

ASSESSMENT OF AVAILABILITY AND ADEQUACY OF INSTRUCTIONAL RESOURCES FOR QUALITY ASSURANCE IN COLLEGES OF EDUCATION IN ANAMBRA STATE

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Abstract

The study assessed the availability and adequacy of instructional resources for quality assurance in Colleges of Education in Anambra State in relation to the standards stipulated by the National Commission for Colleges of Education (NCCE 2012). The study adopted the descriptive survey research design and was guided by one research question. The population of the study comprised two schools of education and two school of vocational and technical education from the two public colleges of education in Anambra State. They are Federal College of Education (Technical) Umuze and Nwafor Orizu College Education of Education Nsugbe. The entire population of the two schools were assessed in terms of instructional resources). The data for the study were collected through direct observation using the NCCE 2012 benchmarks and was analyzed using ratio and percentage scores. The study found that instructional resources were not adequate in both colleges, it was observed that the available instructional resources were not adequate. Based on the findings in this study, the researchers strongly recommends that adequate instructional resources should be provided in colleges of education as stipulated by the NCCE standards.

Keywords: *Availability, Adequacy, Instructional resources, Quality assurance, College of education.*

Introduction

Availability of instructional resources indicates strength and productivity of institutions. In the aspect of this availability of instructional resources for a successful school, implies people's use of equipment on their day-to-day upgrade. It also includes avoidance of over-work and inadequate service in the case of machines. In other words, institutions with available instructional resources all things being equal will be more productive than, the one with low instructional resources. In a school system, success can only be recorded in a situation whereby instructional resources are available in commensurate measures with students' population. A school that has available instructional resources, teaching and learning shall be easier for both teachers and students. At the end, the school's result shall be good, which is the aim of any educational system.

Many scholars, researchers, administrators, and educational planners, have confirmed that instructional resources in Nigerian schools are inadequate and the few available ones are being over utilized due to the astronomical increase in school enrolment. Similarly, Azuka (2003) noted that unavailability of instructional resources was the major problem facing our educational institutions in Nigeria. The tertiary institution resources are grossly inadequate to match the student population.

The adequacy of an object means a condition of being enough in quantity and good enough in quality for a particular purpose or need. Ojoawo (1990) opined that adequate facilities and equipment constitute a strategic factor in organizational functioning. This is because they determine to a very large extent, the smooth functioning of any educational programme. He further stated that their availability and adequacy influence efficiency and high productivity in teaching. Adedeji (2000) maintained that there must be sufficient motivation in form of attractive facilities, supplies and equipment for schools in Colleges of Education. Where these instructional resources are lacking, the effective functioning of the programme will

be hindered. Mapaderum (2002) opined that adequacy is a satisfactory condition of resources in an organization. He added that adequacy of facilities; equipment and supplies in colleges promote effective teaching and learning activities in the college while their inadequacy affects the academic performance negatively.

Adequacy of instructional resources has been positively correlated to good performance in examinations while poor performance has been blamed on inadequacies (Maduewesi, 2010). He further added that where equipment and facilities are lacking, teaching may be poorly executed. Considering the relevance of instructional resources and the need for its adequacy, the National Commission for Colleges of Education (NCCE), which is the government regulatory and supervisory agency for the Colleges of Education in Nigeria stipulates the minimum standards of course offering and resources input that needs to be available for teaching and learning in Colleges of Education. The NCCE (2012) classified resources in Colleges of Education into the following: personnel (human resources), equipment and supplies (instructional resources), facilities (physical resource). Provision of all these resources aid and facilitate effective school teaching and learning in colleges of education and for quality assurance in teacher education.). Ibe (2010) refers instructional resources as the communication processes that store and distribute human experience or knowledge, therefore they are totality of the information carrying devices such as computer, typewriters, photocopier, scanner, machines amongst others.

Quality assurance is about consistently meeting specification or getting things right first time and every time. Quality assurance implies the ability of institutions to meet the expectations of the users of manpower in relation to quality of skills acquired by the outputs (Ajayi & Akindutire, 2007). With respect to Colleges of Education, it implies degree to which they conform to the established standard and appropriateness of the inputs (resources) available for the delivery of the system. Many scholars, researchers, administrators, and educational planners, have confirmed that instructional resources in Anambra State are inadequate and the few available ones are being over utilized due to the astronomical increase in school enrolment. Similarly, Owuamanam(2005) noted that inadequacy of instructional resources was the major problem facing our educational institutions in Anambra State and in Nigeria at large. The tertiary institution resources are grossly inadequate to match the student population and the availability, adequacy of instructional resources enhances teaching and learning and improve academic performance of students more also encourages staff to work tirelessly.

Colleges of Education are the "train-the-trainers" colleges established to train and equip teachers for their esteemed functions. Graduates of these Colleges of Education are assigned to teach in the nation's primary schools and secondary schools, helping to nurture and shape the kids who are the future leaders of tomorrow. According to Excellence & Education, (2015), the functions of the College as spelt out in the Decree establishing them include:

1. To provide full-time courses in teaching, instruction and training in Technical, Vocational, Sciences and Arts;
2. To conduct courses in education for qualified teachers.
3. To arrange conferences, seminars and workshops related to the field of learning.
4. To perform such other functions as in the opinion of the college council may serve to promote the objectives of the college.

The Colleges of Education award the National Certificate in Education (NCE). This is generally a three (3) year course of study in a chosen discipline. Admission into a College of Education is through applying and scaling through the University Matriculation Tertiary Examination (UMTE) conducted by the Joint Admissions and Matriculation Board (JAMB). In addition to the classroom work, students are required to do a mandatory 1 - 4-month teaching practice in an assigned primary and secondary schools. Schools and courses offered in Colleges of Education include the following:

These colleges can only be effective with adequate instructional resources. Instructional resources according to Ugwuanyi and Eze (2008) are those basic requirements that aid and facilitate effective school teaching and learning. They comprise teaching facilities and equipment help to stimulate the interest of the students. Whenever these facilities and equipment are optimally utilized, they generate greater students' interest in the learning system and also enhance retention of ideas. The level of success of most Colleges of Education programme is greatly dependent on the degree of availability and adequacy of up-to-date facilities,

equipment and supplies. This is because they form the hub around which such programmes revolve (Akinsanmi, 1995; Mgbor, 2005; Mgbor & Anyanjanor, 2005).

Statement of the Problem

Adequate provision of instructional resources in Colleges of Education (Anambra State inclusive) is not only important but necessary for the achievement of the desired educational goals, inculcating the right type of values, attitude, skills and the development of mental and physical abilities as equipment for producing good quality citizens of Nigeria (FRN, 2004). Over the years, Colleges of Education have been experiencing a lot of challenges such as non-availability of human and non-material resources.

Experience also has shown that some of the Colleges of Education do not have enough and standard workspace such as workshops, integrated units to train the students, some of them also experience insufficient instructional resources such as consumable and non-consumable resources for practical exercise; some of the available instructional resources in vocational and technical education in these Colleges of Education appear not to be functioning or not adequate for the students.

Although, research regarding instructional resources have been researched on by various researchers in the past of which most of the studies were done in universities. Even the few ones done in Colleges of Education did not, assess their adequacies. Hence, the aim of the study was to assess the availability and adequacy instructional resources for quality assurance in Colleges of Education in Anambra State using NCCE (2012) minimum standard as its benchmarks.

The Purpose of the Study

The purpose of the study generally was to assess the adequacy of instructional resources for quality assurance in Colleges of Education in Anambra State, Nigeria. Specifically, the study assessed the adequacy of instructional resources available for quality assurance in the Colleges of Education in Anambra State in relation to NCCE Standard

Research Questions

In carrying out the research question, one research question was posed.

- 1) How available are the instructional resources for Quality Assurance in Colleges of Education in Anambra State in relation to NCCE Standards?

METHOD

The study adopted descriptive survey research design. This type of design was adopted for this study because the resources to be assessed are already in place and existing. However, the researcher has no control of the variables and cannot manipulate them because they already exist and cannot be changed and is unethical to do so.

This study was carried out in Anambra State of Nigeria. However, there are two Colleges of Education funded by government in Anambra State, they are Nwafor Orizu College of Education Nsugbe and Federal College of Education (Technical) Umuze. The study was conducted in these two Colleges of Education.

The population of this study comprised ten (10) schools from the two Colleges of Education in Anambra State they are; School of education NOCEN, School of Vocation and technical education NOCEN, School of Sciences, School of Social Sciences NOCEN, School of Languages NOCEN, School of education FCT (Umuze), School of Vocation and Technical education FCT (Umuze), School of Sciences FCT (Umuze), school of Social Sciences FCT (Umuze), School of Languages FCT (Umuze).

Four schools were randomly selected from the two colleges of education using simple random sampling technique; these schools selected are school of education NOCEN, School of vocational and Technical education NOCEN, School of Education FCT (Umuze), School of Vocational and Technical FCT (Umuze).

The instrument for data collection was the NCCE (2012) Benchmark inventory for educational resources with respect to the two schools in both institutions.

The NCCE Benchmark inventory as an instrument for data collection does not require validation. Hence, there was no validation of the instrument.

The inventory was completed through a direct observation conducted by the researcher with a staff that was assigned to her by various head of department in the two schools used in colleges.

In order to answer the research questions, percentage score was used. The benchmark for the analysis is the specifications by NCCE (2012) and the appropriate remark was adequate or not adequate. Resources were regarded as adequate if the percentage available is 100% but not adequate if the percentage available is less than 100.

RESULTS

The data collected from the field for this study were analyzed and the summary were presented in table to highlight the findings

Research Question

How adequate are the instructional resources available for quality assurance in Colleges of Education in Anambra State in relation to NCCE Standard? In order to answer this research question, data relating to the research question were analyzed and the results are presented in the table three below

Adequacy of Instructional Resources Available in Colleges of Education in Anambra State

Instructional Resources	NCCE Standard	Nsugbe			Umunze		
		Available	Adequacy	Remark	Available	Adequacy	Remark
AGRICULTURAL SCIENCE							
Number of Lecturers & Students	-	8:51			11:61		
General Equipment & Materials	11	4(36%)	3 (75%)	NA	2	1 (50%)	NA
Drawing Room Tools	7	3(43%)	0(0%)	NA	1(14%)	0(0%)	NA
Nursery Tools	26	12(46%)	2(17%)	NA	17(65%)	13(76%)	NA
Metrological Tools & Equipment	10	5(50)	5(100%)	A	9(90%)	5(56%)	NA
Survey Equipment	12	5(42%)	3(60%)	NA	12(100%)	7(58%)	NA
Farm Machinery	30	6(20%)	6(100%)	A	19(63%)	14(74%)	NA
*Storage Facilities	5	2(40%)	1(50%)	NA	2(40%)	1(50%)	NA
Fishery Equipment	8	4(50%)	0(0%)	NA	5(63%)	3(60%)	NA
Food Processing Equipment	6	2(33%)	2(100%)	A	2(33%)	2(100%)	A
Animal Equipment	19	9(47%)	4(44%)	NA	10(53%)	8(80%)	NA
BUSINESS EDUCATION							
Number of Lecturers & Students	-	15:26			55:570		
Typing Laboratories Equipment	13	12(92%)	9(69%)	NA	12(92%)	9(69%)	NA
Shorthand Studios Equipment	6	6(100%)	6(100%)	A	6(100%)	6(100%)	A
Model Offices Equipment	8	8(100%)	8(100%)	A	8(100%)	8(100%)	A
EDUCATION							
Number of Lecturers & Students		27:2500			62:6000		
Total Equipment & Materials	7	6(86%)	6(100%)	A	4(51%)	4(100%)	A
FINE & APPLIED ARTS							
Number of Lecturers & Students		11:7			13:65		
**Fine & Applied Arts Equipment & Materials	90	59(66%)	59(100%)	A	57(63%)	57(100%)	A
HOME ECONOMICS							
Number of Lecturers & Students		9:4			12:99		
*Home Management Equipment	24	18(75%)	18(100%)	A	23(96%)	23(100%)	A
**Food and Nutrition Laboratory Equipment	11	8(73%)	4(50%)	NA	6(55%)	6(100%)	A
**Utensils	40	30(75%)	31(100%)	A	30(75%)	30(100%)	A
**Clothing and Textiles Equipment	22	15(68%)	15(100%)	A	18(82%)	18(100%)	A
**General Equipment	14	4(29%)	4(100%)	A	7(50%)	7(100%)	A
TECHNICAL EDUCATION							
Number of Lecturers & Students	-	-	-	-	38:127		
**General Equipment & Materials	4	-	-	-	2(50%)	2(100%)	A
**Metalwork Technology	30	-	-	-	20(67%)	20(100%)	A
**Woodwork Technology	28	-	-	-	17(61%)	17(100%)	A
**Electrical Electronics	38	-	-	-	17(45%)	17(100%)	A
**Building Technology	25	-	-	-	21(84%)	21(100%)	A
**Automobile Technology	27	-	-	-	13(48%)	13(100%)	A

Note: NAV = Not Available; A= Adequate; NA = Not Adequate

*The quantity of some of the Instructional resources were not indicated in the NCCE Benchmark (2021).

******The quantity of all the instructional resources were not indicated in the NCCE Benchmark. Therefore, any quantity available was taken as adequate

Table 3 shows that the availability of 10 different categories of instructional resources needed by the School of Agricultural Science Education ranged between 20% and 50% for Nsugbe and 14% to 100% for Umunze. For Nsugbe, out of the 10 categories of instructional resources, only three with percentage availability of 50%, 20% and 33% had adequate quantity while seven were not adequate in quantity whereas for Umunze, only one category of instructional resources (Food processing equipment) with percentage availability of 33% of equipment was adequate in quantity. Therefore, available instructional resources in the school of Agricultural Science for both Nsugbe and Umunze were not adequate for quality assurance. For Business Education, the 92% of the available typing laboratories equipment were not adequate in quantity while the instructional resources for shorthand studies and model offices were both 100% available and 100% adequate in quantity. However, considering that all the equipment and supplies for the School of Business Education was not adequate, it was concluded that Business Education instructional resources for both Nsugbe and Umunze were not adequate for quality assurance.

As further displayed, the School of Education in Nsugbe and Umunze had 86% and 51% of its seven instructional resources available respectively. However, all the available resources were adequate in quantity. Similarly, the 66% and 63% of the 90 instructional resources for the School of Fine and Applied Arts in Nsugbe and Umunze respectively, were adequate. In the same vein, all the available instructional resources for the Schools of Home Economics and Technical Education were adequate.

However, considering that the instructional resources for two out of the six schools was not adequate, it was concluded that the resources available are not adequate for quality assurance in Colleges of Education in Anambra State.

DISCUSSION

The findings revealed that the instructional resources in the laboratories, libraries, workshops and studios of two Colleges of Education are not adequate. This finding conforms to the previous study by Okoro and Iyeke (2004) who found that the instructional resources in secondary schools only exist in vacuum and most at times with non-functional. Similarly, Ntikudem (2005) observed that the supply of typewriters and computers to Business Education Department is limited considering the increase in students' enrolment. The computers, typewriters and other equipment in the laboratories, libraries, workshops, studios in Colleges of Education are far below standard. This is not good for a skill subjects/courses like Business Education, Agricultural Education, Fine and Applied Arts, Home Economics Education and Technical Education. Hence, Okwuanaso (2004) noted that teachers in skill subjects cannot effectively teach students how to operate the machines or equipment without having them in the classroom. The qualification and background of a teacher can only be completed when the right and adequate instructional resources and equipment are provided for effective teaching and learning. However, instructional resources have been observed as a potent factor to qualitative and quantitative education.

Conclusion

Base on the interpretation of the findings of the data collected and analyzed, and discussion of results, it was concluded that instructional resources are necessary ingredients for the attainment of College of Education objectives. However, this study has found that some of the resources are inadequate in the two Colleges of Education studied in Anambra State, On the basis of these findings therefore, it could be concluded that students in these Colleges of Education are learning some of the courses without the necessary and required instructional resources for teaching and learning, and this may have affected the preparations and performance of the students over the years.

Asides, these colleges are operating below the NCCE regulated standards. Therefore, efforts should be made by relevant authorities to provide adequate instructional resources to ensure quality of Colleges of Education and adherence to NCCE minimum stipulations

Recommendations

Based on the findings of the study, the researchers recommend as follows:

- 1) Adequate instructional resources should be provided for Colleges of Education by the authorities of College of Education as stipulated by the NCCE standards. This can be done through admitting the required number of students in the college so that the available resources will be sufficient and adequate for them thereby avoiding overstretching of resources.
- 2) Students and staff should be given proper orientation on how to handle College instructional resources through regular seminars and workshops.

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