with the teaching qualifications and teaching experiences in accompany with the knowledge of ICT skills should be given utmost priority.

4. The management of polytechnics should use from internally generated fund to ensure adequate provision of library services in terms of functional e-library, current reading materials, e-book materials to school for lecturing, research, and publications in order to ensure academic staff effectiveness.
5. Befitting quality assurance unit should be established in all Polytechnics in Nigeria.

Direction for Future Research

First, the current study focused on two specific quality assurance practices (recruitment and library services) to predict academic staff effectiveness in South-west Nigerian polytechnics. Additional studies are therefore needed to extend the study by adding other quality assurance indicators (e.g., quality assurance in terms of teaching materials, curriculum development, supervision, infrastructure, students' admission) to predict school effectiveness. In the same vein, since this study established quality assurance practices as determinants of academic staff effectiveness, thus, quality of staff supervision should be included in future study to serve as a potential moderator to strengthen the relationship between quality assurance indicators and academic staff effectiveness.

Second, the current study covered only six public accredited Polytechnics that were selected out of the 18 public Polytechnics in South-west, Nigeria. The study covered only six federal Polytechnics, one polytechnic per one State. This was done based on the fact that it was not all the states that have state Polytechnics in South-west Nigeria as at the time of study. The geographical scope of the study was South-west geo-political zone of Nigeria comprising Oyo, Ekiti, Ondo, Osun, Ogun and Lagos States. Therefore, additional study is needed to extend the scope of the study to other geo-political zones of Nigeria comprising South-east, South-south, North-west, North-east, and North-central so as to know whether similar findings would be made or not.

Third, this study employed quantitative approach to investigate the relationship between quality assurance practices and academic staff effectiveness. Specifically, survey method where measurement of quality assurance practices (independent variable) was limited to recruitment of qualified lectures, library services while academic staff effectiveness (dependent variable) was limited to teaching, research and publications, and community services. The instruments used for the collection of data were adapted from the studies conducted by Arinde (2010); Ajibola (2016) and Oladimeji (2017) but modified by the authors. Therefore, future studies could

employ qualitative approach to investigate the quality assurance practices in higher institutions with the use of interview protocol for data collection. Alternatively, future studies could employ mixed method approach where both survey and interview will be used to elicit data so as to ensure triangulation of data so that good generalizability can be made.

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