

Admission Policies and Quality Teaching in Universities in Lagos State, Nigeria: Implications for Educational Planners and Policy Maker

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Abstract: This study examined admission policies and quality teaching in universities in Lagos State, Nigeria. Two research hypotheses were formulated and the study adopted descriptive survey and correlational designs. The population of the study comprised of all the 2623 academic staff and all 400 level students from three universities in used, public and private each in Lagos State, Nigeria with a sample size of 1187 using the simple random, multistage, stratify, disproportionate and purposive sampling techniques. Data were collected through the structured rating scale, Admission Policy Scale (APS) and Quality Teaching Questionnaire (QTQ). The instruments were validated through face, content and construct validity and were found reliable at 0.75 and 0.78 coefficient of test-retest method for each item respectively. The data collected were analysed using Pearson's Product-Moment Correlation Coefficient. The hypotheses formulated were tested at 0.05 level of significance. The test of the first hypotheses showed a non-significant relationship between admission policies and quality teaching in universities in Lagos State, Nigeria ($r=0.024$, $p > .05$), while the second hypothesis showed a no statistical significant difference in the admission policies ($F_{(2, 584)} = .989$, $p > .05$) amongst universities in Lagos State. The study concluded that admission policies may not necessarily guarantee quality teaching in the universities. The study, therefore, recommends, among others that educational planner and policy makers in education that includes: university managements, National Universities Commission, Federal and State Ministry of Education, Joint Admission and Matriculation Board should ensure that admission into universities should be based purely on merit. The quota system of admission which constitutes catchment area and educationally less developed area for instance, which has its root in the federal character policy, negates the principle of equity and should be abolished. Also to improve quality teaching, teaching and non-teaching staff should be motivated with educational grants for further research by government, university management to make them more dedicated, devoted, committed and effective in their jobs.

Keywords: Admission Policies and Quality Teaching

I. INTRODUCTION

The implementation of viable educational policies is pivotal to achieving quality teaching which one of the goals of tertiary institution is globally. Educational Policies are integral parts of educational planning in attaining quality teaching in an educational system. On its part admission policy is an aspect of educational policy that addresses issues of enrolment of students into higher institutions considering the

carrying capacity of the institution based on the level of educational facilities in pursuing quality teaching.

They are the laid down rules and regulations on how admissions are sought and obtained in higher institution like universities. Although, the goals and objectives set to achieve through education were stated in clear terms, but the worry is on the disparity between policy and the realization of the stated objectives.

Policies on education generally and admission policy particularly in Nigeria appear to change with successive government in power. Admissions into the various institutions of higher learning were initially being handled by each institution. But with the establishment of Joint Admission and Matriculation Board (JAMB) in 1978 admissions into universities began to be handled by the Board through what was then known as University Matriculation Examination (UME) that later metamorphosed to Unified Tertiary Matriculation Examination (UTME) when all entrance examinations to higher institutions of learning being conducted by Joint Admission and Matriculation Board (JAMB) were unified in 2010. The Board was established to execute the policies that are concerned with admissions into Nigeria's higher institutions. The Board is empowered to carry out its functions, which among others include using government approved admission guidelines to conduct matriculation examinations for entry into all degree-awarding institutions in Nigeria; to place suitably qualified candidates in the available places in the tertiary institutions.

To achieve this mandate, the Board stipulated that the first 45% of admissions to any university should be based on merit irrespective of the candidates' state of origin, while the other 55% is to be distributed according to catchment area or locality and Educationally Less Developed States (ELDS) in the proportion of 35% and 20% respectively. The Board however, has come under the allegations by the public that, the examination is always characterised by malpractices and admission processes in most institutions are marred by irregularities such as giving admission to a low performer ahead of high performer students, as well as politicisation of the admission process thus making it difficult to ascertain the quality of candidates.

Salim (2003) highlighted that the Nigerian university admissions process has experienced a number of changes over the years, among which are changes in government administration and the introduction of different selection policies such as catchment areas and quota systems. Salim added that, the result of these changes suggests a negative impact on the quality of graduates produced by the tertiary institutions. Okebukola (2012) pointed out that, having experienced a number of changes in policy and office holder, institutions were operating under different administrative policies thereby lacking political will. Okebukola added that, among these policies, the catchment area is used for the selection of students in the universities. Gbenu (2012) argued that Nigerian policies are written by knowledgeable writers who have foresight and believe strongly in what they write for the future but the problem arises when it comes to translating theory into policy by implementers

Meanwhile, the admission policies of tertiary institution are geared towards producing quality manpower that will be the custodian of education, national growth and development of Nigeria in future. Given that the Nigerian government had made policies for the provision of higher education for all citizens wanting to pursue education at the higher level, the selection process for such candidates can thus be said to take on a very important role. Salim (2003) revealed that, in the year 2000 there were approximately 1.5 million applicants seeking admission into the universities while the universities only had less than 550,000 places approximately per year, leaving some 900,000 applicants or more awaiting admission. Over the years the number of applicants seeking admission, especially into universities has increased, thus creating problems for the Joint Admissions and Matriculation Board (JAMB), the applicants, their parents or guidance and the country at large at that time. Chukwurah, (2011), presupposed that policies on admission into Nigerian universities have become controversial, and applicants have recently had to endure unnecessary expense and risk to life travelling from one university to another to take examinations for a university admission they may never achieve. In a related manner, Okoli (2015) averred that, among other many challenges facing Nigerian universities from inception include the struggle to grapple with issues of admission, accommodation, education policies, funding and the likes

Furthermore, Agboola and Ofoegbu (2010) added that what creates more worries in the admission process is that many qualified applicants fresh from secondary schools/colleges cannot gain admission into the Nigerian university of their choice due to admission policies such as the Post-Unified Tertiary Matriculation Examination (Post-UTME) screening, examination being conducted by individual institutions after candidates have taken and passed Unified Tertiary Matriculation Examination (UTME), catchment areas, quota systems and other factors such as shortage of manpower, the limited number of universities, low carrying capacity of many Nigerian universities and many others,

According to Akintayo (2004), funding has been seen as one of the factors that have hindered universities from admitting more students. Also, Akpotu (2006) suggested that the absorption capacity for learning is limited, while catchment areas, quota systems, admissions policies, and state of facilities are all barriers to implementing policy system in Nigerian tertiary institutions. Likewise, Imhanlahimi and Maduwesi (2006) suggested that, in Nigerian universities today, there are government policies and other unfavourable factors that militate against more than 70% of qualified applicants who are seeking admission into universities and other institutions. Moti (2010) is of the opinion that on average less than 20% are granted admission into universities out of hundreds of thousands of applicants who sit for the Unified Tertiary Matriculation Examination

Globally, education being regarded as the bedrock of human total development, Odekule (2011), is of the opinion that, university education prepares future teachers and develops the high level manpower capacities that aid the economic, social and political growth and development of any individual in a given nation. The extent to which university education will achieve its lofty objectives depends to a very large extent on the quality teaching made available which could be determined by the quality of candidates offered admission and available facilities. The obsession and preference given to one aspect of tertiary education as against other forms of higher education such as university, colleges of Education, Polytechnics and Monotechnics which also offer degree programmes has placed enormous pressure on the placement and management of standard and quality education in Nigeria. In the words of Ajayi (2008), no law in Nigeria makes any form of tertiary education compulsory or important than the other. Ajayi further added that all tertiary educations in Nigeria are established in the quest to achieving unanimous goals as stated in the National Policy on Education of (2004, p.36) as follow:

- i. To contribute to national development through high level relevant manpower training;
- ii. To develop and inculcate proper values for the survival of the industry and society;
- iii. To develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- iv. To acquire both physical and intellectual skills this will enable individuals to be self-reliant and useful members of the society;
- v. To promote and encourage scholarship and community services;
- vi. To forge and cement national unity; and
- vii. To promote national and international understanding and interaction.

Quality teachings entail two dimensions, which are effectiveness and efficiency. Quality teaching must be thought of with a pragmatic approach of doing it well and achieving it

timely. Also involves engaging students in active learning, creating an intellectually ambitious task, making use of variety of teaching strategies, assessing student learning continuously and adapting teaching to student needs. Also, it involves creating effective scaffolds and supports, providing clear standards, constant feedback, giving opportunities for revising work, develop and effectively managing a collaborative classroom in which all students have membership and active participation. Indicators of quality teaching as enumerated in LASU Academic Staff Union Career Structure handbook (2019) includes regularity/punctuality of lecturers in classes, effective communication skills during lectures for better understanding, currency of teaching materials, coverage of course outline within the scheduled time line by lecturers, clinical instructions, as well as random sampling of evaluation of teachers teaching quality by the use of carefully designed questionnaire. Ogundare (2009), pointed out that quality teaching is the ability of a teacher to effectively demonstrate exemplary knowledge and skill to learners. It is important to state that, indices/indicators of teaching quality in education which include regularity/punctuality of lecturers in classes, effective communication skills during lectures for better understanding, currency of teaching materials, coverage of course outline within the scheduled time line by lecturers, clinical instructions, as well as random sampling of evaluation of teachers teaching quality by the use of carefully designed questionnaire may not be achieved or give quality education in Nigeria without improvement on educational facilities in the tertiary institutions.

Furthermore, IMHE- International Management in Higher Education (2012) sees quality teaching as the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services. According to OCED (2012), experience has showed that quality teaching is a multi-level endeavour and support for quality teaching takes place at three inter-dependent levels:

- i. *At the institution-wide level:* including projects such as policy design, and support to organisation and internal quality assurance systems.
- ii. *Programme level:* comprising actions to measure and enhance the design, content and delivery of the programmes within a department or a school.
- iii. *Individual level:* including initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner oriented focus.

These three levels are essential and inter-dependent. However, quality teaching at the programme level is key so as to ensure improvement in quality teaching at the discipline level and across the institution. Recently, in Nigeria, according to Obasi and Akuchie, (2010), there has been a different debate on the decline in quality teaching in Nigerian public university system, marrying the increase in demand for higher education at the expense of low level technological advancement which in the opinion of Blackmore (2009) has put pressure on institutions to respond to the needs and aspirations of students, employers and academics staff bringing about a question in the teaching quality. Although, the importance of quality of teaching in higher education has been studied extensively among diverse professional groups and scholars in developed world, among which are Rowland (2006), Kember and McNaught (2007) in United Kingdom and Moon, (2008), who further presupposed that more studies should be carried out to examine quality teaching across divergent samples and demographics. As important, as quality teaching is to the realization of universities goals and objectives, Biggs (2003), averred that many quality teaching research studies have been carried out using Western samples and in emerging economies such as China and South Korea respectively. On the other hand, Adeniyi and Ladanu (2016), are of the opinion that very few studies have considered quality teaching in the Nigerian context in particular, thus challenging the generalize ability of such studies to a non-western context like Nigeria and Africa. Similarly, Ghebregiorgis and Karsten (2006) have noted that Africa contributes less to the existing body of knowledge because there is a common prejudice about quality teaching in Africa, which paints a negative picture of the continent. Thus, impeding constructive research into the nature of quality teaching in African higher education and the implementation of Western management practices where appropriate will be needful. Hence, Quality teaching is a part of a global quality approach and of the institutional strategy and should not be isolated from the institutional quality culture in Africa.

The problem and question of quality of education in Nigeria has been the concern of everyone both at home and abroad. There has been public outcry and growing concern about the quality of teaching in education generally as displayed by the quality its products. This could be attributed to, among many other issues like non-viable educational policies and quality teaching. In recent times, various educational policies with regards to admission policy in university education in Nigeria have been made which seem to have affected the quality of teaching and education, (Fransisca and Terfa 2016). Equally too, lack of uniformity in cut-off mark by universities, politicisation of admission list in admitting the candidates with lower score compared to candidates with higher score are often reoccurring. Babalola (2007) and Eluemunor (2005) believed that many unqualified candidates have been offered admissions into Nigerian Universities through JAMB thereby lowering standards in these institutions. Similarly, some policies have been adopted by the Federal Government of

Nigeria to address the inadequacy in the number of admission places in the University system. Some of the policies include Catchment areas policy which provided that a certain percentage of admission space must be reserved for the indigenes of the areas in which universities are located; Quota system policy which provides for the allocation of certain percentages of admission places into Nigerian Universities based on merit, population, ethnic considerations and State of Origin and the lack of compliance with the policy of carrying capacity which aims at achieving quality teaching and education at the level of availability of human and material resources at the institution disposal. The observed inadequacy in the number of Universities and educational facilities in them in Nigeria coupled with the high demand for University education led to some of these policies on admissions into tertiary institutions. Also, this study is to fill the gap on previous studies as little or no work has been done on quality teaching and its relationship to admission policies and educational facilities in tertiary institutions in the nation.

This study is significant to all stakeholder (government, educational planners, and policy maker), education agencies such as Unified Tertiary Matriculation Examination (UTME), National University Commission (NUC) and Vice Chancellor of universities. It will help to realize what problems stand as impediments to achieving quality teaching in education seeing the state of continuous increasing demand for education by an increasing population of students transiting from secondary schools, which have to be met adequately with high rate of educational facilities and maintenance.

To government and Vice Chancellor of universities, this study will also to open up the influence of some of the admission policies made that may affect the quality teaching at higher institution, there by revisiting and reviewing them holistically in ensuring that quality is achieved, maintained and sustained toward educational growth and development.

The study will enable various education agencies like NUC, JAMB relating directly and indirectly with university education on how best to plan for admission considering the fact that there is tremendous increase in demand for admission into University education thereby evolving the best admission policies that could be effectively be implemented. Also findings from this study will also serve as a guide for education regulatory bodies such as National University Commission as well as JAMB and the University Community in formulating admission policies on University Education making it practically important and putting in resources that will aid standard and quality teaching in education.

The main *purpose* of this study is to examine the influence of admission policies on quality teaching in universities in Lagos State, Nigeria

In view of this, the purpose of this study is as follow:

1. To examine the relationship between admission policies and quality teaching in universities in Lagos State, Nigeria.
2. To examine the difference in the admission policies of Federal, State and Private Universities in Lagos State, Nigeria

Hypotheses

1. There is no significant relationship between admission policies and quality teaching in universities in Lagos State, Nigeria
2. There is no significant difference in the admission policies of Federal, State and Private Universities in Lagos State, Nigeria

III. METHODOLOGY

This study adopted a descriptive survey and correlation design for the fact that it examined admission policies in relations to Quality Teaching in Universities in Lagos State. It is correlational because it examined if there is any relationship between the variables involved. It is descriptive because it shows the opinion of respondents and the description of the existing situation regarding, various admission policies as it relates to quality teachings. Admission Policy is the independent variables, while Quality Teaching is the dependent variable. The population of the study comprised all the teaching staff, non-teaching staff and students in federal, state and private universities in Lagos State. These consist of one federal university, one state university and four private universities. The samples for this study includes one federal university, one state university and a simple random sampling technique was used to select one private university out of the four universities. A multistage sampling technique was used to select Departments from each sampled university, which enable every Faculties/Colleges/Schools and Departments to be part of the study. A purposive and disproportionate stratified sampling technique was also used to select four Faculties/Colleges/Schools from each public university and four faculties from private university sampled institutions and in each selected Faculty/College/School, four Departments were selected using simple random sampling technique. A sample of 16 students from each department, 15 teaching staff from each department and a Dean of faculty were randomly selected from each of the sampled Departments and Faculty, 4 admission officers and 4 academic planning officers. The student selected were 400 level final year student of their programmes owing to the level of their exposure, duration of learning in school system in evaluating and identifying quality teaching. The sample of this study consist of 640 students and 600 teaching staff, 10 Deans of faculty, 10 Admission Officers, 10 Academic Planning officers from both selected public and private universities in Lagos State. Therefore, a total of 1270 respondents were selected to complete the questionnaire. Two major instruments were used to collect data for this study. These include a rating scale on the level of

compliance to various Admission Policies as applicable to each university, on 0 -5 rating scale which was responded to by teaching and non-teaching staff and a structured questionnaire titled Quality Teaching (QT) The questionnaire was structured on the four point Likert type scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD), which was scored on a scale pattern of SA Strongly Agree (4-SA) Agree (3-A) Disagree (2-D) Strongly Disagree (1-SD) was adopted on the statement contained in the questionnaire that was responded to by students. The two instruments were validated through face, content and construct 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 Coefficient Analysis to obtain the reliability coefficient and the result were 0.75 and 0.78 respectively for the two instruments. However, the instruments were found to be reliable for the study.

IV. RESULTS

In this study, 640 copies of questionnaire were administered to students, while 630 copies of questionnaire were administered to the academic and non-teaching staff respectively. A total number of 1270 copies of the questionnaire were administered to the respondents out of which 1187 copies of the questionnaire were completely filled and retrieved while 83 copies of the questionnaire were not returned. However, the analysis is presented based on the premise of retrieved 1187 and found fit for analysis

Hypothesis 1

There is no significant relationship between admission policies and quality teaching in universities in Lagos State, Nigeria.

Table 1: Pearson’s correlation analysis between Admission Policies and Quality Teachings in Universities in Lagos State, Nigeria

Variable		Admission Policies	Quality Teaching
Admission Policies	Pearson Correlation	1	.024
	Sig. (2-tailed)		.556
	N	587	587
Quality Teaching	Pearson Correlation	.024	1
	Sig. (2-tailed)	.556	
	N	587	600

From table1. the result of the Pearson’s correlation analysis between admission policies and quality teaching in Universities in Lagos State, Nigeria shows a positive but insignificant relationship between the variables ($r=.024, p >.05$). Therefore, the null hypothesis which states that there is no significant relationship between admission policy and quality teaching in universities in Lagos State, Nigeria is accepted and the alternate hypothesis is rejected.

Hypothesis 2

There is no significant difference among Admission Policies of Federal, State and Private Universities in Lagos State, Nigeria

Table 2: Descriptive Statistics of significant difference of Admission Policies in Universities in Lagos State, Nigeria

Admission Policies									
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Federal	233	3.9108	.58727	.03898	3.8340	3.9876	1.50	4.88	
State	237	3.9745	.56812	.03667	3.9022	4.0467	1.75	5.00	
Private	117	3.9865	.55449	.05062	3.8862	4.0867	2.38	5.00	
Total	587	3.9523	.57288	.02365	3.9059	3.9987	1.50	5.00	
Mode 1	Fixed Effects		.57289	.02365	3.9059	3.9987			
	Random Effects			.02365 ^a	3.8506 ^a	4.0540 ^a			-.00002

Table 3: Summary of One way Between Group Analysis of Variance on Admission Policies amongst Universities in Lagos State.

Admission_Policies					
	Sum of Squares	df	Mean Square	F	Sig.
Between	.649	2	.325	.989	.373

Groups					
Within Groups	191.671	584	.328		
Total	192.321	586			

Table 4: Post Hoc Test on Admission Policies

(I) Institution Ownership	(J) Institution Ownership	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Federal	State	-.06369	.05304	.453	-.1883	.0609
	Private	-.07567	.06466	.471	-.2276	.0763
State	Federal	.06369	.05304	.453	-.0609	.1883
	Private	.01198	.06405	.981	-.1625	.1385
Private	Federal	.07567	.06466	.471	-.0763	.2276
	State	.01198	.06405	.981	-.1385	.1625

Table 2 and table 3 show a one-way between-groups analysis of variance conducted to examine the difference in the admission policies of the Universities based on institution ownership (federal, State and private). The result shows that there was no statistically significant difference at the $p > .05$ level in the admission policies scores for the three groups ($F_{(2, 584)} = .989, p > .05$). Furthermore, table 4 shows a turkey post hoc test result of a non-statistically significant difference with the mean and standard deviation for Federal university admission policies of $3.9108 \pm 0.58727, p > 0.981$, mean and standard deviation for State university admission policies of $3.9745 \pm 0.56812, p > 0.453$ and mean and standard deviation of Private university admission policies of $3.9865 \pm 0.55449, p > 0.471$. This implies that, there is no statistically significant difference in the admission policies among the universities in Lagos State, Nigeria.

V. DISCUSSIONS OF FINDINGS

The finding of the first hypothesis for this study shows a positive but not significant relationship between admission policies and quality teaching in universities in Lagos State. This implies that there is no significant relationship between admission policies and quality of teaching in universities in Lagos State. In other word admission policies does not necessarily impact on quality of teaching in universities in Lagos state. The finding of this study is in line with the finding of Francisca and Terfa (2016) that revealed that educationally disadvantaged states, quota system of admission, and discretionary admission policies does not significantly influence the quality in university education in the study area. This implies that when an educationally disadvantaged state, catchment and discretionary admission policies are considered as a criterion, in the quota system of admission, the quality of education decreases in the universities. This finding is in support of the view of Ajaji (2003) who noted that the application of a political policy of educationally disadvantaged state in the admission process has negatively impacted on the quality of universities since

emphasis is based on ethnicity and geographical area of candidates. Meanwhile, this finding is inconsistency with the finding of Francisca and Terfa (2016) who found a significant relationship between merits admission policy and quality of education in universities in cross river state. The finding also differs from that of Dada (2004), who opined that access to university education should be based on merit. Dada (2004) further emphasized that the Joint Admission and Matriculation Board (JAMB) and the National universities commission (NUC) should guide and regulate access to university education such that merit shall not be sacrificed on the altar of mediocrity.

The finding of the fifth hypothesis of this study discovered through a one way analysis of variance that, there is no significant difference in the admission policies of universities (federal, state and private) in Lagos State. The study found out that all the university adopted the acceptance of merit admission policy for the enrollment of their student. Akinkugbe (2010) found that, merit admission policies is a mechanism to promoting the art of quality teaching and learning in universities which among other are one of the cardinal aim and goal behind the establishment of university

Conclusively, it can be drawn from this study that admission policies do not necessarily predict quality teaching both in public and private universities in Lagos state. It can also be concluded from the study that there is little or no difference in admission policies of universities in Lagos State in practical term.

However, this study *recommends* that educational planners and policy makers in education should ensure that admission into universities should be based purely on merit. The quota system of admission which constitutes catchment area and educationally less developed area for instance, which has its root in the federal character policy, negates the principle of equity and should be abolished. Also to improve quality teaching, teaching and non-teaching staff should be motivated with educational grants for further research by government, university management to make them more dedicated, devoted, committed and effective in their jobs.

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