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## Levels of Implementation and Challenges of Teacher-Standards as Perceived by Lecturers of Colleges of Education in South- South Nigeria

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By

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### Abstract

*This study investigated the levels of implementation and challenges of Teacher-Standards by lecturers of Colleges of Education in South-South Nigeria. The “Teacher Standards” is a document on National Commission for Colleges of Education (NCCE) that specifies the characteristics of a good and efficient teacher. And it represents a measurable and public statement of the quality and professionalism regarding the required knowledge, skills, and attitudes of teachers. Two research questions and one hypothesis were answered and tested respectively with the data collected from 800 respondents from the study area. Two federal colleges and two state colleges were selected through a stratified random sampling technique and the respondents were also selected using disproportionate stratified random sampling technique too. Descriptive statistics were used to answer the research questions while, the hypothesis was tested with Student t- test at 5% levels of significance. The findings showed that there was very low level of implementation of the teacher standards in the colleges. Secondly, that was no significant difference between*

*the mean responses of lecturers from state and federal colleges on the implementation level of teacher standards in their colleges. Some recommendations were made to effect that NCCE should champion the by providing sufficient copies of the document to the Colleges.*

Education is obviously the basic instrument of economic growth and technological advancement of any society. It is in recognition of this that governments commit immense resources to ensure the provision of education for their citizens, and also tailored their policies towards ensuring that it is made accessible to the generality of their citizenry. Today, the world's workplace is becoming increasingly geographically fluid across national, regional and international borders due to economic globalization and the development of advanced communications and information technologies. In this context, knowledge has emerged as an economic commodity which has in turn placed pressure on existing national systems to ensure they are placed competitively in the international marketplace. Therefore, qualitative higher education is especially acknowledged as a vital driving force for the socio- economic growth and technological development of nations. According to the National Policy on Education (2013), tertiary Education are provided to candidates who have completed the secondary education in universities, colleges of education, polytechnics, monotchnics and other institutions offering correspondence courses. The national goals of this level of education (FRN, 2013), are to:

- Contribute to national development through high level relevant manpower training;
- Develop and inculcate proper values for the survival of the individuals and society;
- Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- Promote and encourage scholarship and community service;
- Forge and cement national unity;
- Promote and international understanding and interaction.

The above goals are to be pursued through teaching, research and development, virile staff development programmes, generation and dissemination of knowledge, a variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc.

Colleges of education, both conventional and special (Colleges of Education, Technical) are among the various categories of tertiary institutions in Nigeria. Essentially, Colleges of Education are to provide full-time courses in teaching,

instruction and training and to conduct courses in education for qualified teachers. In Nigeria, this level of education is owned by federal government, State Government and private entities like churches, organizations and individuals. Anikweze (2001) cited in Ebisine (2013) noted that colleges of education were to produce highly qualified professional teachers for the primary and junior secondary level of education in Nigeria. To ensure the attainment of such laudable goals there must be quality in the preparation of teachers, relevance and professionalism.

### **Quality, Quality Assurance and Quality Control**

Quality is a construct, which means various things to completely different individuals. To Artzt, 1992, it is that that best satisfies and exceeds customers' desires and needs. Quality can be said to lie in the eyes of the beholder. This is because the consumers, who make the judgment on quality, do these by reference to the best comparable performance. Quality refers to the standard of a phenomenon when it is compared to other things like it: how good or bad something is, that is, to be of good/poor/top quality or of a high standard. In this context, it is associated with the 'monitoring and evaluation component of education' to see whether the outcome is good and of the intended standard. Consequently, topical issues on the system of education in Nigeria are anchored on the quality of education the citizens receive and the relevance of such education to them and the nation. Quality education, according to Mosha (1986:13-34) quality was "measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment". Hence, quality factors for education are indispensable for the development of the human resource base needed to move Nigeria into an enviable position in the community of nations. In similar manner, quality can be seen as the degree that a product, service, or development conforms to a longtime standard. In consonance to this thought, Fadipe (1999) defined quality as the ability or degree with which an educational system conforms to the long time standard and appropriateness of the inputs available for the delivery of the system. Quality assurance on the other hand, is about consistently meeting product specification or getting things right the first time, and every time. Quality assurance is a wholistic term, which is directed towards education as an entity. It entails the supplier and consumer and the various activities put in place to produce quality products and services (Mkpandioke 2007). Quality assurance in the education system implies the ability of the institutions to meet the expectations of the users of manpower in relation to the quality of skills acquired by their outputs (Ajayi and Akinture, 2007). Equally, it can be said to be the ability of education institutions to meet certain criteria relating to academic matters, staff-student ratios, staff mix by rank, staff development, physical facilities, funding, and adequate library facilities. Adequacy of various inputs in the education system, in terms of quality and quantity, exercises tremendous influence on quality assurance in the system. Quality assurance is a key component of successful

internationalization; a mechanism for building institutional reputation in the competitive local and global arena and a necessary foundation for consumer protection (National University Commission,(NUC), 2004).

The National Commission for Colleges of Education (NCCE) in pursuance of its vision to produce “well –motivated teachers with high personal and professional discipline, integrity and competence” produced an implementation framework to guide all Nigeria Certificate in Education (NCE) – awarding institutions in mounting entirely new Teacher Education programme in their institutions. There are 10 sections that made up the implementation guideline as following: Educational approach, Teacher standards, Learning Opportunities, Assessment, Teaching Practice and Quality Assurance System. Others are General Requirement for NCE Programmes, the concept of course credit system, Guideline for examination at NCE institutions and the new institution Structure. The Teacher Standards could be seen as the collection of the characteristics of a good and efficient teacher. According to NCCE (2014) teacher standards represent a measurable and public statement of the quality and professionalism regarding the required knowledge, skills, and attitudes of teachers”. This instrument was developed because NCCE wants to ensure that teachers exhibit professional knowledge and competency regarding how learners learn and how to teach effectively; and that teachers have professional skills to plan for and assess effective learning and lastly, that teachers provide and maintain conducive learning environments. Furthermore, it is expected that all NCE-awarding institutions and NCCE to confirm that curriculum implementation of all NCE courses ought to target student- teachers achieving with success all the Teacher Standards. Furthermore, the new NCE certificate will demand measurable evidence that a student –teacher has achieved all Teacher Standards to an acceptable level before such student is awarded the certificate. The expectation of NCCE from this implementation of Teacher Standards is that all NCE products should demonstrate professional knowledge, practice and engagement as outlined in the Teacher standards.

But the usefulness of this instrument to achieving this goal depends much on its level of awareness and implementation among the staff in Colleges of Education. Moreover, Colleges of Education in Nigeria are owned by federal, State governments and private individual or entities respectively. To be aware of something means to have knowledge, conscious of the thing. And implementation implies execution, carry out or the act of accomplishing some aim or executing some order. Murnane (1987),in a study on the total quality management in higher education reported that most quality standard measures are not fully implemented in schools in Nigeria. While Mkpandiok (2007) in a study on quality assurance in secondary school in AkwaIbom State reported that most schools in Nigeria have functional quality assurance mechanisms.

The question is how knowledgeable are the staff of colleges of education of the teacher standards? And to what extent is the teacher standards executed in the colleges?

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There are a number of factors that may influence the level of implementation of programmes in an institution. Challenges like (1) Low level of awareness (2) insufficient NCCE document on teacher standards (3) Low level of interest on teacher standards (4) Excess work load among staff (5) Indifference on the part of NCCE to emphasize the importance of teacher standards to the college management. Do these challenges play off in the colleges of education too?

There is also the assumption that levels of implementation may have ownership colorations. That is, the extent of compliance to the standards may depend on the proprietorship of the colleges. In this study however, Federal and State owned Colleges of Education were considered. And because of the closeness of the federal colleges to the NCCE it was assumed that the level of implementation of the Teacher standards should be higher than that of the State Colleges of Education.

### **Statement of Problem**

The study was concerned with an investigation of the level of implementation and challenges of the teacher –standards as perceived by Lecturers in Colleges of Education in the South – South Nigeria.

### **Research questions**

These questions were used to direct the study.

1. How agreeable are the respondents to the extent of Teacher –Standards implementation in the Colleges?
2. What are the major Teacher-standards implementation challenges?

### **Hypothesis**

This hypothesis was used to direct the study.

1. There is no significant difference between the mean responses of lecturers from state and federal colleges on the implementation level of teacher standards in their colleges?

### **Methods**

In this study a survey design was adopted for the study. Mohammed (2008) stated that survey research design is one in which a group of people or items are studied by collecting and analyzing data from a few people or items considered to be representative sample. The data could be collected using either observation or interview schedule or questionnaire. Questionnaire was used to collect data for this study. The study was carried out in Colleges of education in South-South Geo political zone of Nigeria. A sample of 800 lecturers made up of 282 and 518 from State and Federal Colleges respectively using a disproportionate- stratified- random sampling technique were used for the study. The colleges used were College of education, Ekiadolor, Edo State, Akwa - Ibom State College of education, Afaha- Nsit, federal college of

education technical Asaba, Delta state and Federal College of education, Omoku, River State.

One instrument was used for data collection captioned “National Commission on Colleges of Education (NCCE) teacher standard awareness questionnaire”. It has three parts; part A was on personal data and part B was on levels of implementation of teacher standards while part C is on the challenges. Each of the item has a scale of Strongly Agree (4), Agree (3), Disagree (2) and strongly Disagree (1) for positive skewed and the reverse for negatively skewed items. The items were drawn from the Teacher standard document in the Curriculum implementation framework. The Federal and State Colleges in Cross River state were used for trial testing of the instrument. The questionnaire was face- validated by three experts in measurement and evaluation and Cronbach Alpha method was used to determine the internal consistency of the items and a coefficient of 0.84 was obtained. The data collected from the trial testing section which was carried out with a sample of 100 respondents 50 each from Federal and State colleges outside the sample for the study.

800 copies of questionnaire were distributed to the staff in the four Colleges through trained research assistants in the institution. These assistants were supervised by members of the research team. A 100 percent return rate was achieved because it was closely supervised. The data collected were analyzed using descriptive statistics (mean and standard deviation) with a calculated weighted mean score 2.5 as the cut-off score for the research questions while the independent student t- test at 0.05, 2-tailed level of significance was used to arrive at the decision on the hypotheses.

## **Results**

The result of the study were presented and discussed as they corresponded with the Research question and hypothesis.

**Research question 1:** How agreeable are the respondents to the extent of Teacher – Standards implementation in the Colleges?

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Table 1: Summary descriptive statistics for Implementation of teacher standards

S/n	Statement	SA	A	D	SD	Mean	Std
1	A workshop was held in my college on Teacher-Standards in the past 3 years.	6	120	284	389	1.69	.82
2	There is a unit in charge of monitoring the implementation of Teacher-Standards in my school.	29	175	265	330	1.89	.93
3	A report is expected from the unit at the end of every session by my College.	39	94	318	348	1.79	.90
4	The report on Teacher-Standards is discussed and areas of improvement proffered.	1	117	298	384	1.67	.72
5	Areas of improvement are proffered on the discussed report.	1	128	239	431	1.65	1.02
6	The section on teacher professional knowledge received the most positive outcomes in average from the previous reports.		121	309	370	1.69	.72
7	The section on the professional engagement has been the area of challenge in the previous reports in my College.	2	146	233	419	1.67	.78
8	Discussion on students' assessment feedbacks among lecturers is frequent in departments.	258	361	116	65	3.02	.89
9	Excursion/ field trips are often undertaken by my College.	142	311	305	41	2.73	1.34
10	Students received their marked scripts from course lecturers.	217	293	198	92	2.99	.97
11	Most Researches among staff are carried out in groups in the college.	138	365	265	32	2.76	.78
12	Student-teachers are posted to UBE schools within the College catchment area.	255	246	208	90	2.87	1.46
13	Students are given course outline at the beginning of every course.	463	151	120	66	3.26	1.00
14	Assessment schedule is provided at the beginning of every semester in the College academic calendar.	157	450	134	59	2.88	.80
15	There is provision in the Academic Calendar for students' participation in social and civic life activities.	352	307	109	32	3.22	.83

Grand mean = 2.37; Standard deviation = .65 and N = 800.

From table 1, the response pattern of the respondents were presented according to the 4-point levels of SA (strongly Agree), A (Agree), D (Disagree) and SD (Strongly disagree). The highest point of 4 is recorded for items that are affirmative to the implementation of teacher standard in the colleges, while 1 point is recorded for the response to items not showing lack of implementation of teacher standard in the colleges. Eight items from the fifteen that are addressing implementation of teacher standard in the colleges have their mean greater than 2.50. The items numbers are 8, 9, 10, 11, 12, 13, 14 and 15. The remaining 7 items showed that the very low level of implementation of teacher standards in colleges. The grand mean of 2.37 and standard

deviation of 0.65 for the fifteen items showed that in aggregate the lecturers' position is that there is a very low level of implementation of teacher standard in the colleges. This is because grand mean value of 2.37 is less than the cut- off point of 2.50. The value of standard deviation less than 1 (0.65) showed that all the respondents were unanimous that there is a very low level of teacher standard in the colleges.

**Research 2:** What are the major Teacher-standards implementation challenges?

Table 2: Summary on challenges of implementation of teacher standards

S n	Statement	SA	A	D	SD	Mean	Std
1	There is low level of awareness of teacher standards among staff.	196	391	203	10	3.00	.74
2	There is insufficient NCCE document on Teacher standards.	158	470	120	52	2.92	.78
3	There is resistance of the College management to change.	2	155	286	357	1.75	.78
4	There is low level interest on Teacher standards among staff.	94	455	185	66	2.72	.78
5	There is excess work load among staff.	125	265	337	73	2.55	.86
6	There are poor incentives from College proprietors.	1	177	268	354	1.78	.79
7	There is indifference on the part of NCCE to emphasize the importance of Teacher standard to College management.	92	553	79	76	2.80	.75
Grand mean =2.51; Standard deviation = 0.53 and N = 800.							

From table 2, the response pattern of the respondents were presented according to the 4-point levels of SA (strongly Agree), A (Agree), D (Disagree) and SD (Strongly disagree). The highest point of 4 is recorded for items that are affirmative to the challenges of implementing the teacher standard in the colleges, while 1 point is recorded for the response to items not showing challenges of implementing the teacher standards. Five items from the 7 that are addressing implementation challenges of teacher standard have their mean greater than 2.50. The items numbers are 1, 2, 4, 5 and 7. The remaining 2 items have mean value less than 2.50. The grand mean of 2.51 and standard deviation of 0.53 for the 7 items showed that in aggregate the lecturers agree that there are implementation challenges of teacher standards in the colleges. The value of standard deviation less than 1 (0.53) showed that all the respondents were unanimous on this position. A look at the items showed five major areas of implementation challenges to include (1) Low level of awareness (2) insufficient NCCE document on

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teacher standards (3) Low level of interest on teacher standards (4) Excess work load among staff (5) Indifference on the part of NCCE to emphasize the importance of teacher standards to the college management.

**Hypothesis 1:** There is no significant difference between the mean responses of lecturers from state and federal colleges on the implementation level of teacher standards in their colleges?

Table 2: Summary on implementation based on types of College

College type	No. of items	No. of lecturers	Mean	Std.	Student t	Df	Prob.	Decision
Federal	15	282	2.33	0.66	-0.25	28	0.80	Na
State	15	518	2.39	0.66				

Decision based on  $\alpha = 0.05$ , 2 tailed test.

Table 3 showed the summary statistics for lecturer’s responses implementation of teacher standards based on their college types. The mean of 282 respondents from the federal colleges was 2.33 with standard deviation of .66. Similarly, the mean of 518 respondents from the state colleges was 2.39 with standard deviation of 0.66. The value of Student t test for independent samples was -0.25 with degree of freedom 28 and actual probability of 0.80. Testing this t value at 0.05 level of significance in 2 tailed showed that t- value of -0.25 in not significant. This is because the actual probability of 0.80 is greater than 0.05.

**Discussion**

The findings from the study revealed that:

- a. The lecturers’ position is that there is a very low level of implementation of teacher standards in the colleges. This is because grand mean value of 2.37 was less than the cut- off point of 2.50. The value of standard deviation that was less than 1 (0.65) showed that all the respondents were unanimous that there is a very low level of teacher standard in the colleges.
- b. The lecturers agree that there are implementation challenges of teacher standards in the colleges.
- c. No significant difference between mean responses of lecturers on the level of implementation of Teacher -standards from federal and state colleges.

The results were in agreement with the findings of Murnane (1987), who reported that most quality standard measures are not full implemented in schools in Nigeria. And disagreement with the report of Mkpandioke (2007) that most schools in Nigeria have functional quality assurance mechanisms.

**Conclusion**

From the result of the study it was concluded that the lecturers have very low level of implementation of the Teacher –Standards in the colleges of education in south-

south Nigeria irrespective of ownership type. And that there is implementation challenges of the Teacher- Standards in the colleges.

### **Recommendations**

The following recommendations were made:

1. The college management should build up the capacity of the staff in quality Assurance unit of the colleges to facilitate the enforcement of the teacher standards.
2. The staff of the colleges should be motivated by the management to discharge their services in a conducive/ relaxed environment. This will make the staff interested in seeking for information and innovations that will improve the profession.

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