

VOCATIONAL EDUCATION RESOURCES AS DETERMINANTS OF QUALITY ASSURANCE IN COLLEGES OF EDUCATION, OGUN STATE

By

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Abstract

The study examined vocational education resources as determinants of quality assurance in colleges of education, Ogun State. Three research questions were generated for the study. The sample consisted of students and staff of public Colleges of Education in Ogun State. Simple Random sampling Technique was used to select forty staff out of the population of one hundred and fifty-two staff and three hundred and sixty students out of the population of one thousand and fifty-two students. Data were collected with two instruments - National Commission for Colleges of Education Minimum Academic Standard Checklists and Quality of Vocational Education in Higher Institutions Questionnaire which has a reliability coefficient of 0.87. Descriptive Statistical Research Method was used in data analysis using simple percentage and Chi-square, at probability level of 0.05. Findings showed that there was a correlation between availability of educational resources and quality assurance in Colleges of Education ($\chi^2_{cal} = 51.0$, $\chi^2_{tab} = 14.07$, $df = 7$, $p < 0.05$). The study also revealed that there was significant relationship between adequacy of facilities and quality assurance in Vocational Education ($\chi^2_{cal} = 5.68$, $\chi^2_{tab} = 14.07$, $df = 7$, $p < 0.05$). The study further revealed high positive level in maximization and utilization of available educational resources. It was recommended that there should be provision of more Vocational Education resources in line with National Commission for Colleges of Education requirements.

Keywords: Quality Assurance, Vocational Education Resources, Colleges of Education

Introduction

Quality Assurance in education refers to performance measures designed by the authorities for assessing the performance of educational institutions with a view to ensuring that the learning outcomes meet the needs of each society. Quality Assurance equally refers to established procedures, processes and standard systems that support and ensure effective delivery of educational services (Madu 2018). An effective Quality Assurance should focus on critical elements such as access/participation, funding, relevance and quality (Nwosu 2020). Arikewuyo (2017) opined that the purpose of quality assurance is to ensure that standard and quality of higher education are strictly regulated, maintained and enhanced by educational institutions in line with changing needs of the society and the industry. Ozoro (2022) viewed quality assurance as a programme, an institution or a whole educational system is all the attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in any programme. According to Tamuno (2021), quality assurance is to ensure that standard and quality of higher education are strictly regulated, maintained and enhanced by educational institutions in line with changing needs of the society. In achieving quality assurance, the teacher's managerial functions by the same token are usually directed to facilities that are intended to produce quality teaching and learning by the students.

The importance of quality assurance in education cannot be over emphasized as there have been several calls by individuals on the educational managers on how to make the educational system to be more vibrant in the quality of its products (Nwana 2020). For quality education to be achieved in a nation, the principal actors in teaching and learning are the teachers, learners and the environment in which learning occurs must be cooperatively organized (Marianhi 2019). In other words, the teachers must be adequate in quality and in number, the students must be well trained and facilities must be provided as well. Some of the tasks which must be performed by teachers in order to have a qualitative education to include measurement and standardisation of academic attainments, evaluation of quality of work during supervision, use of competent teachers, administrative and supervisory personnel (Hallak 2020). There should be assurance of dissemination of information to teachers and students, use of educational technologies with a view to increasing the efficiency of teaching, new research and development to

invigorate educational activities, guidance and counseling, placing students in suitable employment and efficient management of education (Qiang & Shiyang 2017). The importance of educational system is to serve as indispensable component of quality control strategy in education and to ensure and maintain high standard of education at all levels, assist in the monitoring and supervision of education, to determine the quality of the teacher input, determine the level of adequacy of the facilities available for quality control and to ensure how the financial resources available could be prudently and judiciously utilised (Overbaugh 2018).

Resources in education can be defined as the sum total of input that goes into the educational system. These are all the inputs that are used directly or indirectly for the purpose of supporting, facilitating, influencing or encouraging transmission or acquisition of knowledge, competence and skills. They are used for and as well aid the education and training of the learners. Resources constitute a strategic factor in the system's functioning. They are very important in development of qualitative education (Ukeje 2022). The quality of education will depend on the scale of equipment and the use to which they are put. There should be creation of adequate physical facilities equipped with all necessary books and teaching aids for the implementation of assigned educational tasks at appropriate levels (Fagbamiye 2020). Adeogun (2018) was of the view that resources in education could be financial or monetary inputs available for and expended on the educational system. Material resources in education are the physical facilities that are available for education use. Material resources can be physical structures, furniture and fittings. The resources include classrooms, lecture theatres, auditoriums, typing pools, computer rooms, libraries, laboratories, assembly halls, kitchen, hostel, etc. Equally important are the instructional materials and equipment which include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorders, projectors (Alani 2020). The availability and adequacy in quantity and quality of material facilities make possible a smooth operation and enhances effective teaching-learning activity, thereby resulting in achieving higher educational goals by the students. What dictates the quality of education received by the learners or success in education to a very large extent is the level of available facilities and the overall atmosphere in which learning activities takes place. Therefore, it is very necessary to give adequate consideration to the quantity and quality of physical facilities to be provided. Human resources in education consist of the students, teachers and supporting staff, and of all the human resources in educational system, teachers have been recognised to be indispensable (Adesina & Oguntoye 2020).

Statement of the Problem

In spite of the fact that Vocational Education has produced men and women who are responsible citizens, it is unfortunate that the way society looks down on Vocational Education tends to discourage both students and teachers, thereby relegating and putting Vocational Education at a pedestal level. Despite its vital contributions, our leaders have not generally given this aspect of education the attention it deserves which accounts for one of the reasons for the nation's under-development. The nation's industrialists are becoming increasingly skeptical and worried over the products from Vocational Education programmes as they appear to be unemployable, half-baked with falling standard. This ugly situation can be traced to several perceived inadequacies such as inadequate provision of equipment, shortage of facilities, inconducive and chocked classrooms, poorly installed machines, use of obsolete equipment, shortage of qualified and competent personnel and many more. The educational system in the country has undergone only quantitative improvement in terms of number of institutions and students' enrolment while there has been little effort with respect to the capacity to manage them through provisions of adequate financial, human, material and physical resources. Some of the reasons attributed to fallen standard of education include low quality of teacher, poor learning environment, lack of adequate teaching aids and lack of infrastructural facilities as absence of skilled manpower in Vocational Education may hinder career choice in vocational discipline. This situation calls for urgent reformation, creativity, innovativeness and complete restructuring of the Vocational Education programme as there is perceived gross inadequacy of various resources meant to provide functional education in our educational system. In a situation where skilled personnel are available but no material resources to work with will be discouraging. In some cases, the few resources that are available are either too old, non-functional or not properly installed.

Purpose of the Study

The aim of this study was to assess Vocational Education resources as determinants of Quality Assurance in Colleges of Educations in Ogun State as stipulated by National Commission for Colleges of Education. Specifically, the study sought to:

1. determine the availability of resources for teaching of Vocational Education programmes in Colleges of Education in Ogun State.
2. identify the adequacy of the available resources in Vocational Education programme in Colleges of Education in Ogun State.
3. examine the level of utilization of the resources in Vocational Education programmes in Colleges of Education in Ogun State.

Research Questions

The following research questions will be examined.

1. Are the resources for teaching Vocational Education available in Colleges of Education in Ogun State?
2. How adequate are the resources for teaching Vocational Education in Colleges of Education in Ogun State?
3. How well utilized are the available resources in Vocational Education in Colleges of Education in Ogun State?

Methodology

Descriptive research design of survey type was employed in carrying out this study to collect data from the samples. The population of this study consists of all staff and students in the Schools of Vocational and Technical Education of the two public colleges of education in Ogun State - Federal College of Education, Osiele, Abeokuta and Tai Solarin College of Education, Omu-Ijebu. There are four Departments in each School of Vocational Education of the two Colleges. The population was divided into two: staff members and students. The population distributions were staff 40 and students 360, totaling 400. The 400 instruments (Checklists and Questionnaires) were distributed by hand and they were collected after completion through the same method. NCCE Benchmark for Minimum Academic Standard (BMAS) Checklists were completed by the staff members (*section A*) and students (*section B*) while students alone completed the questionnaires (*section C*). 200 instruments were distributed to the four Departments in each College of Education thus: 20 to staff members (5 per Department); 60 instruments to first year students (15 per Department in each level); 60 to second year students and 60 to third year students, totaling 400 instruments. Data collected using the research instruments described above were collated and analysed with appropriate statistical tools at probability of 0.05 level of significance.

Results

The results of the research questions are discussed below:

Research Question One: Are the resources for teaching Vocational Education in colleges of education in Ogun State available

Table 1: Availability of Resources for Teaching of Vocational Education

Colleges	Business Educ.		Agricultural Education		Home Economics Education		Fine and Applied Arts Education		TOTAL
	Available	Not Available	Available	Not Available	Available	Not Available	Available	Not Available	
FCE	258 (203.8)	82 (68.9)	436 (440.3)	112 (108.3)	319 (370.3)	96 (104.7)	294 (300.8)	68 (679)	1665
TASCE	141 (195.2)	53 (66.1)	426 (421.7)	100 (103.7)	406 (354.7)	109 (100.3)	295 (288.2)	65 (65.1)	1595
TOTAL	399	135	862	212	725	205	589	133	3260

$\chi^2_{cal} = 51.0,$ $\chi^2_{tab} = 14.07,$ $df = 7,$ level of sig. = 0.05

An examination of data in table 1.1 shows that the value of χ^2_{cal} (51.0) is greater than the value of χ^2_{tab} (14.07) given 7 degree of freedom at 0.05 level of significance. This result is significant and therefore it

can be concluded that the resources for teaching Vocational Education courses are available in colleges of education in Ogun State

Research Question Two: How adequate are the resources for teaching Vocational Education in Colleges of Education in Ogun State?

Table 2: Adequacy of Resources for Teaching Vocational Education

Colleges	Business Education		Agricultural Education		Home Economics Education		Fine and Applied Arts Education		TOTAL
	Quantity Available	Quantity Required	Quantity Available	Quantity Required	Quantity Available	Quantity Required	Quantity Available	Quantity Required	
FCE	258 (399.5)	237 (238.0)	436 (432.8)	1149 (1153.9)	319 (364.1)	1132 (1136.9)	295 (295.8)	730 (733.1)	4555
TASCE	141 (198.6)	237 (236.0)	436 (429.1)	1149 (1144.1)	406 (360.9)	1132 (1127.1)	295 (293.2)	730 (726.9)	4516
TOTAL	399	474	862	2298	725	2264	589	1460	9071

$\chi^2_{cal} = 5.68$, $\chi^2_{tab} = 14.07$, $df = 7$, level of sig. = 0.05

It could be observed from data in table 1.2 that the value of χ^2_{cal} (5.68) is less than the value of χ^2_{tab} (14.07) given 7 degree of freedom at 0.05 level of significance. Consequently, it can be inferred that the resources for teaching of Vocational Education, though, available but not adequate as stipulated by the National Commission for Colleges of Education (NCCE) Benchmark.

Research Question Three: How well utilized are the available resources in vocational education in colleges of education in Ogun State”?

Table 3: Utilisation of Available Resources in Vocational Education Programme

S/N	Department	Resources	Well Utilized (%)	Not well Utilized (%)	Total (%)
1.	Business Education	Typing Studio	87.7	12.3	100
		Shorthand Laboratory	76.0	24.0	100
		Model Office	78.4	21.6	100
		TOTAL	84.7	15.3	100
2.	Agricultural Education	Audio Visual and Drawing Room	74.7	13.3	100
		Animal Unit Equipment	63.3	36.7	100
		Metrological Tools	62.5	37.5	100
		Farm Machinery	86.5	13.5	100
		Fishery Storage Facilities	77.5	22.5	100
		Animal and Food Processing Equipment	66.0	34.0	100
		TOTAL	66.8	33.2	100
3.	Home Economics Education	Home Management	81.4	18.6	100
		Cleaning Agents	92.0	8.0	100
		First Aid Box	50.0	50.0	100
		Food and Nutrition Laboratory	92.3	7.7	100
		Utensils	91.0	9.0	100
		Clothing and Textiles	83.1	16.9	100
		TOTAL	85.0	14.1	100
4.	Fine and Applied Arts Education	Graphics	84.3	15.7	100
		Painting	85.2	14.8	100
		Sculpture	75.0	25.0	100
		Ceramic	83.0	17.0	100
		Textile	73.8	26.2	100
		Photography	84.6	15.4	100
		Printing	72.0	28.0	100

TOTAL	78.6	21.4	100
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Table 3 reveals that resources in Business Education are well utilised with Typing Studios having 87.7%, Shorthand Laboratory 76%, Model Office 78.4%. In all, 84.7% agreed that available resources in Business Education are well utilised while 15.3% said otherwise. For Agricultural Science Education; resources are well utilised with Audio Visual and Drawing Room having 74.7%, Animal Unit Equipment 63.3%, Metrological Tools 62.5%, Farm Machinery 86.5%, Fishery Storage Facilities 77.5%, Animal and Food Processing Equipment 66.0%. Generally, 66.8% agreed that available resources in Agricultural Education are well utilised while 33.2% said they are not well utilised. For Home Economics Education, resources are well utilised with Home Management having 81.4%, Cleaning Agents 92.0%, First Aid Box 50.0%, Food and Nutrition Laboratory 92.3%, Utensils 91.0%, Clothing and Textile 83.1%. Generally, 85% agreed that available resources in Home Economics Education are well utilised while 15% said otherwise. For Fine and Applied Arts; resources are well utilised with Graphics having 84.3%, Painting 85.2%, Sculpture 75.0%, Ceramic 83.0%, Textile 73.8%, Photography and Printing 84.6% and 72.0% respectively. In all, 78.6% agreed that available resources in Fine and Applied Arts are well utilised while 21.4% said otherwise. Generally, it can be concluded that the available resources are well utilised by the colleges of education in Ogun State.

Conclusion

On the basis of the results of data analyses, it can be rightly concluded that availability, adequacy and utilisation of Vocational Education resources are strong determinants of quality assurance in Vocational Education in Colleges of Education in Ogun State.

Recommendations

Based on the findings of this study, the following recommendations are hereby suggested:

1. The concerned institutions should ensure that the available resources are well kept, handled and maintained.
2. There should be adequate provision of required resources as NCCE should enforce strict compliance with the Benchmark specifying the basic requirements for establishment of Vocational Education programmes.
3. There should be encouragement of continuous and well utilisation of the available resources for optimal performance.

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