Enhancing Quality Assurance through Lecturers’ job Performance in Private and Public Tertiary Institutions in South Eastern Nigeria

Mbon, U. F.; Etor, C. R., and Osim, R. O.

Department of Educational Administration and Planning, University of Calabar, Calabar, Nigeria.

Corresponding Author: Osim, R. O.

Abstract
The study examined Enhancing Quality Assurance through Lecturers’ Job Performance in Private and Public Tertiary Institutions in South Eastern Nigeria. Universities in south Eastern Nigeria are experiencing serious decline in academic performance. Recent statistics reveal that poor quality output is increasing despite successive government and non-governmental organizations funding efforts. This paper intends to address this quality performance aspect of tertiary institutions in the areas under study. The population of the study was lecturers of both public and private tertiary institutions. The total sample used for the study was 600 lecturers randomly selected from the targeted population. To analyze the investigation, two null hypotheses were formulated. In pursuit of the objectives of the study a survey research design was adopted. The questionnaire schedule was used. Responses were collated, coded and analyzed using population t-test at an alpha level of 0.05. The questionnaire was validated by two experts in test and measurement courses in the department of Maths/Statistics. The reliability coefficient was found to be 0.93 indicating that the instrument was measurable. The result showed that Lecturers in Private Institutions felt more comfortable than their counterparts in the Public Tertiary Institutions with regard to financial reward which propel their job performance and contribute to quality assurance. By so doing, the significance of the study is that it will offer a useful spring board or literature to researchers, scholars, readers who might be interested in working in similar topic but on a different setting or environment and institutions. The paper concludes that since Private Institutions are well funded and managed, lecturers tend to perform better on the job resulting in high productivity than Public Schools. Based on the conclusion, the paper recommends that more fund should be provided for public schools so as to motivate them to improve on their contribution to quality assurance.

Keywords: quality assurance, lecturers’ job performance, private and public, tertiary institution, and south eastern Nigeria.

INTRODUCTION
Efficiency of any school depends, to a large extent, upon how effectively the human resources are utilized. Tertiary institutions lecturers are the major determinants of educative processes particularly in ensuring quality, hence the success or failure of the education system depends on them (Federal Government, 2004). It is the Lecturers that translate the educational programme of any nation into practical learning experiences through teaching and research (Aguba, 2004). Their quality job performance ensures adequate learning and credible outcomes through the realization of the institutional goals.

Other factors that determine quality assurance in education have been identified to include the availability of adequate and modern facilities, adequate planning education programme and personnel, adequate planning, availability of adequate and qualified teaching staff, regular staff development programmes and supervision of programme of activities in the institution by the institutional management. In order to ensure that the above objectives are achieved, there is therefore urgent need for the assurance of quality in the assessment of students’ academic performance through test administration and assessment techniques such as check list, observation, questionnaire to measure the overall ability of the students.

LITERATURE REVIEW
Concern for quality assurance in University education in South-eastern Nigeria required continuous process of improvement in the quality of teaching and learning activities through the effort of the lecturers. The Federal Ministry of Education has observed that tertiary Institutions in Nigeria are in state of decay (FME 2000) Government is aware that this decadent situation portents danger to the zone particularly as poor quality graduates who are ill-equipped for the world of work are currently being produced by lecturers whose level of academic performance has fallen below expectation.
Osuala (1996) argued that teachers’ job performance calls for critical examination as it is concerned with the job, the nature of supervision, the nature of opportunity available for advancement, nature of fringe benefits and the suitability for working conditions. Lecturers of both private and public and public institutions need to be encouraged or motivated in order to be more functional and contribute meaningfully to quality assurance in the teaching learning process in all Institutions of learning. It can further be stressed that, “if lecturers and managers of Tertiary Institutions are not provided with the necessary working tools, they will lack job satisfaction, their psychological needs will negatively influence their productive capacity and results in poor quality performance of the institution” (Obi 1997:23).

One of the greatest threats to tertiary educational institutions in South Eastern Nigeria is lack of job satisfaction. This situation, according to Obanya (1997), is peculiar with lecturers in the public educational institutions. Tensions in these educational systems are consequent, in part, upon lecturers’ dissatisfaction with their job, strike by the Academic Staff union of Universities (ASUU) which has resulted in negative attitude and poor quality output.

Obanya (1997) further observed that, negative attitude to work brings about undesirable behavior characterized by low output, absenteeism and confrontational posture, while positive attitudes lead to improved performance, increased productivity and better quality assurance. On the other hand, their counterparts in the private institutions are better equipped, adequately motivated and properly guided for quality performance. Ocho (2005) observed that the falling standard of education could be attributed to inadequate remuneration and lack of job satisfaction among lecturers. He noted with dismay that the deplorable condition of schools and teachers associated with low morale which invariably affects quality assurance. Adeogun (2001) maintains that, the availability relevance and adequacy of resources would contribute to academic achievement. He further observed that funds are very essential in the acquisition of facilities and staff recruitment. Without funds most of our educational activities may not be in proper shape such as infrastructure, prompt payment of staff, etc.

**STATEMENT OF THE PROBLEM**
Quality assurance is fundamental to the sustenance of Nigerian educational system. One of the greatest threats to quality assurance in our institutions of learning may be attributed to some lecturers’ inability to perform their job. Poor quality output in South Eastern public educational institutions is partly as a result of teachers’ dissatisfaction with their job. Job dissatisfaction which gives rise decline in performance are traceable to poor remuneration and lack of and/or deplorable instructional productivity and quality output.

These problems necessitated the researchers’ interest in investigating whether public or private schools do suffer from quality assurance. Observations have indicated that the absence of these facilities and conditions of service appear to be the major contributory factors that are proper militating against the enhancement of lecturers’ effectiveness on their job and quality of education in Tertiary Institutions in South Eastern Nigeria.

**PURPOSE OF THE STUDY**
The purpose of this study was to investigate how quality assurance can be enhanced through lecturers’ job performance in both public and private tertiary institutions in South Eastern Nigeria.

**IMPORTANCE OF THE STUDY**
The importance of the study to the scholars and readers is that, with this empirical study they would be equipped with the knowledge of some key quality assurance management practices such as training and retraining of teachers (scholars), involvement of students and staff, parents and communities towards quality improvement of public and private tertiary institutions in Nigeria.

**LIMITATION OF THE STUDY**
Every empirical research carried out has its weaknesses and shortcomings which are beyond the control of the research. This study is not an exception. In other words there were factors in the study which the researcher was aware but could not control, such limitations were environmentally and individually based which include socio-economic issues, shortage of fund, insufficient qualified human resources and lack of materials/instructional materials.

**HYPOTHESES**
The following research hypotheses were formulated to guide the study:

- There is no significant difference between private and public institutions on the extent of performance in relation to funding.
- There no significant difference between private and public institutions lecturers on the availability of facilities for enhancement of job performance.

**METHODOLOGY**
Descriptive research design was employed in this study. This research covered public and private tertiary institutions in South Eastern Nigeria. The population for the study comprised 9,919 public
institutions lecturers and 2,885 in private tertiary institutions.

Sample and Sampling Procedure
The stratified random sampling technique was used to select 80 lecturers from six educational zones within the area of study. This gave a total of 480 lecturers from public institutions, 20 lecturers from private institutions in the same zone, so were 120 lecturers from private institutions. The total sample size used for the study was 600 lecturers.

Instrumentation
Data for the study were collected using a questionnaire designed by the researchers titled "Extent of Lecturers of Private and Public Tertiary Institutions Enhancing Quality Assurance" (ELIPPIEQA). The instrument was structured on four point likert scales that ranged from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The questionnaire elicited information on the gender of lecturers, their location, job performance with regard to financial rewards and other conditions of service as well as job performance with regards to availability of facilities in schools. The reliability of the instrument was determined, using the Cronbach Alpha method which involved lecturers each from private and public institutions in South Eastern Nigeria. The reliability estimate for the research variables (perceptions on financial rewards and availability of facilities were 0.72 and 0.89 respectively).

Table 1: Job Performance of lecturers in public and private tertiary institutions in South Eastern Nigerian with regards to remunerations

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM DESCRIPTION</th>
<th>PRIVATE LECTURERS N =480</th>
<th>PUBLIC LECTURERS N =120</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>Lecturers are enough to meet their primary needs</td>
<td>2.51</td>
<td>0.42</td>
</tr>
<tr>
<td>2</td>
<td>Lecturers in these institutions receive the same salaries as their counterpart in other areas</td>
<td>2.41</td>
<td>0.88</td>
</tr>
<tr>
<td>3</td>
<td>Lecturers are promptly paid</td>
<td>2.00</td>
<td>0.76</td>
</tr>
<tr>
<td>4</td>
<td>Lecturers receives less on retirement</td>
<td>2.61</td>
<td>0.61</td>
</tr>
<tr>
<td>5</td>
<td>On retirement lecturers collect gratuities</td>
<td>2.51</td>
<td>0.66</td>
</tr>
<tr>
<td>6</td>
<td>On retirement lecturers receive pension</td>
<td>2.60</td>
<td>0.54</td>
</tr>
<tr>
<td>7</td>
<td>Lecturers who engaged in sports are paid allowance</td>
<td>2.60</td>
<td>0.23</td>
</tr>
<tr>
<td>8</td>
<td>Science lecturers receive allowance</td>
<td>2.60</td>
<td>0.23</td>
</tr>
<tr>
<td>9</td>
<td>Lecturers are given extra pay for work</td>
<td>1.00</td>
<td>0.99</td>
</tr>
<tr>
<td>10</td>
<td>Lecturers get enough to meet up their higher order needs</td>
<td>1.57</td>
<td>0.66</td>
</tr>
</tbody>
</table>

**GE (Generally expected)**
**LE (Least expected)**

Table 1: Showed that even though lecturers in private institutions expressed some reservations on some items in the table, a cursory look at the revealed that they felt more satisfied in the performance than those in public institutions with regards to remuneration which translates into better job performance.

Table 2: Lecturers Job Performance with regards to availability of facilities

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM DESCRIPTION</th>
<th>PRIVATE INSTITUTIONS LECTURERS N =480</th>
<th>PUBLIC LECTURERS N =120</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>Provision of enough lecturer rooms</td>
<td>2.00</td>
<td>1.00</td>
</tr>
<tr>
<td>2</td>
<td>Availability of text books</td>
<td>2.21</td>
<td>0.88</td>
</tr>
<tr>
<td>3</td>
<td>Provision of stationeries</td>
<td>2.40</td>
<td>0.76</td>
</tr>
<tr>
<td>4</td>
<td>Availability of functional library</td>
<td>2.40</td>
<td>0.88</td>
</tr>
<tr>
<td>5</td>
<td>Instructional materials</td>
<td>2.31</td>
<td>0.96</td>
</tr>
<tr>
<td>6</td>
<td>Toilet facilities</td>
<td>1.80</td>
<td>0.88</td>
</tr>
<tr>
<td>7</td>
<td>Availability of water supply</td>
<td>1.75</td>
<td>0.89</td>
</tr>
<tr>
<td>8</td>
<td>Availability of power supply</td>
<td>1.80</td>
<td>0.88</td>
</tr>
<tr>
<td>9</td>
<td>Recreational facilities</td>
<td>1.90</td>
<td>0.76</td>
</tr>
<tr>
<td>10</td>
<td>Classroom facilities for lecturer are adequate</td>
<td>2.46</td>
<td>0.44</td>
</tr>
</tbody>
</table>

Table 2: Shows that lecturers in public institutions felt dissatisfied with the facilities in their institutions, while those in private institutions were quite satisfied with the facilities. This was observed from the difference between the response of lecturers in private and public institutions with regards to their financial rewards.
The calculated t-value of 7.922 was less than the critical t-value of 1.96, the null hypothesis was therefore not upheld. The hypothesis was tested at 0.05 level of significance.

Table 4: Private and public tertiary institution lecturers on job performance for quality assurance with regard to availability of facilities

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private institution lecturers</td>
<td>120</td>
<td>3.11</td>
<td>0.31</td>
<td>598</td>
<td>2.32</td>
<td>1.96</td>
<td>Significant</td>
</tr>
<tr>
<td>Public institution Lecturers</td>
<td>480</td>
<td>2.20</td>
<td>0.94</td>
<td></td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
</tbody>
</table>

Table 4: shows that the calculated r-value is higher than the critical r-value. Hence the null hypothesis is not upheld. There is a significant difference in the availability of facilities in private and public tertiary institutions. The hypothesis was tested at 0.05 level of significance.

**DISCUSSION OF RESULT**

The result of this study shows that lecturers in the private institutions felt comfortable than their counterparts in the public tertiary institutions with regards to financial rewards which ginger them towards enhancement of their job performance and quality assurance.

This observation is confirmed by Nwadiani (1997) and Osuala (1996) who stated that teachers economic status in the public schools leaves much to be desired. Monthly salaries of private institution workers are paid regularly and are more attractive than those of their counterparts in the public sector.

On the availability of facilities in these tertiary institutions the result indicated that lecturers in the private institutions show evidence of increased productivity due to the availability of teaching materials. This outcome is not surprising since good public tertiary institutions are grossly under-funded. It is therefore difficult for any quality performance to be observed in such institutions. Adequate facilities in schools are a sine-qua-non for efficient, effective and quality productivity.

**CONCLUSION**

The public and private tertiary educational institutions need adequate funding and proper staff remuneration so that lecturers in these institutions can be motivated for increased job performance and good quality service in terms of adequate teaching. Moreso, learning and quality services as well as productivity cannot be assured without the provision of adequate educational facilities.

Thus, political leaders must show commitment to the delivery of education. On this note one must not lose sight of the fact that there is need for a well designed curriculum and participation of all stakeholders of institutions in cost sharing because education for all is the responsibility of all.

**RECOMMENDATIONS**

Based on the results of the study, the following recommendations are made;

i. The theories of motivation, communication and staff welfare should be stressed in the process of job performance in school administration.

ii. Both public and private tertiary institutions should enhance quality through seeing themselves as partners in progress with the lecturers in the performance of their job.

iii. There should be regular staff supervision for enhancing human resources quality achievement.

iv. Adequate educational facilities should be provided to tertiary institutions by both government and educational stakeholders, this will enhance quality assurance.

v. There should be uniformed curriculum for both private and public tertiary institutions hence the emphasis would lead to the achievement of our National Policy on Education goals and also guide the institutions against unfulfilled Global National Objectives.

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