

## STATE OF EDUCATIONAL FACILITIES AND QUALITY ASSURANCE IN PUBLIC HIGHER INSTITUTIONS IN LAGOS STATE, NIGERIA

*Rufai Musiliu Dada, Olaniyonu Solomon Oladapo A., Mohammed*

*Mubashiru Olayiwola B. & Akinola Folasade Serifat*

*Department of Educational Management, Faculty of Education, Lagos State University, Ojo, Nigeria*

---

**Received: 05 May 2018**

**Accepted: 25 May 2018**

**Published: 09 Jun 2018**

---

### **ABSTRACT**

*Quality assurance in higher educational institutions has become a major concern among higher institutions of learning. This is so especially in this modern era where, quality-driven initiatives continue to remain high on the agenda of many educational institutions. The pressure on higher institutions in terms of demand and the limited expansion in physical facilities and academic staff to cater for this demand seems to have taken a great toll on the quality of programmes in the institutions. Despite of the efforts and the availability of internal measures in Nigeria higher educational institutions and the external functions of Accreditation Agencies through the use of Minimum Academic Standard (MAS) document, accreditation and other measures put in place to ensure qualitative education, the institutions appear still to be groping in the dark in offering quality education to the citizenry. The population of the study consisted of the of all the lecturers and undergraduate students of conventional public Higher Institutions in Lagos State. Data collected using two self developed questionnaires were analyzed using both descriptive and inferential statistics. The findings of hypothesis three indicated that there exists a statistical significant difference in the state of educational facilities among public Universities, Polytechnics and Colleges of education in Lagos State towards the realization of quality assurance. The analysis was significant,  $F(2, 312) = 11.274, p = .000$ . The results shows that quality assurance cannot be achieved without adequate educational facilities*

**KEYWORDS:** *Educational Facilities, Higher Institutions, Maintenance, Quality, Quality Assurance*

### **INTRODUCTION**

#### **Background to the Study**

There are expressed concern about the need to improve quality of Higher education in Nigeria, and the importance of ensuring that higher education offered in the country meets acceptable local and international standards. Quality assurance in higher educational institutions has become a major concern among higher institutions of learning. This is so especially in this modern era where, quality-driven initiatives continue to remain high on the agenda of many educational institutions. The state of higher education in Nigeria can be described as one of massive explosion in student enrolment; increasing number of prospective new entrants in the face seemingly inadequate and fast depreciating infrastructure and equipment; poor library facilities, inadequate academic staff in number and quality; The pressure on higher institutions in terms of demand and the limited expansion in physical facilities and academic staff to cater for this demand seems to have taken a great toll on the quality of programmers in the institutions. As observed by

Okebukola (2010) the state of university education in Nigeria can therefore be described as one of massive explosion in student enrolment; increasing number of prospective new entrants in the face of inadequate and obsolete infrastructure and equipment; poor library facilities, inadequate academic staff in number and quality; lack of relevance of academic programmes, low level of funding, cultism, examination malpractice and generally therefore low quality graduates as shown by many studies supported by the World Bank and the Needs Assessment Survey of the NUC in 2004.

This is associated with the rise in public accountability and demand for transparency in the way in which higher educational institutions are managed. Moreover, the recent developments in the Nigerian university system and its poor rankings in Africa and the world in general, indicate that all is not well as expected with ensuring quality in the Nigeria university system.

According to Friend-Pereira, Lutz and Heerens (2002), Quality Assurance (QA) clearly emerged as a principal business methodology in the Western world throughout the 1950s and in the early 1960s. It must be stated that the concept of 'quality' is rather elusive, because it expresses a relative, though, noticeable difference between one thing and another. Relative terms such as 'better', 'superior', 'acceptable' are applied to judge quality. Quality is a universally acknowledged factor in successful business. Štimac, and Katić, (2015) noted that the implementation of quality assurance in the area of higher education has been made complicated by the important socio-economic role which education plays in the development of local, national and global society, with the same basic goals of defining and acknowledging quality. Friend-Pereira, Lutz and Heerens (2002) further noted that the increasing demands for good quality higher education by students and society imply that Higher Educational Institution (HEI's) now face similar pressures that the business sector has been facing for decades. Cardoso, Rosa, and Stensaker (2015) observed that although, quality assurance is currently an established activity in Europe, driven either by national quality assurance agencies or by institutions themselves. However, the question now is whether quality assurance is perceived as actually being capable of promoting quality now open to discussion and of course this is the venture of this research. Ensuring acceptable quality and maintain global standards through quality assurance has been very challenging.

In Nigeria, the National Universities Commission (NUC) is the agent of the Federal Government that is coordinating and financing the over-all development of the Universities. The Commission is answerable to the Federal Government on the total and individual performances of the Universities. Similarly, the National Board for Technical Education (NBTE) is a body charged with the responsibility to advise the Federal Government. The body ensures the co-ordinate all aspects of, technical and vocational education falling outside the universities. It is also charged to make recommendations on the national policy necessary for the full development of technical and vocational education for the training of technicians, craftsmen and other middle-level and skilled manpower. In the same vein, the National Commission for Colleges of Education (NCCE) also is a parastatal of the Federal Ministry of Education. Established by the Federal Government of Nigeria through the promulgation of the enabling Decree (now Act) No. 3 of 1989. Its major function is to advise the Federal Government on all aspects of teacher education falling outside the universities, and polytechnics.

Despite of the efforts and the availability of internal measures in Nigeria higher educational institutions and the external functions of the NUC, NBTE and NCCE through the use of Minimum Academic Standard (MAS) document, accreditation and other measures put in place to ensure qualitative education, the institutions appear still to be grouping in

the dark in offering quality education to the citizenry

This thus poses a problem not only to the countries and the higher education institutions therein, but also for this study. It is therefore pertinent to ask the question in relation to the study and activities of the accreditation agencies. Do higher institutions in Lagos State partake in accreditation exercise to update their infrastructural facilities to ensure quality?

### **The Origins of Quality Assurance in Higher Education**

The topic of Quality Assurance (QA) has always been of utmost importance, originally, in business, but now also in education and other public services sectors. Quality remains the most important attribute that creates value about the product/service for the receiver. It is also the means by which business/service providers differentiate themselves from their competitors. Since businesses are leaders in quality assurance, non-business organizations such as educational institutions can benefit from the important lessons learned by business (Friend-Pereira, Lutz and Heerens 2002).

Quality was originally developed in the manufacturing industry. According to Lagrosen, Seyed-Hashemi, and Leitner, (2004), in the area of higher education, the adoption of quality control has been superficial and diluted by the exercise of academic freedom. The quality of higher education is important for its stakeholders. Notably, providers (funding bodies and the community at students, staff and employers of graduates are important (Srikanthan and Dalrymple, 2003).

There is need to understand the different philosophy which predominates Quality Assurance in the business sphere and that in the public services. Friend-Pereira, Lutz and Heerens (2002) observed that within the industrial/business setting the philosophy over the past 50 years has focused on the training of employees to prevent problems, strengthening organizational systems, and continually improving performance. While within public service areas such as health and education the philosophy has been based on taking a watchdog approach, relying on government controls, professional credentials, internal audits, and, more recently, external inspections to maintain standards, weed out poor performers, and solve problems.

Harman (1996) noted that Quality issues dominate the higher education debate in many countries, as ministers, bureaucrats, employers and business interests become increasingly concerned about the outputs of higher education institutions and the suitability of graduates to meet the needs of employers. Many people question whether their societies are getting real value for their massive investment in higher education and urge the adoption by governments of mechanisms to achieve more control over the work that higher education institutions do. Quality and accountability thus have become key elements in the efforts of many countries to become and remain internationally competitive in a world where interdependence in trade is rapidly growing. Apart from this, there is more emphasis on quality associated with increased mobility of professional and skilled labor and the greater needs for recognition of qualifications obtained by workers from institutions in different countries.

Harman (1996) further noted that the main issues in the quality debate about higher education in many countries are the maintenance and improvement of levels of teaching, learning, research and scholarship; improvements in the quality and adaptability of graduates; how to define and measure quality; management approaches likely to improve outcomes from universities and colleges; the use of benchmarking and performance indicators; and how to convince

stakeholders that institutions and systems are doing a competent job in ensuring quality outputs.

The Systems Model for Educational Facilities Planning according to Withum (2006) is built on two primary suppositions. The first supposition states that if a school has an educational vision, and if those responsible for the design and construction of the facility to manage the interaction of economic, political, and social forces, as well as the needs of teachers and students, then using the resources available, design professionals and educators can design and construct an educational facility that is a physical representation of an educational vision. The second supposition states that if an educational facility is a physical representation of an educational vision it meets the needs of its stakeholders.

The goal of educational planning is to develop, clarify, or review the educational mission, vision, philosophy, curriculum, and instructional delivery. Educational planning may involve a variety of school and community workshops and surveys to identify and clarify needs and sharpen the vision of the district. Long-range planning activities, such as demographic studies, financing options, site acquisitions, and community partnering opportunities are often initiated by the district administration as a response to the results of educational planning. An outcome of long-range planning is the development of a comprehensive capital improvement program to address unmet facility needs (Lackney and Picus 2013). Lackney and Picus (2013) further noted that the facility planning process at its best involves an assessment of functional needs in light of the educational program developed during educational planning. There are several names for this process: Educators refer to the development of *educational specifications*, while architects refer to it as a *facility programming*. Facility planning includes any or all of the following activities: feasibility studies, district master planning, site selection, needs assessment, and project cost analysis. Spatial requirements and relationships between various program elements are established. The outcome of the facility planning process is a public facility program, or educational specifications document, that outlines physical space requirements and adjacencies and special design criteria the school facility must meet. Several environmental quality issues have emerged over the past few decades, such as classroom acoustics, indoor air quality, water quality, energy conservation, and abatement of asbestos, radon, and other hazardous materials. Many of these issues require the services of facility consultants hired through the district. Other issues for the building-level administrator to include safety and security, vandalism and threats, and acts of violence and terrorism. All of these functions must be conducted within a constantly changing set of government mandates, such as energy deregulation, accessibility guidelines, codes, and other regulations and guidelines at the state and federal levels. When planning to construct a new school building, expanding or renovating old school building Yusuf and Akinniranye (2011) opined that the following factors should be put into consideration.

- The educational use to which the building will be put.
- Proper ventilation of rooms.
- Adequate lighting, whether by artificial illumination or natural lighting or both.
- The qualities of the rooms must be standard, so that sound effects can be effectively controlled.
- The size and location of the other school building must be borne in mind sitting of other facilities, such as play areas, staff room and housing should be carefully planned. The toilets must be conveniently located in relation to other buildings.

- They must be economical to operate.
- The comfort and safety of the user must not be forgotten. The fire and safety law of the country must be observed; as well as the minimum sanitation requirement and recommended number of square meters per pupils must be observed.
- The numbers of pupils and teachers who will use the building must be considered, bearing in mind the rate of expansion of the school.

In the words of Olaniyonu and Gbenu (2007), school facilities must possess the following features which must always be borne in mind by school plant planners.

- They must meet the educational needs/goals set. This is a way of saying that they serve as the instrument for achieving goals.
- They must be adaptable to future changes, i.e relevant in almost all situations e.g a multi-purpose building can be useful for lectures, serve as the auditorium, can be let out, etc.
- They must be child-centred or contribute maximally to the child's self-development, e.g audio-visual materials, pictures, charts, etc
- They must be spatially distributed to ensure easy movement of students from classrooms to other areas like the library, workshops, etc.
- They must be cost-effective while ensuring quality at the same time
- They must be fairly durable.

### **Purpose of the Study**

The major purpose of the study was to find out the extent to which the state of educational facilities in higher institutions is contributing towards quality assurance in public higher institutions in Lagos State.

### **Research Hypotheses**

The following null hypothesis were formulated to guide the study:

**H<sub>01</sub>:** There is no significant difference in the state of educational facilities among public Universities, Polytechnics and Colleges of education in Lagos State towards the achievement of quality assurance.

### **Hypotheses testing**

There is no significant difference in the state of educational facilities among public Universities, Polytechnics and Colleges of education in Lagos State.

Table 1

Educational Facilities								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
University	90	75.0778	20.42318	2.15279	70.8002	79.3553	31.00	124.00
Polytechnic	91	86.7912	17.34520	1.81827	83.1789	90.4035	31.00	116.00
College of Education	134	78.1045	15.12816	1.30687	75.5195	80.6894	39.00	105.00
<b>Total</b>	<b>315</b>	<b>79.7492</b>	<b>17.97709</b>	<b>1.01289</b>	<b>77.7563</b>	<b>81.7421</b>	<b>31.00</b>	<b>124.00</b>

Table 2: Test of Homogeneity of Variances

Educational Facilities			
Levene Statistic	df1	df2	Sig.
3.296	2	312	.038

Table 3: ANOVA

Educational Facilities					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6839.161	2	3419.581	11.274	.000
Within Groups	94638.026	312	303.327		
<b>Total</b>	<b>101477.187</b>	<b>314</b>			

Table 4: Robust Tests of Equality of Means

Educational Facilities				
	Statistic <sup>a</sup>	df1	df2	Sig.
Welch	10.595	2	180.355	.000
Brown-Forsythe	10.630	2	253.026	.000

a. Asymptotically F distributed.

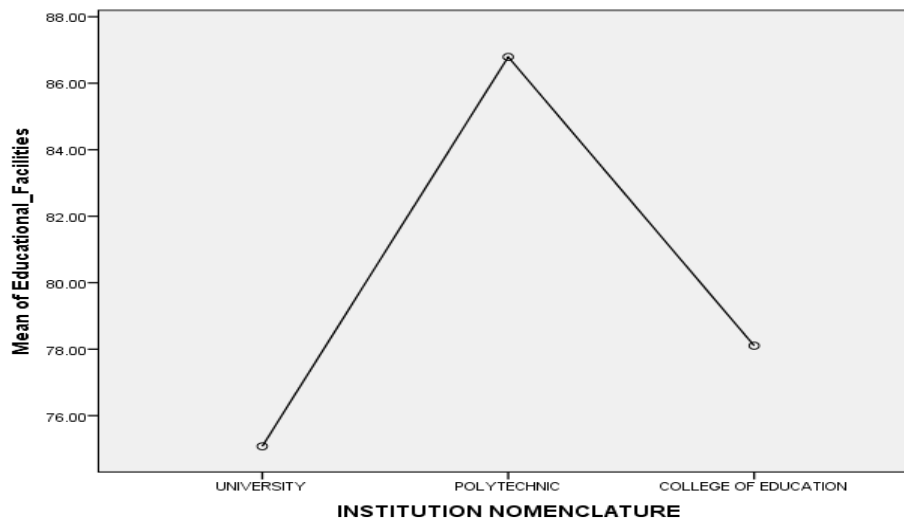


Figure 1

From the tables 2, 3, 4 and plot 1, it can be deduced that, there exists a statistically significant difference in the state of educational facilities among public Universities, Polytechnics and Colleges of education in Lagos State. The result was significant,  $F(2, 312) = 11.274, p = .000$ . The null hypothesis is therefore rejected.

The findings of hypothesis three indicated that there exists a statistically significant difference in the state of educational facilities among public Universities, Polytechnics and Colleges of education in Lagos State towards the realization of quality assurance. The analysis was significant,  $F(2, 312) = 11.274, p = .000$ . The results show that quality assurance cannot be achieved without adequate educational facilities. Ebisine (2014) opined that the provision of the relevant educational facilities and equipment is vital in the provision of quality educational services to all students in the colleges of education. However, the poor state of facilities and equipment has been a major challenge to academic quality assurance in Higher Educational Institutions.

ENQA (2009) observed that in addition to their teachers, students rely on a range of educational resources to assist their learning. These vary from physical resources such as libraries or computing facilities to human support in the form of tutors, counselors, and other advisers. ENQA (2009) also stated that learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided. Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.

In his words Emunemu (2016) noted that Physical planning in the public universities in many African countries is not commensurate with their rate of growth and expansion as more students are enrolled, the managers of universities continue to accommodate them in the existing facilities. This has often led to an over-stretching of such facilities. As a consequence, there is congestion in lecture theatres, workshops, laboratories, libraries and boarding facilities. Emunemu (2016) further noted that the situation is most deplorable in the sciences and technologies. Basic inputs which include adequate laboratory space and workshops, spare parts for equipment maintenance and repair, routine replacement and upgrading of equipment, reagents and other consumable supplies are seriously lacking in most universities in Sub-Saharan Africa (SSA). Musa, and Ahmad (2012) was of the opinion that the development of physical assets and facilities in higher education is complex and cost-intensive and to ensure their quality and maintain world standards is very challenging. Musa, and Ahmad (2012) concluded that infrastructural development and physical environment of the institutions are also significant in the quality assurance of the higher institutions.

The findings were in line with Emunemu (2016) that Libraries are among the worst hit facilities in public universities in most countries. Despite increased enrolments, universities do not invest much in the acquisition of books. Libraries hold less capacity of the required books most of which are too old. Some libraries which were designed to accommodate 600 students now serve as many as 10,000 students. Apart from inadequate space, most libraries cannot afford to contribute to current journals, and other scholarly publications from outside Africa have greatly declined. There is also a scarcity of reference materials in these libraries.

## **CONCLUSIONS/RECOMMENDATIONS**

Based on the findings of the study, the following recommendations are made

- School facilities should be developed through a collaborative process with educators and interested persons dealing with design, construction and maintenance of school facilities. This will link educational goals and facilities design, it will help to facilitate flexible, performance-based application that will help to encourage collaborative development.

- Accreditation agencies should develop a system of having unscheduled visits to the higher institution in order to ascertain the true picture of quality assurance. This will also stop the ‘window dressing’ that has characterized accreditation in this part of the world.

## REFERENCES

1. Cardoso, S., Rosa, M. J., & Stensaker, B. (2015). *Why is quality in higher education not achieved? The view of academics. Assessment & Evaluation in Higher Education*, 1-16.
2. Ebisine, S.S.(2014) : *Academic Quality Assurance in the Colleges of Education: Challenges and Ways Forward for Future Development. In: International Letters of Social and Humanistic Sciences*, 13, pp. 1-9.
3. Emunemu, B.O (2016) *Managing Higher Education in Africa for Quality, Quantity and Functionality. Lead Paper presented at 2<sup>nd</sup> Universite Bilingue Du Lome Togo Annual International Conference, Lome, Togo.*
4. ENQA (2009) *Report on Standards and Guidelines for Quality Assurance in the European Higher Education Area. Helsinki, 3rd edition. European Association for Quality Assurance in Higher Education.*
5. Friend-Pereira J.C, Lutz K. and Heerens N: (2002). *The National Unions of Students of Europe. European Student Handbook on Quality Assurance in Higher Education.*
6. Garai, Sujit Kumar, And Abhijit Chakraborty. "Requirement Of Internal Quality Assurance For Higher Education."
7. Harman G. (1996). *Quality Assurance For Higher Education: Developing And Managing Quality Assurance For Higher Education Systems And Institutions In Asia And The Pacific. University of New England, Armidale, New South Wales, Australia Asia-Pacific Centre of Educational Innovation for Development (ACEID) Bangkok.*
8. Lagrosen, S.; Seyed-Hashemi, R. and Leitner, M. (2004). *Examination of the dimension of quality in higher education, Quality Assurance in Education*, 12(2), 61-69.
9. Verma, Anju. "A review of quality assurance in higher education institutions." *IMPACT Journals, International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, ISSN (P): 2347-4564.
10. Musa, M.F and Ahmad, Z (2012)*Higher Education Physical Assets and Facilities. Procedia - Social and Behavioral Sciences.Elsevier Ltd. Malaysia ASEAN Conference on Environment-Behaviour Studies, Bangkok, Thailand.*
11. Okebukola, P. A. (2010) *Fifty Years Of Higher Education In Nigeria: Trends In Quality Assurance presented at the International Conference on the Contributions of Nigerian Universities to the 50th Independence Anniversary of Nigeria 27-29 September.*
12. Olaniyonu S.O.A. And Gbenu J.P. (2007). *School Plant Planning And Maintenance. Ibadan: Olu Akin Publishers.*
13. Srikanthan, G. and Dalrymple, J. (2003). *Developing alternative perspectives for quality in higher education. International Journal of Educational Management*. 17(3), 126-36.



14. Štimac, H., & Katić, S. (2015) *Quality assurance in higher education*. In *Interdisciplinary Management Research XI*.
15. Withum, F. S. (2006). *Educational Facilities Planning: A Systems Model*. Unpublished Ph.D thesis, School of Education Duquesne University December, 2006.
16. Yusuf, M. A. and Akinniranye, O. I. (2011) *Towards Optimal Utilization of School Facilities in Secondary Schools* Retrieved From [www.transcampus.org./journals](http://www.transcampus.org./journals), [www.ajol.info/journals/jorind](http://www.ajol.info/journals/jorind) 167.

