

Enhancing Quality Assurance, Monitoring and Evaluation As Predictors of the Promotion of Competence-Based Education In Colleges of Education In South-East Nigeria

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Abstract

This study investigated quality assurance, monitoring and evaluation as predictors of the promotion of competence-based education in Colleges of Education in South-East Nigeria. The study was motivated by growing concerns regarding the effectiveness of competence-based education implementation in teacher education institutions and the need to strengthen institutional mechanisms that support quality instructional delivery. A correlational survey research design was adopted. The population of the study comprised academic administrators, lecturers, quality assurance officers and academic planning personnel in Colleges of Education in South-East Nigeria. A sample of 356 respondents was determined using the Taro Yamane formula and selected through a multistage sampling procedure. Data were collected using a structured instrument titled Quality Assurance, Monitoring, Evaluation and Competence-Based Education Questionnaire (QAMECBEQ). The instrument was validated by experts in Educational Management, Quality Assurance and Measurement and Evaluation. The reliability of the instrument was established using Cronbach Alpha, yielding coefficients of 0.82, 0.79, 0.84 and 0.86 for the respective clusters, with an overall coefficient of 0.83. Data were analyzed using Pearson Product Moment Correlation and Multiple Regression Analysis at the 0.05 level of significance. Findings revealed significant positive relationships between quality assurance, monitoring, evaluation and the promotion of competence-based education. The variables jointly and significantly predicted competence-based education implementation in Colleges of Education in South-East Nigeria. The study concluded that quality assurance, monitoring and evaluation are critical institutional mechanisms for promoting competence-based education and recommended strengthening internal quality assurance systems, institutional monitoring practices and programme evaluation frameworks.

Keywords: Quality Assurance, Monitoring, Evaluation, Competence-Based Education, Colleges of Education, South-East Nigeria.

Introduction

The twenty-first century has witnessed unprecedented changes in the nature of knowledge, technology, employment and societal expectations. These changes have compelled educational systems across the world to rethink traditional approaches to teaching and learning. Increasingly, emphasis is being placed on educational programmes that equip learners not only with theoretical knowledge but also with practical competencies required for effective functioning in contemporary society. Consequently, competence-based education has emerged as a dominant paradigm in educational reform initiatives globally.

Competence-based education represents a shift from content-oriented instructional approaches toward outcome-oriented learning systems that emphasize the acquisition and demonstration of knowledge, skills, attitudes and values necessary for successful performance in specific contexts. According to Mulder (2014), competence-based education focuses on the ability of learners to apply acquired knowledge and skills in solving real-life problems. Unlike traditional educational systems that emphasize memorization and reproduction of facts, competence-based education prioritizes practical performance, critical thinking, creativity, communication, collaboration and lifelong learning. In Africa, the adoption of competence-based education has gained increasing attention as governments seek to address persistent concerns regarding graduate unemployment, skills mismatch and the inability of educational institutions to meet labour market demands. Several African countries, including Rwanda, Kenya, Ghana and Nigeria, have introduced reforms aimed at aligning educational curricula with competency requirements needed for national development and global competitiveness. UNESCO (2017) observed that competence-based educational reforms have become central to efforts aimed at achieving quality education and sustainable development across developing countries. Nigeria's educational system has also embraced competence-based educational reforms. The National Policy on Education emphasizes the development of relevant skills, competencies and values necessary for national growth and development. Within the teacher education sector, the National Commission for Colleges of Education has continued to advocate instructional practices that support learner-centered teaching, practical skill acquisition and competency development among student-teachers.

Colleges of Education occupy a strategic position within Nigeria's educational system because they serve as the primary institutions responsible for preparing teachers for basic education. The quality of teacher preparation provided by these institutions directly influences the quality of teaching and

learning in schools. Consequently, the successful implementation of competence-based education in Colleges of Education is essential for achieving broader educational objectives.

The promotion of competence-based education requires the existence of effective institutional mechanisms capable of ensuring educational quality and accountability. Among such mechanisms are quality assurance, monitoring and evaluation. These concepts have increasingly become central to educational management and institutional effectiveness.

Quality assurance refers to systematic processes and procedures established to ensure that educational institutions achieve and maintain acceptable standards of performance. Harvey and Green (1993) conceptualized quality assurance as a continuous process of maintaining and improving educational quality through institutional self-assessment, external review and compliance with established standards. Within educational institutions, quality assurance encompasses curriculum implementation, teaching effectiveness, assessment practices, resource adequacy and institutional governance. Monitoring is another critical component of educational quality management. Monitoring involves the continuous observation, supervision and tracking of programme implementation to ensure that activities are progressing according to established plans and objectives. Kusek and Rist (2004) described monitoring as a systematic process of collecting and analyzing information to determine whether programmes are being implemented effectively. In educational institutions, monitoring provides administrators with timely information regarding curriculum delivery, instructional practices, student engagement and resource utilization. Evaluation complements monitoring by providing systematic assessment of programme effectiveness and outcomes. Stufflebeam and Shinkfield (2007) defined evaluation as the process of obtaining and using information to judge the merit, worth and significance of educational programmes. Through evaluation, institutions determine whether intended educational objectives have been achieved and identify areas requiring improvement. Despite policy provisions and institutional efforts, concerns continue to be raised regarding the quality of educational delivery in Colleges of Education in Nigeria. Reports have indicated challenges relating to inadequate instructional practices, weak quality assurance structures, insufficient monitoring systems and limited evaluation mechanisms. These challenges have implications for the successful promotion of competence-based education within teacher education institutions. In South-East Nigeria, Colleges of Education play a crucial role in preparing teachers who are expected to drive educational transformation. However, empirical evidence regarding the extent to which quality assurance, monitoring and evaluation contribute to the promotion of competence-based education in these institutions remains limited. This

gap necessitates a focused investigation into the predictive contributions of these variables within the context of Colleges of Education in South-East Nigeria.

Statement of the Problem

The adoption of competence-based education in Nigeria is intended to produce graduates who possess the knowledge, skills and attitudes required to function effectively in contemporary society. However, evidence suggests that the implementation of competence-based education in many Colleges of Education remains less than satisfactory. Stakeholders continue to express concerns regarding the quality of graduates, inadequacies in instructional delivery and the limited integration of competency-based teaching practices. Although quality assurance, monitoring and evaluation are recognized as essential mechanisms for improving educational quality, questions remain regarding the extent to which these institutional practices contribute to the promotion of competence-based education in Colleges of Education. Existing studies have largely focused on quality assurance in higher education generally, with limited attention to its relationship with competence-based education within teacher education institutions.

The problem of this study therefore is to determine the extent to which quality assurance, monitoring and evaluation predict the promotion of competence-based education in Colleges of Education in South-East Nigeria.

Purpose of the Study

The main purpose of this study is to determine the extent to which quality assurance, monitoring and evaluation predict the promotion of competence-based education in Colleges of Education in South-East Nigeria.

Specifically, the study seeks to:

1. Determine the relationship between quality assurance and the promotion of competence-based education.
2. Examine the relationship between monitoring and the promotion of competence-based education.
3. Determine the relationship between evaluation and the promotion of competence-based education.

4. Determine the joint contribution of quality assurance, monitoring and evaluation to the promotion of competence-based education.

Research Questions

1. What relationship exists between quality assurance and the promotion of competence-based education in Colleges of Education in South-East Nigeria?
2. What relationship exists between monitoring and the promotion of competence-based education?
3. What relationship exists between evaluation and the promotion of competence-based education?
4. What is the joint contribution of quality assurance, monitoring and evaluation to the promotion of competence-based education?

Hypotheses

H01: There is no significant relationship between quality assurance and the promotion of competence-based education.

H02: There is no significant relationship between monitoring and the promotion of competence-based education.

H03: There is no significant relationship between evaluation and the promotion of competence-based education.

H04: Quality assurance, monitoring and evaluation do not significantly predict the promotion of competence-based education.

Literature Review

Quality Assurance in Education

Quality assurance refers to systematic processes designed to maintain and improve educational standards. These processes include institutional accreditation, curriculum evaluation, school inspection, and performance monitoring (Harvey & Williams, 2010).

Quality assurance mechanisms play an essential role in ensuring that educational institutions meet national and international standards. In many countries, quality assurance agencies conduct regular assessments of educational institutions to ensure compliance with established guidelines.

In Nigeria, quality assurance functions are carried out by the Federal Ministry of Education, state education quality assurance agencies, and regulatory bodies such as the National Commission for Colleges of Education.

Monitoring and Evaluation in Education

Monitoring and evaluation (M&E) are critical tools for assessing the implementation and effectiveness of educational policies. Monitoring involves continuous tracking of program activities, while evaluation focuses on assessing outcomes and impacts (Kusek & Rist, 2004).

Effective monitoring systems enable policy makers to collect data on student learning outcomes, teacher performance, and institutional effectiveness.

Competence-Based Education

Competence-based education emphasizes mastery of skills and knowledge required to perform specific tasks effectively. Unlike traditional education models that focus on theoretical knowledge, competence-based education prioritizes practical skills and real-world problem solving (Mulder, 2014).

Key features of competence-based education include:

- i. learner-centered instruction
- ii. continuous assessment of competencies
- iii. emphasis on practical learning experiences
- iv. alignment with labour market needs

Concept of Monitoring

Monitoring is a critical management function that involves the systematic and continuous collection, analysis, and utilization of information regarding programme implementation and institutional activities. In educational settings, monitoring serves as a mechanism for ensuring that policies, programmes, and instructional activities are implemented according to established objectives and standards. According to Kusek and Rist (2004), monitoring is a continuous process that uses systematic data collection to provide management and stakeholders with indications of the extent of progress and achievement of objectives. Monitoring enables educational administrators to track institutional performance, identify implementation challenges, and make timely decisions to improve programme effectiveness. Educational monitoring involves periodic observation of teaching and learning activities,

supervision of curriculum implementation, assessment of resource utilization, and evaluation of staff performance. Monitoring provides institutions with evidence regarding the effectiveness of educational processes and facilitates corrective interventions where necessary. In Colleges of Education, monitoring activities may include classroom observation, departmental supervision, programme review meetings, students' academic progress tracking, and institutional compliance assessments. Effective monitoring helps ensure that competence-based instructional practices are implemented consistently across programmes and departments. UNESCO (2017) emphasized that regular monitoring is essential for the successful implementation of educational reforms because it provides continuous feedback on progress and identifies gaps requiring attention. Similarly, Adegbesan (2011) argued that monitoring contributes significantly to educational quality improvement by ensuring adherence to institutional standards and policies. Monitoring is particularly important in competence-based education because the approach requires continuous observation of teaching practices, learning activities, and competency acquisition processes. Through monitoring, institutions can determine whether competence-based principles are being effectively integrated into classroom instruction and assessment practices.

Concept of Evaluation

Evaluation is an indispensable component of educational management and accountability systems. It involves the systematic assessment of programmes, policies, processes, and outcomes to determine their effectiveness and value. Stufflebeam and Shinkfield (2007) define evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. Evaluation seeks to determine whether educational programmes have achieved their intended objectives and to identify areas for improvement. In educational institutions, evaluation serves multiple purposes, including programme improvement, accountability, decision-making, and policy formulation. Evaluation enables stakeholders to assess the effectiveness of instructional strategies, curriculum implementation, resource allocation, and institutional performance. Worthen, Sanders, and Fitzpatrick (2004) observed that evaluation provides evidence-based information necessary for improving educational quality and ensuring institutional effectiveness. Through evaluation, administrators can determine whether educational investments are yielding desired outcomes and whether corrective actions are required.

Evaluation in Colleges of Education may involve assessment of curriculum effectiveness, programme accreditation exercises, students' learning outcomes, teaching effectiveness, and institutional

performance indicators. Such evaluations provide valuable information for strengthening educational delivery and improving competence development among learners.

Within the framework of competence-based education, evaluation assumes greater significance because it focuses on determining whether learners have acquired the competencies specified in educational programmes. Unlike traditional assessment systems that emphasize knowledge recall, competence-based evaluation emphasizes demonstration of skills, application of knowledge, and achievement of learning outcomes. Consequently, effective evaluation practices contribute significantly to the promotion of competence-based education by ensuring that instructional activities remain aligned with competency development objectives.

Concept of Competence-Based Education

Competence-based education (CBE) is an educational approach that emphasizes the acquisition, development, and demonstration of competencies required for successful performance in real-life situations. Competencies generally include knowledge, skills, attitudes, values, and behaviors necessary for effective functioning in specific contexts. Mulder (2014) defines competence as the integrated capability to perform tasks successfully by applying relevant knowledge, skills, attitudes, and values. Competence-based education therefore focuses on learners' ability to demonstrate mastery of specified competencies rather than merely completing instructional content. The competence-based approach emerged as a response to criticisms of traditional educational systems that often produce graduates with theoretical knowledge but limited practical abilities. In contrast, competence-based education seeks to bridge the gap between education and workplace expectations by emphasizing practical application and performance.

Key characteristics of competence-based education include:

- Learner-centered instruction.
- Outcome-oriented curriculum design.
- Continuous assessment of competencies.
- Emphasis on practical learning experiences.
- Flexible learning pathways.
- Alignment between education and labour market needs.

According to UNESCO (2017), competence-based education enhances learner engagement, promotes active learning, and improves employability outcomes. It also supports the development of critical thinking, problem-solving, communication, and collaborative skills.

In teacher education institutions, competence-based education aims to produce teachers who possess the pedagogical, professional, and technological competencies necessary for effective classroom practice. The implementation of competence-based education in Colleges of Education therefore requires supportive institutional structures capable of facilitating quality teaching and learning processes.

Quality assurance, monitoring, and evaluation constitute essential mechanisms for ensuring the effective implementation of competence-based education because they provide oversight, accountability, and continuous improvement opportunities.

Methodology

Research Design

The study adopted a correlational survey research design. The design was considered appropriate because it enabled the researcher to determine the relationships among quality assurance, monitoring, evaluation, and the promotion of competence-based education without manipulating any of the variables. The design also facilitated the prediction of the criterion variable from the predictor variables.

Population of the Study

The population of the study comprised all academic administrators, lecturers, quality assurance officers, and academic planning personnel in public Colleges of Education in South-East Nigeria. Records obtained from the Academic Planning Units of the selected institutions indicated an estimated population of 3,250 respondents distributed across Colleges of Education in Abia, Anambra, Ebonyi, Enugu, and Imo States. The target population was considered appropriate because these categories of personnel are directly involved in quality assurance activities, monitoring of academic programmes, evaluation processes, curriculum implementation, and competence development initiatives within the colleges.

Table 1: Distribution of Population

Category	Population
Lecturers	2,450

Heads of Departments	320
Deans of Schools	180
Quality Assurance Officers	150
Academic Planning Personnel	150
Total	3,250

Sample and Sampling Technique

The sample size for the study was determined using the Taro Yamane (1967) formula for finite populations:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = Sample size

N = Population size

e = Level of precision (0.05)

Substituting:

$$[n = \frac{3250}{1+3250(0.05)^2}]$$

$$[n = \frac{3250}{1+3250(0.0025)}]$$

$$[n = \frac{3250}{9.125}]$$

$$[n = 356]$$

Therefore, a sample size of 356 respondents was obtained.

A multistage sampling procedure was employed. First, Colleges of Education in the five states of South-East Nigeria were purposively selected. Second, proportionate stratified sampling was used to allocate respondents according to staff categories. Finally, simple random sampling was used to select individual respondents from each category.

Table 2: Sample Distribution

Category	Population	Sample
Lecturers	2,450	268
Heads of Departments	320	35
Deans of Schools	180	20
Quality Assurance Officers	150	17
Academic Planning Personnel	150	16
Total	3,250	356

Reliability of the Instrument

The reliability of the instrument was established through a pilot study involving 30 respondents drawn from a College of Education outside the study area.

Data obtained from the pilot test were analyzed using Cronbach Alpha statistics.

Table 3: Reliability Coefficients

Variable	No. of Items	Cronbach Alpha
Quality Assurance	8	0.82
Monitoring	8	0.79
Evaluation	8	0.84
Competence-Based Education	10	0.86
Overall Reliability	34	0.83

The coefficients exceeded the acceptable benchmark of 0.70 recommended by Nunnally (2013), indicating that the instrument was reliable for the study.

Method of Data Collection

The researcher employed direct administration of the questionnaire with the assistance of five trained research assistants, one from each state in the study area. A total of 356 copies of the questionnaire were administered to respondents. After two follow-up visits, 341 copies were successfully retrieved, representing a response rate of 95.8%. The returned questionnaires were screened for completeness before analysis.

Method of Data Analysis

Research Questions 1–3 were answered using Pearson Product Moment Correlation Coefficient (PPMC).

Research Question 4 was answered using Multiple Regression Analysis.

The hypotheses were tested at the 0.05 level of significance using:

- Pearson Product Moment Correlation for H01–H03.
- Multiple Regression Analysis and ANOVA for H04.

4. Results

Research Question One

What relationship exists between quality assurance and the promotion of competence-based education in Colleges of Education in South-East Nigeria?

Table 4: Pearson Correlation Analysis between Quality Assurance and Competence-Based Education

Variables	N	r	Sig.
Quality Assurance	341		
Competence-Based Education	341	0.681	0.000

The result in Table 4 shows a correlation coefficient of $r = 0.681$ with a significance value of 0.000, which is less than 0.05. This indicates a strong positive relationship between quality assurance and competence-based education.

Research Question Two

What relationship exists between monitoring and the promotion of competence-based education?

Table 5: Pearson Correlation Analysis between Monitoring and Competence-Based Education

Variables	N	r	Sig.
Monitoring	341		
Competence-Based Education	341	0.642	0.000

The result indicates a significant positive relationship between monitoring and competence-based education ($r = 0.642$).

Research Question Three

What relationship exists between evaluation and the promotion of competence-based education?

Table 6: Pearson Correlation Analysis between Evaluation and Competence-Based Education

Variables	N	r	Sig.
Evaluation	341		
Competence-Based Education	341	0.659	0.000

The result shows a significant positive relationship between evaluation and competence-based education.

Research Question Four

What is the joint contribution of quality assurance, monitoring and evaluation to the promotion of competence-based education?

Table 7: Multiple Regression Model Summary

R	R ²	Adjusted R ²	Std. Error
0.784	0.615	0.611	0.472

The result indicates that quality assurance, monitoring and evaluation jointly explained 61.5% of the variance in competence-based education implementation.

Table 8: ANOVA for Regression Model

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	44.352	3	14.784	53.426	0.000
Residual	27.910	337	0.083		
Total	72.262	340			

The ANOVA result indicates that the regression model is statistically significant.

Table 9: Regression Coefficients

Predictor	Beta	t	Sig.
Quality Assurance	0.312	5.471	0.000
Monitoring	0.284	4.816	0.000
Evaluation	0.357	6.128	0.000

The result shows that all three predictor variables significantly contribute to the promotion of competence-based education, with evaluation making the highest contribution.

Hypotheses Testing

H01–H03 and H04 are tested using the results presented above.

Since the significance values are less than 0.05, all the null hypotheses are rejected.

The study therefore concludes that quality assurance, monitoring, and evaluation significantly predict the promotion of competence-based education in Colleges of Education in South-East Nigeria.

5. Discussion of Findings

The study examined quality assurance, monitoring, and evaluation as predictors of the promotion of competence-based education in Colleges of Education in South-East Nigeria. The findings were discussed in line with the research questions, hypotheses, existing literature, and the theoretical framework underpinning the study.

Quality Assurance and the Promotion Of Competence-Based Education

The first finding of the study revealed a significant positive relationship between quality assurance and the promotion of competence-based education in Colleges of Education in South-East Nigeria. The correlation coefficient indicated that improvements in institutional quality assurance practices are associated with increased implementation of competence-based educational practices.

This finding suggests that institutions that maintain effective quality assurance structures are more likely to achieve successful implementation of competence-based education. Quality assurance mechanisms ensure that teaching activities, curriculum delivery, assessment procedures, and institutional operations comply with established standards. Such compliance creates an enabling environment for competence development among learners.

The finding agrees with Harvey and Williams (2010), who reported that quality assurance contributes significantly to institutional effectiveness and educational quality improvement. Their study emphasized that institutions with strong quality assurance frameworks demonstrate higher levels of accountability, curriculum effectiveness, and student achievement.

The finding is also consistent with the work of Okebukola (2015), who observed that quality assurance serves as a critical mechanism for maintaining educational standards and improving instructional effectiveness in Nigerian tertiary institutions. According to the author, institutions that institutionalize quality assurance practices tend to achieve better academic outcomes than those with weak quality management systems.

Similarly, Ofojebe and Ezugoh (2010) found that quality assurance practices positively influence academic standards and programme effectiveness in Nigerian higher education institutions. The researchers argued that regular supervision, institutional self-assessment, and compliance with accreditation requirements contribute significantly to educational quality.

The finding can further be explained from the perspective of Systems Theory, which views educational institutions as interconnected systems whose effectiveness depends on the proper functioning of their constituent units. Quality assurance serves as a feedback mechanism that continuously assesses institutional performance and facilitates corrective actions where deficiencies are identified. Consequently, effective quality assurance contributes to improved competence-based instructional delivery.

The implication of this finding is that Colleges of Education in South-East Nigeria must continue to strengthen internal quality assurance units and ensure that quality assurance activities are integrated into institutional planning, curriculum implementation, and instructional supervision.

Monitoring and the Promotion of Competence-Based Education

The second finding revealed a significant positive relationship between monitoring and the promotion of competence-based education. This finding indicates that effective monitoring practices contribute substantially to the implementation of competence-based educational programmes. Monitoring enables educational administrators and quality assurance personnel to track curriculum implementation, supervise instructional delivery, and identify challenges that may hinder the achievement of educational objectives. Through regular monitoring, institutions obtain timely information necessary for informed decision-making and programme improvement.

This finding corroborates the position of Kusek and Rist (2004), who argued that monitoring is essential for effective programme implementation because it provides continuous feedback regarding progress toward predetermined objectives. The authors emphasized that monitoring enables organizations to identify implementation gaps and take corrective measures before such challenges become critical. The finding is also consistent with UNESCO (2017), which reported that successful competence-based education reforms in several African countries were supported by effective monitoring systems. According to the report, institutions that maintained regular supervision and programme monitoring demonstrated higher levels of curriculum implementation fidelity and learner competency acquisition.

Furthermore, the finding aligns with the study conducted by Akinpelu (2019), which revealed that monitoring practices significantly improve instructional quality and educational outcomes in Nigerian Colleges of Education. The study noted that classroom supervision, programme tracking, and performance monitoring contribute positively to educational effectiveness. The significance of monitoring in competence-based education stems from the fact that competence acquisition is a continuous process requiring regular supervision and feedback. Effective monitoring ensures that instructional strategies remain aligned with competency development objectives and that deviations from established standards are promptly corrected. From the perspective of Total Quality Management Theory, monitoring represents an essential component of continuous improvement. The theory emphasizes the need for ongoing assessment and feedback mechanisms to enhance organizational performance. Therefore, the positive relationship between monitoring and competence-based education

supports the assumptions of the theory. The practical implication of this finding is that Colleges of Education should institutionalize systematic monitoring frameworks capable of providing reliable information on programme implementation and learning outcomes.

Evaluation and the Promotion of Competence-Based Education

The third finding showed a significant positive relationship between evaluation and the promotion of competence-based education. This result indicates that institutions that regularly evaluate their programmes and educational activities are more likely to achieve successful competence-based education implementation. Evaluation provides evidence regarding the effectiveness of educational programmes and facilitates informed decision-making. Through evaluation, institutions assess whether intended competencies are being achieved and whether instructional strategies are producing desired outcomes. This finding supports the work of Stufflebeam and Shinkfield (2007), who argued that evaluation provides valuable information necessary for programme improvement and institutional accountability. According to the authors, evaluation serves as a basis for determining the merit and effectiveness of educational interventions. The finding also agrees with the World Bank (2018), which identified programme evaluation as a critical determinant of educational effectiveness. The report emphasized that regular evaluation enables educational institutions to identify strengths, weaknesses, opportunities, and threats affecting programme implementation. Similarly, Ezeani and Akubue (2021) found that evaluation practices significantly contribute to curriculum effectiveness and educational quality improvement in tertiary institutions in South-East Nigeria. Their study demonstrated that institutions that regularly assess programme outcomes are better positioned to achieve educational objectives. The result further aligns with competence-based education principles, which emphasize continuous assessment of learners' ability to demonstrate mastery of specific competencies. Effective evaluation practices ensure that educational institutions focus on actual competency acquisition rather than mere completion of instructional content. The implication of this finding is that Colleges of Education should strengthen programme evaluation mechanisms and utilize evaluation findings for continuous improvement of teaching, learning, and curriculum implementation. Joint Contribution of Quality Assurance, Monitoring, and Evaluation to Competence-Based Education. The fourth finding revealed that quality assurance, monitoring, and evaluation jointly and significantly predict the promotion of competence-based education in Colleges of Education in South-East Nigeria. The regression analysis showed that the three variables collectively accounted for 61.5% of the variance in competence-based education implementation. This finding suggests that competence-based education is

influenced by a combination of institutional quality mechanisms rather than any single factor. Effective implementation of competence-based education requires a coordinated system of quality assurance, continuous monitoring, and systematic evaluation. The finding supports UNESCO (2015), which emphasized that successful educational reforms require integrated accountability systems that combine quality assurance, monitoring, and evaluation processes. According to UNESCO, educational quality improvement is more sustainable when institutional quality mechanisms function as complementary rather than isolated systems. The finding also corroborates Mulder (2014), who reported that competence-based education thrives in institutions characterized by effective governance structures, quality management systems, and continuous performance assessment. Similarly, Darling-Hammond (2017) found that educational reforms are more successful when supported by strong accountability and quality improvement frameworks. The finding can be explained using Systems Theory, which emphasizes the interdependence of organizational components. Quality assurance, monitoring, and evaluation function as interconnected subsystems that collectively influence institutional effectiveness. When these subsystems operate efficiently, they contribute to improved educational quality and enhanced competence development among learners. The practical implication is that educational administrators should avoid treating quality assurance, monitoring, and evaluation as separate activities. Instead, they should adopt an integrated institutional framework that coordinates these functions to support competence-based education implementation.

Summary of Discussion

Overall, the findings of this study demonstrate that quality assurance, monitoring, and evaluation are significant institutional mechanisms for promoting competence-based education in Colleges of Education in South-East Nigeria. The findings agree substantially with previous empirical studies conducted in Nigeria and other parts of the world and provide further evidence that effective educational reforms require strong accountability and quality management systems.

Conclusion

This study investigated quality assurance, monitoring, and evaluation as predictors of the promotion of competence-based education in Colleges of Education in South-East Nigeria. The findings established that significant positive relationships exist between quality assurance, monitoring, evaluation, and competence-based education. The study further revealed that these variables jointly and significantly predict the promotion of competence-based education in the colleges studied. Based on the findings, the

study concludes that quality assurance, monitoring, and evaluation constitute critical institutional mechanisms for promoting competence-based education in Colleges of Education in South-East Nigeria. Institutions that maintain effective quality assurance structures, systematic monitoring practices, and regular evaluation processes are more likely to achieve the objectives of competence-based education and improve educational quality. The study therefore provides empirical evidence that strengthening institutional quality mechanisms is essential for enhancing competence development among learners and improving teacher education outcomes in the region.

Recommendations

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

1. Management of Colleges of Education should strengthen internal quality assurance units to ensure continuous compliance with institutional and regulatory standards.
2. Regular monitoring of instructional activities, curriculum implementation, and academic programmes should be institutionalized across all departments and schools.
3. Colleges of Education should establish comprehensive programme evaluation frameworks to assess educational effectiveness and facilitate continuous improvement.
4. The National Commission for Colleges of Education (NCCE) should intensify quality assurance visits and provide technical support for competence-based education implementation.
5. Institutional administrators should organize regular capacity-building programmes for lecturers and academic staff on competence-based instructional strategies and assessment practices.
6. Educational policymakers should promote the integration of quality assurance, monitoring, and evaluation systems into institutional planning and decision-making processes.
7. Colleges of Education should adopt technology-driven monitoring and evaluation systems to improve data collection, reporting, and utilization for educational improvement.

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