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QUALITY ASSURANCE MEASURES AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC COLLEGES OF EDUCATION IN SOUTHWEST, NIGERIA

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Abstract

The study investigated the influence of quality assurance measures on students' academic performance in public Colleges of Education in Southwest, Nigeria. The population of the study consisted of 3 federal and 3 state including heads of quality assurance departments in the public Colleges of Education Southwest. The research adopted the survey research design and used purposive sampling technique for selecting a sample of four Public Colleges of Education from a population of six Public Colleges of Education in Southwest. Three hypotheses were formulated for the study. Two instruments tagged "Quality Assurance Measures Questionnaire" (QAMQ) and "Final Year Students' Academic Performance Data Collection" (FYAPDC) were designed for the study. Data collected were analyzed using inferential statistics such as Pearson Product Moment Correlation and regression analysis at 0.05 level of significance. The finding showed a significant relationship between quality assurance measures and students' academic performance. There was significant composite influence of quality assurance measures on students' academic performance. The study also found that among the quality assurance measures, staff motivation contributed most to students' academic performance in

Public Colleges of Education in the Southwest, Nigeria. The nexus between quality assurance measures and students' academic performance would be more pronounced if the management, staff and students of the institutions will perform and discharge their duties ethically and work towards realizing the mission and vision for the establishment of Colleges of Education. It was therefore recommended that management should constantly supervise staff and discipline any erring staff and students that work contrary to the vision, mission and ethics of the institution in the discharge of their duties.

Keywords: Quality assurance measures, Public colleges of education, Students' academic performance

Introduction

The pivotal role of education in technological, political, social and economic development as well as in individual's self-fulfilment cannot be underestimated. Education is the most important instrument to produce a total man with the knowledge, attitudes and skills required not only for the present world but also for that of future (Kazeem & Ige, 2012; & Hussain, 2010). The decline in quality of education in Nigeria has been a major issue to stakeholders who have continued to express concerns over the academic performance of Nigerian students in virtually all levels of academic engagements most especially, at the higher education level and specifically at the Colleges of Education.

The Federal Republic of Nigeria (NPE, 2014) stated that the goals of higher education shall be to contribute to national development through high level of relevant manpower training, develop, and inculcate proper values for the survival of the individual and society develop the intellectual capacity of individuals acquire both physical and intellectual skills which enable individuals to be self-reliant and become useful members of the society. Basically, the main objective of colleges of education is to produce quality and competent teachers for primary and junior secondary schools.

It has been observed in recent years that there seems to be poor academic performance of students' in Colleges of Education in South West Nigeria. Experience has also shown that this poor performance is pronounced throughout the 3-year academic programmes. Right from the first year to the third year of the

programmes, many students seem to have performed woefully in mid-semester test and semester's examinations. Many students record poor CGPA only to struggle to pass out of the colleges while some students are advised to withdraw due to consistent poor performance particularly when their CGPA is less than 1.0 point. Even those who do not fail any course appeared not to perform excellently well as expected. Also, a close observation of academic activities in colleges of education has shown that many students failed to adequately prepare for their examination unlike in the olden days when students showed great zeal before and during examination. This lack of adequate preparation may negatively affect their academic performance. Observation also showed that the decline in the academic quality seems to have reflected in the way some students express themselves poorly in English language. The poor expression appears to be reflection of their poor foundation at both primary and secondary levels.

Even at the point of graduation, the cumulative poor performances from first year to final year reflects in their results with poor grades where most students managed to successfully complete their 3-year academic programmes with mere passes. Subsequently, the poor performances of the NCE graduates do not stop on school programmes alone but also reflects in their job performances after their graduation. Employers of labour often complain of the product of Colleges of Education that some of the products are half-baked graduates. Could the complaint be as a result of their poor performance in the labour world.

All these observed poor performances could be attributed to various factors like environmental factors, parental factors, societal factors and quality assurance measures. Among these factors, quality assurance measures appear to be the prominent problem militating against students' academic performance.

The concept of quality assurance is a continuous and conscious process aiming at regulating and controls virtually every aspect of the content, organization and conduct of education to achieve excellence. This can be ensured through quality assessment that the institution is doing what it claims to have been doing. Some of the required measures expected to be put in place by Colleges of Education according to National Commission for Colleges of Education (2012

Edition) include: provision of adequate facilities, effective institutional management, effective curriculum implementation, regular assessment and evaluation, adequate and effective students support services, effective staff support services, standard library facilities and qualitative students' admission in relation to students' academic performance.

Every College of Education is expected to have a functioning and efficient institutional management which is essential in every educational institution. For ensuring success of any educational programmes, adequate attention must be given to the leadership and its approach. There have been observed cases of non-functional quality assurance units in some Colleges of Education in Nigeria, as some colleges of education management pay less attention to the upgrading of their quality assurance units. Their units are responsible for ensuring high standards and good practices in the teaching, learning and assessment processes are recognized and rewarded as problems are rapidly identified and addressed.

Omoniyi (2020) observed that the necessity for Quality Assurance units encompasses assisting in preparing institutional audits and seek accreditation: assist departments / faculties for programme reviews / accreditation' benchmark: feedback surveys: impact studies, graduates tracking, develop and monitor implementation of policies and procedure to manage quality assurance arrangements for the institution; program development and approvals, facilitate program reviews departmental reviews, staff development. It appears that there is no prompt implementation of feedback from the quality assurance unit by the management. Experience has shown that the management of some Colleges of Education in Nigeria do not pay a rapt attention on the report of the Quality Assurance Unit rather they are busy complaining about lack of resources to fully implement recommendations of the unit.

Okebukola (2004) described curriculum implementation as the translation of the objectives of the curriculum from paper to practice. Curriculum implementation often appears to affect students' academic performance. It has been observed that students of Colleges of Education offer too many courses per semester and students tend to perform below expectation in the examination which leads to low turn-rate; low performance output of students and this invariably is likely to affect their academic performance. Experience has shown that most

public Colleges of Education have a well-planned curriculum but will be of no relevance if it is not well implemented. It is assumed that when academic performance of students is low, two things are likely to happen, it is either the teaching quality is poor or the students are not ready to learn.

It has been observed that institutional mode of admitting students into some of the Colleges of Education seems to be flawed as some of them lower their standard by adopting unconventional procedure like internal sales of forms for admission other than the Unified Tertiary Matriculation Examinations (UTME). In accordance with curriculum implementation framework for Nigerian Certificate in Education (2016 Edition), a senior secondary school certificate (SSC) WAEC, NECO or GCE 'O' Level, NABTEB and any other equivalent with Four (4) Credits at one or two sittings. Two of the credits must be relevant to the course the candidates wish to offer. Credits in English and Mathematics may be required in some courses to meet departmental requirement. In some cases, students with less than the number of minimum credit passes required for admission are admitted and allowed to remedy their deficiencies before graduation. When this happens, it bounces back on students' performance. More so, Since the nineties, the government of the country has not shown enough commitment to higher education development in Nigeria. Staff motivation refers to the willingness to exert high levels of efforts towards organizational goals, conditioned by the effort's ability to satisfy some individual needs. According to Jepkemoi (2014), the provision of well-being to teachers is a source of earning and satisfaction which is likely to have either positive or negative effect on the academic performance of students. The issues of staff commitment and dedication to job could be created and maintained through the appropriate motivational strategies such as pleasant working conditions, security, promotion, comfortable living, recognition and adequate provision of facilities. Experience has shown that lecturers in most public Colleges of Education are not paid regularly while those that are eligible for promotion are not promoted as and when due, when this happen students' academic performance could be in jeopardy All the observed poor measures seem to contribute to poor academic performance of students in Colleges of Education in

Southwest, Nigeria. Based on the above problems, the following general questions were raised.

1. What is the level of adherence to quality assurance measures by the Colleges of Education in Southwest Nigeria?
2. What is the academic performance level of students in the Colleges of Education?

Purpose of the Study

The purpose of this study was to examine the relationship between quality assurance measures and academic performance of students' in public Colleges of Education in South west Nigeria. Specifically, the study:

- i. Examined quality assurance measures (institutional managements, curriculum implementation, institutional mode of admission, staff motivation) and students' academic performance in Colleges of Education, South west Nigeria.
- ii. Determined composite contributions of quality assurance measures (institutional management, curriculum implementation, institutional mode of admission, staff motivation) and students' academic performance in Colleges of Education, South west Nigeria.
- iii. Determined relative contributions of quality assurance measures (institutional management, curriculum implementation, institutional mode of admission, staff motivation) and students' academic performance in Colleges of Education, South west Nigeria.

Research Hypotheses

The following hypotheses were formulated for this study.

H₀₁: There is no significant relationship between (institutional management, curriculum implementation, institutional mode of admission, staff motivation) and students' academic performance in Colleges of Education, South west Nigeria.

H₀₂: There is no significance relative contribution of (institutional management, curriculum implementation, institutional mode of admission, staff motivation) and students' academic performance in Colleges of Education, South west, Nigeria.

H₀₃: There is no significance relative contribution of (institutional management, curriculum implementation, institutional mode of admission, staff motivation) and students' academic performance in Colleges of Education, South west, Nigeria.

Review of Related Literature

Concept of Quality Assurance

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. Quality, as a concept, has been defined differently by different stakeholders. According to Ottan (2010), quality is a multi-dimensional concept and cannot be taken for granted but must be defined every time when it is used for an investigation. It is often considered against local content and benchmarks. Quality can also be taken to mean 'product conforms to standards' specification and requirement (Snape & Marchoton cited in Crosby, 2001). Babalola and Adedeji (2006) opined that quality is the ability of education to satisfy customer's needs including the learning environment (process) and students' outcomes (grandparents). Ajayi and Adegbesan (2007) sees quality as the total of the features of a process, product or service on its performance, in customers' or clients' perception of that performance. It is not just a feature of a finished product or services but involves a focus on internal processes and outputs and includes the reduction of waste and the improvement or productivity.

It is the systematic measurement, comparison with a standard, monitoring of process and an associated feedback loop that confers error prevention (Pyzdek, 2003). Furthermore, Aworanti (2012) while citing the National Board for Technical Education optimized that quality are being met. It analyses the quality of such services or products to ensure its conformity to specific requirements and compliance with established plans. Quality assurance in the higher institutions 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 & Akindutire, 2007). However, quality assurance is related to quality control, but it functions in a rather proactive manner in the sense that quality control serves as series of operational

techniques and activities used to fulfil those requirements are met. While, quality assurance goes beyond that, because it extends the focus from outcomes or outputs to the process which produces them.

Quality assurance in education addresses some issues which enhance the quality of education delivery. Similarly, Yawa as cited in Emeruo (2012) notes quality assurance in education as all proactive measures adopted by a country to ensure that the system standard remain high enough to produce results set for it. Thus, quality standard in education is the bench mark that should guide the performance of the education system. Quality assurance in education is infact a process of monitoring standard of output of the education system through inspection. It is in fact a process of continuous improvement in the quality of teaching and learning activities. The Federal Ministry of education (FME, 2009) remarked that quality standard in the education system are goals or targets to which learners, teachers, staff and school administration aspires to attain. Quality assurance in the education system therefore, is a multi-dimensional concept involving the various functions and activities include teaching, research, staffing, students, buildings, facilities and equipment, service to the community and academic environment. It is ensuring that at least the provision of the minimum academic standard are attained and sustained.

Concept of Academic Performance

Academic performance is manifestation of knowledge, skills, concepts, and understanding and ideas. Within the academic environment, it is a students' ability to demonstrate mastery of what he has been taught. It is the capacity of the student not only to study and remember facts but also to be able to communicate such knowledge when required, especially under examination conditions (Tuckman, 1975).

According to Bell (2011), academic performance is a function of many factors, some of which are within the students and the classroom while others are out of the classroom. Although academic performance of students has long been a subject of enquiry, it seems there is not consensus as to its definition. Scott (2012) views academic performance or achievement as how well a student accomplishes his or her tasks and studies.

Campbell as cited in Adesua (2013), claim that performance does not mean 'success every time' but rather, 'a batting average'.

Perhaps, there could be room for mistakes or failure on the part of the individual learner. Performance can also be described as the consistent ability to produce results over a period of time in a variety of assignments. Performance must reveal the strength and weakness of the learner or the success or failure of such individual or learner's.

Mushtaq and Khan (2012) suggest that grades in various tests are the most well-known measure of academic performance.

Thus, scoring certain grades in examinations indicate candidates' ability and master of the course content in which they are examined. However, Williams and Media (2013) argue that grades ought not to be the only measures of academic excellence since grades may be influenced by factors such as attendance and instructor prejudice. Poor academic performance according to Aremu (2003) is a performance that is adjudged by the examiner/tested as falling below an expected standard. Mlambo (2011) opines that poor academic performance at tertiary institutions (which is often measured by grades) result in high levels of attrition which ultimately reduces graduate through put thereby increasing the cost of training a nation's labour force. This cost is born by both government and the students' families or sponsors. Mlambo (2011) therefore, suggests the need to identify factors that affect student performance. There is also need to find other ways of measuring academic performance to reflect students' capabilities.

Quality Assurance Measures in Tertiary Institutions

Quality assurance measures refers to the specific strategies or internal and external measures undertaken by monitoring bodies of tertiary institutions in Nigeria to meet the minimum standard expectations of the regulatory bodies. It can also be viewed as the processes developed and adopted by monitoring bodies of tertiary institutions in Nigeria to ensure that quality delivery in the system is maintained and adhered to.

Olagboye (2007) noted that quality is the arrangement made or the mechanism put in place to maintain the degree of excellence of a product or service. Applied top education, it means the mechanisms by which an education system ensures that the service it delivers or intends to deliver serves the purpose for which it is intended. It focuses on the means by which an education system ensured that the service it

provides remains relevant and appropriate to the needs of the society. The issue of quality assurance in Nigeria education system is a common agenda for the tertiary institutions in the country (Ehinder, 2004). To think about quality assurance in education, there must exist yardstick and measures for comparing performance against standard. In Nigeria tertiary institution therefore, there are some quality assurance measures that are used as indicator to ensure compliance. Such measures too are used to checkmate all the activities of tertiary institutions.

According to NCCE guidelines (2012), some of the required measures expected to be put in place by Colleges of Education to ensure quality education includes: provision of adequate physical facilities, effective institutional management, effective curriculum implementation, regular assessment and evaluation, adequate and effective students' support services, effective staff support services, standard library facilities and qualitative students admission. The NCCE guideline (2012) goes further to specify some of the following requirements under each of the measures every College of Education is expected to put in place to guarantee quality in their system. In the aspect of institutional management, every Colleges of Education is expected to have a clear statement of vision and mission which reflects teacher education goals and objectives. Colleges of Education is expected to have a functional quality assurance unit and ensure a clear process for staff recruitment. In reference to physical facilities, the Colleges of Education are expected to have a functional quality assurance unit and ensure a clear process for staff recruitment. In reference to physical facilities, Colleges of Education are expected to have adequate supply of portable water, well-equipped offices for principal officers, provide sufficient recreational facilities, provide well-equipped health Centre and sufficient lecture rooms.

Regarding measures on students' admission, Colleges of Education is expected to have a policy of admitting students with a minimum of five passes with three credits at a sitting or four credits at two sittings in O' level examination and adheres strictly to the laid down admission procedures. Colleges of Education should follow the stipulated procedures in deferment of student admission and adheres strictly to the defined admission requirements. On the issue of curriculum implementation, colleges of education are expected to

follow the laid down rules in implementation of curriculum for teacher education. Every colleges of education is expected to give room for learning activities to accommodate emergent global issues. "Also, lecturers are expected to always take students attendance during lectures, cover the school curriculum before examination and ensure that the curriculum is strictly followed among others.

Quality Assurance and Students' Academic Achievement

Asuquo and Onyinye (2022) conducted a study on internal school quality practices and undergraduate students attitudes towards' academic activities in Cross River State, Nigeria. The study adopted ex-post facto research design was guided by three null hypotheses. The population of the study comprised all the regular undergraduate students in their third year of study in the two public universities (University of Calabar and Cross River State University of Science and Technology) in Cross River State. The study adopted convenience sampling technique in selecting a sample of 2,500 students from the population which cut across the two public universities. The data collected were analyzed using Pearson Product Moment Correlation to test the three null hypotheses were formulated for the study at 0.05 level of significance. The finding showed relationship between school quality assurance approaches (maintenance of facilities, curriculum, implementation, examination administration) and students' attitude towards academic activities.

The study concluded that application of maintenance of facilities, curriculum implementation and examination administration as internal quality assurance practices serve as influential variables that develop, motivate and facilitate students' positive attitude towards academic activities. The study recommended that school facilities should be properly maintained because proper management of facilities determine to a great extent the quality of pedagogy and the academic performance of students in schools. In a similar study conducted to examine the influence of quality assurance practices and students' academic performance in Technical, Vocational and Training Institutions in Rwanda using both descriptive and correlation research design. The population of the study was 3,438 respondents were sampled (21 trainers, 5 administrators and 322 students) the hypotheses formulated were tested at 0.05 level of significance using

Pearson Product Moment Correlation and Regression Analysis. The finding showed a strong relationship between quality assurance practices and students' academic performance in Integrated Polytechnic Regional College.

There was also significant influence of facilitation technique, training curriculum, training resources, assessment and evaluation on students' academic performance. The study further established that family background contributes more to the program completion of the students. The study recommended that the quality of programmes needs to be improved upon, sustained and match with the needs of the labour market.

Methodology

The study investigated quality assurance measures and students' academic performance in Colleges of Education in Southwest, Nigeria. The research adopted the descriptive survey research design using purposive sampling technique in selecting samples of four Public Colleges of Education from a population of six Public Colleges of Education Southwest, Nigeria. Three hypotheses were formulated for the study. Two instruments tagged "Quality Assurance Measures Questionnaire" (QAMQ) and "Final Year Students' Academic Performance Data Collection Table (FYAPDCT) were designed for the study. The reliability coefficient of 0.86 was obtained while validity of the instrument was tested using exploratory factor analysis to determine the factor structure and the significance of structure using Eigen value. Only those with factor loading above 0.5 were used in the final analysis. Those that were cross loaded were deleted from the structure. The data collected were analyzed using inferential statistics such as Pearson Product Moment Correlation and Regression analysis. All hypotheses for the study were tested at 0.05 level of significance.

Results

H₀₁: There is no significant relationship between quality assurance measures and students' academic performance in Colleges of Education.

Table 1: Relationship between quality assurance measures and students' academic performance in Colleges of Education

Table1:Correlation analysis

	1	2	3	4	5	6
Quality Assurance Measures (1)						
Institutional management (2)	.839**	1				
Curriculum Dvpt (3)	.816**	.685**	1			
Mode of Admission (4)	.754**	.373**	.393**	1		
Staff Motivation (5)	.689**	.632**	.722**	.370**	.941**	
SAP(6)	.721**	.482**	.515**	.491**	.589**	**

Correlation is significant at the 0.05 level

Table1: indicated that quality assurance measures are strongly correlated with students' academic performance ($r = .721$, $p < 0.05$). The analysis also showed that all aspects of quality assurance measures: institutional management ($r = .482$, $p < 0.05$), curriculum dvpt ($r = .515$, $p < 0.05$), Mode of Admission ($r = .491$, $p < 0.05$) and Staff Motivation ($r = .589$, $p < 0.05$) have a strong positive relationship with students' academic performance. The hypotheses was rejected because it was significant. H_{01} : There is no significant relationship between (institutional management, curriculum

HO₂: There is no significant composite influence of (institutional management, curriculum implementation, institutional mode of admission, staff motivation) and students' academic performance in Colleges of Education in Southwest, Nigeria

Table 2: Showing the composite influence of quality assurance measures (institutional management, curriculum implementation, institutional mode of admission, staff motivation) on students’ academic performance in Colleges of Education, Southwest, Nigeria

Model Summary

Predictors: Institutional Management, Curriculum development; Mode of Admission; Staff motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.571 ^a	.630	.403	8.40237	.403	14.362	3	68	.000

The table above indicated that quality assurance measures accounted for 63% of the variance of students’ academic performance in colleges of education in Southwest in the remaining 37% of the total variance explained by other independent variables not included in the model. The P-value of 0.000 is less than .05 Alpha level at 3 and 68 degree of freedom. Based on the above, there is enough statistical evidence not to reject the null hypothesis. By implication, there is significant composite influence (F = 14.362; P < .05) of quality assurance measures on students’ academic performance. There R-square value of 0.632 obtained above was not due to chances. There is composite influence of quality assurance measures (institutional management, curriculum implementation, institutional mode of admission, staff motivation) on students’ academic performance in Colleges of Education, Southwest, Nigeria

Ho3: There is no significant relative contribution of (institutional management, curriculum implementation, institutional mode of admission, staff motivation) to students' academic performance in Colleges of Education, Southwest, Nigeria.

Table3: Showing the relative contribution of quality assurance measures (institutional management, curriculum implementation, institutional mode of admission, staff motivation) and students' academic performance in Colleges of Education, Southwest, Nigeria

Coefficient table

Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	37.107	7.062		5.254	.0000	23.203	51.212		
Intestinal Mgt	.405	.095	.595	4.281	.0000	.213	.494	.524	1.907
Curri Developpt	.505	.094	.585	4.495	0000	.214	469	.522	1.906
Insti Mode Adm	.305	.093	.587	3.575	0000	.213	594	.523	1.905
Staff Motivation	.405	.094	.597	4.595	0000	.216	465	.525	1.904

The coefficient table also indicated that institutional management contributed ($\beta = 0.595$, $t = 4.281$, $P < .05$) or 59%, curriculum implementation contributed ($\beta = 0.585$, $t = 4.495$, $P < .05$) while institutional mode of admission contributed ($\beta = 0.587$, $t = 3.575$, $P < .05$) and staff motivation had ($\beta = 0.595$, $t = 4.595$, $P < .05$) to students' academic performance in colleges of education in Nigeria. All the constructs of quality assurance measures (institutional management, curriculum implementation, institutional mode of admission, staff motivation) were statistically significant in predicting students' academic performance in Colleges of Education, Southwest, Nigeria with staff motivation ($\beta = 0.595$, $t = 4.595$, $P < .05$) being the highest predictor. Form the above analysis, staff motivation therefore be given

prominent position when considering influence of quality assurance measures on students' academic performance. The hypotheses was rejected.

Discussion of findings

The findings of the revealed a significant relationship exist between the quality assurance measures. (institutional management, curriculum implementation, institutional mode of admission, staff motivation) and students' academic performance. This result showed the importance of quality assurance measures as guarantee to growth of the institutions and good students' academic performance especially in the Public Colleges of Education. The findings of this study is in agreement with Orji (2019) who established moderate positive and significant relationship between quality assurance efforts (teacher quality, school environment, facilities and equipment) and students' academic performance.

The findings of this study also established significant composite influence of quality assurance measures. (institutional management, curriculum implementation, institutional mode of admission, staff motivation) and students' academic performance. The findings of this study corroborated with Basey, et.al (2019) which revealed significant composite influence of school management, staff and students' quality assurance ($F=48.19$, $P<0.05$) on students' academic evaluation. The findings of this study equally agreed with the findings of Arup et.al (2018) which established that a significant composite influence of school quality, leadership and supervision ($F=4800,53$, $P < 0.05$) on secondary school teacher job performance. The findings of this study is significant as human resource are very relevant for the growth of any institution and the human resources needed in Public Colleges of Education are management, staff and students. When each of these groups does their work ethically, there would be unprecedented improvements in all facets which will improve students' performance. Also, the findings showed the institutional management, curriculum implementation, institutional mode of admission, staff motivation are significant in predicting students academic performance in Public Colleges of Education in Southwest and among these constructs, staff motivation was the highest predictor of academic performance. The

findings of this study was in congruence with Basey et.al (2019) who established that school management, staff and students' quality assurance practices are significant in predicting students' academic performance evaluation in Universities either jointly or respectively and among the three independent variables, students' quality assurance practices are significant in predicting students performance. This is in line with Seyfried and Pohlenz (2018) who found that support by higher education institutions, higher management and cooperation with other institutions are relevant precondition for large perceived degree of quality assurance effectiveness.

Conclusion

The influence of quality assurance measures on students' academic performance is positive and statistically significant and the implementation of various quality assurance measures such as institutional management, curriculum implementation, institutional mode of admission and staff motivation especially will ensure good students' academic performance in Public colleges of education in South west. Adoption of good ethical practices by the management, staff and students should be given adequate attention as this would greatly help in realizing its vision, mission and better students' academic performance in public colleges of education in Nigeria..

Recommendations

Based on the above findings, it therefore recommended that:

- The management of the institution should constantly supervise staff and discipline any erring staff and students that work contrary to the vision, mission of the institution in the discharge of their functions.
- The management of public colleges of education should organize constant programmes to intimate the entire management, staff and students on the dos and don'ts of quality assurance measures.
- The institutions should constantly organized briefs to acquaint the entire management, staff and students on the need to uphold the ethics and guidelines establishing the public colleges of education.

- The purpose of establishing colleges of education in meeting the needs of the employers of labour should be understood by the management, staff and the entire students.
- Recruitment and employment of staff should be based on merit to enhance better students' academic performance.

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