

# **QUALITY ASSURANCE FOR SUSTAINABLE EDUCATIONAL MANAGEMENT IN IGNATIUS AJURU UNIVERSITY OF EDUCATION, RIVERS STATE**

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## **Abstract**

*The study examined quality assurance for sustainable educational management in Ignatius Ajuru University of Education. The factors under investigation are the extent provision of quality assurance unit and institutional self assessment can enhance sustainable educational management in Ignatius Ajuru University of Education. To achieve the purpose of this study, the researcher formulated two (2) objectives of the study, research questions and null hypotheses respectively that guided the study. The study made use of descriptive survey design. The population of the study was 83 lecturers in Faculty of Education, Ignatius Ajuru University of Education. The sampling technique used was a census method of sampling. A census method is that process of sampling or statistical list where all members of a population are analyzed or used. Hence, the entire population size of 83 lecturers was used for the sample size because of the manageability of the population size. The instrument used for data collection was a self structured questionnaire. The descriptive statistics such as means and standard deviation were used to answer the research questions while the formulated hypotheses were tested using the t-test. Based on the data analysis, the findings of the study revealed that provision of quality assurance unit and institutional self assessment can enhance*

*sustainable educational management in Ignatius Ajuru University of Education. However, the researcher recommends that: The National Universities Commission (NUC) should mandate universities in Nigeria to establish quality assurance units and also provide quality assurance policy and University management should encourage periodical review of curriculum, possibly after every Five years as recommended by the NUC to incorporate new needs of the global economy and labour market*

**Key Words:** Quality Assurance, Sustainable, Educational Management, Institution, Self Assessment,

### **Introduction**

Quality education is the right of every citizen that may be granted or withheld by whosoever is in charge. Quality education can be achieved when all the needed factors such as the teachers, the learning environment and the students are in place. Many times, limitations in terms of growth and global competitiveness are being propelled by the operations and output of the educational system and this has been traced to the quality of teaching and learning in schools. It has equally been observed that teaching and learning have declined due to ineffective and inefficient monitoring, evaluation, inspection and supervision (UNESCO, 2000). One major trend in the development of education in many countries especially in Nigeria is the effort being made to introduce a reform in the inspectorate system. There sponsibility for school inspection and supervision was seen as that of external in actions and quite often ,inspection and supervision were seen as synonymous. However, it has now been realized that they are not only different, but also inspection visit by external actors alone however frequent are not enough for the achievement of the objectives of school inspection (UNESCO, 2000).

However, it has been realized that monitoring and evaluation cannot be left to external agents alone no matter how frequent they are done as the opinion of other stakeholders like teachers, pupils and parents are relevant. Moreover, the top down approach to the formulation and application of inspection policies tended to create friction between evaluators and teachers. This makes schools receive the recommendations from evaluations with some degree of apathy and a feeling of helplessness. In addition, the general clamour for an improvement in the quality and standard of education cannot longer be ignored (WestBurham, 2014). The Federal Inspectorate Service has continued to cling to the inspection

methodologies it copied from the United Kingdom (UK) model, fondly called Her Majesties Inspectorate whereas this system has been undergoing fundamental changes since 1980s. Thus, the Nigerian inspection practice has continued to be characterized by the Traditional inspections. Useful as these efforts are, they have failed to stop or even slow down the rapid wearing down in the quality of education offered in schools. However, owing to the constant neglect in recent time by successive government to the educational sector, there have been rapid increase in the establishment of private schools and institutions in Nigeria which has adversely affected the quality of education and in turn, retarding the development of nation.

In Nigeria, the national policy on education spells out the nature and purpose of education thus: instrument per excellence for affecting national development, to use education to level its national objective, to make education relevant to the need of the individual, to set its goal in terms of the needs of society desired in relation to the environment and relatives of the modern world, and rapid social change. In order to ensure that educational programmes meet up the national objectives, the FRN(2013)section1;sub-Section 8 states that the quality of in structionatal levels of Nigerian educational system should be oriented towards inculcating the following values: respect for the worth anddignityoftheindividuals;faithinman'sabilitytomakerationaldecision;moralandspiritualprinciplesin inter-personal and human relations; shared the responsibility for the common good of the society: promotion of the physical, emotional and psychological development of all children and acquisitions of competencies necessary for self-reliance.

The justification for a qualitative university education cannot be overemphasized. Universities contribute to the advancement of knowledge, and are expected to provide needed human capital with Enhanced skills that can stimulate technological development and high productivity in the economy. The essence of university education to national development is aptly summarized in the National Policy on Education. Universities in Nigeria usually pursue these goals through teaching, research, community service, staff development programmes, and dissemination of knowledge. The measurement of success of universities in achieving these goals is through quality assurance.

The concern for quality university education in Nigeria is desirable. Nevertheless, what people see in the form of the moral standards of graduates, labour market outcomes and scholastic performance have raised concern on the relevance of university education in Nigeria. Moreover, the globalised mobility of labour, information, goods and services have opened up universities to

international competitiveness and comparison. As a result of this development, there are international standards against which universities across the globe are now being measured (Babalola, 2011).

Hayward (2016) defines quality assurance as a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced. Also, Okebukola (2014) sees quality assurance in Nigerian universities as a continuous process of improvement in the quality of teaching and learning activities achieved through employing mechanisms that are internal and external to universities. In the same vein, Creech (2014) opines that quality assurance is the process of consistently meeting product specification or getting things right first time and every time. Furthermore, it connotes before and during the event process concerned with preventing fault occurring in the first place.

The plethora of definitions advanced above, points to several key dimensions of quality assurance. First, quality assurance focuses on process and seeks to convince both internal and external constituents that an institution has processes that produce high quality outcomes. Second, quality assurance is a continuous, active and responsive process which includes effective evaluation and feedback mechanisms. Third, quality assurance has to do with designing quality into the education system to ensure that products of the system meet quality standards. Also, it is clear from the different definitions that, if Nigerian universities can get things right first time and every time their usual panicky disposition towards accreditation exercise would be a thing of the past.

Equally, important in understanding quality assurance is explaining what quality assurance is not. In this context, quality assurance should not be confused with quality control. Quality control refers to measures taken to remove faults at the end of the production process. Quality control is basically a system for setting standards and taking appropriate actions to deal with deviations outside permitted tolerances (Cole, 2016). Thus, quality control is a retroactive measure used to determine the quality of a product or a system after processing, and during which wastages and deviations could have occurred and what is left is to reject substandard inputs or outputs. Quality control usually relies on inspectors and is generally not regarded as sufficient in the light of more sophisticated quality systems. Moreover, it is cost effective and beneficial to take steps to prevent deviations, faults and wastages before they occur. Hence, the need for quality assurance culture which is a proactive process. Quality culture, therefore, can be seen as the ability of an institution to develop quality assurance implicitly in the

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operations of the institution and involves moving away from periodic assessment to in grained quality assurance system.

### **The Concepts of Quality, Quality Control and Quality Assurance**

Quality is defined as conformance to requirements. In other words, quality is conformity to established standards. The British Standards Institute defines quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy needs. Adegbesan(2011) describes quality control as a means of establishing quality assurance. Okojie(2013) noticed that most organization use quality control and assurance interchangeably; when quality assurance inspects the process then quality control takes a lead over the process and the end product. Quality assurance, therefore, refers to deliberate, evidence based strategies and processes of satisfying quality expectations based on the processes, environment and products. Quality assurance is often used interchangeably with quality control to refer to ways of ensuring the quality of service. It is a wider concept that covers all policies and systematic activities implemented within a quality system. Quality assurance is a process-driven approach that facilitates and defines goals regarding a particular product. It is a term that is used by all works of life and used in different contexts. It means different things to different groups of people but for the purpose of this paper the word quality assurance would be within the educational context. Centrex (2014) opined that quality assurance is the means by which an organization confirms that conditions are in place for students to achieve the standard set by the training organization. Quality of education is often considered an indefinable construct and at best abstract.

The general meaning of quality assurance is very applicable to the production of functional teachers. It is the management of goods, services and activities from the input stage, through processes, to the output stage of production. Cole (2016) argue that, quality assurance is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, of their missions and their stated objectives. In his own definitions, Ehindero (2014) says quality assurance focused on the following: i. Learner's entry behaviour, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning. ii. The teacher entry qualification, values pedagogic stalls, professional preparedness, subject background, philosophical orientation, iii. The teaching/learning processes including the structure of the curriculum and learning environment. iv. The outcomes, which are defined for different levels in terms of

knowledge, skills and attitudes including appropriate and relevant instruments to assess these objectives. Creech (2014) sees quality assurance in education as a programmed, an institution or a whole education system. In such a case, quality assurance is all these attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programme. Quality assurance aims at preventing quality problems and ensuring that only conforming products reach the customer.

The characteristics of an effective quality assurance mechanism are periodic audit of the operation of the system; periodic review of the system to ensure it meets changing requirements. Quality assurance recognizes the autonomy of organizations and seeks to enhance their capacity to operate in a responsive way. Three approaches to the definition of quality would be used and these are the reputational approach, the outcomes approach and the total quality approach. The reputational approach sees quality as exceptional and it is seen as exclusive. It is something that some have at the exclusion of others. It is distinctive and intuitively recognizable. This approach regards quality as excellence, it is a standard attained in our education sector; the outcomes approach regards quality as efficient production, there are no absolute standards but specifications, the quality of a product is measured by the extent to which it meets customer's specifications. This approach is more related to practices in industry while the total quality approach is seen as value added to the abilities of students who have passed through the system regard less of their ability levels. These are different views of quality however, one can accept quality with regard to the output of teacher education as the level of excellence in performance on the strength of the quality of the context, inputs, process transaction and output (Onocha, 2012).

This shows that to attain or assure quality in output, a lot of quality inputs and processes would have been made. Quality in output does not come by chance. It requires carefully planned and deliberate efforts. Quality assurance, in its broad sense, is any action taken to prevent quality problems from occurring. In practice, this means devising systems for carrying out tasks which directly affect product quality. A simple example of quality assurance is a well prepared lesson plan. A lesson plan is a detailed description of the course of instruction for a particular class. A daily lesson plan developed by a teacher to guide class activity or instruction and it is drawn from the scheme of work. It describes all that are necessary to deliver the lesson, the entry behavior, specific behavioural objectives, instructional materials, references, steps taken to teach.

Education Quality Assurance in Nigeria is a paradigm shift from the former practice of school Inspection to a monitoring and evaluating process that provides a new operative mode of evaluation. These innovations in inspection activities go under terminologies as: whole school evaluation, school self-evaluation or self-review. All aim at producing a good school or an effective school. It is a school which knows what its standard should be, asks itself whether it has attained them, and if not where it has reached on the scale and what it should do to close the gap. It is a school whose head has a well-articulated plan of what the school should be doing and who also motivates the pupils, staff, parents, the community and the proprietor to join hands in reaching the goals. In fact, this kind of collaboration should be the driving force of the innovation.

### **Strategies for Achieving Sustainable Quality Assurance in Nigeria Universities**

There are some factors that could assist universities in Nigeria, create quality assurance culture. These include:

(1) **Provision of institutional Quality Assurance Policy:** University management in Nigeria needs to provide quality assurance policy which explicitly displays their commitment for quality. The enabling policies should set the philosophy, vision, and systematic procedure for student admission, staff recruitment, delivery of courses, curriculum development, and the overall effectiveness of the university system. Policy statements should include the methods for implementing the policy. Also, monitoring procedures should ensure that the policies are implemented, evaluated and periodically are viewed.

(2) **Continuous Improvement**

Quality assurance is a systematic approach to achieving desired levels of quality in a consistent manner that meets or exceeds the needs of customers (students). This means that quality assurance is a continuous quality improvement process with a mindset for constant innovation, improvement and change. In this context, universities in Nigeria should make effort to periodically analyze what they are doing and procedures for improvement. This would also entail embarking on quality improvement, continuous enhancement of programmes and infrastructural facilities and ensuring that a feedback mechanism for immediate intervention is put in place.

### **3. Establishment of Quality Assurance Unit in Universities**

A Quality Assurance unit should be set up by universities in Nigeria to monitor and evaluate academic programmes, teaching as well as learning environment. However, it is unfortunate to observe that some Nigerian universities do not have a quality assurance unit and quality assurance policy, despite the fact that the

entire gamut of university operation revolves around quality education delivery. Corroborating this view, Udom (2012) affirms that quality consciousness among employees is a consequence of quality assurance policy which is very rare in Nigerian institutions of learning. The roles of the quality assurance unit among others should include:

- Assessment of human and material resources available to academic programmes.
- Liaising with external quality assurance agencies, to keep abreast of latest development sand innovations.
- Monitoring the input, process, and output of the system.
- Evaluation of academic programmes.
- Organizing workshops and seminars for academic.
- Interfacing with the Academic Planning Unit and the Curriculum Committee of the University for innovations in curriculum design, content and organization.
- Monitoring of graduates for feedback information on their performance from employers.

In order for the Quality Assurance Unit to function optimally, it should be fully computerized and equipped like other academic units in the university.

#### **Institutional self Assessment:**

Self assessment and quality audit is a major component of the culture of continuous improvement. It provides the basis for having an insight of quality and enables educational institutions to understand its strengths and weaknesses for the purpose of enhancement of their service. Also, it is the process in which educational institutions make considered judgment on their own performance. The self-assessment process would enable universities to examine the quality of its operations and identify areas in which improvement can be made for the future enhancement of educational service delivery.

#### **Attitudinal Change**

Developing quality assurance culture necessitates a paradigm shift in the prevailing circumstance of regarding public service as no man's job, as a scenario that breeds discipline and lukewarm disposition to assigned roles in the university. For instance, academic staff should normally not engage in unethical and dishonest practices in assessing students. Besides, some universities are usually not prepared for the National Universities Commission (NUC) accreditation visits and in most cases personnel and facilities are hurriedly put in

place to get their programmes accredited. It is, therefore, suggestive that internal mechanisms designed to enhance quality in Nigerian universities seems to have been compromised. Quality assurance entails attitudinal change and reorientation. Students also need a change of attitude as some of them practically go after lecturers for undeserved scores. It is important that during orientation for new students they should be made to understand the quality trend in their institution.

### **Impacts of Quality Assurance in Managing Education in Nigerian Schools**

Educators have long acknowledged the significant impacts of quality assurance in education. The quality of education provided in every country determines the wealth and treasure of such country and therefore all over the world, education is conceived to be the vital instrument through which every nation could attain development in all ramifications. UNESCO (2003) reasoned that the processes of systematic and ongoing innovation and qualitative reforms of education as well as those required for learning to live together need the proactive support of teachers and trainers and are doom to fail if they are not able to find it. Thus, to reposition education to play a beneficial role in societies, the importance or the roles of quality assurance should be adhered to. UNESCO (2005) stated some of the roles of quality assurance in education to be to ensure that: standards are set in order to guarantee a minimum quality for every Aspect of the educational programmes; facilities correspond with latest requirements and technologies available in sufficient numbers and well-maintained; the value and success of educational programme is achieved; a strong link between the curricular and the needs of the labour market are established through close interaction; with the results that graduates are most likely to find suitable employment as this will help to lower unemployment rates; the delivery methods allow for a maximum learning effect; higher status are improved upon; attractiveness in the educational programme is guaranteed; the learner benefits from sufficient practical and theoretical elements through the training; educational system developed in ways that allow enough flexibility for the individual to move from one educational thread to another; and that teaching and training staffs are well qualified, knowledgeable about the world of work and available in sufficient numbers.

### **Statement of the Problem**

Quality Assurance has provided many opportunities which have given advantage to both learners and instructors. It has broken major barriers of the traditional educational system. Open and distance learning has solved the problem of scheduling by creating enough time as learning can take place at any

time within the 24 hours of the day. It has made it easier for learners who are engaged in full time work and school, also to have more time for their families. Indeed, Quality Assurance has provided a comprehensive, complete, and flexible education to students around the world. Students can now study anywhere. Quality Assurance provides a higher quality education at a lower cost.

Despite the advantages, Quality Assurance has over conventional education, there are still some problems with the system. Students have shown concern in some of their examinations conditions, irrespective of their efforts, university administrators and government, learners have constantly complained of inadequate facilities and poor condition for learning. There are also the problems of insufficient study guides due to high cost, poor internet connectivity, inaccessibility of instructors for guidance, non-simplified study materials, tutor mark assignments (TMAS) and examinations.

The university administrators have made much effort over the years to improve upon existing system in Ignatius Ajuru University of Education yet some of these problems still exist thereby frustrating the efforts of the students in the pursuit of their academic goals as well as frustrating the achievement of school goals. It is against this backdrop that the researcher seeks to examine quality assurance for sustainable educational management in Ignatius Ajuru University of Education.

### **Purpose of the Study**

The main aim of this study was to examine the quality assurance for sustainable educational management in Ignatius Ajuru University of Education. The specific objectives of the study include the following:

1. Ascertain the extent provision of quality assurance unit enhance sustainable educational management in Ignatius Ajuru University of Education.
2. Examine the extent institutional self assessment enhances sustainable educational management in Ignatius Ajuru University of Education.

### **Research Questions**

The following research questions were formulated to guide the study

1. To what extent does extent provision of quality assurance unit enhance sustainable educational management in Ignatius Ajuru University of Education?
2. To what extent does institutional self assessment enhances sustainable educational management in Ignatius Ajuru University of Education.

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance

**Ho<sub>1</sub>:** There is no significant difference in the mean ratings of the male and

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female lecturers on the extent provision of quality assurance unit enhance sustainable educational management in Ignatius Ajuru University of Education.

**Ho<sub>2</sub>:** There is no significant difference in the mean ratings of male and female lecturers on the extent institutional self assessment enhances sustainable educational management in Ignatius Ajuru University of Education

### **Methodology**

In carrying out this research, the descriptive survey design was adopted for this study. Descriptive survey research is designed only to solve the existing condition, also it can be used for comparing features of a group. The population of the study was 83 lecturers in Faculty of Education, Ignatius Ajuru University of Education. The sampling technique used was a census method of sampling. According to Okojie (2013), a census method is that process of sampling or statistical list where all members of a population are analyzed or used. Hence, the entire population size of 83 lecturers was used for the sample size because of the manageability of the population size. The instrument used for data collection was a self-structured questionnaire. The instrument was titled: Quality Assurance for Sustainable Education Management Questionnaire (QASEMQ) with 10 items. The researcher adopted the service of two research assistants for the administration and retrieval of the instruments. The data collected were analysed using weighted mean and standard deviation to answer the research questions. The criterion decision rule is that any mean score that was from 2.50 and above was agreed while the mean score that was less than 2.50 was be disagreed while the null hypotheses was tested using t-test statistical tool at a significance level of 0.05 level of significance. The decision rule was used to accept the null hypotheses where t-calculated value is less than the t-critical value of 1.96 but reject the null hypotheses where t-calculated value is greater than z-critical value of 1.96.

### **Results**

**Research Question 1:** To what extent does extent provision of quality assurance unit enhance sustainable educational management in Ignatius Ajuru University of Education?

**Table 1: Mean and Standard Deviation Analysis on the extent provision of quality assurance unit enhance sustainable educational management in Ignatius Ajuru University of Education**

| S/<br>N<br>o       | Questionnaire                                                                                                                             | Male Lecturers = 45 |             |             | Female Lecturers = 38 |             |             |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------|-------------|-----------------------|-------------|-------------|
|                    |                                                                                                                                           | Mean                | SD          | Remarks     | Mean                  | SD          | Remarks     |
| 1.                 | Provision of quality assurance unit in the university will enhance effective monitoring in the university.                                | 2.55                | 0.80        | High Extent | 3.10                  | 0.88        | High Extent |
| 2.                 | Quality assurance policies in the university bring proper evaluation of the academic and non-academic activities in the university.       | 2.60                | 0.81        | High Extent | 2.90                  | 0.85        | High Extent |
| 3.                 | Quality assurance policy brings about proper staff recruitment in the university.                                                         | 2.80                | 0.84        | High Extent | 3.05                  | 0.87        | High Extent |
| 4.                 | Provision of quality assurance policy enhances proper curriculum development in the university.                                           | 2.55                | 0.80        | High Extent | 2.90                  | 0.85        | High Extent |
| 5.                 | Quality assurance unit review the university policies on regular bases when necessary hence it brings sustainable educational management. | 2.60                | 0.81        | High Extent | 2.90                  | 0.85        | High Extent |
| <b>Grand Total</b> |                                                                                                                                           | <b>2.58</b>         | <b>0.80</b> |             | <b>2.87</b>           | <b>0.85</b> |             |

**Source:** Field Survey, 2023

The data presented in Table 1 revealed that the respondents accepted the view that provision of quality assurance unit in the university will enhance effective monitoring in the university. The table still indicted that the respondents agreed on the point that quality assurance policies in the university bring proper evaluation of the academic and non-academic activities in the university. It was also observed from the analysis that the respondents accepted the fact that quality assurance policy brings about proper staff recruitment in the university. The analysis also showed that the respondents agreed on the view that provision of quality assurance policy enhances proper curriculum development in the

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university. The analyses also showed that the respondent agreed on the view that quality assurance unit review the university policies on regular bases when necessary hence it brings sustainable educational management.

**Research Question 2:** To what extent does institutional self assessment enhances sustainable educational management in Ignatius Ajuru University of Education?

**Table 2: Mean and Standard Deviation Analysis on the extent institutional self assessment enhances sustainable educational management in Ignatius Ajuru University of Education**

| S/<br>No           | Questionnaire                                                                                                                                                | Male Lecturers = 45 |             |             | Female Lecturers = 38 |             |             |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------|-------------|-----------------------|-------------|-------------|
|                    |                                                                                                                                                              | Mean                | SD          | Remarks     | Mean                  | SD          | Remarks     |
| 6.                 | University self assessment provides the basis for having an insight of quality education thereby enhancing sustainable educational management.               | 2.55                | 0.80        | High Extent | 2.90                  | 0.85        | High Extent |
| 7.                 | Institution self assessment enables educational institutions to understand its strengths and weaknesses.                                                     | 2.70                | 0.82        | High Extent | 2.95                  | 0.86        | High Extent |
| 8.                 | Institutional self assessment enable educational institutions make considered judgment on their own performance.                                             | 2.65                | 0.81        | High Extent | 2.80                  | 0.84        | High Extent |
| 9.                 | Self-assessment process enable university to examine the quality of its operations.                                                                          | 2.55                | 0.80        | High Extent | 2.90                  | 0.85        | High Extent |
| 10.                | University self-assessment enables the university identify areas in which improvement can be made for the future enhancement of educational service delivery | 2.70                | 0.82        | High Extent | 2.95                  | 0.86        | High Extent |
| <b>Grand Total</b> |                                                                                                                                                              | <b>2.60</b>         | <b>0.81</b> |             | <b>2.81</b>           | <b>0.84</b> |             |

**Source:** Field Survey, 2023

The data analysis in Table 2 showed that the respondents accepted the view that university self assessment provides the basis for having an insight of quality education thereby enhancing sustainable educational management. The analysis also revealed that institution self assessment enables educational institutions to

understand its strengths and weaknesses. It was still noticed in the analysis that the respondents accepted the fact that institutional self assessment enable educational institutions make considered judgment on their own performance. The analysis also revealed that self-assessment process enable university to examine the quality of its operations. The analysis also indicted that the respondents accepted the point that university self-assessment enables the university identify areas in which improvement can be made for the future enhancement of educational service delivery.

### Test of Hypotheses

**Hypothesis 1:** There is no significant difference in the mean ratings of the male and female respondents on the extent provision of quality assurance unit enhance sustainable educational management in Ignatius Ajuru University of Education.

**Table 3: T-test Analysis of significant difference in the mean ratings of the male and female respondents on the extent provision of quality assurance unit enhances sustainable educational management in Ignatius Ajuru University of Education.**

| Perception       | N  | Mean<br>$\bar{X}$ | SD   | Df | t-cal | t-crit | Decision |
|------------------|----|-------------------|------|----|-------|--------|----------|
| Male Lecturers   | 45 | 2.58              | 0.80 | 81 | 1.71  | 1.96   | Accepted |
| Female Lecturers | 38 | 2.87              | 0.85 |    |       |        |          |

The analysis on Table 3 reveals that the t-cal of 1.71 is less than the t-crit of 1.96. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of t-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of the male and female respondents on the extent provision of quality assurance unit enhance sustainable educational management in Ignatius Ajuru University of Education.

**Hypothesis 2:** There is no significant difference in the mean ratings of male and female respondents on the extent institutional self assessment enhances sustainable educational management in Ignatius Ajuru University of Education.

**Table 4: T-test Analysis of significant difference in the mean ratings of male and female respondents on the extent institutional self assessment enhances sustainable educational management in Ignatius Ajuru University of Education**

| Perception       | N  | Mean<br>$\bar{X}$ | SD   | Df. | t-cal | t-crit | Decision |
|------------------|----|-------------------|------|-----|-------|--------|----------|
| Male Lecturers   | 45 | 2.60              | 0.81 | 81  | 1.24  | 1.96   | Accepted |
| Female Lecturers | 38 | 2.81              | 0.84 |     |       |        |          |

The analysis on Table 4 shows that the t-cal of 1.24 is less than the t-crit of 1.96. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significance since it is greater than the given critical value of t-ratio. Therefore, the hypothesis 3 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of male and female respondents on the extent institutional self assessment enhances sustainable educational management in Ignatius Ajuru University of Education.

### **Discussion of Findings**

#### **The extent provision of quality assurance unit enhance sustainable Educational Management in Ignatius Ajuru University of Education**

The findings of the study in research question one revealed that provision of quality assurance unit enhance sustainable educational management in Ignatius Ajuru University of Education. This finding is in collaboration with Cole (2016), who observed that provision of quality assurance unit in the university will enhance effective monitoring in the university. The study still indicted that the respondents agreed on the point that quality assurance policies in the university bring proper evaluation of the academic and non-academic activities in the university. It was also observed from the analysis that the respondents accepted the fact that quality assurance policy brings about proper staff recruitment in the university. The analysis also showed that the respondents agreed on the view that provision of quality assurance policy enhances proper curriculum development in the university. The analyses also showed that the respondent agreed on the view that quality assurance unit review the university policies on regular bases when necessary hence it brings sustainable educational management.

### **The extent institutional self assessment enhances sustainable educational management in Ignatius Ajuru University of Education**

The findings of the study in research question two revealed that institutional self assessment enhances sustainable educational management in Ignatius Ajuru University of Education. This finding is in collaboration with Okojie (2013), who observed that university self assessment provides the basis for having an insight of quality education thereby enhancing sustainable educational management. The analysis also revealed that institution self assessment enables educational institutions to understand its strengths and weaknesses. It was still noticed in the analysis that the respondents accepted the fact that institutional self assessment enable educational institutions make considered judgment on their own performance. The analysis also revealed that self-assessment process enable university to examine the quality of its operations. The analysis also indicted that the respondents accepted the point that university self-assessment enables the university identify areas in which improvement can be made for the future enhancement of educational service delivery.

### **Conclusion**

Quality assurance for sustainable educational management in Ignatius Ajuru University of Education cannot be over emphasis. The study concludes that the development of a quality assurance culture is a vital issue in Nigerian universities. In this regard, this paper has discussed the rationale for developing a quality assurance culture in the university system, constraints to quality assurance culture and strategies for overcoming constraints. The study also deduced that the major issue that should be explored to ensure a quality culture in the nation's universities is institutional paradigm shift towards a quality culture in Nigerian universities and that provision of quality assurance unit and institutional self assessment enhance sustainable educational management in Ignatius Ajuru University of Education

### **Recommendations**

Based on the findings of the study, it was recommended that:

1. The National Universities Commission (NUC) should mandate universities in Nigeria to establish quality assurance units and also provide quality assurance policy. The policy will guide universities on the calibre of staff and students to be recruited and admitted, the required service delivery process and the type of output envisaged at the institutional level.
2. University management should encourage periodical review of curriculum,

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possibly after every five years as recommended by the NUC to incorporate new needs of the global economy and labour market.

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