



Research Performance and Teaching Quality in Nigerian Tertiary Institutions: Evidence from Colleges of Education in North Eastern Nigeria

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ABSTRACT

The purpose of this study was to investigate the research performance and teaching quality in Nigerian Tertiary Institutions: Evidence from Colleges of Education in North Eastern Nigeria. Stratified random sampling was used to select a sample of 368 lecturers from Colleges of Education in North Eastern Nigeria. Questionnaire on Research Performance and Teaching Quality in Nigerian Tertiary Institutions: Evidence from Colleges of Education based on four point Likert technique was developed and used with the help of experts and related literature for the study. Validity of the instrument was ensured by consulting experienced professors and experts in the field. Reliability coefficient of the scale was 0.82. For analysis, mean ratings and standard deviation were employed. Lecturers' attitude towards research activities in Colleges of Education in North Eastern Nigeria was favourable, research innovations have great deal of influence on improving the quality of teaching in Colleges of Education in North Eastern Nigeria, research innovations also have great deal of influence on the job performance of lecturers in Colleges of Education in North Eastern Nigeria and all the strategies identified were significant in the enhancement of research activities and innovative teaching in Colleges of Education in North Eastern Nigeria. The study recommends college lecturers who exhibit good performance in research and quality teaching be rewarded both financially and socially in colleges of education in North Eastern Nigeria.

ARTICLE INFO

Article History

Received: February, 2020

Received in revised form: March., 2020

Accepted: May, 2020

Published online: June, 2020

KEYWORDS

Research performance, teaching quality, Colleges of Education

INTRODUCTION

Research refers to the activities related to the acquisition of basic knowledge and can be designed to solve specific research problems which are strategic. Whereas teaching is the process of attending to people's needs, experiences

and feelings and intervening so that they learn particular things and go beyond the given. It is universally recognized that teaching, research and community service constitute the main functions of institutions of higher learning. These include universities, polytechnics, monotronics,



colleges of technology and colleges of education.

The National Policy on Education (NPE) (2004), the National Policy on Science and Technology (NPST) (2003) and all subsequent related policy documents have placed emphasis on research as an integral part of national development. It is obvious that colleges of education are regarded as the pinnacle of the higher education system in Nigeria and also they undertake research (Ahmed, Ahmed and Shah, 2010). Rufa'i (2010) highlighted that there are presumptions of very weak research culture in colleges of education. He further stated that even in the university sector where several academics are known to have showcased the products of their research in the international intellectual scene, the bulk of this research is said to be conceived in terms of publications, career advancement and intellectual prestige of the individual researchers, often with very little social relevance. Moreover, many believed that institutions of higher learning in Nigeria are very much left behind in the area of research and innovations. Nigerian higher institutions need to collaborate in research both domestically and on the international scene, but lack of facilities for collaborative research remained one of the greatest constraints (Salami and Hauptman, 2016).

Admittedly, poor motivation, poor and irregular funding, obsolete research facilities, inadequacy of qualified research personnel, lack of research focus and poor linkage between researchers and the industrial sector are yawning gaps in institutions of higher learning in Nigeria (Udoh, 2013). These constraints constitute serious limitations to research capacity and research capability of these institutions. Research in universities, polytechnics and colleges of education is routinely funded through the relevant supervisory bodies namely, the National Universities

Commission (NUC), the National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) and Tertiary Education Trust Fund (TETFund) (Udoh, 2013). The funding of research in these institutions has been generally poor and irregular. However, the federal institutions of higher learning are better funded and more autonomous than the state government owned institutions (Clark and Sedgwick, 2014).

The importance of education as a weapon against ignorance, conflict, disease and poverty demands quality in teaching. Higher education has been recognized as a fundamental instrument for the construction of knowledge and development of human capitals all over the world (World Bank, 1999). According to Peretomode (2007), higher education is the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural and industrial development of a nation as higher education. The quality of education in Nigerian tertiary institutions in recent years has reduced because of among other factors (the drift of many lecturers to countries where they were offered better remunerations) (Butt and Shams, 2013). This syndrome to a large extent, attributable to inadequate incentives, poor equipped education system in an increasingly hostile working environment, inadequate social recognition and delay in payment of teachers' salaries among others. The reliance on inexperienced and in some cases unqualified teachers in various educational institutions in the country definitely affects the quality of students' works and graduates who are eventually employed to service the educational manpower needs, as well as the economy (Henson, Hull and Williams, 2010). This vicious circle contributes to the lowering status of education in the colleges



of education and even as the trend impacts on the economy negatively (Rufa'i, 2010).

Therefore, conducting research on research performance and teaching quality in Nigerian Tertiary Institutions: Evidence from Colleges of Education in North Eastern Nigeria is needed if qualitative and productive graduates are to be produced for national development. In light of the foregoing, the study is set to determine the research performance and teaching quality in Nigerian tertiary institutions: evidence from colleges of education in North Eastern Nigeria.

Producing graduates with required skills for facilitating quality teaching in Nigerian institutions of learning are part of the cardinal objectives of colleges of education. However, Okolocha and Baba (2016) observed that NCE graduates from colleges of education lack requisite competencies for optimal practical performance to the expectations and satisfaction of their employers. Beako (2017) attributed the trend to the poor teaching quality. Now public discussions frequently focus on decline in standard of education. Students' outcomes from colleges of education do not match the government and parental investment (Hogg and Vaughan, 2005). Stakeholders are concerned about why the system is turning out graduates with poor background and lack requisite skills. Students' poor retention in colleges of education has been attributed to poor teaching methods employed by teachers' and the non-chalant attitude towards research innovations (Jimoh, 2015). The National Policy of Education states that "No Education system can rise above the quality of the teachers in the system (Federal Government of Nigeria, 2006). Oyosaju (2004) stated that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations.

Blumende (2001) corroborated this view when he reported that the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development.

Although there is a growing interest on research performance by tertiary institutions, contributions from Nigeria, and North Eastern Nigeria in particular, remains one of the lowest (Awosan, 2014). Consequently, while higher institutions of learning in other part of the world (e.g. Europe, Americas, and Asia) are past utilizing the research to harness knowledge and solve problems; researchers in Nigeria spend valuable time on researches with potentially impressive results that eventually end up in laboratories without making any impact to knowledge and human development. From these aforementioned points this study stands to determine the research performance and teaching quality in Nigerian tertiary institutions: evidence from colleges of education in North Eastern Nigeria.

Objectives of the Study

The main objective of this study is to determine the research performance and teaching quality in Nigerian tertiary institutions: evidence from colleges of education in North Eastern Nigeria. Specifically, the study intends;

- i. To ascertain the lecturers attitude towards research activities in colleges of education in North Eastern Nigeria.
- ii. To determine the influence of research innovations on improving the qualitative of teaching in colleges of education in North Eastern Nigeria.
- iii. To ascertain the influence of research innovations on the job performance of lecturers in colleges of education in North Eastern Nigeria.



iv. To identify the strategies for enhancing research activities and innovative teaching in colleges of education in North Eastern Nigeria.

RESEARCH METHODOLOGY

The research is a survey that adopted descriptive survey design. The study was conducted in North Eastern Nigeria, which has 13 Colleges of Education (Federal, State and Private). The population for the study comprised of 8,789 lecturers from colleges of education in the study area. The sample for this study comprised of 368 lecturers of colleges of education in North Eastern Nigeria which were drawn through a stratified random sampling technique. The instrument for data collection was Questionnaire on Research Performance and Teaching Quality in Nigerian Tertiary Institutions: Evidence from Colleges of Education. The instrument was

validated by experts in Educational Research from ATBU, Bauchi, they subjected the instrument to both face and content validation in terms of clarity of instruction, proper wording of the items, appropriateness and adequacy of the items, in addressing the purpose and problems of the study. They rejected some questions which were replaced while some suggestions were made on wordings and coverage. The reliability of the instrument was determined using Cronbach Alpha. A reliability coefficient value of 0.91 was obtained. Sambo (2005) stated that a reliability coefficient of 0.82 or above to be sufficient reliable for research purpose. The data collected were coded into Statistical Package of Social Science (SPSS). The package was used to run descriptive statistics of means scores and standard deviation for the research questions.

RESULTS

Table 1: Mean and Standard Deviation of the Responses of Lecturers' Attitude towards Research Activities in Colleges of Education in North Eastern Nigeria

S/No.	Items	Mean	S.D.	Decision
1.	Research activities is a necessity for teaching in colleges of education	3.65	.73	Agreed
2.	Some lecturers only attend research activities to get promotion on the job in colleges of education	3.45	1.08	Agreed
3.	Research activities give lecturers greater control over their teaching in colleges of education	3.47	1.06	Agreed
4.	Research activities help lecturers to teach effectively in colleges of education	3.52	1.06	Agreed
5.	Research activities enhance lecturers effectiveness on innovations in colleges of education	3.85	.76	Agreed
6.	Research activities provide lecturers with information that leads to better research decision in colleges of education	3.48	1.19	Agreed
7.	Research activities makes teaching more interesting in colleges of education	3.70	1.01	Agreed
8.	Research activities help lecturers to discuss teaching ideas in colleges of education	3.45	1.23	Agreed
9.	Research activities make lesson more diverse in colleges of education	3.37	1.10	Agreed



10.	Research activities facilitate lecturers fulfilment of their tasks in colleges of education	3.35	1.12	Agreed
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Source: Research Data (2019)

The result in Table 1 reveals the lecturers' attitude towards research activities in colleges of education in North Eastern Nigeria. The result in the table indicates that the standard deviation values ranged from (0.73 – 1.23) which showed

that each of the value was below 1.96. The result reveals that the mean responses in all the items fall within the mean range of 4 – 3 indicating that lecturers' attitude towards research activities in Colleges of Education in North Eastern Nigeria was favourable

Table 2: Mean and Standard Deviation of the Responses on Influence of Research Innovations on Improving the Qualitative of Teaching in Colleges of Education in North Eastern Nigeria

S/No.	Items	Mean	S.D.	Decision
1.	Research innovations increase productivity and efficiency of teaching among lecturers in colleges of education in North Eastern Nigeria	3.27	.96	Agreed
2.	Research innovations improve the quantity and quality of teaching among lecturers in colleges of education in North Eastern Nigeria	3.50	1.08	Agreed
3.	Research innovations develop new skills, knowledge, and understanding of pedagogical contents in teaching in colleges of education in North Eastern Nigeria	3.55	.87	Agreed
4.	Research innovation has broadened lecturers knowledge of their teaching subject in colleges of education in North Eastern Nigeria	3.35	1.07	Agreed
5.	Lecturers who attained research innovations have improved in their research abilities in colleges of education in North Eastern Nigeria	3.57	1.03	Agreed
6.	The classroom communication and interactive skills of lecturers has been enhanced due to research innovations in colleges of education in North Eastern Nigeria	3.37	1.12	Agreed
7.	Lecturers who participate in research innovations have improved their job satisfaction in colleges of education in North Eastern Nigeria	3.37	.89	Agreed
8.	Lecturers ability to supervise students' project effectively has been enhanced as result of research innovations in colleges of education in North Eastern Nigeria	3.52	.90	Agreed
9.	Participation in research innovations has helped lecturers to be able to handle a range of challenging classroom management issues in colleges of education in North Eastern Nigeria	3.30	1.04	Agreed
10.	Lecturers ability to handle many students'	3.12	1.06	Agreed



11.	disciplinary problems has been enhanced as result of research innovations in colleges of education in North Eastern Nigeria Lecturers who have attended research innovations have improved ability to adapt instruction to meet the needs of students at varying academic levels equally in colleges of education in North Eastern Nigeria	3.40	1.03	Agreed
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Source: Research Data (2019)

Result in Table 2 shows the mean response and standard deviation of the influence of research innovations on improving the qualitative of teaching. The table revealed that all the items had their mean values ranged from 3.12 – 3.57 and were above the cut-off point of mean 2.50 indicating that all the items were agreed by

the respondents as influence of research innovations on improving the qualitative of teaching in colleges of education in North Eastern Nigeria. The table further revealed that the standard deviation of all the 11 items ranged from 0.87 – 1.12 which imply that there was less variability in the opinion of the respondents.

Table 3: Mean and Standard Deviation of the Responses on Influence of Research Innovations on the Job Performance of Lecturers in Colleges of Education in North Eastern Nigeria

S/No.	Items	Mean	S.D.	Decision
1.	Research innovations is a raw material for building a high performance of job among lecturers in colleges of education in North Eastern Nigeria	3.95	.82	Agreed
2.	Research innovations positively influences the job performance of lecturers in colleges of education in North Eastern Nigeria	3.73	.61	Agreed
3.	Research innovation has positive and significant influence on lecturer performance, especially on research, work motivation and faster their achievement in teaching in colleges of education in North Eastern Nigeria	3.77	.87	Agreed
4.	Research innovations provide room for deepen teachers' knowledge of the subject taught in colleges of education in North Eastern Nigeria	3.86	.75	Agreed
5.	Research innovations sharpen teachers skills in teaching profession in colleges of education in North Eastern Nigeria	3.84	.73	Agreed
6.	Research innovations generate and contribute new knowledge to lecturers aimed at improving their job performance in colleges of education in North Eastern Nigeria	3.88	.85	Agreed
7.	Research innovation increases lecturers' abilities to monitor students work in order to provide constructive feedback to students and appropriately	3.86	1.01	Agreed



	redirect learning in colleges of education in North Eastern Nigeria			
8.	Research innovations provide new information which enables lecturers to keep abreast of the latest developments in teaching profession in colleges of education in North Eastern Nigeria	3.62	1.05	Agreed
9.	Research innovations provide a forum for immediate challenge, correction and redefinition of ideas to the lecturers in colleges of education in North Eastern Nigeria	3.33	1.04	Agreed
10.	Evidence of improvement in students learning outcomes may be connected to research innovations in colleges of education in North Eastern Nigeria	3.68	.73	Agreed

Source: Research Data (2019)

Result in Table 3 shows the mean response and standard deviation of the influence of research innovations on the job performance of lecturers. The table revealed that all the items had their mean values ranged from 3.33 – 3.95 and were above the cut-off point of mean 2.50 indicating that all the items were agreed by

the respondents as influence of research innovations on the job performance of lecturers in Colleges of Education in North Eastern Nigeria. The table further revealed that the standard deviation of all the 10 items ranged from 0.73 – 1.05 which imply that there was less variability in the opinion of the respondents.

Table 4: Mean and Standard Deviation of Responses on the Strategies for Enhancing Research Activities and Innovative Teaching in Colleges of Education in North Eastern Nigeria

S/No.	Items	Mean	S.D.	Decision
1.	Organizing regular seminars, workshops and conferences for lecturers in colleges of education to acquaint them with the modern innovative teaching strategies and research training skills for quality teaching and enhancing research performance	3.52	1.01	Agreed
2.	Special allowances should be paid to lecturers in colleges of education in order to boost their morale for effective teaching strategies and qualitative research	3.20	1.04	Agreed
3.	Committee/unit be set up aimed at enhancing quality research activities and demonstrating innovative teaching methodologies among lecturers in colleges of education for effective teaching strategies and qualitative research	3.42	1.15	Agreed
4.	Efforts should be geared towards the provision of teaching and learning materials and facilities for conducting research in colleges of education for effective teaching strategies and qualitative	3.42	1.10	Agreed



5.	research More scholarship intervention should be given to lecturers in colleges of education to attend in-service trainings for capacity building aimed at improving qualitative research and effective teaching and learning process	3.47	.98	Agreed
6.	Setting up a strategic implementation framework is also vital to the success of quality assurance in research and teaching aimed at improving qualitative research and effective teaching and learning process	3.30	.91	Agreed
7.	The management of the colleges of education should ensure that all lecturers are computer literate for facilitating qualitative research and effective teaching	3.57	1.00	Agreed
8.	E-learning facilities should be made available and accessible in all colleges of education for effective teaching strategies and qualitative research	3.30	.93	Agreed

Source: Research Data (2019)

Result in Table 4 shows the mean response and standard deviation on the strategies for enhancing research activities and innovative teaching. The table revealed that all the items had their mean values ranged from 3.20 – 3.52 and were above the cut-off point of mean 2.50 indicating that all the items were agreed by the respondents as strategies needed for enhancing research activities and innovative teaching in colleges of education in North Eastern Nigeria. The table further revealed that the standard deviation of all the 8 items ranged from 0.91 – 1.15 which imply that there was less variability in the opinion of the respondents.

FINDINGS OF THE STUDY

The findings of this study were:

- i. Lecturers' attitude towards research activities in Colleges of Education in North Eastern Nigeria was favourable.
- ii. Research innovations have great dealt of influence on improving the quality of teaching in Colleges of Education in North Eastern Nigeria.

- iii. Research innovations also have great dealt of influence on the job performance of lecturers in Colleges of Education in North Eastern Nigeria.
- iv. All the strategies identified were significant in the enhancement of research activities and innovative teaching in Colleges of Education in North Eastern Nigeria.

CONCLUSION

The roles of Nigerian institutions of higher learning comprise three major components: teaching, research and service. Institutions of higher learning and in particular colleges of education have an important role to play in research and producing qualitative graduates that would manage our schools. At present both the research and teaching quality and quantity are low to make the desired impact on national development. Therefore, policy-oriented towards research and quality teaching needs to be stressed by all stakeholders in education.



RECOMMENDATIONS

- i. College lecturers who exhibit good performance in research and quality teaching be rewarded both financially and socially in colleges of education in North Eastern Nigeria.
- ii. Weightage should be given to research performance during appointment of college lecturers in colleges of education in North Eastern Nigeria.
- iii. Provision should be made for continuous retraining of lecturers in research techniques and professional development in teacher education as well as

- lecturers needs to keep abreast of current trends in colleges of education in North Eastern Nigeria.
- iv. Colleges should ensure adequate provision of teaching and learning materials and facilities for conducting research for effective teaching and qualitative research in colleges of education in North Eastern Nigeria.

ACKNOWLEDGEMENTS

The authors wish to acknowledge Tertiary Education Trust Fund (TETFund) and the management of Adamu Tafawa Balewa College of Education Kangere, for financially supporting the research.

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