

**ASSESSMENT OF PUTME INDEX IN QUALITY ASSURANCE OF
POLYTECHNIC EDUCATION IN NIGERIA: THE EVIDENCE
FROM IMT ENUGU AND FEDERAL POLYTECHNIC OKO.**

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ABSTRACT

This issue of quality assurance in higher Education is of national and total global concern particularity in this knowledge based and total information age. One therefore needs quality information to be competitive and relevant in the globalized world of work. The polytechnics are a part of the major generators, repositories and purveyors of information and knowledge. This research is set out to examine factors responsible for loss of quality of products of the polytechnic education in Nigeria. The research is designed to examine further those factors behind the free - fair of quality education in the polytechnic sector of education.

The research aims to demonstrate the nature of the impact of PUTME in the quality assurance of polytechnic education in Nigeria. The area of study will be institute of management and Technology, Enugu and Federal polytechnic Oko.

In this study proportionate stratified sampling techniques, will be used. The population will be limited to the students in their final year of their National Diploma (ND) programme and those who already working to determine the performance in their work area.

Keywords: *Quality Assurance, Quality Education and PUTME*

Introduction:

The issue of quality assurance in higher education is of national and global concern. The reason is that the recent trend towards globalization has made our age, 21st century, the knowledge age, the age of total information. Consequent upon this, one needs information, quality information, to be competitive and relevant in this globalized world of work. The polytechnic is a part of the major generators, repositories and purveyors of information and knowledge.

From the 1980s, higher institutions in Nigeria, polytechnics in particular, began to lose the quality of the products: their certificates and diplomas. This is as a result of a combination of the following factors: political instability, economic decline, the ineptitude, of education planners brain drain from the education sector, hasty establishment of polytechnics, inadequate funding, soaring student population, corruption and irregularities in admission process.

To stem the free-fall of quality of higher institution education, the Post Unified Tertiary Examination (PUTME), also popularly known as Screening Exercise, was introduced. It was first administered by the University of Nigeria, Nsukka, on candidates seeking admission into the University during the 2005 Academic Session. Since its introduction, the exercise has been trailed by claims and counter claims as to its justification, proponents say that it substantially and positively impacts on the quality of the products of the higher institutions; opponents write it off as just one of the ingenious contraptions of the managers of higher institutions to increase the Internally Generated Revenue (IGR) of their institutions. To determine the nature of the impact of PUTME on the quality assurance of higher education in Nigeria constitute the rationale of this research proposal.

Problem Statement/Justification:

Over the years, we have not been able to comply strictly to clear- out policy statements on admission requirements, carrying capacity of students based on human and physical facilities available in our departments, monitor and police efficiently PUTME exams to ensure that quality students are admitted. Even the follow up supervisory functions of the regulatory agencies (NUC and NBTE) are helpful but there are still enormous problems. The problem addressed by this research is generally therefore stated thus; does PUTME or the screening exercise have any measurable/ significant positive impact in quality assurance of polytechnic education in Nigeria.

Objective (s) of the study:

- i. To examine the federal Government policy on admission requirements to ascertain compliance
- ii. To appraise the approved quota of students to be admitted into various programmes of the polytechnic with a view to ensure adherence.
- iii. To investigate the performance of final year students of the polytechnic admitted through PUTME.
- iv. To find out the contributions of the graduates of the PUTME students of the polytechnic to the technological advancement of Nigeria.

Literature Review:

The term quality assurance (QA) is a critical examination of the objectives, attitudes, procedures and institutional control systems with a view of ensuring that set standards are maintained (Fadokun, 2005). The essence of quality control is to enhance the effectiveness of education systems towards achieving set standards Onyesum and Ashibogwu (2003).

From another viewpoint QA refers to established procedures and standards systems that supports and examine efforts delivery of educational services (Kontio,2012). Besides within the policy cycles, QA represent a potent fool which enables policy maker to determine national educational need, assess new approaches to resolving issues, and to evaluate the effectiveness of policies and strategies (Asian Development Bank 1996:1), from the foregoing the effectiveness of QA should from on critical elements as access/ participation, funding relevance and quality of TVET (King, 2001)

Quality Assurance

defined by Quality Assurance Agency (QAA, 2004) is the means through which an institution ensures and confirms that the conditions are in place for students to achieve the standards set by it or by another awarding body. Quality assurance enhances quality in the educational sector and it is the process of taking deliberate step at institutional level to improve the quality of learning opportunities.

Frazer (1992), while looking at the place of quality assurance in school system opined that, quality assurance of teaching and learning in schools is to help identify unsatisfactory standard or quality in school programmes and then ensure that rapid action is taken to improve them: and since education is the basic instrument of economic growth and technological advancement of any society, colleges of education inclusive, then the issue of its quality; in term of availability of resources such as physical facilities, human resources, material resources, quality instructional delivery among others cannot be treated with kids glove. Wikipedia (2010) refers to Quality Assurance as a systematic activity, implemented in a quality system so that quality requirements for the product or services will be attained/fulfilled. Sallies (2002) explained Quality Assurance as a process of activities before and during an event to prevent faults. In other words, it is about designing quality into process to attempt to ensure that the product is produced to a predetermined specification. Quality Assurance is a means of producing defect and fault free products. It involves consistently meeting product specification or getting things right first time and every time. The system that is put in place or the process is what is termed Quality Assurance. Quality Assurance is a complete system to assure the quality of products or services delivered. It is not only a process, but a complete system including control. Now, quality assurance is the systematic measurement, comparison with a standard monitoring of processes and an associated feedback that confers error prevention. In reference this understanding to Colleges of Education, Quality Assurance, will involve students enrolment/access or admission process, mode of instructions, methods of teaching and assessment, teaching practices, exercise and supervision, conduct and supervision of examination, marking and grading systems. The management goals and policy are all components that go along with Quality Assurance. This quality assurance is a multi-dimensional. Every

segment/units/department of colleges of education must recognise its roles as complementing that of other and be ready to play its part effectively before we can have a very successfully achieved quality assurance.

Zecchary, Michael and Howard (2008) said that educational policies and practices entail weighty ethical and social issues because conflicts arise when different value systems are in play. In other words, subject teachers, classroom teachers, parents, administrators/management and government all have their own quotas/part to play in order to achieve Quality Control and Quality Assurance.

Aremu (2012) stated that the quality of instruction at all levels of education has to be oriented toward inculcating the following values within themselves: a. Respect for the worth and dignity of individual; b. Faith in man's ability to make rational decisions; c. Moral and spiritual principles in interpersonal and human relations; d. Shared responsibility for the common goal and society; e. Promotion of physical emotional and psychological development of all children; and f. Acquisition of competencies necessary for self-reliance.

Attributes of Quality Education

Agbato (2012) views the following indices as attributes of quality and standard in education as expected of lecturers. Lecturers must:

- 1 Be prepared for whatever they want to do, in their lectures/teachings, setting of the examination questions, invigilation during examination, marking, result compilation and grading;
- 2 Lecturer needs to be versed in their subject matter and update their knowledge in their various discipline from time to time;
3. They should do the right thing at the right time which simply means that they should promptly and timely attend to schedules;

4. Lecturers must be a man and woman of integrity, in other words, they must be honest, reliable, trustworthy and ready to carry out responsibilities and duties with less/little or no supervision;
5. Be diligent, consistent and hardworking;
6. Be prepared for change when the need arises at any time;
7. Employ the principles and attitudes of fairness and justice in all things

Methodology (Should include description of Study area/site/subjects, data collection and data analysis)

This research will depend on the casual- comparative or ex-post factor research design since the research seeks to establish a cause – effect relationship.

The difference in performance of those who sat for PUTME and those who did not will be determined. The difference in performance and quality of candidates will be determined. Data will be collected from both graduates. The research will involve the comparison of those admitted based on their performance in PUTME and those who did not take the PUTME by correlating each of their exams on predict validity. The final performance of each student will be considered.

Results (Expected outputs/Results):

A number of factors impede effective implementation of the PUTME in polytechnic sector.

Work Plan/Time Frame (Provide activity by activity in the form of a GANTT Chart):

S/N	Description of Item	Time Taken/Duration	Years	Quarter 1 st	2 nd	3 rd
1	Project/ Research Preparation	One month of research work	Dec 2019			
2	Training of undergraduate research assistant pilot study /validity of the research instrument	2 (two) weeks project work	Jan 2020			
3	Field survey	One month	Feb 2020			
4	Data collection and presentation, conclusion and analysis	2(two)weeks project work	March 2020			
5	Write-up on the research discussion of finding	One month	April 2020			
6	Publication of research report	One month	May 2020			

Budget (Provide a budget break down by activity /line item):

Personnel	170,000
Transportation Exp.	220,000
Accommodation	750,000
Feeding Exp.	200,000
Other indirect cost (publication of international journals. Impact factor journals)	440,000
Pilot study validity of instrument	110,000



Other data analysis of collection	120,000
Total	2,000,000

TWO MILLION NARIA ONLY

SUMMARY OF RESEARCH COST IMPLICATION/BREAKDOWN

S/N	EXPENDITURE ITEM	ESTIMATED COST ₦. K
1	PERSONEL COST	
	Stipend for Research Assistant at 34,000 for the duration of a proposed study (34,000@ 5) = 170,000	170,000
2	TRANSPORTATION :	
	Movement from State to State for data collection for all involved in the research work. Example @ 60,000 for Enugu Anambra 20, 000 @ 8 days = 160,0000 =220,000	220,000
3	ACCOMODATION:	
	Accommodation for five (5) Assistant Researchers @ 6000= 30000 per day, 5 days minimum in each of the State =150000 × 5 =750,000	750,000
4	FEEDING:	
	Feeding for 5 assistant Researchers @ 40000 for duration of stay in each state visited (40,000×5) = 200,000	200,000
5	JOURNAL PUBLICATIONS:	
	(Publication of international journals, with a good impact factor journals) international papers at the cost of \$350 per a journal @3 = 46927.5 Local journal 33072.5 total = 440,000	440,000
6	PILOT STUDY:	
	Pilot study and validation for each of the 5 State (20,000× 5) = 100,000	100,000
7	DIRECT COST:	
		120,000

	Other direct cost for Data Analysis and Collection coverage for data analysis = 120,000	
	TOTAL	₦. 2,000,000
	TWO MILLION NARIA ONLY	

SUMMARY AND IMPLICATION OF THE STUDY

This Study shows that PUTME has a significant impact in the quality assurance of polytechnic education student who participation in PUTME exhibit significant impact on the society these grandaunts seems to be achieved and of highly quality in the implementation of the knowledge of technological knowhow. They integrate themselves in the curricula earlier enough within the time of their study. The use of a systematic approach applied by these institutions in the implementation of the assessment exercise in worthy of applause.

The factors affecting quality assurance in the product of these grandaunts from their institution maintain a high standard. Effective education system is achieved through this process making ways for a pragmatic process of learning.

The findings also suggest that quota system may not definitely ascertain the number of students to be admitted.

The funding within these institutions vary credibly, though the standard and quality of the PUTME exercise, measure and quality f assessment is different. The role of the teachers and student's enrolment, method and mode of instruction exercise which have gone from the lecture method to the demonstration and discovery method which is more pragmatic practiced. The laboratory equipment and instruction of the supervision of the management and goals of the policy to be achieved.

The technological knowhow of these polytechnic determines enormous advancement in the grandaunts of the PUTME Candidate.

RECOMMENDATIONS

Having invested the attribute of the quality assurance of those who participated in the PUTME from their graduation academic assessment in these institutions under review. It is hoped that the quality of the pragmatic exercise implemented in the teaching of these candidates be improved.

The quality assurance also as being subjected to the educational policies and practices, quality of instruction, respect for the worth and dignity of individual, acquisition of competence must be considered and indicated by these institutions. Both PUTME and non-PUTME candidates having studied under the same curricular and learned from the same educational practice acquire the needed objectives that will benefit the society.

Improvement in the library service also affect the educational out-come. It is observed that after the UTME exercise institutions embarked in PUTME exercise to admit their candidates. This exercise may show significant different in the gradualness and is suggested for further study.

Since technology is emphasized, laboratory equipment's should be in order and adequate to enhance students work experience. This also will enable the grandaunts to exercise a pragmatic approach to the technology institutions and society at large. It will also further entrepreneur expertise in the grandaunts.

Furthermore, PUTME is expected to form the last basic standard of entry requirement of candidate into tertiary institutions

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