

## QUALITY ASSESSMENT FOR INSTRUCTIONAL PROCESS IN TERTIARY INSTITUTIONS IN NIGERIA: CHALLENGES AND WAY FORWARD

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### Abstract

*The objective of this study was to investigate the evaluation of instructional process quality at tertiary institutions in Nigeria. Concern about quality evaluation in higher institutions for the instructional process in Nigeria is not a new occurrence. In the realm of academia, institutions such as universities, polytechnics, monotechnics, and colleges of education have consistently employed various strategies to ensure the excellence of their endeavours. These mechanisms are deeply ingrained in the academic heritage, serving as vital tools for enhancing instructional practices.. Tertiary education is a significant instrument for imparting positive changes in the society. It develops not only the personality but also qualities that enable the recipients fulfil certain economic and political functions. However, the quality of tertiary education as a system which serves as a mechanism of advancement is being confronted with various challenges in Nigeria. If these challenges are not nipped at the bud, the main goals of education system in Nigeria may be frustrated. This paper therefore, reviewed the following issues: quality assessment of education system; challenges confronting quality assessment for instructional improvement in tertiary institutions in Nigeria. Few of these challenges include; inadequate funding, inadequate physical facilities, poor management, insecurity, teacher's quality among others. The role of stakeholders in ensuring attainment of quality in the education system of Nigeria was also considered. Among the notable roles of the stakeholders gearing towards instructional process include; efficiency and effective utilization of education resources as well as ensuring that the benchmark minimum standard is maintained. The paper concluded that quality assessment should be properly scheduled and timely carried out by the designated agencies and that every programme implemented should be assessed from time to time to be able to identify any setback arising from such a programme.*

*Keywords:* Quality, Assessment, Instructional Process, Tertiary Institution

## **Introduction**

Concern about assessment quality in tertiary institutions in Nigeria is not a new phenomenon. Various tertiary institutions in the country, that is, Universities, Polytechnics and Colleges of Education have always devised mechanisms for assuring the quality of their programmed as part of academic tradition for instructional improvement. The concern about the quality of education students receive from the Universities, Polytechnics or Colleges of Education, the quality of lecturers employed to teach students and the quality of instructional facilities have always been of topmost interest. It is in line with this that researchers, such as Ewell (2010), Asiyai (2015) and Titus, Fadeyi & Aminu (2017) linked quality assessment in tertiary institutions in the country with students' intake, academic programmes, quality of lecturers, teaching-learning process, students' experiences and political economy.

Nigeria, like other developing countries of the world recognizes education as the major instrument for effecting social, economic, military and political development goals which can fully be attained if quality assessment is rendered in tertiary institutions. In the submission of Ossai and Nwalado (2017), education is seen as a significant instrument for imparting positive changes in the society. It does not only develop the personality but also the quality that enables the recipients fulfil certain economic and political functions and help the beneficiaries achieve self-reliance in decision making and perform effectively in all tasks they may be responsible for (Baird, 2006). The most noticeable institution that has shaped the lives of Africans is the educational institution.

The fundamental objective of excellent education is to effectively transmit information, skills, attitudes, and values to learners, enabling them to effectively address both personal and societal challenges within their country or region. The advancement and use of knowledge are increasingly seen as key drivers of economic and social progress on a worldwide scale. According to the scholarly work of Saint, Hartnett, and Strassner (2003), education in its entirety, and specifically higher education, plays a crucial role in the development of knowledge, the economy, and society across all countries. Nevertheless, the efficacy of the higher education system in Nigeria is sometimes hindered by enduring issues pertaining to the standard and administration of education, the availability of teaching resources, and concerns over safety and stability, among other factors. The significance of tertiary institutions in the advancement of human development, research, and technological innovation should not be overlooked. Machumu and

Kisanga (2014) assert that postsecondary institutions play a crucial role in the advancement of a nation's development. The underlying suggestion of this statement is that contemporary societies are becoming more reliant on information, evidence derived from study, technical advancements, and current skills that are outcomes of higher educational institutions. Any nation or state that lacks the capacity to cultivate and harness the talents and knowledge of its populace, hence impeding their successful integration into the national economy, would encounter obstacles in achieving progress in other domains. According to Rukaiyat (2014), governments or states allocate resources to postsecondary institutions due to the anticipation of deriving three distinct benefits for national growth. Society places a significant expectation on postsecondary institutions to generate individuals who possess advanced expertise in many fields such as technology, education, medicine, engineering, management, and other professional domains. Furthermore, tertiary institutions bear the task of cultivating their own academic professionals, who serve as intellectual assets capable of generating novel information and innovative solutions to address developmental challenges through scientific research. Furthermore, tertiary educational institutions play a crucial role in the development of professionals such as educators, medical practitioners, legal professionals, administrators, and managers for many sectors of the workforce. This is achieved through rigorous evaluation and assessment processes, as highlighted by Faganel and Dolinsek (2012).

Quality assessment leads to quality education (Kufi, 2013), which is represented by acquisition of concepts, talents, skills, competencies, attitudes and values. The quality of education achievable through quality assessment is the best predictor of socio-economic development of a nation. However, in Nigeria, this important agent of human capital development has suffered neglect and abuse. It is obvious that tertiary institutions of good quality are critical to Nigeria becoming globally competitive.

The process of quality evaluation entails evaluating performance based on criteria that are either specified internally or externally. To assess the caliber of the education that higher education institutions provide, tertiary institutions conduct internal evaluations. External specialists carry out this evaluation by comparing the educational options to predetermined external standards. Internal evaluation refers to the practical application of the educational goals and objectives set by educational institutions. In contrast, external assessment pertains to the execution of national objectives, which are essential for attaining excellence in educational institutions (Houston, 2010). According to Hazelkorn (2011), the notion of evaluation may be seen as a powerful tool that facilitates and promotes transformative processes inside higher education institutions. Assessment has been

identified as a very influential catalyst for transformation in certain regions of Nigeria. Without its implementation, several potential improvements would certainly remain unfulfilled. According to Balarabe (2009), tertiary universities are educational establishments that are specifically built to facilitate high levels of intellectual functioning, encompassing both divergent and convergent thinking as well as the transformation and assessment of information. As per the National Policy on Education (FGN, 2014), tertiary education refers to the educational provision that follows post-basic education and is offered by various institutions, including universities, polytechnics, monotechnics, colleges of education, colleges of agriculture, schools of health and technology, and national teachers' institutes (NTI). The National Policy on Education (FRN, 2014) delineates the objectives of tertiary education, which encompass various aspects. These objectives encompass the enhancement of national development through the cultivation of highly skilled personnel, the facilitation of accessible and affordable quality educational opportunities in both formal and informal settings that cater to the needs and desires of all Nigerian citizens, the provision of exceptional career guidance and lifelong learning initiatives that equip students with the necessary knowledge and abilities for self-sufficiency, and the mitigation of skill deficiencies by producing competent professionals who are aligned with the demands of the labour market, among other objectives. Tertiary institutions have been specifically created to accomplish these significant objectives.

- i. Quality students' intake and retain rate;
- ii. Quality teaching and learning;
- iii. Number of teachers available and qualification compared to number of students;
- iv. Quality of administrative structure and personnel;
- v. Budgetary allocation to education sector/tertiary institutions.
- vi. Research and development;
- vii. High standards in quality of facilities, services and resources;
- viii. Staff welfare and development programmes;
- ix. Access to training funds such as Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFund);
- x. Students Industrial Work Experience Scheme (SIWES) that is well structured, coordinated and supervised;
- xi. Maintenance of minimum educational standards through appropriate regulatory agencies.

The Nigeria education system according to Oduma (2013) can be likened to tasteless scenario and experience, which in its present form, is devoided from standard, quality and functional. Tertiary institutions are unique institutions, which

are differentiated from others in terms of research and other services they render to the community. This paper focused on the following areas:

- i. The quality education for instructional process in Nigeria.
- ii. Approaches to quality assessment of education in tertiary institutions in Nigeria.
- iii. Challenges of quality assessment of education in Nigeria.
- iv. The role of stakeholders in improving quality assessment of education in Nigeria.

### **Concept of Quality**

According to Balarabe (2009), quality in the context of teaching and learning refers to the acquisition of concepts, abilities, competences, attitudes, and values to such an extent that a failure to meet the designated standard indicates a lack of quality. Similar to the abstract notions of freedom or justice, the concept of quality is inherently intangible and poses challenges when attempting to explain it. The notion has been defined by several researchers in diverse ways. According to the research conducted by Onu, Eskay, Obiyo, and Ezeanwu (2012), the idea of excellence in teaching and learning is multifaceted and lacks widespread consensus. According to Ekong's (2006) contribution, the concept of quality encompasses the development of knowledge, skills, views, attitudes, and values. The World Declaration on Education (2004) defines quality as a multidimensional notion that encompasses all the roles and activities inside educational institutions. According to Asiyai and Oghuvbu (2009), quality is defined as an assessment of the academic performance and adherence to specified norms of tertiary institution goods. According to DuBrin (1997), quality is an advantageous characteristic of a product or service that sets it apart from the individual who is seeking such a feature.

According to DuBrin's definition, quality may be described as having the trait of being worth acceptance. Additionally, it is said that excellent quality should exhibit the characteristic of conforming to expectations, requirements, excellence, and value. Furthermore, it appears that all the many definitions of quality place a common emphasis on the pursuit of excellence in performance. The notion of quality is a subjective construct that is contingent upon a reference point, and its interpretation varies across many entities, such as governmental bodies, employers, students, academics, and society at large (Newton, 2010). Within the realm of governance, the concept of quality may be seen as the attainment of a maximum number of students successfully completing their academic programmes within the designated timeframe while also meeting the criteria of internationally recognised standards for degrees. Employers often prioritise the acquisition of information,

skills, and attitudes that graduates have acquired over their educational tenure. For students, the concept of quality in education can be closely linked to its impact on individual development and its effectiveness in preparing them for their future roles in society. Quality, as seen by academics, is likely to be characterised by a robust academic training programme that emphasises effective information transfer, fosters a conducive learning environment, and establishes a strong synergy between teaching and research. The impact of investing in education on the gross national product is the subject of discussion. The idea of quality in this article may be divided into four distinct yet interconnected categories: exceptional quality, perfection or consistency, suitability for purpose, and transformational quality. The concept of quality, in its exceptional form, is predicated on the understanding that quality possesses unique characteristics, such as distinctiveness, excellence, or adherence to predetermined norms. The quality strategy known as perfection or consistency emphasises the importance of process and establishes precise criteria that it strives to accomplish flawlessly.

The achievement of zero errors and accuracy on the first try serve as the two guiding principles of this strategy. The concept of fitness for purpose, widely embraced by analysts and policymakers at higher institutions, is evaluating the quality of a product or service based on its alignment with its intended goal(s). The concept of "quality as transformation" better captures the essence of education as a dynamic process that prioritises the active involvement of learners. According to Harvey and Green (1993), learners experience an increase in value, and this increase in value is associated with transformation. When education is effectively offered in accordance with established standards, the individuals who have undergone this education should demonstrate competence in practical, real-world scenarios. When the level of quality is substandard, the performance fails to satisfy the established requirements. Therefore, it may be argued that the quality of education has deteriorated below the established norm (Asiyai, 2013: 161).

### **Quality Assessment for Instructional Process**

The current state of the Nigerian educational system and its approach to quality evaluation for instructional development is cause for concern, since the focus of its policy appears to prioritise quantitative measures over qualitative ones. There is a common sentiment that the current state of education in Nigeria, characterised by curricula that primarily focus on local issues, may no longer be sufficient to meet the demands of the global context. According to Ossai and Nwaldo (2017), it is emphasised that the curriculum they contend with is no longer relevant or valuable in the context of contemporary Nigeria and its education system. According to Asiyai (2013), a quality education is defined as one that aligns with the needs and



aspirations of society. According to Blessing, Thorm-Otuya, and Inko-tariah (2016), it is argued that great education serves as a significant instrument for scientific advancements, national progress, and societal transformation. The authors emphasise the significance of quality education in fostering the development of human capital, enabling individuals to cultivate their creativity and become catalysts for transformative societal shifts. The significance of quality education in Nigeria for the purpose of national development is widely acknowledged. It encompasses a comprehensive understanding of historical contexts, relevance to current circumstances, and a forward-looking perspective (Blessing et al., 2016). The calibre of education has a pivotal role in shaping the competence of the workforce and the resultant output. According to Blessing et al., it may be argued that the amount of development attained by nations worldwide is closely linked to the quality of their educational systems.

Faganel and Dolinsek (2012) highlight the requirement for a nation or state to attain developed status, which necessitates a minimum of 70% of its population to possess education. It is anticipated that a high standard of education would effectively tackle significant concerns such as the recognition of the value of work, the cultivation of effective leadership and dedicated citizenship, and the promotion of harmonious relations within the industrial sector, the maintenance of political stability, the fostering of religious tolerance, the encouragement of self-sufficiency, and the assurance of security. There is a significant deficiency in these resources in Nigeria. According to Enefu, Okolo, and Hussaini (2019), it is argued that the absence of quality education might pose a greater risk than a complete lack of education. Furthermore, they suggest that education holds no intrinsic worth in the absence of quality. Lack of quality education in Nigeria is one of the major reasons for security challenges rampaging the country at present. Quality education according to Balarabe (2009) is the best predictor of the socio-economic development of any nation. Balarabe stresses further that in Nigeria, this important agent (quality education) of human capital development has suffered neglect and abuse. The evidence is that, the more one looks into history, the more the quality; and the more changes, the poorer the quality.

### **Parameters for Measuring Quality Education**

The significance of quality education is of great magnitude due to its multifaceted influence on socio-economic, political, religious, and cultural advancement. The idea in question is characterised by its dynamic nature, with its indexes subject to variation depending on the specific requirements and goals of a given country. According to Asiyai (2013), it is asserted that a great education is characterised by its ability to cater to the student and adjust to fulfil their individual needs. Ossai and

Nwalado (2017) propose that the evaluation of quality education may be conducted through many dimensions, including the quality of input, output, content, procedure, availability of instructional resources, and examination outcomes.

**Quality of Input:** The quality of instructors within a nation or state is a determining factor in the educational system's overall effectiveness and cannot be surpassed. The role of the teacher is paramount among the several components that contribute to the functioning of the education system. The current state of education in Nigeria is characterised by a deficiency of both high-quality programmes and dedicated, committed instructors. According to Haggai (2012), a significant number of teacher education institutes in the nation fail to adequately equip instructors with the necessary topic knowledge and instructional techniques. Hence, it is imperative for the Nigerian government to promptly initiate a comprehensive enhancement of teacher education by revising and revamping the teacher education curriculum while also prioritising the selection of high-quality applicants for admission into the teacher education programme.

**Quality of Output:** The allocation of resources and the resulting outcomes, such as student academic performance, determine the quality of education. One initiative that assesses these outcomes is the Monitoring of Learning Achievement (MLA) project. The observed phenomenon can be attributed to the inadequacies of the educational system, which can be traced back to insufficient input.

**Quality of Content:** The assessment of the educational quality of a state or nation may be determined by evaluating the curricular material inside its educational system. The primary requirement for the Nigerian educational system is a restructuring of the curriculum material, namely the planned curriculum, along with enhancing the accomplished curriculum. Additionally, there is a need to prioritise the implementation of the curriculum with a focus on its relevance and functioning. According to Ossai and Nwalado (2017), the concept of the achieved curriculum refers to the knowledge, skills, and attitudes that students have acquired. On the other hand, the implemented curriculum refers to the practical application of curriculum activities in various learning environments, such as classrooms, laboratories, workshops, and other settings. It is important to note that the implementation of the curriculum takes into account the language provisions outlined in the National Policy on Education (FRN, 2014).

**Quality of Process:** The degree of student-teacher interaction, the level of learner participation, and the level of engagement in the learning experience all affect the quality of the learning process. In the majority of instances within the Nigerian educational system, the instructor assumes a dominant role during lessons and



presents open-ended questions to pupils. The use of group work that fosters active conversation is rarely employed. In certain regions of Nigeria, there exists a cultural inclination to discourage girls from pursuing formal Western education, instead promoting enrollment in Islamic educational institutions known as Islamia schools.

### **Approaches to Quality Educational Assessment in Tertiary Institutions**

Various approaches to conducting quality assessment may be seen in terms of the entities responsible for assessment, the aspects being evaluated, and the methodologies employed for evaluation. The inquiry pertaining to the identity of the initiator of the assessment might be further subdivided into a series of subsidiary inquiries. By whom is it executed? In essence, this entails the participation of the proprietors of quality evaluation systems and pragmatic assessors. In practical application, the establishment of quality evaluation mechanisms might be undertaken by governmental entities, jointly owned organisations, or entirely autonomous agencies. In this scenario, it is imperative that external evaluators possess specialised competence in the areas relevant to the evaluation, including academic and managerial domains. Furthermore, the topic of "what" may be seen from several levels of analysis, including the entire institution, a certain faculty or department, a particular subject or programme, as well as individual perspectives.

The assessment encompasses various factors, including the enrolment system, equity, retention rate, the ratio of resource persons to students and their qualifications, the quality and efficiency of administrative structures and personnel, budget allocation to education, the availability of teaching and learning facilities and instructional materials, research, and management, among other considerations. Thirdly, the inquiry pertaining to "how" encompasses the protocols and techniques employed in executing the quality assessment, as well as the strategies employed in generating and utilising the evaluation outcomes, with an emphasis on ensuring the absence of any political or religious bias. The many methodologies for evaluating quality, as previously mentioned, have been consolidated and presented in Table 1. It is noteworthy to emphasise that the elements that distinguish approaches to quality evaluation are frequently interconnected. For example, the use of performance indicators frequently yields quantitative evaluation outcomes, whereas financial implications are commonly linked to outcomes that are preferably measurable and comparable, however confusing. The emulation of this approach is feasible for the Nigerian government.

**Table 1**

*Showing Different Approaches to Quality Assessment in Higher Education*

Who	Evaluation's owner Evaluators	State, institutions collectively, independent bodies. Representatives with expertise.
What	Evaluation levels Evaluation focuses	Institution, faculty/department, subject, individuals. Teaching, research, management.
How	Evaluation methods Evaluation criteria Evaluation results	Performance indicators, peer review. Standards-based, mission-based. Quantitative, qualitative, consequences of evaluation results.

Source: Ewell (2010)

### **Challenges of Quality Educational Assessment in Nigeria**

Several factors pose as challenges of quality assessment in higher education in Nigeria. These are categorized under four divisions; Institutional factors, Techno-economic factors; political factors; Students' factors; Socio-cultural factors. These factors, as established by Onu et al (2012) are as follows:

#### **Institutional Factors**

- i. Lack of resources/teaching facilities
- ii. Poor leadership
- iii. Inadequate/ poor quality of teaching staff

#### **Techno-economic Factors**

- i. Poor funding/mismanagement
- ii. Low ICT Knowledge/content
- iii. Inadequate/weak quality control

#### **Political Factors**

- i. Poor policy implementation
- ii. Politicization of education and educational institutions

#### **Students Factors**

- i. Admission policy
- ii. Lack of interest/wrong choice of course
- iii. Lack of commitment/examination malpractices
- iv. Get rich quick syndrome

## Socio-cultural Factor

### Brain drain due to insecurity

**Lack of Resources:** The provision of a high standard of education is contingent upon the presence of enough human and material resources inside educational institutions. The absence of essential resources, such as science laboratories, workshops, students' dormitories, libraries, and power, would undeniably have a detrimental impact on educational standards. In order to ensure the provision of high-quality education, it is imperative that these educational institutions adhere to the minimal standards outlined by the National Universities Commission (NUC), the National Commission for Colleges of Education (NCCE), and the National Board for Technical Education (NBTE), as highlighted by Ossai and Nwalado (2017). Regrettably, a prevalent issue in Nigerian institutions of higher education is the overcrowding of lecture rooms, resulting in a significant number of students being compelled to stand in the hallways during instructional sessions. Furthermore, a significant number of students enrolled in tertiary institutions in Nigeria, particularly in the northern region, are being educated in deteriorating structures that suffer from inadequate ventilation, illumination, and furnishings and create an environment that is both emotionally and physically distressing. The libraries at the majority of higher education institutions in Nigeria are equipped with outdated texts. These variables provide a significant challenge to the achievement of quality standards in higher education institutions within the country.

**Poor Leadership:** The primary obstacle to ensuring excellent assessment in higher education in Nigeria has been attributed to inadequate leadership, both at the governmental and institutional levels. Insufficient dedication to the advancement of excellent education has been observed on the part of the government. This phenomenon is seen in the subsequent domains:

- i. Budgetary allocation and disbursement to education in the country. For instance, in 2016, education got 7.9% of the budget. This was reduced to 6.1% in 2017 before it was increased to 7.1% in 2018. It was again reduced to 6.5% in 2020 while it got 5.7% and 5.4% in 2021 and 2022 respectively
- ii. Non-involvement of academic staff union members in decision making
- iii. Dismissal of academic staff without following due process
- iv. High handedness and tyranny of some administrators
- v. Non-implementation of staff promotion.

**Inadequate/Poor Quality of Teaching Staff:** The quality of a nation or state is intrinsically linked to the calibre of its teachers, since they play a pivotal role in translating educational plans into practical implementation, therefore shaping the

overall standard of education. According to the findings presented by Ossai and Nwalado (2017), the provision of excellent education is contingent upon the presence of a sufficient number of competent and motivated teachers who are adequately equipped to fulfill their duties within the classroom setting. The presence of qualified teachers is crucial for the achievement of high-quality education. However, certain institutions of higher learning in Nigeria face a shortage of adequately qualified lecturers to effectively facilitate teaching and learning activities. This shortage can be attributed to the fact that the appointment of teaching staff is occasionally influenced by political factors rather than being based on meritocratic principles. In instances where a solitary instructor is responsible for managing a large cohort of pupils, the resulting academic performance may be suboptimal.

**Poor Funding:** The issue of insufficient financial resources poses the most significant obstacle to achieving high standards of quality in Nigeria. Certain universities inside the country are facing challenges in constructing lecture halls, student housing, and adequately equipping laboratories to meet established standards. Despite extensive efforts, the government has demonstrated insufficient dedication to the provision of necessary financial resources for higher education. No system can stand without adequate financial support. Every plan is based on finance, where plans are beautifully and theoretically made, the success of implementation lies on funding. Higher institutions in Nigeria have been surmounted by inadequate finance particularly to engage in feasible assessment. Inadequate funding can bring down the quality of output.

**Poor Policy Implementation:** It has been established by Ossai and Nwalado (2017) that poor policy implementation poses a great challenge to quality attainment in education. Nigeria as a country has robust policies written by seasoned scholars and these policies are written for both present and future benefits of the citizens. Nevertheless, a challenge emerges when attempting to convert the theoretical framework into actionable policies by those responsible for implementation. In the context of Nigeria, there are several elements that may contribute to the lack of successful implementation of educational policy, thereby leading to substandard delivery of education. Several reasons contribute to the current situation, including inadequate funding for education and the inefficient allocation of limited funds by implementing agencies. When there is misappropriation of money intended for the provision of quality education, the educational experience received by learners becomes devoid of value.

**Lack of ICT Knowledge/Content:** The absence of information and communication technology is a significant obstacle to the provision of high-quality

higher education in Nigeria. The government has implemented information technology across all levels of education as part of its educational reform initiative. This use of ICT in education aims to increase teaching and learning, facilitate higher education research, foster collaboration among peers, and improve the overall quality of education. Regrettably, a significant deficiency of computers, multi-media projectors, electronic whiteboards, and automation of lecture halls and lecturers' offices is prevalent in the majority of higher educational institutions within the country. Certain institutions may lack the capability to establish a functional connection to the internet. By utilising various forms of media, instructors and students may readily access knowledge and pertinent educational practices that are unfamiliar to them and not readily available in textbooks. According to Bandele (2023), there is a consistent correlation between this phenomenon and increased levels of efficiency, production, and educational achievements.

**Brain Drain due to Insecurity:** The education sector in Nigeria has been confronted with the challenges of insecurity, which led to destruction of many schools, resulting to the closure of some tertiary institutions. This has grossly affected enrolment and retention. The insurgency, particularly in the northern part of the country has also led to mass exodus of talented lecturers leaving the educational sector for other sectors of the economy. Some of the brilliant lecturers left and joined politics, while others joined the business world. The insurgency has drastically slowed down all human activities and subsequently development in all aspects of life especially education. The destructive activities of insurgents, particularly in the northern part of the country from 2009 to date have affected quality assessment drastically. In the midst of the crisis, people were more concerned about survival. People were fearful, frustrated, confused and psychologically and physically devastated to the extent that when specialist were sent on assessment exercise, most of them stayed at home and wrote fake reports without visiting the areas of concern. The few that risked their lives and visited the higher institutions were either abducted, killed or molested. All these affect assessment processes and their qualities. This is a serious challenge to the attainment of quality education in Nigeria (Basil, Ene, Uzosike & Oparaku, 2020).

**Examination Malpractices and Other Vices:** Another challenge to quality education in Nigeria is the increasing activities of examination malpractices in the institutions of higher learning. Many students in tertiary institutions in the country cheat openly in the examination and threaten lecturers when caught. As a matter of fact, some states in the country whose students were grossly accused of impersonation in the 2019 UTME were mentioned. This is definitely a threat to quality education in Nigeria.

## **Roles of Stakeholders in Improving Quality Education in Nigeria**

The achievement of high-quality education in Nigeria necessitates a continuous and comprehensive improvement process that involves the sharing of costs among various stakeholders, both internal and external. Internal stakeholders encompass the government, which serves as the proprietor of tertiary institutions; students, who are the focal point of all educational activities; academic staff, who are actively involved in teaching and research; administrators, who provide leadership and manage institutional affairs; as well as non-academic and management staff. External stakeholders include entities such as the National University Commission (NUC), the National Commission for Colleges of Education (NCCE), the National Board for Technical Education (NBTE), non-governmental organisations, parents, and employers of labour, among others.

### **1. The Roles of Internal Stakeholders**

#### **i. The Institution Administrator** (The vice chancellor, Rector, Provost)

Maintenance of benchmark minimum standard

Provision of effective leadership

Proper implementation of policies

Ensuring that only quality staff especially academic is employed

Promotion of quality research culture

Ensuring that institution mission statement is vigorously pursued by all stakeholders

#### **ii. The Government and Institution Governing Council**

Establishment of relevant funding policy

Implementation of relevant curriculum

Defining strategic vision for the institution

Formulation of functional policy

#### **iii. Institution Admission Board**

Ensuring only qualified candidates are admitted into the institution.

Maintenance of conducive and healthy teaching/learning environment

Provision of learning facilities such as halls or auditoria, libraries, laboratories, staff offices, etc.

#### **iv. Academic and non-Academic Staff**

Adoption of a good ethics and habit

Ensuring effective classroom management and control during instruction

Encouraging collaborative work, innovation and creativity among students

Provision of guidance to students

Communicating with the students' parents on their learning progress

Avoiding unethical conducts such as poor teaching, aiding examination malpractices, misplacing students' scores



- Monitoring and evaluating students' learning.
- v. **Students**  
Involving in decision making  
Resume at their institutions at the expected date  
Attend lectures regularly
2. **Roles of External Stakeholders**
- i. **National University Commission (NUC), National Commission for Colleges of Education (NCCE), National Board for Technical Education (NBTE).**  
Regular monitoring of all the activities of the institution in the state.  
Ensuring that only accredited programmes are run by the institution  
Set minimum standard regarding qualification of teachers, the quality of teaching, number of students to be admitted into the institution based on the institution carrying capacity  
Conduction of necessary assessment exercise.
- ii. **Non-Governmental Organizations (NGOs)**  
Involving in monitoring of teaching activities  
Involving in the institution decision-making  
Involving in communal efforts such as, donation of land, building of auditorium, students' hostels, construction road networking within the institution, etc.
- iii. **Parents**  
Adequate provision of materials needed for their children academic activities  
Provision of spiritual and moral supports for their children.

### **Suggestions**

1. Adequate funding of the education sector as this is required and necessary to maintain both the human and material resources of the sector.
2. Effective monitoring of the management funds allocated to the education sector as this will close room for diversion of funds meant for the development of educational institutions in the country.
3. Adequate remuneration and motivation of the academic staff in terms of promotion as at when due followed by the benefits of the promotion. Doing this will make the teachers committed and dedicated to their duties without embracing simultaneous business activities to enhance their living.
4. It is important to establish a system of efficient and consistent supervision and monitoring inside educational institutions in order to ascertain the degree of adherence to quality assurance standards.

5. Employment of staff especially academic should undergo a meritocratic process. The teachers should be properly interviewed. Admission of candidates into the institutions should also base on merit.
6. Funding of education sector should not be left in the hand of the government alone. The alumni association, private organizations, local communities and well-meaning Nigerian should collaborate with the Federal government in funding the education sector in the country.
7. The Federal government should as a matter of priority provide adequate security for all the people in the country.

### **Conclusion**

It can be deduced from the reviewed literature that all is not well with the educational system of Nigeria. Therefore, quality and standard should be restored through quality assessment that is not based on religion or ethnicity. Quality education plays a pivotal role in facilitating the progress of a nation. This study examines the many issues associated with the provision of quality education in Nigeria, as well as the respective responsibilities played by internal and external players in enhancing the quality of education. The study argued that the Federal Government, as the primary funder of education in the nation, has been unable to fulfil the specific needs of distinct institutions throughout the country. The issue of instability and insufficient staff motivation inside the nation has resulted in a significant outflow of highly talented academic personnel to alternative sectors of the economy, thus resulting in subpar productivity. It was therefore concluded that, there is need for adequate funding, proper implementation of educational policies, provision of good leadership and qualified academic staff. In addition to this, quality assessment should be regularly carried out by the designated agencies to checkmate all the activities in all the higher institutions in the country.

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