



QUALITY ASSURANCE PRACTICES, ADMINISTRATIVE EFFECTIVENESS AND ACADEMIC STAFF PRODUCTIVITY IN TERTIARY INSTITUTIONS IN LAGOS STATE, NIGERIA

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Abstract

Every nation of the world needs high level of manpower for her economic, social and political development and sustainability because national sustainable development hence, the need for experienced, competent and dedicated human resource which could only be trained through education. For this reason, the study examine the influence of quality assurance practices and administrative effectiveness on job productivity of academic staff in public tertiary institutions in Lagos State, Nigeria. The study adopted a descriptive research design while a structured questionnaire was used as the major instrument with reliability value of 75.2%. A random sampling technique was used to arrive at a sample size of nine hundred and thirty (930). The two hypotheses were tested using Pearson Product Moment correlation (PPMC) at 5% significance level. Findings revealed that there is a positive significant correlation between quality assurance practices and administrative effectiveness in public tertiary institutions in Lagos State, Nigeria. ($r = .936^{**}$, $n = 900$, $p = <.05$). The findings also show that there is a significant relationship between quality assurance practices and academic staff productivity in public tertiary institutions in Lagos State, Nigeria ($r = .963^{**}$, $n = 900$, $p = <.05$). The study concludes that effective administration is crucial for the successful delivery of education and the support of academic staff, leading to improved productivity. The study recommends that; institutions should adopt an integrated approach that emphasizes the interconnectedness of quality assurance practices, administrative effectiveness, and academic staff productivity.

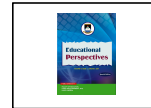
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Introduction

Every nation of the world needs high level of manpower for her economic, social and political development and sustainability. In Nigeria, government is expected to produce manpower that will serve in different fields and capacities with the aim of contributing positively to the national development, most especially in the areas of social, economic and politics. The quest to achieve this prompts the Nigerian Government to establish tertiary institutions, polytechnics and colleges of education in different parts of the country with full opportunity given to private ownership of such institutions (Federal Republic of Nigeria, FRN, 2014).

The higher institution is a place where human minds are trained and knowledge development is facilitated. It is a community of scholars and researchers who are keen on improving the quality of existing knowledge or recreating as well as reinterpreting existing social, cultural, economic, scientific or technological findings. Tertiary institutions play a key role in the creation, improvement and maintenance of human capital which in turn is quite essential for growth and development. The mandate of higher institutions according to Omoike and Idogho (2011) is to develop the whole man mentally, morally and physically and to confer degrees on their students who are found worthy in character and learning, to enable them assume leadership roles in their immediate and extended society.

As submitted by FRN (2014) the main goals of tertiary institutions are teaching, research and staff development. Tertiary institutions, like any other organization, rely on its employees who work to inspire the activities of the organisation in order to achieve their objectives and improve organisational performance. These employees are regarded as most important and tangible assets in the organisation (Onyeizugbe & Orogbo, 2015). However, no education institution grows beyond the quality of the human resource that constitutes the teaching and non-teaching staff. Employee's productivity is an assessment of the efficiency of an employee or a group of employees. Productivity may be the output of an employee in a specific period of time. This can be measured relative to an average of the employee doing similar work (Rob, 2015). This implies that academic staff productivity in tertiary institution is the degree to which the employees execute their teaching role with reference to certain specified standards set by the public tertiary institutions.

Productivity of an employee in the tertiary institution depends majorly on the internal and external management procedures employed by the administrators of the organisation. One of such management procedures that could lead to the realisation of productivity among academic staff in the public tertiary institution is quality assurance practices. Luckett (2016) submitted that quality assurance practices is a systematic internal and external management mechanism by which institutions of higher education assure the stakeholders of the quality of their systems, processes, products and outcomes and of their ability to manage the maintenance and enhancement of quality. This term usually incorporates the meanings of quality assessment, quality management and quality enhancement. It is the degree to which a product, service or phenomenon conforms to an established standard and which makes it to be relatively superior to others (Oyewumi & Fatoki 2015).

Quality assurance practices are the 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 (Igborgbor 2012; Onyesom and Ashibogwu 2013).

Moreover, the quality of majority of the academic staff in the public tertiary institutions could be improved if efforts are being made to monitor, supervise, control and generally manage them. That is why quality assurance is necessary in education as a defect in the education production

line brings negative consequences to the socio-economic, political and cultural wellbeing of the nations. The major purpose for quality assurance then is to prevent mistakes and defects in the service delivery of academic staff in public tertiary institutions. Quality assurance is believed to comprise both administrative and procedural activities implemented in a system in a way that all the requirements and goals for a product, service or activity are fulfilled.

Research Hypotheses

The following research hypotheses are formulated to guide the study:

- H₀₁.** There is no significant relationship between quality assurance practices and administrative effectiveness in public tertiary institutions in Lagos State, Nigeria.
- H₀₂.** There is no significant relationship between quality assurance practices and academic staff productivity in public tertiary institutions in Lagos State, Nigeria.

Literature Review

Concept of Quality Assurance Practices in Public Tertiary Institutions

According to Okebukola (2012) quality assurance practices in higher education is seen to cut across policy formulation to implementation of educational process covering the scope of curriculum; teaching/learning process; resources and facilities; students and lecturers and the environment. Baird in Asiyai (2015) viewed quality of higher education to relate to the development of intellectual independence. That is, higher education can be said of quality when it produces a complete person that is intellectually promising, morally sound, psychologically or emotionally stable, physically and socially developed to the benefit of self and the society.

Quality in education therefore means the relevance and appropriateness of the education programmes to the needs of the community for which it is provided. A quality assurance practice is a term that is used by all works of life; It is the process whereby consistency is met. Quality assurance practices as to how an organisation confirms that conditions which are in place for students to achieve the standards set by the training organisation.

Quality assurance practices serves as an indispensable component of quality control strategy in education, it promotes maintenance of high standard of education, helps to determine the quality of lecturers' inputs and adequacy of learning environment (Adegbesan 2011). According to Ayeni (2012) quality assurance practices are the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet standards and expectations of the society. In the view of the concept, Idialu (2013) defined quality assurance practices as ways of managing the educational sector and ensure that services provided are kept at high standard that will positively affect its products (students). Based on the above definition, quality assurance practices is defined by the researcher as the process of management of tertiary institution resources and programmes in an efficient way in order to ensure the instruction of students remain standardize at all time. Adeogun and Osifila (2010) supported the above definition of quality assurance practices as a management function which deals with setting policies and running an administrative system of management controls that cover planning, implementation and review of data collection activities and the use of data in decision making. It is a process-driven approach with specific steps to help defined and attain goals.

Concept of Administrative Effectiveness

The concept of administrative effectiveness has been defined differently by different authors due to its complex nature (Bao 2009). Some researchers defined it as "the positive response to administrative efforts and actions with the intention to accomplish stated goal" (Ademilua 2012). Administrative effectiveness is also defined as the product of a series of complex nested relations



and an interaction pattern (Cammock et al. 1995). The term can be explained in simple language as the administrative skills possessed by an individual to run an organisation in an easy and effective manner.

Sapre (2001) defined administration as generally input oriented which is a major indicator of progress. Studies have shown that administration includes the functions like management of the affairs with the use of well thought out principles and practices like budgeting, staffing, evaluation along with the processes such as leadership, organisation, communication and coordination etc.

Administrative effectiveness according to Orunbon and Isaac-Philips (2020) include: high productivity, morale (high motivation) turnover rate of lecturers, degree of integration, maximization of individual potentialities, maximum utilization of available resources and value contributions to the society. Furthermore, lecturers staying in school for classes during school hours, drastically reduced examination malpractice, keeping all school records, exemplary leadership by the lecturers, clean tertiary institution environment and parents rush for admission of their children into the tertiary institutions.

Concept of Academic Staff Productivity

Productivity is a concept commonly defined as the relation between output and input which has been practical in diverse circumstances on various levels for over two centuries. Productivity is the ratio connecting the output and input of resources used up in the production process (Orunbon, 2020a). Orunbon and Isaac-Philips (2020) described productivity as the creation of goods and services in large quantities and the application of factors of production to yield positively.

Academic productivity is a product of conscious actions set by public tertiary institutions to achieve specific set goals. It is the effective and efficient use of all resources which include time, lecturers' knowledge, information, finance, equipment and materials. It is the ratio of what is produced and what is required to produce it. This is in line with the position of Eleine, Hailey and Kelliher (2010) that employees' productivity is the process by which executive managers and supervisors work to align lecturers' performance to the public tertiary institution' goals. In other words, it is a means of getting better results for tertiary institutions. Academic productivity is critical and of utmost importance to the existence, growth and comprehensive advantage of any tertiary institution in the world and specifically, Nigeria.

Academic productivity is the rate at which lecturers achieve individual given objectives about the tertiary institution's goal achievement. The level of lecturer's productivity differs from one lecturer to another. These differences may not be connected to the motivating factors use in the tertiary institution ranging from welfare scheme, health scheme and promotion or performance appraisal (Abdulkareem, 2015). Also, lecturers undergo higher education qualification programmes and published in accredited journals, textbooks, articles, documents and service to the community as these provide the basis for promotion to a higher level in the service. Thus when a lecturer's skills are developed through various programmes like seminars, workshops, mentoring, further education, induction courses and establishment of adequate reference libraries, their productivity are enhanced as well as that of the public tertiary institutions.

Majasan, (1998) maintained that academic productivity is valued loaded and produced disciplined behaviour, hard work, improved cultural heritage and mutual respect within and outside the public tertiary institutions' community. Okebukola (2004) thinks that academic productivity is a process of continuous improvement in a quality of teaching and learning activities through the employment of mechanisms, internal and external to the public tertiary

institution, such that the position of the minimum academic standards documents attained, maintained and enhanced.

Methodology

The descriptive research of design of survey type is adopted in this study. The research design allows the collection of data from a large population with the use of a sample. The design allows the researcher to generalise the findings obtain in the study on the population. This design is relevant to this study as the study covers a number of public tertiary institutions as well as large numbers of administrators and academic staff in the population. Moreover, the study is also of a correctional design as it will look at the relationship between and among the variables.

The population of this study comprise all the four public tertiary institutions, (one federal-owned, that is University of Lagos (UNILAG), Akoka- Yaba and three state-owned tertiary institutions, that is Lagos State University, (LASU), Ojo, Lagos State University of Education, (LASUED) Otto-Ijanikin and Lagos State University of Science and Technology, (LASUSTECH), Ikorodu. All administrative staff and academic staff of these public tertiary institutions form the population of this study.

The sample for this study consist of 1,200 members of staff of the four public tertiary institutions in Lagos State. Multi-stage sampling procedure was used to select the sample. The study participants include 100 administrative staff and 200 academic staff who were sampled from each of in the public tertiary institutions using stratified and simple random sampling techniques. The administrative staff was from four sections of the registry and the academic staff also from four different faculties on an equal basis.

In carrying out this study, these three instruments will be used:

- i. A structured questionnaire tagged “Quality Assurance Practice Questionnaire (QAPQ)”. This was structured using Likert 4 Point Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). All the quality assurance practices were captured in this questionnaire.
- ii. A structured questionnaire tagged “Administrative Effectiveness Questionnaire (AEQ)”. The instrument was designed using Likert 4 Point Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). This was used to elicit response from the respondents on the effectiveness of the administration of the public tertiary institutions.
- iii. A structured scale tagged “Academic Staff Productivity Scale (ASPS)”. This was structured on Likert 4 Point Scale of Very True = [VT] – 4, True = [T] – 3, Untrue = [U] – 2, Very Untrue = [VU] – 1. The scale will be used to measure the productivity of academic staff in the sampled public tertiary institutions in Lagos State.

The content and face validity of these instruments was ascertained by the researcher’s supervisors and other experts in Educational Administration. The instruments were presented to the supervisors who went through it and determine its validity by matching the items in the instruments with the variables of the study.

The reliability of the three instruments (QAPQ, AEQ & ASPS) were determined using test re-test reliability method. Each of the instruments were administered to 20 respondents outside the sample but part of the population twice in the interval of two weeks and data collected was analyzed using Pearson’s Product Moment Correlation (PPMC) in order to determine the reliability co-efficient of each of the instruments.

Ho₁: There is no significant relationship between quality assurance practices and administrative effectiveness in public tertiary institutions in Lagos State, Nigeria.

The result is presented in Table 1

Table 1:

Correlation result of quality assurance practices and administrative effectiveness

		Quality Assurance Practices	Administrative Effectiveness
Quality Assurance Practices	Pearson Correlation	1	.936**
	Sig. (2-tailed)		.000
	N	900	900
Administrative Effectiveness	Pearson Correlation	.936**	1
	Sig. (2-tailed)	.000	
	N	900	900

** Correlation is significant at the 0.01 level (2-tailed).

Pearson Product-Moment Correlation was conducted to determine the relationship between quality assurance practices and administrative effectiveness in public tertiary institutions in Lagos State, Nigeria. The result in Table 1 shows that The Pearson Product Moment Correlation Coefficient ($r = .936^{**}$) shows that there is a positive significant correlation ($r = .936^{**}$, $n = 900$, $p = < .05$) between quality assurance practices and administrative effectiveness in public tertiary institutions in Lagos State, Nigeria. Therefore, the null hypothesis is rejected and concluded that quality assurance practices and administrative effectiveness in public tertiary institutions in Lagos State, Nigeria.

Hypothesis Two

Ho₂: There is no significant relationship between quality assurance practices and academic staff productivity in public tertiary institutions in Lagos State, Nigeria. The result is presented in Table 2.

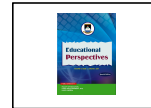
Table 2:

Correlations result of Quality Assurance Practices and Academic Staff Productivity

		Quality Assurance Practices	Academic Staff Productivity
Quality Assurance Practices	Pearson Correlation	1	.963**
	Sig. (2-tailed)		.000
	N	900	900
Academic Staff Productivity	Pearson Correlation	.963**	1
	Sig. (2-tailed)	.000	
	N	900	900

** Correlation is significant at the 0.01 level (2-tailed).

Pearson Product-Moment Correlation was conducted to determine the relationship between quality assurance practices and administrative effectiveness in public tertiary institutions in Lagos State, Nigeria. The result in Table 2 shows the Pearson Product Moment Correlation Coefficient ($r = .936^{**}$) shows that there is a positive significant correlation ($r = .963^{**}$, $n = 900$,



$p < .05$) between quality assurance practices and academic staff productivity in public tertiary institutions in Lagos State, Nigeria. Therefore, the null hypothesis is rejected and concluded that quality assurance practices and academic staff productivity in public tertiary institutions in Lagos State, Nigeria.

Discussion of Findings

The finding of the first hypothesis shows that there is a positive significant relationship between quality assurance practices and administrative effectiveness in public tertiary institutions in Lagos State, Nigeria. The findings of this study suggest that the implementation of quality assurance practices in public tertiary institutions can have a significant positive impact on administrative effectiveness. This is likely because quality assurance practices involve establishing clear standards and performance criteria, which can enhance accountability among administrative staff. When these standards are consistently met, it fosters a greater sense of responsibility and commitment among staff members (Ibukun, Oyewole, & Abe, 2011). The findings is in line with Momoh & Osagiobare, (2015) who stated that quality assurance often relies on the collection and analysis of data. This data-driven approach enables better-informed decision-making, ultimately resulting in more effective administrative decisions. Moreover, public tertiary institutions typically have various stakeholders, including students, parents, government agencies and the public.

The finding of the second hypothesis shows a significant relationship between quality assurance practices and academic staff productivity in public tertiary institutions in Lagos State, Nigeria. The quest for quality improvement in education has led to the application of quality system management standards in the education sector. This approach represents an emerging policy perspective aimed at ensuring substantial achievement of recognized and measurable learning outcomes in tertiary institutions (UNESCO, 2002). The finding also aligns with Orunbon & Isaac-Philips (2020) who asserted in their findings that academic staffs play a pivotal role in the education sector and the quality of their performance are often considered a critical factor in the success of an educational system. It is widely acknowledged that the effectiveness of lecturers significantly influences the attainment of educational goals and objectives.

The finding lends credence to Ayeni (2010) findings that academic staff productivity is intricately linked to the effective implementation of quality assurance practices. When educational institutions adopt quality assurance measures to ensure the achievement of measurable learning outcomes, academic staff are more likely to be motivated and aligned with these goals.

Conclusion

The study concludes that effective administration is crucial for the successful delivery of education and the support of academic staff, leading to improved productivity. Meanwhile, the study reveals a significant relationship between quality assurance practices and academic staff productivity. This finding underscores the importance of implementing quality assurance measures to create an environment conducive to academic staffs' productivity. When institutions prioritize quality, it positively influences the work of academic staff, ultimately benefiting students and the institution.

Recommendations

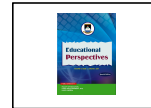
Based on these findings, the following recommendations can guide policymakers, administrators, government and stakeholders in public tertiary institutions in Lagos State, Nigeria:

1. Institutions should adopt an integrated approach that emphasizes the interconnectedness of quality assurance practices, administrative effectiveness and academic staff



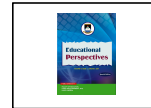
productivity. Collaboration and coordination among these areas should be encouraged to achieve better overall outcomes.

2. Institutions should prioritize investment in quality assurance practices, including regular assessments, feedback mechanisms and continuous improvement processes. This will create a foundation for enhanced administrative effectiveness and academic staff productivity.
3. Continuous professional development programmes for administrative staff can enhance their effectiveness. These programmes should focus on leadership skills, communication and management strategies.



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