"Educational Planners Comparative Analysis of Quality Teaching in Universities in Lagos State, Nigeria"

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KEY WORDS

ABSTRACT

This study examined the disparities in teaching quality at universities in Lagos State, Nigeria. With the use of a descriptive survey research methodology, one null hypothesis led this investigation. All 400 students from the seven institutions in Lagos State were included in this study's population (public and private). From among the five universities in Lagos State, one federal, one state, and one private university was chosen for the study. Using a multi-stage sampling technique (simple random, purposive, and disproportionate stratified sampling technique), 640 respondents were drawn from the three sample universities. Meanwhile, Quality Teaching Questionnaire (QTQ) was used to extract the required information from the respondents. To validate the instrument used for the study, a test retest method was employed through face and content approach. The instrument was determined to be reliable with a coefficient of 0.78. The data that was gathered was analysed using Analysis of Variance. The significance level for the hypotheses was set at 0.05. A significant difference in teaching quality was found across the institutions in Lagos State, according to the tested hypothesis ($F_{(2, 584)} = 5.0828$, p.05). The study findings indicated variations in teaching standards among federal, state, and private universities in Lagos State. It was demonstrated that the utilization of various indicators of quality teaching, as presented in the research instrument, could lead to the anticipation and attainment of quality teaching in institutions. As a result, this study proposes several recommendations, including the establishment of a dedicated quality teaching unit or department within each institution by university administration, the National Universities Commission, and the Federal and State Ministries of Education. This would ensure the effective implementation of quality teaching practices.

Introduction

Effective and qualitative teaching in higher education has been a primary emphasis of government initiatives, along with access, finance, tuition prices, research excellence, and productivity. Great teaching, according to Ogundare (2019), is the capacity for a teacher to persuasively convey extraordinary knowledge and skill to pupils. In recent times, there has been a growing discourse regarding a decline in the quality of teaching within the Nigerian university system (Obasi & Akuchie, 2018). This trend can be attributed to various factors, including the increasing pressure to meet the expectations and aspirations of students, employers, and academic staff, fueled by technological advancements and a rising demand for higher education. Consequently, there are mounting concerns regarding the overall quality of teaching in Nigeria.

The notion of "quality," a multi-layered and complicated word, determines the definition of excellent instruction. According to Biggs (2015), "quality" can be characterized as an outcome, an attribute, or a process. As a result, it's not unexpected that the word "excellent instruction" has several meanings. According to Harvey and Green (2015), because definitions of quality are "stakeholder relative," there are several approaches to describe quality in higher education. According to Tam (2018), different stakeholders have formed their own interpretations of what constitutes quality education based on their individual perspectives. Additionally, the concept of higher education quality is often associated with ongoing efforts for improvement. In a contrasting viewpoint, Hau (2017) contends that achieving excellence in higher education, especially in teaching, necessitates a continuous endeavor to identify and rectify any existing flaws or shortcomings.

Similarly, Adetunji (2018) states that when these are imbibed in teaching and learning in higher education, quality is an elusive term since the criteria used to measure excellent teaching are impacted by when, where, for whom, and by whom evaluation is made. The appropriateness, suitability, and effective presentation of professional competence of available instructors in the suitable discharge of their teaching job responsibilities, as assessed by teacher effectiveness indicators, is referred to as quality teaching. According to Handbook on career structure of academic staff developed 2019 by Lagos State university, these indicators of quality teaching include regular class attendance by the lecturers, and on time, lecturers communicating effectively for better understanding, prompt completion of the course contents by the lecturers, lecturers providing clinical instructions, and clinical supervision as well as the use of a professionally constructed questionnaire for the evaluation of instructors' teaching quality.

Two aspects of good teaching are effectiveness and efficiency. Additionally, using a range of teaching techniques, developing an intellectually challenging assignment, measuring student learning regularly, and adjusting instruction to the requirements of the class are all components of quality teaching. It requires developing and directing a class where all students are members and actively participate involvement, offering clear standards, ongoing feedback, providing opportunity for reworking work, and constructing effective scaffolds and supports.

Additionally, pedagogical techniques are used in effective teaching, according to IMHE- International Management in Higher Education (2015). Several key factors contribute to the enhancement of teaching quality. These factors encompass elements such as well-structured course and curriculum design, the incorporation of diverse learning environments (including guided solitary study, project-based

learning, collaborative learning, and experimental approaches), actively seeking and implementing feedback from students, and conducting effective evaluations of learning outcomes. By considering these factors, educators can foster an environment conducive to high-quality teaching and facilitate optimal learning experiences for students.. Additionally, it calls for flexible learning settings and student aid. According to OCED (2016), support for excellent teaching happens at three interdependent levels since exceptional teaching is a multi-level endeavor:

i. On an institutional level: initiatives include designing policies, assisting with organizational and assurance system that is qualitative and within the organization, etc.

ii. Planning level: efforts to assess and improve the structure, scope, and execution of the programmes within a division or institution.

iii. At the personal level: programmes that assist teachers in achieving their goals, motivate them to innovate, encourage enhancements to students learning ability, and embrace teaching procedures that centers on the students

These are essential connected levels. Effective and high level teaching at the programme level is essential to ensuring an enhancing the standard of instruction throughout the institution and at the discipline level.

Origin of Quality Teaching in Higher Education

The beginning of good instruction in higher education

Education policy is becoming more significant on national agendas, according to OECD (2018). High-quality postsecondary education is more crucial than ever because to the universal acceptance that in a developing knowledge-driven global economy, higher education is a crucial determinant in economic competitiveness. It is crucial for nations to increase information dissemination for societal benefit, maintain a globally competitive research foundation, and raise higher-level job skills. The four main goals of higher education are to shape human capital (mainly through teaching), construct knowledge bases (mostly through research and knowledge growth), disseminate information (largely through interactions with knowledge consumers), and promote economic and social development and knowledge preservation (transmission and storage of information through generations)."

In addition, Bradley (2018) noted that the higher education sector is a significant contributor to the GDP and serves as a gauge of economic progress in countries like Australia, where universities have created the country's third-largest export sector in the last two decades, in the form of education services. Quality teaching is elevated inside educational institutions thanks to national rules or comments made by organizations such as quality assurance agencies. They will probably assist university administrators in gradually implementing a teaching-focused quality culture at their schools. According to Gibb (2016), nations that have recurrent issues with educational quality (such as long-term graduate unemployment) are likely to see active discussion regarding the efficacy and quality of teaching. In several academic subjects, the university system in the Netherlands has struggled with few graduating students and protracted rate of completion. The University Board agreed on a twin strategy: The first one was to make investments in university teaching staff members' professionalization, and the other was to add additional rigor to the undergraduate programmes.

Meanwhile, Borman's, Brouwer, and Mertens (2019) claim that some issues were brought up regularly by politicians and addressed in funding councils and rectors

conferences with other buffer groups, leading to arguments that demand elevating the visibility of high-quality instruction. As a result, the rectors and principals representing Quebec's universities at the conference have the responsibility of ensuring that each institution supports programme assessment and adopts an evaluation procedure. More specifically, institutions should be given some freedom to develop ideas and suggest institutional backing.

Institutions are encouraged to explore innovative approaches to enhance the prominence of quality teaching, which has become a subject of global discussions in higher education. The Bologna Process, leading to the establishment of the European Association for Quality Assurance in Higher Education, has played a pivotal role in advancing the cause of high-quality instruction within the European Higher Education Area (Kember & Mcnaught, 2017). This development has facilitated and supported educational institutions in prioritizing the delivery of excellent teaching. However, several significant factors, such as the implementation of a three-level degree system, the introduction of the diploma supplement, and the adoption of the European Credit Transfer and Accumulation System (ECTS), pose challenges for educators in effectively addressing the diverse learning objectives of an increasingly heterogeneous student population.

Douglas and Douglas (2020) suggested that a Bologna Process-compliant evaluation instrument be created for academic courses at the Free University of Berlin. The development of competencies from a particular course as judged by the students themselves is measured by HESACOM (Higher Education Self-Assessment of Competences) or BEISRSSC (Berlin Evaluation Instrument for Self-Reported Student Competences). The influence of each course on the competencies that students obtained is rated by the students, and these evaluations (on an aggregate level) are then used to assess each course and the teacher's effectiveness as a teacher. The value of the course to the students is considered more important than how much they like the instructor.

Need for Quality Teaching in Higher Education

Higher education has a larger requirement for high-quality instruction. Following are some points that Fabrice and Deborah (2018) made to emphasize the importance of high-quality instruction:

1. To meet the rising need for instructive and pertinent material. Both companies and students want to be sure that their education will result in gainful work and give them the skills they need to advance professionally throughout their lives.

2. To demonstrate their ability to balance earning and providing quality higher education in a challenging environment with several stakeholders, all of whom have different expectations (ministries, financing organizations, local governments, businesses, etc.).

3. To strike a balance between research performance and teaching and learning successes, as research performance is no longer sufficient to uphold an institution's reputation, even at elite, world-class institutions.

4. To more successfully compete for students in light of rising tuition costs and more student mobility

5. To make the teaching and learning process more effective when financial restrictions get tighter.

Furthermore, they proposed factors that can influence quality of teaching to include:

1. Higher education's internationalization

2.   the expanding range of education and the more diverse student profiles

3.   The swift evolution of technology, which can render pedagogies and programme content outmoded very rapidly.

4.   Graduates' increased civic involvement and regional higher education growth

5.   heightened pressure from global competitiveness and economic efficiency

6.   the requirement for a competent labor force to satisfy the demands of the twenty-first century

However, OECD (2016) identified the following themes as crucial factors to take into account in order to promote excellent teaching:

1.   Improving the calibre of students' educational experiences and, consequently, the learning results, is the ultimate objective of quality teaching policies. This main objective should thus serve as the foundation for all policies and procedures that promote quality teaching.

2.   Because teaching and learning are inextricably linked, any development project must take a comprehensive approach.

3.   Long-term, non-linear efforts are necessary for sustained excellent teaching policies, and this necessitates a long-term institutional commitment from the institution's senior leadership.

4.   Quality teaching is defined and conceptualized differently in different situations and changes over time. They must be flexible and have an empirical foundation in order to continue serving development. A culture of change must be established in order to maintain relevance and sustainability.

5.   When used at a different institution, a different division, or a different school within the same institution, quality teaching initiatives may not be relevant since they don't address the unique objectives of that institution. The objective is to make sure that various teaching and learning philosophies are in line with one another and contribute to the institutional plan.

6.   Consistent policies for quality teaching should be developed at the institutional, programme, and individual levels. The critical area where excellent education is most likely to develop is at the programmer levels.

7.   Increasing cooperation and its likely effects on teaching and learning among leaders, teachers, students, staff, and other stakeholders will consist of interconnecting the different types and degrees of assistance.

8.   Creating synergies and fortifying horizontal links is a specifically outstanding strategy to encourage the growth of high-quality instruction.

9.   Learning experiences may be obtained in a variety of settings, including places other than lecture halls and classrooms. Learning can take place remotely and outside of a formal setting.

10.   The temporal aspect of education is important; what may be done now cannot be done later, and the opposite is true. It is possible to seize "opportunity windows."

11.   Prominent aspects that impact a plan for teaching improvement include the environment, student profiles and needs, job market requirements, reputation of the institution, and history of the institution..

12.   In order to deliver high-quality instruction, there are no set standards that must be met. The absence of quantifiable indicators shouldn't prevent one from evaluating the effects. Interpreting the effects of high-quality instructional activities is crucial.

13.   By orchestrating the implementation, determining the appropriate rate of change, and allowing for experimentation, the quality of instruction may be steadily improved.

14.   It is difficult to set and measure many quantitative criteria. Each institution should itself set the standard as it is largely

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accountable for the caliber of its instruction. However, if a valid and open approach is adopted, comparative study inside and between institutions is likely to produce new standards.

15. Good teaching should not be separated from the institution's quality culture since it is a component of both the institutional strategy and a global quality approach.

16. Incentives have a greater influence than rules and coercive actions. To create an environment for change, ministerial authorities, financial organizations, and quality assurance organizations ought to participate. Strong and reliable relationships between performers are essential.

17. In terms of providing high-quality instruction, an institution's size is immaterial. Small, specialized polytechnics and sizable, multidisciplinary universities can both enhance the caliber of instruction if: Resources, time, and other resources are made accessible, and the community establishes and understands a framework for teaching and learning. At all levels, leadership is recognised as a change-driver. Synergy across policies is aimed at enhancing teaching and learning.

18. Although finances are important, teaching quality can start to rise with little or no financial outlay.

19. Setting priorities in line with the educational model and objectives established by the institution will be necessary to sustain quality development.

20. Effective instruction begins in the classroom. Few inventions are spread and maintained, and not all instructors are innovators lacking a productive organizational framework

To embrace high-quality instruction, higher education institutions should position themselves as learning organizations. Some measures/indicators of effective teaching in education include lecturers' consistency and punctuality in class, their ability to effectively communicate during lectures for better understanding, the relevance of their course materials, how thoroughly they cover the course outline in the allotted time, and their clinical instruction, may be inaccurate. Higher education best practices for tertiary institutions.

While there is a need for further research on effective and high-quality teaching across various samples and demographics, it is noteworthy that professional organizations and scholars from developed countries have extensively examined the importance of quality teaching in higher education. Notable contributions include the works of Rowland (2006), Kember and McNaught (2017) from the United Kingdom, and Moon (2018). However, Biggs (2015) argues that many of these studies on quality teaching have primarily focused on Western samples or countries like China and South Korea, thereby limiting their applicability to non-Western contexts such as Nigeria and Africa. Adeniyi and Ladanu (2019) further emphasize the scarcity of research specifically investigating excellent teaching in the Nigerian setting, which hinders the direct application of these findings to African contexts. Additionally, Ghebregriorgis and Karsten (2018) highlight the prevailing misconception about the quality of instruction in Africa, resulting in a distorted image of the continent and its contributions to the field of knowledge.

Therefore, it will be necessary to hinder useful research on the characteristics of high-quality instruction in higher education and to use foreign techniques where they are applicable. According to Osifila (2019), the main issue with Nigeria's higher institutions is a quality issue. Additionally, Akinsolu (2020) added a new dimension to the debate over quality education through the use of resources, which is significant because any school's objectives depend on the adequate supply and use of physical and material

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resources, among other things, as these resources improve proper quality teaching and learning. Umar (2021) mentioned separately that educational resources are essential to the educational process and help to attain educational objectives and goals by fostering efficient teaching and learning for high-quality education. Therefore, the following hypotheses were tested in this study.

The null hypothesis is that there is no discernible difference in teaching quality between Federal, State, and Private Universities in Lagos State, Nigeria.

Methodology

Since the purpose of this study was to compare the quality of teaching among universities in Lagos State, a descriptive survey approach was used. It is descriptive since it provides a description of the current state of quality instruction in addition to the responses' opinions. The population of the research included all students from Lagos State's six traditional universities. This group consists of one federal institution, one state university, and four private institutions. One federal university and one state university, and one private university were chosen from among the four universities to make up the sample for this study. In order to include all Faculties, Colleges, Schools, and Departments in the study, a different sampling procedure was utilised to choose study participants representing their department.

Using an intentional and disproportionate stratified selection procedure, four faculties, colleges, or schools were chosen from each sampled public institution and four faculties from each sampled private university. Four departments from each chosen faculty, college, or school were chosen using a simple random sampling technique. 16 students, one from each department, made up the sample. Due to their amount of exposure and length of time spent studying

in the university system in assessing and identifying effective teaching, the students chosen were 400 level final year students in their programmes. 640 students were sampled from federal, state, and private universities Lagos State. A structured survey titled Quality Teaching was used to collect data for this study (QT). The study used a Likert-type scale with four response options: Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD), all of which were rated from SA to SD. Strongly(4-SA) Disagree (3-A), Agree (2-D) vehemently opposed (1-D) On the statement from the questionnaire that the students replied, Strongly Disagree (1-SD) was selected. To ensure that the instrument met the study's objectives, it was subjected to face, content, and construct validity validation. Additionally, the test-retest reliability approach of the instrument was used to assess its dependability by giving it to two separate groups who weren't taking part in the study. The dependability of the instrument was determined using the Pearson's Product-Moment Correlation Analysis, and it was 0.78. But it turned out that the tools were generally reliable.

Results:

In the study, 640 questionnaires were given to participants (students), of which 600 were returned after being fully filled out. The remaining 40 questionnaires were not returned. However, the study is predicated on the assumption that 600 were recovered and were deemed appropriate for analysis.

Table 1: Description table on Difference in Quality Teaching amongst Universities in Lagos State Nigeria

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	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Federal	233	3.0992	.25489	.01816	3.0633	3.1350	2.47	4.00	
State	247	3.1013	.30265	.01793	3.0660	3.1366	1.60	3.80	
Private	120	3.0056	.30971	.02851	2.9492	3.0621	1.73	3.60	
Total	600	3.0818	.29128	.01189	3.0584	3.1051	1.60	4.00	
Model Fixed Effects			.28932	.01181	3.0586	3.1050			
Random Effects				.02856	2.9589	3.2046			.00182

Table 2

Table 2: Summary of One way Between Group Analysis of Variance on Quality Teaching Utilization_amongst Universities in Lagos State

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.852	2	.426	5.088	.006
Within Groups	49.971	597	.084		
Total	50.823	599			

Table 3: Summary of Post Hoc Tests on Multiple Comparison on Quality Teaching Amongst Universities in Lagos State

Quality Teaching

	Institution Ownership	Institution Ownership	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Federal	State	.09564*	.03167	.007	.0212	.1701
		Private	-.00213	.02681	.997	-.0651	.0609
	State	Federal	.09350*	.03368	.016	.0144	.1726
		Private	.00213	.02681	.997	-.0609	.0651
	Private	Federal	-.09350*	.03368	.007	-.1726	-.0212
		State	-.09564*	.03167	.007	-.1701	-.0144

*. The mean difference is significant at the 0.05 level.

Tables 1 and 2 demonstrate the results of a one-way between-groups analysis of variance used to compare the teaching standards at various universities according to the ownership of the institutions (Federal, State and Private). The findings demonstrate that there is a statistically significant difference between the three groups' quality teaching scores at the p.05 level (F (2, 584) = 5.0828, p.05). Furthermore, Table 4 demonstrates the level of statistically significant difference between the groups, with the mean and standard deviation for quality teaching at federal universities being 3.0992±0.25489, p>.007, the mean and standard deviation for quality teaching at state universities being 3.1013±0.30265, p>.997, and the mean and standard deviation for quality teaching at private universities being 3.0056±0.30971, p>.016. However, the post hoc test's mean difference indicates a statistically significant difference at the 0.05 level, indicating that the universities in Lagos State, Nigeria have different teaching standards.

Discussion of Findings

This study demonstrates that the federal, state, and private institutions in Lagos State offer significantly different levels of teaching quality. This suggests that the level of instruction students received at the various institutions in Lagos State differs. Depending on the unique characteristics of the university, this may be caused by institutional factors like the standard of the facilities, the caliber of the lecturers' pedagogical abilities, the climate and environment of the university, the management policies and practices, the relationship between the students and lecturers, and the like.

Conclusion

The study's findings suggest that state institutions in Lagos State provide students with higher rates of high-quality instruction than do federal universities and private colleges in Lagos State, Nigeria.

Recommendations

Based on the findings of the study, it is expedient that the government and higher education institutions make sure that effective and quality teaching is taken into account in a dynamic manner because of the ever-changing dynamics in education across the world. This will engender a workforce that is very skillful in their job to handle the emerging tasks related to the twenty-first century. As education removes the barriers created by countries, advanced learning is expected to promote new fields such as improvement, civic involvement, regional development, etc.

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