
Quality Assurance Indicators and Academic Staff Productivity in Public Universities, Lagos State, Nigeria

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Abstract: This study examined quality assurance indicators and academic staff productivity in public universities, Lagos State, Nigeria. Five hypotheses guided this study with the adoption of correlational research designs: A multistage (simple random, disproportionate and convenient) sampling technique was used in selecting 320 participants for the study. Data were collected through a questionnaire titled "Quality Assurance Indicators and Academic Staff Productivity Questionnaires (QAIASPO)" The instrument was validated through the face and content validity and was found reliable through the test re-test reliability technique at 0.75 coefficient. The data collected were analysed using Pearson's Product-Moment Correlation Coefficient. The hypotheses formulated were tested at 0.05 level of significance. The findings showed there was a significant relationship between quality monitoring and evaluation and academic staff productivity, between instructional supervision and academic staff productivity, between staff quality control and academic staff productivity, between school facilities and academic staff productivity, and between minimum academic standard and academic staff productivity in public universities in Lagos State. The study concluded that academic staff productivity can be achieved if quality assurance indicators are put in place. This study, therefore, recommended that the quality assurance indicators should be adopted and sustained by university management and government to promote academic staff productivity in public universities in Lagos State, Nigeria.

Keywords: Quality Assurance Indicators, Academic Staff Productivity, Quality Monitoring and Evaluation, Instructional Supervision, Staff Quality Control, School Facilities, Minimum Academic Standard

Introduction

Education can be seen as the bedrock of every society and a tool for nation-building. For quality education to be achieved in a nation, the principal actors of learning which involve the teachers, the learners, and the environment must be cooperatively organised. In other words, teachers must be adequate in quality and quantity, the students must be well-trained and facilities must be adequately provided.

Quality assurance (QA) has been an issue at the forefront of educational system concerns for the

past decade. It is the set of planned and systematic actions necessary to provide appropriate confidence that a product or service will satisfy the requirement of quality. Also, an end-product of any educational system is the specification of its quality-related features- which the system must then aim to deliver. Quality assurance is a global term used to incorporate quality policy, quality management and quality control functions, which assures the client that the product will be consistently manufactured for the required students. It aims to achieve and assure quality through the adoption of a cost-effective quality control system and external inspection and audits. Quality assurance is a way of measuring, improving and maintaining the quality of any human activity that has value. It may be academics, sports performance, business or economy. Quality assurance is a means of ensuring that the best practices are encouraged in a social system.

Quality, as a concept, has been defined differently by different stakeholders. This is because of its multi-dimensional and mean different thing to different stakeholders. Quality can be defined as "fitness of purpose. It encapsulates the concepts of meeting commonly agreed precepts or standards. Such standards may be defined by law, an institution, a coordinated body or a professional society. In the diverse arena of higher education, fitness for purpose varies tremendously by field or programme. 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 a high standard. In this context, it is associated with the 'monitoring and evaluation component of education to see whether the outcome is good and of intended standard. Quality is the ability or degree with which a product, service, or phenomenon conforms, to an established standard, and which makes it to be relatively superior to others. To education, it implies the ability or degree with which an educational system conforms to the established standard and the appropriateness, of the inputs available for the delivery of the system (Fadipe, 2009). Quality in education, therefore, means the relevance and appropriateness of the education programme to the needs of the community for which it is provided.

Quality assurance, on the other hand, is about consistently meeting product specifications or getting things right the first time, and every time. Quality assurance in the university system implies the ability of the institution to meet the expectation of the users of manpower concerning the quality of skills acquired by their output (Ajayi & Akindutire 2017). Equally, it can be said to be the ability of the universities to meet certain criteria relating to academic matters, staff-student ratios, staff mix by rank, staff development, physical facilities, funding, and adequate library facilities. The adequacy of various inputs in the university system, in terms of quality and quantity, exercises tremendous influence on quality assurance in the university system.

Quality assurance is a key component of successful internalisation; a mechanism for building institutional representation in the competitive local and global arena and a necessary foundation for consumer protection (NUC, 2014). It is also viewed as a planned and systematic review process carried out by organisations, institutions, or programmes to determine if acceptable standards are being met, maintained and enhanced. It guarantees confidence in a programme of study given by an institution that standards are being maintained and enhanced (UNESCO, 2016).

Quality Assurance is concerned with implementing the sound processes that will ultimately be used to produce quality in the education systems. It ultimately focuses on three major areas of concern, namely, input, process and output. It is used to identify potential problems in the educational process that might lead to quality products later. In institutions, quality assurance is normally implemented through two major channels, which are monitoring and supervision. Through monitoring and supervision shortfalls in the process of education can be identified and corrected before major problems result. Potential problems in pedagogy that would affect teaching and learning are usually taken care of in the monitoring process, while supervision is concerned with improvements in teaching and learning.

The National Universities Commission (NUC, 2006) defined quality assurance as the system of a review of educational programmes to ensure that acceptable standards of, education, scholars and infrastructure are being maintained. Quality assurance can either be external or internal processes. External quality assurance refers to review by an external agency (e.g a national quality assurance agency) or body (professional body), which evaluates the operations of a university (institutional) or of its programmes to ascertain the level of compliance with minimum standards such as accreditation exercise carried out by National University Commission periodically. Internal quality assurance, on the other hand, refers to internal policies and Mechanisms University or programme for ensuring that it is fulfilling its purpose as well as the standards apply to higher education in general or the profession or discipline, in particular. As a result of this, quality assurance principles are to be used as indicators to ensure compliance. It is noteworthy that, the quality assurance principles regulate both the external and internal activities of an educational institution. Assuring quality according to these researchers could mean the following: 1. Pointing to and naming the element that is decisive to the evaluation of an educational process or other assessable elements; 2. Defining the procedure for acting, appointing a person and working out the document necessary for the correct execution of tasks relating to a given entity; 3. Setting quality indicators; and 4. Analyzing quality on a regular with the use of appropriate tools.

A tertiary institution is only as good as the quality of its teaching staff- they are the heart of the institution that produces, graduates, its research product, and its services to the institution, community, and nation. More so, the goal of tertiary education which university education is inclusive according to National Policy On Education (2014), as found in Section 6 include; (i) contribution to national development through high-level relevant manpower training; (ii) development and inculcation of proper values for the survival of the individual and society; (iii) develop the intellectual capability of individuals to understand and appreciate their local and external environments;(iv) acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;(v) promote and encourage scholarship and community service;(vi) forge and cement national unity; and (vii) promote national and international understanding and interaction.

Consequent upon this, it is expected that every nation and its university graduates are to compete in an environment shaped by its own local and national needs as well as international expectations and standards. The impact of the latter is increasing. As a result, the success and competitiveness of graduates in tertiary institutions will be affected by those expectations and standards. There is no doubt that the quality of higher education determines the quality of the human resources of a country. One of the major objectives of tertiary institutions is to produce a skilled, qualified and competent workforce for the labour market of the business industry, which is a critical factor in national growth and development. Since no nation can develop beyond the quality of its higher education. Quality indicators are generic statements made in such a way that they ensure comprehensive coverage of the most relevant domains of the quality of teacher education institutions". The European Commission considers quality assurance "an all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of (teacher) education systems, institutions or programmes (Eurydice, 2016).

This study focuses on five indicators of quality assurance and academic staff productivity stemming from monitoring and evaluation; instructional supervision; staff quality control; compliance with established minimum academic standards.

Monitoring is a periodic assessment of the progress of a project towards the achievement of its planned activities and results. It starts with the implementation of the first activity and continues as long as all activities are accomplished. Monitoring is useful for the management to know the

status of the project. This is why it is considered a basic and universal management tool. Project management always remains interested to know if the activities are carried out as per plans and if the activities produce the expected effect on the target beneficiaries of the project. Monitoring needs systematic planning. It is conducted through some methods and techniques. During the planning of monitoring, the project management sets some standards for the performance of inputs, processes, and results. During monitoring data are collected and analyzed, for comparing the actual performance of inputs, processes, and results with the set standards. The monitoring results show the project management the deviations from the standards. Evaluation is thus a process of comparison to a standard. For instance, the statement "a high-quality service has been delivered that met the needs of clients and improved their circumstances" is an evaluation. The evaluation will be better if "quality" "needs" and improvement in circumstances" has been quantified. Evaluation is the assessment at one point in time of the impact of a program/project or of work and the extent to which stated objectives have been achieved.

Instructional supervision, is a process in education, the primary purpose of which is to support and sustain all teachers in their goal of career-long growth and development, which ultimately results in quality instruction. Such growth and development rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms (Beach & Reinhartz, 2017). Instructional supervision, as a teaching and learning improvement strategy, should be a continuous assessment tool that allows academic staff to continually expand their capacity to learn and to help others. A more effective method to promote learning is to help those who work with students to become more knowledgeable, skilful, resourceful, flexible, creative, and sensitive to the needs of students.

Quality assurance emphasizes that the key determinants of quality are the attitudes and behaviour of staff. This development policy is essential to help staff deal with changing demands and circumstances. Total quality management may be conceived as a massive exercise in staff development. The staff development functions itself might benefit from a quality assurance approach. The question is, how could a function that supports quality assurance benefit from quality assurance? Quality demands as universities are appraising matters in the academic field. Whilst a university strives for academic excellence, the quality demands come in numerous variations of that excellence, A university is to assure quality in its services to components o of universities; such as academic staff, the non-academic staff and the students. Among the academicians, a clear vision and focus on specific areas of concentration need to be delimited for research and publications, however, what is needed is not an adhocracy but continuous improvement; this means we have to improve the previous attempt with diligent follow-up and monitoring. In the view of the researchers, academicians are too competitive when a certain amount of cooperativeness and cohesiveness is necessary for the eventful success of a university. Quality among academicians continues with further training, research, interaction and academic stimulations to avoid a natural creation of a pool of 'ratted academicians. In other words, training should not be a matter of chance of encountering and participating in some seminars and workshops.

School facilities can be defined as comprising location, weather, lighting, ventilation, floor, space per pupil, health, and safety conditions, play areas, cafeteria and library Also, Ogbaodo (2014), considers school facilities as synonymous with educational facilities which include buildings such as classrooms, assembly halls, libraries, laboratories, workshop and instructional, materials. Similarly, Oyedeji in Durosaro and Ogunsaju (2012) defines school facilities to include the site, the building and other infrastructures. They went further to say that the school facility embraces permanent and semi-permanent structures which include items such as machines, laboratory equipment, chalkboard and office assistance tools such as brooms and cleaning materials.

According to Abraham (2013), school facilities mean all physical facilities and equipment within the school, which are used by members of the school community. All the physical structures in the school fall within this category. Facilities are plants (buildings) equipment, and materials (Ehiemetalor 2016). Whereas, school buildings according to Olutola (2015) include classrooms, dormitories, libraries and laboratory buildings, staff rooms, teachers' quarters, examination halls and administrative buildings; educational equipment includes such items as machines, audio-visual materials, chalkboards, cleaner's tools and workshop equipment.

Quality is seen as the degree or level of excellence, degree of conformity to standards and interests or enduring good traits or characteristics that make a person someone special or superior. Again, quality can be described as the totality of features and characteristics of a product, process or service that bears on its ability to satisfy its stated or intended needs. Quality in education forms our decisions and beliefs about where and about how learning should take place. Quality connotes competency, efficiency, durability or desirable features and hence academic quality centres on the totality of features and characteristics of an educational system.

Academic quality touches on the aspect of teaching and learning quality assurance in higher education student recruitment and admission. Academic quality as highlighted by Ademuliyi (2019) covers the aspects of regulations, regularity of lectures, teacher's commitment, quality practical and project requirements, external moderations scheme and employers rating graduates. He added that others' concern includes: the appropriateness of goals and objectives of the programme and; the standard and quality of student work. Appropriateness and clarity of policies on admission relation, withdrawals, expulsion and graduation of students success rate, quality of test and credibility of the assessment. According to Usman et al. (2022), quality in academics is determined by the nation's educational objectives. Usman et al. (2022), while explaining quality assurance of Nigeria education sees academic quality as an improved teaching and learning activities which will be achieved via pathways of employing mechanism. This agrees with the definition of Gbadamosi (2017) that academic quality is a multidimensional concept which should embrace all its functions and activities, teaching and academic programme, research and scholarship staffing, students, building, facilities, equipment, services to the community and the academic environment. Academic quality can also be seen as describing the level of achievement that a student has to reach to gain an academic award for example degree. The standard quality is not static: rather it varies with time and societal expectations. The term academic quality welcomes the learner and can adapt to meet the learning needs.

On the other hand, academic staff also known as faculty members are a key component of higher institutions, especially universities. The academic staff as the name implies are professional that handles the teaching, and research programme of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated because the academic staff are the implementer of instruction in educational institutions. The academic staff is professional personnel in charge of teaching or lecturing in higher institutions. They are involved in three major functions in the institutions which are teaching, researching and community services. The academic staff are categorised into Graduate Assistant, Assistant Lecturer, Lecturer II, Lecturer I, Senior Lecturer, Associate Professor/Reader and Professors. Academic staff are critical factors in higher education goals attainment. Without them, the goals of higher education in the country cannot be achieved To ensure that quality graduates are produced in Nigerian Universities and are of a comparable international standard, the NUC stipulates the following guidelines for Lecturer/Students ratio and academic staff mix by rank as contained in its BMAS (2017) in the table below:

S/N	Faculty	Lecturer/ Students Ratio	Percentage of Professors/ Readers	Percentage of Senior Lecturers	Percentage of Lecturer I and Below
1	Science	1:20	20	35	45
2	Engineering	1:15	20	35	45
3	Medicine	1:10	20	35	45
4	Veterinary Medicine	1:10	20	35	45
5	Pharmacy	1:10	25	30	45
6	Management Science	1:30	20	30	45
7	Agricultural. Science	1:15	25	35	40
8	Environmental Science	1:15	20	35	45
9	Social Science	1:30	20	35	45
10	Law	1:30	20	35	45
11	Art	1:30	20	35	45
12	Education	1:30	20	35	45
13	Administration	1:30	20	35	45

Source: BMAS, (2007) and Oyebanji, (2012).

Without them, the goals of higher education in the country cannot be achieved. Teachers are the main determinant of quality education; if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, and antisocial, the whole nation is doomed. If they are ignorant of their disciplines and impart wrong information, they are not only useless but dangerous. The kind of teachers trained and posted to the schools may well determine what the next generation will be (Nigerian Education and Research Development Council, 1990). The professional qualities of the academic staff include; commitment to academic research, commitment to high-quality teaching and fostering a positive learning environment for students, commitment to continuous professional development and commitment to public communication. The professional skills of academic staff also include excellent interpersonal, oral and written communication skills; the ability to conduct high-quality research which is reflected in the authorship of high quality; publications, or other research outputs, ability to manage time and work to strict deadlines and ability to teach and to supervise academic work by undergraduates, masters and doctoral students. According to Uchenna, Maureen and Anthony, (2018), the main duties and responsibilities of academic staff in higher institutions include: (a) to teach at undergraduate and graduate level in areas allocated by the Head of Department and reviewed from time to time by the Head of Department; (b) To carry out research and produce publications, or other research outputs, in line with personal objectives agreed in the Staff review process; (c) To obtain research funding support; (d) To engage with the broader scholarly and professional communities; (e) To supervise or assist with supervision of undergraduate, taught graduate (Masters) or research graduate (MPhil/PhD) students; (f) To contribute to the development, planning and implementation of a high-quality curriculum. (g) To assist in the development of learning materials, preparing schemes of work and maintaining records to monitor student progress, achievement and attendance;

The teaching role involves preparing and delivering lectures, supervising students in industrial training, final year project, and postgraduate students, marking assessments and grading scripts. Other functions include the development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. The research role involves carrying out investigations on identified problems, presentation of the findings of such investigations in conferences/seminars and publishing the findings in journals and/or textbooks. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student

societies, and members of other recognised committees at departmental, faculty and university levels -for example; sports, graduation, convocation and so on. Teaching and research are the core functions of a lecturer and their quality can be improved by hiring the best scholars and empowering them with good incentives, hence engagement of academic staff in all functions stated above and delivering at an optimum level is expected to promote the productivity of academic staff. The academic staffs of any University are equally the intellectual resource pool of the University and more so, no University is superior to its teaching staff. The type, quality, and quantity of lecturers in the nation's University system for the achievement of its goals and objectives are very crucial to its success. In particular, the higher the quality, the better the graduates who are often than not better equipped and more likely to excel in their chosen careers. Akpotu and Nwadiani (2013) observed that the academic staff of universities contributes greatly to the workforce of a country. They are academics that have acquired much education and are expected to give back to society; by imparting acquired knowledge to the coming generation which constitutes their being productive

It is important to understand that, so many problems and challenges hinder the functionality of quality assurance as regard academic staff productivity in tertiary institutions in Lagos State. The academic staffs of universities are strong members of the university community. The place of the academic staff is irreplaceable. In Nigeria, the academic staff are facing many challenges these problems include Poor motivation. Motivation may be seen as the propelling force in the behaviour of individuals. It is believed that motivation is what makes people undertake certain activities, persist in such activities and bring them to a conclusive end. According to Mullins (2017), motivation is the direction and persistence of actions of people over a long time and even in the face of challenges. Developments programme: Poor capacity development is another problem facing majorities of the academic staff of Nigerian universities. Many lecturers in Nigerian universities are not allowed to access funds to develop themselves. Basil et al. (2018) submitted that capacity-building programmes have been adjudged to be critical factors in Nigerian universities, culminating in their positions as major determinants of lecturers' professional advancement.

Inadequate infrastructural facilities are another fundamental challenge facing the academic staff of Nigerian universities. Infrastructural facilities refer to the social capital that aids delivering of teaching, research and other academic services in educational institutions. Infrastructural facilities include classrooms, offices, lecture halls, sports grounds, light, water, good roads, ICT facilities and so on. Many academic staff in Nigerian universities does not have offices to discharge their academic services effectively due to inadequate infrastructural facilities in the many universities in the country. Also is poor computer literacy: another problem the academic staff of Nigerian universities are facing is the problem of inadequate ICT facilities. Adeyemi and Mary, (2018) observed that Information and Communications Technology (CT) is the technology that has brought excitement to teaching, learning and research. It has become a major educational technology in its simplest form which can be used to prepare and reproduce materials or make presentations of learning materials as slides in lecture rooms. More so, one of the cardinal programmes and core functions of the academic staff is carrying out research. Over the world, lecturers are known for carrying out research frequently, but, unfortunately, the academic staff of many Nigerian universities are challenged most of the time in carrying out research due to poor funding of research programmes and lack of a conducive environment. It is against this background that this study is purposed to investigate the relationship between indicators of quality assurance and academic staff productivity in Public Universities in Lagos State, Nigeria.

The following five research hypotheses formulated guided this study:

- i. There is no significant relationship between quality monitoring and evaluation and

- academic staff productivity in Public Universities in Lagos State, Nigeria.
- ii. There is no significant relationship between instructional supervision and academic staff productivity in Public Universities in Lagos State, Nigeria.
 - iii. There is no significant relationship between staff quality control and academic staff productivity in Public Universities in Lagos State, Nigeria.
 - iv. There is no significant relationship between school facilities and academic staff productivity in Public Universities in Lagos State, Nigeria.
 - v. There is no significant relationship between compliance with minimum academic standards and academic staff productivity in Public Universities in Lagos State, Nigeria

Method and Materials

This study adopted a correlational research design for the fact that examined the relationship between quality assurance indicators and academic staff productivity in public universities in Lagos State. The population of the study comprised all academic staff of the four conventional public universities in Lagos State. These consist of one Federal university and three State universities. The sample for this study includes one federal university and one state university. A simple random sampling technique was used to select one state university out of the three state universities. A multistage sampling technique was used to select Departments from each sampled university, which enable every Faculties and Department to be part of the study. A purposive and disproportionate stratified sampling technique was also used to select four Faculties from the two sampled public universities making a total of eight faculties and in each selected faculty, four Departments were selected using a simple random sampling technique making a total of 32 Departments. A sample of 10 academic staff from each department. The academic staff selected were from the cadre of Lecturer II to the Professorial cadre. Thus, the sampled participants for this study consist of 320 academic staff. The instrument used to collect data for this study was a structured questionnaire titled “Quality Assurance Indicators and Academic Staff Productivity Questionnaires (QAIASPQ)” containing 20 items/statements designed to measure the variable in the hypotheses stated. The questionnaire was structured and scored on the four-point Likert scale of Strongly Agree (4-SA); Agree (3-A); Disagree (2-D) and Strongly Disagree (1-SD) was responded to by academic staff. The instrument was validated through the face and content validity to ensure it suit the purpose of the study. Also, a test-retest reliability method was adopted to measure the consistency of the instrument by administering the instrument to two different groups who were not part of the study using Pearson’s Product-Moment Correlation result Analysis to obtain the reliability coefficient and the result was 0.75 for the instrument. This is in line with the submission of Singh *et al* (2012) that a research instrument with a 0.70 coefficient is found to be reliable. Hence, the instruments were found to be substantially reliable. Consequently, all the stated hypotheses were tested and analysed using Pearson Product Moment Correlation (PPMC) statistical tool through the use of Statistical Package for Social Sciences (SPSS) Version 21.0

Results and Discussions

Hypothesis One:

There is no significant relationship between quality monitoring and evaluation and academic staff productivity in Public Universities in Lagos State, Nigeria

Table 1: Pearson's Correlation on quality monitoring and Evaluation and academic staff productivity in Public Universities in Lagos State, Nigeria

		Quality Monitoring and Evaluation	Academic Staff Productivity
Quality Monitoring and evaluation	Pearson Correlation	1	.838**
	Sig. (2-tailed)		.005
	N	320	320
Staff Productivity	Pearson Correlation	.838**	1
	Sig. (2-tailed)	.005	
	N	320	320

** Correlation is significant at the 0.01 level (2-tailed)

Table 1 reveals that a significant relationship exists between quality monitoring and evaluation and academic staff productivity ($r = .838$, $n=320$, $p = .05$). Therefore, the hypothesis states there is no significant relationship between quality monitoring and evaluation and academic staff productivity in Public Universities in Lagos State was thereby rejected. Hence, there is a significant relationship between quality monitoring and evaluation and academic staff productivity in Public Universities in Lagos State. This finding is in line with the finding of Valadez and Bamberger (2014) who stated that quality monitoring and evaluation promote academic staff productivity when comparing the actual performance of inputs, processes, and results with the set standards. It's also in line with Osika (2012) who asserts that teachers tend to be committed to their duties if given proper monitoring of attending classes and seminars and evaluate their contribution regularly.

Hypothesis Two

There is no significant relationship between instructional supervision and academic staff productivity in Public Universities in Lagos State, Nigeria.

Table 2: Pearson's Correlation on instructional supervision and academic staff productivity in Public Universities in Lagos State, Nigeria

		Instructional Supervision	Academic Staff Productivity
Instructional Supervision	Pearson Correlation	1	.663**
	Sig. (2-tailed)		.005
	N	320	320
Staff Productivity	Pearson Correlation	.663**	1
	Sig. (2-tailed)	.005	
	N	320	320

** Correlation is significant at the 0.01 level (2-tailed)

Table 2 reveals that a significant relationship exists between instructional supervision and academic staff productivity ($r = .663$, $n = 320$, $p = .005$). Therefore, the hypothesis that states there is no significant relationship between instructional supervision and academic staff productivity in Public Universities in Lagos State, Nigeria was thereby rejected. Hence, there is a significant relationship between instructional supervision and academic staff productivity in Public Universities in Lagos State, Nigeria. This finding is in agreement with that of Ajayi and Akindutire, (2017) instructional supervision, as a teaching and learning improvement strategy should be a continuous assessment tool that allows academic staff to continually expand their capacity to learn, develop and be productive in other to help others. The finding is also in line with the findings of line with Modebelu (2008) and Walker (2016) who found that external supervision of instruction

promotes highly effective teachers' productivity.

Hypothesis Three:

There is no significant relationship between staff quality control and academic staff productivity in Public Universities in Lagos State, Nigeria.

Table 3: Pearson's Correlation on staff quality control and academic staff productivity in Public Universities in Lagos State, Nigeria

			Staff Quality Control	Academic Productivity	Staff
Staff Quality Control	Pearson Correlation		1	.956**	
	Sig. (2-tailed)			.005	
	N		320	320	
Staff Productivity	Pearson Correlation		.956**	1	
	Sig. (2-tailed)		.005		
	N		320	320	

** Correlation is significant at the 0.01 level (2-tailed)

Table 3 reveals that a significant relationship exists between staff quality control and academic staff productivity ($r = .956$, $n = 320$, $p = .005$). Therefore, the hypothesis that state there is no significant relationship between staff quality control and academic staff productivity in Public Universities in Lagos State was thereby rejected. Hence, there is a significant relationship between staff quality control and academic staff productivity in Public Universities in Lagos State, Nigeria. This finding is in agreement with the definition of quality control according to Zeng et al. (2015), quality control is the arrangement made or the mechanism put in place to maintain the degree of excellence of a product or service. Staff quality control determines the productivity of staff and the output produced by the staff.

Hypotheses Four

There is no significant relationship between school facilities and academic staff productivity in Public Universities in Lagos State, Nigeria

Table 13: Pearson's Correlation on school facilities and academic staff productivity in Public Universities in Lagos State, Nigeria

			School facilities	Academic Productivity	Staff
School facilities	Pearson Correlation		1	.839**	
	Sig. (2-tailed)			.005	
	N		320	320	
Staff Productivity	Pearson Correlation		.839**	1	
	Sig. (2-tailed)		.005		
	N		320	320	

** Correlation is significant at the 0.01 level (2-tailed)

Table 4 shows that a significant relationship exists between school facilities and academic staff productivity in Public Universities in Lagos State with ($r = .839$, $n = 320$, $p = .005$). Therefore, the hypothesis that state there is no significant relationship between school facilities and academic staff productivity in Public Universities in Lagos State was thereby rejected. Hence, there is a significant relationship between school facilities and academic staff productivity in Public

Universities in Lagos State, Nigeria. This finding aligns with that of Gbesoevi (2019) who revealed that there is a significant relationship between school physical facilities availability and quality teaching in universities in Lagos State. The finding is in line with that of Usen (2019), which shows a significant positive relationship between the utilization of school facilities (library, laboratory, information and communication technology (ICT) centre and recreation centre) and academic staff productivity in teaching Human Biology in University of Uyo. Meanwhile, the study is in line with that of Eze and Aja (2014) who asserts that school facilities produce teachers' productivity in the Ebonyi Local Government area of Ebonyi State.

Hypotheses Five

There is no significant relationship between compliance with minimum academic standards and academic staff productivity in Public Universities in Lagos State, Nigeria.

Table 5: Pearson's Correlation on Compliance with minimum academic Standards and Academic Staff Productivity in Public Universities in Lagos State, Nigeria

		Minimum Standard	Academic	Academic Productivity	Staff
Minimum academic standard	Pearson Correlation	1		.765**	
	Sig. (2-tailed)			.005	
	N	320		320	
Staff Productivity	Pearson Correlation	.765**		1	
	Sig. (2-tailed)	.005			
	N	320		320	

** Correlation is significant at the 0.01 level (2-tailed)

Table 5 reveals that a significant relationship exists between minimum academic standard and academic staff productivity in Public Universities in Lagos State with ($r = .765, n = 320, p = .005$). Therefore, the hypothesis that state there is no significant relationship between minimum academic standard and academic staff productivity in Public Universities in Lagos State was thereby rejected. Hence, there is a significant relationship between minimum academic standards and academic staff productivity in Public Universities in Lagos State, Nigeria. The results of the findings agreed with that of Bollaert (2014) that Academic quality/standard touch the aspect of teaching and learning quality assurance which promotes academic staff productivity.

Conclusions

This study, therefore, concludes that quality assurance indicators which include monitoring and evaluation: supervision of instructions, quality control, quality and standard educational facilities and high-level compliance with established minimum academic standards are determinants of academic staff productivity in public universities in Lagos State. Hence public universities and tertiary institutions must seek to maintain, sustain, uphold and improve on the quality assurance indicator for the achievement of academic staff productivity in public universities in Lagos State, Nigeria.

Recommendations

Based on the findings and conclusions, the following recommendations are made:

1. Efforts should be made to improve the level of quality monitoring and evaluation of academic staff in public Universities by the university management and Ministry of Education.

2. To promote higher productivity of academic staff, supervision of instruction should take place regularly to enhance the quality of teaching by academic staff in public Universities in Lagos State.
3. To enhance the higher productivity of academic staff, quality control measures should be put in place by university management through the setting up of a committee.
4. Tertiary institutions should solicit help from philanthropists, alumni, and organizations to partner in the [provision of necessary educational facilities to improve the standard of school facilities in Public Universities in Lagos State.
5. University administrators and management should ensure that academic standards are complied with at every stage by academic staff in all areas which serve as a basis and indicator of promoting academic staff productivity in public universities in Lagos State, Nigeria.

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